University of Washington Bothell
General Catalog
Academic Year 2013-2014

Purpose

This catalog includes:

- Academic policies
- Program descriptions
- Requirements for all majors and minors.

The information in this catalog is effective as of autumn quarter 2013.

Student Obligation

It is the student's obligation to be informed about the policies and standards contained in this catalog.

All efforts are taken to ensure catalog accuracy. However, the catalog is not an irrevocable contract between the student and the University. The University's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the University for those classes or programs.

In no event shall the University be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

University's Right

Due to the rapidly evolving programs and policies at the University, UW Bothell reserves the right to modify course and program offerings, University policies, and other information at any time, without prior notification.
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I. About the University

Campus History

The story begins in the mid-1980s when community, business, and education leaders recognized the increasing need for higher education in the rapidly growing Puget Sound region. In its 1987 Master Plan, the Washington State Higher Education Coordinating Board gave the University of Washington the responsibility of developing branch campuses. In 1990, the University of Washington Bothell was created to meet that need in the northeast Puget Sound area.

For 10 years, UW Bothell was located in a small business park. In 2000 we moved to our current location on 128 acres of picturesque land that was once home to cattle and dairy farming on the Boone- Truly ranch.

The University of Washington Bothell has grown into a unique and beautiful campus. Buildings are situated between towering Douglas fir and Western Red Cedar trees. The facilities house state-of-the-art technology to assist faculty and staff. The northeast portion of the campus contains 58 acres of high-functioning wetland.

Today the University of Washington Bothell has more than 4,000 students and is growing significantly every year. The University offers many academic programs and certificates at the undergraduate, post-baccalaureate and graduate levels. The programs are designed to serve a diverse population of students who have just completed high school, who have completed some college study and are seeking to complete their baccalaureate degrees, initiate post-baccalaureate studies, or pursue courses for personal development.

The University of Washington Bothell is accredited as a unit of the University of Washington by the Northwest Association of Schools and Universities. In accordance with the traditions of the University of Washington, we are dedicated to providing responsive, accessible programs that proudly uphold traditional University of Washington standards of quality.
**Equal Opportunity**

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.


The University of Washington Bothell is committed to providing equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodations, please contact Disability Support Services at least ten days prior to the event at 425.352.5307, TDD 425.352.5303, FAX 425.352.5455, or email drs@uw.edu.

**Non-Discrimination Policy**

The University of Washington Bothell, as an institution established and maintained by the people of the State, is committed as a matter of principle to providing equality of opportunity to all members of the University community. In conformance with Federal and State law, the University shall not discriminate against any person because of race, color, creed, religion, national origin, sex, age, marital status, disability, or status as a disabled or Vietnam era veteran. Discrimination on the basis of sexual orientation is also a violation of this policy.

**Accreditation**

The three-campus University of Washington is accredited by the Northwest Association of Schools and Colleges and is a member of the Association of American Universities. Individual schools and colleges are members of the various accrediting associations in their respective fields.

**II. Mission & Goals**

**Our Mission**

The University of Washington Bothell holds the student-faculty relationship to be paramount. We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.

**Our Goals**

The University of Washington Bothell is committed to achieving its goals and promotes the on-going review of our outcomes, organizational structures, and processes that support its mission and goals.
Serve college age and established adult students, as well as the community at large, by providing access to a premier institution of higher education.

Emphasize and develop critical thinking, writing, and information literacy, in order to graduate students with life-long learning skills.

Actively recruit and support outstanding faculty scholars with a passion for communication.

Build an inclusive and supportive community of learning and incorporate multicultural content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs.

Encourage and support collaborative, interdisciplinary, and cross-program initiatives.

Provide quality curricula by making use of the best of educational technology in support of teaching and learning.

Attract and support an internationally diverse student body and a nationally recognized faculty and staff.

Create and support excellence in student affairs, academic services, such as library, Writing and Communication Center, computing services, and physical facilities.

Foster productive relationships with the employment community and promote a strong public service commitment.

21st Century Campus Initiative

The 21st Century Campus Initiative: UW Bothell Priorities Plan 2008-2020 outlines seven priorities to increase the opportunities for students to attain the knowledge, skills and experiences that will prepare them for leadership roles throughout the state and beyond.

The initiative builds on our student-centered traditions, calling for an enhanced focus on creating a diverse and inclusive learning environment; using innovative, effective teaching methods; and addressing important challenges of the 21st Century in the classroom and through institutional practices. The theme of sustainability is critical to our global future and is central to the values, vision and economic interests of our students, state and region. Addressing this vital issue is a key priority of our plan and will become a signature focus for this campus.

To fulfill our vision we must collaborate with a broad range of community partners in addressing workforce needs, as well as local and global challenges. Closer community ties will enable us to better understand the skills and programs students and employers need, while enriching the education of our students by providing real-world opportunities to learn from and give back to local communities.

The seven priorities for the 21st Century Campus Initiative are:

- Growth
- Resourcefulness
- Diversity
- Student-Centered
- Community
- Innovation
- Sustainability

III. Admission

First Year Students

A first year student applicant is one who has not attempted college course work after high school, excluding the summer following high school graduation. This classification includes participants in the Washington State Running Start Program as long as they do not enroll in additional college courses after graduating from high school and before enrolling at the University of Washington Bothell.

Admission Policy

The University of Washington Bothell seeks students who can benefit from its wealth of academic and cultural opportunities and will contribute to the campus environment. Choosing students from an academically talented group of applicants requires a
selection process that looks beyond grades and standardized tests.

While grades and standardized tests are important, they tell only part of an applicant’s story. UW Bothell uses a holistic application review process to identify well-rounded and highly qualified applicants by learning more about each student’s story. In addition to grade-point average (GPA) and test scores, the University takes into account many aspects of an applicant’s achievements and personal history. Factors considered include rigor of curriculum; grades and test scores; activities or accomplishments; educational goals; life experiences, such as growing up in an unusual or disadvantaged environment; family educational background and socioeconomic status; special talents; and cultural awareness. The list is not exhaustive, and the factors are not of equal weight; moreover, no single factor is sufficient to confer admission.

How to Apply
Students must apply online at http://www.uwb.edu/admissions.

Applicants must have a minimum of a 2.0 cumulative GPA; submit official SAT (with Writing section) or ACT (with Writing section) scores and the completed application with the nonrefundable $60 application fee ($75 for international students) in order to receive admission consideration. SAT and ACT scores are only valid for a maximum of five years. Official high school transcripts are required at the time of application for students that do not complete the online coursework grid within the application, have been educated outside the United States, have already graduated from high school, or have been homeschooled. If college coursework has been completed by the time of application, one official transcript from each college attended is required.

College Academic Distribution Requirements (CADR’s)
In accordance with HECB requirements and to ensure that students entering UW Bothell are adequately prepared to succeed in college, all first year student applicants are required to complete a minimum level of preparation in six subject areas through high school or college coursework prior to entering the University.

A passing grade must be received in all core subject requirements. This includes a Pass in a course taken on a Pass/Not Pass basis.

English Composition/Literature: 4 Years

If taken in high school:
Four years of study are required, at least three of which must be in college-preparatory composition or literature.

- One of the four years may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, or English as a Second Language (ESL).
- Courses that are generally not acceptable include those identified as remedial or applied (e.g., acting, basic English skills, developmental reading, library, newspaper staff, remedial English, review English, vocabulary, yearbook/annual).

NOTE: English courses taken in another country are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.

- International Applicants: Four high school years of Composition and/or Literature courses in the student’s native language or English from a native English speaking country will satisfy this requirement.

If made up through college course work:
College course work must be at the 100 level or higher. For the composition/literature component, generally any course with an English or Writing prefix is acceptable.

- One of the four years may be satisfied by a college course in speech, drama as literature, journalistic writing, business English, ESL, or engineering/technical writing.
- Courses such as developmental or speed reading, vocabulary, or remedial English are not acceptable.
Mathematics: 3 Years

If taken in high school:
Three years of study are required, at least at the level of algebra, geometry, and second-year algebra.
- An algebra course completed in the last year of junior high school may partially satisfy the requirement if the second-year algebra is completed in secondary school.
- Arithmetic, pre-algebra, business math, and statistics will not count toward the requirement.

If made up through college course work:
If your high school preparation in mathematics was insufficient, you must complete one of the courses listed below:
- A course in intermediate algebra - At many community colleges in Washington, MATH 098 is the necessary course. The course must be completed with a grade of 'C' (2.0) or better, even though it does not transfer to the UW Bothell as college credit and the grade earned in the course is not used in computing the transfer GPA.
- MATH 104 (Trigonometry) or its equivalent - The course must be completed with a grade of 'C' (2.0) or better.
- MATH 107 (Mathematics: A Practical Art) or its equivalent - The course must be completed with a grade of 'C' (2.0) or better.
- Mathematics courses with intermediate algebra as a prerequisite (except philosophy and statistics courses) - This includes any higher-level math courses such as elementary functions, calculus, and beyond. NOTE: Courses in philosophy (e.g., logic), statistics, or computer science do NOT satisfy the mathematics requirement.

Social Studies: 3 Years

If taken in high school:
Three years of study are required in history or in any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology.

If made up through college course work:
Courses in the social sciences - e.g., anthropology, economics, ethnic studies, history, philosophy, political science, psychology, sociology -will count toward the requirement.

Science: 2 Years of lab-based science

If taken in high school:
A minimum of two years of lab science is required. One of the two years must be in an algebra-based chemistry or physics course. The other year may be in any other lab science, such as biology.

If made up through college course work:
College level transferable science courses with a lab will count toward this requirement. At least one course must be completed in an algebra-based chemistry or physics course with a lab experience.

Foreign Language: 2 Years

If taken in high school:
Two years of study are required. The two years must be completed in the same language.
- The foreign language requirement will be considered satisfied for applicants who complete their education through the seventh grade in school(s) a) where English was not the language of instruction and b) in countries other than Australia, Canada, Ireland, New Zealand, the UK, and the United States.
- International applicants who entered the U.S. education system prior to the 8th grade must satisfy the foreign language requirement.
- Any natural language that has been formally studied may be used to satisfy this requirement, including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of
deaf signing aside from AMESLAN are acceptable.

- A foreign language course taken in the eighth grade may satisfy one year of the requirement if the second-year course is completed in high school.

If made up through college course work:
For purposes of admission, each quarter of language in college is considered equivalent to one year in high school. Applicants who have never studied a foreign language will need to complete ten quarter credits of a single foreign language. However, an applicant who studied French for one year in high school needs to complete only the second 5 quarter credits (e.g., FREN 102) or the second 3 semester credits of a first-year language sequence. Of course, you may prefer to begin with 101 to refresh your memory.

Fine, Visual, or Performing Arts: 1/2 Year

If taken in high school:
One half year or one trimester of study is required in the fine, visual, or performing arts, to be chosen from art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. Courses generally not acceptable include architecture, color guard, creative writing, drafting, drill team, fashion design, foreign languages, interior design, sewing, speech, web design or graphics, woodworking, & yearbook.

If made up through college course work:
Two quarter credits (or 2 semester credits) chosen from any of the following subjects will satisfy the requirement:

- Art, art history, cinema/film making, dance, music, or photography;
- Any course in drama except drama as literature courses.

Courses in architecture are generally not acceptable, except for those in architectural history.

Electives in Core Subjects: 1/2 Year

If taken in high school:
One half year of study is required. Academic electives are courses in any of the six subject areas (defined above) beyond the minimum number of years specified above.

If made up through college course work:
Three quarter credits (2 semester credits) chosen from the six subject areas described above count toward this requirement.

In general, five quarter credits (or three semester credits) in a college-level course equal one year of high school study. If you completed a portion of the core requirements via high school course work, you can complete the balance of the requirement via college course work. A college course may be used to satisfy both an admission core requirement and a UW Bothell graduation requirement.

Grading Restrictions
In general, you must attain at minimum a passing grade (including 'D') to satisfy the College Academic Distribution Requirements. Also acceptable is a grade of 'Pass' in a course taken on a 'Pass/Not Pass’ basis. However, if you are completing CADR's through college course work you are strongly encouraged to choose a letter or numerical grade, because you may later want to apply the course(s) towards requirements for your major and/or University graduation requirements, for which grading restrictions pertain.

Applicants using a college course to satisfy the mathematics requirement must complete one of the courses listed below:

- A course in intermediate algebra - The course must be completed with a grade of ‘C’ (2.0) or better, even though it does not transfer to the UW as college credit and the grade earned in the course is not used in computing the Transfer GPA.
- MATH 104 (Trigonometry) or its equivalent - The course must be completed with a grade of ‘C’ (2.0) or better.
- MATH 107(Mathematics: A Practical Art) or its equivalent - The course must be completed with a grade of ‘C’ (2.0) or better.
- Mathematics courses with intermediate algebra as a prerequisite (except statistics
courses) - This includes any higher-level math courses such as elementary functions, calculus, and beyond.

**Advanced Placement and International Baccalaureate Credit**

UW Bothell will award college credit for students who receive the required minimum scores on Advanced Placement and International Baccalaureate exams. Minimum exam scores vary based upon subject area, please review the website for detailed information.

**Running Start, College in the High School, and Tech Prep**

UW Bothell will review credits earned through Running Start, College in the High School, and Tech Prep for transferability. An official transcript from the college must be submitted to UW Bothell before the credits can be considered.

**Homeschooled Students**

UW Bothell welcomes homeschooled students to apply for admission. Homeschooled students are expected to meet the College Academic Distribution Requirements (CADR’s), submit official SAT or ACT test scores, and an official transcript documenting all coursework studied between grades 9 - 12.

Homeschooled applicants must present a homeschooled transcript that includes course titles of each subject studied, duration of study, a short description of content, and grade or assessment of performance. Preferably, courses completed at home would adhere to a nationally recognized homeschooled curriculum.

Homeschool course work must also be validated in the four CADR’s listed below. (No testing is required for social studies or arts.) Homeschooled applicants must submit official test scores for validation.

**English Composition/Literature** - Covered by SAT or ACT with Writing

**Mathematics** - Covered by SAT or ACT with Writing

**Science** - Covered by ACT sub score. If using SAT for admission, further validation is required.*

Only one exam in chemistry, biology or physics is required.

**Foreign Language** - Further validation required*.

*SAT Subject Tests, ACT sub scores, Advanced Placement exams, International Baccalaureate exams

Please note:

- UW Bothell cannot provide minimum required scores, as each homeschooled applicant presents a unique case. Each applicant is assessed holistically in the context of a comprehensive record.
- Core subjects completed at a local college or high school do not require further validation; however, official transcripts are required.

**AP, IB, College in the High School and Running Start**

UW Bothell encourages and recognizes students who complete advanced coursework in high school through AP, IB, College in the High School, Running Start or any other dual enrollment programs granting college credit.

College credit will be awarded to students who receive sufficient scores on the AP and IB exams. Minimum scores have been set for each subject area. Generally, student must receive a minimum of a 4 on most AP exams, and a minimum of a 5 on IB exams. Please review the scoring charts at: [http://www.uwb.edu/admissions/firstyear/before-apply](http://www.uwb.edu/admissions/firstyear/before-apply).

Students participating in Running Start and/or College in the High School will receive a college transcript from the institution granting the credit. Official transcripts must be submitted to the Office of Admissions in order for the credit to be transferred to UW Bothell.

**International First Year Student**

An international student is an applicant who is not a United States citizen or permanent resident and plans to attend a college, university, or other post-secondary education institution in the U.S. This includes applicants that hold U.S. visas as students, exchange visitors, or other nonimmigrant classifications.
International students who have not completed any college credit after completing secondary school should apply as a first year student.

**Foreign Credentials**
The UW Bothell Office of Admissions provides the service of international credential evaluations. Upon request, applicants may be required to obtain a third party evaluation or translation from an approved agency. It is the responsibility of the applicant to arrange for the third party transcript evaluation, if required.

**English Proficiency Requirement**
All applicants for whom English is a non-native language must provide proof of English proficiency by providing scores that meet the University's minimum on one of the following exams or through one of the alternative options listed below. This includes international students and domestic students who completed most of primary and secondary outside the U.S.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Minimum Scores for Admissions Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL - internet based</td>
<td>92</td>
</tr>
<tr>
<td>TOEFL paper-based</td>
<td>580</td>
</tr>
<tr>
<td>International English Language Testing System (IELTS)</td>
<td>7.0</td>
</tr>
</tbody>
</table>

*TOEFL and IELTS scores are only valid for 2 years*

**Alternative Options for English Proficiency Requirement**
The University of Washington Bothell has partnered with the University of Washington Seattle English Language Programs to offer a conditional admissions program for first year students pursuing an undergraduate degree at UW Bothell. This program is for students who do not meet the minimum English Proficiency requirement(s) for admission, but are otherwise admissible.

A minimum grade of 80 percent is required in each course and students must obtain a recommendation from the Director of the UW Seattle English Language Program. After successful completion of the UW Seattle Intensive English Program requirements, applicants do not have to submit TOEFL, IELTS, or other standardized test scores as proof of language proficiency to UW Bothell.

**OR**
Completion of the University of Washington Bothell’s Accelerated Intensive English Program (A-IEP). This program is for students who do not meet our English proficiency requirement, but have a minimum TOEFL iBT score of 65, IELTS of 5.5, or have successfully completed level 3 of UW Seattle's Campus Intensive English Program (C-IEP).

**OR**
Completion of a minimum of four years of high school English in the United States with grades of 3.0 or higher and a minimum SAT critical reading score of 500 or an ACT English score of 20.

**Exception:** Non-U.S. citizens whose primary and secondary education took place in Australia, Canada, Great Britain, Ireland, New Zealand, or the U.S. are exempt from this requirement. Students who were born in one of these countries but were educated elsewhere, will still be required to satisfy the English proficiency requirement.

**Transfer**
A transfer applicant is a student who has enrolled in college coursework after the summer quarter following high school graduation and has not earned a bachelor’s degree.

**Application Process**
Application to the Bothell campus is a separate process from application to the Seattle or Tacoma campuses and requires the submission of a separate online application, transcripts, and other required records and documents.

**General Admission Requirements**
1. Minimum transfer GPA of 2.0
2. Successful completion of the core subject requirements
3. Official SAT (with Writing section) or ACT (with Writing section) scores for applicants with <40 transferable credits.

Application Checklist
1. Completed application, including required writing assignments
2. Non-refundable $60 application fee
3. Official high school transcript
4. Official transcripts from each college attended
5. Official SAT (with Writing section) or ACT (with Writing section) scores for applicants with <40 transferable credits.

The academic programs at UW Bothell have additional requirements students must complete to be considered for admission. Applicants are encouraged to contact an Admissions Advisor at (425) 352-5000 or info@uwb.edu.

International Transfer Students
An international student is an applicant who is not a United States citizen or permanent resident who plans to attend a college, university, or other post-secondary education institution in the U.S. This includes applicants that hold U.S. visas as students, exchange visitors, or other nonimmigrant classifications.

International students who have completed college coursework after completing secondary school, regardless of the amount of credits earned, should apply as an international transfer student.

Minimum Admission Requirements
- Minimum 2.0 GPA in Secondary and College Coursework
- Core Subject Requirements
- English Proficiency Requirement

International Application Checklist
- Completed application, including required writing assignments
- Nonrefundable $75 Application Fee
- Official high school transcript(s)
- Official transcript from any colleges/universities attended
- Complete the "Declaration of Finances" section of the application
- Proof of English proficiency

English Proficiency Requirement
All applicants for whom English is a non-native language must provide proof of English proficiency by providing scores that meet the University’s minimum on one of the following exams or through one of the alternative options listed below. This includes international students and domestic students who completed most of primary and secondary outside the U.S.

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</tr>
<tr>
<td>IELTS (Academic Module)</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Test scores are only valid for 2 years.
UW Bothell’s Institution Code for the TOEFL is 9964.

Alternative Options for English Proficiency
- The University of Washington Bothell has partnered with the University of Washington Seattle Campus Intensive English Program (C-IEP) to offer a conditional admissions program for students pursuing their first undergraduate degree at UW Bothell. This program is for students who do not meet the minimum English Proficiency requirement(s) for admission, but are otherwise admissible. Click here for more information on the conditional admission option.

A minimum grade of 80 percent is required in each course and students must obtain a recommendation from the Senior Director of the UW Seattle English Language Programs. After successful completion of the UW Seattle Intensive English Program requirements, applicants do not have to submit TOEFL, IELTS, or other standardized
test scores as proof of language proficiency to UW Bothell.

OR

- **Associate Degree Option (must meet all four requirements):**

  1. Complete a Direct Transfer Agreement/Associate of Arts Degree from a community college in Washington State (The applied science, applied associate of arts, associate degree in nursing, and any other associate’s degree that is not part of the DTA will not satisfy this requirement.) **AND**
  2. Have earned a minimum of a 2.75 cumulative GPA **AND**
  3. Have earned a minimum grade of 3.0 in the equivalent of English Composition (UW Engl 131) **AND**
  4. Have earned a minimum grade of 3.0 in the equivalent of Writing from Research (UW Engl 182).

**NOTE:** We strongly recommend completion of English Composition (UW Engl 131) and Writing from Research (UW Engl 182) at the time of application.

OR

- Have completed a minimum of four years of high school English with grades of 3.0 or higher and a minimum SAT critical reading score of 500 or an ACT English score of 22.

**Exception:** Non-U.S. citizens whose primary and secondary education took place in Australia, Canada, Great Britain, Ireland, New Zealand, or the U.S. are exempt from this requirement. Students who were born in one of these countries but were educated elsewhere, will still be required to satisfy the English proficiency requirement.

- International applicants who have completed a bachelor or master’s degree in the U.S. are not required to submit a TOEFL or IELTS score.

**International Transcripts**
The UW Bothell Office of Admissions is providing the service of international transcript evaluations. Upon request, applicants may be required to obtain a third party evaluation from an approved agency. It is the responsibility of the applicant to arrange for the third party transcript evaluation, if required.

**Financial Statement**
Part of the application process requires all international students to submit a Declaration of Finances along with an official bank statement dated within six months of the application period. In order for ISS to process the I-20, international students need to submit documentation verifying they have sufficient funds to attend the University.

**Core Subject Requirements**
To be considered for admission, applicants must complete a minimum level of preparation in six core subject areas. If a core subject requirement was not completed in high school, it must be completed at a college level before enrolling at UW Bothell. An academic associate degree does not automatically satisfy the core subject requirements.

In general, five quarter credits (or three semester credits) in a college-level course equal one year of high school study. If you completed a portion of the core requirements via high school course work, you can complete the balance of the requirement via college course work. A college course may be used to satisfy both an admission core requirement and a UW Bothell graduation requirement.

**University Core Subject Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>If completed in high school</th>
<th>If completed in college</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 years including completion of Intermediate Algebra with minimum GPA of 2.0.</td>
<td>Completion of Intermediate Algebra with minimum GPA of 2.0.</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>2 years of the same language</td>
<td>10 credits of same language or completion of 102 level.</td>
</tr>
</tbody>
</table>

Applicants with 40 or more transferrable college credits:
**Students with 135 or more credits must meet program prerequisites in addition to core requirements.**

*Please note: An academic associate degree does not automatically satisfy the core subject requirements.*

Applicants with less than 40 transferrable college credits:

<table>
<thead>
<tr>
<th>Subject</th>
<th>If completed in high school</th>
<th>If completed in college</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 years</td>
<td>5 credits of English Composition with minimum GPA of 2.0</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 years - completion of Intermediate Algebra</td>
<td>Completion of Intermediate Algebra with minimum GPA of 2.0</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3 years</td>
<td>15 credits</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>2 years of the same language</td>
<td>10 credits of same language or through 102 level with passing grade</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 years of lab science, including one year of algebra-based chemistry or physics</td>
<td>10 credits (5-credits must be algebra-based chemistry or physics)*</td>
</tr>
<tr>
<td><strong>Fine, Visual, or Performing Arts</strong></td>
<td>.5 years</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

College minimum cumulative GPA = 2.0

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**English**

**If taken in high school:**

Four years of study are required, at least three of which must be in college-preparatory composition or literature.

- One of the four years may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, or English as a Second Language (ESL).
- Courses that are generally not acceptable include those identified as remedial or applied (e.g., acting, basic English skills, developmental reading, library, newspaper staff, remedial English, review English, vocabulary, yearbook/annual).

NOTE: English courses taken in another country are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.

- International Applicants: Four high school years of Composition and/or Literature courses in the student's native language or English from a native English speaking country will satisfy this requirement.

**If completed through college course work:**

Five credits with GPA of 2.0 or higher. College composition course work must be at the 100 level or higher.

- Courses such as developmental or speed reading, vocabulary, or remedial English are not acceptable.

NOTE: English courses are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.

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**Mathematics**

**If taken in high school:**

Three years of study are required, at least at the level of algebra, geometry, and second-year algebra.

- An algebra course completed in the last year of junior high school may partially satisfy the requirement if the second-year algebra is completed in secondary school.
- Arithmetic, pre-algebra, business math, and statistics will not count toward the requirement.

**If completed through college course work:**
If your high school preparation in mathematics was insufficient, you must complete one of the courses listed below:

- **A course in intermediate algebra** - At UW Extension, as well as at many community colleges in Washington, MATH 098 is the necessary course. The course must be completed with a grade of 'C' (2.0) or better, even though it does not transfer to the UW Bothell as college credit and the grade earned in the course is not used in computing the transfer GPA.
- **MATH 104 (Trigonometry) or its equivalent** - The course must be completed with a grade of 'C' (2.0) or better.
- **MATH 107 (Mathematics: A Practical Art) or its equivalent** - The course must be completed with a grade of 'C' (2.0) or better.
- **Mathematics courses with intermediate algebra as a prerequisite** - This includes any higher-level math courses such as elementary functions, calculus, and beyond.

**Social Studies**

**If taken in high school:**
Three years of study are required in history or in any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology.

- Credit for religion courses, consumer economics, student government, or community service will not count towards the requirement.

**If completed through college course work:**
Fifteen quarter credits in the social sciences - e.g., anthropology, economics, ethnic studies, history, philosophy, political science, psychology, sociology - will count toward the requirement.

**Science**

**If taken in high school:**
Two years of lab science are required. Applicants must complete one full year - both semesters in the same field with a laboratory experience- of the basic principles of biology, chemistry, or physics. The principles of technology course taught in Washington state high schools may also satisfy the laboratory science requirement. The second year of science may be completed in an algebra-based chemistry or physics.

**If completed through college course work:**
Ten quarter credits in college science courses with a lab will count toward one laboratory science. Any course in astronomy, atmospheric science, biological structure, biology, botany, chemistry, environmental science (but not environmental studies), genetics, geology, oceanography, physical anthropology, physical geography, physics, or zoology will count toward five credits of the requirement, as will introductory courses in biological or physical science. Five credits must be completed in an algebra-based chemistry or physics.

**Foreign Language**

**If taken in high school:**
Two years of study are required. The two years must be successfully completed in the same language.

- The foreign language requirement will be considered satisfied for applicants who complete their education through the seventh grade in school(s) a) where English was not the language of instruction and b) in countries other than Australia, Canada, Ireland, New Zealand, the UK, and the United States.
- International applicants who entered the U.S. education system prior to the 8th grade must satisfy the foreign language requirement.
- Any natural language that has been formally studied may be used to satisfy this requirement, including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of
deaf signing aside from AMESLAN are acceptable.
- A foreign language course taken in the eighth grade may satisfy one year of the requirement if the second-year course is completed in high school.

If completed through college course work:
For purposes of admission, each quarter of language in college is considered equivalent to one year in high school. Applicants who have never studied a foreign language will need to complete ten quarter credits of a single foreign language. However, an applicant who studied French, for example, for one year in high school needs to complete only the second 5 quarter credits (e.g., FREN 102) or the second 3 semester credits of a first-year language sequence. Of course, you may prefer to begin with 101 to refresh your memory.

Fine, Visual, or Performing Arts

If taken in high school:
One-half year or one trimester of study is required in the fine, visual, or performing arts, to be chosen from art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. Courses generally not acceptable include architecture, color guard, creative writing, drafting, drill team, fashion design, foreign languages, interior design, sewing, speech, web design or graphics, woodworking, and yearbook.

If completed through college course work:
Two quarter credits (or 2 semester credits) chosen from any of the following subjects will satisfy the requirement:
- Art, art history, cinema/film making, dance, music, or photography;
- Any course in drama except drama as literature courses.
Courses in architecture are generally not acceptable, except for those in architectural history.

Electives in Core Subjects

If taken in high school:
One half year of study is required. Academic electives are courses in any of the six subject areas (defined above) beyond the minimum number of years specified above.

If completed through college course work:
Three quarter credits (2 semester credits) chosen from the six subject areas described above count toward this requirement.

Grading Restrictions
In general, you must attain at minimum a passing grade to satisfy a core subject requirement. Also acceptable is a grade of ‘Pass’ in a course taken on a ‘Pass/Fail’ or ‘Credit/No Credit’ basis. However, if you are completing core subjects through college course work you are strongly encouraged to choose a letter or numerical grade, because you may later want to apply core courses towards requirements for your major or University or college graduation requirements, for which grading restrictions pertain.

Special Admissions and the Appeal of Admission Decisions
An applicant who wishes to appeal the admission decision and be considered under special admission procedures may do so by writing a letter of petition Director of Admission. Please contact the Office of Admissions for further information at (425) 352-5000 or info@uwb.edu.

Applicants with disabilities are encouraged to enclose with their application a statement describing their disability. If appropriate, certain admission requirements may have substitutions authorized. For further information, please contact Rosa Lundborg at dss@uwb.edu or (425) 352-5307.

Applicants who are unable to meet the minimum admissions requirements because of special circumstances are encouraged to meet with an Admissions Advisor. UW Bothell is committed to providing access and ensuring each applicant receives a fair review.
Applicability of Transfer Credit to Degree Requirements

The Office of Admission has the authority to make decisions approving transfer of credit to the University and application of transfer credits to fulfill university core subject, general education and proficiency requirements. The various Program Offices have the authority to determine application of transfer credits to fulfill major requirements. During the first quarter of enrollment, a student should meet with an academic advisor to plan a program of study. The advisor will determine how the transfer credits may be used in meeting degree requirements.

Academic Credit

The guidelines governing the awarding of undergraduate transfer credit at UW Bothell are listed below. 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). For courses taken at a Washington community college, the Bothell campus follows the listing of transferable courses published in the UW Transfer Guide:


UW Bothell will accept up to 90 lower-division transfer credits (100 and 200 level courses). Courses equivalent to 300-level or higher at UW Bothell do not count toward the 90 lower-division credit limit. Students can petition their program to transfer additional credits beyond 90 lower-division to apply toward their major. No more than 135 transfer credits (lower or upper division) may be accepted to count toward a bachelor's degree.

Notable Restrictions on Transfer Credit

College in the High School

Additional credit restrictions may apply when students enrolled in high school have been awarded college-level credit by a college or university other than the UW, and the coursework was completed on the high school campus rather than the college campus. Contact the Office of Admissions for more information.

Community College Credit

A maximum of 90 lower division credits from community college course work may be applied toward the credits required for the bachelor's degree. All of the credits transferred from two-year colleges may be used toward graduation requirements.

Distance Learning

Up to 90 credits earned in correspondence courses, offered by the Distance Learning division of UW Educational Outreach, may be applied toward a UW degree. However, such credits may not be applied toward the 45 credits required for the Final Year Residence Requirement.

Extension Credit from Other Schools

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

Guidance/Personal Development

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

Limitation on ROTC Credits

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

Military Credit

Credits earned in Armed Forces Training Schools (AFTS) and through USAFI and DANTES may not exceed 30 credits and are included in the 45 extension credit limit. Official transcripts or DD-214 or DD-295 forms must be submitted, and credit will not be awarded until after the student has enrolled. Scores received in such course work are not included in the transfer GPA. No credit is awarded for Military Occupational Specialty (MOS) programs. Regionally accredited military schools are evaluated under the same guidelines as all other regionally accredited two and four year schools.

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.

**Repeated Courses**
The Transfer GPA is calculated using the repeat policy of the home institution. In the case that a student takes a course at one college, then repeats it at another college, and then transfers to the UW, the most recent grade will be included in the transfer GPA calculation.

**Vocational/Technical Credits**
A maximum of 15 vocational/technical quarter credits may be awarded. Courses in this category are those which would ordinarily provide specialized training for an occupation (e.g., allied health, bookkeeping, electronics, or physical therapy assistant). *When allowed, these credits will apply only toward the elective credit component of a baccalaureate degree at UW Bothell.* Such courses are not included in the Transfer GPA.

**Courses receiving no credit**
The University reserves the right to deny credit for courses that are not compatible with those offered in its baccalaureate degree programs. Some general categories of courses never receive transfer credit. Examples include:

- Courses below college level (usually numbered below 100)
- Repeated courses or courses with duplicate subject content will only receive credit once
- Course work earned at an institution that did not hold at least candidacy status with its regional accrediting association when the course work was taken
- Courses that provide instruction in a particular religious doctrine
- Mathematics courses considered below college level, including basic math, and 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 Freshman Composition course)
- Courses providing instruction in English as a Second Language (100-level or above)
- Remedial courses in any academic discipline (100-level and above)
- Lower division military science courses
- Non-academic/vocational-technical courses beyond the 15 credit limit

**Special Categories for Undergraduate Admission**

**Matriculated Students**
New students at the UW Bothell, seeking their first undergraduate degree, are normally admitted as either general transfer or to a specific academic program as matriculated students. Applicants should be sure to use the correct application form and indicate the appropriate category for their requested status at the Bothell campus. The application is available online.

Staff in the Office of Admissions can assist applicants who are uncertain about the proper admission category.

**Returning Students**
A returning student who has been away for more than one quarter (excluding summer) is required to complete and file a Returning Student Enrollment Application. Students should contact their previous program to verify any additional requirements. A returning undergraduate is required to pay a non-refundable $60 application fee by the application priority date. Returning non-matriculated students are enrolled as space permits.

**Non-matriculated Students**
Non-Matriculated status is used by non-degree seeking students at the Bothell campus. Although a student enrolled at the Bothell campus in a non-matriculated status cannot earn a degree in that status, a grade is earned and full credit is awarded and recorded on the student’s UW transcript. Credits earned by a non-matriculated student usually transfer to other institutions. If a student is later
accepted into a matriculated status at the Bothell campus, courses earned as a non-matriculated student may be applied to undergraduate degree requirements, with some restrictions: a maximum of 90 credits earned through correspondence and/or extension programs may be applied toward the bachelor's degree, and the last 45 credits of a baccalaureate degree must be earned as a matriculated student in residence at the Bothell campus.

**Pre-professional Students**
Students wishing to begin their auxiliary studies for a professional program (e.g., Nursing), in a quarter preceding the beginning quarter of the program, may enroll as pre-professional students if space is available within Bothell campus enrollment limitations. "Pre-professional" is a matriculated status.

**Post-baccalaureate Students**
Post-baccalaureate is a matriculated status at the University of Washington. At the Bothell campus, post-baccalaureate students are those who have completed one or more bachelor's degrees and are working toward another bachelor's degree. Such students are admitted to an undergraduate program on the same basis as other applicants. The application of previous courses toward graduation requirements will be determined by program faculty and advisors.

**Graduate Admission Procedure**
Admission to the Graduate School is granted by the dean of the Graduate School. Application for admission is made to the Office of Graduate Admissions. The prospective student must hold a baccalaureate degree from an accredited college or university in this country or its equivalent from a foreign institution. Each applicant must submit a completed University of Washington application form and application fee. The applicant must arrange for the receipt of scores on the Graduate Record Examination, Graduate Management Admission Test, or an alternative test approved by the Graduate School Council, and official transcripts from all previously attended colleges, universities and institutes. Each department or other unit authorized to offer a graduate degree program maintains a Graduate Admissions Committee consisting of not fewer than three faculty members. The committee receives from the Office of Graduate Admissions all completed applications for admission to the unit. The Admissions Committee is responsible for the fair and complete evaluation of applicants and for recommending to the dean of the Graduate School the names of applicants who are considered to be qualified for admission.

Priority for admission of applicants into a graduate degree program is based upon the applicant's apparent ability, as determined by the University, to complete the program expeditiously with a high level of achievement and also upon the applicant's promise for success in his or her subsequent career. In addition, Graduate School admission policy requires that:

No practice may discriminate against an individual because of race, color, national origin, disability, sex, age, religious preference, creed, sexual orientation, marital status, or background, or status as disabled veteran or Vietnam era veteran.

And that:

Sustained efforts are made to recruit qualified students who are members of groups that have been subject to discrimination or are underrepresented in certain disciplines.
Graduate Admission Policy

In developing a pool of qualified applicants for admission to the Graduate School, the following factors may be taken into account by a degree-offering unit:

1. Undergraduate grades, especially for subjects in or closely related to the field of the applicant’s proposed graduate work (at least a B, or 3.00 grade-point average is expected).

2. The applicant’s consistency in proceeding through an undergraduate degree program.

3. Scores on the Graduate Record Examination’s verbal, quantitative, and analytical tests, the GRE advanced test or other tests related to the applicant’s field, and on other aptitude tests that may be required.

4. Personal interviews of the applicant by the department admissions committee.

5. The career objectives of the applicant and the extent to which the graduate degree program may be expected to prepare him or her for those objectives.

6. Written and oral recommendations from persons who are qualified to evaluate the applicant’s academic record and promise.

7. The applicant’s degree objective. Weight given to these factors may vary among academic units. Admission to the Graduate School for enrollment at the Bothell campus signifies admission into a program of graduate study leading to a master’s degree. Doctoral degrees are not offered at the University of Washington, Bothell.

Graduate Enrollment Limitation

Total graduate enrollment at the University of Washington Bothell is determined by the University administration, as part of overall Bothell enrollment, in furtherance of University intent to maintain proportions of graduate students and other categories of students appropriate to the role of the University in its particular setting. First preference in enrollment is given to continuing graduate students (i.e., those who have already been admitted into a graduate program, who are in good standing, and who have maintained continuous enrollment as in-residence, in-absentia, or on-leave students). After continuing graduate students are accommodated, the remaining places are available for the enrollment of new students or the re-enrollment of former students who have not maintained continuous enrollment.

How to Apply

Application for Admission to Graduate School is done online. Each applicant for admission to the Graduate School must submit the online application form and a check to the University of Washington for the application fee of $75 and must arrange for the receipt of scores on the Graduate Record Examination (or an alternative test approved by the Graduate School Council) and official transcripts (2 copies each) from all previously attended colleges, universities and institutes.

These required documents must be submitted to the Office of Graduate Admissions prior to the following dates: July 1 for Autumn Quarter, November 1 for Winter Quarter, February 1 for Spring Quarter, and May 15 for Summer Quarter (these dates are subject to change by the University). Early application is advised.

Please note that the Master of Business, Master of Nursing, and the Master of Arts in Policy Studies admit only once a year for Autumn Quarter.

Additional documentation (e.g., letters of recommendation) is required by some programs. See the appropriate section of this catalog and check with the Program Office for complete and current information. All records submitted as part of an admission application become a part of the official file and the property of the University of Washington and cannot be returned nor duplicated for any purpose. Failure to submit complete and accurate credentials may result in permanent dismissal from the University.

The foregoing dates and procedures apply to new students and visiting students as well as to former students of the University of Washington who have not attended since receiving their baccalaureate
degrees. A former student must apply as a new student for admission to the Graduate School.

Under certain circumstances, University of Washington students, who are within 6 credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School, may register the quarter immediately preceding admission to Graduate School for up to 6 credits in 500 level courses, in addition to the last six credits that are required of undergraduate work. This registration and these arrangements must be approved by the graduate program that the student is entering. However, students so enrolling are not reclassified as graduates until the baccalaureate degree has been granted and after their official admission to the Graduate School. At that point, it is necessary to petition the Graduate School 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.

When all required documents have been received, an evaluation is made and the applicant is notified of his or her admission status. An offer of admission is valid only for the quarter indicated. Applicants, who wish to be considered for a different quarter, must file a new application and fee with the Office of Graduate Admissions. Admissions credentials of applicants, who do not register for the quarter to which they have been admitted, are normally retained for a period of one year from the quarter of application. At the end of this period credentials on file are discarded unless the applicant has notified the Office of Graduate Admissions of a continued interest in attending the University.

Special Categories for Graduate Admission

Visiting Graduate Students

A student who wishes to enroll in the Graduate School at the University of Washington, Bothell, and, who intends thereafter to return to the 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, Bothell, 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 Office of Graduate Admissions at the Seattle campus of the University.

Graduate Non-matriculated

Graduate Non-matriculated (GNM) defines a student status at the University as designed to provide access to graduate courses for qualified post-baccalaureate individuals who are not at the present time seeking a graduate degree but who may later want to apply these credits toward a degree. All applicants must be evaluated by the graduate unit in which the student seeks this status, and be judged qualified to do graduate level work in the courses to which they seek entry.

Applicants to the GNM status must contact the academic unit directly for application information. (Not all departments offer GNM status.) Departments will counsel students regarding the status and provide instructions, application forms, and department requirements to appropriate candidates.

GNM students are limited to a total of 12 credits in each program to which they have been accepted. Please note, however, that should the student later be admitted to a master's degree program, a maximum of 12 GNM credits or any combination of GNM and transfer credits may be applied toward the degree.
IV. Tuition, Fees & Financial Aid

Tuition and Fees

Education Cost
The cost of a student's education at the University varies with individual circumstances. The amount charged for tuition and fees is set by the state and is indexed to the cost of instruction. Since inflation increases costs generally, the tuition and fee rates also increase each year. Consequently, accurate tuition charges for future quarters cannot be provided here.

Since University costs are supported by state taxes, the rates charged to students who are not residents of Washington State are higher than the rates for residents.

The Office of Student Financial Aid estimates the amount of money that students in different family situations need to meet living expenses and to pay for school. They are based on surveys of students' costs, comparisons with other schools, input from housing and transportation agencies, and they reflect cost-of-living changes. They cover modest but adequate costs for most students attending this University. The figures listed below are the costs of attending the University of Washington for one academic year (a nine-month period: autumn, winter, and spring quarters).

<table>
<thead>
<tr>
<th>Lives with Parents</th>
<th>Traditional</th>
<th>Non-Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad</td>
<td>Grad</td>
</tr>
<tr>
<td>New Student Orientation*</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Books</td>
<td>$1,206</td>
<td>$1,206</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,402</td>
<td>$3,402</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,265</td>
<td>$2,265</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,524</td>
<td>$1,524</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$8,647</strong></td>
<td><strong>$8,397</strong></td>
</tr>
</tbody>
</table>

*First quarter only

**Traditional**: All single, undergraduate students without dependents (spouse or children) who are living away from parent's home; undergraduate married students without children whose spouses are also students.

**Non-Traditional**: All graduate/professional students; undergraduates who have children; married undergraduates whose spouses are not also enrolled. Registered same-sex domestic partners may request consideration for additional living costs and will need to provide information about their partners' financial resources when they make the request.

<table>
<thead>
<tr>
<th>2013-2014 Tuition Rates</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$11,911</td>
<td>$31,485</td>
</tr>
<tr>
<td>Graduate Tier I</td>
<td>$14,817</td>
<td>$27,066</td>
</tr>
<tr>
<td>Graduate Tier II (MAPS,</td>
<td>$15,180</td>
<td>$27,633</td>
</tr>
<tr>
<td>MACS, M.Ed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Nursing</td>
<td>$15,180</td>
<td>$27,633</td>
</tr>
<tr>
<td>Business Masters' Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incoming</td>
<td>$22,977</td>
<td>$28,935</td>
</tr>
<tr>
<td>Business Masters' Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>$22,326</td>
<td>$28,935</td>
</tr>
</tbody>
</table>

**Subject to change**
These are just some of the tuition rates charged at the University of Washington Bothell. Please review website for more information about tuition rates. Students enrolled in Fee-Based Programs should check with their program office for details about course fees or program fees.

Tuition and Fees
Figures presented here are for full-time enrollment, i.e., 10-18 credits per quarter; however, for purposes of financial aid eligibility, full-time is defined as 12 or more credits for undergraduate students and 10 credits for graduate students.

Tuition is due quarterly by Friday of the third week of the quarter.

Fee-based Programs
For fee-based degree programs offered through UW Bothell, the tuition rate is charged per credit at a different rate than listed in the Catalog and registration is administered through a partnership with UW Professional Continuing Education. Prospective and current students should contact the program advisor for details.

Enrollment Confirmation Deposit
A new or returning former transfer student, or continuing student in a new classification, is required to confirm his or her intention to enroll by paying a nonrefundable $100 Enrollment Confirmation
deposit for undergraduate students and $250 deposit for graduate students (not required of students admitted Summer Quarter). The fee is applied toward tuition and fees assessed for the quarter for which the student is determined to be admitted, and subsequently enrolls. A student who pays the fee for a given quarter, but does not register in that quarter, is not entitled to a refund except in the situations listed below:

1. A new or returning matriculated student who is unable to obtain courses that are applicable to the requirements of the degree or certificate program to which the student has been admitted, and who does not enroll in or attend other courses, is refunded the Enrollment Confirmation deposit upon written request to the Admissions Office. Petitions should include a statement from an appropriate academic advisor certifying that no such courses are available. Petitions must be submitted by Friday of the second week of the quarter.

2. A new or returning matriculated student who, after meeting with an appropriate academic advisor, determines that the program for which admission was granted differs substantially from what the student was led to expect, based upon earlier available information, is refunded the enrollment confirmation deposit upon written request to the Admissions Office. Such a request for refund must be submitted before the student registers for courses, and, in no case, later than the first day of the quarter for which admission has been granted.

3. A new or returning student who applies by the prescribed deadline for financial aid, administered by the University Office of Student Financial Aid, and who cannot be awarded financial aid adequate to his or her needs as determined by that office, and who is therefore unable to attend the University, is refunded the enrollment confirmation deposit upon application to the Admissions Office no later than two weeks after receipt of notice of the financial aid award.

4. A new or returning student who is unable to attend the University because of pregnancy, disability, or death, or because of being called involuntarily into the military service of the United States, or into civil duty, is refunded the amount, if any, by which the enrollment confirmation deposit exceeds the amount of tuition and fees assessed at the time of withdrawal. Requests for refund must be submitted in writing to the Admissions Office by the last day of the quarter for which the student was determined admissible and for which the enrollment confirmation deposit has been paid. Appropriate documentation is required.

New Student Enrollment and Orientation Fee
The NSEOF is a mandatory, one-time fee for $250 that all entering undergraduates pay to fund services received as a new student at the UW Bothell. Several transition programs are funded entirely or in part by the NSEOF including the Freshman Advising & Orientation program.

Fee Payment
An obligation to pay tuition and fees in United States dollars is incurred when a student registers. Student's official University of Washington tuition statement is online, no bills will be mailed. An email is sent to the student’s email address on MyUW each quarter when the statement is ready.

The tuition due date is always the third Friday of the quarter. Payments must be received by the Bothell Cashier's Office no later than 3:00pm on the tuition due date. If you do not pay your tuition by the due date, you will be assessed a late payment charge based on the amount of your outstanding balance. For past due balances of $250 and above, the late fee is $120. For balances between $50 - $249.99, the late fee is $50. There is no late payment charge for balances under $50.

You may petition the late payment charge through the Office of the Registrar if you feel this fee was
charged in error. Your petition will be approved or denied based on the circumstances.

If you have not paid your outstanding balance by the end of the late payment period, a hold will be placed on your academic records. Unpaid balances will be forwarded to collections after the conclusion of the quarter.

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

Mailing Payments
Do not send cash. Write your student number on your check. If your name is not printed on the check, please write your name on the check so your tuition account will be properly credited. Please do not mail contracts, authorizations, vouchers, or sponsor payments in the tuition remittance envelope. These documents should be sent in a separate envelope to the UWB Cashier’s Office.

*Payments must be received by 3:00pm on the tuition due date on either the UW Bothell or UW Seattle campus. Payments received after the due date will be subject to late charges and/or holds on your academic records.

Paying by Web Check on MyUW
You may have your tuition paid directly from your bank account by using web check online. This eliminates the need for you to mail a check or wait in line to pay in person.

Paying by Credit Card on MyUW
Tuition and fees can be paid using a credit card on MyUW. To pay by credit card, students may sign in at MyUW and select the ‘Credit Card Payment’ option; parents should go directly to the Tuition/Fees Payment by Credit Card section on the web page. Credit cards will not be accepted in person or over the phone. There is a convenience fee which is charged for payments made with a credit card.

Paying in Person
You may pay your tuition in person at the Bothell Cashier’s Office. You may pay by cash, check or money order.

Drop Box
You may place your payment in the drop box. Be sure to write your student number on your check. Please use an envelope if you are using the drop box.

Payments deposited in the drop box will be posted to your account within two business days. The date the payment is placed in the drop box (before 5:00 PM) is considered the date of payment. Please do not include cash when using the drop box.

Tuition Payment Plan
This plan is best for students who are not on financial aid, and who want or need to spread their payments over several pay periods. One-third of the anticipated tuition, plus a $10 service charge, is due on the first Friday of the quarter, along with the application form, which can be found at the Cashier’s office. The remaining balance of tuition is divided into two equal payments, due the third and fifth Friday. Late fees of $55 each will be assessed for each payment not in the Cashier’s Office by 5:00 PM on the due date, postmarks will not be accepted.

Technology Fee
The Student Technology Fee is designed to provide funds for the improvement of technology used by students at UW Bothell. The UW Bothell Student Technology Fee Committee (STFC) determines the expenditures of the fee. Students of UW Bothell lead the committee and the committee allocates money for technology resources for general student use, pursuant to RCW 28B.15.051 and the agreement between the Associated Students of the University of Washington Bothell (ASUWB), and the Board of Regents.

Parking and Upass
Parking at UW Bothell is $6 for all day or $3.00 for three hours, payable in advance at the pay stations. Quarterly parking permits for faculty/staff/students are available online at bothellcampus.thepermitsstore.com. The Upass is your ticket to ride Metro, Community Transit, and
Sound Transit service anytime, anywhere. The Upass for students is available through your MyUW account or at the UWB Cashier’s Office after the 7th day of the quarter. The Upass for Faculty and staff is available at the UWB Cashier’s Office.

**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.

**Late Registration**
A late registration service charge of $25 is assessed a student granted permission to register after the last scheduled day of Period II registration and through the 10th day. Students registering after the 10th day pay a $75 late registration fee.

**Change of Registration Fee**
A charge of $20 is made for any number of add and/or drop transactions processed during a given day beginning the second week of the quarter.

**Transcript Fee**
A charge of $9, payable in advance at the Bothell Cashier’s Office, is required for each transcript. Each transcript will include all course work taken at the University of Washington, with indication of the campus where the credits were earned. Please contact the Office of the Registrar for ordering information.

**Cancellation of Tuition**
Registered students must pay full tuition and fees. Tuition may be canceled or reduced if a student makes an official withdrawal or drops a course during the period specified by state statute. Refunds are given when a cancellation or reduction results in an overpayment.

**Fee Forfeiture**
A student who does not completely withdraw, but who is dropping one or more courses, may be eligible for lower tuition, depending on the total number of credits remaining, after the course drop, and on the time period when the drop was made. Tuition for students making a course drop on or before the seventh class day is determined by the total credits remaining. Tuition for students making a course drop after the seventh class day, through the 30th calendar day of the quarter, is computed on the total credits remaining, plus one-half the difference between the old tuition and the new tuition. There is no cancellation or reduction in tuition for courses dropped after the 30th calendar day of the quarter.

**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.

**Residence Classification Requirement**
Residence classification information is available in the Office of the Registrar.

**Veterans and Children of Totally Disabled or Deceased Veterans**
Information on educational benefits and special exemption programs for veterans and their dependents is available in the Office of Special Services. Veterans and members of the armed forces who apply for admission to any campus of the University are subject to the same minimum requirements, as are regular students, and are expected to enroll in accordance with University requirements. The University complies with the standards of progress as required by the Department of Veterans Affairs and the State Approving Agency.

**Financial Obligations**
The comptroller is authorized to place a hold (administrative) on the records of any student who fails to pay amounts due to the University. Until this hold is cleared, the University (1) does not release the student’s record or any information based on the record, (2) does not prepare transcripts or certified statements, and (3) denies registration as well as graduation from the University. In cases of serious financial delinquency, the comptroller, with the consent of the Registrar, may order that a student’s registration be canceled and that privileges of attendance be withdrawn. Tuition and fees not paid
by the end of the academic quarter are subject to an interest charge of 1 percent per month or a fraction thereof (12 percent APR), beginning the month following the end of the quarter.

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

**Tuition Exemptions**

The University of Washington Tuition Exemption Program, established under the authority of RCW 28B.15.558, enables University of Washington employees and State of Washington employees who have been admitted to the University of Washington, to have tuition waived for up to six credits each quarter provided that they register on a "space-available" basis. The Tuition Exemption Program is available at the University of Washington Seattle, Bothell, and Tacoma campuses. Those who enroll at the UW on a "space-available" basis for more than six credits will receive the tuition waiver for the first six credits and will pay a per credit charge for the credits taken over six.

**Financial Aid**

The UW administers many federal, state, and institutional financial aid programs to help students pay for their education. There are four basic types of aid: grants, scholarships, loans, and work study. Grants and scholarships do not have to be repaid. Loans must be repaid after graduation or withdrawal from school. The work study program gives students a chance to work part-time, either on or off campus. A Financial Aid Counselor is available on site at the UW Bothell campus to assist with a students’ financial aid needs.

**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.

<table>
<thead>
<tr>
<th>Cost (Student’s Budget)</th>
<th>Student’s Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Need/Maximum Eligibility</td>
</tr>
</tbody>
</table>

The amount a student should be able to pay is determined by a standard, federally mandated need-analysis methodology. The methodology establishes whether a student is financially dependent on his or her parents and, if so, what the family should be able to contribute. It also takes into account the family size, number in college, total income from the previous calendar year, a percentage of net assets, and all other resources. There is no income cutoff or other simple method of determining whether a student will qualify for need-based financial aid. Any student who thinks he or she needs help should apply.

Our office will review and may recalculate your expected family contribution. Recalculation may include available income or assets not considered by the initial federal calculation, but that represent a more realistic amount that your family can pay for your education. If a student/parent has unusual expenses not covered by the standard cost of attendance (such as medical or dental expenses not paid by insurance), the student may request a revision from the Financial Aid office. If a student/parent has a change in their financial situation while in school, the student should notify the Financial Aid office to request a re-evaluation of their eligibility.

**Applications and Deadlines**

To receive financial aid you must meet all eligibility criteria as defined by federal, state and institutional rules. The Free Application for Federal Student Aid (FAFSA) is the basic application for financial aid. The application is available on-line at www.fafsa.ed.gov beginning in January. The annual deadline for priority consideration is February 28, and applies to all quarters of the upcoming academic year. This date refers to the receipt date of the FAFSA whether
mailed or electronically transmitted. It does not refer to the date the student mails or transmits the FAFSA. The Financial Aid office recommends that students complete the FAFSA by February 15th to ensure delivery to the federal processor by the priority deadline. You must list the University of Washington (federal code #003798) as one of the colleges to receive the results of your FAFSA. If your FAFSA is received after Feb. 28, you will be considered a late applicant and are only considered for limited types of aid. Students must reapply every academic year.

Students who apply for financial aid should remember to keep copies of financial documents used in completing their FAFSA, should stay in touch with the financial aid counselor, and should notify the Financial Aid office of any changes which may impact their award.

Eligibility for Financial Aid

To qualify for aid an applicant must:

- Be a U.S. citizen, permanent resident or other eligible non-citizen
- Be admitted to the University in a degree or certificate program (correspondence and most non-matriculated students are not eligible for student aid)
- Not be delinquent or in default on a previous student loan or owe a repayment on a federal grant
- Provide financial information
- Maintain satisfactory progress in a course of study

Visit our scholarship website, http://www.uwb.edu/financialaid/scholarships, to find out more information about researching and applying for UW Bothell and outside scholarship opportunities.

In order to present a polished application packet, fill out applications thoroughly and accurately. In addition, visit the Writing and Communication Center and the Merit Scholarship, Fellowship, and Awards Office to receive assistance with your personal statement.

Each year we offer general scholarships graciously endowed from individuals, organizations, UW Bothell alumni, businesses, and associations. These scholarships are available to students enrolled at UW Bothell. We have two applications per year:

- **UW Bothell General Scholarship** (awarded for autumn -- spring quarters)
- **UW Bothell Winter & Spring General Scholarship** (awarded for winter and spring quarters)

We encourage all currently enrolled students to apply.

Scholarships

Students enrolled, or planning to enroll, at the UW Bothell may be eligible to apply for scholarships. There are many sources of information for scholarships and other funding opportunities. Many of these resources are designed to help students identify which scholarships best match their qualifications. Each student must research the scholarships available and find those that best match their skills, experience, interests, and goals.

V. Campus Services

Advising for Prospective Students

Admissions Advisor assists prospective students with academic planning. They meet with prospective students to review their prior educational experience and help determine whether additional course work is needed to satisfy admission requirements. Admissions Advisors also direct students to appropriate campus resources; provide general financial aid information and assistance with financial aid procedures and timelines; and assist students with questions about registration, student accounts, and admission policies and procedures. To make an appointment with an Admissions Advisor, please contact the Office of Enrollment Management at (425) 352-5000.
Academic and graduation advising is provided by academic program advisors. After admission, contact CUSP Advising for Premajor advising or your program for information or to make an appointment with the program advisor.

Staff can provide initial information on academic programs and set up appointments with advisors. Unofficial evaluations of transcripts may be requested to identify admissions eligibility and possible areas of deficiency. Completed undergraduate application files are processed for general admission to the University. For more information see the section on Advising below, or consult individual academic programs for specific admissions requirements.

Advising for Premajors
The Center for University Studies and Programs (CUSP)

In CUSP, Academic Advising is seen as an educational process that facilitates students' understanding of the purpose, of higher education. It fosters and encourages intellectual and personal development, academic success, and lifelong learning. A collaborative educational process, student and advisor are partners in planning academic, personal, and career goals. Advisors in CUSP assist students by understanding and effectively communicating curriculum, general University graduation requirements, and University policies and procedures. Advisors also encourage and support students as they explore their educational options, providing information and strategies for utilizing available resources and services.

All pre-majors and undeclared students will be advised by Professional Advising Staff in the CUSP office. To contact an advisor for help or information, or to schedule an advising appointment, call 425-352-3427 or email CUSPAdvising@uwb.edu.

Mandatory Advising
Incoming students with less than 45 college credits will be sent information requesting they schedule a Mandatory Advising meeting with a CUSP Advisor during fall quarter. A hold that is placed on these students records following registration for fall classes will be removed for winter registration only after they have completed their mandatory advising session.

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Student Life

The Office of Student Life provides a variety of opportunities for students to engage with the campus community. Getting involved in student life will provide a terrific complement to your academic experience. Students are able to enhance their resume, develop new skills, meet new people, and have fun!

Student Life programs include:
Achieving Community Transformation (ACT)
Alternative Spring Break (ASB)
Associated Students of the University of Washington Bothell (ASUWB)
Campus Events Board (CEB)
Clubs and Organizations
Club Council
Diversity Programs
Fitness Center and Fitness Classes
Health Educators Reaching Out (HEROs)
Husky Herald
Husky Leadership Camp
Intramurals and Club Sports
Leadership Programs
Living-Learning Communities
Orientation and Transition Programs
Reflection Room
Residential Life and Campus Housing
Services and Activities Fee Committee (SAF)
Sports and Recreation Complex
Student Organizing Diversity Activities (SODA)
Student Technology Fee Committee (STFC)
Volunteer Opportunities
Wellness Programs

Achieving Community Transformation (ACT)
ACT (Achieving Community Transformation) is a student group committed to creating volunteer opportunities for the campus community. Join us in supporting and creating volunteer opportunities such as Meal Teams Program with Teen Feed, local retirement communities, MLK Jr Day of Services, etc.
Alternative Spring Break (ASB)
ASB is a program that gives students the opportunity to take part in a service project during their scheduled spring break. The ASB program encourages active citizenship by providing service opportunities addressing homelessness, poverty, childhood illiteracy, health care, environmental issues and much more.

ASUWB: Associated Students of the University of Washington Bothell
ASUWB is UW Bothell’s student government. It works as a liaison between the administration, faculty, staff and students to promote student interests. ASUWB has a number of opportunities to get involved and offers terrific leadership experiences. Elections for the executive board take place every spring quarter.

Campus Events Board
This group plans and coordinates a variety of campus events that reflect the diverse interests of the student body. Social, cultural, and educational activities and events are planned throughout the academic year. Contact studentlife@uwb.edu for information on how you can get involved.

Clubs and Organizations
Student clubs and organizations are an excellent opportunity for students to connect with others who share a common interest or passion. Please explore the range of student groups that exist or consider starting your own organization.

Club Council
The Club Council is made up of students whom work together to govern, support, and administer the funding for all student clubs and organizations on campus.

Diversity Programs
The Office of Student Life promotes and aids in creating a campus climate and culture that respects and celebrates diversity. We are committed to creating educational programs/events that promote awareness and understanding of diversity, social justice, gender equity, historically underrepresented communities, multiculturalism, and much more. Contact diversity@uwb.edu for more information.

Fitness Center and Fitness Classes
The Student Fitness Center is to all students – and only students – at UW Bothell. There are several different pieces of equipment in the Student Fitness Center, including ellipticals, treadmills and recumbent bikes for cardio workouts, as well as dumbbells and a multi-station gym for strength workouts. Amenities include two plasma screen TVs connected to digital cable, a cold water dispenser, and two fans to keep cool. There are showers and lockers very close by. To get access to the Student Fitness Center, go to Security and Campus Safety.

Health Educators Reaching Out (HEROs)
The HEROs lead workshops, plan events, and identify student needs around issues such as alcohol, nutrition, physical activity, sexual health, and mental health. Contact hero@uwb.edu for information on how you can get involved.

Husky Leadership Camp
This leadership program is made available to about 50 incoming freshmen over the summer. The camp introduces students to leadership models, allows them to reflect on their own leadership qualities, and opens the doors to getting involved right away in their first year.

Leadership Programs
Student Life strives connect students with different campus and community leadership opportunities such as the workshops, training sessions, Annual Etiquette Dinner, Women in Leadership Recognition, and much more. If you are interested please contact our office at studentlife@uwb.edu.

Living-Learning Communities
The University of Washington Living-Learning Communities (LLC) program is a joint partnership between Student and Residential Life and the Center for University Studies and Programs (CUSP). Under the leadership of these units, the LLC program will seek out additional partners to create an engaging and intellectually rich experience for students living in campus housing that will extend student learning outside of the classroom and into the everyday lives of first year students. These theme based communities will integrate curricular and co-curricular experiences that will enhance the social
and personal growth of residents. Students will enjoy the usual perks of living in campus housing, but will also benefit from living with other students who share similar interests. Students will have a greater opportunity to get to know their faculty and develop a strong sense of community among their peers. LLC students will also be able to register for their Discovery Core classes prior to other students and will have access to specialized programs and activities. In addition, LLC students will have the additional academic support that comes with group study sessions.

Orientation and Transition Programs
This office runs new student orientations for freshmen and transfer students. In addition they run a Parent Orientation Program, the Husky Leadership Camp, Husky Adventures, First-Year Orientation Mentoring Program, and the Living-Learning Communities program. The primary goal of this office is to connect new students to the resources and service on campus, while also making sure that students understand the university culture and expectations so that they are prepared for social and academic success.

Residential Life and Campus Housing
Where a student lives is critical to the quality of the college experience. Student housing at UW Bothell offers the conveniences of apartment style living coupled with residence life programming, a vibrant community of learners, and a safe environment to facilitate student success. It’s an opportunity for students to interact with diverse individuals, form study groups, and learn more about themselves. Our student residents thrive in our housing community and create lasting memories and friendships!

BENEFITS TO LIVING ON CAMPUS
- Live with your peers in an exciting and energetic community
- Spacious, furnished apartments
- Full size washer/dryer (some units)
- Affordable rates included all utilities, basic cable, internet, and parking
- Extensive residence life programming (cooking classes, game nights, study groups, shopping trips, and more!)
- Walking distance to downtown Bothell’s shops, restaurants, & parks
- Convenient access to major bus routes serving the greater Puget Sound Area
- On-site professional and student staff and 24/7 campus security
- Financial aid support available to help with quarterly housing rates for eligible students
- Save over $350 per academic year by not having parking fees

For more information about the location, amenities, and rates visit our website at www.uwb.edu/housing. Contact information: 425.352.3839 or housinginfo@uwb.edu.

Recreation and Intramurals
Participating in a recreational activities and intramurals on the new Sports and Recreation Complex can be a great opportunity to meet new people, be part of a team, get some exercise, and compete in your favorite sport. There is a different set of sports offered every quarter, and you can start playing at any time throughout the year. Some of the popular sports include indoor soccer, volleyball, basketball, ultimate Frisbee, and dodgeball, but different sports are being added constantly. Look at the Student Life website for current sports offerings.

Wellness programs are an opportunity to improve your physical, mental, and intellectual health outside the classroom. Past programs have included yoga classes, pilates classes, zumba classes, blood drives, sexual assault awareness events, breast cancer awareness events, and much more.

Reflection Room
The Reflection Room offers students a place to relax and engage in the five areas of wellness: intellectual, spiritual, emotional, social and physical. The room is open during regular building hours.

Services and Activities Fee
Services and Activities Fees are derived from a portion of students’ quarterly tuition and are mandated by state law to be spent on student activities and programs. The money is allocated by a committee of students appointed by the Chancellor. Funded programs include (but are not limited to)
student government, clubs and organizations, recreation programs, and Career Services.

**Student Organizing Diversity Activities (SODA)**
SODA is a group made up of student volunteers interested in programming diversity activities to recognize and promote education on cultural awareness, gender issues, awareness months, heritage, disability, training opportunities, social justice, and much more. The group works closely with campus diversity clubs and organizations to co-sponsor and promote upcoming events and programs.

**Volunteer Opportunities**
Student Life keeps up updated list of opportunities to volunteer in the surrounding community. If you are interested in finding out more information please contact studentlife@uwb.edu.

**Career Center**
The Career Center offers a wide range of resources and activities that empower students to EXPLORE academic and career options, BUILD marketable experiences and job search skills, and CONNECT with the employment community. Offerings include career counseling, internship advising, graduate school advising, resume and cover letter review, interview preparation, an online job and internship database, career fairs, etiquette dinner and much more. For more information, visit our office, phone: 425.352.3706, email: careers@uwb.edu, or visit our website: www.uwb.edu/careers.

**Counseling**
Confidential, short-term personal counseling is available free of charge to currently enrolled UW Bothell students. Students may utilize counseling services for stress, adjustment issues, depression, relationship problems, or any other personal concern that is causing distress or interfering with academic progress. To set up a counseling appointment, call 425.352.3183 or stop by our office. To learn more, please visit www.uwb.edu/studentservices/counseling.

**Office of Advancement and External Relations**
The Office of Advancement and External Relations at the University of Washington Bothell encourages support of and participation in the University’s mission and goals. The Office is comprised of four units: Advancement, Alumni Relations, Legislative and Community Relations, and Public Relations and Communications. We create strategies to strengthen UW Bothell’s reach with both internal and external stakeholders, including, but not limited to, donors, alumni, prospective and current students, faculty, staff, community members, media, legislators, and friends of the institution. To learn more about the Office of Advancement and External Relations, please contact 425-352-3642.

**Disability Resources for Students**
Students with disabilities are invited and encouraged to discuss their needs with Disability Resources for Students (DRS). Documentation of the disability will be required according to the specifications of the University of Washington system before any accommodations can be arranged. We ask that students requesting services contact DRS at least six weeks prior to the beginning of the quarter. To speak with a DRS counselor, please stop by our office or call (425) 352-5307, TDD (425) 352-5303. You may also email your questions to drs@uwb.edu. Academic accommodations are designed to meet the individual needs of the student based on their specific disability. Our goal is to fully comply with Section 504 of the Rehabilitation Act as well as the Americans with Disabilities Act.

**Global Initiatives**
The UW Bothell campus community is engaged globally in many ways, through study abroad, research around the world, our international student population, and opportunities for international engagement close to home. Global Initiatives is a new effort to build an infrastructure for continuing international engagement throughout the campus and track our current level of internationalization. One of our primary goals is to increase participation in study abroad. To learn more, visit: http://www.uwb.edu/globalinitiatives or email studyabroad@uwb.edu.

**Merit Scholarships, Fellowships and Awards**
Merit scholarships, granted on the basis of academic performance and extracurricular achievements,
enrich students’ college experience with funding for tuition and fees, study abroad, summer internships, and post-graduate research or travel. Through events and individual advising, Merit Scholarships, Fellowships and Awards staff promote competitive, merit-based scholarship opportunities on the Bothell campus and mentor qualified students through the application process. To learn more, visit the Merit Scholarships website, www.uwb.edu/studentservices/merit-scholarships, email meritscholarships@uwb.edu, call 425-352-3261 or stop by our office.

The CARE Team
If you are concerned about the well-being of a student and are not sure what to do, the CARE Team please contact The CARE Team. The CARE Team is a confidential resource for UW Bothell students who may be experiencing distress. No issue is too big or too small. Contact any member of the team with questions or concerns. For more information, visit www.uwb.edu/studentservices/counseling/care-team.

Library Services
The Library serves the students, faculty, and staff of the University of Washington Bothell and Cascadia Community College. The Library houses course-related journals, magazines, newspapers, books, images, maps and audiovisual materials (VHS, DVD, CDs), and provides access to hundreds of ebooks, online library research databases, and over six-million volumes at the University of Washington Libraries in Seattle and Tacoma, as well as the collections of nearly 40 academic libraries in Oregon, Washington and beyond. Twenty group study rooms are available, and can be reserved for group work at the Information Commons Desk. The third floor is a quiet study area, and includes the Library's Reading Room, which overlooks the wetlands.

The Library has 70+ computers, which provide access to online and web-based resources, including full-text journals. Students, faculty, and staff can access many of these resources remotely using their UW NetID. Students can use the computers in the Information Commons to perform a variety of tasks, from searching the Library catalog and research databases, to writing papers and creating presentations. Wireless access to the campus network is available throughout the Library. A limited number of laptops are available for checkout to students.

The Library’s subject librarians offer research assistance in the Information Commons and are available by appointment for more extended consultations; 24/7 research assistance is available online. Librarians also collaborate with faculty in all academic disciplines and Programs to teach workshops that integrate information literacy skills into courses.

Quantitative Skills Center (QSC)
As part of the Teaching and Learning Center (TLC), the Quantitative Skills Center supports the TLC’s mission to foster learning in the UW Bothell community by supporting learner-educators in the enrichment of pedagogical knowledge, skills, and practices. The QSC does this by working with and developing faculty and peer tutors in quantitative reasoning, who then instruct and tutor UW Bothell students, respectively.

Peer tutors assist students with understanding quantitative concepts through questions and discussion with the goal of enhancing students’ independent learning processes and increasing confidence in quantitative material.

We offer free, drop-in tutoring, scheduled online tutoring, and faculty-sponsored workshops and in-class presentations. The QSC provides tutoring in any quantitative subject: math, science, computer science, statistics, business, electrical engineering, data analysis, etc. In addition, the QSC provides support for mathematical software such as SPSS, MS Excel, and Matlab.

Each tutor specializes in different subjects, so we recommend checking our online schedule to see if there’s a tutor available for your subject during your chosen time.

Please feel free to contact the Quantitative Skills Center by visiting our office, by phone at (425) 352-3170, email qsc@uwb.edu, or visit our website at www.uwb.edu/qsc for more information.
Veteran Services
Selected academic programs of study at the University of Washington Bothell are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. To speak with the Manager of Veterans Services, in regards to educational entitlements available to student veterans, please stop by our office or call (425) 352-5307, TDD (425) 352-5303. You may also email your questions to rlundborg@uwb.edu.

The University of Washington Bothell is a member of Partners for Veteran Supportive Campuses and is a state-recognized veteran-friendly campus.

The Writing and Communication Center
As part of the Teaching and Learning Center (TLC), the Writing and Communication Center (WaCC) supports the TLC’s mission to foster learning in the UW Bothell community by supporting learner-educators in the enrichment of pedagogical knowledge, skills, and practices.

The WaCC offers assistance with reading, writing and communication projects through in-person, online, and phone conferences. Our mission is to help students become stronger, more confident writers and communicators. Students from all programs can meet with peer consultants at any stage of a project, such as understanding readings and assignments, brainstorming topics, storyboarding, evaluating evidence, and revising. We also help students prepare for in-class presentations, portfolio projects, poster sessions and multi-media projects. We work closely with the Digital Media Lab and have peer consultants who are familiar with audio and video software.

For more information, please call 425-352-5253, email uwbwrite@uwb.edu or check out our website: www.uwb.edu/writingcenter.

Campus Life
University Book Store
The University Book Store provides textbooks, course materials, supplies, clothing, general reading, and gifts on campus or at www.ubookstore.com.

The University Book Store is located in the library expansion building. UW students are eligible to participate in the bookstore’s rebate program and receive student pricing on many computer items. Regular bookstore hours are Monday through Thursday 9 a.m.-8 p.m., Friday and Saturday 10 a.m.-2 p.m. Hours are reduced in summer and during school breaks. The bookstore can be reached at (425) 352-3344.

Computer Use & Software Copyright Policy
All faculty, staff, and students who use any computer at the University are responsible for using computer resources in an ethical and legal manner (http://www.washington.edu/itconnect/policy/). For example, it is not appropriate to share computer accounts or use them for commercial purposes, to send unwanted e-mail, or to distribute copyrighted software, music or images. Those who do not follow the rules could lose their UW computing privileges.

Information Technologies
Information Technologies (IT) supports a broad array of campus services and infrastructure at UW Bothell. Among other services, IT provides technical support for classroom and presentation technologies. Each classroom on campus is equipped with an ePodium—an electronic podium housing the primary classroom technology. With a minimum of 12-hours notice, IT can deliver additional equipment for classes and events as well. IT also provides over-the-counter equipment circulation to students, faculty, and staff for approved, course-related purposes.

All UW Bothell students have a UW internet e-mail account, secure space on the student file server, and network access to most class reserve readings via the Internet. For students with disabilities, a special workstation is available with screen enhancement magnification software as well as a speech synthesizer that reads computer text as it is typed.
In addition, students have access to drop-in computer labs equipped with both Intel PC and Apple Macintosh multimedia workstations, all loaded with the currently supported productivity software (such as Microsoft Office, and various Internet access tools). Fee-based laser printing is available via the network.

The Multimedia Studio and Digital Media Lab provide advanced workstations for multimedia projects. These spaces support video editing, audio production, digital effects, and more for classes or individual students and faculty. IT also provides technical support to help with the software and hardware. Workstations in the Digital Media Lab are available for scheduled classes and drop-in work (when not in use for a class). The Multimedia Studio offers both drop-in appointments and reservations for specific workstations.

Internet and Email
The University of Washington provides all students, faculty and staff with access to e-mail and internet services from any location on campus that wired or wireless networks are available. The UW campus websites can be used as excellent resources for up to date information regarding campus news, events, programs, class schedules, as well as providing access to your personal account and transcript information. Faculty and staff also use e-mail and web resources to publish course information, assign projects and correspond with students.

MyUW (http://myuw.washington.edu/) is a customized Web portal site for use by students, staff, and faculty of the University of Washington. Students can register for classes, check their grades, find their student loan status, apply for short-term loans, and get online assistance all through MyUW. A UW NetID is required to access MyUW and serves as your user name for this resource. The University still relies heavily on e-mail to communicate important information and reminders; it is required that you get a UW NetID as soon as you are enrolled and that you check your UW e-mail on a regular basis. UW Internet Connectivity Kits (UWICK) are available for purchase in the University Bookstore and include all of the software you will need to set up your home computer for UW Internet access.

The University Ombudsman
The Ombudsman is a resource for assistance when you have questions, problems or concerns about your experiences within the University and are uncertain what to do. An ombudsman is an appointed representative of the University community who assists in protecting the rights and interests of University community members, including students, staff, faculty, and other users of University facilities.

Talking with the Ombudsman can help you clarify your concerns and identify goals and options for redress. You are assisted in enhancing skills and competencies to prevent, assess, manage, and resolve conflict. A plan is developed which seeks to minimize negative consequences for all parties and the University, while focusing on achieving a mutually satisfactory solution. Referral assistance is provided regarding where to take grievances and how to present them effectively.

While the ombudsman cannot overrule or overturn decisions, the Ombudsman examines the facts to determine fairness and works with you to identify alternatives for systematically addressing the matter. Recommendations of changes in rules, regulations, and procedures can also be made.

If you have a concern you would like to discuss call the Ombudsman’s Office at (425) 352-5238 or 206-543-6028. You can meet with the University Ombudsman and other staff of the office weekdays at
the Seattle Campus in 206 Condon and by appointment on the UW Bothell campus.

**Security and Campus Safety**

The mission of the Security and Campus Safety Department is to deliver professional security and public safety services to students, faculty, and staff while they are on campus. We are committed to providing our students with an environment conducive to the pursuit of knowledge. The Department works closely with the Bothell Police Department in providing law enforcement and security for the campus community. Security and Campus Safety Officers patrol the campus on foot, by bicycle, and vehicle. For your safety, Safety Officers offer the campus Safety Escort Program for students, faculty, staff, and visitors to use.

To ensure safety on our busy campus, the 20 mph speed limit and stop signs are strictly enforced. Security and Campus Safety is responsible for all traffic enforcement on campus. Additionally, during high volume traffic periods Safety Officers direct traffic at key intersections to ease congestion. Lastly, Lost and Found property is collected and maintained by the department.

**VI. Academic Programs**

Discover the quality and expertise of the undergraduate and graduate academic programs offered at the University of Washington Bothell.

**School of Business**

**Bachelor of Arts in Business Administration**

The Business Administration program's objective is to develop in students the skills and knowledge that are necessary for success in a dynamic, global economic environment. The Bachelor of Arts in Business Administration program curriculum uses a variety of innovative pedagogical approaches to expose students to the problems they will face as managers and leaders and provides frequent opportunities to study important business institutions. Students can choose to pursue the program at one of two locations: the Bothell campus or its Eastside Leadership Center (ELC) in Bellevue. Concentrations on the Bothell campus include: Finance; Management; Management Information Systems; Marketing; Retail Management; Technology and Innovation Management. The Bothell program also offers a formal Accounting Option. Concentrations at the ELC program in Bellevue include: Entrepreneurship, Finance, General Business, and International Business. The Business Administration program places a high priority on the integration of theory and practice and complements its emphasis on relevance in teaching with an emphasis on research. The broad diversity and sophistication of the business community in the University of Washington Bothell service area help to make this relevance and interaction sustainable.

**Master of Business Administration**

The School of Business at the University of Washington Bothell is accredited by AACSB, Intl. (Association to Advance Collegiate Schools of Business) and offers two MBA programs, the Technology MBA (TMBA) Program at Bothell and the Leadership MBA (LMBA) Program at Bellevue.

The two MBA programs combine leading-edge management theory with practical tools for analysis and problem solving in a team-based environment. Courses emphasize case studies and projects that challenge students to apply and extend what they learn in class to real-world business situations. The MBA programs are taught by nationally-recognized graduate faculty and attract top-notch students from a variety of industries. Both programs are designed as cohort programs for working professionals and can be completed in 21 months with 72 credits.

The Technology MBA Program offered at Bothell is designed for professionals who envision becoming leaders in technology-centered enterprises. The TMBA Program enables students to develop the management and intrapreneurship skills needed to create innovative high-growth businesses within established organizations, and the entrepreneurship skills needed for new start-up businesses.
The Leadership MBA Program at Bellevue is designed for aspiring leaders from diverse functional backgrounds and a wide range of industries such as banking, healthcare, insurance, law, manufacturing, gaming, online services, and software. The LMBA Program enables students to develop the analysis, problem-solving, communication and team work skills necessary to maximize their leadership potential by working with mentors and leadership coaches.

Center for University Studies and Programs
First Year and Premajor Programs

The UW Bothell Lower Division Experience
CUSP courses are 100 and 200 level courses created to provide students with the skills to be successful in the 21st century workforce and to make meaningful contributions to local, regional, and global communities. All CUSP courses are oriented toward addressing vital issues of the contemporary world outside your door and in your lives. Students learn about the connections between biology and business, mathematics and literature, geography and anthropology, psychology and economics, computer science and the arts, and, in this process, come to know ourselves and each other in important ways.

The CUSP first-year curriculum is centered around the Discovery Core sequence and includes a range of electives that fulfill UW distribution requirements and prerequisite requirements for UW Bothell majors. Students have the opportunity to learn about biology, business, mathematics, literature, writing, psychology, sociology, computer science and philosophy not as isolated subjects, but, instead, as they interact with one another in the Discovery Core curriculum.

The CUSP second-year curriculum supports students as they continue to explore interests while narrowing their focus of study as they approach the time to declare a major. For second-year and Pre-Major students, this is also a time to pursue experiential learning opportunities, such as UW study abroad programs, internships, community-based learning and student leadership involvement.

The Discovery Core
The Discovery Core is a first-year seminar of sequenced courses designed to increase student capacity for active learning, critical and creative inquiry, encountering diversity (of perspectives, of people, of world views and of ideas), quantitative and writing skills, interdisciplinary practices and communication across different media platforms.

Autumn Quarter: Discovery Core I (5 and 10 credit options) The Autumn Discovery Core I courses focus on students’ transition into the university; on the development of analytic skills around reading, writing, media, and mathematics; on creating an e-portfolio; and on the practice of making connections across academic disciplines and between the classroom and the wider world. The topics include, among others, Coffee and Media, Philosophical Explorations of Science Fiction, The Environment and the Universe, Jobs and the Economy, Digital Thinking, Entrepreneurship, The History of Physics, and Climate Change and Consumer Society. Some are team-taught, some individually taught, but all are designed to open students’ eyes to the richness of the complex world: from mollusks to Matisse; from computers to clouds; and from poetry to plants. These courses also count toward the UW general education requirements for graduation.

Winter Quarter: Discovery Core II (5 credits) The Winter Discovery Core II continues the work begun in the autumn, making a turn toward the practice of Undergraduate Research in which the skills of analysis, creativity, and collaboration are essential. Some of these courses include Climate Change, Music in Everyday Life, Chocolate: A Global Inquiry, Chemistry and Cars, and Play: Anthropological and Psychological Perspectives. Students continue to construct the e-portfolio and explore their own areas of interest. These courses, like all the rest, count toward the UW general education requirements.

Spring Quarter: Discovery Core III (5 credits) The Spring DC III focuses on active reflection on the first year, on honing the students’ skills as interdisciplinary researchers, and on the projection
toward the second year of college. As students prepare to make the transition into their majors, they will work closely with their peers and professors on completing the eportfolio and on such areas as Autobiography and Media Storytelling, Project Planning: Business, Community and Life, Community Engagement through the Arts, Science and the News, Chemistry and Astronomy, Cultures of the Northwest, and Dream as Reality. These courses also count toward the UW general education requirements.

**Electives:** In addition to Discovery Core courses each quarter, a range of electives are available, including Global Economics, Contemporary Literature, Mathematics, Art and Public Space, Scientific Journeys, Psychology, Dance, Photography, and Acting, Music and Philosophy, Myth and Ritual, Micro- and Macroeconomics, American Government, Topics in Asian Culture, Introduction to Law, and Interdisciplinary and Research Writing.

Transfer and Pre-Major students, like first-year students, enroll in electives in math, science, writing, literature, philosophy, psychology, the arts, law, economics, and other areas that fulfill UW distribution requirements for graduation and prerequisite admission requirements to all the UWB majors.

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**School of Science, Technology, Engineering and Mathematics**

The School of Science, Technology, Engineering and Mathematics (STEM) was approved by the University of Washington Board of Regents in 2013 in response to the need for a greater number of STEM graduates to meet the demands of industry in the state of Washington and offers students interested in these fields a rigorous foundation in their chosen discipline. The School is comprised of four Divisions: Biological Sciences, Computing and Software Systems, Engineering and Mathematics, and Physical Sciences, with a variety of degree programs offered within the divisions. By combining the STEM fields into one academic unit, the School fosters collaboration among faculty, staff, and students throughout its curricula, research, and community and industrial partnerships.

**Dean**

Elaine P. Scott, Ph.D., 1989, 1987, Michigan State University; mechanical engineering and agricultural engineering

**Associate Dean**

Michael David Stiber, Ph.D., 1992, University of California, Los Angeles, computer science

**Division of Biological Sciences**

Interim Chair: Marc D. Servetnick, Ph.D., 1985, University of California, Berkeley; zoology
Kristina L. Hillesland, Ph.D., 2005, Michigan State University; microbiology and molecular genetics
Jeffrey Scott Jensen, Ph.D., 1993, Harvard University; biology
Kathleen D. Noble, Ph.D., 1984, University of Washington; counseling psychology
Marc D. Servetnick, Ph.D., 1985, University of California, Berkeley; zoology
Douglas W. Wacker, Ph.D., 2007, University of Washington; neurobiology and behavior
Bryan Douglas White, Ph.D., 2009, University of Washington; neurobiology and behavior

**Division of Computing and Software Systems**

Interim Chair: Michael David Stiber, Ph.D., 1992, University of California, Los Angeles; computer science
Laurie Anderson, Ph.D., 2004, Union Institute and University; cultural ecology
Hazeline Asuncion, Ph.D., 2009, University of California, Irvine; computer science
William (Bill) W. Erdly, Ph.D., 1991, University of Washington; social/organizational psychology
Munehiro Fukuda, Ph.D., 1997, University of California, Irvine; information and computer science
Wooyoung Kim, Ph.D., 2012, Georgia State University; computer science
Mark Kochanski, M.S., 1984, Purdue University; economic geology
Brent Lagesse, Ph.D., 2009, University of Texas at Arlington, computer science
Danielle Lee, Ph.D., 2013, University of Pittsburgh, Information Science
Clark F. Olson, Ph.D., 1994, University of California
Berkeley; computer sciences
Joe McCarthy, Ph.D., 1996, University of Massachusetts; computer science
David Socha, Ph.D., 1991, University of Washington; computer science
Michael David Stiber, Ph.D., 1992, University of California, Los Angeles; computer science
Kelvin Sung, Ph.D., 1992, University of Illinois at Urbana-Champaign; computer science
Geethapriya Thamilarasu, Ph.D., 2009 State University of New York at Buffalo, computer science and engineering
Carol S. Zander, Ph.D., 1995, Colorado State University; computer science

Emeritus Faculty
Frank Cioch, Ph.D., 1985 University of Michigan, computer and communications science
Charles F. Jackels, Ph.D., 1975, University of Washington; physical chemistry

Division of Engineering and Mathematics
Interim Chair: Arnold S. Berger, Ph.D., 1971, Cornell University; materials science
Andrew M. Abian, M.S., 1997, University of Washington; physics
Alexandre Charles Barchechat, Ph.D., 2003, University of California at Davis; mathematics
Arnold S. Berger, Ph.D., 1971, Cornell University; materials science
Seungkeun Choi, Ph.D., 2007, Georgia Institute of Technology, electrical and computer engineering
Steven W. Collins, Ph.D., 1994, University of Virginia; government and foreign affairs
Tadesse Ghirmai, Ph.D., 2004, State University of New York at Stony Brook; electrical engineering
Mahmoud Ghofrani, Ph.C., 2013, University of Nevada Reno, electrical engineering
Lawrence Lam, Ph.D., 1996, University of Washington, electrical engineering
Casey Mann, Ph.D., 2001, University of Arkansas at Fayetteville, mathematics
Jennifer McCloud-Mann, Ph.D., University of Arkansas, mathematics
Pierre D. Mourad, Ph.D., 1987, University of Washington; applied mathematics
Elaine P. Scott, Ph.D., 1989, 1987, Michigan State University; mechanical engineering and agricultural engineering

Linda M. Simonsen, Ph.D., 1995, Oregon State University; mathematics education
Bjong Wolf Yeigh, Ph.D., 1995, civil engineering and operations research

Division of Physical Sciences
Interim Chair: Daniel Jaffe, Ph.D., 1987, University of Washington; chemistry
Peter Anderson, Ph.D., 2007, University of Wisconsin-Madison, medicinal/pharmaceutical chemistry
Warren Wesley Buck, Ph.D., 1976, College of William and Mary; physics; Chancellor Emeritus
Khushroo P. Daruwala, Ph.D., 1987, Oregon State University; chemistry
Matthew R. DePies, Ph.D., 2009, University of Washington, physics
Brandon D. Finley, Ph.D., 2007, University of California at Irvine; earth system science
Kim N. Gunnerson, Ph.D., 2007, University of Washington; physical chemistry
Erin M. Hill, Ph.D., 2009, University of California, Irvine; biophysics
Daniel Jaffe, Ph.D., 1987, University of Washington; chemistry
Lori Robins, Ph.D., 2007, University of California, Davis, bio-organic chemistry
Eric P. Salathé Jr., Ph.D., 1994, Yale University; geology and geophysics
Muralidhara Thimmaiah, Ph.D., 2008, Michigan Technological University; chemistry

Emeritus Faculty
Charles F. Jackels, Ph.D., 1975, University of Washington; physical chemistry

Bachelor of Arts in Applied Computing
The Bachelor of Arts in Applied Computing (BAAC) focuses on the application of computing technology to other disciplines. Students in the Applied Computing degree get a broad view of computing by taking a common core of classes and a minor, major, or concentration in another field. The computing elective courses serve to create a unique hybrid degree in computing and another field of study that allows students to have a broad computing perspective within another discipline.
Students completing the Bachelor of Arts in Applied Computing have the option of completing a minor or concentration. With guidance from an advisor, students implement a working knowledge of their computing skills within the context of their field of interest.

**Bachelor of Science in Biology**
Biologists study living organisms, from the molecular basis of life to the evolution of diverse organisms, and the interactions of organisms with one another and with the environment. The Bachelor of Science program in Biology provides a broad education, including required courses in core areas of Biology, electives to allow students to explore areas of interest, and courses on the social impacts and ethics of biology.

**Bachelor of Science in Climate Science and Policy**
As greenhouse gas emissions and global temperatures continue to rise, climate change will become one of the defining issues of the 21st century. How we respond will affect our economy and environment for generations. Finding true solutions will depend on scientists and policy makers with an integrated knowledge of climate science, energy technology, political science, and economics.

The University of Washington Bothell is the first institution in the country to offer an undergraduate major (B.S.) in Climate Science and Policy (CSP).

**Bachelor of Science in Computer Science & Software Engineering**
The Bachelor of Science in Computer Science & Software Engineering (BSCSSE) degree integrates a rigorous study of the theory and practice of software development with the systems design, project management, and engineering processes necessary to produce high-quality products that satisfy user needs. Students learn object-oriented programming, data structures, algorithm analysis, discrete mathematics, project management, systems design, software engineering and the software development life cycle, computer architecture, and operating systems. They then go on to choose from a wide range of electives. Graduates with the BS degree are prepared for immediate employment, graduate studies, and life-long learning in the dynamic computing profession. As a student nears completion of the degree, he or she enrolls in a 10-credit capstone course that can involve an industry internship, participation in faculty research, or a student-initiated project. This CSS 497 Cooperative Education experience provides students with a work portfolio for presentation to employers and colleagues.

**Bachelor of Science in Electrical Engineering**
The Bachelor of Science in Electrical Engineering provides students a rigorous learning experience in the fundamentals and applications of electricity, electronics, and electromagnetism in a multidisciplinary learning environment stressing design, teamwork, ethics, entrepreneurship, and civic responsibility.

**Bachelor of Science in Mathematics**
“In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures.” National Council of Teachers of Mathematics

Mathematics is an established and growing field with students pursuing careers in engineering, actuarial science, database and computer systems administration network and data communication analysis, statistical analysis secondary mathematics teaching and other fields. Students with a major in mathematics often pursue graduate studies in mathematics, physics, and engineering.

**Master of Science in Computer Science & Software Engineering**
The Master of Science in Computer Science & Software Engineering at UW Bothell partners advanced studies in computer science with detailed analysis of software engineering methodologies. By coupling theoretical computing concepts with real-world problems, students develop the breadth of skills necessary to succeed in today's competitive software profession.

Supported by the student-centered learning environment at UW Bothell, BSCSSE students gain the expertise and confidence to drive innovative changes within their industry. Our graduates will find
opportunities for rewarding positions and advanced career opportunities in sectors such as software development, biotech, medicine, aerospace, entertainment, and finance.

Master of Science in Cyber Security Engineering
The Master of Science in Cyber Security Engineering emphasizes computer science and software engineering foundations that underlie the secure development lifecycle. Our Graduates are software development professionals who understand the multi-faceted context in which secure systems development and operation exists, including ethics, legal considerations, human factors, policy, regulatory frameworks, etc.

Our Cyber Security graduates have a deep and mature understanding of how computing systems and organizations can be made more secure. As a MS CSE student you will learn how to analyze existing systems to understand their vulnerabilities, how to reengineer systems to reduce their vulnerable “surface”, how to work within organizations to mitigate risk from human operations, and how to build systems that are fundamentally more secure and harder for adversaries to surreptitiously penetrate. Most importantly, graduates have a deep knowledge of why software or systems are secure or insecure and can identify what elements of their design and construction make them that way.

All MS CSE courses are taught in the evening, on the UW Bothell campus. Students may pursue either full-time or part-time enrollment options. Please contact the Division of Computing & Software Systems for more information.

Education

Master of Education Leadership Development for Educators (LEDE)
Many of the instructional leadership skills that are so central to principal success are developed over time as teachers take on challenging responsibilities in their schools.

This understanding is the foundation for the principal preparation program that UW Bothell offers in partnership with several school districts, the Center for Strengthening the Teaching Profession and the Center for Educational Leadership. With new thinking about how to coordinate teachers’ on-the-job learning and university classes, the program supports teacher instructional leaders and helps them document their learning so that it contributes to requirements for a Master of Education degree and Washington State Residency Principal Certification.

Expanding Capacity for Special Education Leadership (ECSEL)
In a collaborative partnership with faculty from across the UW and WSU campuses, this state-wide, two-year program for Special Education administrators leads to a Master of Education degree and Washington State Certification as an Education Program Administrator. During each of the two years, the program consists of three year-long seminars, a 400-hour internship requirement, and a set of performance tasks that allow candidates to demonstrate proficiency. Program curriculum incorporates both the Washington State Standards for Residency Program Administrator Certificate and the Council for Exceptional Children's advanced standards for program administrators.

Master of Education
The Master of Education degree is designed for practicing educators who seek further professional development and growth. Coursework leading to a Reading Endorsement, English Language Learner Endorsement (ELL) or National Boards Certification may be taken within the framework of the Master of Education.

Students in the Master of Education program work toward accomplishing professional goals at the classroom, school or community levels. The ideal candidates for this program are people committed to energizing their teaching and to building collegial relationships with other professionals who share common goals, commitments and professional questions.

Secondary and Middle Level Teacher Certification (M.Ed.)
Integrating academically rigorous coursework and supported field experiences, the program is designed
to be completed over six quarters. Each autumn quarter a group of students will begin the program as a cohort and progress together to earn their Washington State Residency Teacher Certification in spring quarter of their second year. Students in the cohort pursue teacher certification with one or more endorsements in any of six subjects (Biology, English/Language Arts, General Science, History, Mathematics, and Social Studies). An English Language Learner (ELL) or Special Education endorsement can be added to any of the above subject areas.

The first year of the program is comprised of evening courses designed to introduce students to the field of Education and challenge them to think deeply about the practices of innovative and ethical teaching. The second year, students are enrolled in daytime courses and field based settings where they practice what they have learned and complete their program of study. *

*The program is subject to modification.

K-8 Teacher Certification* (post baccalaureate)
This innovative K-8 Teacher Certification program engages students in university coursework integrated with field experiences in several school districts. The program emphasizes innovative teaching techniques and examines issues of social justice and inclusion in the classroom. As members of a cohort, professional relationships and professional growth are nurtured as students engage in program activities. This certification program leads to endorsements in Elementary Education and/or Middle Level-Math, Science and Humanities.

*Program design is subject to modification.

Teaching and Learning Minor
The Teaching and Learning Minor focuses on critical issues in classroom education including technology use, diversity in the classroom, and disability culture. Several courses integrate field experiences with youth in a variety of educational settings. Students from any major who anticipate educating youth in their academic area or becoming classroom teachers will benefit from the preparation they receive in this 30 credit minor.

Director and Professor
Bradley S. Portin, D. Phil., 1995, education studies, Oxford University, Oxford, England

Assistant Director and Associate Professor
Nancy Place, Ph.D., 2000, curriculum and instruction, University of Washington

Faculty and Staff
Robin Angotti, Ph.D., 2004, mathematics education, North Carolina State University, Associate Professor
Wayne Au, Ph.D., 2007, curriculum and instruction, University of Wisconsin Madison, Associate Professor
Cherry A. McGee Banks, Ed.D., 1991, educational leadership and public administration, Seattle University, Professor
G. Thomas Bellamy, Ph.D., 1975, special education, University of Oregon, Professor
Dana Bigham, M.Ed., 1998, higher education administration, University of Washington, Program Coordinator
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Hayley Hillson, Program Manager
Allison Hintz, Ph.D., 2010, mathematics education, University of Washington, Assistant Professor
Pamela Hopkins, Ph.D., 1991 administration, supervision and curriculum development, University of Colorado, Senior Lecturer
Jon Howeiler, M.Ed., 1998, school administration, Seattle Pacific University, Program Officer for Field Experiences and Certification
Pamela Bolotin Joseph, Ph.D., 1978, social studies education, Northwestern University, Senior Lecturer
Jane Kinyoun, M.S., 1971, school counseling, University of Nebraska, Secondary Field Coordinator
Kimberly McKay, B.A., 1975, dramatic art, University of California Berkeley, Teacher Certification Program Coordinator/Advisor
Young-Kyung Min, Ph.D., 2010, curriculum and instruction, University of Illinois at Urbana-Champaign, Lecturer Full-time
Susan Morgan, B.A., 1991, elementary education, Program Coordinator Communications and Operations
Jason Naranjo, Ph.D., 2009, special education and clinical sciences, University of Oregon, Assistant Professor
Antony Smith, Ph.D., 2006, curriculum and instruction, University of Washington, Associate Professor
Carrie Tzou, Ph.D., 2006, science, Northwestern University, Assistant Professor
Jane Van Galen, Ph.D., 1986, social foundations of education, University of North Carolina at Chapel Hill, Professor

The School of Interdisciplinary Arts and Sciences

Bachelor of Arts
The School of Interdisciplinary Arts and Sciences offers eleven Bachelor of Arts degrees:
- American Studies
- Community Psychology
- Culture, Literature, and the Arts
- Environmental Studies
- Global Studies
- Individualized Studies
- Interdisciplinary Arts
- Law, Economics and Public Policy
- Media and Communication Studies
- Science, Technology and Society
- Society, Ethics, and Human Behavior

These majors allow students to specialize in an area of interest without losing sight of the linkages among different ways of knowing and engaging the world.

Interdisciplinary Arts and Sciences (IAS) degrees focus on four core learning objectives: critical thinking; collaboration and shared leadership; interdisciplinary research; and writing and presentation. These learning objectives are developed and documented through the IAS degree portfolio process, a process that begins with the program core course and concludes with a capstone course.

IAS emphasizes these learning objectives because they allow students to hone their abilities in writing, speaking, quantitative reasoning and information literacy. These skills position students to participate in workplace and civic leadership in a democratic society, to enrich their personal lives and their communities and to appreciate and care for the natural environment.

Bachelor of Science in Environmental Science
The Bachelor of Science in Environmental Science prepares students to address environmental challenges facing the world today. Environmental Science students develop the depth of scientific understanding, interdisciplinary perspectives, and creative problem-solving skills needed to design and bring about solutions to these problems at local, regional, and global scales. Through community-based projects ranging from wetlands restoration and conservation planning to analyses of regional air and water pollution, students gain practical experience and make a positive difference while they are still in school.

Like all Interdisciplinary Arts and Sciences (IAS) degrees, the Bachelor of Science in Environmental Science focuses on four core learning objectives: critical thinking; collaboration and shared leadership; interdisciplinary research; and writing and presentation. These learning objectives are developed and documented through the IAS degree portfolio process, a process that begins with the program core course and concludes with the Portfolio Capstone.
Master of Arts in Policy Studies
The Master of Arts in Policy Studies is an evening degree program designed for people seeking policy-related careers in the public, private, or non-profit sectors. Students develop the knowledge, abilities, and skills that can affect positive change in our local and global communities. Policy Studies alumni engage in social problem solving, democracy building, community development, policy research, policy analysis, and management.

Master of Arts in Cultural Studies
The Master of Arts in Cultural Studies is an evening degree program designed for people who want to develop careers in social, cultural, and arts fields or to pursue further interdisciplinary graduate education across the arts, humanities, and social and natural sciences. Cultural Studies is the first graduate program in the Pacific Northwest, and one of very few programs nationally, to partner the interdisciplinary study of art and culture with a community-based learning network capable of providing students with opportunities to document educational experiences and professional skills suited to their individual career goals.

Master of Fine Arts in Creative Writing & Poetics
The Master of Fine Arts (MFA) in Creative Writing & Poetics is dedicated to helping each student develop their creative work through a course of study that encourages exploration and discovery. Through an emphasis on poetics, or a study of making, we invite students to participate in a forum and laboratory that focuses on the pursuit of creative writing in a rapidly changing society.

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Nursing and Health Studies

Nursing and Health Studies Bachelor of Science in Nursing (BSN)
Nursing and Health Studies offers an RN-to-BSN program designed for working or newly registered nurse. The degree program is grounded in respect for the clinical expertise that students bring into their studies. Bachelor of Science in Nursing provides an opportunity for registered nurses with an associate degree in nursing or a hospital diploma to prepare themselves for positions in community health, management, and graduate school or to enrich their own nursing practice. The program offers a foundation in nursing science, critical thinking, oral and written communication and professional practice. The program provides a clinical practicum experience with populations in community settings and prepares professional nurses to be active participants and leaders in the changing health care environment. The program is offered at the Bothell campus and off-site and admits summer and fall. The program can be offers full and part-time options which can be completed in a minimum of 4-5 quarters by taking 2-3 courses each term or one class per term over the course of 7-9. For complete details on the program, locations, and curriculum, visit the website at http://www.uwb.edu/nhs.

Bachelor of Arts in Health Studies
Health Studies is a new undergraduate degree program starting in fall 2013. As part of the program, students will study and apply a range of health concepts. Examples include exploring the social and biological predictors of health, conducting policy analyses, applying health education and community engagement strategies, using social justice critiques, understanding global health perspectives, and evaluating health-related research. It is designed to attract students from all backgrounds who are interested in learning and understanding principal issues in the health of populations and communities at the undergraduate level. Students graduating from this program will be well-positioned for careers that help ensure all people receive excellent health services.

Master of Nursing
The Master of Nursing and Health Studies Program offers a key professional opportunity for nurses to prepare for advanced roles while working full-time in their current positions. The degree supports a wide range of nursing interests by providing core classes in combination with a complement of project, advanced fieldwork, and elective credits that allow students to define a focus that meets individual needs. Coursework includes philosophy and theoretical foundations for advanced practice, leadership, policy, program development, and diversity in the workplace. A cohort of professional
nurses is admitted each fall and attends Fridays on a part-time basis for either seven or eleven quarters. The program prepares graduates for leadership roles in healthcare practice, nursing education, administration and research settings as well as for further doctoral study.

**Interactive Media Design**

**Bachelor of Arts in Interactive Media Design**
The Interactive Media Design (IMD) degree at University of Washington Bothell perceives media design as an integrative hub of the burgeoning world of interactivity. It provides students with holistic perspectives, relevant foundations, and synthesized expertise to enable them to become innovative content creators in the interactive media culture, with its large-scale transition from third person vicarious to first person engaged and exploratory point of view. By focusing on interdisciplinary foundations, media development processes and techniques, team-oriented design principles, and technical principals of interactive media design, the IMD degree cultivates creativity of individuals and enables the execution of their imaginative visions in the dynamic and rapidly expanding world of interactive media.

Graduates of the IMD degree will be designers of interactive media content with application in diverse areas embracing education, engineering, sciences, game design, social media, and emerging forms of interactivity. The program will provide students an opportunity to order the learning experience to their particularized specialty area interests. Graduates will also be uniquely qualified to provide leadership in the realization of innovative and creative applications through informed collaboration with technical, business, research and production members of their workplace teams. Students will use a variety of qualitative and quantitative techniques to inform design and impact.

**VII. Policies and Procedures**

**Registration**

**Full-time Requirements**
You should register for 12 or more credits to be considered full-time if you are an undergraduate student. If you are a graduate student, you should register for 10 or more credits. It is important to note that differing criteria and standards for full-time enrollment exist for eligibility in certain programs. Consult the Financial Aid Office for its requirements on satisfactory student progress. To be classified as a half-time student by the University, an undergraduate must register for and complete at least 6 credits per quarter. A graduate student must register for and complete 5 credits per quarter.

**Class Attendance**
If you do not attend regularly scheduled class meetings during the first week of the quarter, you are subject to being dropped at the discretion of the program to allow enrollment space for other students. Do not assume that departments will automatically drop you from the course if you do not attend. If you are not going to go to class, you should drop the course on MyUW. Students who are registered for a course but do not attend will be assigned a failing grade by the instructor. You may not attend a University course in which you have not been officially registered after the first two weeks of the quarter.

**Using MyUW to register**
Students register on-line through MyUW, myuw.washington.edu. MyUW provides the following registration functions: immediate registration in course sections, course adds, course drops, lists alternative sections available if the requested sections are closed or canceled, reports the open/closed status of specific course sections, provides a listing of the student’s confirmed registration schedule, tuition balance, financial aid status, date, and amount of last payment.
Students have found MyUW to be an easy and quick way to review their transcript, registration record, student account, and address information. You may check and print copies of this information from any PC or Mac that has Web access.

Registration tampering
A students who tampers or attempts to tamper with the registration records of another student, including but not limited to dropping and adding courses, may be subject to disciplinary sanctions as defined in the Student Conduct Code (WAC 478-120).

Registration Abuse
Web registration is a personal service. The use of robots and other automated tools to submit registration requests is expressly forbidden.

Registration Eligibility
Newly admitted students and students readmitted to the same or a new classification (e.g., undergraduate, post-baccalaureate, graduate), or admitted to a different University campus, are eligible to register in Registration Period II after their enrollment confirmation deposit has been received.

Continuing UW Bothell students who remain in good academic standing are guaranteed the opportunity to register each quarter at the same University campus as long as they maintain continuous enrollment (excluding Summer Quarter), or fall within the guidelines of the quarter-off policy. Continuation must be in the same classification (e.g., undergraduate, post-baccalaureate, 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, non-matriculated, or graduate student. Any student wishing to enroll at a different University of Washington campus must apply for admission to that campus.

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

Math Placement Policy
The Academic Placement Testing Program (APTP) is a cooperative program of Washington State public colleges and universities. Faculty from participating institutions have created the Mathematics Placement Test (MPT) to help students, with the assistance of their academic advisors, select first-year mathematics courses for which they are best prepared. The program is managed by the UW Seattle Office of Educational Assessment on behalf of participating institutions. Students who wish to register for Mathematics classes at UWB are advised to take the Math Placement Test. All Math classes numbered above BCUSP 122 require placement via the test OR a qualifying grade from the prerequisite College Level math class. UWB provides the opportunity to test on campus for admitted students at least three times each quarter, with more frequent testing sessions during the summer quarter. There is a fee attached to the test and standardized state-wide rules are followed in its administration on the UWB campus. Students may find the most current information about Math Placement Testing on the UWB campus and any policy changes at http://www.uwb.edu/cusp/mathplacement, or by calling the CUSP Advisors at 425-352-3427.

Cross-Campus Registration
All students enrolled at one UW campus may register for courses at another UW campus on a space-available basis, starting on the first day of Registration Period II for Autumn, Winter and Spring quarters. In Summer quarter, cross-campus enrollment is allowed in Period I as well.

Freshmen must earn a minimum of 25 credits at UW campuses before cross campus registration is permitted. All other students must earn a minimum of 15 credits at UW campuses before cross campus registration is permitted. Non-matriculated students are also not allowed to enroll cross-campus. This
includes non-matriculated students taking courses under the UW staff or Washington State tuition exemption. Students may not be admitted and enrolled at separate campuses simultaneously. Double degrees or majors will not be permitted to cross campus lines, and majors will be restricted to a single campus. However, students who earn a minor at the alternate campus may have that minor recorded with the degree on the transcript at graduation.

A maximum of 45 credits earned through cross-enrollment may count toward a bachelor’s degree. (Graduate students are limited to 12 credits.) This restriction is not monitored, so there is no restriction to the number of credits a student may complete by cross-enrollment; only to the number that may count toward a degree. If there are excess cross-enrollment credits, the program or school adviser should note this on the application for graduation. DARS is not programmed to know at which campus courses are completed, so a DARS audit will not point out excess cross-enrollment credits.

Note that this 45-credit limit applies only to credits taken at one UW campus while enrolled at another. A student who attends one UW campus and then is admitted to another UW campus may count toward a bachelor's degree any number of credits transferred from the first UW campus to the second (see below).

Credits completed at all UW campuses are posted on the student's transcript as UW credit. Which campus offered the course can be determined by the department abbreviation; each campus has its own set of abbreviations, and none are shared. The campus at which the student was enrolled in a given quarter can be determined by the student's major code that quarter; again, each campus has its own set of abbreviations.

Cross-Campus Enrollment Administrative Details
The home campus is responsible for administrative and disciplinary issues.
Hardship withdrawal petitions for all courses will be reviewed by the student's home campus.
Student activity fees are credited to the student's home campus. Students are eligible for student activity fee-supported services only at their home campus.

Only Seattle-campus students are eligible to participate in intercollegiate athletics.

Restrictions on Attending Classes
No person, other than a faculty member attending informally with the approval of the instructor, may attend a University course in which that person has not been registered.

An instructor may allow a student to attend his or her class only if the student's name is on the official class list from the Office of the Registrar. An unregistered student may attend through the fourteenth calendar day of the quarter, if the student is on an official wait list for the course.

Quarter-Off Policy
Undergraduate students who have completed a quarter at the UW Bothell may take the following quarter off, and remain eligible to register in Registration Period I for the subsequent quarter, without reapplication as a returning student. Any quarter from which a student has completely withdrawn, or from which he or she is canceled, does not constitute a completed quarter. Summer Quarter enrollment is not required to maintain continuous registration eligibility. The quarter-off policy is not available for graduate students.

Dropping a Course
Students dropping a course during the first two weeks of a quarter shall have no entry on their permanent academic transcript. If all courses are dropped, then a "withdrawn" designation is recorded on the transcript.

A course drop made during the third through the seventh weeks of the quarter is recorded on a student's transcript with a W grade and a number designating the week of the quarter in which the course drop was transacted. Only one drop is permitted from the third through the seventh week of the quarter for each academic year (Autumn through Summer quarter).
A student who does not drop a course officially through MyUW or in person at the Office of the Registrar 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.

**Dropping all courses for the quarter**

It is the student's responsibility to withdraw completely if he or she is unable to attend. Students may withdraw through MyUW (through the 7th week of the quarter) or at the Office of the Registrar. An official withdrawal is effective the date of the last drop through MyUW, 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. No withdrawals are accepted after the last day of instruction for the quarter.

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

Students withdrawing on or before the seventh calendar day of the quarter do not pay tuition.

New and returning students forfeit their $100 enrollment confirmation deposit. Students who drop classes between the 8th & 30th calendar days of the quarter receive a refund of one-half of the tuition reduction associated with the drop. This is in addition to the $20 Late Change of Registration Fee.

Students who drop classes after the 30th calendar day of the quarter receive no reduction in tuition and will also be charged a $20 Late Change of Registration Fee.

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.

Students are required to turn in their student identification cards when they withdraw from the University and are not eligible to continue using University services or facilities after their withdrawal.

A recipient of veteran's benefits should immediately notify the Veterans Benefits Coordinator of withdrawal.

A student with a scholarship or loan awarded through the University should notify the Financial Aid Counselor of withdrawal.

**Hardship Withdrawal**

Hardship withdrawals may occur after the second week of the quarter. A student may file a petition with the Office of the Registrar for a hardship withdrawal, if the student is unable to complete a course because of a severe mental or physical disability, or because unusual or extenuating circumstances, beyond the student's control, prevented the student from dropping the course by the drop deadline. Hardship withdrawal forms are available in the Office of the Registrar.

**Satisfactory Progress**

If a student is pursuing a baccalaureate degree, he is expected to make satisfactory progress toward the attainment of that degree and is expected to enter a major and graduate after completion of a reasonable number of credits.

**The 105-Credit Rule**

Undergraduates must declare a major by the time they have earned 105 credits or a hold will be placed on their registration until they either declare a major, or meet with an adviser and receive a pre-major extension.

**The 210-Credit Rule**

The University's satisfactory progress policy requires students to complete their undergraduate degree programs within 30 credits beyond the minimum required for the degree. Because most degrees require 180 credits, students generally must complete their programs by the time they earn 210 credits.
grades no later than the last day of the next quarter. An Incomplete, not made up by the end of the next quarter, will be converted to the grade of 0.0 by the Registrar, unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded, if the incomplete work is not completed. The original Incomplete grade is not removed from the transcript. An instructor may approve an extension of the Incomplete removal deadline by writing to the Graduation and Academic Records Office, no later than the last day of the quarter, following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade.

In no case can an Incomplete, received by an undergraduate, be converted to a passing grade after a lapse of one year.

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 undergraduates. The grade S may not be assigned directly by the instructor, but is a grade conversion by the Office of the Registrar. S/NS graded courses may not be used to satisfy major or general education requirements. S is not computed in GPA calculations.

NS - Not-satisfactory grade for courses taken on a satisfactory/not-satisfactory basis. A grade less than 2.0 for undergraduates is converted to NS. NS is not included in GPA calculations. No credit is awarded for courses in which an NS grade is received.

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

HW - Grade assigned when an undergraduate is allowed a hardship withdrawal from a course after the fourteenth calendar day of the quarter. It is not computed in GPA calculations.

X - An instructor may submit a grade of "X" for a student if, for whatever reason, the student's grade is not available when the grades for the class are submitted. The student does not receive credit for the course until a numerical grade is turned in. Also, if an instructor has not turned in any grade by the time grade reports are printed, an "X" will be recorded until the grade is submitted. If the instructor never turns in a grade, the X remains on the transcript. The GPA is not affected and no credit is granted.

Nontraditional Grading Options:

Credit/No Credit-Only as a Course Option
With appropriate departmental review and approval, a course may be offered on a credit/no credit-only basis. The standard for granting credit in credit/no credit-only courses, under this option, is the demonstration of competence in the material of the course to the instructor's satisfaction.

Satisfactory/Non-Satisfactory Grading Option
An undergraduate may earn up to 25 elective credits, of the 180 minimum credits required for graduation, on a satisfactory/non-satisfactory (S/NS) basis. S/NS graded courses may not be used to satisfy major or general education requirements. Each instructor shall report numeric grades to the Registrar, who shall convert satisfactory grades (2.0 or greater) to S, and non-satisfactory grades (less than 2.0) to NS for the student's transcript. S/NS shall not be considered in computation of the grade-point average.

The student may indicate at the time of registration if she or he elects to take a course on an S/NS basis. The student can change to and from an S/NS option, through the seventh week of the quarter, through electronic registration. There is no limit to the number of S/NS credits that a student can register for in a given quarter. Withdrawal from an S/NS course is subject to the same regulations as for any other course.

An instructor may not submit an S or NS in a course. S/NS grades shall appear on the transcript only in the event that the student is registered on an S/NS basis.

Grade-point average
The cumulative grade-point average is based solely on courses taken in residence at the University of Washington; this includes some, but not all, courses taken through UW Extension. The UW transcript reflects grades for UW Extension course work that is not residence credit, and the grades for credit by examination. These latter grades do not affect the student's UW cumulative grade-point average.

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

Example 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 498</td>
<td>3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>BIS 300</td>
<td>5</td>
<td>2.9</td>
<td>14.5</td>
</tr>
<tr>
<td>BIS 343</td>
<td>5</td>
<td>3.2</td>
<td>16.0</td>
</tr>
</tbody>
</table>

30.5

Total credits earned toward graduation is 10
Total graded credits attempted is 13
Grade-point average: 30.5 / 13 = 2.35
The total graded credits attempted, not the credits earned toward graduation, are used in computing the grade-point average.

**Example 2:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 325</td>
<td>5</td>
<td>2.3</td>
<td>11.5</td>
</tr>
<tr>
<td>BIS 463</td>
<td>5</td>
<td>2.9</td>
<td>14.5</td>
</tr>
<tr>
<td>BIS 313</td>
<td>5</td>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26.0</td>
</tr>
</tbody>
</table>

Total credits earned toward graduation is 10
Total graded credits attempted is 15
Grade-point average: 26.0 / 10 = 2.60

The student attempted 15 credits, but only 10 are graded, because the I is not computed in the grade-point average. If the work in BIS 313 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 department offering the course, an undergraduate may repeat a course once. Both the original grade and the second grade are computed in the GPA but credit is allowed only once. Veterans receiving benefits must receive approval from the Office of Special Services before a course is repeated.

Courses considered to have been taken once include any with a numerical grade or those with grades of I, CR/NC, or S/NS. Withdrawn or dropped courses and courses with X or no grade reported will not count as the first taking of a course. If you are currently enrolled in a course, registration for the same course in the following quarter will be counted as a repeat registration.

Departments may restrict undergraduates from repeat registration into courses. Restrictions may include:

- Only allowing registration after Period I
- Only allowing registration after the quarter has begun, or
- Requiring an Entry Code for a repeat registration

A second repeat (taking a class for a third time [or more]) cannot be done using MyUW. A second repeat requires the department to register you into the course. Grades in the third or subsequent takings will not be included in the grade-point average (GPA).

**Grading Procedures**

**Change of Grade:** Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. A student who finds administrative omissions or errors in a grade report must make application to the Registrar for a review, not later that the last day of the student’s next quarter in residence, but in no case after a lapse of two years. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Time spent in military service is not counted as part of the two-year limitation. Students are not automatically notified of grade changes posted after the first of the quarter.

**Grade Appeal Procedure**

A student who believes he or she has been improperly graded first discusses the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the student's academic program with a copy of the appeal also to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious, and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of that department, to evaluate the performance of the student and assign a grade. The Vice Chancellor of Academic Affairs should be informed of this action.
Once a student submits a written appeal, this document, and all subsequent actions on this appeal are recorded in written form for deposit in a department or college file.

**Grade Reports**
Grades are available through MyUW at the end of each quarter.

**University Policy on Student Education Records**
A copy of the University’s policy on a student’s right to inspect his or her education records and the University’s responsibility to maintain the confidentiality of such records are available at reference stations on campus (e.g., Office of the Chancellor and the Library).

**Scholarship - Undergraduate Level**

**Academic Standards**
Students are expected to meet the traditional standards of honesty and truthfulness in all aspects of their academic work at UW Bothell. 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 ordinarily 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 course work involved.

**Low Scholarship**

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

**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**
A student who has been dropped under low scholarship rules will be readmitted to the University upon review of a reinstatement petition submitted to their program office. A student readmitted, after being dropped under these rules, reenters on academic probation. The student’s grade-point average 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.

**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.

**High Scholarship**

**Quarterly High-Scholarship 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.

**Yearly Undergraduate Honors**
The yearly award for high scholarship is received on the academic transcript of students who have achieved the following:

A cumulative grade-point average of 3.50 in at least three quarters of the academic year (Summer, Autumn, Winter, Spring)

12 graded credits or more for each of the three quarters, exclusive of Satisfactory/Not Satisfactory (S/NS) and Credit/No Credit-only (C/NC) courses.

Students who have attended the UW four quarters of the school year (Summer through Spring) must have a grade-point average of 3.50 for each of any three quarters, a minimum of 12 graded credits (exclusive of S/NS and C/NC courses) for each of the three quarters, and a cumulative GPA of 3.50 for the four quarters.

**Graduate Grading System**

In reporting grades for graduate students, units that offer graduate degrees use the system described herein. Grades are entered as numbers, the possible values beginning at 4.0 and decreasing by one-tenth increments until 1.7 is reached. Grades below 1.7 are recorded as 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements. A minimum grade of 2.7 is required in each course that is counted toward a graduate degree. A minimum GPA of 3.00 is required for graduation.

Correspondence between number grades and letter grades is as follows:

**Graduate Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 - 3.9</td>
</tr>
<tr>
<td>A-</td>
<td>3.8 - 3.5</td>
</tr>
<tr>
<td>B+</td>
<td>3.4 - 3.1</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.9 - 2.5</td>
</tr>
<tr>
<td>C+</td>
<td>2.4 - 2.1</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.9 - 1.7</td>
</tr>
<tr>
<td>E</td>
<td>1.6 - 0.0</td>
</tr>
</tbody>
</table>

The following letter grades also may be used:

I - Incomplete. An incomplete may be given only when the student has been in attendance, has done satisfactory work to 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. A written statement giving the reason for the incomplete, and indicating the work required to remove it, must be filed by the instructor, with the head of the unit in which the course is offered.

To obtain credit for the course, a student must successfully complete the work by the last day of the next quarter in residence. This rule may be waived by the dean of the college in which the course is offered. In no case may an incomplete be converted into a passing grade after a lapse of two years or more. An incomplete received by a graduate student does not automatically convert to a grade of 0.0, but will remain a permanent part of the student’s record.

N - No grade. Used only for hyphenated courses and courses numbered 600 (Independent Study or Research), 601 (Internship), 700 (Master’s Thesis), 750 (Internship), or 800 (Doctoral Dissertation). An N grade indicates that satisfactory progress is being made, but evaluation depends on completion of the research, thesis, internship, or dissertation, at which time the instructor or supervisory committee chair should change the N grade(s) to one reflecting the final evaluation.

S/NS - Satisfactory/Not Satisfactory. A graduate student, with the approval of the graduate program coordinator or supervisory committee chair, may elect to be graded S/NS in any numerically graded course for which he or she is eligible. The choice must be indicated at the time of registration or by the tenth day of the quarter. (As with all registration changes, a $20 change fee will be charged beginning the second week of the quarter.) Only in very unusual cases may S/NS grades be converted to numeric grades or vice versa. The instructor submits a numeric grade to the Registrar’s Office for conversion to S (numeric grades of 2.7 and above) or NS (grades lower than 2.7).

CR/NC - Credit/No Credit. With the approval of the faculty in the academic unit, any course may be
designated for grading on the credit/no-credit basis by notice in the appropriate Time Schedule. For such courses, the instructor submits a grade of CR or NC to be recorded by the Registrar's Office for each student in the course at the end of the quarter. All courses numbered 600, 601, 700, 750, and 800 may be graded with a decimal grade, CR/NC, or N at the instructor's option.

**W - Withdrawal.** Official withdrawal from a course may be done on MyUW through the second week of the quarter. During the first two weeks of the quarter no entry is made on the permanent academic record. The third week through the seventh week of the quarter, a W, and week designation, is recorded on the transcript. Refer to the Time Schedule after the seventh week of the quarter.

**HW - Hardship Withdrawal.** Grade assigned when a graduate student is allowed a hardship withdrawal from a course after the second week of the quarter.

Unofficial withdrawal from a course shall result in a grade of 0.0.

The grades of W and HW count neither as completed credits nor in computation of the GPA.

Of the minimum number of credits required for a graduate degree, a graduate student must show numerical grades in at least 18 quarter hours of course work taken at the UW. These numerical grades may be earned in approved 400-level and 500-level courses.

The student may petition the Dean of the Graduate School to modify the procedures described above. The petition should be accompanied by comments and recommendations from the graduate program coordinator or supervisory committee chairperson.

**Repeating Courses**
Graduate students may repeat any course. Both the first and second grades will be included in the cumulative GPA. Subsequent grades will not be included, but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once.

**Continuation or Termination of Students in the Graduate School**
Admission to the Graduate School allows students to continue graduate study and research at the University of Washington only as long as they maintain satisfactory performance and progress toward completion of their graduate degree program. The definition of satisfactory performance and progress toward completion of the degree program may differ among degree offering units; therefore, it is imperative that each graduate unit have these requirements in writing and distribute them to each graduate student. The following information should be included:

General expectations for graduate student performance within the academic unit, including, but not limited to, required coursework and length of time allowed for completion of various phases of the program.

The identification of persons in departments, colleges, schools, and groups who are responsible for both the evaluation of graduate student progress and for informing students about the fulfillment of these requirements, and when such evaluations are to be made.

Criteria by which performance and progress are to be evaluated, including areas which may or may not be negotiated.

Under what circumstances the graduate unit will recommend to the Dean of the Graduate School the alteration of a student's standing—i.e., conditions that warrant probation and final probation (see Recommended Guidelines), and length of time the academic unit will tolerate unsatisfactory performance and progress.

Procedures for appealing evaluations recommended to the Graduate School by the graduate program.

**Scholarship - Graduate Level Review Process for Low Scholarship and Unsatisfactory Progress**
Review of students who maintain a 3.0 grade point average (GPA) is at the discretion of the graduate
program but is expected to be undertaken at least annually. Students whose cumulative or quarterly GPA falls below a 3.0 must be reviewed quarterly and be provided with a written explanation of performance expectations and a timetable for correction of deficiencies. Doctoral program students are to be reviewed by their doctoral Supervisory Committee, or by a committee of graduate faculty in the unit appointed or elected for this purpose in consultation with the student's Supervisory Committee. Pre-doctoral or master's students are to be reviewed by supervisory committees, if such committees have been appointed, or by the graduate faculty members who have been designated to oversee such students' programs. See: Graduate School Memorandum No. 13, Supervisory Committees for Graduate Students, for an explanation of the role and responsibilities of supervisory committees.

In evaluating the student's performance and progress, all of the following should be reviewed:

- Performance in the fulfillment of degree program requirements.
- Maintenance of a minimum GPA of 3.0 cumulatively and for every quarter of coursework. Cumulative and quarterly GPA's are computed on courses taken while the student is enrolled in the UW Graduate School. Computation is based only on courses numbered 400-599; courses graded I, S/NS, and CR/NC are excluded, as are the 600-800 series.
- Performance during informal coursework and seminars.
- Research capability, progress, and performance.

A determination of satisfactory performance and progress may be made upon review of the factors indicated above and consideration of the student's progress relative to other students (part-time/full-time) in the program or to an individually negotiated schedule. Full or partial withdrawal from a quarter may be considered as failure to maintain satisfactory progress and a student may be dropped as a result if he or she was on final probation for the previous quarter.

When review of a student's performance and progress result in a determination that it has been unsatisfactory, the name of the student and recommendation for action--i.e. probation, final probation, or drop--must be transmitted by the Graduate Program Coordinator or the head of the graduate program to the Dean of the Graduate School by the appropriate deadline dates. All recommendations of unsatisfactory performance and progress must be accompanied by a well-documented statement of the circumstances involved and evidence that the action requested is supported by the majority of the graduate faculty, delegated representatives, or supervisory committee involved. Students must receive written notification of this action which includes information regarding the necessary steps the student must take to maintain good standing in their graduate student status.

**Deadlines**

Drop recommendations must be sent to the Graduate School by the fifth day of class; probation and final probation recommendations must be sent to the Graduate School by the tenth day of class. Students who are on official leave or are not registered cannot be recommended for probation, final probation, or drop.

**Recommended Guidelines**

Below are guidelines to determine recommended action for unsatisfactory performance and progress. Recommendations for probation, final probation, and drop will be reviewed by the Dean of the Graduate School. Probation and final probation recommendations are noted on a student's unofficial transcript. In addition to notification from their graduate program, students will receive final probation and drop status letters from the Dean of the Graduate School.

Recommendations do not persist and must be reported to the Graduate School every quarter. No action will appear on the transcript for any subsequent quarter unless a new recommendation is made to the Dean of the Graduate School.
**No Action**
Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter’s work is below 3.0, if the review has determined that this condition is not cause for immediate concern.

**Warn**
This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student’s transcript. The graduate program is expected to notify each student in writing and place any documentation in the student’s file.

Recommended for students whose cumulative GPA has dropped slightly below 3.0--i.e. 2.99-2.95.

Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

**Probation**
A graduate program may recommend numerous quarters of probation for a student, but the Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately). All students must be informed of the graduate program’s policy regarding the length of probationary periods.

Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.

Recommended for students who depart suddenly and substantially from scholarly achievement as defined by the graduate program. (A previous warn recommendation is not necessary.)

**Final Probation**
After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.

**Drop**
A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.

This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

**Appeals**
Students may appeal these recommendations directly to the Chair or Director of the graduate program. Appeals beyond this point must follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

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**Graduation Requirements**

**Graduation - Baccalaureate Level**

**Filing an application**
A UW Bothell student must make an appointment with the program office to complete a written application for graduation. The student should file three quarters before the expected date of graduation. The absolute deadline for filing an application is Friday of the third week of the quarter in which the student intends to graduate.

Because degrees are not automatically awarded when requirements have been satisfied, it is the student's responsibility to apply for a degree. The student’s application and any supporting documents are processed upon completion of the appointment with the program office.
The application will be signed by the student, program advisor, and UW Bothell Registrar's Office. If a problem arises, the UW Bothell Registrar's Office, or the program office, will notify the student. Program advisors should notify the UW Bothell Registrar's Office if a course listed on the graduation application is substituted. If an applicant is ineligible to graduate because of a deficiency, the UW Bothell Registrar's Office will notify the student.

**Graduating Senior Priority**
Graduating seniors or post-baccalaureate students, may qualify for early registration for the upcoming quarter(s). To qualify, the student must file a graduation application no later than the third Friday of the quarter before they plan to graduate. Students who qualify will receive Graduating Senior Priority status for no more than two quarters prior to graduation. If graduation is postponed, the student may postpone their priority quarter. When Graduating Senior Priority has been used for two quarters, the student will revert to regular senior priority.

**Requirements for a Baccalaureate Degree**
To graduate, a student must meet University requirements; college, school, or campus requirements; and department or program requirements. This section contains only University requirements. The graduation requirements for particular programs at the UW Bothell campus are explained in the catalog sections devoted to the academic programs.

**Scholastic Standards Required**
To be eligible for the baccalaureate degree, a student must earn a cumulative grade-point average of at least 2.00 for all work done in residence at the University. The graduation grade-point average is computed when the student has completed all work for the degree and includes only credits earned while in residence at the University.

**Credits Required**
To be eligible for graduation from the University, with the baccalaureate degree, a student must offer a minimum of 180 academic credits and satisfy all other specific requirements. The University of Washington Bothell has established minimum general education requirements for baccalaureate degrees. These minimum requirements are:

- English Composition - 5 credits (A grade of 2.0 is required)
- Additional Writing - 10 credits
- QSR - 5 credits
- NW - 15 credits
- VLPA - 15 credits
- I & S - 15 credits

Each University of Washington Bothell program has established requirements that meet or exceed these minimum requirements.

**Limitation on ROTC Credits**
Credits earned in first- and second-year military training courses cannot be counted in the basic 180 credits required for graduation.

**Limitations on Physical Education Activity Credits**
No more than three physical education activity credits can apply toward a degree.

**Final-year Residence Requirement**
To be recommended for a first, or subsequent, baccalaureate degree, a student must complete 45 of his or her final 60 credits as a matriculated student in residence at the campus of the University where the degree is being earned. The granting of exceptions to this rule is the responsibility of the dean of the school, college, or campus awarding the degree. If an exception is granted, the student still must present a minimum of 45 credits taken in residence as a matriculated student to be awarded a UW degree.

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

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

**Waiver of Graduation Requirements**
A request for waiver of Bothell campus or University graduation requirements must be petitioned to the UW Bothell Registrar, who represents the General Faculty Organization at the University of Washington Bothell. Petition forms are available in the program office and should be filed with the application for the degree or as soon as possible after the need arises. A student should see his or her academic advisor to initiate a petition.

An exemption from an all-University graduation requirement, that is granted by the Registrar, becomes void at the end of two calendar years from the date such exemption is granted, if all degree requirements have not been completed within that period.

**Two Majors or Two Degrees**

**Second Baccalaureate Degree**
A second baccalaureate degree may be granted, but a student must earn a minimum of 45 credits beyond the number required for the first degree. These credits usually must be earned in residence, with the granting of exceptions to the residency rule being the responsibility of the college, school, or campus awarding the degree. The student must achieve no less than a 2.00 cumulative grade-point average in the credits required for the second degree.

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

**Degrees with Two Majors**
The student's application for a baccalaureate degree, with two majors at the University of Washington Bothell, must show both majors and be approved by the academic advisors of both departments or programs. Both majors appear on the student's transcript.

**Two Baccalaureate Degrees Concurrently**
Two baccalaureate degrees, associated with different majors at the University of Washington Bothell, may be granted at the same time. The total number of academic credits earned must reach a minimum of 45 credits in excess of the number required for the first baccalaureate degree.

**Graduation with Honors**
Baccalaureate honors are awarded upon graduation to undergraduates earning their first bachelor’s degree with at least 90 UW credits, of which at least 60 are numerically graded. Correspondence credits do not count as "UW credits.

These honors have nothing to do with whether the students are in either the departmental or college honors program. In addition, students who have earned quarterly and/or annual Dean’s List recognition do not necessarily qualify for baccalaureate honors.

All graduates earning baccalaureate honors are given a gold honor cord to wear in the Commencement ceremony. For students graduating in spring, the honors listed in the commencement program, as well as honor cord distribution, are based upon a student's cumulative GPA as of the winter quarter, since spring grades are not available for this determination. Spring classes are ultimately included in the credit totals and GPA calculations for honors posted to the student's final record.

The GPA's for baccalaureate honors are set each year for the following year (autumn through summer) by a subcommittee of the Faculty Council on Academic Standards, based on statistics for the current year provided by the Graduation and Academic Records Office. The GPA cutoffs have been different for each of the degree programs.

Faculty honor is awarded upon graduation to undergraduates earning their first bachelor's degree and ranked in the top 10% of their respective program. Undergraduates must earn a minimum of 70 graded credits at UW Bothell with the exception of BSN students, who must earn a minimum of 43 graded credits. Undergraduates qualified for
baccalaureate honors are not eligible to receive faculty honors.

The GPAs for faculty honors are determined each year for the following year (autumn through summer) by the UW Bothell Registrar's Office, based on statistics for the current year. The GPA cutoffs may be different for each of the degree programs.

All graduates earning faculty honors are given a purple honor cord to wear in the Commencement ceremony and the honor is listed in the commencement program. Honor cord distribution is based upon a student's cumulative GPA as of the winter quarter, since spring and summer quarter grades are not available for this determination. However, spring and summer courses are ultimately included in the credit totals and GPA calculations for honors and posted to the student’s final record.

**Commencement**

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

**Diploma Distribution**

Diplomas are available 12 weeks after the end of the quarter in which they are earned.

**Graduation - Graduate Level**

**Requirements for a Graduate Degree**

- A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded
- At least 36 credits must be completed
- All courses numbered 400-799 that are numerically graded 2.7 and above, or have a grade of Satisfactory or Credit ('S' or 'CR') count toward the 36 credit total. 499 courses are not counted in the 36 credit total.
- Courses graded less than 2.7 do not count towards the 36 credit total.
- At least 18 credits must be in courses numbered 500 and above.
- 18 credits must be numerically graded in department approved 400-level courses accepted as part of the major and in 500-level courses. This excludes 499 and transfer credits.
- No more than 6 graduate level quarter credits can be transferred from other academic institutions to count toward the 36 credit total.
- No more than 12 UW Graduate Non-matriculated credits can be applied to the 36 credit total.
- No more than 12 credits derived from any combination of UW Graduate Non-matriculated credits and transfer credits can be applied to the 36 credit total.
- If a student repeats a non-repeatable class, only one set of credits counts toward the 36 credit total.
- A minimum cumulative GPA (grade point average) of 3.00 is required for a graduate degree at the University
- The Master's Degree Request must be filed
- If the Master's Degree Request is filed during weeks ten and eleven it is not accepted. The system is closed.
- In summer quarter, the Master's Degree Request is filed in weeks eight and nine is not accepted. The system is closed.
- Must complete all degree requirements within six years
- The timeframe/clock begins on the first day of the quarter that the Graduate Student uses a course to satisfy degree requirements when he/she is coded as either a Graduate Non-Matriculated student (Department Code with class 6) or as a Graduate Student (Department
code with class 8) in the department to which he/she is admitted.

- UW Graduate Non-matriculated credits used towards the 36 course credit total are counted in the six years.
- Quarters spent On-Leave and out of status are counted in the six years.
- Must maintain registration through the end of the quarter in which the degree is conferred or, if eligible, pay the Graduate Registration Waiver Fee within 14 days following the last day of the quarter in which all degree requirements were met.
- Thesis track students are required to take a minimum of 9 thesis credits in their 36 credit total.
- Thesis Track students are required to submit two copies of an acceptably formatted thesis to the Graduate School by 5 pm on the last day of the quarter.

**Graduate Study Policies**

The following sections contain detailed information concerning policies and procedures relating to graduate students and graduate studies. See also the sections on Admission, Graduation, and Scholarship for other policies relating to graduate students. Students are advised to verify all information with the graduate program coordinator or appropriate staff.

**Graduate Program Coordinator**

The graduate student’s initial work at the University is guided by the graduate program coordinator in his or her field. The coordinator must be a senior tenured member of the graduate faculty and is the official representative of the academic unit that offers the graduate degree program. The graduate program coordinator maintains familiarity with policies and procedures of the Graduate School and provides overall coordination of graduate activities within the unit.

**Graduate Courses**

Graduate courses are intended for, and ordinarily restricted to, either students enrolled in the Graduate School or graduate non-matriculated 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 Graduate School, 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 or doctoral degree. Approved 400-level courses are accepted as part of the major as well as minor or supporting fields. Courses numbered 498, and entitled 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 ten credits per quarter of any combination of courses numbered 600, 700, or 800.

**Residence**

The residence requirement for a master's degree is one year (three full quarters). Students registered for fewer than ten credits per quarter may add part-time quarters together to achieve the equivalent of one full-time quarter (ten or more credits) to be applied toward fulfilling residence requirements. However, excess credits beyond ten may not be subtracted from one quarter and added to another. Once a student is admitted to a graduate degree program, a full quarter of residence is granted for any quarter in which at least ten credits in graduate course, research, thesis, internship, or dissertation work are satisfactorily completed.

Only courses numbered 400, 500, 600, 700, and 800 can be applied to residence or course credit in the major field for advanced degrees (please see Graduate Courses earlier in this section regarding courses numbered 498 and 499). Courses numbered 300 are not applicable to residence or course credit toward advanced degrees, except when applied by permission of the graduate program coordinator or
supervisory committee toward the graduate minor or supporting courses. Courses numbered below 300 are not applicable to residence or course credit for advanced degrees.

**Enrollment Status**

**Final Quarter Registration**

A student must maintain registration as a full- or part-time graduate student at the University for the quarter in which the master’s 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.

**Continuous Enrollment and Official On-leave Requirement**

To maintain graduate status, a student must be enrolled at least on a part-time or on-leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. This includes applying for the master’s degree, the passing of the master’s final examination, or final examinations, the filing of the thesis or dissertation, and the receiving of the degree. Summer Quarter on-leave enrollment is automatic for all graduate students who were either registered or on-leave the prior Spring Quarter. Failure to maintain continuous enrollment constitutes evidence that the student has resigned from the Graduate School.

A student’s petition for on-leave status must be approved by the department graduate program coordinator or alternate no later than the fifth day of the quarter. To be eligible for on-leave status, the student must have registered for and completed at least one quarter in the UW Graduate School and have been registered or on-leave for the immediate previous quarter (excepting Summer). An on-leave student is entitled to use the University Libraries and to sit for foreign language competence examinations, but is not entitled to any other University privileges of a regularly enrolled and registered full- or part-time student. The student pays a nonrefundable fee to obtain on-leave student status and can only go on leave for one quarter at a time. Please note: Periods spent on-leave are included as part of the maximum time periods allowed for completion of a graduate degree.

**Readmission**

A student previously registered in the Graduate School who has failed to maintain graduate student status, but who wishes to resume studies, must file an application online by the published closing dates, for admission to the Graduate School. If the student is readmitted, registration will occur during the registration period II. If the student has attended any other institution during the period when not registered at the University of Washington, official transcripts of the student’s work (in duplicate) must be submitted. An application for readmission carries no preference and is treated in the same manner as an application for initial admission. Payment of the application fee is also required.

**Community Standards and Student Conduct**

University of Washington Bothell students are expected to maintain the highest standards of academic integrity and behavioral conduct. These standards, which are detailed in the Student Conduct Code for the University of Washington (WAC 478-120-010-145) Safeguard university functions, and Protect the rights and freedoms of all members of the academic community.

**Academic Integrity**

Most UW Bothell students are honest and conduct themselves with integrity; they are disturbed when they observe others cheating. Cheating harms the University community in many ways. The unfairness of undetected and unpunished cheating frustrates honest students. Cheaters may skew the grading curve on an assignment or in a class, lowering grades of students who do their own work.

Students who cheat deny themselves a real education. They cheat themselves of general knowledge. More importantly, they pass up the experience of learning how to learn, the very thing that makes a bachelor’s degree so valuable to employers. As a result, the reputation of the
University and the value of a UW Bothell degree diminish if employers find graduates lacking the abilities their degrees should guarantee.

Finally, most professions have a code of ethics, standards to which you will be expected to adhere to when you are working. At the University, you practice the integrity you must demonstrate later.

For all these reasons, academic dishonesty is a serious offense at the UW Bothell; the University community is committed to reporting suspected occurrences of academic misconduct.

**Academic Misconduct**

Academic misconduct includes but is not limited to the following in connection with any exam, research, course assignment, or other academic exercise that contributes to the satisfaction of requirements for courses or graduation.

**What is Academic Misconduct?**

Academic misconduct includes but is not limited to:

**Cheating**

- Giving or receiving unauthorized assistance, or intentionally using or attempting to use unauthorized materials or information.
- Copying from another student.
- Using unauthorized study aids or other people’s work.
- Altering assignments or exams and submitting them as your own work.
- Offering false excuses in order to gain time extensions.
- Submitting an assignment to more than one class without instructor permission.
- Submitting someone else’s work as your own.
- Getting someone to take an exam for you or taking an exam for someone else.
- Receiving unauthorized help on an exam or prohibited help on an assignment.

**Collaboration**

Educators recognize the value of collaborative learning; students are often encouraged to form study groups and assigned group projects. Group study often results in accelerated learning, but only when each student takes responsibility for individually mastering all the material.

When a professor says, “Go ahead and work together,” do not assume that anything goes. Professors often do not state the limits of collaboration explicitly. It is your responsibility to avoid crossing the line that turns collaboration into cheating. If you are not sure, ask the professor.

**Fabrication**

- Creating false information or data and presenting it as fact.
- Making up false quotes, statements, data, or sources.
- Improperly manipulating another’s data to support your own theories.
- Citing sources that were not used.
- Misrepresenting your academic accomplishments to instructors or employers.
- Making up false quotes, statements, data, or sources.

**Facilitation**

- Helping or attempting to help another student engage in academic misconduct.
- Giving unauthorized help on any exam or assignment when the instructor indicates otherwise.
- Giving test or assignment answers to students after such answers or information have been made available to you but before they have been provided to other students.
- Completing an assignment or exam on behalf of another student.

**Plagiarism**

Plagiarism is the most common form of cheating.

- It involves using another person’s original words, ideas, or research, including Internet material, without proper credit.
- Failing to cite all sources used.
- Using another author’s sentence or phrase structure without proper citation.
- Paraphrasing another author without crediting the author.
- Using another author’s ideas without proper citation (e.g. footnotes, endnotes, etc.)
• Using another's original work (writing, art, music, mathematics, computer code, or scientific work) in whole or in part without crediting that person.
• Stating facts that are not common knowledge without citing the source.

Multiple submissions
Although the UW Bothell does not have a policy that prohibits submission of a single paper for credit in two different classes (in the same quarter, or in different quarters), your individual professors may not permit it in their classes. If you want to make a multiple submission, you must obtain permission of both professors involved.

Behavioral Conduct
Admission to the University of Washington Bothell carries the responsibility to respect the rights, privileges, and property of other members of the University community and refrain from any conduct that interferes with University functions or endanger the health, welfare, or safety of other persons.

What is behavioral misconduct?
Behavioral misconduct includes but is not limited to:
• Disruption or obstruction of University teaching or administrative functions.
• Damaging or misusing university or personal property on university premises.
• Physical or emotional abuse.
• Threats intended to create bodily harm or endanger the health or safety of others.
• Possession of firearms, explosives, or weapons.
• Sexual offenses such as rape, sexual assault, or sexual harassment.
• Stalking.
• Hazing or conspiracy to engage in hazing.
• Unlawful possession, use, or distribution of alcohol or controlled substances.

The UW Bothell Conduct Process
The UW Bothell Conduct Process fosters student learning and development by promoting high standards of integrity and accountability. Students participating in the process will engage in five learning goals:
• Intellectual Growth
• Clarified Values
• Meaningful Interpersonal Relationships
• Realistic Self-appraisal, and
• Healthy behavior.

All members of the University community share responsibility for reporting all suspected incidents of student misconduct. Incidents may be reported online at: www.uwb.edu/studentservices/studentconduct.

Instructors who suspect a student enrolled in their class academic misconduct will set up a meeting with the student to discuss their suspicions. During this meeting, the instructor will:
• Share evidence with the student, and explain how their conduct appears to violate the Student Conduct Code
• Offer the student an opportunity to dispute the allegation, and
• Provide the student with multiple options, which may include accepting a zero grade for the assignment or the course.
• Only after the incident is resolved, will faculty submit a grade for the assignment or the course.

If after meeting with a student the instructor determines that the student is responsible for academic misconduct, they will submit an incident report to the Office of Student Services. The Director of Student Services, who serves as the Vice Chancellor’s Representative for Student Conduct, will:
• Inform the student in writing that an incident report has been filed, and
• Document the next steps to which the student and instructor agreed.
• In some cases, a student will be asked to attend an informal hearing with the Director, or the University Disciplinary Committee.

Informal Hearing
Students asked to participate in an informal hearing may choose to either meet with the Director of Student Services, or appear before the University
Disciplinary Committee to offer testimony. Students found responsible for violating the Student Conduct Code could be required to provide restitution or receive a disciplinary warning or reprimand, disciplinary probation, suspension, or dismissal. They may also appeal any sanction according to procedures established in the Code. Records of all disciplinary actions and appeals are retained in the Office of Student Services for a period of seven years. If no subsequent violation occurs, a student may, by written request to the Director of Student Services ask (at the time of graduation) that the disciplinary record be expunged.

**Disciplinary Sanctions**
The University of Washington Bothell fosters a developmental approach to student conduct. The following disciplinary sanctions prescribed by the Student Conduct Code are typically supplemented by creative learning opportunities unique to each student and their developmental state.

**Disciplinary Warning and Reprimands:** written notification that the student has not met the University's standards of conduct, and that a repeated offense will result in more severe disciplinary action. It is not the case that first offenses automatically receive a warning; most first offenses receive a stricter response, with warnings reserved for cases with unusual mitigating circumstances.

**Restitution:** requirement that the student compensate the University or other persons for damages, injuries, or losses. Failure to comply results in canceled registration and a hold on future registration.

**Disciplinary probation:** an action that places conditions on the student's continued attendance at the University, including the statement that further violation of University policies will likely result in dismissal. The Committee fixes the term and conditions of academic probation. First offenses often result in probation.

**Suspension:** a written statement from the Faculty Appeal Board notifying the student that his or her attendance has been suspended for a specified period of time (e.g., one quarter). The statement includes the term of the dismissal and conditions for readmittance, if any.

**Dismissal:** a written statement from the president's delegate notifying a student that his or her attendance at the University has been permanently terminated for violating University policy.

Although the prospect of dismissal may seem the most serious consequence of dishonesty, there are others. If you apply to a medical, law, or other professional school, you may be required to provide a statement from the Director of Student Services attesting to your good conduct.

**Avoiding Misconduct**
Common patterns in student behavior that increase stress and the temptation to cheat include: falling behind in coursework or leaving large projects until the last minute; working too many hours leaving little time to keep up with courses; taking too many difficult courses at one time; and emotional or health problems that distract from studies and interfere with concentration. Here are some tips for avoiding these pitfalls:

**Plan your education.** Advisers can help you determine your educational goals, plan your classes, keep your quarterly load manageable, and find reasonable balance between work and school. Advising sessions are confidential, and the privacy of your student record is guaranteed by federal law.

**Limit hours at work while enrolled in school.** In general, a student carrying a full-time load (15 credits) should limit work hours to 10-15 hours a week. A student working 25 hours a week should carry 10 credits, 30 hours a week 5-10 credits, and 40 hours a week no more than 5 credits. Trying to do more than this sets you up for failure.

**Adjust your study habits to the demands of college.** First, this means studying more. While many students report that they had no homework in high school, most university professors expect you to study two hours for each hour you spend in their class. In other words, college is a full-time job. Second, the pace of college coursework demands that you keep up in your classes. Learn to schedule your
weekly assignments. Break large projects down into manageable pieces, and schedule intermediate deadlines for yourself. Third, learn a good array of study techniques and practice them.

Learn to manage your time. There is enough time to study hard, work hard, and play hard too, if you handle your day in the right way.

Deal with personal and health problems. One of the worst mistakes students make is to deny that they are overloaded or unable to cope. You may need to lighten your load by dropping a class, or to renegotiate a deadline with your instructor. If a personal problem is keeping you from concentrating on your studies, schedule a counseling appointment to discuss the situation.

Finally, you are expected to live up to the University’s standards of academic honesty no matter what temptations you face. This standard is not hard to maintain. It only requires that you clarify assignments and procedures with your instructors, that you study diligently, and that you seek help when you need it.

The Student Conduct Code
Pursuant to Chapter 34.05 RCW and the authority granted by RCW 28B.20.130, the Board of Regents of the University of Washington has established regulations on student conduct and student discipline on the University of Washington campuses.

A complete copy of these regulations, WAC 478-120-020, Standards of Conduct is available online and from the UW Bothell Office of Student Services. Selected sections follow.

WAC 478-120-020-Standards of Conduct
The university is a public institution having special responsibility for providing instruction in higher education, for advancing knowledge through scholarship and research, and for providing related services to the community. As a center of learning, the university also has the obligation to maintain conditions conducive to freedom of inquiry and expression to the maximum degree compatible with the orderly conduct of its functions. For these purposes, the university is governed by the rules, regulations, procedures, policies, and standards of conduct that safeguard its functions and protect the rights and freedoms of all members of the academic community.

Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. That responsibility includes, but is not limited to:

- Practicing high standards of academic and professional honesty and integrity;
- Respecting the rights, privileges, and property of other members of the academic community and visitors to the campus, and refraining from any conduct that would interfere with university functions or endanger the health, welfare, or safety of other persons;
- Complying with the rules, regulations, procedures, policies, standards of conduct, and orders of the university and its schools, colleges, and departments.

Specific instances of misconduct include, but are not limited to:

- Conduct that intentionally and substantially obstructs or disrupts teaching or freedom of movement or other lawful activities on university premises or in connection with any university-sponsored event or activity and is not constitutionally and/or legally protected;
- Physical abuse of any person, or conduct intended to threaten imminent bodily harm or to endanger the health or safety of any person on university premises;
- Conduct on university premises constituting a sexual offense, whether forcible or nonforcible, such as rape, sexual assault, or sexual harassment;
- Malicious damage to or malicious misuse of university property, or the property of any person where such property is located on university premises;
- Refusal to comply with any lawful order to leave university premises or any portion thereof;
- Possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on university premises, except for authorized university purposes, unless prior written approval has been obtained from the university chief of police, or any other person designated by the president of the university (see WAC 478-124-020 (2)(e)) (legal defense sprays are not covered by this section);
- Unlawful possession, use, distribution, or manufacturer of alcohol or controlled substances (as defined in chapter 69.50 RCW) on university premises or during university-sponsored activities;
- Intentionally inciting others to engage immediately in any unlawful activity, which incitement leads directly to such conduct on university premises;

Hazing, or conspiracy to engage in hazing, which includes:
- Any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group, that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student or other person attending the university; and
- Conduct associated with initiation into a student organization or living group, or any pastime or amusement engaged in with respect to an organization or living group not amounting to a violation of (i)(i) of this subsection, but including such conduct as humiliation by ritual act and sleep deprivation. Consent is no defense to hazing. Hazing does not include customary athletic events or other similar contests or competitions;
- Falsely reporting a violation of the student conduct code.

Disciplinary action may be taken in accord with this chapter regardless of whether that conduct also involves an alleged or proven violation of law. An instructor has the authority to exclude a student from any class session in which the student is disorderly or disruptive. If the student persists in the disorderly or disruptive conduct, the instructor should report the matter to the dean of the school or college, or, at the University of Washington Bothell and Tacoma campuses, to the dean or director of the program in which the student is enrolled. (See WAC 478-120-030(3).)

Nothing herein shall be construed to deny students their legally and/or constitutionally protected rights.

WAC 478-120-025-Off-campus Behavior
The university shall have the authority to hold students accountable under the student conduct code for certain off-campus behavior (i.e., behavior that does not occur on university premises or in the context of a university-sponsored event or activity) that directly affects a university interest, in accordance with the provisions of the section.

1. A student may be subject to disciplinary proceedings under the student conduct code if:
The university is made aware that a court of competent jurisdiction has determined that such student has engaged in intentional unlawful conduct off-campus that involves the physical harm or abuse, or a direct threat of the physical harm or abuse, of any person, including but not limited to homicide, assault, kidnapping, armed robbery, arson, rape or sexual assault, criminal harassment, criminal stalking or the unlawful possession, use, storage or manufacture of weapons or destructive devices; and The university determines that a significant university interest is affected.
2. A student may also be subject to disciplinary proceedings under the student conduct code if the university is made aware that the student has engaged in off-campus conduct that involves the physical harm or abuse, or the direct threat of physical harm or abuse, of another university student, or a university faculty or staff member. Disciplinary proceedings may be initiated under this section regardless of whether or not the incident is subject to criminal or civil proceedings.

3. In furtherance of the university's interest in maintaining a positive relationship with its surrounding community, the university shall also have the authority to hold students accountable under the student conduct code for conduct within the "North of 45th" residential community immediately adjacent to the Seattle campus (bounded by NE 45th Street on the south, 15th Ave NE on the west, 22nd Ave NE and north of 54th Street, Ravenna Ave NE on the east and Ravenna Park on the north and including all residences located on either side of each of the aforementioned streets) as follows:

A student may be subject to disciplinary proceedings under the code if the university is made aware that the student has been cited by the Seattle police or the university police for, and is determined to have committed, a violation of any state statute or city of Seattle municipal ordinance prohibiting misconduct that has a direct and significant quality-of-life impact on community residents, including but not limited to, creating a public nuisance due to noise, theft, intentional destruction of property, urinating in public, or criminal trespass.

b. A first violation under (a) of this subsection will not subject the student to disciplinary sanctions under WAC 478-120-040 if the student voluntarily meets with a representative of the Office of the Vice-President and Vice-Provost for Student Life to receive information and counseling regarding his or her responsibilities as a university community member and as a resident in the area. A second violation will not be subject to disciplinary sanctions if the student involved agrees to participate, in good faith, in mediation with the person or persons affected by the misconduct under a mediation protocol established by the Office of the Vice-President and Vice-Provost for Student Life.

4. Nothing herein shall be construed as being intended to protect any person or class of persons from injury or harm, or construed to deny students their legally and/or constitutionally protected rights.

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VIII. Baccalaureate Degrees

School of Business

Bachelor of Arts in Business Administration (Bothell campus and ELC-Bellevue)

Demand by individuals and companies in the local area for a business degree program led UW Bothell to establish the School of Business in 1993. Conversations with regional business leaders resulted in the goal of providing students a strong background in writing, critical thinking, teamwork, and presentation skills. The School of Business expanded the location of its degree program with the launch of the BA in Business Administration at the Eastside Leadership Center (ELC) in Bellevue in 2010. ELC-Bellevue students are admitted and graduate as UW Bothell students and have access to most UW resources, services and activities. The ELC-Bellevue program is a fee-based program of the University of Washington. The current course fee is listed on the ELC program website. Registration is administered through partnership with UW Professional and Continuing Education.

The first courses taken for the major at the Bothell campus are six core courses designed to provide students with a strong base of business knowledge in essential fields of study. Students then may choose to complete a formal option in accounting (35), or one of six concentrations (20-25 credits):

- Finance
- Management
- Management Information Systems (MIS)
- Marketing
- Retail Management
- Technology and Innovation Management (TIM)

Students who want to select courses to meet their individual goals may elect four business courses instead of a concentration. Two capstone courses complete the major requirements of 55 credits.

The first courses taken for the major at the ELC in Bellevue are nine core courses (45 credits) designed to provide students with a strong base of business knowledge in essential fields of study. Students then complete eight concentration courses (40 credits) with 20 credits in one of four specialized concentrations:

- Entrepreneurship
- Finance
- General Business
- International Business

Students who want to select courses to meet their individual goals may select courses from among the concentrations. One capstone course (5 credits) completes the major requirements of 90 credits. In addition, students participate in a structured Mentorship Program, which pairs them one-to-one with leaders in the business community who provide individualized opportunities for networking and professional development.

The School of Business emphasizes effective oral and written communication, teamwork in a diverse workforce, entrepreneurial management in high-tech companies, and skills for working in the global business environment. For students already employed in business, the program strengthens and refines critical skills and increases knowledge of the principles and techniques of sound business practice. For those seeking employment, the program offers a foundation for new careers in the rapidly changing regional and international economy.

The mission of the School of Business at UW Bothell is to transform the lives of students and enhance the vitality of the community by providing an exceptional education in a collaborative learning environment characterized by innovative teaching and research in business administration. The Bachelor of Arts in Business Administration degree is fully accredited by AACSB-The International Association for Management Education.

School of Business Office
Phone: 425-352-5394

Dean
Sandeepr Krishnamurthy, Ph.D., 1996, University of Arizona; Marketing

Faculty

P.V. Sundar Balakrishnan, Ph.D., 1988, University of Pennsylvania; Marketing
Allan Boss, Ph.D., 2010, University of Maryland; Organizational Behavior & Entrepreneurship
Joydeep Chatterjee, Ph.D., 2011, Warton School, University of Pennsylvania, Strategic Management
Paul Collins, Ph.D., 1986, Rutgers University; Technology and Innovation Management and Organization and Management Theory
Rajib Doogar, Ph.D., 1994, Pennsylvania State University; Accounting
Brandon Flemming, Ph.D., Foster School of Business, University of Washington, Business Administration, Corporate Strategy
Walter Freytag, Ph.D., 1981, Pennsylvania State University; Industrial & Organizational Psychology
Juan Camilo Gomez, Ph.D., 2003, University of Minnesota; Economics
Lorna Hardin, Ph.D., 2009, University of Pittsburgh; Accounting
Timothy Hargrave, Ph.D., 2005, University of Minnesota; Organizational Management
Manuela Hoehn-Weiss, D.B.A., 2006, Boston University; Strategic Management
Steven Holland, Ph.D., 1983, Michigan State University; Economics and Finance
Deanna Kennedy, Ph.D., 2009, University of Massachusetts, Amherst; Management Science
Tayfun Keskıı, Ph.D., 2010, University of Texas at Austin; Information, Risk, and Operations Management (Info. Systems concentration)
Kevin Laverty, Ph.D., 1993, University of California, Los Angeles; Business Policy and Organizational Studies
Valerie Li, Ph.D., 2010, University of Washington Seattle; Accounting.
Ying Li, Ph.D., 2006, University of Massachusetts, Amherst; Finance
Alison Lo, Ph.D., Duke University; Marketing
Deborah Medlar, JD, University of Washington; Accounting
James M Miller, Ph.D., 1992, Purdue University; Finance
Ceri Nishihara, Ph.D., School of Business Administration, University of Mississippi
Peter Nye, Ph.D., 1992, Duke University; Management
Kimberly O’Neil, M.B.A., 2006, University of Washington, Bothell; Management
Philip Palm, M.B.A., 1983 University of Washington, Seattle; Finance and Economics
Surya Pathak, Ph.D., 2005, Vanderbilt University; Interdisciplinary Management of Technology
P.K. Sen, Ph.D., 1985, Columbia University
Gowri Shankar, Ph.D., 1991, Syracuse University; Finance
Ronald Tilden, M.B.A., 1988, University of Washington; Finance
Anny Wei, Ph.D., 2013, University of California, San Diego; Economics

Bachelor of Arts in Business Administration

Admission Requirements

- A minimum of 80 quarter credits.
- A cumulative grade point average (GPA) of 2.5 or higher.
- Two years of a single foreign language in high school or two quarters of a single foreign language in college.
- Courses in advanced composition, statistics; calculus; introduction and fundamentals of financial accounting; managerial accounting; microeconomics; macroeconomics; introduction to law or business law; 10 credits of English Composition; 15 credits of Natural Science (The Natural World); 15 credits of Humanities (Visual Literary and Performing Arts); 20 credits of Social Science (Individuals and Societies).

Writing Skills Assessment (WSA)

Applicants to the Business Administration program are required to complete an assessment of their writing and critical thinking skills (WSA) prior to application. Information on the test, test dates, and registration are on the Business Program website.

If you took the SAT W after March 2005, you may submit your score in place of the Writing Skills Assessment.

Accounting Admission Requirements

Admissions to the Accounting Option is competitive. Applicants interested in pursuing this option, MUST clearly indicate this in the online application under the section: “Location and Option/Concentration” on page 7 of the UW application. Current UWB students should complete the Internal Application for Bothell, available at: http://www.uwb.edu/babusiness/admission-requirements/applyba.

- Applicants must also meet the following requirements to be eligible for consideration:
  - Must have completed all required prerequisite Accounting courses with a minimum grade of 2.5 in each course.
  - (*Note: Applicants in the process of completing a course will not be considered for the Accounting option until the course has been completed)
  - Must have earned a minimum 3.0 cumulative grade point average across all prerequisite Accounting courses
  - Students may NOT enroll in any Accounting courses until they have been approved by the review committee. Students will be notified.

Graduation Requirements

- Completion of 90 credits or more at the upper-division level (300-400).
- Completion of at least 55 credits in business, with a minimum of 40 at UWB.
- Transfer courses must be upper-division and approved by the program. Contact advisor for policy.
- 10 credits of Writing courses.
- 45 of the final 60 credits must be completed in residence at UW Bothell.
- Completion of a minimum of 180 credits.
- Achieve a minimum grade of 1.7 in every business course at UWB.
- Achieve a cumulative UW GPA of 2.0 or higher.
- Completion of all university and Business Program admission and graduation requirements.

**Business Program Structure**

**Summary of Credits:**

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Business Core</td>
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<tr>
<td>Business Electives/Concentration</td>
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<td>General Electives</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>Transfer Credits</td>
<td>90</td>
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<tr>
<td>Total</td>
<td>180</td>
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**BA-Accounting Option**

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</thead>
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<tr>
<td>Business Core</td>
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<tr>
<td>Accounting Option</td>
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<td>General Elective</td>
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<td>Business Elective</td>
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<td>Capstone</td>
<td>10</td>
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<tr>
<td>Transfer</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
</tr>
</tbody>
</table>

**Required Business Core (30 Credits)**

Management of Organizations/Teamwork Skills – BBUS/BBSKL 300
Business Writing – BBUS 307
Managerial Economics - BBUS 310
Marketing Management -BBUS 320
Operations and Project Management - BBUS 340
Business Finance - BBUS 350

**Capstone (10 Credits)**

Business Policy and Strategic Management - BBUS 470
Global Environment of Business - BBUS 480.

**General Electives (30 Credits); Minimum 10 credits must be non-business courses**

Any 300-400 level classes from Business, Computer Software Systems, Interdisciplinary Arts & Sciences, Education and Science & Technology Programs at UWB or approved comparable upper-division transfer courses. A second business concentration may be completed.

**Concentrations (20-25 Credits):**

**Finance (20)**

Financial Policy and Planning - BBUS 451
Financial Institutions and Markets - BBUS 453
Investments - BBUS 454

*Plus one approved elective such as:*
Intermediate Accounting I – BBUS 361
Management Accounting & Control Systems - BBUS 373
Futures & Options – BBUS 455
Entrepreneurial Finance – BBUS 456
Special Topics in Finance - BBUS 459
Sustainable Business – BBUS 460
Applied Financial Accounting (No credits awarded for Accounting Option Students) – BBUS 465
Special Topics in Business (When approved for concentration) – BBUS 490
Business Consulting – BBUS 491

**Management (20)**

Managing Employees - BBUS 472
Leadership and Decision Making - BBUS 473

*Plus two approved electives, such as:*
Information Management & Analysis – BBUS 330
Work Motivation & Performance – BBUS 401
Managing Work Teams – BBUS 402
Business Project Management – BBUS 441
Entrepreneurship Seminar – BBUS 443
Product Development Lab – BBUS 444
Sustainable Business – BBUS 460
Business, Government & Society – BBUS 461
Negotiations & Conflict Management – BBUS 462
Entrepreneurial Management – BBUS 471
Managing Innovation – BBUS 475
New Technology & Future Markets – BBUS 476
Human Resource Management – BBUS 477
Special Topics in Management (When approved for concentration) – BBUS 479
Special Topics in Business (When approved for concentration) – BBUS 490
Business Consulting – BBUS 491

Marketing (20)
Marketing Research - BBUS 423
Marketing Management Lab - BBUS 438
Plus two approved electives such as:
Consumer Marketing – BBUS 421
International Marketing – BBUS 426
Entrepreneurial Marketing – BBUS 427
Special Topics in Marketing – BBUS 429
Electronic Marketing –BBUS 431
Sustainable Business – BBUS 460
Business, Government & Society – BBUS 461
Negotiations & Conflict Management – BBUS 462
New Product Marketing – BBUS 464
Entrepreneurial Management – BBUS 471
New Technology & Future Markets – BBUS 476
Special Topics in Business (When approved for concentration) – BBUS 490
Business Consulting) – BBUS 491

Management Information Systems (25)
MIS students need a computer programming class equivalent to CSS 161 before starting the MIS concentration. See Business Advisor for list of courses that apply.
Information Management and Analysis -BBUS 330
Fundamentals of Programming Theory & Applications - CSS 341
Software Engineering - CSS 360
Digital Business Lab - BBUS 489
Plus one approved elective, such as:
Electronic Marketing – BBUS 431
Entrepreneurship Seminar – BBUS 443
Product Development Lab – BBUS 444
Sustainable Business – BBUS 460
Special Topics in Management (When approved for concentration) – BBUS 479
Business Consulting) – BBUS 491

Retail Management (20)
Merchandising Acquisition – BBUS 445
Strategic Retail Promotion – BBUS 446
Retail Operations & Supply Chain – BBUS 447
Retail Technology and Leadership – BBUS 448

Technology and Innovation Management (20)
Managing Innovation - BBUS 475
New Technologies and Future Markets - BBUS 476
Plus two approved electives such as:
Information Management & Analysis – BBUS 330
Special Topics in Marketing (When approved for concentration) – BBUS 429
Electronic Marketing – BBUS 431
Entrepreneurship Seminar –BBUS 443
Product Development Lab – BBUS 444
Sustainable Business – BBUS 460
Entrepreneurial Management – BBUS 471
Special Topics in Management (When approved for concentration) – BBUS 479
Special Topics in Business (When approved for concentration) – BBUS 490
Business Consulting – BBUS 491

Accounting Option (35)
Intermediate Accounting I – BUS 361
Intermediate Accounting II – BBUS 362
Intermediate Accounting III – BBUS 363
Cost Accounting – BBUS 373
Auditing Theory & Practice – BBUS 411
Accounting Information Systems – BBUS 435
Federal Income Taxation – BBUS 450

Bachelor of Arts in Business Administration ELC-Bellevue

Program Structure
Summary of Credits:

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Core</td>
<td>45</td>
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<tr>
<td>Business Concentration</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>Transfer Credits</td>
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</tr>
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<td>Total</td>
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</table>
**Required Business Core (45 Credits)**
- Management of Organizations - ELCBUS 300
- Business Statistics - ELCBUS 301
- Managerial Economics - ELCBUS 310
- Marketing Management - ELCBUS 320
- Information Management and Analysis - ELCBUS 330
- Operations and Project Management - ELCBUS 340
- Business Finance - ELCBUS 350
- Introduction to Organizational Behavior - ELCBUS 380
- Business, Government, and Society - ELCBUS 382

**Concentrations (40 Credits)**

**Entrepreneurship (20)**
- Essentials in Venturing - ELCBUS 441
- New Venture Ideas - ELCBUS 442
- Venture Feasibility Analysis - ELCBUS 443
- Venture Start-up, Management and Growth - ELCBUS 444

**Finance (20)**
- Financial Policy and Planning - ELCBUS 451
- Financial Institutions and Markets - ELCBUS 453
- Investments - ELCBUS 454
- Futures and Options - ELCBUS 455

**General Business (20)**
- Business Project Management – ELCBUS 400
- Electronic Marketing – ELCBUS 401
- Leadership and Decision Making – ELCBUS 402
- Negotiations and Conflict Management – ELCBUS 403

**International Business (20)**
- International Environment of Business - ELCBUS 461
- International Marketing - ELCBUS 462
- International Finance and Trade - ELCBUS 463
- History and Globalization- ELCBUS 464

**Capstone (5 Credits)**
- Business Policy and Strategic Management - ELCBUS 470

**Minor in Business Administration**

*Open to all UW Students*
University of Washington students from all majors may earn a minor in Business Administration at UW Bothell. Students enrolled at UW Seattle and UW Tacoma will be authorized for cross-enrollment in order to pursue the Business minor. Interested students should discuss the feasibility of completing this minor with their major program advisor and a UW Bothell Business Program advisor.

**Prerequisites**
Students must earn a 2.7 cumulative GPA and a 2.7 prerequisite GPA with a minimum grade of 2.0 in each of the following prerequisite courses:

- Microeconomics
- Macroeconomics
- Statistics
- College Algebra (or higher)
- One quarter 200-level Accounting

Students will be admitted to the minor when transcripts showing satisfactory completion of all the prerequisites are provided.

**Applying to the Minor**
When the prerequisites have been successfully completed, students may contact the School of Business office to make an appointment with a business advisor. UW Seattle and UW Tacoma students should see their major program advisor to declare the business minor. The Change of Major form must be submitted to the Registrar's Office at their home campus. Students will need to submit transcripts showing the required courses. Students must complete all of the prerequisites and be accepted to the minor before taking any business courses at UW Bothell.

**Registering**
Students who have been admitted to the Business minor may request registration in UW Bothell business courses during registration Period 2 each quarter. A request needs to be sent to a UW Bothell Business Program advisor during registration.

**Business Administration Minor Program Requirements**
The Business minor requires the completion of 25 credits of upper-division business courses including:

- BBUS/BBSKL 300 Management of Organizations/Teamwork Skills

- BBUS 310 Managerial Economics
BBUS 320 Marketing Management
BBUS 340 Operations & Project Management
Elective - Business Elective at the 300-400 level

Three of the five courses in the Business minor must be completed at UW Bothell. Acceptance of transfer courses needs to be discussed with a UWB Business advisor.

**Minor in Retail Management**
*Open to all UW Students*
University of Washington students from all majors may earn a minor in Business Administration at UW Bothell. Students enrolled at UW Seattle and UW Tacoma will be authorized for cross-enrollment in order to pursue the Business minor. UW Seattle and UW Tacoma students should see their major program advisor to declare the Retail Management minor. The Change of Major form must be submitted to the Registrar’s Office at their home campus. Students will need to submit transcripts showing the completion of the required prerequisite course. Students must complete the prerequisite and be accepted to the minor before taking any business courses at UW Bothell.

**Prerequisites**
Students must earn a 2.7 cumulative GPA and a 2.7 minimum grade in:
Introduction to Business – BBUS 201

Students will be admitted to the minor when transcripts showing satisfactory completion of the prerequisite course above.

**Applying to the Minor**
When the prerequisite has been successfully completed, students may contact the Business Program Office to make an appointment with a business advisor. Students will need to submit transcripts showing the required course. Students must complete the prerequisite and be accepted to the minor before taking any business courses at UW Bothell.

**Registering**
Students who have been admitted to the Business minor may request registration in UW Bothell business courses during registration Period 2 each quarter. A request needs to be sent to a UW Bothell Business Program advisor during registration.

**Retail Management Minor Program Requirements**
The Business minor requires the completion of 28-30 credits of upper-division business courses including:

- BBUS/BBSKL 300 Management of Organizations/Teamwork Skills
- BBUS 320 Marketing Management
- BBUS 445 Merchandising Acquisition
- BBUS 446 Strategic Retail Promotion
- BBUS 447 Retail Operations & Supply Chain
- BBUS 448 Retail Technology and Leadership

Students may take MGMT 300: Leadership and Organizational Behavior and/or MKTG 301: Marketing Concepts, at the UW Seattle campus to satisfy the requirements of BBUS 300 and BBUS 320, respectively. The UW Seattle campus courses are four credits each. Students who take one of these courses at Seattle will complete the Retail Management minor with 29 credits; students who take both of these courses at UW Seattle will complete the minor with 28 credits.

**School of Science, Technology, Engineering and Mathematics**

**Division of Biological Sciences**

**Faculty**
*Interim Chair: Marc D. Servetnick, Ph.D., 1985, University of California, Berkeley; zoology*
*Kristina L. Hillesland, Ph.D., 2005, Michigan State University; microbiology and molecular genetics*
*Jeffrey Scott Jensen, Ph.D., 1993, Harvard University; biology*
*Kathleen D. Noble, Ph.D., 1984, University of Washington; counseling psychology*
*Marc D. Servetnick, Ph.D., 1985, University of California, Berkeley; zoology*
*Douglas W. Wacker, Ph.D., 2007, University of Washington; neurobiology and behavior*
**Bryan Douglas White**, Ph.D., 2009, University of Washington; neurobiology and behavior

**Bachelor of Science in Biology (BS)**

The Bachelor of Science in Biology offers a challenging, integrative course of study in which students study biology in both breadth and depth. Students take required courses across the biological sciences, including Genetics, Ecology, and Evolution. Electives—from Microbiology and Cell Biology to Anatomy and Conservation Biology—allow students to explore their interests in more depth. The Biology program emphasizes undergraduate research, development of strong communication skills, and an awareness of the impact of Biology on society.

The Bachelor of Science in Biology provides an excellent foundation for students to pursue careers or graduate study in biology, biology education, ecology, biotechnology, pharmaceuticals, medicine, dentistry, and health.

**Degree Coordinator**

Marc Servetnick, Ph.D., 1985, University of California, Berkeley; zoology

**Admission Requirements**

Must be completed prior to admission (see http://admit.washington.edu/EquivalencyGuide for Washington State Community College transfer equivalencies)

- B BIO 180 Introductory Biology I
- B BIO 200 Introductory Biology II
- B BIO 220 Introductory Biology III
- B CHEM 143/144 General Chemistry I/Lab
- B CHEM 153/154 General Chemistry II/Lab
- B CHEM 163/164 General Chemistry III/Lab

**Program Structure**

**Required Courses**

**General**

- B BIO 180 Intro Biology I*
- B BIO 200 Intro Biology II*
- B BIO 220 Intro Biology III*
- B BIO 360 Intro Genetics
- BES 312 Ecology
- B BIO 466 Evolution

- BES 301 Science Methods and Practice
- BIS 380 Bioethics
- Cell/Subcellular Biology (choose one course from the following list):
  - B BIO 364 Biochemistry
  - B BIO 365 Biochemistry II
  - B BIO 370 Microbiology
  - B BIO 380 Cell Biology

- Physiology (choose one course from the following list):
  - B BIO 351 Principles of Anatomy and Physiology I (5)
  - B BIO 352 Principles of Anatomy and Physiology II (5)

- Investigative Biology (choose one from the following list):
  - B BIO 495 Investigative Biology
  - Approved Undergraduate research (B BIO 498)
  - Approved Internship/Independent Study (B BIO 499)

*Note:* this requirement may be fulfilled with an internship that does not earn course credit. In such cases, students should be aware that the 180-credit graduation requirement still applies.

- Biology and Society (choose one course from the following list):
  - B BIO 231/BISSTS 231 Genes, Genomes and Heredity
  - B BIO 232/BISSTS 232 Embryos, Genes and Reproductive Technology
  - B BIO 305 Science and Ethics of Stem Cells
  - B BIO 310 Brain and Behavior
  - B BIO 393 Biology Special Topics (by approval only)
  - BES 362 Intro to Restoration Ecology
  - BES 462 Restoration Ecology Network Capstone
  - BES 485 Conservation Biology
  - BIS 241 Nature and the Northwest
  - BIS 243 Intro to Environmental Issues
  - BIS 306 Marine Diversity and Conservation
  - BIS 356 Ethics and the Environment
  - BIS 384 Health, Medicine and Society
  - BIS 391 Environmental History of the Pacific NW Bioregion
  - BIS 405/B EDUC 493 Environmental Education
  - BIS 411 Biotechnology and Society
  - BIS 459 Conservation and Sustainable Development
  - BISSTS 307 Science Technology and Society
  - BISSTS 397 Special Topics (by approval only)
Electives – choose three courses from the following list (15 credits)
- B BIO 310 Brain and Behavior
- B BIO 315 Human Anatomy (prior to Autumn 13)
- B BIO 350 Animal Physiology (prior to Autumn 13)
- B BIO 351 Principles of Anatomy and Physiology I
- B BIO 352 Principles of Anatomy and Physiology II
- B BIO 355 Behavioral Endocrinology
- B BIO 364 Biochemistry
- B BIO 365 Biochemistry II
- B BIO 370 Microbiology
- B BIO 3XX Microbiology II
- B BIO 380 Cell Biology
- B BIO 383 Bioinformatics
- B BIO 460 Developmental Biology
- BES 485 Conservation Biology
- BES 462, 463, 464 Restoration Ecology Capstone (must take entire sequence; counts as two electives)
- BES 488 Wetland Ecology
- BES 489 Pacific NW Ecosystems
- BES 490 Pacific NW Plants in Restoration & Conservation
- BIS 306 Marine Diversity and Conservation
- BIS 381 History of Life

Chemistry
- B CHEM 143/144 General Chemistry I*
- B CHEM 153/154 General Chemistry II*
- B CHEM 163/164 General Chemistry III*
- B CHEM 237 Organic Chemistry I

Physics
- B PHYS 114/117 General Physics I
- B PHYS 115/118 General Physics II
*Alternatively, students may substitute the Calculus-based Physics option:*
- B PHYS 121 Mechanics
- B PHYS 122 Electromagnetism and Oscillatory Motion

Mathematics
- B CUSP 124 Calculus I
- BIS 315 Statistics examples of

* Prerequisite courses.

Additional Courses
As needed to fulfill University General Education Requirements

Program Policies
If more than one course is taken from the list of courses that satisfy the Cell/Subcellular Biology requirement, or the Physiology requirement, then the additional courses may be counted as Biology electives. For example, if a student takes both Biochemistry and Microbiology, one can count toward the Cell/Subcellular requirement, and the other as a Biology elective.

Some courses may be used to satisfy the Biology & Society requirement, or a Biology elective requirement, but a single course cannot be used to satisfy both requirements. For example, BES 485 Conservation Biology may count either as a Biology elective, or as a Biology & Society course, but not both.

The lists of electives and Biology & Society courses are updated as necessary. Please verify that a course fulfills the requirement with your Program Advisor.

Division of Computing and Software Systems

Faculty

Interim Chair: Michael David Stiber, Ph.D., 1992, University of California, Los Angeles; computer science

Laurie Anderson, Ph.D., 2004, Union Institute and University; cultural ecology

Hazeline Asuncion, Ph.D., 2009, University of California, Irvine; computer science

William (Bill) W. Erdly, Ph.D., 1991, University of Washington; social/organizational psychology

Munehiro Fukuda, Ph.D., 1997, University of California, Irvine; information and computer science

Wooyoung Kim, Ph.D., 2012, Georgia State University; computer science

Mark Kochanski, M.S., 1984, Purdue University; economic geology

Brent Lagesse, Ph.D., 2009, University of Texas at Arlington, computer science

Danielle Lee, Ph.D., 2013, University of Pittsburgh, Information Science

Clark F. Olson, Ph.D., 1994, University of California Berkeley; computer sciences

Joe McCarthy, Ph.D., 1996, University of Massachusetts; computer science

David Socha, Ph.D., 1991, University of Washington;
computer science
**Michael David Stiber, Ph.D.**, 1992, University of California, Los Angeles; computer science
**Kelvin Sung, Ph.D.**, 1992, University of Illinois at Urbana- Champaign; computer science
**Geethapriya Thamilarasu, Ph.D.**, 2009 State University of New York at Buffalo, computer science and engineering
**Carol S. Zander, Ph.D.**, 1995, Colorado State University; computer science

Emeritus Faculty
**Frank Cioch, Ph.D.**, 1985 University of Michigan, computer and communications science
**Charles F. Jackels, Ph.D.**, 1975, University of Washington; physical chemistry

Adjunct Faculty
**Morris Bernstein, M.Sc.**, 1993, McGill University, Computer Science
**Nancy Kool, M.A.**, 1993, Arizona State University, English Literature
**Kim Gunnerson, Ph.D.**, 2007, University of Washington; molecular chemistry
**Rob Nash, M.S.**, 2006, University of Washington, computer science
**Barbara Endicott-Popovsky, Ph.D.**, 2007, University of Idaho; computer science/ security
**Valentin Razmov, Ph.D.**, University of Washington; computer science

Bachelor of Arts in Applied Computing (BA)

Applied Computing is a multidisciplinary degree that focuses on the application of computing systems within the context of a specific discipline or field of study. Students are encouraged to think broadly about the impact of computing and computing systems on our society. In their CSS coursework, students concentrate from an application perspective on software engineering, project management, communications, knowledge of hardware and operation systems, and programming. This common core of classes creates a solid foundation of knowledge in programming, and software engineering.

Students combine their CSS coursework with studies in a non-computing subject that is of interest to them.

This subject area, called a Minor Elective, can take the form of either an established minor at the University of Washington or an approved concentration of courses that covers a complex subject matter. Subjects for the minor elective need to be both broad in context as well as have depth within their discipline such as: geography, graphic design, art, music, psychology, engineering, science or many other fields. Current Applied Computing students have chosen from UW Bothell Minors including Business, Policy Studies, and Education. Students who have chosen to pursue a concentration of coursework have focused on broad and challenging subjects such as international relations and biotechnology and society.

Applied computing graduates are experts in integrating computer technology across their elective field. To further this goal, all Applied Computing students take part in a final senior seminar, where they integrate their CSS coursework with the courses in their minor elective. The Senior Seminar (CSS 496) gives a deeper understanding of the inherent relations between computing and software development and the student's concentration in another discipline.

A new generation of infrastructure is required to promote global collaboration in science, business, manufacturing, medical and health sciences, and government. Graduates with the Applied Computing degree will be expected to combine detailed knowledge of their chosen discipline with a practical understanding of modern computing.

**Admission Requirements**
- English Composition: (B CUSP 101 or 134) or English 111, 121, 131
- Advanced English Composition: (B CUSP 135), or Engl 281, C Lit 240 or HCDE 231
- Programming: CSS 107 or any survey of computing course, CSS 161 or CSE 142, and CSS 162 or CSE 143
- Calculus: B CUSP 124 or Math 124
- Statistics
Program Structure
Students entering the AC major Autumn Quarter 2007 and thereafter follow the curriculum outlined below.

Required Core Courses (40 credits)
- CSS 301 - Technical Writing for Computing Professionals
- CSS 342 – Data Structures & Algorithms I
- CSS 350 - Management Principles for Computing Professionals
- CSS 360 - Software Engineering
- CSS 421 - Introduction to Hardware Architecture and Operating Systems
- CSS 496 - Applied Computing Seminar

CSS Electives (35 credits)
A maximum of 10 credits are allowed at the 200 level, a maximum of 10 credits of CSS 390 and 490 (Special Topics) are allowed, and a maximum of 10 credits of combined 498 & 499 are allowed towards the CSS Electives.

Minor Electives (25 credits) or any other non-computing related Major (or approved course of study)
This must be an approved minor, concentration or major from another department or program. Students may also work with CSS faculty and program advisors to develop custom knowledge domain expertise - subject to departmental approval. If student has a baccalaureate degree in another area, this requirement may be waived.

Graduation Requirements
- 180 or more total credits
- 90 upper-division credits (300-400 level)
- Completion of the last 45 credits at UW Bothell
- To graduate, new students entering the AC major Autumn Quarter 2007 and thereafter must earn a grade of 2.0 in any course offered by, or required by, the AC major
- 15 credits of Visual, Literary, and Performing Arts
- 15 credits of Individuals and Societies

Bachelor of Science in Computer Science & Software Engineering (BSCSSE)

The Bachelor of Science in Computer Science & Software Engineering is a computer science degree that stresses computer programming and people-centered software development processes. Students will gain essential knowledge in object-oriented programming, data structures, algorithm analysis, software engineering, management principles, hardware engineering and operating systems.

The BSCSSE degree program offers a multidisciplinary approach that will enable students to develop a wide range of competencies needed for success in the dynamic and varied field of software engineering. In their first year and second year of study, students advance skills in fundamental areas of computer science, as well as courses in writing and mathematics, that together broaden the academic background of the student. In the third and fourth year the focus of CSS courses offers a broad range of elective topics, ranging from theory of computer science and software engineering, to the application of leading edge and mature technologies.

The CSSE Elective courses provide the student the opportunity to develop a solid technical foundation of new and complex technologies. Offering in electives include: parallel and distributed computing, computational science and scientific computing, network design, expert systems, cyber security, software design testing, and computer vision, systems analysis, human factors, object-oriented programming, multi-media, software marketing, software testing and quality assurance, project management, database design, computer simulation, embedded systems, and artificial neural networks.

Admission Requirements
- English Composition: (B CUSP 101 or 134) or English 111, 121, 131
- Advanced Composition: (B CUSP 135) or Engl 281, C Lit 240 or HCDE 231
- Programming: CSS 161 or CSE 142 and CSS 162 or CSE 143
- Calculus: B CUSP 124 or Math 124 and B CUSP 125 or Math 125
- Statistics
Program Structure
Students entering the CSS program Autumn 2006 and thereafter follow the curriculum outlined below.

Required Core Courses (40 Credits)
- CSS 301 - Technical Writing for Computing Professionals
- CSS 342 - Data Structures & Algorithms I
- CSS 343 - Data Structures & Algorithms II
- CSS 350 - Management Principles for Computing Professionals
- CSS 360 - Software Engineering
- CSS 370 - Analysis & Design
- CSS 422 - Hardware & Computer Organization
- CSS 430 - Operating Systems

CSS Electives (25 credits)
CSS electives are 200-400 level courses, of which a minimum of 15 credits must be at the 400 level. A maximum of 10 credits of Special Topics are allowed, and a maximum of 10 credits of combined 498 & 499 are allowed towards the CSS Electives.

Cooperative Education (10 Credits)
Cooperative Education is the title for CSS 497, the final core requirement and the program capstone course for advanced CSS students. The scope and nature of each project will require students to integrate and apply their knowledge in a "real world" setting. Students complete 10 credits (400 hours) of Cooperative Education in their final quarter(s). Students learn by connecting classroom theory and community-based experience through the completion of an academic project. Project options consist of internships, research with faculty, individual projects, or group projects.

Electives (15 Credits)
300 or 400 level classes in any discipline

Graduation Requirements
- 180 or more total credits
- 90 upper-division credits (300-400 level)
- Completion of the last 45 credits at UW Bothell
- To graduate, new students entering the CSS program Autumn 1999 and thereafter must earn a grade of 2.0 in any course offered by, or required by, the CSS program
- 15 credits of Visual, Literary, and Performing Arts
- 15 credits of Individuals and Societies

Minors
Students on the Seattle and Tacoma campuses need to follow guidelines for cross-campus enrollment.

The purpose of the CSS and IT minors is to provide opportunities to students from non-technical disciplines to supplement their major with a practical set of courses focused on information technology. The minor should prepare a student for a variety of industrial, government and business positions involving computer use.

Application Procedures
Admission to the IT or CSS Minor is not competitive. Schedule an appointment with the CSS advisor to complete a "Change of Program or Minor" form.

Registering for Classes
Students who have been accepted into the IT or CSS minor must submit an add code request via the CSS website. Add codes for UW Bothell CSS courses will be given out during or after Registration Period 2 on a space available basis.

Graduating With a Minor
When applying for graduation, the student's major program advisor will list the minor requirements on the graduation application. Upon graduation, the minor will be indicated on the student's transcript, but it will not appear on the diploma.

Minor in Computing and Software Systems
The CSS minor provides students with the necessary programming and software management skills to work within a software development environment within their major discipline.

- Required Courses
  - CSS 161
  - CSS 162
  - CSS 342
  - CSS 360
  - two additional 200-300 level CSS courses
- Credits: A minimum of 30 credits
- At least a 2.0 in each course

Minor in Information Technology
The IT minor focuses on bridging the technology and information management gap, and gives students a background in software design methodologies, computer programming, database systems and strategies for automating industrial and organizational processes.

- Required Courses
  - CSS 161
  - CSS 341
  - CSS 360
  - CSS 475
  - One additional 5 credit CSS course
- Credits: A minimum of 25 credits
- At least a 2.0 in each course

Division of Physical Sciences

Faculty
Interim Chair: Daniel Jaffe, Ph.D., 1987, University of Washington; chemistry
Peter Anderson, Ph.D., 2007, University of Wisconsin-Madison, medicinal/pharmaceutical chemistry
Warren Wesley Buck, Ph.D., 1976, College of William and Mary; physics; Chancellor Emeritus
Khushroo P. Daruwala, Ph.D., 1987, Oregon State University; chemistry
Matthew R. Depies, Ph.D., 2009, University of Washington, physics
Brandon D. Finley, Ph.D., 2007, University of California at Irvine; earth system science
Kim N. Gunnerson, Ph.D., 2007, University of Washington; physical chemistry
Erin M. Hill, Ph.D., 2009, University of California, Irvine; biophysics
Daniel Jaffe, Ph.D., 1987, University of Washington; chemistry
Lori Robins, Ph.D., 2007, University of California, Davis, bio-organic chemistry
Eric P. Salathe Jr., Ph.D., 1994, Yale University; geology and geophysics
Muralidhara Thimmaiah, Ph.D., 2008, Michigan Technological University; chemistry

Charles F. Jackels, Ph.D., 1975, University of Washington; physical chemistry

Bachelor of Science in Climate Science and Policy (BS)
The Climate Science and Policy Bachelor of Science major offers a true interdisciplinary curriculum providing students fundamental knowledge in math, chemistry, physics, policy and economics, along with detailed understanding of the scientific and societal issues important to the earth's climate system. The program helps students see the full dimension of this critical issue and will train students to be visionary leaders, able to provide solutions to one of humanity's greatest challenges.

Degree Coordinator
Daniel Jaffe, Ph.D., 1987, University of Washington; chemistry

Admission Requirements
- must be completed prior to admission (see http://admit.washington.edu/EquivalencyGuide for Washington State Community College transfer equivalencies)

Students may apply for admission with a combined 20 credits from the following:
Math: Calculus I, Calculus II
Physics: Mechanics, Electromagnetism and Oscillatory Motion
Chemistry: General Chemistry I, General Chemistry II, General Chemistry III

Program Structure
Foundation Courses (50 credits)
BCHEM 143/144, 153/154, 163/164 General chemistry/Lab (3 quarters)
BPHYS 121, 122 Physics (2 quarters)
BCUSP 124,125 Calculus I & II (2 quarters)
BCUSP 200 or 201 Economics (or equivalent)
BIS 280 or 281 Political Science (or equivalent)
CSS 161/CSSSKL 161 Fundamentals of Computing (or other approved course)

Upper-division Core Courses (40 credits)
BCLIM 200 Intro to climate science and policy
STMATH 390 Probability and Statistics
BCLIM 300 Fundamentals of Weather and Climate
BCLIM 310 Energy and greenhouse gas management
BISLEP 302 Policy Analysis or 301 Law, Economics, and Public Policy
BCLIM 320 Impacts of Climate Change
BCLIM 410 Climate Modeling and Data Analysis
BCLIM 488 Climate Science and Policy Capstone: Undergraduate research or Internship

Advanced Electives: choose any 3 of the following courses (15 credits)
Multivariable Calculus
Differential Equations
Geographical Information Systems (GIS)
Remote sensing; Advanced Climate Modeling
Atmospheric Chemistry and Physics
Conservation & Sustainability Development
Issues in Environmental Policy
Governmental Responses to Climate Change
Science, Expertise, and Public Policy
Climate and Atmospheric Chemistry lab
Political Economy of Energy; Sustainable Energy

Additional Courses
As needed to fulfill University General Education Requirements

Division of Engineering and Mathematics

Faculty
Interim Chair: Arnold S. Berger, Ph.D., 1971, Cornell University; materials science
Andrew M. Abian, M.S., 1997, University of Washington; physics
Alexandre Charles Barchechat, Ph.D., 2003, University of California at Davis; mathematics
Arnold S. Berger, Ph.D., 1971, Cornell University; materials science
Seungkeun Choi, Ph.D., 2007, Georgia Institute of Technology, electrical and computer engineering
Steven W. Collins, Ph.D., 1994, University of Virginia; government and foreign affairs
Tadesse Ghirmai, Ph.D., 2004, State University of New York at Stony Brook; electrical engineering
Mahmoud Ghofrani, Ph.C., 2013, University of Nevada Reno, electrical engineering
Lawrence Lam, Ph.D., 1996, University of Washington, electrical engineering

Casey Mann, Ph.D., 2001, University of Arkansas at Fayetteville, mathematics
Jennifer McCloud-Mann, Ph.D., University of Arkansas, mathematics
Pierre D. Mourad, Ph.D., 1987, University of Washington; applied mathematics
Elaine P. Scott, Ph.D., 1989, 1987, Michigan State University; mechanical engineering and agricultural engineering
Linda M. Simonsen, Ph.D., 1995, Oregon State University; mathematics education
Bjong Wolf Yeigh, Ph.D., 1995, Princeton University; civil engineering and operations research; Chancellor

Bachelor of Science in Electrical Engineering (BSEE)

The Bachelor of Science in Electrical Engineering provides students with a strong foundation for pursuing careers or graduate studies in Electrical Engineering. Students in the program master the fundamentals and applications of electricity, electronics, and electromagnetism. A multidisciplinary learning environment provides experience in teamwork, design, ethics, entrepreneurship, and civic responsibility, with a focus on understanding the impact of engineering solutions in a global, economic, environmental, and societal context.

The program builds on UW Bothell's strengths, emphasizing lab experience and research and internship opportunities outside the classroom. Our faculty are dedicated to teaching and building excellence and expertise through strong student-faculty relationships, small classes and hands-on, experiential learning principles.

Degree Coordinator
Arnold S. Berger, Ph.D., 1971, Cornell University; materials science

Admission Requirements
– must be completed prior to admission (see http://admit.washington.edu/EquivalencyGuide for Washington State Community College transfer equivalencies)
Prerequisites
B CUSP 124 - Calculus I
B CUSP 125 - Calculus II
B CUSP 126 - Calculus III
B PHYS 121 - Mechanics
B PHYS 122 - Electromagnetism and Oscillatory Motion
B CHEM 143/144 - General Chemistry I/Lab
College-level English Composition course

Program Structure
Core Courses (55 Credits)
B EE 215 Fundamentals of Electrical Engineering
B EE 233 Circuit Theory
B EE 235 Continuous Time Linear Systems
B EE 271 Digital Circuits and Systems
B EE 331 Devices and Circuits I
B EE 332 Devices and Circuits II
B EE 341 Discrete Time Linear Systems
B EE 361 Applied Electrodynamics
B EE 371 Business of Technology
B EE 425 Microprocessor System Design
B EE 495 Design Capstone I
B EE 496 Design Capstone II

Electrical Engineering Electives: Choose 3 courses from the following list (15 credits); a combined maximum of 10 credits of B EE 490, B EE 498, and B EE 499 may be counted toward the 15 credit requirement
B EE 381 Power Generation
B EE 417 Digital Communication
B EE 433 Electronic Circuit Design
B EE 442 Digital Signal Processing
B EE 482 Semiconductor Devices
B EE 484 Sensors and Sensor Systems
B EE 490 Special Topics in Electrical Engineering
B EE 498 Undergraduate Research in Electrical Engineering
B EE 499 Independent Study in Electrical Engineering

Foundational Courses (80 credits)
B CUSP 124 Calculus I*
B CUSP 125 Calculus II*
B CUSP 126 Calculus III*
ST MATH 307 Differential Equations
ST MATH 308 Matrix Algebra
ST MATH 324 Multivariate Calculus

ST MATH 390 Probability and Statistics in Engineering
B CHEM 143/144 General Chemistry I/Lab*
B PHYS 121 Mechanics*
B PHYS 122 Electromagnetism & Oscillatory Motion*
B PHYS 123 Waves
College Level English Composition*
B CUSP 135 Research Writing
CSS 301 Technical Writing for Computing Professionals
CSS 161/CSSSKL 161 Fundamentals of Computing
CSS 162/CSSSKL 162 Programming Methodology

Additional Courses
As needed to fulfill University General Education Requirements

Graduation Policies
In order to graduate with a Bachelor of Science in Electrical Engineering (BSEE) from UW Bothell, students are required to complete a total of 180 credits including the above stated requirements with a cumulative GPA of 2.0 or higher. Students must earn a 2.0 or higher in all required courses for them to count towards the BSEE degree. Only 10 credits of 200 level B EE electives may count towards the BSEE elective requirement. Students are allowed to transfer a total of 15 credits of EE coursework including cross-campus enrollment, exceptions to this policy must be petitioned. In addition, students must meet all University of Washington Bothell graduation requirements.

ABET Accreditation
The Bachelor of Science in Electrical Engineering program at University of Washington Bothell is a new program and is in the final stages of ABET accreditation. When our program receives accreditation from ABET, all of our graduated students will retroactively be included under the umbrella of an ABET-accredited program.

For more information about the ABET accreditation process, please visit http://www.abet.org/.

Bachelor of Science in Mathematics (BS)

“In this changing world, those who understand and can do mathematics will have significantly enhanced
opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures.” National Council of Teachers of Mathematics Mathematics is an established and growing field with students pursuing careers in engineering, actuarial science, database and computer systems administration network and data communication analysis, statistical analysis secondary mathematics teaching and other fields. Students with a major in mathematics often pursue graduate studies in mathematics, physics, and engineering.

Preparation for a career in teaching mathematics The curriculum represents a standard mathematics degree; however the courses offered also reflect the recommendations put forth by the Mathematical Association of America’s (MAA) CUPM Curriculum Guide 2004 (reference is Mathematical Association of America (2004). Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004. Retrieved May 2011: http://www.maa.org/cupm/curr_guide.html) for majors preparing to be secondary mathematics teachers. According to MAA, mathematical sciences majors preparing to teach secondary mathematics should:

- Learn to make appropriate connections between the advanced mathematics they are learning and the secondary mathematics they will be teaching. They should be helped to reach this understanding in courses throughout the curriculum and through a senior-level experience that makes these connections explicit.
- Fulfill the requirements for a mathematics major by including topics from abstract algebra and number theory, analysis (advanced calculus or real analysis), discrete mathematics, geometry, and statistics and probability with an emphasis on data analysis;
- Learn about the history of mathematics and its applications, including recent work;
- Experience many forms of mathematical modeling and a variety of technological tools, including graphing calculators and geometry software.

Degree Coordinator
Linda M. Simonsen, Ph.D., 1995, Oregon State University; mathematics education

Mathematics Curriculum

Admission Requirements
– must be completed prior to admission (see http://admit.washington.edu/EquivalencyGuide for Washington State Community College transfer equivalencies)

Prerequisites (15 credits) A 2.5 GPA average in the following three courses is required with no grade below a 2.0 in the individual courses.
B CUSB 124 - Calculus I
B CUSB 125 - Calculus II
B CUSB 126 - Calculus III

Program Structure
Core Requirements (40 credits)
STMATH 307 Differential Equations
STMATH 308 Matrix Algebra
STMATH 324 Multivariable Calculus
STMATH 341 Introduction to Statistical Inference
STMATH 200 Foundations of Modern Mathematics
STMATH 381 Discrete Mathematical Modeling
STMATH 402 Abstract Algebra I
STMATH 424 Introduction to Analysis I

Mathematics Electives – Choose 5 courses from the following list (25 credits)
STMATH 310 Mathematical Game Theory
STMATH 326 Multivariable Calculus II
STMATH 350 Applied Number Theory and Cryptography
STMATH 390 Probability and Statistics in Engineering and Science
STMATH 403 Abstract Algebra II
STMATH 420 History of Mathematics
STMATH 425 Introduction to Analysis II
STMATH 444 Foundations of Geometry
STMATH 4XX/BEDUC 5XX Fostering Algebraic Reasoning
STMATH 4XX/BEDUC 5XX Fostering Geometric Reasoning
STMATH 4XX/BEDUC 5XX: Fostering Data, Graphical and Statistical Understanding

Supporting Science Course Requirements (16 credits)
B PHYS 121: Mechanics
B PHYS 122: Electromagnetism and Oscillatory Motion
CSS 161/CSSSKL 161: Fundamentals of Computing/Fundamental Programming Skills

Additional Courses
As needed to fulfill University General Education Requirements

Links:
Mathematical Association of America (MAA)
http://www.maa.org/
National Council of Teachers of Mathematics
http://www.nctm.org/
University of Washington Bothell Mathematics Secondary Education Endorsement
http://www.uwb.edu/secondarycertmed/mathendorsement

School of Interdisciplinary Arts and Sciences

The School of Interdisciplinary Arts and Sciences offers students advanced interdisciplinary study in the arts and sciences. Students develop their ability to think analytically, critically and imaginatively; communicate logically and persuasively; and work creatively with others. These abilities prepare students to participate in workplace and civic leadership in a democratic society, to enrich their personal lives and their communities, and to appreciate and care for the natural environment. A liberal education develops both the knowledge underlying technical and professional learning, and the values on which enterprises, institutions, and global civilization depend.

Dean
Bruce Burgett, Ph.D., 1993, University of California, Berkeley; English

Associate Deans

S. Charusheela, Ph.D., 1997, University of Massachusetts, Amherst; Economics
Ron Krabill, Ph.D., 2003, New School for Social Research; Sociology and Historical Studies

Professors
Warren Buck, Ph.D., 1976 (Chancellor Emeritus), College of William and Mary; Physics
Bruce Burgett, Ph.D., 1993, University of California, Berkeley; English
Colin Danby, Ph.D., 1997, University of Massachusetts, Amherst; Economics
Jolynn Edwards, Ph.D., 1982, University of Washington; Art History
Diane Gillespie, (Emeritus), Ph.D., 1982, University of Nebraska, Lincoln; Educational Psychology and Social Foundations
Martha Groom, Ph.D., 1995, University of Washington; Zoology, Conservation Biology
Jeanne Heuving, Ph.D., 1988, University of Washington; English
Daniel Jacoby, Ph.D., 1985, University of Washington; Economics
Gray Kochhar-Lindgren, Ph.D., 1990, Emory University; Literature and Cultural Theory
Norman Rose, (Emeritus) Ph.D., 1960, University of Illinois at Urbana-Champaign; Chemistry
Robert C. Schultz, (Emeritus), Ph.D., 1969, Emory University; Philosophy
William Seaburg, (Emeritus) Ph.D., 1994, University of Washington; Anthropology
Crispin Thurlow, Ph.D., 2001, University of Wales; Language and Communication
Linda Watts, Ph.D., 1989, Yale University; American Studies
Alan Wood, Ph.D., 1981, University of Washington; History

Associate Professors
Constantin Behler, Ph.D., 1990, Stanford University; German Studies and Humanities
S. Charusheela, Ph.D., 1997, University of Massachusetts, Amherst; Economics
Nives Dolšak, Ph.D., 2000, Indiana University, Bloomington; Public Policy, Environmental Policy, International Relations
Warren Gold, Ph.D., 1988, Utah State University, Logan; Plant Ecology
Michael Goldberg, Ph.D., 1992, Yale University; American studies
Cinnamon Hillyard, Ph.D., 1999, Utah State University, Logan; mathematics
Kanta Kochhar-Lindgren, Ph.D., 1999, New York University; Performance studies
Ron Krabill, Ph.D., 2003, New School for Social Research; sociology and historical studies
Kari Lerum, Ph.D., 2000, University of Washington; sociology
Rebecca M. Price, Ph.D., 2003, The University of Chicago; evolutionary biology
J. Eric Stewart, Ph.D., 2000, University of Illinois at Urbana-Champaign; community and clinical psychology
David L. Stokes, Ph.D., 1994, University of Washington; Zoology
Wadiya Udell, Ph.D., 2004, Columbia University; Developmental psychology

Assistant Professors
Christian Anderson, Ph.D., City University of New York, August 2012; geography
Dan Berger, Ph.D., 2010, University of Pennsylvania; Communication
Laruen Berliner, Ph.D., 2013, University of California, San Diego; Communication
Amaranth Borsuk, Ph.D., 2010, University of Southern California; Creative writing & Literature
Shauna Carlisle, Ph.D., 2010, University of Washington; Social work
Charles Collins, Ph.D., 2013, Michigan State University; Ecological-community psychology
Johanna Crane, Ph.D., 2007, University of California, San Francisco/Berkeley; Medical anthropology
Karam Dana, Ph.D., 2009, University of Washington; Near and middle eastern studies
Sarah Dowling, Ph.D., 2012, University of Pennsylvania; English
Benjamin Gardner, Ph.D., 2007, University of California, Berkeley; Geography
Susan Harewood, Ph.D., 2006, University of Illinois at Urbana-Champaign; Communications
Ted Hiebert, Ph.D., 2007, Concordia University; Humanities
Jin-Kyu Jung, Ph.D., 2007, State University of New York at Buffalo; Geography
Lauren Lichte, Ph.D., 2010, Michigan State University; Ecological-community psychology

Santiago Lopez, Ph.D., 2008, University of Texas at Austin; Geography and the environment
Joe Milutis, Ph.D., 2000, University of Wisconsin-Milwaukee; Modern studies
Keith Nitta, Ph.D., 2006, University of California, Berkeley; Political science
Gwen Ottinger, Ph.D., 2005, University of California, Berkeley; Energy and resources group
Yolanda Padilla, Ph.D., 2004, University of Chicago; English
Janelle Silva, Ph.D., 2010, University of California, Santa Cruz; Social psychology
Amoshaun Toft, Ph.D., 2010, University of Washington; Communication
Camille Walsh, Ph.D., 2010, University of Oregon; History, J.D., 2004 Harvard Law School

Senior Lecturers/Artists-in-Residence
Rebecca Aanerud, Ph.D., 1998, University of Washington; English
Leslie Ashbaugh, Ph.D., 1996, Northwestern University; Socio-cultural anthropology
Aeron Bergman, M.A., New York University; Art, M.A., 1996, University of Toronto; Art history
Rebecca Brown, M.F.A., 1981, University of Virginia; Creative writing
David Goldstein, Ph.D., 1997, University of California, Irvine; Comparative culture
Bruce Kochis, Ph.D., 1979, University of Michigan; Slavic languages and literature
Alejandra Salinas, M.F.A., 2008, University of Gothenberg; Art and digital media
Robert J. Turner, Ph.D., 1999, University of North Carolina, Chapel Hill; Marine sciences

Lecturers
Jennifer Atkinson, Ph.D., 2009, University of Chicago; English language and literature
Carrie Bodle, M.S., 2005, Massachusetts Institute of Technology; Visual studies
Deborah Caplow, Ph.D., 1999, University of Washington; Art history
Kristin Gustafson, Ph.D., 2010, University of Washington; Communication
Kris Kellejian, Ph.D., 2010, Washington State University; Rhetoric and composition
Amy Lambert, Ph.D., 2011, University of Washington; ecosystem sciences
Kristy Leissle, Ph.D., 2008, University of Washington; women's studies
Julie Shayne, Ph.D., 2000, University of California, Santa Barbara; sociology

Admission Requirements

Applicants applying to an Interdisciplinary Arts & Science major with 80 or more credits:

- 3 years high school math (2 years algebra) or Intermediate Algebra in college. Minimum grade of 2.0 if taken in college.
- Two years (high school) OR 10 quarter credits (college) of a single foreign language or through 102 with a passing grade.
- English Composition (ten quarter credits)
- Quantitative/Symbolic Reasoning (five quarter credits in Math or Logic). Does not apply to students who enrolled in college for the first time prior to Autumn Quarter, 1985.
- 15 quarter credits in Natural World (NW)
- 15 quarter credits in Visual, Literary, and Performing Arts (VLPA)
- 15 quarter credits in Individuals and Societies (I&S)

The following majors have additional admission prerequisites: Interdisciplinary Studies: Law, Economics and Public Policy; Society, Ethics and Human Behavior; the BA in Environmental Studies and the BS in Environmental Science.

Applicants applying to an Interdisciplinary Arts and Sciences major with 45-79 credits:

- Same as above, but only 10 credits needed in each of the Areas of Knowledge (Natural World; Visual, Literary and Performing Arts; Individuals and Societies).

Graduation Requirements

Students pursuing an Interdisciplinary Arts and Sciences BA or BS degree must complete the individual program requirements and Interdisciplinary Arts and Sciences School requirements, in addition to the general graduation requirements of the University.

School of Interdisciplinary Arts and Sciences Requirements

Interdisciplinary Inquiry (BIS 300)
The purpose of Interdisciplinary Inquiry (BIS 300) is to introduce and orient students to upper-division work in Interdisciplinary Arts and Sciences (IAS) courses. It encourages students to take intellectual risks with the goal of improving their abilities to read closely, write and think critically, communicate clearly and creatively, research effectively, and work collaboratively. Faculty teaching the core work closely with the staff in the Library, the Writing Center, and/or the Quantitative Skills Center, thus introducing students to the rich variety of resources and support services available to them at UW Bothell. Students are encouraged to think about how various types of knowledge are socially produced, how they as students can become active, creative, and self-critical producers of knowledge (in either academic or non-academic genres), and why IAS as a whole values interdisciplinary modes of inquiry. While individual sections of BIS 300 differ in their modes and emphases, they all encourage students to:

- Understand and appreciate the interdisciplinary production of knowledge and the ways in which it underwrites different aspects of IAS;
- Gain a critical understanding of IAS diverse and interrelated (inter) disciplinary fields and methods of inquiry;
- Become better critical thinkers and writers, ones who are capable of posing, answering, and reposing a variety of complex questions;
- Become better researchers, ones who are able to use the resources at UW Bothell and elsewhere in order to identify existing and complementary scholarly work while producing original knowledge through data gathering and interpretation;
- Become better speakers, ones who are able to communicate clearly and engagingly about complicated topics, arguments, and issues;
- Learn to work well collaboratively, as both learners and teachers.

**Portfolio Capstone (BIS 499)**
The Portfolio Capstone (BIS 499) is a 3-credit course that will focus on the completion of a student’s final learning/professional portfolio, picking up on the work they have completed in BIS 300 Interdisciplinary Inquiry and throughout the program. It will allow students to step back from the learning they have done in individual courses, focusing on the connections among those courses and the links between the student’s overall academic accomplishments and their diverse contexts. Students should save their graded papers and projects so their work can be included in their final portfolio. BIS 499 is a writing-intensive (W) course. Students must receive a minimum grade of 2.5 in the Portfolio Capstone to satisfy the graduation requirement.

**Interdisciplinary Practice & Reflection (IPR)**
The Interdisciplinary Practice and Reflection (IPR) requirement ensures that all IAS students complete at least one course that requires an advanced research, creative, or experiential learning project before they graduate. IAS courses meeting this requirement are low-enrollment and high-impact. They typically involve close engagement with a faculty member and assume prior study in the area. These courses allow students to complete a project that draws on their academic interests and furthers their life ambitions. The project might be a seminar paper in a particular area of study; an academic internship in a relevant field; a service-learning project that builds on the student’s academic work; a study abroad opportunity; an art and media project or production. Courses that satisfy the IPR requirement ask students to reflect on the value, challenges, and effectiveness of their work in relation to their undergraduate education as a whole.

List of courses that satisfy the IPR requirement*
BES 498 Independent Research in Environmental Science
BIS 403 Washington DC Seminar on Human Rights
BIS 480 International Study Abroad
BIS 484 Arts Learning in the Community
BIS 490 Senior Seminar
BIS 492 Senior Thesis (10 credits)
BIS 494 Task Force
BIS 495 Internship
BIS 496 Community Service Project
BIS 497 Political Internship in State Government
BIS 498 Undergraduate Research
BISCP 489 Projects in Community Psychology
BISIA 401 Literary Journal Editorial Board
BISIA 450 Image and Imagination
BISIA 483 Advanced Arts Workshop
BISMCS 472 Advanced Media Production Workshop
BISSKL 400 Policy Journal Editorial Board
BISSKL 402 Peer Facilitation

Any Graduate Course Offered in IAS

*All IAS students must complete at least 5 credits of IPR coursework. This requirement can be satisfied by one 5-credit course or multiple lower-credit courses. Students should talk with faculty members in their major and consult their degree webpages as they decide which of the courses listed above fit best with their academic training and life goals. Because artifacts produced in these courses are ideal for inclusion in students’ capstone portfolios, the IPR requirement should be satisfied prior to BIS 499. Many of the courses listed above have prerequisites, applications processes, priority registration for specific majors, or other requirements for enrollment. Please check the IAS website and course catalog for details.

**Areas of Knowledge**
Students must complete a minimum of 10 credits in UW Bothell coursework in each Area of Knowledge (Visual, Literary and Performing Arts; Individuals and Societies; Natural World) for a total of 25 credits in each Area of Knowledge. Credits taken to satisfy Areas of Knowledge requirements can also count toward major requirements.

List of courses that satisfy the IPR requirement*
BES 462/3/4 Restoration Ecology Capstone (10 credits)
**Lower Division Coursework**

Up to 35 credits of 100-200 level coursework taken at UW Bothell may be applied to designated requirements within the 90 credits required for IAS majors. Coursework taken outside of UW Bothell must be completed at the 300-400 level in order to apply to the 90 required credits. Please contact an IAS adviser for details.

**Non-Matriculated Status**

No credits taken in non-matriculated status may count toward major requirements. Credits taken in non-matriculated status will count as electives only.

**Major Requirements**

**American Studies (BA)**

(Classes in this major are offered primarily during daytime hours.)

What does it mean (for a person, place, or thing) to be American?

American Studies (AMS) addresses this question by investigating the diverse cultures of those groups and individuals who live across the shifting borders of the United States and the Americas. Faculty who teach in AMS represent a wide range of disciplinary and interdisciplinary fields, including history, anthropology, literature, cultural studies, film studies, sociology, ethnic studies, and gender studies. By exploring these fields in an interdisciplinary manner, students will gain the knowledge and tools necessary to understand and analyze the complex patterns of meaning that shape and transform American culture and the definition of what it means to be “American.”

Graduating AMS students are equipped to enter various professional fields and graduate programs, to work within community-based organizations, and/or to pursue further interdisciplinary graduate education in the arts, humanities, and social sciences.

While there are no official prerequisites, students choosing this major will find it helpful to have completed college coursework in American history, culture, and/or social structures.

American Studies (AMS) Requirements:

- BIS 300 Interdisciplinary Inquiry (5 credits)
- AMS Core (5 credits)
- BIS 312 Approaches to Social Research OR BIS 340 Approaches to Cultural Research (5 credits)
- AMS Courses (30 credits)
- BIS 499 Portfolio Capstone (minimum grade of 2.5) (3 credits)
- Additional IAS Coursework (20 credits)
- General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

**American Studies (AMS) Courses:**

Key:** AMS listing dependent upon topic

**A. Introduction to American Studies (AMS core courses)**

- BISAMS 363 Conflict and Connection in the Americas
- BISAMS 364 Public Memory and Dissent in American Culture
- BISAMS 365 Exploring American Culture: Popular and Consumer Culture
- BISAMS 366 Exploring American Culture: Americans at the Margins
- BISAMS 367 Exploring American Culture: Race, Ethnicity, and Immigration
- BISAMS 368 Sex, Love, Romance
- BISAMS 369 American Culture and Mass Media

**B. Methods and Modes of Inquiry**

- BIS 312 Approaches to Social Research
- BIS 340 Approaches to Cultural Research
- BIS 410 Topics in Qualitative Inquiry

**C. Literature, Media, and Art in Cultural Context**

- BIS 204 Introduction to Journalism
- BIS 216 Introduction to Cultural Studies
- BIS 233 Participatory Media Culture
- BIS 235 Critical Media Literacy
- BIS 309 History of Dance in Europe and America
- BIS 322 **Topics in Performance Studies
- BIS 325 Disability and Human Rights
- BIS 336 Native American Cultures: The Northwest Coast
BIS 339 **Issues in Global Cultural Studies
BIS 341 **Topics in the Study of Culture
BIS 347 History of American Documentary Film
BIS 351 Topics in American Culture
BIS 352 Mapping Communities
BIS 357 Native American Religious and Philosophical Thought
BIS 361 Studies in American Literature
BIS 370 Nineteenth Century American Literature
BIS 371 Twentieth Century American Literature
BIS 378 Languages of Poetry
BIS 379 American Ethnic Literatures
BIS 383 American Art and Architecture
BIS 385 Cross-Cultural Oral Traditions
BIS 387 Women and American Literature
BIS 389 American Indian Literature
BIS 407 Children’s Literature and Reader Response Criticism
BIS 418 Masculinity, Homoeorctism, and Queer Theory in America
BIS 451 Northwest Indian Myths and Tales
BIS 455 Literature and Sexuality
BIS 460 **Topics in Critical Theory
BIS 464 ** Topics in Advanced Cinema Studies
BIS 465 Performance, History, Memory
BIS 476 ** Issues in Art History
BIS 481 Modernism, Postmodernism, and American Literature
BIS 485 **Topics in Cultural Studies
BIS 486 **Studies in Women and Literature
BIS 487 Topics in American Literature
BISCLA 318 Performance, Identity, Community and Everyday Life
BISCLA 349 Hollywood Cinema and Genres
BISCLA 360 Literature, Film and Consumer Culture
BISCLA 384 Literary and Popular Genres
BISIA 319 Interdisciplinary Arts
BISIA 484 Arts Learning in the Community
BISMCS 333 Media and Communication Studies
BISMCS 471 **Advanced Topics in Media and Communication

D. Policies, Institutions, and Social Structure
BIS 219 The Politics of Sex Education
BIS 224 Introduction to Feminist Studies
BIS 242 Environmental Geography
BIS 256 Introduction to African American Studies
BIS 265 Multicultural America
BIS 266 United States History to 1865
BIS 267 United States History from 1865
BIS 275 Social Problems
BIS 280 U.S. Political Processes
BIS 305 ** Issues in Social and Political Philosophy
BIS 308 ** Issues in Philosophy and Culture
BIS 314 **Topics in Geography
BIS 318 Education and Society
BIS 327 History of U.S. Labor Institutions
BIS 330 Democratic Capitalism in the United States
BIS 335 Human Rights in America
BIS 338 Political Institutions and Processes
BIS 345 American Environmental Thought
BIS 353 Human Rights in Theory and Practice
BIS 358 **Issues in Environmental Science
BIS 369 Women Across Cultures
BIS 391 Environmental History of the Pacific Northwest
BIS 392 Water and Sustainability
BIS 396 **Topics in Sustainability
BIS 397 **Topics in Environmental Studies
BIS 401 **Topics in Economic History and Analysis
BIS 403 Washington DC Seminar on Human Rights
BIS 406 Urban Planning and Geography
BIS 414 Topics in Human Rights
BIS 415 Public Policy and Law
BIS 419 Urban Politics and Policy
BIS 421 Technology Policy
BIS 425 Topics in United States Social and Political History
BIS 426 Comparative Urban Politics
BIS 431 **Issues in Sexual Politics and Culture
BIS 433 Gender, Work and Family
BIS 436 Comparative Family Systems
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 443 Educational Policy and the American Economy
BIS 444 **Issues in Comparative History
BIS 445 Meanings and Realities of Inequality
BIS 446 Science, Expertise and Public Policy
BIS 449 **Advanced Topics in Psychology
BIS 463 U.S. Women’s History
BIS 466 Human Rights and Resistance
BIS 468 Human Rights and Sustainable Development
BIS 470 Art, Politics, and Social Change
BIS 491 ** Topics in Policy Studies
BIS 496 **Community Service Project
BIS 497 Political Internship in State Government
BISCP 343 Community Psychology
BISGST 362 Contemporary Political Ideas and
Ideologies
BISGST 397 **Topics in Global Studies
BISGST 497 **Advanced Topics in Global Studies
BISLEP 302 Policy Analysis
BISSEB 304 Institutions and Social Change
BISSEB 331 The Family in U.S. Society
BISSEB 333 The Individual and Society
BISSEB 359 Ethics and Society
BISSTS 307 Science, Technology, and Society
BISSTS 397 **Topics in Science, Technology and Society
BISSTS 497 **Advanced Topics in Science, Technology and Society
BEDUC 220 Education & Society
BEDUC 325 The Dream Project (2 credits, max 6 credits)
BEDUC 475 Global Perspectives on Diversity and Citizenship Education (3 credits)

E. Advanced American Studies
BIS 423 The City in American Culture
BIS 424 Topics in American Studies
BIS 461 Studies in U.S. Intellectual and Cultural History
BIS 462 The Culture of the Cold War in America
BIS 467 Post-1945 U.S. Youth Culture

Community Psychology (BA)
(Classes in this are offered primarily during daytime hours.)

Community psychology draws on interdisciplinary perspectives and approaches to examine social problems and promote the well-being of people in their communities. While the field draws heavily from psychology, it also draws from theory and practice in sociology, community development, ecology, public health, anthropology, cultural and performance studies, public policy, social work, and social justice movements. Through community research and action, community psychologists produce knowledge that can inform social policies, service work, helping practices, and community change.

The Community Psychology major provides rigorous academic preparation for students who wish to pursue careers in human services, community development mental health, family and youth programs, counseling, prevention, program evaluation, community arts, multicultural program development, and human relations. The major also prepares students for graduate work in a variety of academic and applied research fields including Psychology, Sociology, Counseling, Public Health, and social work as well as interdisciplinary graduate work in the arts, humanities, and social sciences including Cultural Studies and Policy Studies.

There are no official prerequisites for Community Psychology. Useful preparation for this major includes coursework in psychology, sociology, anthropology, public policy, statistics and/or research methods. Students will need strong skills in writing, speaking, collaboration, and community-based work.

Community Psychology (CP) Requirements:
BIS 300 Interdisciplinary Inquiry (5 credits)
BIS 312 Approaches to Social Research (5 credits)
BIS 315 Understanding Statistics (5 credits)
BISCP 343 Community Psychology (5 credits)
CP Courses (25 credits)
BIS 499 Portfolio Capstone (3 credits)
Additional IAS Coursework (20 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

Community Psychology (CP) Courses:

A. CP Core Course
BISCP 343 Community Psychology

B. Methods Courses
BIS 312 Approaches to Social Research
BIS 315 Understanding Statistics
BIS 410 Topics in Qualitative Inquiry
BIS 447 Topics in Quantitative Inquiry

C. Community Psychology Courses
BIS 219 The Politics of Sex Education
BIS 220 Developmental Psychology
BIS 223 Introduction to Narrative Ethnography
BIS 225 Applied Social Psychology
BIS 226 Foundations of U.S. Social Service
BIS 270 Abnormal Psychology
BIS 271 History of Psychology
BIS 316 Topics in Psychology
BIS 318 Education and Society
BIS 325 Disability and Human Rights
BIS 335 Human Rights in America
BIS 337 Risk and Resilience
BIS 348 Cultural Psychology
BIS 349 Personality Psychology
BIS 352 Mapping Communities
BIS 422 Clinical Psychology
BIS 433 Gender, Work, and Family
BIS 434 Psychology and the Visual Arts
BIS 435 Interactive Learning Theory
BIS 436 Comparative Family Systems
BIS 437 Narrative Psychology
BIS 438 Prevention and Promotion
BIS 445 Meanings and Realities of Inequality
BIS 446 Science, Expertise and Public Policy
BIS 449 Advanced Topics in Psychology
BIS 450 Performance and Healing
BISAMS 367 Exploring American Culture: Race, Ethnicity, and Immigration
BISCLA 318 Performance, Identity, Community, and Everyday Life
BISCP 489 Projects in Community Psychology
BISSEB 304 Institutions and Social Change
BISSEB 331 The Family in U.S. Society
BISSEB 333 The Individual & Society
BISSEB 359 Ethics and Society
BBIO 310 Brain & Behavior
BEDUC 320 Education & Society
BEDUC 325 The Dream Project (2 credits, max 6 credits)
BEDUC 456 Adolescents in School and Society
BEDUC 461 Education and Gender Inequality

D. Topics (CP Listing dependent on topic)
BIS 293 Special Topics
BIS 322 Topics in Performance Studies
BIS 346 Topics in Environmental Policy
BIS 393 Special Topics
BIS 425 Topics in United States Social and Political History
BIS 440 Topics in Everyday Cultural and Social Life
BISMCS 471 Advanced Topics in Media and Communication

BIS 480 International Study Abroad
BIS 485 Topics in Cultural Studies
BIS 491 Topics in Policy Studies
BIS 493 Special Topics
BIS 496 Community Service Project

Culture, Literature, and the Arts (BA)
What is culture? How do literature and the visual and performing arts travel across cultures?

Culture, Literature, and the Arts (CLA) addresses these questions by seeking to understand the production and reception of literature, film, and the visual and performing arts through aesthetic, theoretical, historical, and sociological methods. Faculty who teach in CLA draw on a wide range of disciplinary and interdisciplinary fields, including art history, literature, film, environmental studies, creative writing, performance studies, cultural and media studies, disability studies, history, gender and race studies, and philosophy. CLA students learn to appreciate and think critically about how cultural practices vary across diverse social systems, and are strongly encouraged to take advantage of opportunities to participate in public and community-based arts projects.

CLA graduates are well equipped to pursue graduate education in a range of programs related to the interdisciplinary arts, humanities, and humanistic social sciences, as well as professional fields such as law, policy, education, and journalism. CLA also provides excellent preparation for careers in publishing, public relations, and public service, especially in the context of community and public arts organizations.

While there are no official prerequisites, students choosing this major will find it helpful to be able to write an analytical paper and should have at least two courses in literature, the visual arts, or performance. Historical knowledge and competency in foreign languages is also highly desirable.

Culture, Literature and the Arts (CLA) Requirements:
BIS 300 Interdisciplinary Inquiry (5 credits)
CLA Core (5 credits)
CLA Courses (35 credits)
BIS 499 Portfolio Capstone (3 credits)
Additional IAS Coursework (20 credits)
General Electives (22 credits)
Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL = 90 Credits

Culture, Literature and the Arts (CLA) Courses:
Key: ** CLA listing dependent upon topic.

A. Introduction to Culture, Literature and the Arts (CLA core courses)
BISCLA 318 Performance, Identity, Community and Everyday Life
BISCLA 349 Hollywood Cinema and Genres
BISCLA 360 Literature, Film and Consumer Culture
BISCLA 372 Comparative Arts in 18th Century Europe
BISCLA 380 Art and Its Context
BISCLA 384 Literary and Popular Genres

B. Creative Writing
BISIA 207 Introduction to Creative Writing: Words, Stories, Dialogues
BISIA 310 Creative Writing: Poetry
BISIA 311 Creative Writing: Prose

C. Art, Film, and Literary Histories
BIS 206 Engaging Literary Arts
BIS 208 Experimenting through the Arts
BIS 209 Engaging Visual Arts
BIS 212 Engaging Performing Arts
BIS 215 Literature into Film
BIS 301 Narrative Forms
BIS 309 History of Dance in Europe and America
BIS 347 History of American Documentary Film
BIS 361 Studies in American Literature
BIS 370 Nineteenth Century American Literature
BIS 371 Twentieth Century American Literature
BIS 376 Circa 1500: Arts of West and East
BIS 378 Languages of Poetry
BIS 379 American Ethnic Literatures
BIS 382 The Visual Art of Biology
BIS 383 American Art and Architecture
BIS 387 Women and American Literature
BIS 389 American Indian Literature
BIS 407 Children’s Literature and Reader Response Criticism
BIS 451 Northwest Indian Myths and Tales

BIS 465 Performance, History, and Memory
BIS 476 Issues in Art History
BIS 481 Modernism, Postmodernism, and American Literature
BISIA 213 Art Techniques
BISIA 319 Interdisciplinary Arts
BISIA 350 Photography and Digital Art
BISIA 374 Arts Workshop
BISIA 450 Image & Imagination
BISIA 483 Advanced Arts Workshop
BISIA 484 Arts Learning in the Community

D. Thought and Theory
BIS 308 Issues in Philosophy and Culture
BIS 357 Native American Religious and Philosophical Thought
BIS 452 Marx, Nietzsche, Freud
BIS 460 **Topics in Critical Theory
BIS 461 Studies in U.S. Intellectual and Cultural History

E. Culture Studies
BIS 203 History of InterArts
BIS 204 Introduction to Journalism
BIS 205 Technologies of Expression
BIS 216 Introduction to Cultural Studies
BIS 222 Travel and Cultural Difference
BIS 223 Introduction to Narrative Ethnography
BIS 233 Participatory Media Culture
BIS 235 Critical Media Studies
BIS 236 Introduction to Interactive Media
BIS 256 Introduction to African American Studies
BIS 260 Introduction to World Religions
BIS 264 Africa on Film
BIS 265 Multicultural America
BIS 310 Women, Culture and Development (formerly offered under BIS 339)
BIS 313 Issues in Media Studies
BIS 314 **Topics in Geography
BIS 317 Language, Society and Cultural Knowledge
BIS 322 Topics in Performance Studies
BIS 325 Disability and Human Rights
BIS 329 **Topics in Mathematics Across the Curriculum
BIS 339 Issues in Global Cultural Studies
BIS 340 Approaches to Cultural Research
BIS 341 Topics in the Study of Culture
BIS 345 Ethics and the Environment
BIS 348 Cultural Psychology
BIS 351 Topics in American Culture
BIS 354 Modern European Intellectual History
BIS 369 Women Across Cultures
BIS 373 Cultural History of Rome
BIS 384 Health, Medicine & Society
BIS 385 Cross-Cultural Oral Traditions
BIS 417 Paris: The City and Its History
BIS 418 Masculinity, Homoeroticism, and Queer Theory in America
BIS 423 The City in American Culture
BIS 424 Topics in American Studies
BIS 431 **Issues in Sexual Politics and Cultures
BIS 434 Psychology and the Visual Arts
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 449 **Advanced Topics in Psychology
BIS 450 Performance and Healing
BIS 455 Literature and Sexuality
BIS 462 The Culture of the Cold War in America
BIS 464 Topics in Advanced Cinema Studies
BIS 465 Performance, History, and Memory
BIS 467 Post 1945 U.S. Youth Culture
BIS 470 Art, Politics, and Social Change
BIS 474 Topics in European Cultural History
BIS 478 Art Patronage and Markets
BIS 480 **International Study Abroad
BIS 485 **Topics in Cultural Studies
BIS 486 Studies in Women and Literature
BIS 487 Topics in American Literature
BIS 488 Topics in British Literature
BIS 491 **Topics in Policy Studies
BIS 496 **Community Service Project
BISAMS 364 Public Memory and Dissent in American Culture
BISAMS 365 Exploring American Culture: Popular and Consumer Culture
BISAMS 366 Exploring American Culture: Americans at the Margin
BISAMS 367 Exploring American Culture: Race, Ethnicity, and Immigration
BISAMS 368 Sex, Love, Romance
BISAMS 369 American Culture and Mass Media
BISGST 397 **Topics in Global Studies
BISGST 497 **Advanced Topics in Global Studies
BISMCS 234 **Media and Communication Techniques
BISMCS 333 Media and Communication Studies
BISMCS 343 **Media Production Workshop
BISMCS 471 **Advanced Topics in Media and Communication

BISMCS 472 **Advanced Media Production Workshop
BISSTS 397 **Topics in Science, Technology, and Society
BISSTS 497 **Advanced Topics in Science, Technology, and Society

F. Historical Epochs
BIS 261 World History I
BIS 262 World History II
BIS 263 World History III
BIS 266 United States History to 1865
BIS 267 United States History from 1865
BIS 326 Twentieth Century Eastern Europe
BIS 400 Modern Japan
BIS 402 Modern China
BIS 404 Twentieth Century Russia
BIS 409 Modern Germany
BIS 427 Global History I
BIS 428 Global History II
BIS 429 Global History III
BIS 444 **Issues in Comparative History

Environmental Science (BS)

The Bachelor of Science in Environmental Science prepares students to address environmental challenges facing the world today. Environmental Science students in each of the major’s two degree pathways (Conservation & Restoration Ecology and Earth System Science) develop the depth of scientific understanding, interdisciplinary perspectives, and creative problem-solving skills needed to design and bring about solutions to these problems at local, regional, and global scales.

The Environmental Science major combines focused study in the natural sciences with a broadly interdisciplinary curriculum, highlighting the ethical, historical, and policy dimensions of environmental issues. By participating in community-based projects ranging from wetlands restoration and conservation planning to analyses of regional air and water pollution, students gain practical experience and make a positive difference while they are still in school.

Prerequisites for admission to the BS in Environmental Science:

Prerequisites for admission to the BS in Environmental Science:
One quarter of Calculus (BCUSP 124 or equivalent)
Three quarter General Chemistry sequence (BCUSP 142, 152, 162 or equivalent)
One introductory Earth System Science course (BIS 242, BST 200 or Physical Geography or Oceanography or equivalent)
One introductory Environmental Studies course (BIS 240 or BIS 243 or equivalent)
Completion of the prerequisites for either the Conservation & Restoration Ecology (CRE) pathway or the Earth Systems Science (ESS) pathway

**CRE pathway prerequisites:**
Three quarter introductory Biology sequence (B BIO 180, 200, 220 or equivalent)

**ESS pathway prerequisites:**
One quarter of introductory Biology (B BIO 180 or equivalent)
One quarter introductory Physics
A second quarter of introductory Physics (or a second quarter of Calculus, BCUSP 125 or equivalent)

**Graduation Requirements**
BIS 300 Interdisciplinary Inquiry (5 credits)
BES 301 Science Methods & Practice (5 credits)
BIS 315 Understanding Statistics (5 credits)
BES 312 Ecology (5 credits)
BES 303 Environmental Monitoring Practicum (2 credits)
BIS 342 Geographic Information Systems OR BES 439 Computer Modeling & Visualization in Environmental Science (5 credits)
BES Capstone or approved Independent Research (10 credits)
BIS 499 Portfolio Capstone (3 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

**Pathway Requirements (students must choose one pathway)**

**Pathway Core Course Requirements for CRE (25 credits):**
BES 316 Ecological Methods (5 credits)
BES 362 Introduction to Restoration Ecology (5 credits)

BES 485 Conservation Biology (5 credits)
BES 318 Hydrogeology (5 credits) OR BES 311 Environmental Chemistry (5 credits)

**Pathway Distribution Requirements for CRE (20 credits):**
(See below for courses that satisfy pathway requirements)
Environmental Science (5 credits)
Methods and Practices (5 credits)
Society and Environment (5 credits)
Environmental Policy and Management (5 credits)

**Pathway Core Course Requirements for ESS (15 credits):**
BES 311 Environmental Chemistry (5 credits)
BES 315 Environmental Chemistry Lab (5 credits)
BES 318 Hydrogeology (5 credits)

**Pathway Distribution Requirements for ESS (25 credits):**
(See below for courses that satisfy pathway requirements)
Environmental Science (5 credits)
Methods and Practices (10 credits)
Society and Environment (5 credits)
Environmental Policy and Management (5 credits)

**General Electives (10 credits)**

The following courses satisfy distribution requirements in the Bachelor of Science in Environmental Science. An open box indicates the course satisfies the distribution requirement for that pathway. A shaded box indicates that it does not. Courses are 5 credits unless indicated otherwise in parentheses. Courses taken to fulfill pathway cores may not be used to fulfill distribution requirements.

**Environmental Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>CRE Pathway</th>
<th>ESS Pathway</th>
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<tbody>
<tr>
<td>BES 311</td>
<td>Environmental Chemistry</td>
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<td>BES 315</td>
<td>Environmental Chemistry Lab</td>
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<td>BES 318</td>
<td>Hydrogeology</td>
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### General Catalog 2013-2014

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<td>BES 318</td>
<td>Introduction to Restoration Ecology</td>
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<td>BES 362</td>
<td>Special Topics in Environmental Science</td>
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<tr>
<td>BES 397</td>
<td>Air Pollution and Health</td>
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<td>BES 430</td>
<td>Conservation</td>
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<td>BES 485</td>
<td>Wetland Ecology</td>
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<tr>
<td>BES 486</td>
<td>Pacific Northwest Ecosystems</td>
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<tr>
<td>BIS 241</td>
<td>Marine Diversity and Conservation</td>
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<tr>
<td>BIS 306</td>
<td>Geographic Information Systems</td>
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<tr>
<td>BIS 342</td>
<td>Environmental Change in Washington State</td>
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<tr>
<td>BST 200</td>
<td>Introduction to Climate Science</td>
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### Methods & Practices Courses

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<td>BES 302</td>
<td>Environmental Problem Solving</td>
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<tr>
<td>BIS 316</td>
<td>Ecological Methods</td>
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<tr>
<td>BES 317</td>
<td>Soils Laboratory</td>
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<tr>
<td>BES 415</td>
<td>Advanced Environmental Measurements Laboratory</td>
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<tr>
<td>BES 439</td>
<td>Computer Modeling &amp; Visualization in</td>
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### Environmental Policy & Management Courses

<table>
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<tr>
<td>BES 460</td>
<td>Water Quality</td>
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<td>BES 487</td>
<td>Field Lab in Wildland Plants and Soils</td>
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<tr>
<td>BES 490</td>
<td>Pacific NW Plants in Restoration &amp; Conservation</td>
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<tr>
<td>BIS 232</td>
<td>Using, Understanding &amp; Visualizing Quantitative Data</td>
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<tr>
<td>BIS 359</td>
<td>Principles &amp; Controversies of Sustainability</td>
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<tr>
<td>BIS 442</td>
<td>Advanced GIS</td>
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### Society & Environment Courses

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<tr>
<td>BIS 240</td>
<td>Introduction to Sustainable Practices</td>
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<tr>
<td>BIS 242</td>
<td>Environmental Geography</td>
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<tr>
<td>BIS 244</td>
<td>Wetlands Discovery (2 credits)</td>
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<tr>
<td>BIS 307</td>
<td>Environmental Justice</td>
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<tr>
<td>BIS 406</td>
<td>Urban Planning</td>
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<tr>
<td>BIS American</td>
<td>American</td>
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### Additional Notes
- **General Catalog 2013-2014**
- **Uniwersity of Washington Bothell**

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**Environmental Policy & Management Courses**

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<th>Course Code</th>
<th>Course Title</th>
<th>CRE Pathway</th>
<th>ESS Pathway</th>
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<td>BIS 307</td>
<td>Environmental Justice</td>
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<tr>
<td>BIS 346</td>
<td>Topics in Environmental Policy</td>
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<tr>
<td>BIS 406</td>
<td>Urban Planning</td>
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<tr>
<td>BIS American</td>
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**Society & Environment Courses**

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<th>Course Title</th>
<th>CRE Pathway</th>
<th>ESS Pathway</th>
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</thead>
<tbody>
<tr>
<td>BIS 240</td>
<td>Introduction to Sustainable Practices</td>
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<tr>
<td>BIS 242</td>
<td>Environmental Geography</td>
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<tr>
<td>BIS 244</td>
<td>Wetlands Discovery (2 credits)</td>
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<tr>
<td>BIS 307</td>
<td>Environmental Justice</td>
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<tr>
<td>BIS American</td>
<td>American</td>
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**Methods & Practices Courses**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>CRE Pathway</th>
<th>ESS Pathway</th>
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</thead>
<tbody>
<tr>
<td>BES 302</td>
<td>Environmental Problem Solving</td>
<td></td>
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<tr>
<td>BIS 316</td>
<td>Ecological Methods</td>
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<tr>
<td>BES 317</td>
<td>Soils Laboratory</td>
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<tr>
<td>BES 415</td>
<td>Advanced Environmental Measurements Laboratory</td>
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<tr>
<td>BES 439</td>
<td>Computer Modeling &amp; Visualization in</td>
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</tbody>
</table>
### Environmental Studies (BA)

(Classes in this major are offered primarily during daytime hours.)

The Bachelor of Arts in Environmental Studies is designed for students who want to act critically and creatively in response to the environmental challenges facing the world today. The major’s two pathways (Sustainability and Society [S&S] and Conservation Science and Management [CSM]) share a commitment to educating future practitioners who can address those challenges in their professional careers and personal lives.

Environmental Studies teaches students to integrate environmental knowledge across the natural and social sciences, as well as the arts and humanities. Hands-on learning, field experiences, and problem-based instruction focus on finding answers to complex problems that include scientific, social, political, cultural, and ethical dimensions.

Graduating Environmental Studies students develop careers in management, planning, advocacy, communications, and policy-making across a wide array of for-profit and not-for-profit organizations. They also pursue disciplinary and interdisciplinary graduate education in environmental fields that range across the arts, humanities, and social and natural sciences.

### Prerequisites:

Two introductory lab courses in Biology, Chemistry OR Earth Systems Science (may be from two different areas)

One introductory Statistics course (BIS 232, BIS 315 or equivalent). Students can be admitted to the major without having met this requirement if they enroll in BIS 315 during their junior year.

### Environmental Studies Requirements:

- **BIS 300** Interdisciplinary Inquiry
- **BIS 243** Introduction to Environmental Studies
- **BES 301** Science Methods & Practice OR **BIS 312** Approaches to Social Research
- **BES 312** Ecology OR **BIS 390** Ecology and the Environment
- **BCUSP 200, BIS 320, BISGST 324, BIS 394** or equiv. Economics (Political Economy or Environmental Economics)
- **BIS 356** Ethics and the Environment OR **BIS 345** American Environmental Thought
- **BIS 499** Portfolio Capstone (3 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIS 345</td>
<td>Environmental Thought</td>
</tr>
<tr>
<td>BIS 356</td>
<td>Ethics and the Environment</td>
</tr>
<tr>
<td>BIS 358</td>
<td>Issues in Environmental Science</td>
</tr>
<tr>
<td>BIS 386</td>
<td>Global Environmental Issues</td>
</tr>
<tr>
<td>BIS 390</td>
<td>Ecology and the Environment</td>
</tr>
<tr>
<td>BIS 391</td>
<td>Environ. History of the Pacific Northwest Bioregion</td>
</tr>
<tr>
<td>BIS 392</td>
<td>Water and Sustainability</td>
</tr>
<tr>
<td>BIS 396</td>
<td>Topics in Sustainability</td>
</tr>
<tr>
<td>BIS 397</td>
<td>Topics in Environmental Studies</td>
</tr>
<tr>
<td>BIS 405</td>
<td>Environmental Education (3 credits)</td>
</tr>
<tr>
<td>BIS 411</td>
<td>Biotechnology and Society</td>
</tr>
<tr>
<td>BIS 458</td>
<td>Energy, Environment &amp; Society</td>
</tr>
<tr>
<td>BIS 459</td>
<td>Conservation and Sustainable Development</td>
</tr>
<tr>
<td>BBUS 490</td>
<td>Special Topics (when Sustainable Business)</td>
</tr>
</tbody>
</table>

Note: Students should refer to the Bachelor of Science in Environmental Science website for the most up-to-date course lists: [http://www.uwb.edu/IAS/bs/](http://www.uwb.edu/IAS/bs/).
Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

**Pathway Requirements- choose Sustainability & Society or Conservation Science & Management**

**Sustainability and Society (S&S)**

**10 Credits of Sustainability Focus Courses (choose 2 courses)**

- BIS 240 Introduction to Sustainable Practices (5 credits)
- BIS 359 Principles & Controversies of Sustainability (5 credits)
- BIS 392 Water & Sustainability (5 credits)
- BIS 396 Topics in Sustainability (5 credits)
- BIS 459 Conservation & Sustainability Development (5 credits)
- BIS 468 Human Rights and Sustainable Development (5 credits)

**-OR-**

**Conservation Science & Management Pathway (CSM)**

**10 credits of Core Requirements**

- BIS 342 Geographic Information Systems (5 credits)
- BES 485 Conservation Biology (5 credits)

**Distribution Requirements --Both Pathways**

**20 Credits**

- Environmental Science (5 credits)
- Methods & Practice (5 credits)
- Society & Environment (5 credits)
- Policy & Management (5 credits)

**General Electives -- 27 credits**

TOTAL= 90 credits

**Environmental Studies (ES) Distribution Courses:**

**Environmental Science**

- BST 200 Introduction to Climate Science (if not used as a prerequisite)
- BIS 241 Nature in the Northwest
- BIS 242 Environmental Geography (if not used as a prerequisite)
- BIS 306 Marine Diversity and Conservation

- BES 311 Environmental Chemistry
- BES 312 Ecology
- BES 318 Hydrogeology
- BES 362 Introduction to Restoration Ecology
- BIS 386 Global Environmental Issues
- BIS 390 Ecology & The Environment (if not used as core)
- BIS 395 Environmental Change in WA State
- BES 397 Special Topics in Env. Science
- BES 430 Air Pollution and Health
- BES 460 Water Quality
- BES 485 Conservation Biology
- BES 488 Wetland Ecology
- BES 489 Pacific Northwest Ecosystems
- BES 490 Pacific Northwest Plants in Restoration & Conservation

**Methods & Practices**

- BIS 232 Using, Understanding & Visualizing Quantitative Data
- BES 302 Environmental Problem Solving
- BES 303 Environmental Monitoring Practicum (2 credits)
- BES 316 Ecological Methods
- BES 317 Soils Laboratory
- BIS 340 Approaches to Cultural Research
- BIS 342 Geographic Information Systems
- BIS 343 Geographic Visualization
- BIS 405 Environmental Education
- BIS 410 Topics in Qualitative Inquiry
- BES 415 Advanced Environmental Measurements Laboratory
- BIS 430 Social Theory and Practice
- BES 439 Computer Model. & Visual in Environmental Science
- BIS 442 Advanced Geographic Information Systems
- BES 460 Water Quality
- BES 462 Restoration Ecology Capstone I (2 credits)
- BES 463 Restoration Ecology Capstone II (3 credits)
- BES 487 Field Lab Wildland Plants and Soils
- BES 490 Pacific Northwest Plants in Restoration & Conservation
- BEDUC 493 Environmental Education

**Society & Environment**

- BIS 240 Introduction to Sustainable Practices
- BIS 242 Environmental Geography (if not used as a prerequisite)
- BIS 244 Wetlands Discovery
BIS 282 Globalization  
BIS 302 Env. Problem Solving  
BISGST 303 History and Globalization  
BISSEB 304 Institutions and Social Change  
BIS 307 Environmental Justice  
BIS 320 Comparative Political Economies  
BISGST 324 International Political Economy  
BIS 345 American Environmental Thought  
BIS 353 Human Rights Theory & Practice  
BIS 356 Ethics and the Environment  
BIS 358 Issues in Environmental Science  
BISSEB 359 Ethics and Society  
BISGST 362 Contemporary Political Ideas & Ideologies  
BIS 386 Global Environmental Issues  
BIS 391 Environmental History of the Pacific Northwest  
BIS 392 Water and Sustainability  
BIS 394 Comparative Economic Development  
BIS 396 Topics in Sustainability  
BIS 397 Topics in Environmental Studies  
BIS 411 Biotechnology and Society  
BIS 458 Energy, Environment & Society  
BIS 459 Conservation and Sustainable Development  
BIS 468 Human Rights and Sustainable Development  

Environmental Policy & Management  
BES 464 Restoration Ecology Capstone III  
BES 485 Conservation Biology  
BES 486 Watershed Ecology & Management  
BIS 307 Environmental Justice  
BIS 338 Political Institutions & Processes  
BIS 346 Topics in Environmental Policy  
BES 362 Introduction to Restoration Ecology  
BIS 406 Urban Planning  
BIS 415 Public Policy and Law  
BIS 419 Urban Politics and Policy  
BIS 458 Energy, Environment and Society  
BIS 466 Science, Expertise and Democracy  
BST 445 Political Economy of Energy  

Global Studies (BA)  
What does it mean to be a global citizen? How do local and global beliefs, events, and institutions travel across and structure the world we live in today?  

Global Studies (GST) addresses these questions by exploring the economic, cultural, and political systems that unite and divide people across the world. Faculty who teach in GST work across a wide range of disciplinary and interdisciplinary fields, including history, anthropology, sociology, political economy, cultural and media studies, environmental science, and the scholarship of human rights. GST students learn to think critically about the history and practice of globalization through interpretation, empirical research, and project-based learning.  

Graduating GST students are particularly well-equipped to pursue professional careers or advanced study in public policy, business, international relations, community and non-governmental organizations, law, education, media and cultural studies, and area studies.  

While there are no official requirements, students choosing this major will find it especially helpful to have completed college coursework in economics, world history and culture, statistics, political science, geography, anthropology, and foreign languages.  

Global Studies (GST) Requirements:  
BIS 300 Interdisciplinary Inquiry (5 credits)  
BISGST 303 History and Globalization (5 credits)  
Methods course (5 credits)  
GST Courses (30 credits)  
BIS 499 Portfolio Capstone (3 credits)  
Additional IAS Coursework (20 credits)  
General Electives (22 credits)  

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).  

TOTAL = 90 credits  

Global Studies (GST) Courses:  
A. GST Core Course  
BISGST 303 History and Globalization  

B. Methods Courses  
BES 301 Science Methods and Practice  
BIS 312 Approaches to Social Research  
BIS 315 Understanding Statistics  
BIS 340 Approaches to Cultural Research  
BIS 342 Geographic Information Systems  

C. GST Courses  
BIS 218 The Power of Maps
<table>
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<tr>
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<tbody>
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<td>Travel and Cultural Difference</td>
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<td>Women, Culture &amp; Development</td>
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<td>BIS 342</td>
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<td>BISMCS 333</td>
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<tr>
<td>EDUC 475</td>
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<td>BIS 440</td>
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<td>BISSTS 497</td>
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Interdisciplinary Arts (BA)
(Classes in this major are offered primarily during daytime hours.)

The Interdisciplinary Arts (IA) major is designed for students who want to create art and learn about the world through the creative arts. It links written, visual, media, and performance arts, and explores meaning and potential arts making across diverse social and cultural settings.

Coursework includes studios, workshops, seminars, and community-based projects. The flexible curriculum enables students to hone their skills as arts practitioners while drawing connections to cultural and media studies, environmental and disability issues, health and policy arenas, and community and educational development.

IA graduates become independent artists, build careers in arts and cultural industries as curators and administrators, and develop arts-based projects in a range of employment sectors, including health, media, and education. They are also prepared for graduate education in the arts and humanities, cultural studies, and Master of Fine Arts fields.

There are no formal prerequisites for Interdisciplinary Arts. Useful preparation for this major includes formal and informal training in visual, written, digital, and/or performing arts. Students will need strong skills in collaborative and creative problem-solving.

Interdisciplinary Arts (IA) Requirements:
BIS 300 Interdisciplinary Inquiry (5 credits)
BISIA 319 Interdisciplinary Arts (5 credits)
Art Studios and Art Workshops (15 credits)
IA Courses (20 credits)
BIS 499 Portfolio Capstone (3 credits)
Additional IAS Coursework (20 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

Interdisciplinary Arts (IA) Courses:

A. IA Core Course
BISIA 319 Interdisciplinary Arts

B. Art Studios and Art Workshops
BISIA 207 Introduction to Creative Writing: Words, Stories, Dialogues
BISIA 213 Art Techniques
BISIA 310 Creative Writing: Poetry
BISIA 311 Creative Writing: Prose
BISIA 350 Photography & Digital Art
BISIA 374 Arts Workshop
BISIA 450 Image & Imagination
BIS 450 Performance and Healing
BISIA 483 Advanced Arts Workshop
BISIA 484 Arts Learning in the Community

C. IA Courses
BIS 203 History of InterArts
BIS 206 Engaging Literary Arts
BIS 208 Experimenting With the Arts
BIS 209 Engaging Visual Arts
BIS 212 Engaging Performing Arts
BIS 215 Literature into Film
BIS 301 Narrative Forms
BIS 309 History of Dance in Europe and America
BIS 347 History of American Documentary Film
BIS 348 Cultural Psychology
BIS 369 Women Across Cultures
BIS 373 The Cultural History of Rome
BIS 376 Circa 1500: Arts of West and East
BIS 378 Languages of Poetry
BIS 382 Visual Arts of Biology
BIS 383 American Art and Architecture
BIS 417 Paris: The City and its History
BIS 431 Sexual Politics and Cultures
BIS 434 Psychology and the Visual Arts
BIS 435 Interactive Learning: Theory and Practice
BIS 450 Performance and Healing
BIS 457 Thinking and Decision Making
BIS 460 Topics in Critical Theory
BIS 464 Topics in Advanced Cinema Studies
BIS 470 Art, Politics, and Social Change
BIS 474 Topics in European Cultural History
BIS 476 Issues in Art History
BIS 478 Art Patronage and Markets
BIS 486 Studies in Women and Literature
BISAMS 366 Americans at the Margins
BISAMS 367 Race, Ethnicity, and Immigration
BISCLA 318 Performance, Identity, Community, and Everyday Life
BISCLA 360 Literature, Film and Consumer Culture
BISCLA 372 Comparative Arts in Eighteenth-Century Europe
BISCLA 380 Art and its Context
BISCLA 384 Literature and Popular Genres
BISIA 401 Literary and Arts Journal
BISMCS 333 Media and Communication Studies

**D. Topics** (IA listing is dependent on topic)
BIS 293 Special Topics
BIS 313 Issues in Media Studies
BIS 322 Topics in Performance Studies
BIS 341 Topics in the Study of Culture
BIS 393 Special Topics
BIS 410 Qualitative Inquiry
BIS 440 Topics in Everyday Cultural and Social Life
BIS 485 Topics in Cultural Studies
BIS 491 Topics in Policy Studies
BIS 493 Special Topics
BIS 496 Community Service Project
BISMCS 234 Media and Communication Techniques
BISMCS 343 Media Production Workshop
BISMCS 471 Advanced Topics in Media and Communication
BISMCS 472 Advanced Media Production Workshop

**Individualized Study (BA)**
Individualized Study is designed for highly-motivated students who want to create their own course of study. Students work closely with one or more faculty mentors in IAS or other programs at UWB as they shape a degree suited to their intellectual and professional interests and ambitions.

Individualized Study allows students to create degree options in subjects ranging from science communication and environmental education to gender studies and digital arts. The resulting student-driven curriculum includes formal and informal meetings between students and their faculty mentors, along with a portfolio-based process of self-reflection on the learning as it evolves. Students interested in pursuing the Individualized Study option work with a faculty member to develop a substantive proposal. This proposal is then reviewed by a faculty oversight committee. Once approved, requirements vary from proposal to proposal.

Graduating students develop careers and pursue graduate education in a wide variety of fields, depending on their chosen area of study. As important, they gain experience and document success in one of the crucial predictors of success in any of those fields: the ability to undertake a self-directed project in collaboration with others, to reflect critically on its development in process, and to complete it in a timely fashion.

Students cannot apply directly to this major. Students apply in their junior year after they have completed at least one quarter of coursework in IAS, including BIS 300. Standard UW and IAS degree requirements including BIS 300, the portfolio capstone, and areas of knowledge, remain in effect, as they do for all other IAS degree options and majors, with a total of 180 credits required for graduation.

**Law, Economics and Public Policy (BA)**
(Classes in this major are offered primarily during day time hours.)

What do you need to know to effectively participate in legal and policy processes and decisions?

The Law, Economics and Public Policy (LEPP) major is designed for students who want to explore how legal institutions shape policy decisions and the political and economic contexts that influence the creation of the law. The degree provides a grounding in economics and political science as students learn to analyze legal and policy problems, alternatives, and consequences.

The LEPP curriculum combines theoretical analysis and practical experience through applied coursework...
and undergraduate research, community-based learning and academic internship opportunities, and the possibility of contributing to and working on the UW Bothell Policy Journal. Like all IAS degrees, LEPP emphasizes core capacities in critical and creative thinking, interdisciplinary research, collaboration and shared leadership, and writing and communication.

Students in LEPP build a powerful foundation for careers with non-governmental organizations, policy analysis think-tanks, and local, state, and federal government. LEPP graduates are prepared to undertake graduate study in law, policy studies, public policy, and management, among other fields.

Prerequisites:
In addition to the general admission requirements, students must have completed the following prerequisites to be considered for admission to the Bachelor of Arts in Interdisciplinary Studies: Law, Economics and Public Policy:

Microeconomics (B CUSP 200, ECON 200 or equivalent)
Introduction to American Government or American Politics (B CUSP 175, BIS 280, POL S 202 or equivalent)

Law, Economics and Public Policy (LEPP) Requirements:

BIS 300 Interdisciplinary Inquiry (5 credits)
BISLEP 301 Law, Economics & Public Policy (5 credits)
BISLEP 302 Policy Analysis (5 credits)
BIS 315 Understanding Statistics (5 credits)
Additional Skills & Methods coursework (5 credits)
Policy Foundation courses (10 credits)
Policy Foundation or Policy Problem courses (10 credits)
Additional IAS Coursework (20 credits)
BIS 499 Portfolio Capstone (3 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

Law, Economics and Public Policy (LEPP) Courses:
Key: ** LEPP listing dependent on topic.

A. LEPP Core Courses
BISLEP 301 Law, Economics & Public Policy (5 credits)
BISLEP 302 Policy Analysis (5 credits)

B. Skills & Method Courses
BES 301 Science Methods & Practice
BIS 217 Introduction to Debate
BIS 312 Approaches to Social Research
BIS 315 Understanding Statistics
BIS 340 Approaches to Cultural Research
BIS 342 Geographic Information Systems
BIS 352 Mapping Communities
BIS 410 Topics in Qualitative Inquiry
BIS 447 Topics in Quantitative Inquiry
BIS 495 Internship
BIS 496 Community Service Project
BIS 497 Political Internship in State Government
BISSKL 302 Teambuilding (2 credits)
BISSKL 375 Academic Research & Writing Seminar (2 credits)
BISSKL 400 Policy Journal Editorial Board (2 credits)
B BUS 402 Managing Work Teams

C. Policy Foundation Courses
BIS 320 Comparative Political Economies
BIS 338 Political Institutions & Processes
BIS 415 Public Policy & Law
BISGST 324 International Political Economy
BISSEB 304 Institutions & Social Change
BISSEB 359 Ethics & Society

D. Policy Problem Courses
BIS 219 The Politics of Sex Education
BIS 275 Social Problems
BIS 282 Globalization
BIS 307 Environmental Justice
BIS 310 Women, Culture and Development (formerly offered under BIS 339)
BIS 327 History of US Labor Institutions
BIS 335 Human Rights in America
BIS 344 International Relations
BIS 353 Human Rights in Theory & Context
BIS 359 Principles & Controversies of Sustainability
BIS 386 Global Environmental Issues
BIS 392 Water & Sustainability
BIS 394 Comparative Economic Development
BIS 403 WA DC Seminar on Human Rights
BIS 406 Urban Planning
BIS 421 Technology Policy
BIS 441 Global Labor Markets
BIS 443 Education Policy & the Economy
BIS 446 Science, Expertise and Public Policy
BIS 458 Energy, Environment, and Society
BIS 459 Conservation & Sustainable Development
BIS 466 Human Rights & Resistance
BIS 468 Human Rights & Sustainability
BISAMS 363 Conflict & Connections in the Americas
BST 200 Introduction to Climate Science
BST 445 Political Economy of Energy

E. Topics (LEPP listing dependent on topic)
BIS 293 Special Topics
BIS 305 Issues in Social & Political Philosophy
BIS 339 Global Cultural Studies
BIS 393 Special Topics
BIS 396 Topics in Sustainability
BIS 414 Topics in Human Rights
BIS 442 Advanced Geographic Information Systems
BIS 491 Topics in Policy Studies
BIS 493 Special Topics

Media and Communication Studies (BA)
(Classes in this major are offered primarily during day time hours.)

The Media and Communication Studies (MCS) major combines a rich grounding in media and communication theory and history with hands-on opportunities to engage in media practice and production. The major challenges students to become critical practitioners by developing the intellectual capacities and practical skills needed to communicate through new media formats.

MCS coursework integrates theory and practice through media production workshops, classroom seminars, and community-based projects. The curriculum enables students to hone their skills as media critics and practitioners by drawing connections across diverse social, cultural, and scientific areas of inquiry and professional sectors.

MCS prepares students for graduate study in Communication, Media Studies, and Cultural Studies, among many others fields, and lays the groundwork for future careers in electronic media broadcasting, non-broadcasting audio and video production, advertisement, public relations, or communication education.

There are no formal prerequisites for Media and Communication Studies. Useful preparation for this option includes formal and informal training in new media production. Students will need strong skills in critical and creative thinking, communications, and collaboration.

Media and Communication Studies (MCS) Requirements:
BIS 300 Interdisciplinary Inquiry (5 credits)
MCS Core Course (5 credits)
MCS Communication Practice & Media Production Courses (10 credits)
MCS Tier One Courses (15 credits)
MCS Tier One, Tier Two OR Communication Practice & Media Production Courses (10 credits)
Additional IAS Coursework (20 credits)
BIS 499 Portfolio Capstone (3 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

Media and Communication Studies Option Courses:

A. MCS Core Course
BISMCS 333 Media and Communication Studies

B. Tier One Courses
BIS 205 Technologies of Expression
BIS 215 Literature into Film
BIS 232 Using, Understanding and Visualizing Quantitative Data
BIS 233 Participatory Media Culture
BIS 235 Critical Media Literacy
BIS 236 Introduction to Interactive Media
BIS 264 Africa on Film
BIS 313 Issues in Media Studies
BIS 347 History of American Documentary Films
BIS 462 The Culture of Cold War America
BIS 464 Topics in Advanced Cinema Studies
BIS 467 Post-1945 U.S. Youth Culture: Culture, Theory, and History
BISAMS 365 Popular and Consumer Culture
BISAMS 369 American Culture and Mass Media
BISCLA 318 Performance, Community, Identity and Everyday Life
BISCLA 349 Hollywood Cinema and Genres
BISCLA 360 Literature, Film & Consumer Culture
BISMCS 471 Advanced Topics in Media and Communication Studies
BISMCS 473 Visual Communication

C. Tier Two Courses
BIS 208 Experimenting Through the Arts
BIS 216 Introduction to Cultural Studies
BIS 217 Introduction to Debate
BIS 219 The Politics of Sex Ed
BIS 222 Travel and Cultural Difference
BIS 282 Globalization
BIS 340 Approaches to Cultural Research
BIS 342 Geographic Information Systems
BIS 382 The Visual Art of Biology
BIS 385 Cross-Cultural Oral Traditions
BIS 437 Narrative Psychology
BIS 466 Human Rights and Resistance
BISIA 207 Introduction to Creative Writing
BISIA 310 Creative Writing: Poetry
BISIA 311 Creative Writing: Prose
BISSEB 333 The Individual and Society
BISSTS 307 Science, Technology and Society
BEDUC 522 Education and the American Dream

D. Communication Practice and Media Production Courses
BIS 204 Introduction to Journalism
BISMCS 234 Media and Communication Techniques
BISMCS 343 Media Production Workshop
BISMCS 472 Advanced Media Production Workshop
BISIA 350 Photography & Digital Art
BISIA 401 Literary Journal
BISIA 450 Image & Imagination
BISSKL 400 Policy Journal Editorial

E. Topics (MCS listing dependent on topic)
BIS 293 Special Topics
BIS 295 Community-Based Practice
BIS 322 Topics in Performance Studies
BIS 339 Issues in Global Cultural Studies
BIS 341 Topics in the Study of Culture
BIS 351 Topics in American Culture
BIS 393 Special Topics
BISGST 397 Topics in Global Studies
BISSTS 397 Topics in Science, Technology and Society
BIS 410 Topics in Qualitative Inquiry
BIS 440 Topics in Everyday Social and Cultural Life
BIS 485 Topics in Cultural Studies
BIS 491 Topics in Policy Studies
BIS 493 Special Topics
BIS 496 Community Service Project
BISGST 497 Advanced Topics in Global Studies
BISSTS 497 Advanced Topics in Science, Technology and Society

Science, Technology, and Society (BA)

How have the fields of science and technology evolved over time, and what does the future hold? How should societies manage those fields to achieve just and sustainable communities? The Science, Technology and Society (STS) prepares students to address these important questions through an integrated approach to science, technology, and their relationships to culture, history, and society.

STS students work with faculty members trained in disciplines ranging from biology and mathematics to political economy and philosophy. Housed in Interdisciplinary Arts and Sciences, the major enables students to develop their skills in scientific and technological research along with their capacities for critical, creative, and ethical reflection. Students leave the program with the capacity to make informed decisions about the responsible use of science and technology -- as professionals and citizens.

Graduating STS students are prepared for careers with a wide variety of for-profit, not-for-profit, and governmental organizations that analyze, produce,
and use scientific and technical knowledge. These careers include planning and administration, public and investor relations, and advocacy and communications, among other areas. STS students also pursue graduate and professional education in such fields as law, education, policy studies, and media and cultural studies.

**Prerequisites:**
Two quarters of a 100 or 200-level science sequence, which may be two courses from the same sequence or the first course from any two different sequences, as below:
BIS 250 and 251 (How Things Work) are recommended to satisfy this requirement.
Alternatively, students may take BES 180 and 200 (Introductory Biology) or their equivalents; BCUSP 142 and 152 (General Chemistry) or their equivalents; or BCUSP 143 and 144 (General Physics) or their equivalents.
Other science courses may be accepted if they have a laboratory component and are designed for students expecting to major in the science field in which the sequence is offered.
BCUSP 123 (Functions, Models, and Quantitative Reasoning) or Pre-Calculus.

Science, Technology and Society (STS) Requirements:
BIS 300 Interdisciplinary Inquiry (5 credits)
BISSTS 307 (5 credits)
BIS 315 (5 credits)
BES 301 (5 credits)
STS Courses (25 credits)
BIS 499 Portfolio Capstone (3 credits)
Additional IAS Coursework (20 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

**Science, Technology and Society (STS) Courses:**
Key:** STS listing dependent on topic.

**A. STS Core Course**
BISSTS 307 Science, Technology and Society

**B. STS Methods Course**

BES 301 Science Methods and Practice
BIS 315 Understanding Statistics

**C. STS Courses**

*Mathematical Sciences*
BIS 230 Mathematical Thinking for the Liberal Arts
BIS 231 Linear Algebra with Applications
BIS 232 Using, Understanding, and Visualizing Quantitative Data
BIS 329 Topics in Mathematics Across the Curriculum
BIS 350 Concept of Number
BIS 447 Topics in Quantitative Inquiry

*Natural Sciences*
BES 302 Environmental Problem Solving
BES 311 Environmental Chemistry
BES 312 Ecology
BES 315 Environmental Chemistry Lab

BES 362 Introduction to Restoration Ecology
BES 430 Air Pollution and Health
BES 485 Conservation Biology
BIS 218 Power of Maps
BIS 240 Introduction to Sustainable Practices
BIS 250 How Things Work: Motion & Mechanics (if not used to meet prerequisite)
BIS 251 How Things Work: Electricity & Invention (if not used to meet prerequisite)
BIS 306 Marine Diversity and Conservation
BIS 307 Environmental Justice
BIS 358 Issues in Environmental Science
BIS 380 Bioethics
BIS 381 History of Life
BIS 386 Global Environmental Issues
BIS 388 Philosophy and Science of Quantum Mechanics
BIS 390 Ecology and the Environment
BISSTS/B BIO 231 Genes, Genomes, and Heredity
BISSTS/B BIO 232 Embryos, Genes, and Reproductive Technology
BBIO 220 Introductory Biology
BBIO 310 Brain & Behavior
BST 200 Introduction to Climate Science

*Science Communications*
BIS 382 Visual Art of Biology
BIS 471** Advanced Topics in Media and Communication

*Culture, Politics, and Society*
BIS 293 **Special Topics
BIS 302 Issues in Mathematics Across Cultures
BIS 307 Environmental Justice
BIS 345 American Environmental Thought
BIS 346 Topics in Environmental Policy
BIS 355 History of Science and Technology
BIS 356 Ethics and the Environment
BIS 384 Health, Medicine & Society
BIS 386 Global Environmental Issues
BIS 392 Water and Sustainability
BIS 393 **Special Topics
BIS 396 **Topics in Sustainability
BIS 397 **Topics in Environmental Studies
BIS 403 WA DC Seminar on Human Rights
BIS 411 Biotechnology and Society
BIS 421 Science and Technology Policy
BIS 446 Science, Expertise and Public Policy
BIS 458 Energy, the Environment, and Society
BIS 459 Conservation and Sustainable Development
BIS 480 **International Study Abroad
BIS 482 Problems in Interdisciplinary Science
BIS 491 **Topics in Policy Studies
BIS 493 **Special Topics
BIS 496 **Community Service Project
BIS 497 **Topics in Global Studies
BIS 497 **Advanced Topics in Global Studies
BIS 397 **Topics in Science, Technology, and Society
BIS 497 **Advanced Topics in Science, Technology, and Society

Society, Ethics, and Human Behavior (SEB) Requirements:

SEB Core (5 credits)
BIS 300 Interdisciplinary Inquiry
BIS 315, BIS 312 or BIS 410 (5 credits)
SEB Courses (30 credits)
Portfolio Capstone (3 credits)
Additional IAS Coursework (20 credits)
General Electives (22 credits)

Completion of the IPR requirement and a minimum of 25 credits in each Area of Knowledge (with 10 credits in each Area completed at UW Bothell).

TOTAL= 90 credits

Society, Ethics and Human Behavior (BA)
How do social institutions and practices shape human experience? How do individuals contribute to social stability and change?

SEB addresses these questions through a critical examination of the perspectives and tools used to understand human behavior, social institutions, and social policies. SEB combines an exploration of the ethical dimensions of individual and social action with analyses across multiple disciplines including sociology, psychology, media and cultural studies, anthropology, ethics, and political philosophy. The SEB faculty is committed to providing students with opportunities to engage in empirical research and project-based learning experiences in and beyond the classroom.

Graduating SEB students are ideally prepared to pursue professional careers or advanced study in a wide variety of fields, such as social work, education, public policy, law, media and cultural studies, and human resources. SEB also educates students to assume more active leadership roles within their communities, families, and workplaces.

While there are no official requirements, students choosing this major will find it helpful to have completed college coursework in psychology, sociology, statistics, and philosophy.

Society, Ethics and Human Behavior (SEB) Courses:
Key: **SEB listing dependent on topic.

A. SEB Core Courses
BISSEB 304 Institutions and Social Change
BISSEB 331 The Family in U.S. Society
BISSEB 333 The Individual and Society
BISSEB 359 Ethics and Society

B. Methods and Modes of Inquiry
BIS 312 Approaches to Social Research
BIS 315 Statistics
BIS 340 Approaches to Cultural Research
BIS 352 Mapping Communities
BIS 410 Topics in Qualitative Inquiry
BIS 447 **Topics in Qualitative Inquiry

C. Individual Behavior
BIS 202 Critical Reasoning
BIS 220 Developmental Psychology
BIS 225 Applied Social Psychology
BIS 270 Abnormal Psychology
BIS 271 History of Psychology
BIS 337 Risk and Resilience
BIS 348 Cultural Psychology
BIS 349 Personality Psychology
BIS 422 Clinical Psychology
BIS 434 Psychology and the Visual Arts
BIS 437 Narrative Psychology
BIS 438 Prevention and Promotion
BIS 449 **Advanced Topics in Psychology
BIS 457 Thinking and Decision Making
BIS 496 Community Service Project
BISCP 343 Community Psychology
BISCP 489 Projects in Community Psychology

D. Institutions
BIS 226 Foundations of U.S. Social Service
BIS 282 Globalization
BIS 327 History of U.S. Labor Institutions
BIS 330 Democratic Capitalism in the United States
BIS 338 Political Institutions and Processes
BIS 433 Gender, Work and Family
BIS 436 Comparative Family Systems
BIS 441 Global Labor Markets
BISLEP 301 Law, Economics & Public Policy

E. Social Policy and Social Justice
BIS 218 Power of Maps
BIS 219 The Politics of Sex Education
BIS 224 Introduction to Feminist Studies
BIS 240 Sustainable Practices
BIS 243 Introduction to Environmental Issues
BIS 275 Social Problems
BIS 307 Environmental Justice
BIS 318 Education and Society
BIS 325 Disability and Human Rights
BIS 335 Human Rights in America
BIS 353 Human Rights in Theory and Practice
BIS 394 Comparative Economic Development
BIS 403 Washington DC Seminar on Human Rights
BIS 405 Environmental Education
BIS 406 Urban Planning and Geography
BIS 415 Public Policy and the Law
BIS 419 Urban Politics and Policy
BIS 420 Colonizing History in Sub-Saharan Africa
BIS 426 Comparative Urban Politics
BIS 443 Educational Policy and the American Economy
BIS 445 Meanings and Realities of Inequality
BIS 458 Energy, the Environment and Society
BIS 466 Human Rights and Resistance
BIS 468 Human Rights and Sustainable Development
BIS 497 Political Internship in State Government (5 credits max)
BISLEP 302 Policy Analysis
BISSTS 231 Genes, Genomes, and Heredity
BISSTS 232 Embryos, Genes and Reproductive Technology
BISSTS 307 Science, Technology, and Society
BISSTS 397 **Topics in Science, Technology, and Society
BISSTS 497 **Advanced Topics in Science, Technology, and Society
BEDUC 320 Education & Society (3 credits)
BEDUC 325 The Dream Project (2 crs., max. 6 credits)
BEDUC 475 Global Perspectives on Diversity and Citizenship Education
BEDUC 493 Environmental Education

F. Culture and Society
BIS 205 Technologies of Expression
BIS 216 Introduction to Cultural Studies
BIS 217 Introduction to Debate
BIS 221 Gender and Sexuality
BIS 222 Travel and Cultural Difference
BIS 223 Introduction to Narrative Ethnography
BIS 233 Participatory Media Culture
BIS 256 Introduction to African American Studies
BIS 265 Multicultural America
BIS 293 **Special Topics
BIS 310 Women, Culture & Development
BIS 317 Language, Society and Cultural Knowledge
BIS 336 Native American Cultures: the Northwest Coast
BIS 341 **Topics in the Study of Culture
BIS 369 Women Across Cultures
BIS 384 Health, Medicine & Society
BIS 393 **Special Topics
BIS 418 Masculinity, Homoeroticism and Queer Theory in America
BIS 431 Issues in Sexual Politics and Cultures
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 463 U.S. Women’s History
BIS 465 Performance, History, and Memory
BIS 470 Art, Politics and Social Change
BIS 493 **Special Topics
BISAMS 364 Public Memory and Dissent in American Culture
BISAMS 365 Exploring American Culture: Popular and Consumer Culture
BISAMS 367 Exploring American Culture: Race, Ethnicity and Immigration
BISAMS 368 Sex, Love, Romance
BISAMS 369 American Culture and Mass Media
BISCLA 318 Performance, Identity, Community and Everyday Life
BISCLA 360 Literature, Film and Consumer Culture
BISMCS 234 **Media and Communication Techniques
BISMCS 333 Media and Communication Studies
BISMCS 343 **Media Production Workshop
BISMCS 471 **Advanced Topics in Media and Communication
BISMCS 472 **Advanced Media Production Workshop
BEDUC 456 Adolescents in School and Society
BEDUC 461 Education and Gender Inequality
BEDUC 475 Global Perspectives on diversity and Citizenship Education (3 credits)

G. Ethics, Philosophy and Social Theory
BIS 260 Introduction to World Religions
BIS 345 American Environmental Thought
BIS 356 Ethics and the Environment
BIS 357 Native American Religious and Philosophical Thought
BIS 359 Principles & Controversies of Sustainability
BIS 380 Bioethics
BIS 411 Biotechnology and Society
BIS 430 Social Theory and Practice
BIS 435 Interactive Learning Theory
BISGST 362 Contemporary Political Ideas and Ideologies
BISSTS 231 Genes, Genomes and Heredity
BISSTS 232 Embryos, Genes and Reproductive Technology

H. Area Studies
BIS 480 **Study Abroad

Minor Requirements
Minor in Ecological Restoration
The minor in ecological restoration seeks to prepare students to address the complex relationships of human communities and ecological sustainability. The minor is a tri-campus initiative (UW Bothell, UW Seattle, and UW Tacoma). Students may, but are not required to, take courses from more than one campus in order to earn the minor.

Students pursuing the Ecological Restoration minor must complete 25 credits in the following areas:

1. Introductory course in restoration ecology (5 credits)
2. UW-REN capstone course sequence in ecological restoration (10 credits)
3. Restoration related courses (10 credits)

Introduction to Restoration Ecology (5 credits)
This 5-credit course provides a foundation in the principles and history of ecological restoration. It covers a broad range of topics from how restoration is done, its scientific bases, regulations, social context, etc.

UW-REN Capstone in Ecological Restoration (10 credits)
The restoration ecology capstone is a 10-credit three-quarter sequence (fall – winter – spring) taught by faculty from all UW campuses. Students from across departments at all three campuses are assigned to interdisciplinary teams of students from diverse academic fields. These teams work with a community partner to undertake ecological restoration projects in the surrounding area that are important, but for which financial or technical resources are limited. Students learn how to work in a multidisciplinary team environment while accomplishing a restoration project that connects the academic principles they have learned to hands-on practice with a real-life client. This course sequence is offered at all three UW campuses each academic year.

Restoration Related Courses (10 Credits)
This requirement allows students to develop more specific expertise in ecological restoration, often within their major field of study. Courses are approved that have substantial explicit restoration content or those (above introductory-level courses) that cover principles or provide applications valuable in undertaking restoration. Course approval is done by the UW-REN faculty academic steering committee. Special topics courses offered
occasionally are approved on a case-by-case basis by the faculty directors.

NOTES: Students must complete at least 15 credits of the minor at their home campus. Also, no more than 10 credits from the Ecological Restoration Minor can be applied to a student’s major requirements. Students pursuing the BS in Science are not eligible to complete the Ecological Restoration Minor.

For a list of courses which satisfy the requirements listed above, please see our website: http://www.uwb.edu/ias/minors/erminor.

**Minor in Human Rights**
The Human Rights minor is an option for students who are interested in the rapidly emerging field of human rights. The minor is a tri-campus initiative (UW Bothell, UW Seattle and UW Tacoma). Students may, but are not required to, take courses from more than one campus in order to earn the minor.

Students must complete the following requirements for a minor in Human Rights (25 credits):

- Human Rights Core (Tier One, 10 credits)
- Human Rights Broad Context (Tier Two, 5 credits)
- Human Rights Core or Broad Context (Tier One or Tier Two, 10 credits)

Human Rights Core (Tier One 10 Credits)
Courses concerned with the study of “human rights” (i.e. as defined in the Universal Declaration of Human Rights) as a core concept.

Human Rights Broad Context (Tier Two, 5 credits)
Courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.

A complete list of Human Rights Core (Tier One) and Human Rights Broad Context (Tier Two) courses offered at UW Bothell can be found on our website: http://www.uwb.edu/ias/minors/hrminor.

In addition to the courses listed above, students must complete the equivalent of 3 credits of a practical experience in a human rights-related area. This requirement may be met through an internship, practicum, yearlong participation in the student human rights club, Human Equality and Rights Everywhere (HERE), international study abroad program, the Washington D.C. Seminar on Human Rights or a demonstrated equivalent.

**Minor in Policy Studies**
The Policy Studies minor is designed to provide students with the analytical foundations they will need to understand policy formation, implementation, and evaluation.

Students must complete the following requirements for a minor in Policy Studies (30 credits):

**Common Core (20 credits)**
Microeconomics (BCUSP 200 or equivalent)
BISLEP 302 Policy Analysis OR BISGST 324 International Political Economy
BISLEP 301 Law, Economics and Public Policy OR BIS 338w Political Institutions and Processes
Statistics (BBUS 215, BIS 315, STAT 220, 311 or equivalent)

**Methods (5 credits)**
BIS 312 Approaches to Social Research OR BES 301 Science Methods and Practice

**Elective (5 credits)**
Choose from the following list of 400-level policy-oriented courses:
BIS 403 Washington DC Seminar on Human Rights
BIS 406 Urban Planning
BIS 414 Topics in Human Rights
BIS 415 Public Policy and Law
BIS 419 Urban Politics and Policy
BIS 421 Technology Policy
BIS 443 Educational Policy and the American Economy
BIS 458 Energy, Environment and Society
BIS 466 Human Rights and Resistance
BIS 468 Human Rights and Sustainable Development
BIS 497 Political Internship in State Government
BIS 491 Topics in Policy Studies
BISLEP 497 Topics in Law, Economics and Public Policy

Other appropriate policy area courses by approval including BPOLST 492 (Topics in Policy Research).

NOTE: Students pursuing Interdisciplinary Studies: Law, Economics and Public Policy are not eligible to complete the minor in Policy Studies.
Nursing and Health Studies Program

Bachelor of Science in Nursing
The RN-to-BSN completion program is an on-campus program accredited as part of the University of Washington School of Nursing and awards a University of Washington degree. The program is combined with the UW School of Nursing’s acclaimed professional program with the University of Washington Bothell’s well-rounded arts and sciences curriculum, building a foundation of knowledge in nursing science, humanities and social sciences, and related professional course work. Critical thinking, decision making, and oral and written communication skills are emphasized.

The program values the professional experience of Registered Nurses, allows for students to apply their learning to their professional practice, explore their own interests, and prepare for graduate level study. The Nursing and Health Studies Program at UW Bothell is committed to providing access to education through offering flexible scheduling options. It is based on an understanding that the student is a practicing nurse who must balance professional and personal responsibilities with educational pursuits. The UW Bothell Nursing and Health Studies Program offers:

- Part-time and full-time study options
- Core nursing classes held one day per week
- Summer and Autumn Admissions
- An off-site location in Everett, Washington

Director
Professor David Allen, PhD, RN, 1975, University of Iowa; Philosophy

Faculty
Associate Professor Mary E. Abrums, Ph.D., RN, 1995, University of Washington; Sociocultural Anthropology
Professor Mary Baroni, Ph.D., RN, 1988, Cornell University; Human Development and Family Studies
Assistant Professor, Cheryl Cooke, Ph.D., RN, 2002, University of Washington; Nursing

Associate Professor Arnold Brian (Butch) de Castro, Ph.D., MSN/MPH, RN, 2003, Johns Hopkins University; Public Health
Assistant Professor Mabel Ezeonwu, Ph.D., RN, 2008, University of Washington; Nursing
Assistant Professor Nora Kenworthy, Ph.D., 2013, Columbia University; Sociomedical Sciences
Associate Professor Andrea Kovalesky, Ph.D., RN, 1997, University of Washington; Nursing
Professor Carol J. Leppa, Ph.D., RN, 1990, University of Illinois at Chicago; Nursing Science
Senior Lecturer Elizabeth Madison, Ph.D., RN, 2007, University of Washington; Nursing
Associate Professor Selena Mohammed, Ph.D., RN, 2004, University of Washington; Nursing
Senior Lecturer Jerelyn Resnick, Ph.D., RN, 2002, University of Washington; Education
Professor Suzanne Sikma, Ph.D., RN, 1994, University of Washington; Nursing
Assistant Professor Andrea L. Stone, Ph.D., 2005, Johns Hopkins University; Public Health
Assistant Professor Christopher Wade, Ph.D., MPH, 2005, Wesleyan University; Molecular Biology/Biochemistry; 2008, Johns Hopkins University; Public Health
Senior Lecturer Linda Westbrook, Ph.D., RN, 1994, University of Washington; Nursing
Professor Mayumi Anne Willgerodt, Ph.D., MPH, MS, RN, 1999, University of Illinois; Nursing Sciences

Admission Requirements

- Associate degree in Nursing or diploma in nursing
- Proof of current licensure for practice as a Registered Nurse in Washington State through successful completion of the NCLEX-RN exam.
- A minimum of 80 quarter credits
- Two years of a single foreign language in high school or two quarters of a single foreign language in college. The foreign language requirement will also be considered satisfied for applicants who completed their education through the seventh grade in schools where English was not the language of instruction.
- Three years of high school math including completion of Intermediate Algebra or
Intermediate Algebra in college (the University of Washington does not grant credit for Intermediate Algebra, but successful completion of a course at or above this level is required of all students admitted). See http://www.uwb.edu/admissions/transfer/guide/minadmreq for more details

- English Proficiency Requirement: This includes international and domestic students who completed most of primary and secondary education outside the USA. See http://www.uwb.edu/admissions/engprof for more details.
- English Composition: 5 credits
- Visual, Literary, and Performing Arts: 15 credits
- Individuals & Society 15: credits
- Statistics 3 to 5: credits
- Advanced Math (one pre-calculus sequence course beyond Intermediate Algebra in college, UW MATH 107 or equivalent, or a Logic course) 5 credits Inorganic chemistry 5 credits (college level)
- Microbiology: 3 to 5 credits
- Anatomy & Physiology: 10 to 12 credits (may be taken by Excelsior Proficiency Exams)
- A grade of 2.0 or higher is required in each Nursing and Health Studies Program prerequisite. Applicants must show evidence of good academic standing (an overall transfer grade-point average of 2.0 or higher) to be considered for admission.

90 credits must be upper division (300-400 level) Completion of last 45 credits at UWB Overall grade-point average of 2.0 or higher Completion of all admission and program requirements, as outlined above.

**Bachelor of Arts in Health Studies**

The Health Studies major is a liberal arts degree with an interdisciplinary focus in science, humanities, and social sciences. Health Studies will focus on critical issues in population health with particular emphasis placed on principles of ethics and social justice. The student will develop critical thinking and encourage knowledge analysis and synthesis while building technical and analytical skills to address challenges in protecting the health of communities from local to global.

The Health Studies program offers:

- A combination of hands-on learning, community engagement, and real-time, problem-based learning as ways to explore the current challenges, debates, and interventions in population health
- An opportunity for students to explore individual interests through four different concentration areas:
  - A. Health and Life Sciences
  - B. Community Engagement
  - C. Local and Global Health
  - D. Health Policy, Leadership, and Ethics
- Preparation for graduate education

**Director**
Professor David Allen, PhD, RN, 1975, University of Iowa; Philosophy

**Faculty**
Associate Professor Mary E. Abrums, Ph.D., RN, 1995, University of Washington; Sociocultural Anthropology
Professor Mary Baroni, Ph.D., RN, 1988, Cornell University; Human Development and Family Studies
Assistant Professor, Cheryl Cooke, Ph.D., RN, 2002, University of Washington; Nursing
Associate Professor Arnold Brian (Butch) de Castro, Ph.D., MSN/MPH, RN, 2003, Johns Hopkins University; Public Health
Assistant Professor Mabel Ezeonwu, Ph.D., RN, 2008, University of Washington; Nursing
Assistant Professor Nora Kenworthy, Ph.D., 2013, Columbia University; Sociomedical Sciences
Associate Professor Andrea Kovalesky, Ph.D., RN, 1997, University of Washington; Nursing
Professor Carol J. Leppa, Ph.D., RN, 1990, University of Illinois at Chicago; Nursing Science
Senior Lecturer Elizabeth Madison, Ph.D., RN, 2007, University of Washington; Nursing
Associate Professor Selena Mohammed, Ph.D., RN, 2004, University of Washington; Nursing
Senior Lecturer Jerelyn Resnick, Ph.D., RN, 2002, University of Washington; Education
Professor Suzanne Sikma, Ph.D., RN, 1994, University of Washington; Nursing
Assistant Professor Andrea L. Stone, Ph.D., 2005, Johns Hopkins University; Public Health
Assistant Professor Christopher Wade, Ph.D., MPH, 2005, Wesleyan University; Molecular Biology/Biochemistry; 2008, Johns Hopkins University; Public Health
Senior Lecturer Linda Westbrook, Ph.D., RN, 1994, University of Washington; Nursing
Professor Mayumi Anne Willgerodt, Ph.D., MPH, MS, RN, 1999, University of Illinois; Nursing Sciences

Admission Requirements
Both current UWB students and prospective students must meet the following:

- A minimum of 30 quarter credits including:
  - Two college composition courses (10 credits) with a minimum grade of 3.0 in each course
  - A minimum of 10 credits in each of the Areas of Knowledge (VLPA, I&S, NW)
  - 5 credits of Statistics is preferred prior to admission as it is a prerequisite for a required core course offered early in the program.

Prospective UW Bothell Students must also fulfill:

- All university admission requirements for transfer or international applicants.
  - Transfer: www.uwb.edu/admissions/transfer/admission-requirements-tr
  - International: http://www.uwb.edu/admissions/international/intladm/intltransady

- English Proficiency Requirement: All applicants for whom English is a non-native language must provide proof of English proficiency. This includes international students and domestic students who completed most of primary and secondary education outside the USA. See http://www.uwb.edu/admissions/engprof for more details.

A grade of 2.0 or higher is required in each Health Studies prerequisite, and applicants must show evidence of good academic standing (an overall transfer grade-point average of 2.0 or higher) to be considered for admission.

Program Structure
Summary of Credits
Health Studies Core Courses – 22 credits
Concentration Area Courses – 40 credits
Statistics and Research Methods – 10 credits
Elective Courses Across UW Bothell – 20 credits
Additional UW Bothell and/or Transfer credits (including admissions requirements) – 88 credits
Total – 180 credits

Graduation Requirements
English Composition – 5 credits (a grade of 2.0 or higher is required)
Writing Across the Curriculum – 10 credits
Quantitative and Symbolic Reasoning – 5 credits
Visual, Literary, and Performing Arts – 15 credits
Individuals and Societies – 15 credits
The Natural World – 15 credits
Completion of all admission and program requirements, as outlined above 180 or more total credits
Overall grade-point average of 2.0 or higher
The Bachelor of Arts in Interactive Media Design

The Bachelor of Arts in Interactive Media Design (IMD) offers students an expansive understanding of the processes and methods involved in designing, creating and evaluating next-generation, technology-based media applications. With its broad, interdisciplinary approach to the fundamentals of interactive media design, and its focus on the studio experience, students will develop creative solutions to complex, real-world problems through cutting edge approaches to design techniques.

Students will experience an immersive, studio-based learning environment that blends academic theory, digital design techniques, process management approaches, and methods for gathering and analyzing critical metrics. Students will learn to work on projects with subject matter experts across many UW Bothell programs and research areas. The student will be assessed on core dimensions related to media systems design theory, team processes, analytics (qualitative and quantitative), technology management/integration and application to real-world projects. Students will assemble a media portfolio (required as a part of their on-going coursework/assessment) that prepares them for their future academic and job-related goals.

Course Information

The mission and intent of the IMD program is to seek to provide a diverse range of students with theory, practice and knowledge necessary to succeed and thrive in a highly competitive global, digital, service driven economy. The program stresses inquiry, teamwork, collaboration, communication, creativity, adaptability, entrepreneurialism and a dedication to lifelong learning. This degree accomplishes its mission through five curricular components that serve very specific functions in the overall design of the curriculum: 1) IMD program-specific prerequisites; 2) IMD program core courses; 3) the junior-level Studio Elements sequence; 4) the senior-level Integrative Studio; and 5) the student-select Specialty Area requirement.

1) IMD Prerequisites: 20 credits
Pre-calculus/B CUSP 123: Functions, Models, and Quantitative Reasoning
BIS 236: Introduction to Interactive Media*
CSS 233: Media Technologies*
BISIA 207: Introduction to Creative Writing**
*May be waived for ATA/AAS/Media transfer students.
**May substitute a comparable advanced composition course.

2) IMD Program Core Courses: 20 credits
The IMD Program Core – 300-level (3 courses) and 400-level (1 course) – provide fundamental concepts critical to understanding and preparing for the intensive 3rd and 4th year studio experiences.
B IMD 330 Quantitative Methods in Interactive Media
B IMD 340 Systems of Digital Media Architecture
B IMD 350 Designing Media Interfaces
B IMD 460 Advanced Media Production Techniques

3) The Junior-Level Studio Elements: 25 credits
Third year students in the IMD degree are required to take three IMD-specific content courses. These unique studio courses will provide students with be grounded in learning a series of “content modules” as well as apply them to a specific sequence of design/development processes. Students will also use contemporary software tools and techniques during this process.

Content modules will be integrated into the studio sequence and will vary in length depending on topic area. These will be taught by subject matter experts from a variety of disciplines within and outside of IMD-specific faculty. Each studio elements course comprises two critical components for assessment – the first is based upon mastery/knowledge of academic content in specific knowledge domains (IMD 35X); the second is based process/product elements (IMD 36X). Students will be required to maintain a portfolio of all work that will be evaluated as part of the IMD 36X assessments.

B IMD 351 Studio Elements I: Introduction (5 credits)
B IMD 352/362 Studio Elements II: Essentials (10)
B IMD 353/363 Studio Elements III: Advanced (10)
4) The Senior-Level Integrative Studio: 30 credits

The Integrative Studio sequence provides students the opportunity to complete a substantial project that is linked to the student’s defined knowledge specialty. These courses require students to successfully complete a series of Advanced Content Modules (IMD 48X) and the Advanced Studio production components (IMD 49X). The Advanced Studio production components will be evaluated based on product development, integration of specialty area knowledge into the student’s final portfolio, documentation & evaluation of product impact and criteria related to the synthesis of content modules into the integrated final project. Students will be required to maintain a portfolio of all work that will be evaluated as part of the IMD 49X assessments.

B IMD 481/491 Integrative Studio I: Design Processes
B IMD 482/492 Integrative Studio II: Production

5) The Student-Select Specialty Area - Non-IMD courses: 15 credits

Specialty areas are groups of courses offered outside of the IMD degree that may be linked to a form of media that the student wishes to study in more depth. Students will be required to take a minimum of three courses in a selected area and must seek pre-approval from the IMD Academic Oversight Committee (AOC) prior to taking the specialty area courses. Some examples include the following: interactive narrative, art, 3-D graphics, data visualization, geographic information systems, cultural studies, and film. A specialty must include at least two-200 level courses or one 300-level (or above) course offered at UW or other combination may be approved by the AOC upon review.

This will provide the students with the opportunity to study a companion knowledge domain that will be the focus of their fourth year Integrative Studio project. Again, specialty area courses can only be completed and satisfied after being admitted into the IMD degree AND with an approved Specialty Area Proposal Form. See the IMD advisor for more information.

Below are some examples of specialty areas that may be of interest to students:

Geographic Information Systems Specialty

Location plays an important role in connecting people, facilitating business, and navigating real and virtual worlds. In this specialty, students study geography and learn contemporary tools to understand how to use spatial data in interactive media applications with emphasis on structures, visualization, and the human element.

Math Specialties

The Math specialty track is for students who are interested in exploring the mathematical framework of interactive media and design, and/or in acquiring the ability to analyze and visualize statistics. Several math tracks can be chosen depending on the interest of the student, including the ability to communicate quantitative information effectively, gaming mathematics, probability, etc. Preparatory courses may be taken during the freshman/sophomore year and subsets of courses may be selected as determined by the student's academic level/proficiency/interests. For example, students wishing to complete a more advanced math specialty may be required to take the CUSP 124, 125 and 126 sequence as a pre-IMD major – and then get pre-approved for three additional math courses that will meet the student’s specialty interests.

Physics Specialties

Physics provides elegant ways of describing the world around us, as well as providing students the opportunity to hone their critical thinking and problem solving abilities. This specialty will allow students to incorporate physical phenomena into all aspects of interactive media and design. Various tracks allow for different backgrounds in mathematics from conceptual physics, through algebra-based physics, to calculus-based physics – depending on student’s background and interests.

Other Options

Other specialty areas may include selected courses (and their pre-requisites) in the following areas:
• Database programming
• Art History
• Computer Networking
• Diversity Studies
• Business/Marketing
• Media/Cultural Studies
• 2D/3D Animation

**Career Possibilities**
Graduates of the IMD program will be designers of interactive media content with application in diverse areas embracing education, engineering, sciences, game design, social media, and emerging forms of interactivity. The program will provide students an opportunity to order the learning experience to their particularized specialty area interests. Graduates will also be uniquely qualified to provide leadership in the realization of innovative and creative applications through informed collaboration with technical, business, research and production members of their workplace teams. Students will use a variety of qualitative and quantitative techniques to inform design and impact.

The proposed IMD degree responds to the priority of growth by combining education in science & technology, visual, literary and performing arts, humanities, culture and business to prepare students for a diverse range of careers creating, managing, supporting, marketing and integrating interactive media, its products and services. In addition to being innovative and interdisciplinary, the IMD program will graduate students who will develop a portfolio of work that will equip them to find entry level jobs across the high tech sector and migrate rapidly to management level and leadership positions.

Interactive Media Design prepares students for a variety of careers. Graduates will be prepared to have positions in high demand careers such as:
• Multi-Media Artists
• Animators
• Game Designers
• E-Book Producers
• E-Learning Creators
• Digital Arts and Media Production
• Social Media

• Analytics
• Interdisciplinary Project Management
• App Development for Emerging Technologies

**Graduation Requirements**
Total of 180 credits
Completion of all degree requirements (90 credits)
15 credits of Visual, Literary, and Performing Arts
15 credits of Individuals and Societies
15 credits of Natural World
Completion of 10 credits of Writing Requirement (W-courses or English composition courses)
Completion of foreign language requirement (2 years from high school or 102 level at college)
Minimum grade of 2.0 in each IMD prerequisites
All 90 credits in IMD requirements must be graded (no S/NS)
Minimum 2.0 cumulative GPA at UW
Meet residency requirement – 45 out of the last 60 credits must be taken at UWB
Meet cross campus enrollment policy – after earning 15 credits at UWB, students are eligible to take up to 15 credits a year at another UW campus.
Complete Graduation Application 2/3 quarter prior to graduation with an IMD

**Director**
William (Bill) Erdly, Ph.D., 1991, University of Washington; social/organizational psychology

**Faculty**
William (Bill) Erdly, Ph.D., 1991, University of Washington; social/organizational psychology
Mark Kochanski, M.S., 1984, Purdue University; economic geology
Kanta Kochhar-Lindgren, Ph.D., 1999, New York University; performance studies
Danielle Lee, Ph.D., 2012, University of Pittsburgh; information science
IX. Master Degrees

Master of Business Administration (MBA)

The University of Washington Bothell offers two MBA programs, the Technology MBA (TMBA) Program at Bothell and the Leadership MBA (LMBA) Program at Bellevue. Both programs are AACSB-accredited, evening degree programs developed in collaboration with representatives from leading software, telecommunications, biotechnology, and high-tech manufacturing companies.

The MBA programs offered by UW Bothell provide an exceptional and rigorous learning environment and are taught by nationally-recognized graduate faculty recruited from premier institutions in the U.S. The programs are built on a core of traditional business courses such as strategy, finance, economics, accounting, statistics, marketing, operations, project management and organizational behavior.

The Technology MBA Program at Bothell enables students in technology-centered enterprises to develop their intrapreneurship and entrepreneurship skills and prepares them to create innovative high-growth businesses within established organizations or start-up businesses. The Leadership MBA Program at Bellevue enables aspiring leaders from a wide range of industries to develop the analysis, problem-solving, communication and teamwork skills necessary to maximize their leadership potential. A hallmark of the UWB MBA programs is interaction with successful managers who share their winning strategies and practicum where students work with mentors and leadership coaches in integrating the theory and practice of business.

Students are challenged and supported as they strive to develop their leadership and management expertise. With the right degree of commitment, program participants can look forward to graduating with the skills, knowledge, and confidence needed to effectively lead in the global marketplace.

Faculty

P.V. Sundar Balakrishnan, Professor; Ph.D., University of Pennsylvania, The Wharton School; marketing
Alan Boss, Assistant Professor; Ph.D., University of Maryland; organizational behavior and leadership
Paul Collins, Associate Professor; Ph.D., Rutgers University; technology, innovation, organization and management theory
Juan Camilo Gomez, Assistant Professor; Ph.D., University of Minnesota; organizational management
Manuela Hoehn-Weiss, Assistant Professor; D.B.A., Boston University; strategic management
A. Steven Holland, Professor; Ph.D., Michigan State University; economics and finance
Deanna Kennedy, Assistant Professor; Ph.D., University of Massachusetts Amherst; operations and supply chain management
Tayfun Keskin, Assistant Professor; Ph.D., The University of Texas at Austin; management information systems
Sandeep Krishnamurthy, Professor and Director, Business Administration Program; Ph.D., University of Arizona; marketing and e-commerce
Kevin Laverty, Associate Professor; Ph.D., University of California, Los Angeles; business policy and organizational studies (on leave during 2009-10)
Valarie Li, Assistant Professor; Ph.D., University of Washington Seattle; accounting
Ying Li, Assistant Professor; Ph.D., University of Massachusetts, Amherst; finance
Alison Lo, Assistant Professor; Ph.D., Duke University; marketing
James M. Miller, Associate Professor; Ph.D., Purdue University; finance
Pete Nye, Associate Professor; Ph.D., Duke University; marketing, statistics & quantitative methods
Surya Pathak, Assistant Professor; Ph.D., Vanderbilt University; operations and supply chain management
S. Gowri Shankar, Associate Professor & Associate Director (Graduate Programs); Ph.D., Syracuse University; finance and accounting
Admission Requirements
The MBA Programs at UW Bothell invite applications from professionals who have an undergraduate degree in any field. Prior courses in business are not required.

MBA applicants should be highly motivated and have a personal record of achievement and responsibility. Duration and type of professional work experience figure prominently in the evaluation of applicants. To ensure a dynamic and productive learning environment, participants should also be adept at managing their time, taking responsibility for their own learning, challenging themselves, and combining their business experience and coursework in meaningful ways.

In assessing your application to the MBA program of your choice, the admission committee will consider:

1. Previous work experience including type, duration, level of responsibility, career progression, and recent community service;
2. Recent GMAT (Graduate Management Admission Test) or GRE (Graduate Record Examination) score;
3. Previous academic performance;
4. Response to two essay questions;
5. Recommendations from two professional and/or academic references; and
6. TOEFL (or IELTS) score, less than two years old, for applicants whose undergraduate degree is not from an accredited US institution or whose native language is not English.

To learn more details about the UWB MBA admissions requirements and deadlines, please visit our website: www.uwb.edu/mba.

Technology MBA Curriculum for Class of 2015 (entering Autumn 2013)

Credits
BUS 501: Leadership & Ethical Decision Making (Retreat)-Starts 9/6/2013
BUS 512: Strategic Management
BUS 502: Statistics for Business
BUS 503: Financial Reporting & Analysis
BUS 504: Microeconomics for Business

BUS 505: Financial Management
BUS 506: Marketing Management

Sub-total (first academic year credits)

BUS 531: Leadership & Social Responsibility-Retreat
BUS 509: Operations and Supply Chain Management
BUS 523: New Product Marketing
BUS 510: Managing Organizational Effectiveness
BUS 525: Technology & Innovation Management
BUS 507: Global Business
BUS 5AA: Elective

Sub-total (second academic year credits)
Elective credits (taken during the first or second summer, second Winter, and/or second Spring Quarters.

Total credits required for the degree
72

TMBA elective offerings – indicative list:
- Global Study Tour (pre-spring)
- Enterprise IT Management (pre-spring)
- Entrepreneurship Practicum
- Entrepreneurial Marketing
- Entrepreneurial Finance
- Business Communications
- Negotiations
- Managerial Accounting
- Investments Management
- Consulting

Leadership MBA Curriculum for Class of 2015 (entering Autumn 2013)

Credits
BUS 501: Leadership & Ethical Decision Making (Retreat)-Starts 9/6/2012
BUS 512: Strategic Management
BUS 502: Statistics for Business
BUS 503: Financial Reporting & Analysis
BUS 504: Microeconomics for Business
BUS 505: Financial Management
BUS 506: Marketing Management

Sub-total (first academic year credits)
BUS 531: Leadership & Social Responsibility-Retreat 4
BUS 509: Operations and Supply Chain Management 4
BUS 534: Advanced Leadership Models 4
BUS 510: Managing Organizational Effectiveness 4
BUS 546: Global Econ Issues Seminar 4
BUS 507: Global Business 4
BUS SBB: Elective 4

Sub-total (second academic year credits) 28
Elective credits 16
Total credits needed to graduate 72

LMBA elective offerings – indicative list:
- Global Study Tour (pre-spring)
- Business Communications
- Negotiations
- Managing Global Teams
- Strategic Marketing Lab
- Managerial Accounting
- Investments Management
- Consulting

**Education**

**Master of Education Leadership Development for Educators (LEDE)**

The Master of Education Leadership Development for Educators (LEDE) program is designed to build on an existing foundation of instructional leadership and support teachers as they transition to administrative positions in schools and districts. LEDE programs focus on performance tasks completed by participants on-the-job in their school or district and intensive seminars on Saturdays and during the summer. Programs focus on different areas of leadership and lead to a Master of Education degree and Washington State Residency Certification in the appropriate administrative area.

**Leadership for Schools**

Many of the instructional leadership skills that are so central to principal success are developed over time as teachers take on challenging responsibilities in their schools.

This understanding is the foundation for the principal preparation program that UW Bothell offers in partnership with several school districts, the Center for Strengthening the Teaching Profession, and the Center for Educational Leadership. With new thinking about how to coordinate teachers’ on-the-job learning and university classes, the program supports teacher instructional leaders and helps them document their learning so that it contributes to requirements for a Master of Education degree and Washington State Residency Principal Certification.

**A Two-part Program...**

**Part 1** launches with two seminars on instructional and personal leadership. Teachers then join a network of teacher instructional leaders and work at their own pace with a set of performance tasks that relate directly to the work of instructional and personal leadership in schools. Learning supports are available from UW Bothell, professional development organizations, and school districts. Quarterly progress reviews provide feedback and assistance. Almost half of the program’s course and internship requirements can be completed as a teacher leader in Part 1.

**Part 2** is a cohort-based program capstone that combines three seminars with a simultaneous internship. It features a balance of e-learning, face-to-face seminars, and clinical practice. The seminars in Part 2 are commuter and work-friendly. Part 2 begins with an intensive three-day summer institute. Then the cohort meets one full Saturday each month during Autumn, winter, and spring quarters. In addition, the cohort will meet for one two-hour clinic session each quarter on a Friday afternoon prior to the Saturday session.

**A performance-based program**

A series of structured and practical performance tasks integrate learning from seminars, e-learning, and clinical practice. Through these tasks, candidates document both practical experience and conceptual understandings related to all certification standards and UW Bothell M.Ed. degree requirements.
Part 1 Saturday Seminars
Introductory Quarter: Spring or Autumn Quarters (4-12 credits)*

- LEDE 520 Leadership for Curriculum and Teaching
- LEDE 510 Personal Leadership for Schools

*Enrollment during introductory quarter is 4-12 credits depending on prior experience as a teacher leader and prior academic coursework that is appropriate for transfer into the program. Prior experience is determined during the admissions process.

Part 2 Saturday Seminars
Autumn, Winter, and Spring Quarters (28 credits)

- LEDE 530 Leadership for Schools as Responsive Public Institutions (Aut, Win.)
- LEDE 540 Leadership for Schools as Renewing Organizations
  Aut., Win.
- LEDE 550 Leadership for Schools as Inclusive Communities (Aut., Win.)
- LEDE 510 Personal Leadership for Schools (Win., Spr.)

Expanding Capacity for Special Education Leadership (ECSEL)

This program is a state-wide collaborative partnership program that focuses on knowledge and skills needed for local education administration. Led by a faculty team from across the UW and WSU campuses, the program qualifies candidates for a Washington Residency Program Administrator Certification that prepares candidates to in leadership positions in special education administration at the district level.

Program Structure
During each of the two years, the program consists of three year-long seminars, a 400-hour internship requirement, and a set of performance tasks that allow candidates to demonstrate proficiency. The year 1 program focuses on leadership for special education at the school level, with seminars, internship, and performance tasks all focused on leadership for teaching, learning, and student services within a school. In year 2, the focus shifts to leadership at the district level, with the internship and program tasks reflecting district-level responsibilities. In both years, the program operates in a blended on-line and face-to-face model, with summer and weekend meetings supplemented by e-learning resources.

A series of structured and practical performance tasks integrate learning from seminars, e-learning, and clinical practice. Through these tasks candidates document both practical experience and conceptual understandings related to all certification standards and UW Bothell M.Ed. degree requirements.

Curriculum
The curriculum is structured to incorporate both Washington State standards for the Residency Program Administrator certificate and the Council for Exceptional Children’s advanced standards for program administrators. Seminars include:

- Personal Leadership in Education
- Leadership for Teaching and Learning
- Leading School-Level Student Services
- Leadership for Special Education as a Responsive Public Institution
- Leadership for Special Education as a Continuously Renewing Organization
- Leading Special Education as an Inclusive Community

Master of Education (M.Ed.)

In the Master of Education program, students are encouraged to think deeply about the complex nature of education and to explore questions central to their own professional growth. Students should be committed to energizing their teaching and to building collegial relationships with other professionals who share common goals, commitments, and professional questions. They should also be committed to growing in the skills of writing, critical thinking, and collaborative learning. Master of Education students must complete a minimum of 46 credits.
Core Courses
The program generally begins with three core courses. These courses focus on:

- Examination of research methodologies and the generation of research questions. (B EDUC 501)
- The use of multicultural education as a theoretical foundation for examining the ways in which students’ biographical journeys, values, and beliefs influence the questions they raise and the framing of those questions. (B EDUC 502)
- Organizational change and school reform as well as the responsibilities of professional leadership related to educational change. (B EDUC 504)

Individual Program of Study
In addition to the core courses, students may choose elective courses under the guidance of their faculty advisor. These may be selected from M.Ed. courses, or students may elect to take appropriate courses in other academic programs such as the UW Bothell Master of Arts in Policy Studies or the College of Education at UW Seattle. A maximum of twelve credits of graduate-level coursework may be taken outside the Education program.

Reading Endorsement
The Reading Endorsement at UW Bothell is designed for practicing teachers who hold an elementary or secondary teaching certificate. Teachers who complete the requirements for the Reading Endorsement will be prepared to be reading specialists or literacy coaches. The Reading Endorsement at UW Bothell is offered to students enrolled at the graduate-level UW Bothell.

In order to complete the Reading Endorsement, students must complete an approved Reading Endorsement course of study (24 credits) which will help them meet the areas of competency established by the Office of Superintendent of Public Instruction (OSPI). This course of study will also help them meet the higher levels of competency established by the International Reading Association for reading coaches or specialists. Students must also pass the Reading West-E test to meet state requirements.

Students will work with a faculty advisor to develop an individualized plan for completing the 24 credits required for the Reading Endorsement. The course schedule has been established so that teachers can complete the requirements over a two-year period while attending school on a part-time basis. The following courses are offered by UW Bothell to fulfill those requirements:

- B EDUC 510 Literacy Instruction for Diverse Learners
- B EDUC 517 Working with Struggling Readers Grades 3-8
- B EDUC 518 Observing and Describing Children and Their Work
- B EDUC 521 Using Multicultural Literature in the Classroom
- B EDUC 534 Current Issues in Literacy Research
- B EDUC 537 Assessment
- B EDUC 555 Building Partnerships: Home School and Community
- B EDUC 535 Writing Across the Curriculum
- B EDUC 508 Early Literacy Development and Instruction
- B EDUC 538 Adolescent Literacy
- B EDUC 539 Literacy Coaching

English Language Learner (ELL) Endorsement
The English Language Learner (ELL) Endorsement is designed to guide educators through the entire process of supporting English language learners from classroom inclusion through program leadership and assessment. Certified Washington State teachers who successfully complete the ELL requirements will be able to add that endorsement to their existing certification.

The complete ELL course of study is five graduate-level classes, including one field-based practicum, for a total of 23 credits. Currently certified teachers who wish to earn the ELL endorsement may be able to complete the practicum in their current classroom or
in another K-12 school that employs a certified ELL teacher. Non-certified students may also complete a practicum appropriate to their area of interest but will not be eligible for the endorsement. Teachers must also pass the WEST-E test for ELL to meet state requirements for the endorsement.

Graduate students may take any of the ELL classes as long as they meet the prerequisite requirements (see catalog descriptions). In order to earn the ELL endorsement, teachers must take all five of the required courses and pass the WEST-E test for ELL.

- B EDUC 540 Principles of Inclusion: Students and Families (5 cr)
- B EDUC 541 Second Language Acquisition, Bilingual Education, and the Structure of English (5 cr)
- B EDUC 542 Curriculum, Instruction, and Assessment in ELL or TESOL (5 cr)
- B EDUC 543 Practicum in ELL or TESOL (3 cr)
- B EDUC 544 Leadership and Program Assessment in ELL or TESOL (5 cr)

**M.Ed. Completion Dossier**

The M.Ed. Completion Dossier provides an opportunity for candidates to demonstrate comprehensive knowledge, skills, and dispositions associated with the program’s overall goals for academic learning and improvement of professional practice in education. The Completion Dossier ensures breadth of academic work and application of knowledge in each candidate’s work toward the M.Ed. degree, which is guided by the Education Program’s goals for the degree. The Completion Dossier contains four sections:

An introduction to the Completion Dossier, in which the student describes how four academic products and one application product to be presented in the dossier, taken as a whole, meet the Education Program’s learning goals as elaborated in the rubric for completion dossiers

**Four substantive academic products** normally developed in conjunction with four different graduate courses

**One** of the following products that demonstrate **application of knowledge** in the student’s practice:

- National Board Portfolio Draft
- Curriculum Development Project
- Practitioner-Focused Research Paper
- Critical Literature Review
- A reflection
- Admission Requirements

To be accepted into the Master of Education program, applicants must meet the following minimum requirements:

- A bachelor’s degree from an accredited institution
  - G.P.A. in the last 90 credits of upper-division graded coursework
- Applications will also be evaluated on the basis of:
  - Admission essay
  - Two letters of recommendation
  - Resume

**Graduate School Requirements**

In addition to University of Washington Bothell requirements, students must meet the following requirements to receive the master’s degree:

At least 18 numerically graded credits must be taken at the 500 level or above.

The Graduate School accepts numerical grades (1) in approved 400-level courses accepted as part of the major, and (2) in all 500 level course work. A minimum cumulative G.P.A. of 3.0 is required.

All work for the Master of Education degree must be completed within six years.

For matriculated graduate students in another program, a maximum of 10 credits of graduate course work may be considered for transfer into the
program based on the provisions and regulations of the Graduate School. A minimum grade of 3.0 is required for each course.

A maximum of six credits at the graduate level may be considered for transfer into the program for non-matriculated graduate students. A minimum grade of 3.0 is required for each course.

No courses below the 300 level will be accepted. For additional Graduate School requirements, see the University of Washington General Catalog.

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**Master of Arts in Policy Studies (MAPS)**

The Master of Arts in Policy Studies reflects an innovative, integrated approach to the study of contemporary policy issues in local and global contexts and prepares students for policy-related analyst and leadership careers in public, private, and non-profit organizations. Policy Studies offers Autumn Quarter admission and is a full-time program. The curriculum emphasizes the integration of skills, abilities, and fields of knowledge with the field experiences, applied research, learning opportunities, and professional skills essential for policy professionals and organizational leaders working in our complex, rapidly changing regional and global environments. Through evening class seminars, small group and on-line study, service learning, field research, internship options, and a capstone project, students will acquire the depth of knowledge, practical experiences, and sophisticated professional skills critical to their success as future leaders.

**Faculty Profile**

- **Dan Jacoby**, Professor and Academic Director  
  Political Economy, Labor and Education  
  Ph.D., Economics, University of Washington

- **Tom Bellamy**, Professor and Founding Director:  
  Goodlad Institute  
  Education Policy, Education Leadership and Renewal, School Reform  
  Ph.D., Special Education, University of Oregon

- **Shauna Carlisle**, Assistant Professor  
  Approaches to Social Research, Race, Public Policy and Inequality  
  Ph.D., Social Welfare, University of Washington

- **Karam Dana**, Assistant Professor  
  Diplomacy & Foreign Policy, International Development, Middle East Society & Politics, Politics of Race and Ethnicity  
  Ph.D., Interdisciplinary Near and Middle Eastern Studies, University of Washington

- **Nives Dolsak**, Associate Professor  
  Public Policy, Environmental Policy, International Relations  
  Ph.D., Joint Ph.D. in Public Policy, Indiana University, Bloomington

- **Dan Goldhaber**, Professor  
  K-12 Educational Productivity, Reform, and Labor Markets  
  Ph.D., Labor Economics, Cornell University

- **Martha Groom**, Associate Professor  
  Conservation of Biodiversity, Ecology, Plant-Animal Interactions  
  Ph.D., Zoology, University of Washington

- **Cinnamon Hillyard**, Assistant Professor  
  Undergraduate Mathematics Education, Numerical Methods for Partial Differential Equations, Ethnomathematics  
  Ph.D., Mathematics, Utah State University

- **Bruce Kochis**, Senior Lecturer  
  Policy Studies, Human Rights, East European Studies  
  Ph.D., Slavic, University of Michigan

- **Keith Nitta**, Assistant Professor  
  Education Policy, Comparative Politics, Leadership and Management  
  Ph.D., Political Science, University of California, Berkeley

- **Gwen Ottinger**, Lecturer  
  Science, Technology and Society  
  Ph.D., Energy and Resources, University of California, Berkeley
Camille Walsh, Assistant Professor
Law; Human Rights; Education Policy; Race, Gender and Sexuality
J.D. Harvard Law School; Ph.D., History, University of Oregon

Application Process
The Policy Studies Admissions Committee considers several criteria when evaluating prospective students, including professional goals, writing ability, previous academic experience and performance, work history, GRE scores, the applicant's academic strengths and weaknesses, and the overall likelihood to succeed in the program. Applicants must have completed a baccalaureate degree at an accredited post-secondary institution, or its foreign equivalent, and achieved an overall grade point average of at least 3.0 in their last 90-quarter (or 60-semester) credits of work. Students are admitted as a cohort commencing in Autumn Quarter. Prior coursework in Statistics and Micro-Economics is required for admission to the Policy Studies program.

The complete set of materials that you will be required to submit are as follows:

- **An application to the Graduate School** and $75 application fee
- **A letter of application** to the Policy Studies program describing relevant background and articulating goals in seeking a Policy Studies degree.
- **A current resume** showing relevant academic, professional, and civic experience
- **Three letters of reference**, including two from faculty who can discuss your academic ability.
- **An individual academic essay** demonstrating your academic research ability, critical thinking skills and writing proficiency
- **Scores** on the Graduate Record Exam (GRE).
- **All unofficial transcripts** from prior academic work, including community and technical college, college, and university. If admitted, you will be asked to submit an official transcript from the institution at which you completed your last degree.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Sequence</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BPOLST 501: Public Finance and Budgeting (5 credits)</td>
<td>Policy Elective (5 credits)</td>
<td>Policy Elective (5 credits)</td>
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<tr>
<td>Two</td>
<td>BPOLST 504: Management and Organization (5)</td>
<td>BPOLST 505: Leadership and Organizations (5)</td>
<td>BPOLST 508: Capstone Project (5)</td>
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<tr>
<td></td>
<td>Policy Elective (5 credits)</td>
<td>BPOLST 506: Capstone Research (5 credits)</td>
<td>Policy Elective (5 credits)</td>
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<tr>
<td></td>
<td><strong>BPOLST 594 Research Design strongly encouraged as elective</strong></td>
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**Master of Arts in Cultural Studies (MACS)**

The Master of Arts in Cultural Studies at the University of Washington Bothell offers an integrative approach to the study of culture across diverse locations. Designed for a small cohort, Cultural Studies prepares students for careers in social, cultural, and arts fields or further
interdisciplinary graduate education across the arts, humanities, and social and natural sciences.

The MA in Cultural Studies is the first graduate program in the Pacific Northwest, and one of very few programs nationally, to partner the interdisciplinary study of art and culture with a community-based learning network. The program offers students multiple opportunities to develop and document educational experiences and professional skills suited to their individual career goals.

The Cultural Studies curriculum builds foundational knowledge of different forms of cultural studies inquiry, with a special emphasis on participatory action research strategies and diverse forms of community collaboration. The two-year program draws on the existing and emerging strengths, interests, and experiences of students and faculty alike. The program’s curriculum and its learning environment are intentionally collaborative, generative, and flexible.

Cultural Studies is a student-driven and portfolio-based program. At every stage, we have designed the curriculum to build on the energy and resources that students bring to the program. It will work equally well for students whose background is largely academic and those with extensive professional experience. Our aim is to provide Cultural Studies students with multiple opportunities to develop a rich toolkit of skills and a vital network of professional and community relationships that will enhance their future careers across a range of arts and cultural practices and fields.

Faculty Profile
Cultural Studies builds on strengths within the IAS and UW Bothell faculty across a wide variety of arts, humanities, and social science disciplines, methods, and media, including cinema studies, communications, art history, psychology, performance studies, social and cultural history, philosophy, political economy, geography, literature, sociology, anthropology, education, ethnography, and various experiential pedagogies such as service-learning and action research.

Core Faculty
Crispin Thurlow, Professor and Academic Director
Ph.D., Language and Communication, Cardiff University, UK
Adjunct appointments: Linguistics and Anthropology, UW Seattle
Areas of expertise: Critical discourse studies, social/visual semiotics, new media, global mobility

Dan Berger, Assistant Professor
American Studies, Critical Race Theory, Social Movements, Prison Studies, Media and Cultural Studies
Ph.D., Communication, University of Pennsylvania

Bruce Burgett, Professor and Dean, School of Interdisciplinary Arts and Sciences
American Studies, Cultural Studies, Gender and Queer Studies, Critical Race Studies, Public Culture
Ph.D., English, University of California, Berkeley

Sarah Dowling, Assistant Professor
Modern and Contemporary Literature, Gender and Sexuality Studies, Ethnic Studies, Creative Writing and Poetics
Ph.D., English, University of Pennsylvania

Ben Gardner, Assistant Professor
Global, Cultural and Environmental Politics, Africa, Development, Cultural Geography
Ph.D., Geography, University of California, Berkeley

Susan Harewood, Assistant Professor
Communication Studies, Caribbean Studies, Cultural Studies
Ph.D., University of Illinois, Urbana Champaign

Ron Krabill, Associate Professor
Social Movements, Media, Postcolonial Studies, Southern Africa
Ph.D., Sociology & Historical Studies, New School for Social Research

Kari Lerum, Associate Professor
Adjunct Professor, Women Studies, UW Seattle
Gender, Sexuality, Organizations, Culture, Visual Studies
Ph.D., Sociology, University of Washington
**Application Procedure**

To ensure a successful match between program and applicant, the Cultural Studies Admissions Committee will review the applicant’s qualifications and readiness to do graduate level work through a comprehensive and holistic review of his or her application materials. Applicants must have completed a baccalaureate degree at an accredited post-secondary institution, or its foreign equivalent, and achieved an overall grade point average of at least 3.0 in their last 90-quarter (or 60-semester) credits of work. The Cultural Studies program generally admits 20 students for each cohort and admits students only in Autumn Quarter of each year.

**Application Process**

The Admissions Committee considers several criteria when evaluating prospective students, including professional goals, writing ability, previous academic experience and performance, work history, the applicant’s academic strengths and weaknesses, and the overall likelihood to succeed in the program.

The complete set of materials that you will be required to submit are as follows:

- An application to the Graduate School and $75 application fee
- **Three letters of reference**, including one from faculty who can discuss your academic ability
- **A letter of application**, articulating your goals in seeking an MA in Cultural Studies degree and describing your relevant background. If you are submitting supplemental materials (optional), explain how they relate to your goals and experience.
- **A current resume** or curriculum vitae
- **A writing sample** demonstrating your research skills, critical and creative thinking abilities, and writing capacities
- **All unofficial transcripts** from prior academic work, including college, university, and technical school. If admitted, you will be asked to submit an official transcript from the institution at which you completed your last degree.
- **[Optional] 1 - 2 items representative of your best work.** Items may include your media or creative work, products of your research activities, documentation of community-based or activist projects in which you have played a central role, or any other materials that you consider relevant to your application.

### Course Sequence

<table>
<thead>
<tr>
<th>Year One</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>Year Two</td>
<td>BCULST 500: Formations of Cultural Studies (10 credits)</td>
<td>BCULST 501: Cultural Studies as Collaboration (5 credits)</td>
<td>BCULST 502: Cultural Studies Research Practices (5 credits)</td>
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<tr>
<td></td>
<td>BCULST 501: Cultural Studies as Collaboration (5 credits)</td>
<td>BCULST 502: Cultural Studies Research Practices (5 credits)</td>
<td>BCULST 502: Cultural Studies Research Practices (5 credits)</td>
</tr>
<tr>
<td></td>
<td>Cultural Studies elective (5 credits)</td>
<td>Cultural Studies elective (5 credits)</td>
<td>Cultural Studies elective (5 credits)</td>
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**Master of Fine Arts in Creative Writing and Poetics**

The intensive, first year curriculum is based on areas of inquiry, rather than genres (poetry, fiction, non-fiction), creating an alternative to most regional and national MFA programs. The MFA addresses the central question of poetics: why do we write how we write? It inquires into the social, cultural, and technological aspects of writing, and asks: How is creative writing an ethical, political, and aesthetic endeavor? What forms might creative writing take in an interconnected and global society? How does new media alter the context and possibilities for the pursuit of creative writing?

In the second year, students pursue a thesis with an advisor and an individualized course of study. Some degree candidates may choose to write their thesis as a single genre; others may elect hybrid modes that utilize multiple genres or media. The second year is designed to give students access to a broad range of interdisciplinary courses so that they can develop an area of expertise pertinent to their written arts and career paths.
Each year, there is a Fall Convergence and Spring Festival in which our graduate students, UWB faculty, and invited nationally and internationally renowned writers engage with each other. These symposia host author and student readings, lectures on poetics, and open discussion.

Faculty Profile
**Jeanne Heuving**, Professor and Academic Director
Cultural Studies, Gender and Sexuality Studies, Creative Writing and Poetics
PhD, English, University of Washington

**Amaranth Borsuk**, Assistant Professor
Avant-Garde and Modernist Literature, 20th and 21st-century Poetry and Poetics, Digital Poetry, Book Arts
PhD, Creative Writing and Literature, University of Southern California

**Rebecca Brown**, Senior Artist-in-Residence
Creative Writing, Fiction, Nonfiction, Literature, Cross-disciplinary work, Poetics
MFA, Creative Writing, University of Virginia

**Sarah Dowling**, Assistant Professor
Literary and Cultural Studies; Gender and Sexuality Studies; Ethnic Studies; Creative Writing and Poetics
PhD, English, University of Pennsylvania

**Ted Hiebert**, Assistant Professor
Photography and Digital Arts, Media, Technology and Society, Interdisciplinary Arts
PhD, Humanities, Concordia University

**Joe Milutis**, Assistant Professor
Media Production, Literary and Cultural Studies, Experimental and Hybrid Art Forms; Sound and Radio, PhD, Modern Studies, University of Wisconsin-Milwaukee

Admission Requirements
Graduate School requirements include a bachelor’s degree from an accredited college or university and an overall grade point average (GPA) of at least 3.0 in the last 90 quarter (60 semester) credits.

The complete set of materials that you will be required to submit are as follows:
- An application to the Graduate School and $75 application fee
- Two letters of recommendation, including at least one from a faculty member who can discuss your academic and writing abilities
- A Statement of Intent (2 - 3 pages, double-spaced) articulating your goals in pursuing an MFA in Creative Writing & Poetics. Please address how this program’s emphasis on poetics is a valuable mode of study for you and your creative work.
- A writing sample (no more than ten pages of poetry; twenty pages of prose; or twenty pages total of a multi-genre submission.)
- [Optional] Samples of Multi-Media or Multi-Art Work
- All unofficial transcripts from prior academic work (college, university, technical school, etc.)

Course Sequence
The UW Bothell MFA consists of a residency program in its first year, and residency and non-residency options in its second year. Students participate in the program as a member of a cohort of approximately 18 MFA students and are required to take 10 credits per quarter.

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>BCWRIT 500: Writing Workshop: Between Prose and Poetry (5 credits)</td>
<td>BCWRIT 501: Writing Workshop: Between Fact and Imagination (5 credits)</td>
<td>BCWRIT 502: Writing Workshop: Processes of Thinking and Memory (5 credits)</td>
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<tr>
<td></td>
<td>BCWRIT 510: Poetics Seminar: Cultural Change and Writing (5 credits)</td>
<td>BCWRIT 511: Poetics Seminar: Writers’ Research (5 credits)</td>
<td>BCWRIT 512: Poetics Seminar: Art, Technology, Practice (5 credits)</td>
</tr>
</tbody>
</table>
Master of Nursing

UW Bothell’s Nursing Program offers graduate study leading to the Master of Nursing (MN) degree. This program is designed to meet the needs of working nurses who are interested in advancing their careers through graduate education. The University of Washington Bothell campus provides exceptional faculty and staff support and considers the student-faculty relationship to be paramount.

Central to the program is the development of leadership skills in practice, research and education through theory, research methods, and program development and evaluation. Core values emerge through selected course work in ethics, aesthetics, and diversity and social justice. At UW Bothell, the core MN curriculum highlights scholarly inquiry, health care systems, policies, and social issues related to the pressing health issues facing our state, nation, and the global community. Students pursue scholarly inquiry through a committee guided project that often is completed in collaboration with the students’ current workplace. Focused field work in the second year permits substantive experience in a variety of settings in order to examine advanced nursing roles and apply core concepts into the real-world context of heath care.

The program utilizes a cohort model with students admitted each fall. The first year focuses on core content consistent with AACN’s Essentials of Master’s Education. The second year provides the opportunity for individualized specialization through electives, fieldwork and scholarly projects that prepare graduates for advanced nursing roles in a variety of health-related settings.

The MN program is designed with block course scheduling with classes one day per week (Fridays). This includes 6 credits (2 courses) per quarter scheduled over 7 quarters of part-time graduate study. Occasionally students extend their course of study over an 11 quarter sequence taking 3 credits (1 course) per quarter for the first 2 years and 6 credits (2-3 courses) during their third year. Course work may be started prior to formal admission to the program as a graduate non-matriculated student (GNM). GNM status allows the student to complete graduate-level courses of which up to 12 credits may later be applied toward the Master of Nursing degree.

What defines MN studies at the University of Washington Bothell?

- Small, one day per week (Friday) classes
- Part-time study over 7 or 11 quarters
- Exceptional faculty and staff support
- Strong academic-community partnerships
- Emphasis on leadership preparation for advanced nursing roles
- Population-based focus
- Individualized specialization building on clinical expertise and interests
- Interdisciplinary campus environment

Why Seek a Master’s Degree in Nursing at UW Bothell?

- Improve your career mobility and professional network
- Cultivate sophistication in your own advanced practice
- Gain skills to pro-actively improve the health care system, the health of populations of interest and the health of the community

Program Goals
Graduates of the Master of Nursing program are able to:

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<table>
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<tr>
<th>Year</th>
<th>Course</th>
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<tr>
<td>Two</td>
<td>BCWRIT 700: Creative Writing Thesis (5 credits)</td>
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<td>Elective Course (5 credits)</td>
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<td>BCWRIT 700: Creative Writing Thesis (5 credits)</td>
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<td>Elective Course (5 credits)</td>
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• Evaluate the adequacy of underlying knowledge from nursing science, related fields and professional foundations as it informs advanced practice.

• Competently access and manage health-related issues within a defined population or care system, and evaluate the effectiveness of these advanced nursing practices.

• Utilize knowledge and skills in professional practice among diverse and multicultural populations.

• Demonstrate competence in development of inquiry relevant to practice, education or administration.

• Develop and utilize leadership strategies that foster improvement of health care.

Admission Requirements
Application to the Master of Nursing program is open to any professional registered nurse licensed to practice in Washington State who meets the following criteria:

• Graduation from an accredited nursing program

• GPA of 3.0 or higher

• Baccalaureate degree in nursing or related field

• 3-credit basic statistics course

• Graduate Record Exam (GRE) is no longer a requirement for admission

The application process includes documentation of the above admission criteria as well as a personal goal statement that is congruent with program outcomes, references, and a professional resume describing educational background and professional experience.

What kind of experience(s) is preferred in applicants?

• Professional goals should be congruent with program goals.

• Last 90 graded credits with a 3.0 GPA or better

• Evidence of clinical practice experience in the U.S. in a professional role.

• Ability to communicate professionally in English, both verbally and in writing.

Program Structure

Credits
Nursing Science and Foundations ‐ 15 credits
B NURS 501, Philosophy & Theoretical Foundations of Advanced Nursing Practice
B NURS 504, Disparity & Social Justice in Health Care
B NURS 508, Ethics, Aesthetics
B NURS 525, Leadership in Advanced Nursing
B NURS 526, Program Planning & Evaluation
Scholarly Inquiry – 9‐12 credits
B NURS 520, Scholarly Inquiry for Nursing Practice I
B NURS 521, Scholarly Inquiry for Nursing Practice II
B NURS 598, Scholarly Project
Clinical/Fieldwork – 6‐8 credits
B NURS 503, Advanced Fieldwork
B NURS 507, Advanced Nursing Roles
Electives – 6‐11 credits

• Total minimum credits for Master of Nursing: 41‐42

School of Science, Technology, Engineering and Mathematics

Division of Computing and Software Systems

Faculty
Interim Chair: Michael David Stiber, Ph.D., 1992, University of California, Los Angeles; computer science

Laurie Anderson, Ph.D., 2004, Union Institute and University; cultural ecology

Hazeline Asuncion, Ph.D., 2009, University of California, Irvine; computer science

William (Bill) W. Erdly, Ph.D., 1991, University of Washington; social/organizational psychology

Munehiro Fukuda, Ph.D., 1997, University of California, Irvine; information and computer science

Wooyoung Kim, Ph.D., 2012, Georgia State University; computer science

Mark Kochanski, M.S., 1984, Purdue University; economic geology

Brent Lagesse, Ph.D., 2009, University of Texas at Arlington, computer science

Danielle Lee, Ph.D., 2013, University of Pittsburgh,
Information Science
Clark F. Olson, Ph.D., 1994, University of California Berkeley; computer sciences
Joe McCarthy, Ph.D., 1996, University of Massachusetts; computer science
David Socha, Ph.D., 1991, University of Washington; computer science
Michael David Stiber, Ph.D., 1992, University of California, Los Angeles; computer science
Kelvin Sung, Ph.D., 1992, University of Illinois at Urbana-Champaign; computer science
Geethapriya Thamilarasu, Ph.D., 2009 State University of New York at Buffalo, computer science and engineering
Carol S. Zander, Ph.D., 1995, Colorado State University; computer science
Emeritus Faculty
Frank Cioch, Ph.D., 1985 University of Michigan, computer and communications science
Charles F. Jackels, Ph.D., 1975, University of Washington; physical chemistry
Adjunct Faculty
Morris Bernstein, M.Sc., 1993, McGill University, Computer Science
Nancy Kool, M.A., 1993, Arizona State University, English Literature
Kim Gunnerson, Ph.D., 2007, University of Washington; molecular chemistry
Rob Nash, M.S., 2006, University of Washington, computer science
Barbara Endicott-Popovsky, Ph.D., 2007, University of Idaho; computer science/security
Valentin Razmov, Ph.D, University of Washington; computer science

Master of Science in Computer Science & Software Engineering
The Master of Science in Computer Science & Software Engineering (MSCSSE) partners advanced studies in computer science with detailed analysis of software engineering methodologies. By coupling theoretical computing concepts with real-world problems, students develop the breadth of skills necessary to succeed in today's competitive software profession.

Supported by the collaborative and personal learning environment at UW Bothell, students gain the expertise and confidence to drive innovative changes within their industry. Our graduates are prepared for rewarding positions and advanced career opportunities in sectors such as software development, biotech, medicine, aerospace, entertainment, and finance.

The Masters of Science in Computer Science & Software Engineering requires completion of 45 credits of graduate level coursework from the Division of Computing & Software Systems. Part-time students should plan on enrolling in 5 credits per quarter; full-time students should plan on taking 10 credits per quarter.

Admission Requirements
A Bachelor of Science in Computer Science & Software Engineering, Computer Science, or related field showing the appropriate curriculum, or completion of the Graduate Certificate in Software Design & Development. Please view our website for complete information on how to apply to the Masters of Science in Computer Science & Software Engineering: www.uwb.edu/mscse

Degree Requirements:
(45 credits)
- 15 credits of CSS core coursework, one from each group:
  - Development
  - Design
  - Foundations
- 10 credits minimum of CSS 700: Master's Thesis, OR, for student pursuing the Project Option, completion of both:
  - CSS 595: Capstone Project I, with a grade of 2.7 or higher
  - CSS 596: Capstone Project II, with a grade of 2.7 or higher
- 20 credits minimum of combined of CSS 500-level, 600, or approved 400-level courses
  - Students admitted from the Graduate Certificate in Software Design and Development may be required to complete 5 – 10 credits of systems coursework as determined by the CSS
Faculty upon admission to the MS CSSE program.
- A maximum of 6 credits of CSS 600: Independent Study or Research may be counted towards degree requirements
- A maximum of 10 credits of approved CSS 400-level courses may be counted towards degree requirements
- Pending BOTH departmental and UW Graduate School approval, students may include up to 5 credits of graduate-level transfer credits from accredited outside institutions; a minimum grade of 3.0 in each transfer course is required.
- Not more than 12 UW Graduate Matriculated credits may be counted (courses in the Graduate Certificate in Software Design & Development cannot be counted towards any MSCSSE degree requirements)
- No more than 12 credits derived from any combination of UW Graduate Non-matriculated credits and transfer credits can be applied.
- Minimum grade of 2.7 in each course required to count towards degree requirements.
- Minimum cumulative GPA of 3.0 is required to graduate.

**Graduate Certificate in Software Design & Development (GCSDD)**
The Graduate Certificate in Software Design & Development (GCSDD) is designed for those who lack formal education in computer science, but desire to enter into the field of software development and/or pursue the Masters of Science in Computer Science & Software Engineering. The Graduate Certificate consists of a total of 18 credits taken over the course of a complete academic year. Courses are taught in the evening, and meet twice a week on the UW Bothell Campus. Certificate courses will not count towards any CSS Division Graduate degree requirements; however, the completed certificate can be used as the admission prerequisites for either the Master of Science in Computer Science and Software Engineering or the Master of Science in Cyber Security Engineering degree programs for applicants who have a bachelor's degree in a field other than computer science. In order to earn the certificate, students must complete ALL courses in the certificate with a minimum of a 2.7 in each class, and a 3.0 cumulative GPA. The GCSDD is not appropriate for students studying on an F-1 Visa.

**Admission Requirements to the GCSDD**
Admission to the certificate requires two quarters of object-oriented programming (CSS 161 and 162 or equivalent) and one calculus course (BCUSP 124 or equivalent), as well as a bachelor's degree from an accredited institution, with a 3.0 GPA in the last 90 quarter or 60 semester credits. Admission to the Graduate Certificate is currently for Fall Quarter only, and is competitive.

**Master of Science in Cyber Security Engineering**
The Master of Science in Cyber Security Engineering represents the leading edge of future growth in the computing profession. Graduates will be able to design, analyze and execute secure lifecycle development efforts for information technology intensive systems and networks in a manner that couples theoretical computer science with cyber security in a formal practice. Students will learn to engineer security relevant approaches to both new development efforts and to the improvement, defense, and maintenance of existing (legacy) systems, with knowledge of end-of-life issues. Our graduates will be able to design a forensics-ready architecture for defensible and resilient systems and networks.

**Admission Requirements**
A Bachelor of Science in Computer Science & Software Engineering, Computer Science, or related field showing the appropriate curriculum, or completion of the Graduate Certificate in Software Design & Development. Please view our website for complete information on how to apply to the Masters of Science in Cyber Security Engineering: www.uwb.edu/cybersecurity
Degree Requirements:
(49 credits)

- 34 credits of core coursework:
  - CSS 514: Security, Policy, Ethics and the Legal Framework
  - CSS 515: Contemporary Topics in Information Assurance
  - CSS 517: Information Assurance and the Secure Development Lifecycle
  - CSS 519: Incident Response and Recovery
  - CSS 527: Cryptology and Data Protection
  - CSS 537: Network and Internet Security
  - CSS 577: Secure Software Development
  - CSS 578: Vulnerability Analysis and Detection

- 10 credits minimum of combined of CSS 500-level, 600, or approved 400-level courses
  - A maximum of 6 credits of CSS 600: Independent Study or Research may be counted towards degree requirements
  - A maximum of 10 credits of approved CSS 400-level courses may be counted towards degree requirements
  - Pending BOTH departmental and UW Graduate School approval, students may include up to 5 credits of graduate-level transfer credits from accredited outside institutions; a minimum grade of 3.0 in each transfer course is required.

- 5 credits of Project coursework
  - CSS 593: Cyber Security Engineering Capstone, with a grade of 2.7 or higher
    - In special cases, students may complete 10 credits of CSS 700: Thesis coursework in place of their CSS 593 Capstone
  - Not more than 12 UW Graduate Matriculated credits may be counted (courses in the Graduate Certificate in Software Design & Development cannot be counted towards any CSS Division graduate degree requirements)
  - No more than 12 credits derived from any combination of UW Graduate Non-matriculated credits and transfer credits can be applied.
  - Minimum grade of 2.7 in each course required to count towards degree requirements.
  - Minimum cumulative GPA of 3.0 is required to graduate.

X. Teacher Certification

Secondary and Middle Level Teacher Certification (M.Ed.)*

The Secondary and Middle Level Teacher Certification M.Ed. program at the University of Washington Bothell leads to both a Master of Education degree and a Washington State Residency Certificate with endorsements in General Science with the option of including Biology, English/Language Arts, Social Studies with the option of adding History, and Mathematics, An English Language Learners endorsement can be added to any of these areas.

*Program design is subject to modification.

Program Structure
The Secondary and Middle Level Teacher Certification M.Ed. program integrates carefully planned and coordinated graduate level courses with structured field experiences, assignments and reflective seminars. You are challenged to apply and extend what you learn in class to your work with youth in high school and middle school settings.
Professional Practice seminars are incorporated into the program and provide an opportunity for you to examine the role of the teacher and the complexities of work in schools. Students attend classes two nights a week for the first three quarters (autumn, winter, and spring). Autumn quarter of the second year, you will be placed in a school five days a week through the end of winter quarter at which time you will complete your teacher certification. Spring quarter coursework completes your Master of Education degree.

Courses
The Secondary and Middle Level Teacher Certification M.Ed. students take courses that are designed to foster their professional expertise and state-of-the-art knowledge in pedagogy, curriculum, teacher leadership, multiculturalism, and cross-curricular literacy. Students have numerous opportunities to learn along with experienced teachers in M.Ed. classes including core courses of the M.Ed. Program.

All of the participants in the UW Bothell Master of Education program take three core courses. These courses focus on:

Examination of research methodologies and the generation of research questions

The use of multicultural education as a theoretical foundation for examining the ways in which students' biographical journeys, values, and beliefs influence the questions they raise and the framing of those questions.

Organizational change and school reform as well as the responsibilities of professional leadership related to educational change

Endorsement Area
A significant portion of the program is spent examining instruction and assessment of a chosen endorsement area. Endorsement areas currently supported by the program are:

- General Science with the option of Biology
- English Language Arts
- Mathematics
- Social Studies with the option of History

Additional coursework taken during the program can lead to the addition of an English Language Learners or Special Education endorsement.

Students also choose an elective course under the guidance of a faculty advisor. This may be selected from M.Ed. courses or from appropriate courses in other academic programs such as the UW Bothell Master of Arts in Policy Studies. With the permission of a faculty advisor, up to twelve credits of graduate-level coursework may be taken outside the program.

Fieldwork
Secondary and Middle Level Teacher Certification M.Ed. students spend two full-time quarters in field placements in which they have increasing curricular and instructional responsibility. Guided and supported by faculty and cooperating teachers, students will have multiple opportunities to learn, observe, and apply a variety of instructional methods and tools in different educational settings.

Curriculum
Autumn Quarter
B EDUC 501 Inquiry in Education (5 cr)
B EDUC 557 Curriculum Studies (3 cr)

Winter Quarter
B EDUC 502 Teachers' Self-Knowledge (5 cr)
B EDUC 556 Adolescent Development (5 cr)
Includes 20 hours of community based learning (approximately 2 hours a week) in a school or other educational setting. University provides support in finding a placement with flexibility in scheduling.

Spring Quarter
BEDUC 540 Principles of Inclusion: Students and Families (5 cr) And one of the following Curriculum, Instruction and Assessment (CIA) classes:
BEDUC 552 Secondary and Middle Level Science I (5 cr)
BEDUC 553 Secondary and Middle Level English, Social Studies and History (5 cr)
BEDUC 559 Secondary and Middle Level Math I (5 cr)
CIA courses include 20 hours of community based learning (approximately 2 hours a week) in a school or other
educational setting. University provides support in finding a placement with flexibility in scheduling.

Summer Quarter
Optional: Elective (3-5 cr)*

Autumn Quarter
B EDUC 591 Intro to Field Placement (Sept Experience) (2 cr)
B EDUC 564 Field Experience (6 cr)
And one of the following CIA classes (students earning more than one endorsement may have to take additional Autumn CIA classes):
B EDUC 554 Secondary and Middle Level Science (5 cr)
B EDUC 558 Secondary and Middle Level Social Studies/History (5 cr)
B EDUC 560 Secondary and Middle Level Math II (5 cr)
B EDUC 563 Secondary and Middle Level English Language Arts (5 cr)

Winter Quarter
B EDUC 565 Student Teaching (10 cr)
B EDUC 591 Professional Practice Seminar (2 cr)

Spring Quarter
B EDUC 504 Theories of Organizational Change and School Reform (5 cr)
Optional: Elective (3-5 cr)*

*Students are required to take at least one 3 to 5 credit elective course as part of their M.Ed. program. Electives can be chosen from graduate level Education courses on the Bothell, Seattle, or Tacoma campus. Students are encouraged to take advantage of opportunities to pursue electives that supplement their learning and special interests at appropriate times during the program.

The program is subject to change and modification.

Completion Dossier
The M.Ed. Completion Dossier provides an opportunity for candidates to demonstrate comprehensive knowledge, skills, and dispositions associated with the program’s overall goals for academic learning and improvement of professional practice in education. The Completion Dossier ensures breadth of academic work and application of knowledge in each candidate’s work toward the M.Ed. degree, which is guided by the Education Program’s goals for the degree.

The Completion Dossier contains four sections:

An introduction to the Completion Dossier, in which the student describes how four academic products and one application product to be presented in the dossier, taken as a whole, meet the Education Program's learning goals as elaborated in the rubric for completion dossiers

Four substantive academic products, normally developed in conjunction with four different graduate courses

One product that demonstrates application of knowledge in the student’s practice in the form of the EdTPA, completed during Student Teaching

A reflection

Upon successful completion of the program, graduates will have earned both a Master of Education degree and a Washington State Residency Certificate with an endorsement(s) in General Science with the option of including Biology, English/Language Arts, Mathematics, and/or Social Studies with the option of including History.

Admission Requirements
To be admitted to the Secondary and Middle Level Teacher Certification Master of Education program at the University of Washington Bothell, applicants must simultaneously be admitted to the Graduate School of the University of Washington.

Applicants must also meet the following requirements:
- Bachelor’s degree from an accredited institution
- GPA of 3.0 or higher in the last 90 quarter credits or 60 semester credits of graded upper-division coursework
- Transcript Evaluation to ensure completion of appropriate courses in endorsement area
- 60 hours of work with secondary or middle level youth, with at least 30 hours in U.S. public high school or middle school classrooms
• Pass all three sections of the Basic Skills Test (WEST-B)
• Pass the WEST-E in endorsement area(s)
• The required application materials are detailed on the program webpage for the Secondary Application Checklist

In addition to University of Washington Bothell requirements, you must meet the following requirements to receive your degree and certification:
• At least 18 numerically graded credits must be taken at the 500 level or above.
• The Graduate School accepts numerical grades (1) in approved 400-level courses accepted as part of the major, and (2) in all 500 level coursework. A minimum cumulative G.P.A. of 3.00 is required.
• All work for the Master of Education degree must be completed within six years.

No courses below the 300 level will be accepted. For additional Graduate School requirements that may apply to you, see the University of Washington General Catalog.

Transfer Credits
If you were a matriculated graduate student in another program, a maximum of 10 credits of graduate coursework may be considered for transfer into the program based on the provisions and regulations of the Graduate School. A minimum grade of 3.0 is required for each course.

A maximum of six credits at the graduate level may be considered for transfer into the program if you were not a matriculated graduate student. A minimum grade of 3.0 is required for each course.

**K-8 Teacher Certification***
(post baccalaureate)

The UW Bothell K-8 Teacher Certification Program prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students. The Program leads to a Washington State Residency Certificate with an endorsement in Elementary Education. Endorsements in Middle Level-Humanities, Middle Level-Math, and Middle Level-Science are also available.

The K-8 Teacher Certification program integrates courses and structured field experiences. Throughout the program, you will spend over 800 hours in K-8 classrooms under the guidance of outstanding practicing teachers. From the beginning of the program, you are challenged to apply and extend what you learn in class to your work with children and youth in several school settings.

The program consists of a carefully planned and coordinated set of courses, field assignments, and reflective seminars. Faculty coordinate syllabi and the curriculum to support an integrative approach to teacher preparation.

Each full-time quarter, you will engage in reflective seminars and examine the professional role of the teacher and the complexities of work in schools. You’ll learn innovative teaching techniques and examine issues of social justice and inclusion in the classroom. You will experience a holistic program, not merely a sequence of loosely connected courses and classroom experiences.*

This program is primarily a full-time program designed for those who already hold a bachelor’s degree or are in the final quarter of a degree program. Only the first of the five quarters offers part-time evening coursework.

*Program design is subject to modification.

**Candidacy Criteria**
The ideal candidate for the K-8 Teacher Certification Program can demonstrate:
• Breadth of knowledge in English/Language Arts, Social Studies, Mathematics, Science, and Fine Arts that will prepare you to succeed in a 21st century classroom.
• Commitment to the intellectual, emotional, physical, and social growth of children in an inclusive school setting.
• Commitment to personal, intellectual, emotional, and professional growth and development.
• Commitment to learn the skills necessary to help ethnically, culturally, socioeconomically, and gender diverse student populations succeed in schools.
• Flexibility to adapt in varied, complex, and dynamic settings.
• Excellent oral and written communication skills.

Academic Requirements
To be considered for the K-8 Teacher Certification Program, applicants must have:

A minimum grade point average of 3.0 in the most recent 90 graded upper-division quarter hours. (Strong applications that do not document a 3.0 GPA may be considered.)
Passed all three sections of the WEST-B Basic Skills Tests (Reading #095; Writing #096; and Math #097).
Passed the WEST-E test in Elementary Education (tests #005 and #006). If applicable, the middle level endorsement WEST-E tests must be taken and passed by the end of summer quarter.

A bachelor’s degree from an accredited institution (completed by the end of the first program quarter). Documentation of academic breadth. For each subject area listed below, applicants must document completed college courses, including the year taken and grades. A minimum grade of 2.0 (or grade of C) in each academic breadth course is required.

Social Sciences – 2 courses from two different social science areas (e.g. U.S. History, sociology, geography, economics, political science, global studies, gender studies, etc.)

English – 2 courses, 1 must be in composition and 1 can be in any area of English literature or writing.

Science – 2 courses from two different science areas, 1 lab required (e.g. biology, chemistry, climate science, oceanography, geology, physics, etc.)

Math - 2 courses, one should focus on Math for Teachers* and one can be in any other math area 100 level and above.

Fine Arts – 1 course focusing on the creation of or practice of an area of fine art (e.g. drawing, dance, music, photography).

*Required beginning 2015 program year.

Curriculum
(subject to change and revision)

Members of the cohort complete five consecutive quarters of coursework beginning spring quarter and attend the UW Bothell full-time starting summer quarter.

Spring Quarter
B EDUC 405  Contexts of Learning and Schooling
B EDUC 427  Seminar: Becoming a Professional Educator
B EDUC 437  Current Issues in Technology
(Total Credits = 7*)

Summer Quarter
B EDUC 402  Human Growth and Learning
B EDUC 403  Introduction to Special Education
B EDUC 413  Knowing, Teaching and Assessing: Arts
B EDUC 423  Knowing, Teaching and Assessing: Health, Fitness and Issues of Abuse
(Total Credits = 18*) [Includes 2 credits of September Experience coursework]

September Experience (mid-August to late September)
B EDUC 406  Introduction to Field Placements
B EDUC 416  Instructional Design

Autumn Quarter
B EDUC 408  Multicultural Education and Social Studies
B EDUC 409  Knowing, Teaching and Assessing: Reading, Writing and Communicating
B EDUC 418  Know, Teaching and Assessing: Mathematics
B EDUC 425  Seminar: Reflections on Professional Practice
B EDUC 437  Current Issues in Technology
(Total Credits = 18*) [Includes 2 credits of September Experience coursework]

**Winter Quarter**
- B EDUC 410 Knowing, Teaching, and Assessing: Reading, Writing and Communicating
- B EDUC 419 Knowing, Teaching and Assessing: Mathematics
- B EDUC 421 Knowing, Teaching and Assessing: Earth, Physical and Life Sciences
- B EDUC 425 Seminar: Reflections on Professional Practice
- B EDUC 437 Current Issues in Technology (Total Credits = 16*)

**Spring Quarter**
- B EDUC 425 Seminar: Reflections on Professional Practice
- B EDUC 435 Student Teaching (Total Credits = 17*)

*Credits per course and total credits per quarter are subject to change.

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**Education and Society Minor**

The Education and Society Minor is intended to help students develop broad perspectives on the purposes and forms of education and schooling. It consists of a minimum of 25 credits of coursework and is open to all majors.

**B EDUC 220 Education and Society (5 cr) is required for the Minor.**

Any of the following Education Program courses can be applied to the Minor:
- B EDUC 230 Culture, Knowledge, and Education (5 cr)
- B EDUC 250 Topics in Education and Popular Culture (5 cr, max. 10)
- B EDUC 315 History of Education in U. S. Schools (5 cr)
- B EDUC 330 Race, Culture and Identity in the Classroom (5 cr)
- B EDUC 391 Special Topics in Education (1-5 cr, max. 10)
- B EDUC 392 Independent Study (must have faculty sponsor, 1-5 cr)
- B EDUC 452 Service Learning (2 cr) (may take 2x; B EDUC 452 is always attached to a class.)
- B EDUC 456 Adolescents in School and Society (5 cr)
- B EDUC 460 Moral Dimensions of Education (5 cr)
- B EDUC 461 Educational Implications of Gender Inequality (5 cr)
- B EDUC 475 Global Diversity and Citizenship Education (3 cr)
- B EDUC 476 New Literacies for Digital Learning (5 cr)
- B EDUC 480 Life and Learning in the Middle School (3 cr)
- B EDUC 491 Special Topics in Education (1-5 cr, max. 15)
- B EDUC 493 Environmental Education (3 cr)
- B EDUC 522 Education and the American Dream (3 cr) (must have senior standing to enroll)

You may choose up to 5-credits from the following courses in other programs:
- BIS 220 Developmental Psychology (5 cr)
- BIS 348 Cultural Psychology (5 cr)
- BIS 435 Interactive Learning: Theory and Practice (5 cr)
- BIS 443 Educational Policy and the American Economy (5 cr)
- BIS 445 Meanings and Realities of Inequality (5 cr)
- BIS 457 Thinking and Decision Making (5 cr)
- BIS 494 Task Force: Match Leadership Cohort (5 cr)

Other requirements:

- A 2.0 GPA is required for general admission to the Minor in Education.
- 20 credits of numerically graded coursework must be counted toward the Minor.
- A grade of 2.0 or better is required in each course credited for the Minor.
- B EDUC 452 Service Learning is only graded CR/NC.

**Are You a Senior Pursuing K-8 Teacher Certification?**
Students with senior standing who are admitted to the K-8 Teacher Certification Program may apply the following specified certification coursework to the Education and Society Minor if completed prior to graduation*:

B EDUC 405 Contexts of Learning and Schooling (3 cr)
B EDUC 427 Becoming a Professional Educator (3 cr)
* If accepted into the K-8 certification program, these courses may be taken concurrently with IAS courses in his/her senior year.

XI. Course Descriptions
The course descriptions contain information on courses offered at UW Bothell. Course descriptions may change quarterly, visit www.washington.edu for the most current descriptions or consult the appropriate academic unit or advisor for more current of specific information.

Business Administration

B BUS 201 Introduction to Business (5) L&S Provides an overview of the entire business function. Topics may include entrepreneurship, leadership, marketing management, financial management, and technology and innovation.

B BUS 210 Principles of Financial Accounting (5) Preparation and use of accounting reports with primary focus on uses of accounting for external reporting. Understand financial statements and prepare statements that accurately present to external entities corporate financial position, operating results, cash flows, and financial strength.

B BUS 211 Principles of Managerial Accounting (5) Uses accounting information for business planning and control purposes. Focuses on internal use of accounting information and topics include cost behavior, product costing, budgeting, performance management, and responsibility accounting. Proficiency in identifying relevant information from operational and strategic decisions. Prerequisite: B BUS 210.

B BUS 215 Introduction to Business Statistics (5) QSR Introduces descriptive statistics, probability concepts, and statistical inference emphasizing statistical applications useful in decision making and research in the social sciences. Topics include exploratory data analysis, correlation, sampling theory, estimation, hypothesis testing, and simple regression analysis. Concepts are illustrated through case problems in sociology, psychology, consumer economics, and business.

B BUS 300 Management of Organizations (4) An introduction to management from a macro perspective. Includes leading management theories, recent case studies of world-class organizations, new research finding, and presentations by leading business executives. Co-requisite: B BSKL 300; may not be repeated.

B BUS 305 Managerial Communication (4) Focuses on the importance of written and oral communication for managerial success. Involves hands-on individual and group experience in preparing business documents and delivering business presentations. Co-requisite: B BSKL 305.

B BUS 307 Business Writing (5) Provides theoretical and practical approaches to being a better ethical writer to prepare students to be more successful in business or other organizations.

B BUS 309 Quantitative Analysis for Business (5) Introduction to mathematical tools used for analysis of business problems appreciation for the use of these tools in business situations; calculus, and linear algebra.

B BUS 310 Managerial Economics (5) Applies economic principles and quantitative methods to improve managerial decision making. Topics covered include: demand analysis, cost analysis, forecasting, asset valuation, information economics, government regulation of business. Prerequisite: may not be repeated.

B BUS 320 Marketing Management (5) Focuses on designing tools, concepts, and strategies for problem solving in marketing management. Prerequisite: may not be repeated.

B BUS 330 Information Management and Analysis (5) Study of the methods of gathering, structuring, analyzing and applying information in business organizations. A survey of the changes in organizations resulting from new knowledge technologies provides a framework for intensive study of a variety of tools used to gather, structure, analyze or apply information. Prerequisite: may not be repeated.

B BUS 340 Operations and Project Management (5) Examines service and manufacturing processes that deliver value to customers, introduces concepts and tools for critical analysis, emphasizes operating priorities (quality, cost, delivery, flexibility, social responsibility) in the underlying factors that support them. Prerequisite: minimum grade of 1.7 in B BUS 310; may not be repeated.

B BUS 350 Business Finance (5) Focuses on understanding the sources, uses, costs, and control of funds in business organizations. Issues include the internal management of working capital, sources of capital, financing new ventures, capital budgeting, and financing the growth of businesses. Prerequisite: minimum grade of 1.7 in B BUS 310; may not be repeated.

B BUS 361 Intermediate Accounting I (5) Examines the accounting framework and principles used to determine the income and the financial position of a firm. Develops a conceptual and applied understanding of the preparation of financial statements and processing of transactions related to the current asset accounts. Prerequisite: may not be repeated.

B BUS 362 Intermediate Accounting II (5) Analyzes current accounting theory and practices used in preparing and presenting financial statements. Focuses on the accounting treatment of transactions concerning investments; operational assets; and current and long-term liabilities. Prerequisite: minimum grade of 1.7 in B BUS 361; may not be repeated.

B BUS 363 Intermediate Accounting III (5) Analyzes current accounting theory and practices used in preparing and presenting financial statements. Focuses on the accounting treatment of transactions that apply to stockholders’ equity; income taxes; accounting changes and error corrections; retirement plans; and the statement of cash flows. Prerequisite: minimum grade of 1.7 B BUS 362; may not be repeated.
BUS 373 Cost Accounting (5)  Examines the use of accounting and operational data for internal planning and control purposes. Focus includes job-order and process costing, activity based budgeting, profit planning, responsibility accounting, standard costing and variance analysis, transfer pricing and performance evaluation systems. Prerequisite: minimum grade of 1.7 in B BUS 361; may not be repeated.

B BUS 401 Work Motivation and Performance (5)  Provides students with an understanding of the factors influencing individual motivation and performance in work environments. Includes employee attitudes and personality, goal setting and reward systems, communications, power, and conflict management, job design, and organizational culture and change.

B BUS 402 Managing Work Teams (5)  Provides students with an understanding of the factors influencing team effectiveness in work environments. Includes team process, decision making, conflict resolution, team creativity, external dynamics, and emerging issues in managing teams.

B BUS 411 Auditing Theory and Practice (5)  Provides intensive exposure to the attestation functions in accounting, including provisions of the Sarbanes-Oxley legislation. Analyzes the environment, process, and report of the public auditor. Discusses theory and practice related to the auditing environment, including general audit technology, programmatic applications and reporting obligations. Prerequisite: minimum grade of 1.7 in B BUS 362; may not be repeated.

B BUS 421 Consumer Marketing (5)  Examines the process by which consumer goods and services are brought to the market. Analyzing existing markets to identify problems and opportunities, developing and modifying products, establishing and managing distribution, setting prices and undertaking promotional efforts, especially advertising. Emphasizes mass marketing and end users. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 423 Market Intelligence (5)  Focuses on the major methodologies of marketing research. Deals with the entire research process, from problem definition, research design, questionnaire construction, and sample selection to data collection and analysis. Introduction to various standard and state-of-the-art data analyses techniques and software packages. Prerequisite: minimum grade of 1.7 in B BUS 320; may not be repeated.

B BUS 424 Marketing Research Practicum (5)  Students work with a client organization, designing, conducting, and reporting the results of a market research project. Provides hands-on experience with all aspects of the marketing research process. Emphasizes practical issues and challenges in problem definition, research design, data collection, and reporting. Prerequisite: minimum grade of 1.7 in B BUS 423.

B BUS 426 International Marketing (5)  Integrated study of institutions, factors, and trends that have a bearing on global business operations and strategy. Utilizes lectures, research, case studies, guest speakers, and extensive practical application of modern marketing principles. Special emphasis on developing a marketing plan for the export of product or service. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 427 Entrepreneurial Marketing (5)  Explores how marketing and entrepreneurship affect and are affected by one another. Examines role of marketing in entrepreneurial ventures, and the role of entrepreneurship in marketing efforts for all firms. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 429 Special Topics in Marketing (5, max. 20)  Topics of current interest to faculty and students. Offered when allowed by faculty availability and sufficient student interest. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 431 Electronic Marketing (5)  Critically analyze new marketing models; study how firms can effectively leverage new technology and maximize long-term profits. Includes: web marketing strategy, e-commerce issues, channel issues, pricing models, advertising and promotion models and business plans. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 435 Accounting Information Systems (5)  Provides in-depth coverage of accounting information systems from the perspectives of accounting transition cycles. Examines systems processes, flowcharting and internal controls relevant to each transaction processing cycle. Discusses various technologies underlying accounting information systems, including stand-alone and integrated enterprise application. Prerequisite: minimum grade of 1.7 in B BUS 361; may not be repeated.

B BUS 438 Marketing Management Laboratory (5)  Capstone marketing course. Covers the development and implementation of tactical as well as the strategic aspects of marketing decisions. Integrates marketing concepts from other marketing classes to formulate coherent marketing decisions. Topics include multi-product, multi-market businesses, and challenges inherent in developing and implementing marketing decisions in a complex environment. Analysis of markets, businesses and competitive situations in order to make sound decisions. Prerequisite: minimum grade of 1.7 in B BUS 320; a minimum grade of 1.7 in either B BUS 421, B BUS 423, B BUS 424, B BUS 425, B BUS 426, B BUS 427, B BUS 429, or B BUS 431; may not be repeated.

B BUS 441 Business Project Management (5)  In-depth coverage of skills that prepare students for rules as business project leader and team members. Topics include project selection, risk, definition, stakeholder analysis, communication plans, scheduling, software, resource allocation, monitoring, post-project assessment. Emphasis on critical thinking and analysis. Prerequisite: minimum grade of 1.7 in B BUS 340.

B BUS 443 Entrepreneurship Seminar (5)  Creates or works within a new venture. New venture situations include for-profit and non-profit companies and launching new products/services within existing companies. Develops a business plan. Offered: jointly with CSS 473.

B BUS 444 Product Development Lab (5)  Includes a technology project and product development within the dynamic of time-pressured competition. Focuses on systematically improving products to beat competition and win the customer. Topics include benchmarking, competitive intelligence, and managing small group product development. Offered: jointly with CSS 474.

B BUS 445 Merchandise Acquisition (5)  Examines retail companies' merchandise acquisition practices and financial structure. Includes retail inventory management, processes of planning, and negotiating for the buying merchandise. Includes participation in a buying simulation. Prerequisite: B BUS 300; may not be repeated.

B BUS 446 Strategic Retail Promotion (5)  Examines key driver, strategies, and methods necessary to succeed in retail applying advanced promotion methods to achieve competitive advantage through innovative approaches. Prerequisite: B BUS 300; B BUS 320; may not be repeated.

B BUS 447 Retail Operations and Supply Chain Management (5)  Examines the fundamental of operations management in a retail setting and the operations issues faced by firms in the retail environment including blend strategy and design decision. Prerequisite: B BUS 300; may not be repeated.

B BUS 448 Retail Technology and Leadership (5)  Provides exposure to new technologies in the retail industry and creates an understanding of
how they can drive sales, increase efficiencies, and improve the customer experience. Includes a class project designed to integrate foundation of learning form the three previous retail course. Prerequisite: B BUS 300; B BUS 445; B BUS 446; B BUS 447; may not be repeated.

B BUS 449 Accounting Practices in Not-for-Profit Organizations (5) Examines accounting and reporting practices in governments, universities, hospitals and charitable foundations. Focuses on fund accounting fundamentals, followed by a review of current challenges in budgeting, auditing, and reporting to multiple stakeholders. Prerequisite: minimum grade of 1.7 in B BUS 363.

B BUS 450 Federal Income Taxation (5) Examines federal income tax principles that apply to gross incomes, deductions, property transactions and compensation. Equips students with the tools to conduct basic tax research and planning. Focuses primarily on the taxation of individuals, with some exposure to corporate and partnership environments. Prerequisite: minimum grade of 1.7 in B BUS 361; may not be repeated.

B BUS 451 Financial Policy and Planning (5) Emphasizes major current theories and practices in the field of financial management. Topics include financial ratio analysis; break-even analysis; cash, marketable securities; inventory, and accounts receivable management models; dividend policy; short-term and long-term financing decisions; and international finance. Prerequisite: minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 453 Financial Institutions and Markets (5) Role of banks and non-bank financial institutions in the financial system; asset choices of banks and non-bank financial institutions; problems in the management of financial institutions with emphasis on commercial banks. Prerequisite: minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 454 Investments (5) Introduction to the nature, problems, and process of evaluating particular securities and portfolio construction and administration. Special attention is directed to the risk and rate of return aspects of particular securities portfolios, and total wealth. Prerequisite: minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 455 Futures and Options (5) Introduction to the field of derivative securities, focusing in particular on futures, forwards, and options. Pays special attention to the use of derivative securities in the management of risk and the general principles underlying the pricing of derivative securities. Prerequisite: minimum grade of 1.7 in B BUS 454.

B BUS 456 Entrepreneurial Finance (5) Examines financial challenges common to new ventures, and discusses each participate in the venture arena. Explores alternative sources of private equity for new ventures. Prerequisite: minimum grade of 1.7 in B BUS 350.

B BUS 457 Special Topic in Finance (5) Study and research topics of current concern to faculty and to students pursuing the finance concentration. Prerequisite: minimum grade of 1.7 in B BUS 350.

B BUS 460 Sustainable Business (5) Explores the critical challenges facing business when becoming more environmentally sustainable without forgoing traditional indicators of success. Topics involve elements of strategy, marketing, manufacturing and technology, finance, organization theory, and accounting and draw from current major concerns related to environment and sustainability, such as climate, toxins, and food.

B BUS 461 Business, Government, and Society (5) Covers capitalism and its critics; corporate social responsibility and business ethics; government and politics; regulation business; stakeholders and interest groups; the role of technology and the future of business. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 310.

B BUS 462 Negotiations and Conflict Management (5) Explores creative, integrative approaches to conflict resolution. Bargaining games, role-plays, cases, issues in conflict management, interpersonal influence processes, ethical implications of bargaining problems and personal negotiating styles. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 320.

B BUS 463 Advanced Financial Accounting (5) Examines the reporting of earnings and changes in stockholder equity, consolidation of financial statements for subsidiaries, and accounting for foreign currency gains and losses. Evaluates current methods used to report accounting errors and the effects of changes in accounting principles. Prerequisite: minimum grade of 1.7 in B BUS 362.

B BUS 464 New Product Marketing (5) Focuses on the process of New Product Marketing. Examines the contemporary practices of market development as it complements new product development. Emphasis given to understanding customer value, its measurement and relationship to new product design. Practical exposure through focused homework, student projects, and case studies. Prerequisite: minimum grade of 1.7 in B BUS 320.

B BUS 465 Applied Financial Accounting (5) Emphasizes what analysts and managers need to know about the issues and procedures involved in the preparation of the financial statement, rather than on the actual preparation of the statements. Prepares students for professional certification as management accountants or financial analysts. Prerequisite: minimum grade of 1.7 in B BUS 350.

B BUS 466 Applied Managerial Accounting (5) Examines the principles of management accounting and the tools and techniques used to prepare and disseminate management accounting reports. Prepares students for professional certification as management accountants or financial analysts. Prerequisite: minimum grade of 1.7 in B BUS 350.

B BUS 467 Advanced Taxation (5) Examines issues of taxation for entities other than individuals, including corporation, subchapter S corporations, partnerships, estates, and trusts. Includes corporate distributions, liquidations, and reorganizations. Prerequisite: minimum grade of 1.7 in B BUS 450.

B BUS 470 Business Policy and Strategic Management (5) Capstone course. Focuses on identification, analysis and resolution of managerial problems; creation and implementation of management policies in business organizations; and revision of policies over time. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 320; minimum grade of 1.7 in B BUS 340; minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 471 Entrepreneurial Management (5) Focuses on the processes of entrepreneurship within an organization, including how to create products and services which add value to consumers, how to start and nurture a new business venture, and how to develop and sustain innovation within existing organizations.

B BUS 472 Managing Employees (5) Focuses on how companies are succeeding through innovative human-resource practices and on the steps that managers can take to overcome barriers to change in order to meet the challenges of today and the future. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; may not be repeated.

B BUS 473 Leadership and Decision Making (5) The manager is seen as a business leader and decision-maker. Covers various individual and group-level decision-making models. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; may not be repeated.

B BUS 475 Managing Innovation (5) Examines topics such as the nature of innovation, technology strategy, organizational and technical
capabilities, and new product development processes. Course requirements typically include readings, case analyses, classroom discussion, and research project(s). Open to Business or CSS students having senior status. Prerequisite: may not be repeated.

B BUS 476 New Technology and Future Markets (5) - Examines the business dynamics of technological revolutions. The primary objective is to help managers critically analyze the potential impacts of upcoming "leading edge" technologies on their industry sector. Students engage in forecasting a high technology sector. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 320; minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 477 Human Resource Management (5) - Provides an introduction to the strategic role of the Human Resource function within modern organizations. Examines HR management practices associated with individual and organizational effectiveness, employee satisfaction and motivation; develops an understanding of how general managers can apply these concepts in dealing with their employees. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300.

B BUS 479 Special Topics in Management (5, max. 20) - Topics of current interest to faculty and students. Offered when allowed by faculty availability and sufficient student interest. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300.

B BUS 480 Global Environment of Business (5) - Focuses on the major changes and issues facing businesses and managers operating in an increasingly global environment. Emphasizes topics such as trade policy, accelerating advances in technology, the changing nature of the work force, and societal expectations of business. Problems and issues from the perspective of directing the entire business enterprise. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 320; minimum grade of 1.7 in B BUS 340; minimum grade of 1.7 in B BUS 350; may not be repeated.

B BUS 489 Digital Business Lab (5) - MIS concentration capstone. Provides a broad understanding of the impact of information technology on the corporation. Uses various learning tools such as case studies, portfolios, site visits, visiting speakers, and term papers. Prerequisite: minimum grade of 1.7 in B BUS 330; B BSKL 300; minimum grade of 1.7 in CSS 341; minimum grade of 1.7 in CSS 360; may not be repeated.

B BUS 490 Special Topics in Business (5, max. 20) - Topics of current interest to faculty and students. Offered when allowed by faculty availability and sufficient student interest. Prerequisite: minimum grade of 1.7 in B BUS 300; B BSKL 300; minimum grade of 1.7 in B BUS 310.

B BUS 491 Business Consulting (5) - Applies principles and methods of consulting to organizations. Teams work as consultants for local businesses, applying management theory and concepts to develop strategic and tactical solutions to client-driven problems involving multiple functions.

B BUS 497 Guided Internship (1-10, max. 10) - A significant research project planned and carried out by the student under the direction of one or more faculty.

B BUS 498 Directed Readings (3-5, max. 15) - A significant research project planned and carried out by the student under the direction of two or more faculty.

B BUS 499 Undergraduate Research (1-5, max. 15) - Individual advanced research on topics related to business issues and conducted under the direction of one or more instructors.

B BUS 500 Quantitative Business Methods (2) - Reviews fundamental concepts of differential calculus, descriptive statistics and probability theory, emphasizing applications most useful in modeling business problems. Topics include differentiation and optimization, descriptive statistics, measures of association, probability concepts, decision analysis and discrete and continuous probability distributions. Concepts are illustrated through case problems in business. Credit no credit only. Offered: S.

B BUS 501 Leadership, Team Process and Decision Making: A Workshop (4) - Examines factors associated with leader and team effectiveness using high- and low-element exercises and lecture/discussion. Introduces management analysis and decision-making using the case study method. Three-day off-campus retreat followed by two Saturdays on campus. Credit no credit only. Offered: A.

B BUS 502 Business Statistics (6) - Reviews descriptive statistics, exploratory data, and probability distributions. Studies the theory and methods of statistical inference, emphasizing those applications most useful in modeling business problems. Topics include sampling theory, estimation, hypothesis testing, linear regression, analysis of variance, and several advanced applications of the general linear model. Offered: A.

B BUS 503 Financial Reporting and Analysis (4) - Read, interpret, and analyze company financial reports. Understand the procedural aspects of the preparation of financial statements. Acquire a working knowledge of generally accepted accounting principles and financial reporting standards. Understand the ambiguities that arise in preparing financial statements and the role of good business judgment in resolving these ambiguities.

B BUS 504 Economics for Business Leaders (4) - Considers some of the most important economic aspects of a business enterprise including demand and cost analysis, pricing strategy (including auctions), and the economics of information. Highlights the usefulness of game theory. Offered: W.

B BUS 504 Microeconomics for Business (4) - Considers some of the most important economic aspects of a business enterprise including demand and cost analysis, pricing strategy (including auctions), and the economics of information. Highlights the usefulness of game theory. Offered: W.

B BUS 505 Financial Management (4) - Provides an introduction to the models used in the investment and financing decisions of a firm. Topics include: valuation of stocks and bonds; measurement of risk and return; project evaluation and analysis; financial leverage and optimal capital structure. And optimal dividend policy. Prerequisite: B BUS 503; B BUS 504. Offered: Sp.

B BUS 506 Marketing Management (4) - Facilitates the development of a customer orientation and explores the use of the marketing mix of product, price, place and promotion to create, communicate and deliver value to targeted customer segments. Explains how marketing strategy is developed, implemented, and controlled in high-technology marketplaces. Prerequisite: B BUS 504. Offered: Sp.

B BUS 507 Global Business (4) - Synthesizes and extends perspective on global business environment. Demonstrates how choices related to organization and strategy (such as outsourcing and diversification) require an understanding of trade policy and policy, differences in national cultures, and international institutions. Prerequisite: B BUS 504; B BUS 505; B BUS 506. Offered: Sp.

B BUS 508 Business Law and Ethics (4) - Provides an understanding of the impact of legal considerations on managerial decision making. Topics include anti-trust law, intellectual property law, consumer protection and investor protection. Prerequisite: B BUS 525. Offered: W.
B BUS 509 Operations and Project Management (6) Pathak Addressed key operations issues in small, medium, and large scale, service and manufacturing organizations. Uses a blend of theory, cases, analytical techniques, business examples, videos, and class discussions. Introduces Project Management (PM) as a complementary weapon that helps managers in managing medium to large, complex projects. Prerequisite: B BUS 505; B BUS 506 Offered: A.

B BUS 509 Operations Management (4) Examines the operations function in service and manufacturing organizations form a managerial perspective. Key topics include strategic and design decisions relating to operations and processes, quality management, lean systems, inventory control and supply chain management. Uses blend of theory, cases, analytical techniques, and business vignettes. Prerequisite: B BUS 505; B BUS 506 Offered: A.

B BUS 510 Organizational Theory and Knowledge Management (4) Explores intangible assets and “meso” issues that underpin organizational effectiveness. Topics include organizational phenomena (cultures, structures, routines, capabilities, life cycles), intellectual capital, and knowledge management (creating, maintaining, and diffusing knowledge). Projects require application of best practices to personally relevant situations. Offered: Sp.

B BUS 511 Strategic Management in High-Technology Firms (4) Focuses on major top management decisions, emphasizing how competitive advantage is created and maintained through planning and strategy. Using reading and cases, demonstrates importance in technology industries of external environments (customers, competitors, science and technology, laws), organizational phenomena (structure, processes, decision making), and an international perspective. Offered: A.

B BUS 512 Strategy (4) Hoehn-Weiss, Laverty Focuses on major top management decisions, emphasizing how competitive advantage is created and maintained through planning and strategy. Using readings and cases, demonstrates importance in diverse industries of external environments (customers, competitors, science and technology, laws), organizational phenomena (structure, processes, decision making), and an international perspective. Offered: A.

B BUS 512 Strategic Management (4) Hoehn-Weiss, Laverty Focuses on major top management decisions, emphasizing how competitive advantage is created and maintained through planning and strategy. Using readings and cases, demonstrates importance in diverse industries of external environments (customers, competitors, science and technology, laws), organizational phenomena (structure, processes, decision making), and an international perspective. Offered: A.

B BUS 514 Business Communications for Leaders (4) Focuses on making written and spoken communications effective and authentic, using case studies of several communication challenges that occur in organizations. Teaches how successful communication is both intentional and strategic; and how to formulate communication goals, understand your audience, and use the correct approach in each situation. Offered: S.

B BUS 521 Enterprise IT Management (4) Focuses on critical issues for aligning information technology resources with the enterprise. Demonstrates the role of company mission and objectives on decisions regarding project approval and implementation. Topics include: project due diligence; technology process management; technology agility; enterprise system implementation, legal and ethical aspects, and contemporary issues. Offered: S.

B BUS 522 Organizational Behavior (4) Improves student’s effectiveness as managers and leaders. Introduces frameworks for understanding organizational processes. Includes a one-day, overnight retreat to help second-year students to reflect on their experiences, and examine progress toward their development goals to enhance success during the second year. Prerequisite: B BUS 501. Offered: A.

B BUS 523 New Product Marketing and Marketing Engineering (6) Addresses market entry strategies, innovation diffusion, estimating market potential, segmenting markets, and designing optimal products and services. Employs lectures, cases, services project, and computer simulation to understand successful innovations. Prerequisite: B BUS 506. Offered: A.

B BUS 524 Creativity and Innovation Management (4) Provides senior management perspective and analytical frameworks for managing creativity and innovation to achieve strategic goals and objectives. Topics include the language of innovation, use of lateral thinking and group collaboration techniques to create breakthrough new ideas, and building innovation eco-systems through integration of strategy, process, organization, and technologies.

B BUS 525 Technology and Innovation Management (4) Provides a general manager’s perspective on the management of innovation. Focuses on conceptual frameworks and analytical tools for managing innovation throughout the firm. Topics include the nature of innovation, how organizational and technical capabilities affect innovation, product/process development systems, and technology implementation. Offered: W.

B BUS 526 Entrepreneurship Practicum (4) Focuses on providing immersive real-life experiences that require application of fundamental business principles. Students in the “new venture” track make a trial presentation to practitioners at the quarter’s end. Students in the “live case” track meet pre-established and agreed-upon goals. Prerequisite: B BUS 521. Offered: W.

B BUS 527 Entrepreneurial Marketing (4) Explores how marketing and entrepreneurial affect and are affected by one another. Examines role of marketing in entrepreneurial ventures, and the role of entrepreneurship in marketing efforts for all firms.

B BUS 531 Leadership and Managerial Effectiveness (4) Freytag Focuses on leadership and managerial effectiveness. Builds upon students’ knowledge of factors which influence leadership behavior and the critical personal and interpersonal associated with leadership. At a one-day, overnight retreat, students engage in an organizational simulation and receive feedback from faculty and mentors. Prerequisite: B BUS 501. Offered: A.

B BUS 532 Marketing Research (6) Balakrishnan, Lo, Nye Focuses on the major methodologies of marketing research. Deals with the entire research process, from problem definition, research design, questionnaire construction, and sample selection to data collection and analysis. Introduces various standard and state-of-the-art data analyses techniques and software packages. Prerequisite: B BUS 506. Offered: A.

B BUS 541 Advanced Corporate Finance (4) Miler Reviews basic financial concepts and introduces more advanced financial tools. Uses case analysis to confront the complexities of real-world financial situations. Students work to identify relevant issues necessary to address the financial problems raised in cases. Prerequisite: B BUS 505. Offered: S.

B BUS 542 Customer Satisfaction Models (5) Examines the role of customer satisfaction in a market economy; how information on customer satisfaction can be used to understand the economy, to help investment decisions, and to improve business management. Theoretical objectives include broadening the pre-purchase and post-purchase decision-making focus into the consumption and post-consumption areas. Offered: S.
B BUS 543 Investments (4) Examines various types of investment securities and derivatives, the mechanics of security markets, the relationship between risk and return, and the distinction between fundamental and technical analysis. Prerequisite: B BUS 505. Offered: S.

B BUS 544 Negotiations (4) Examines the theory and processes of negotiation. Includes a broad spectrum of negotiation problems. Credit/no credit only.

B BUS 545 Technology Management Field Study (5)

B BUS 546 Seminar on Global Economic Issues (4) Analyzes economic structures and trends in national across the globe and examines their implications for business decision-making. Examines how these economies are influenced by political, legal, regulatory, and technological issues in a global context. Offered: S.

B BUS 550 Global Commercialization of Sustainable Technologies (4) Students work on faculty-supervised interdisciplinary teams (with students from business, sciences/engineering, and public policy) to develop business plans for commercializing environmentally friendly technologies around the world. The projects involve collaborating with EPA's Environmental Technology Commercialization Center, with Battelle Labs, and with Puget Sound businesses.

B BUS 556 Entrepreneurial Finance (4) Examines financial challenges common to new ventures, and discusses each participate in the venture arena. Explores alternative sources of private equity for new ventures.

B BUS 590 Special Topics for MBA Study (4) Topics of interest Business faculty and students. Offered when allowed by faculty availability and sufficient student interest.

B BUS 591 Global Business Study Tour (1-10), max. 10 Study abroad tour that cultivates a rich understanding of business theory and a genuine global perspective. Develops an appreciation of national difference in culture and economic, legal, and political systems that affect business strategy, operations, and performance.

B BUS 600 Independent Study or Research (1-4) Independent study or research on business topics conducted under the direction of one or more instructors. Credit/no credit. Offered: AWSpS.

B BUS 601 MBA Internship (4) Provides a circumscribed practical experience at an organization under the supervision of a faculty member. Credit no credit only. Offered: AWSpS.

Business Skills

B BSKL 200 Preparing for the Business World (5) Examines professionalism, productivity, communication, networking, and career management. Develops skills for business case analysis, project planning and management, public speaking, writing, team work, and introspection. Credit/no credit only.

B BSKL 300 Business Team Skills (1) Collins, Kelley, Walters Introduces students to the characteristics of effective teams, team processes, stages of group development, leadership behaviors, meeting management, and team performance diagnosis. Must be taken concurrently with B BUS 300, Management of Organizations. Credit/no credit only. Offered: AW.

B BSKL 305 Business Research Skills (1) Kelly, Miller Familiarize students with analytical reasoning and research methods, the case method of teaching, and group writing skills. Provides students with the tools necessary to succeed in the UWB Business Program. Must be taken concurrently with B BUS 305, Managerial Communication. Credit/no credit only. Offered: AW.

Eastside Learning Center - Business

ELCBUS 210 Principles of Financial Accounting (5) Preparation and use of accounting reports with primary focus on uses of accounting for external reporting. Understand financial statements and prepare statements that accurately present to external entities corporate financial position, operating results, cash flows, and financial strength.

ELCBUS 211 Principles of Managerial Accounting (5) Uses accounting information for business planning and control purposes. Focuses on internal use of accounting information and topics include cost behavior, product costing, budgeting, performance management, and responsibility accounting. Develops proficiency in identifying the relevant information for making operational and strategic decisions. Prerequisite: either ELCBUS 210 or B BUS 210.

ELCBUS 215 Introduction to Business Statistics (5) Introduces descriptive statistics, probability concepts, and statistical inference emphasizing statistical applications useful in decision making and research in the social sciences. Topics include exploratory data analysis, correlation sampling theory, estimation, hypothesis testing, and simple regression analysis. Concepts are illustrated through case problems in sociology, psychology, consumer economics, and business.

ELCBUS 300 Management of Organizations (5) Examines management from a macro perspective. Includes leading management theories, recent case studies of world-class organizations, new research finding, and presentations by leading business executives.

ELCBUS 301 Business Statistics (5) QSR Examines statistical methods useful in modeling business problems. Topics include exploratory data analysis and the visual representation of data, probability distributions, statistical inference (sampling theory, estimation, hypothesis testing), and multiple regression models. Concepts illustrated through case problems and the intensive use of statistical software.

ELCBUS 305 Managerial Communication (1-2, max. 5) Focuses on the importance of topics such as written and oral communication for managerial success. Involves hands-on individual and group experience in preparing business documents and delivering business presentations.

ELCBUS 310 Managerial Economics (5) Applies economics principles and quantitative methods to improve managerial decision making. Topics include demand analysis, cost analysis, forecasting, asset valuation, information economics, and government regulation of business. Prerequisite: minimum grade of 1.7 in ELCBUS 301.

ELCBUS 320 Marketing Management (5) Focuses on designing tools, concepts, and strategies for problem solving in marketing management. Prerequisite: minimum grade of 1.7 in ELCBUS 301.

ELCBUS 330 Information Management and Analysis (5) Examines core technologies vital to enterprise information technology management. Topics include architectural considerations in high tech enterprises, internet tools, and enterprise resource planning systems.

ELCBUS 340 Operations and Project Management (5) Examines service and manufacturing processes that deliver value to customers, introduces concepts and tools for critical analysis, and emphasizes operating priorities (quality, cost, delivery, flexibility, social responsibility) including the underlying factors that support them. Prerequisite: minimum grade of 1.7 in ELCBUS 310.
ELCBUS 350 Business Finance (5) Focuses on understanding the sources, uses, costs, and control of funds in business organizations. Issues include the internal management of working capital, sources of capital, financing new ventures, capital budgeting, and financing the growth of businesses. Prerequisite: minimum grade of 1.7 in ELCBUS 310.

ELCBUS 380 Introduction to Organizational Behavior (5) Examines frameworks and models for understanding the factors that influence the effectiveness of individuals, teams, and organizations. Topics include employee motivation, leadership, team dynamics, communication, and organizational culture and change.

ELCBUS 382 Business, Government, and Society (5) Examines the relationship of business to society for the perspective of the business manager. Considers business’ relationships with both commercial and non-commercial stakeholders. Topics including business ethics, influence of business and government on each other, and relative roles of the two in achieving society’s economic, social, and environmental goals.

ELCBUS 400 Business Project Management (5) Provides in-depth coverage of skills that prepare students for rules as business project leaders and team members. Topics include project selection, risk, definition, stakeholder analysis, communication, plans, scheduling, software, resource allocation, monitoring, post-project assessment. Emphasizes critical thinking and analysis. Prerequisite: minimum grade of 1.7 in ELCBUS 340.

ELCBUS 401 Electronic Marketing (5) Critically analyze new marketing models; study how firms can effectively leverage new technology and maximize long-term profits. Includes: web marketing strategy, e-commerce issues, channel issues, pricing models, advertising and promotion models, and business plans. Equivalent to B BUS 431. Prerequisite: minimum grade of 1.7 in ELCBUS 320.

ELCBUS 402 Leadership and Decision Making (5) The manager is seen as a business leader and decision-maker. Covers various individual and group-level decision-making models. Prerequisite: minimum grade of 1.7 in ELCBUS 300.

ELCBUS 403 Negotiations and Conflict Management (5) Explores creative, integrative approaches to conflict resolution. Includes bargaining games, role-plays, cases, issues in conflict management, interpersonal influence processes, ethical implications of bargaining problems, and persona negotiating styles. Equivalent to B BUS 462. Prerequisite: minimum grade of 1.7 in both ELCBUS 300 and ELCBUS 320.

ELCBUS 441 Essentials of Venturing (5) Provides an overview of the new venture creation process including business formation, growth, and innovation. Introduces forms of entrepreneurship, methods of acquiring human capital, the idea generation processes, networking, intellectual property protection, as well as types and sources of funding.

ELCBUS 442 New Venture Ideas (5) Focuses on the basics of new product development and marketing. Provides an understanding of the importance of the integration of design, manufacturing, and marketing processes. Prerequisite: minimum grade of 1.7 in ELCBUS 441.

ELCBUS 443 Venture Feasibility Analysis (5) Focuses on methods to evaluate and obtain control over opportunities that can be exploited by starting new companies. Prerequisite: ELCBUS 442, which may be taken concurrently.

ELCBUS 444 Venture Start-up, Management and Growth (5) Focuses on the opportunity and challenge of managing and growing of start-ups. Emphasizes understanding of the processes managing growth and effectively dealing with the growing pains. Prerequisite: minimum grade of 1.7 on ELCBUS 443.

ELCBUS 451 Financial Policy and Planning (5) Emphasizes major current theories and practices in the field of financial management. Topics include financial ratio analysis; break-even analysis; cash, marketable securities, inventory, and accounts receivable management models; dividend policy; short-term and long-term financing decisions; and international finance. Prerequisite: minimum grade of 1.7 in ELCBUS 350.

ELCBUS 453 Financial Institutions and Markets (5) Role of banks and non-bank financial institutions in the financial system; asset choices of banks and non-bank financial institutions; problems in the management of financial institutions with emphasis on commercial banks. Prerequisite: minimum grade of 1.7 in ELCBUS 350.

ELCBUS 454 Investments (5) Introduction to the nature, problems, and process of evaluating particular securities and portfolio construction and administration. Special attention is directed to the risk and rate of return aspects of particular securities portfolios; and total wealth. Prerequisite: minimum grade of 1.7 in ELCBUS 350.

ELCBUS 455 Futures and Options (5) Introduction to the field of derivative securities, focusing in particular on futures, forwards, and options. Pays special attention to the use of derivative securities in the management of risk and the general principles underlying the pricing of derivative securities. Prerequisite: minimum grade of 1.7 in ELCBUS 454.

ELCBUS 461 International Environment of Business (5) Focuses on major changes and issues facing businesses and managers operating in an increasingly global environment. Emphasizes topics such as trade policy, technological advances, the changing nature of the work force, and societal expectations of business. Prerequisite: minimum grade of 1.7 in ELCBUS 310.

ELCBUS 462 International Marketing (5) Integrated study of institutions, factors, and trends that have a bearing on global business operations and strategy. Utilizes lectures, research, case studies, guest speakers, and extensive practical application of modern marketing principles. Special emphasis on developing a marketing plan for the export of product or service. Prerequisite: ELCBUS 320.

ELCBUS 463 International Finance and Trade (5) Covers key topics in financial management including management of foreign exchange exposure, foreign direct investment decisions, multinational capital budgeting, balance of payments, determination of exchange rates, and the role and tools of banks in international trade. Prerequisite: minimum grade of 1.7 in ELCBUS 350.

ELCBUS 464 History and Globalization (5) Examines the process of globalization from a historical perspective and applies a systems theory framework based on the insights of modern science to enhance understanding of the process.

ELCBUS 470 Business Policy and Strategic Management (5) Focuses on identification, analysis, and resolution of managerial problems; creation and implementation of management policies in business organizations; and revision of policies over time. Prerequisite: a minimum grade of 1.7 in each of ELCBUS 300; ELCBUS 320; ELCBUS 340; and ELCBUS 350.

ELCBUS 497 Guided Internship (1-10, max. 10) A significant research project planned and carried out by the student under the direction of one or more faculty.

ELCBUS 499 Undergraduate Research (1-5, max. 15) Individual advanced research on topics related to business issues and conducted under the direction of one or more instructors.
Computing and Software Systems

CSS 106 Computer Animation (5) VLPA/NW, QSR Uses the creation of computer generated animation as a means to study communication of ideas based on digital media. Studies modeling, rendering, and animation with hands-on experimentation and practices.

CSS 107 Introduction to Programming through Animated Storytelling (5) VLPA, QSR Introduces the fundamentals of programming using storytelling in virtual worlds; includes creation of characters, games, short stories, storyboards, 3-D motion, classes, methods, and functions. Contemporary topics vary addressing social, scientific, and ethical issues of information technology.

CSS 161 Fundamentals of Computing (5) NW, QSR Introduces programming concepts within social, cultural, scientific, mathematical, and technological context. Topics include programming fundamentals (control structures, data types and representation, operations, functions and parameters), computer organization, algorithmic thinking, introductory software engineering concepts (specifications, design, testing), and social and professional issues. Co-requisite: CSSSKL 161.

CSS 162 Programming Methodology (5) NW, QSR Transition from basic programming skills to a rigorous process of software development. Familiarization with higher level programming techniques (recursion, generic programming, stacks, queues, trees, searching, and sorting). Emphasizes connection between algorithmic thought and implementation. Prerequisite: minimum grade of 2.7 in CSS 161; co-requisite: CSSSKL 162.

CSS 198 Supervised Study (1-5, max 6) Supervised exploration of computing related topic or concept.

CSS 199 Computing Research (1-5, max. 6) Exploration of computing research activities and processes as specified in a contract with a faculty member.

CSS 205 Women in STEM Seminar: College Life (1, max. 6) I&S Develop effective academic strategies for women in science, technology, engineering and mathematics. Explores the representation of women in STEM as they are portrayed in literature and film. Discusses issues if STEM and gender including: mentors and support groups, social issues, role models and stereotyping, and earning respect.

CSS 211 Computers and Society (5) I&S Exploration and discussion of issues related to the development, support, and usage of computing technology in today’s society. Topics vary each quarter but include coverage of areas related to intellectual property rights, privacy, freedom of speech, liability, ethics, and labor.

CSS 211 Computers and Society (5) I&S Exploration and discussion of issues related to the development, support, and usage of computing technology in today’s society. Topics vary each quarter but may include coverage of areas such as intellectual property rights, cybersecurity, privacy, freedom of speech, liability, ethics, social justice, diversity, and labor.

CSS 225 Physics and Chemistry of Computer Components and Their Manufacture (5) QSR Jackels Examination of the basic physics and chemistry underlying the design and manufacture of computer components. Introduction to the electronic structure of the solid state, the nature of p-n junctions, and basic transistor design. Aspects of materials and polymer science and photolithography employed in microchip manufacture. May not be repeated.

CSS 233 Interactive Media Technologies (5) QSR Examines the core concepts and technologies used to design, build, and support interactive media applications. Creates projects using media production processes and tools and applies programming constructs, incorporates text and multimedia content, and uses standard formats and languages.

CSS 263 Programming and Discrete Mathematics (5) Abstract representation as tools for software design. Fundamentals of mathematical thinking (predicate calculus, functions, relations, proofs, computational complexity) applied to abstract data types (lists, stacks, queues) and algorithmic strategies (divide-and-conquer, greedy). Pointers and memory management in programming languages. Prerequisite: minimum grade of 2.5 in both CSS 162 and B CUSP 124.

CSS 290 Topics in Computing (1-5, max 10) Examines current topics and issues associated with computing that are of broad relevance.

CSS 301 Technical Writing for Computing Professionals (5) Explores methods for writing effective system specifications, user documentation and requests for proposals (RFPs). Examines RFP analysis techniques, writing plans, proposals, marketing documentation, and customer communications. May not be repeated.

CSS 330 Topics in Mathematics for Software Development (1-5, max. 10) Topics in intermediate mathematics as applied within the context of computer software application development. Topics chosen from the fields of intermediate calculus and finite mathematics.

CSS 332 Programming Issues with Object-Oriented Languages (2) Zander Covers language and development/execution environment differences, including data types, control structures, arrays, and I/O; addressing and memory management issues including pointers, references, functions, and their passing conventions; object-oriented design specifics related to structured data and classes. Co-requisite: CSS 342.

CSS 337 Secure Systems (5) Prepares students for deploying and operating secure systems on a heterogeneous distributed infrastructure. Covers cybersecurity principles, methods, and tools used to protect against and detect external and internal threats. Addresses ethical and professional issues for cybersecurity personnel. Assumes students have basic computer administration skills. Prerequisite: CSS 161.

CSS 341 Fundamentals of Programming Theory and Applications (5) Fundamental concepts and techniques for analysis, design and implementation of computer programming. Prerequisite: CSS 161; may not be repeated.

CSS 342 Mathematical Principles of Computing (5) Integrating mathematical principles with detailed instruction in computer programming. Explores mathematical reasoning and discrete structures through object-oriented programming. Includes algorithm analysis, basic abstract data types, and data structures. Prerequisite: minimum grade of 2.5 in CSS 162; B CUSP 124; may not be repeated.

CSS 342 Data Structures, Algorithms, and Discrete Mathematics I (5) Zander Develops competencies associated with problem-solving, algorithms, and computational models. Covers abstract data types and data structures, efficiency of algorithms, binary tree representations and traversals, searching, dictionaries, priority queues, hashing, directed graphs and graph algorithms, and language grammars. Prerequisite: minimum grade
CSS 343 Data Structures, Algorithms, and Discrete Mathematics II (5) Stiber, Zander Develops competencies associated with problem-solving, algorithms, and computational models. Covers abstract data types and data structures, efficiency of algorithms, binary tree representations and traversals, searching, dictionaries, priority queues, hashing, directed graphs and graph algorithms, and language grammars. Prerequisite: minimum grade of 2.0 in CSS 301; minimum grade of 2.0 in either CSS 263 or CSS 342; minimum grade of 2.0 in either B CUSP 125 or MATH 125; may not be repeated.

CSS 350 Management Principles for Computing Professionals (5) Erdly Through a team software project, explores critical interpersonal, communication, leadership-making, social, and cultural theories drawn from contemporary research in anthropology, sociology, psychology, and business. Prerequisite: CSS 301, which may be taken concurrently; may not be repeated.

CSS 360 Software Engineering (5) Cioch Surveys the software engineering processes, tools, and techniques used in software development and quality assurance. Topics include life-cycle models, process modeling, requirements analysis and specification techniques, quality assurance techniques, verification and validation, testing, project planning, and management. Prerequisite: CSS 301, which may be taken concurrently; either CSS 263, CSS 341 or CSS 342 which may be taken concurrently; may not be repeated.

CSS 360 Software Engineering (5) Cioch Surveys the software engineering processes, tools, and techniques used in software development and quality assurance. Topics include life-cycle models, process modeling, requirements analysis and specification techniques, quality assurance techniques, verification and validation, testing, project planning, and management. Prerequisite: either CSS 263, CSS 341 or CSS 342 which may be taken concurrently; may not be repeated.

CSS 370 Analysis and Design (5) Cioch Methods and tools to capture and communicate requirements, proposed solutions, and design to management, customers, and software developers. Data, process, and object modeling using languages such as data flow diagrams, entity/relationship diagrams, and unified modeling language use cases and class and sequence diagrams. Prerequisite: 2.0 in CSS 301; 2.0 in either CSS 263 or CSS 342; 2.0 in CSS 360; may not be repeated.

CSS 371 Business of Technology (5) Berger Methods for aiding software development, communicating progress to customers, management, and developing marketing strategies for the product. Incorporates social, psychological, and ethical issues. May not be repeated. Offered: jointly with B EE 371.

CSS 383 Bioinformatics (5) NW Kraemer Covers principles of bioinformatics. Students develop a working knowledge of computational tools to analyze biological datasets, including DNA and protein sequence databases. Includes topics such as database searching, sequence alignment [DNA, RNA, and protein], BLAST, phylogeny, evolution, functional genomics, gene expression/microarray analysis, and protein analysis. Offered: jointly with B BIO 383.

CSS 385 Introduction to Game Development (5) VLPA/NW Sung Examines the fundamental issues in designing and developing computer video games; creative and artistic elements, story narration, software architecture, interaction model, mathematical, physics, special effects, and in-game AI logic. Experiences elements in game design: world setting, game play, and interface; and experiences implementing games: conceptualization, prototyping, and play testing. Prerequisite: CSS 342. Offered: Sp.

CSS 385 Introduction to Game Development (5) VLPA/NW Sung Examines the fundamental issues in designing and developing computer video games; creative and artistic elements, story narration, software architecture, interaction model, mathematical, physics, special effects, and in-game AI logic. Experiences elements in game design: world setting, game play, and interface; and experiences implementing games: conceptualization, prototyping, and play testing. Prerequisite: CSS 342; minimum grade of 2.0 in either CSS 263 or CSS 342; may not be repeated.

CSS 390 Special Topics (1-5, max. 10) Examines recent topics and issues associated with computing and software systems.

CSS 405 Women in STEM Seminar: Career/Professional Life (1, max. 6) I&S Develops effective academic strategies for women in science, technology, engineering and mathematics. Explores the representation of women in STEM as they are portrayed in literature and film. Discusses issues of STEM and gender including: earning respect, work-life balance, social issues, connection and networks, job hunting and technical interviews.

CSS 411 Computing Technology and Public Policy (5) I&S In depth investigation of economical, political, organizational, and societal ramifications of using computing technology. Evaluates current policy approaches, determines trends, and proposes changes. Topics vary by quarter.

CSS 421 Introduction to Hardware and Operating Systems (5) NW, QSR An introduction to the architecture of modern microprocessors and operating systems. Examines the basic theories and concepts of how hardware and software cooperatively interact to accomplish real-world tasks. Prerequisite: either CSS 263 or CSS 342.

CSS 422 Hardware and Computer Organization (5) Berger An introduction to the architecture, operation, and organization of a modern computing machine. Topics covered include basic logic operations, state-machines, register models, memory organization, peripherals, and system issues. Assembly language taught in order to understand the instruction set architecture and memory model of the computer. Prerequisite: CSS 162, may not be repeated.

CSS 422 Hardware and Computer Organization (5) Berger An introduction to the architecture, operation, and organization of a modern computing machine. Topics covered include basic logic operations, state-machines, register models, memory organization, peripherals, and system issues. Assembly language taught in order to understand the instruction set architecture and memory model of the computer. Prerequisite: CSS 342; may not be repeated.

CSS 427 Introduction to Embedded Systems (5) Berger Introduction to the process of specifying and designing embedded systems. Follows the embedded systems development; software and hardware partitioning, processor selection, real-time operating systems, coding in assembly language and C, debugging, and testing. Lab experiments reinforce fundamental concepts using embedded design and debug tools. Prerequisite: CSS 422 or B EE 422; may not be repeated.

CSS 428 Advanced Embedded Systems (5) Advanced topics and experiments in embedded systems. Topics may include real-time performance analysis, mission critical software design, RTOS kernel design, memory management, flash programming, VHDL design, real-world interfacing, and real-time debugging tools. Lab experiments include A/D conversion, flash programming, hard real-time interrupt-driven input/output. Prerequisite: CSS 427.

CSS 430 Operating Systems (5) Principles of operating systems, including process management, memory management, auxiliary storage management, and resource allocation. Focus on the structure of the
popular desktop and real-time operating systems. Prerequisite: minimum grade of 2.0 in CSS 343; may not be repeated.

CSS 432 Network Design(5) Examines methods for designing LANs and WANs that optimize Quality of Service (QoS). Covers theoretical and practical element of the OSI protocol stack; routing protocols including OSPF and BGP; networking management/architecture; router configuration; security; and Internet policies. Explores emerging networking technologies. Prerequisite: CSS 301; either CSS 421 or CSS 422 which may be taken concurrently; may not be repeated.

CSS 432 Network Design(5) Examines methods for designing LANs and WANs that optimize Quality of Service (QoS). Covers theoretical and practical element of the OSI protocol stack; routing protocols including OSPF and BGP; networking management/architecture; router configuration; security; and Internet policies. Explores emerging networking technologies. Prerequisite: CSS 301; CSS 342; may not be repeated.

CSS 442 Object-Oriented Programming and Design (5) Zander Topics include advanced programming methodologies for PC/workstation-based GUI applications and object-oriented modeling, programming, and design. Study and design applications in a large-scale team environment. Introduce design patterns. Prerequisite: CSS 343; CSS 370; may not be repeated.

CSS 443 Advanced Programming Methodologies (5) Sung Examines programming methodologies, both theoretical and practical application aspects. From a theoretical aspect, explores approaches to analyzing and designing algorithms. In relation to practical applications, studies thread-based distributed application development. Prerequisite: CSS 343; may not be repeated.

CSS 448 Introduction to Compilers (5) Zander Introduction to the structures and organization of programming languages; fundamentals of translation; regular expressions and context-free grammars; syntax and lexical analysis, symbol tables, semantics and parsing, code generation; translation techniques such as LR, LL, and recursive descent. Prerequisite: CSS 343; may not be repeated.

CSS 450 Computer Graphics (5) Sung Introduces the fundamental concepts in computer graphics: camera model, illumination models, hardware shading, transformation pipeline, scene graphs, texture mapping, and simple modeling and animation techniques. Prerequisite: minimum grade of 2.0 in CSS 342; may not be repeated.

CSS 451 3-D Computer Graphics (5) Sung Introduces practical and popular three-dimensional (3-D) graphic algorithms. Examines modeling (how to build 3-D objects), animation (how to describe the motion of objects), and rendering (how to generate images of 3-D objects in animation). Prerequisite: CSS 342; may not be repeated.

CSS 451 3-D Computer Graphics (5) Sung Introduces practical and popular three-dimensional (3-D) graphic algorithms. Examines modeling (how to build 3-D objects), animation (how to describe the motion of objects), and rendering (how to generate images of 3-D objects in animation). Prerequisite: CSS 342; STMATH 308; may not be repeated.

CSS 455 Introduction to Computational Science and Scientific Programming (5) Jackels Introduction to principles and fundamental algorithms of scientific computing, including applied linear algebra and numerical methods. Group projects address current computational problems in the physical, biological, and life sciences. Prerequisite: B CUSP 125; either CSS 162 or CSS 341; may not be repeated.

CSS 457 Multimedia and Signal Computing (5) Stiber How multimedia information is captured, represented, processed, communicated, and stored in computers. Topics include: physical properties of sound and images, digitization, digital signal processing, filtering, compression, JPEG and MPEG algorithms, and storage and network communication. Prerequisite: either CSS 263 or CSS 342; may not be repeated.

CSS 458 Fundamentals of Computer Simulation Theory and Application (5) Rasmussen Covers all aspects of computer simulation including theory, implementation, and application. Presents real-life interdisciplinary examples. Final student project models a real-life situation with a computer simulation. Prerequisite: either CSS 263 or CSS 342; may not be repeated; recommended: statistics.

CSS 461 Software Project Management (5) Choi Fundamental skills required for effective software project management, including project planning and tracking and people management. Topics include risk analysis, project scope, scheduling, resource allocation, cost estimation, negotiation, monitoring and controlling schedule, software metrics, quality management, process improvement, staffing, leadership, motivation, and team building. Prerequisite: CSS 360; may not be repeated.

CSS 473 Entrepreneurship Seminar (5) Creates or works within a new venture. New venture situations include for-profit and non-profit companies and launching new products/services within existing companies. Develops a business plan. Offered: jointly with B BUS 443.

CSS 474 Product Development Lab (5) Includes a technology project and product development within the dynamic of time-pressured competition. Focuses on systematically improving products to beat competition and win the customer. Topics include benchmarking, competitive intelligence, and managing small group product development. Offered: jointly with B BUS 444.

CSS 475 Database Systems (5) Methods for obtaining requirements and designing database systems; differences between hierarchical, relational, and network database designs; techniques for designing and coding effective reporting procedures. Prerequisite: either CSS 263, CSS 341 or CSS 342; CSS 360; may not be repeated.

CSS 478 Usability and User-Centered Design (5) Application of human information processing models, theories and human-computer interaction principles for designing interactive systems. Emphasis is on how usability methods could be incorporated into the system design lifecycle. Topics include user survey, heuristic evaluation, task analysis and experimental testing. Prerequisite: CSS 360; may not be repeated.

CSS 480 Principles of Human-Computer Interaction (5) Erdly Examines fundamentals of human perception, human cognition, attention and memory constraints; role of user experience and intelligence; input and output devices; standards compliance; design of systems for individual versus collaborative work settings; rapid prototyping, user-centered design techniques, and design evaluation methods. Prerequisite: CSS 360; may not be repeated.

CSS 482 Expert Systems (5) Theory and application of expert systems: computer systems that capture and use human expertise. Applications include computer configuration, fault diagnosis, computer-aided instruction, data interpretation, planning and prediction, and process control. Prerequisite: CSS 343; may not be repeated.

CSS 485 Introduction to Artificial Neural Networks (5) Stiber Application of biological computing principles to machine problem
solving. State of the art in artificial neural networks (ANNs), including vision, motor control, learning, data analysis. Topics include ANN architectures, algorithms: perceptrons, Widrow-Hoff, backpropagation, Hebbian networks. Prerequisite: CSS 343; may not be repeated; recommended: prior exposure to linear algebra, probability, and calculus.

CSS 487 Computer Vision (5) Olson Methods for extracting content from digital images. Topics typically include linear filters, edge detection, segmentation, stereo vision, motion estimation, and object recognition: Examines applications of computer vision, such as image databases and robot navigation. Prerequisite: CSS 343.

CSS 490 Special Topics in Computing and Software Systems (1-5, max. 20) Examines current topics and issues associated with computing and software systems. Offered: AWSpS.

CSS 496 Applied Computing Seminar (5) Group seminar project requires software development and research project in applied computing. Objectives include: integrating minor or concentration with computing, reviewing professional literature, writing technical documents, and presenting project results to technologists/end-users. Prerequisite: CSS 301; CSS 342; CSS 350; CSS 360; CSS 421; three additional CSS courses.

CSS 497 Cooperative Education (1-10, max. 10) Completion of project as delineated in a contract between student, faculty advisor, and community sponsor. Prerequisite: CSS 350; CSS 370; CSS 422; CSS 430; two additional CSS courses.

CSS 498 Independent Study (1-5, max. 10) Individual study by arrangement with instructor.

CSS 499 Undergraduate Research (1-5, max. 10) Design and implementation of a research study as specified in a contract with a faculty member.


CSS 502 Data Structures and Object-Oriented Programming II (4) Covers advanced data structures including trees, balanced trees, heaps, graphs, and hash tables along with associated algorithms. Covers object-oriented programming with a focus on design and implementation of problems using inheritance and polymorphism. Introduces formal automata theory. Prerequisite: minimum grade of 2.7 in CSS 501.

CSS 503 Systems Programming (4) Examines the logical design and programming aspects of operating systems and network communication. Topics include processes, threads, synchronization, deadlocks, memory management, virtual memory, file systems, and client-server network programming. Prerequisite: minimum grade of 2.7 in CSS 502.

CSS 506 Software Development Processes (2) Provides a foundation in software engineering processes, methods, and practices associated with prescriptive and agile software process models. Includes the creation of artifacts commonly used to communicate, justify, and manage computing projects.

CSS 507 Software Modeling Techniques (2) Provides the concepts and skills needed to use modeling in software analysis and design to foster understanding and communications of a problem and its potential solutions. Includes the creation of modeling artifacts for projects by hand and using CASE tools. Prerequisite: CSS 506.

CSS 508 Software Testing and Quality (2) Reviews approaches, concepts, and techniques used to validate and verify software and methods used to improve software processes. Students reflect on the applicability of software engineering and computer science methods. Prerequisite: CSS 507.

CSS 514 Security Policy, Ethics, and the Legal Environment (2) Addresses ethical, legal, and policy frameworks within which information assurance and secure development lifecycle professionals must practice. Covers ethical, moral, and legal policy issues related to computers and telecommunications systems, such as how they impact privacy, fair information practices, equity, content control, and freedom of electronic speech.

CSS 517 Information Assurance and the Secure Development Lifecycle (5) Covers the foundations of Information Assurance (IA) and the Secure Development Lifecycle (SDL) needed to understand and apply best practices for development and on-going support of secure software systems in organizations. Uses workshops and applied project to practice methods and create artifacts important to IA principles.

CSS 519 Incident Response and Recovery (5) Explores management of response to security incidents including identification, examination, and integration of diverse crisis and emergency management, disaster recovery, and organizational continuity management issues. Also covers incident tracking, patch management, and corrective responses to internal and external stakeholders. Prerequisite: CSS 517.

CSS 534 Parallel Programming in Grid and Cloud (5) Exploration of theoretical programming methodology and practical middleware design used for parallel programming in grid and cloud systems. Uses different programming models, parallelizing patterns, and middleware systems for designing application-specific fault-tolerant parallel software. Prerequisite: CSS 543 or permission of instructor.

CSS 543 Advanced Programming Methodologies (5) Builds on knowledge of data structures and operating systems, introducing thread based and component based multi-tier programming. Reviews synchronization mechanisms and design/implementation of concurrent applications; discusses language/system independent software reuse, component technology, and multi-tier application design and development.

CSS 545 Mobile Computing (5) Covers concepts related to systems once can build located at the intersections of pocket size computing devices; location aware technologies; mobile web services; and integrated sensors such as touch- and gesture-based UIs. Uses programming projects to explore the concepts and application in each area, and enable students to define a final project to combine and intersect the above areas.

CSS 548 Introduction to Compilers (5) Zander Introduces the structures and organization of programming languages; fundamentals of translation; regular expressions and context-free grammars; syntax lexical analysis, symbol tables, semantics and parsing, code generation; translation techniques such as LR, LL, and recursive descent. Offered: A.

CSS 549 Algorithm Design and Analysis (5) Covers fundamental techniques for algorithm design and analysis, such as computational complexity, greedy algorithms, divide-and-conquer algorithms, dynamic programming, graph algorithms, randomized algorithms, and computational intractability.

CSS 552 Topics in Rendering (5) Sung Studies core algorithms and technologies in synthesizing high quality images, including: camera models, 3D viewing, visibility sampling and approximation, light source models, material property approximation, illumination models, human vision system, and texture synthesis. Offered: W.
CSS 552 Topics in Rendering (5) Sung Studies core algorithms and technologies in synthesizing high quality images, including: camera models, 3D viewing, visibility sampling and approximation, light source models, material property approximation, illumination models, human vision system, and texture synthesis. Prerequisite: CSS 451. Offered: W.

CSS 553 Software Architecture (5) Studies the concepts, representations techniques, development methods, and tools for structuring software systems. Topics include domain-specific software architectures, architecture description languages, architectural styles, product line architectures, and standards. Combines hands-on experience designing software with an understanding of recent developments in the field.

CSS 555 Evaluating Software Design (5) Studies best software engineering practices and methods used in prescriptive and agile approaches to create and evaluate software design from an quality principled point-of-view. Considers design from quality dimensions such as performance, scalability, maintainability, usability, and security.

CSS 565 Research Methods in Software Development (5) In-depth study of research design and data analysis techniques for computing-related research activities. Students prepare a research proposal; examine experimental, quasi-experimental, and qualitative design strategies; perform meta-analytic research, define and collect appropriate software metrics; and perform appropriate advanced statistical analyses.

CSS 572 Evidence-Based Design (5) Provides a foundation in evidence-based user-centered design theory, methods, and practices for creating innovative software-enabled products.

CSS 577 Secure Software Development (5) Augment standard software engineering practices with practices to develop applications with low security risks. Covers security risk analysis and assessment, design practices, STRIDE, threat modeling, secure coding practices, fuzz and penetration testing, security response, and security-analysis tools. Prerequisite: CSS 555; CSS 565, or instructor permission.

CSS 577 Secure Software Development (5) Examines secure design and secure coding principles, practices, and methods including least privilege, threat modeling, and static analysis. Covers common vulnerabilities such as buffer overruns, integer overflows, injection attacks, cross-site scripting, and weak error handling in detail.

CSS 581 Machine Learning (5) Theory and practical use of machine learning techniques, such as decision trees, logistic regression, discriminant analysis, neural networks, naïve Bayes, k-nearest neighbor, support vector machines, collaborative filtering, clustering, and ensembles. Emphasizes hands-on experience with real-world datasets, combined with several programming projects.

CSS 583 Knowledge Management Systems (5) Explores contemporary theoretical and practical implications of how to create and manage knowledge as acquired using technology. Uses different strategies such as XML, RDF, RDFS, and other approaches to provide methods and structures to organize and reference data for use within a variety of knowledge domains.

CSS 587 Advanced Topics in Computer Vision (5) Covers advanced topics in computer vision. Includes image and video databases, object recognition, video processing, scene reconstruction, and robot vision. Students implement projects on current topics in computer vision research.

CSS 590 Special Topics in Computing (5, max. 15) Special topics in computer science and software engineering. Prerequisite: permission of instructor.

CSS 595 Capstone Project I (5) First of the two-quarter capstone project sequence. Prerequisite: permission of instructor.

CSS 596 Capstone Project II (5) Second of the two-quarter capstone project sequence. Prerequisite: CSS 595; permission of instructor.

CSS 600 Independent Study or Research (1-5, max. 6) Independent study or research on computing topics conducted under the direction of one or more instructors. Offered: AWSpS.

CSS 700 Master’s Thesis (+)
B EDUC 250 Topics in Education and Popular Culture (3/5, max. 10)
VLPA Au Examines education in relation to specific elements of popular culture in order to deepen understanding of the connections and tensions within society. Explores how popular culture is used to enhance the education experience. Topics include popular forms of art, media, literature, or theatre.


B EDUC 391 Special Topics in Education (1-5, max. 10) Explores perspectives on educational policy and practice.

B EDUC 392 Independent Study (1-5, max. 10) Faculty supervised readings and activities in areas of special interest for individual students.

B EDUC 401 Learners (3) Surveys major theories and research in contemporary child psychology and learning. Focuses on issues with implications for learning. Relates theories and issues to educational and counseling practices. Discusses ethical issues related to serving children’s needs as well as issues related to moral and ethical development of children. Consideration of diverse learning styles and of the impact of ethnic and cultural influences on the development of children of color.

B EDUC 402 Human Growth and Learning (5) I&S Focuses on recent research in the area of child and adolescent learning and on the relationship of learning to human growth and development. Credit/no credit only.

B EDUC 403 Introduction to Special Education (2) Introduces basic knowledge for facilitating the success of all children in general education classrooms, with an emphasis on children who receive special education services. Discusses various disabilities, variations in development, legislation, referral, differentiation, and the general education teachers’ role. Not open for credit for students that have taken EDSPE 404 at the Seattle Campus.

B EDUC 405 Context of Learning and Schooling (3) I&S Surveys major themes of historical, legal, philosophical, political, ethical and social contexts of learning and schooling in American society. Integrates several disciplines as the foundation from which to view the instructional process.

B EDUC 406 Introduction to Field Placements (2) Introduction to building learning communities in classrooms. Involves students in assigned field placements in K-8 schools and in seminars on campus.

B EDUC 408 Knowing, Teaching, and Assessing in Multicultural Education and Social Studies (5) I&S Provides students with classroom methods, materials, and assessment strategies for teaching social studies in elementary schools. Grounded in democratic beliefs and assumes citizenship participation as an essential part of a free, humane, and civic community.

B EDUC 409 Knowing, Teaching, and Assessing in: Reading, Writing and Communicating (4) The first in a two-course sequence that builds understanding about literacy development and instruction. Focuses on early literacy, writing processes, and children’s literature.

B EDUC 410 Knowing, Teaching, and Assessing in Reading, Writing and Communicating (4) The second of two course sequence that builds understandings about literacy development and instruction. Focuses on reading for intermediate readers including comprehension, assessment, and remediation.

B EDUC 413 Knowing, Teaching, and Assessing in The Arts (3) Explores dance, music, visual arts, drama, and literary arts as integral strands of children’s learning. Credit/no credit only.

B EDUC 416 Instructional Design and Assessment (2) Explores the major concepts, theories, and research related to the development of learning opportunities for children that support individual students’ development, acquisition of knowledge, and motivation. Focuses on strategies for implementation of instruction in schools.

B EDUC 417 Families, Communities and Schools (2) Examines the fundamental values and assumptions that animate our educational endeavor through families, communities, and schools. Topics include changing demographics, community resources and involvement, and diversity of families. Credit/no credit only.

B EDUC 418 Knowing, Teaching, and Assessing in Intermediate Level Mathematics (4) Develops understanding of intermediate level mathematics concepts, tools, and strategies for teaching these concepts, and students’ mathematical learning. Pre-service teachers explore a variety of activities to facilitate their success as intermediate level mathematics teachers.

B EDUC 419 Knowing, Teaching, and Assessing in Mathematics (4) Introduces the nature of mathematics as an exciting way to interpret the world and as an elegant way to solve problems. Emphasizes using mathematical thinking to discover order and represent patterns rather than memorizing mathematical rules to be followed.

B EDUC 421 Knowing, Teaching, and Assessing in: Earth, Physical, and Life Sciences (4) Introduces the nature of science as subject matter, as a process of inquiry, and as a fascinating way to make sense of the world. Emphasizes the techniques, attitudes, skills, and competencies needed to become a scientifically literate citizen.

B EDUC 423 Knowing, Teaching, Assessing in Health, Fitness and Issues of Abuse (3) Examines health and fitness as it relates to children’s development of responsibility, health promoting behaviors; how to identify physical, emotional, sexual, and substance abuse; teacher report responsibilities; and methods of teaching about abuse/prevention. Open to Bothell Teacher Certification Program students only.

B EDUC 425 Reflections on Professional Practice Seminar (1-5, max. 15) Reflections on field work in educational settings.

B EDUC 427 Reflections on Professional Practice Seminar: Becoming a Professional Educator (2) I&S Through readings and reflective writing, students explore teacher as a member of a professional community and as a learner, teacher as agent of social justice, and the personal, social, and professional responsibilities of teaching.

B EDUC 435 Student Teaching (15) Students assume all facets of the teaching role in a full-time placement. Credit/no credit only.

B EDUC 437 Current Issues in Technology (1-3, max. 9) Sequenced and concentrated instruction and collaborative work in instructional technology to be integrated with other quarterly course work. Credit/no credit only.

B EDUC 452 Service Learning Practicum in Education (2, max. 6) I&S To be taken concurrently with any two or three credit UW Bothell Education courses. Requires approximately 40 hours of service learning in a school and/or other appropriate setting approved by the course instructor.

B EDUC 456 Adolescents in School and Society (5) I&S Discusses some of the transformations of consciousness that occur in adolescence
and examines how social structures, particularly formal schooling, help shape those transformations. Requires a community-based learning project.

B EDUC 460 Moral Dimensions of Education (5) I&S Joseph Explores philosophies of ethics and theories of moral development, focusing on how parents, peers, culture, teachers, and schools influence ethical growth. Examines how schools transmit values, teachers' ethical roles, and moral education content and practices. Incorporates independent learning on topics of interest. Offered: AWSpS.

B EDUC 461 Educational Implications of Gender Inequality (5) Examines the historical foundations of gender inequality in education, discuss gender as a factor in access to education, and explores recommended classroom practices designed to reduce gender inequality.

B EDUC 473 History of U.S. Public Schooling (3) Examines the development of educational policy and practice over time. Emphasizes United States schools from 1750 to present.

B EDUC 475 Global Perspectives on Diversity and Citizenship Education (3) I&S Explores the relationship between diversity and citizenship education in a select group of nation-states. Discusses challenges experienced by citizens in those nation-states as the nations respond to diversity while trying to maintain national cohesion.

B EDUC 480 Life and Learning in the Middle School (3) Gourd Introduces three components of preparation to teach in a middle school: adolescent development, the structure of the middle school, and developmentally appropriate curriculum and instruction (designed specifically for middle schoolers). Recommend for students who are preparing to teach in a middle school or junior high.

B EDUC 491 Special Topics in Education (1-5, max. 15)

B EDUC 493 Environmental Education (3) NW Analyze various environmental programs and prepare an individualized project. Learn to apply ecological concepts in the classroom and learn how to teach about various environmental education programs.

B EDUC 501 Inquiry in Education (3-5) Introduces tools for looking closely at classrooms and professional practice. Explores a professional question through gathering information, collegial discussion with their peers, and readings that offer multiple perspectives. Offered: A.

B EDUC 502 Teachers' Self-Understanding (3-5) Uses readings and writing, autobiography and examining key concepts in multicultural education as a basis for creating the reflective space necessary for teachers to better understand how personal elements of their lives, formed historically and culturally, influence their teaching and relationships with students. Offered: W.

B EDUC 503 History and Politics of Teaching (3) Explores historical, political, and social issues that affect classrooms and schools, as well as the nature of historical and political analysis.

B EDUC 504 Theories of Organizational Change and School Reform (3-5) Explores theories of organizational change and school reform. Practical strategies on how to be comfortable with and facilitate change in educational situations. Offered: Sp.

B EDUC 505 Professional Seminar 5 (3) Continues the exploration begun in B EDUC 504 of the teacher's role as collaborator, site-based decision maker, change agent, and leader. Examines leadership strategies and research skills.

B EDUC 507 Reviewing the Literature (3) Explores how to locate, analyze, and synthesize professional literature on a topic and how to assemble the resources necessary to write a review of that literature. Supports critical literature review application of knowledge product for program completion dossier.

B EDUC 508 Early Literacy Development and Instruction (3) Builds an understanding of how young children (ages 4-8) develop literacy behaviors, and how teachers can support this development. Explores emergent literacy behaviors, oral language development, building a literate identity, phonemic awareness, decoding, reading comprehension, spelling, and writing.

B EDUC 510 Literacy Instruction for Diverse Learners (3) Place, Smith Helps teachers meet the educational and linguistic needs of students with diverse needs or limited English language skills. Emphasizes instructional strategies consistent with a variety of approaches to curriculum adaptation and second-language learning. Examines strategies for classroom adaptation.

B EDUC 512 Theoretical Foundations for Multicultural Classrooms (3)

B EDUC 515 Perspectives on Curriculum Integration (3) Eisle Explores various means of developing integrative curriculum. Develops familiarity with existing methods of integrating curriculum and, by expanding the understanding of integration, to develop new methods. Studies approaches to integration within a single subject and between subjects will be developed into useable plans.

B EDUC 516 Teaching Diverse Students (3)

B EDUC 517 Working with Struggling Readers Grades 3-8 (3) Develops the strategies and understandings necessary for effective assessment and instruction of struggling readers in grades 3-8. Focuses on classroom-based assessments and their benefits for informing individual or whole class reading instruction.

B EDUC 518 Observing and Describing Children and Their Work (3) Focuses on observation and description of children and their work. Learn skills of observation as well as a process of systematic collaborative inquiry that validates teachers' knowledge of their students while also generating new knowledge. Study the work of teacher researchers who base their work on thoughtful observations of children.

B EDUC 519 Classroom Discourse (3) Examines how classroom talk creates and conveys multiple and complex notions of self, roles, status, learning, and subject matter. Addresses what discourse is present in classrooms and how can it be best used to facilitate teaching and learning.

B EDUC 520 Current Issues: Multicultural Education (3-5, max. 10)

B EDUC 521 Using Multicultural Literature in the Classroom (3) Banks The dimensions of multicultural education serve as a framework for educators to review and compile bibliographies of books and compile bibliographies of books that can be used with students in the classroom. Discusses books for children and adults. Discussion and reflection on concepts such as essentialism and representation. Selection and evaluation of books to infuse multicultural content into the curriculum.

B EDUC 522 Education and the American Dream (3) Galen Considers tensions inherent in the deep American belief that individuals can reach unlimited potential through success in school. Looks at ways in which the American educational system has been created within American beliefs in equal opportunity based on merit, yet remains an institution that sorts individuals for very unequal futures.

B EDUC 523 Improving Human Relations in Schools (3) Addresses issues related to teaching in a pluralistic society. Explores the historical foundations of intergroup education, theories supporting the human
relations approach and teaching strategies, materials, and assessment that can be used to improve human relations.

B EDUC 525 Evaluating Curricula, Programs, and Institutions (3) Examines the extent to which curricula, programs, and institutions effectively meet objectives. Examines terminology, models, standards, and practices in program evaluation from a perspective useful to practicing teachers and other professionals. Discusses political realities, social demands for accountability, and ethical considerations in program evaluation.

B EDUC 527 Educational Theorists and Reformers (3, max. 6) Provides an in-depth study of the work of prominent educators whose contributions have significantly impacted understandings of the nature of learning, teaching, and schooling.

B EDUC 530 Current Issues: Integrated Curriculum (3-5, max. 10)


B EDUC 533 Computers in the Classroom: Issues and Uses (3) Examines the dynamics of instruction and interaction in classrooms while preparing students for worlds that do not yet exist. Essential questions include issues of equity, disengagement, and the quality of learning and knowing in a diverse and complex society. Uses current technology to enhance computer skills, create and evaluate quality learning experiences, and explore issues of equal access for all.

B EDUC 534 Current Issues in Literacy Research (3) Smith Explores current research examining issues of literacy development and instruction. Considers research design, data analysis, study findings, and classroom implications from a critical practitioner-oriented perspective.

B EDUC 535 Writing Across the Curriculum (3) Explores instructional strategies designed to guide students in acquiring and developing writing skills across the curriculum. Emphasizes preparing materials to use in single subject-area teaching as well as developing as a writer to effectively model and scaffold writing instruction.

B EDUC 536 Teacher Leadership: Renewing, Revitalizing, Reframing (3) Develops and promotes in teachers the knowledge, skills, and "conditions of the heart" necessary to be a teacher leader. Based on the premise that teachers need to be active participants in the formation of a future that positively impacts the lives of students and professional community of schools.

B EDUC 537 Assessment (3) Analyzes the development, use, and interpretation of classroom-based assessments, including student self-assessment. Explores concepts of validity, reliability, and appropriate use in relationship to both classroom-based and commercial assessments. Critiques use of assessment in relation to goals of equity, educational quality, and accountability.

B EDUC 538 Adolescent Literacy (3) Examines current issues, research, and innovations in adolescent literacy research and practice. Considers the issues of motivation, comprehension, vocabulary, and multiple literacies including technology and home-school connections. Examines articles by research and teacher leaders in the field.

B EDUC 539 Literacy Coaching (3) Examines research and practice focused on literacy coaching in terms of mentoring, peer collaboration, and teacher leadership development. Emphasizes literacy content and pedagogical content knowledge, theories of teacher change, and models of effective professional development.

B EDUC 540 Principles of Inclusion: Students and Families (5) Gourd, Naranjo Focuses on issues, principles, practices, and legal responsibilities to student identified for special education and English language learners. Specific attention is given to culturally-and developmentally-aware policies and practices inclusive of students and their families.

B EDUC 552 Curriculum, Instruction, and Assessment in Middle and Secondary Science I (5) Participants develops curriculum, instruction, and assessment based on theories of teaching and learning in science and inclusive of all students. Attention given to content-based use of technology, working across disciplines, teaching ELL's, students with special needs, and co-teaching models. Includes direct work with adolescents. Prerequisite: B EDUC 556; B EDUC 557. Offered: Sp.

B EDUC 553 Curriculum, Instruction, and Assessment in Secondary English, Social Studies, and History (5) Gourd Participants develops curriculum, instruction, and assessment based on theories of teaching and learning in science and inclusive of all students. Attention given to content-based use of technology, working across disciplines, teaching ELL's, students with special needs, and co-teaching models. Includes direct work with adolescents.

B EDUC 554 Curriculum, Instruction, and Assessment in Middle Grades and Secondary Science (5) Learn to teach science in a way that makes the content both rigorous and accessible. Develop an understanding of how the world of the student and the worlds of science intersect. Participate in best practices of science teaching and reflect on these practices. Offered: A.

B EDUC 555 Building Partnerships: Home, School, and Community (5) Examines the forms of collaboration, contention, and controversy in the relationship between schools, the families of students, and local communities from historical, sociological, and political perspectives.

B EDUC 556 Adolescent Development (5) Provides an in-depth examination of specific theories, concepts, and methods related to adolescence. Explores a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture and schooling on adolescent development. Includes a community-based learning component. Offered: W.

B EDUC 557 Curriculum Studies (3) Introduces the field of curriculum studies including curriculum theory and interdisciplinary study of the educational experience. Explores dominant ideas and alternative practices. Focuses on how curriculum and schools are manifestations of culture and how historical and contemporary premises about curriculum influence the culture of classrooms and schools. Offered: A.

B EDUC 558 Curriculum, Instruction, and Assessment in Secondary Social Studies and History (5) Explores standards and critical areas of social studies and history. Discusses how to design learning objectives, plan for instruction, use resources, evaluate student learning, and teach social studies and history as integrated and interdisciplinary subjects. Offered: A.

B EDUC 559 Curriculum, Instruction, and Assessment in Secondary and Middle Level Mathematics I (5) Participants develops curriculum, instruction, and assessment based on theories of teaching and learning in science and inclusive of all students. Attention given to content-based use of technology, working across disciplines, teaching ELL's, students with special needs, and co-teaching models. Includes direct work with adolescents. Prerequisite: B EDUC 556; B EDUC 557. Offered: Sp.

B EDUC 560 Curriculum, Instruction, and Assessment in Secondary Science and Mathematics II (5) Emphasizes the complexity of teaching and learning science and mathematics. Works closely with expert teachers to develop and teach a unit of instruction. Gains practice in
designing, conducting, and reflecting on formative and summative assessments in the school setting. Offered: A.

B EDUC 561 Education and Gender (3)

B EDUC 562 Multicultural Education: Race, Class, and Gender (3)

B EDUC 563 Curriculum, Instruction, and Assessment in Secondary English Methods I and II (5-, max. 10) Helps prospective teachers of English become more thoughtful about the aims, theories, and research methods for teaching English in secondary schools. Encourages reflective thought in the development of materials and plans for implementing secondary English lessons and units that can facilitate student learning. Offered: A.

B EDUC 564 Field Experience in Secondary Schools (3-6, max. 6) Provides field experiences to reflect on teaching and learning in the secondary schools. Overlap with discipline specific methods course. Offered: A.

B EDUC 565 Student Teaching (10) Students assume all facets of the teaching role in a full-time placement. Prerequisite: satisfactory completion of required secondary endorsement course work. Offered: W.

B EDUC 566 Education and Technology (3) Examines issues related to the uses of technology in the classroom. Introduces advances in educational technology and critiques of the pedagogical and epistemological implications of increased reliance upon information technologies in the classroom and the broader society.

B EDUC 567 Telling Our Stories As Teachers: Digital Storytelling as Reflective Practice (5) Galen, Van Uses multi-media tools to weave the complex voices, images, and energy of classrooms to create digital stories as teachers. Through, software tutorials, work-shopping of writing, peer review of emerging projects, and production time, students learn more about themselves as teachers while also learning about technologies that can be used in classrooms. Offered: S.

B EDUC 569 Educational Policy, School Politics and Teacher Power (3) Teachers work in a complex web of political relationships, contested values, and competing ideas in schools. Exercises help participants understand teachers' (K-12) and policymakers' roles in school politics and develop frameworks from which to base the responsible exercise of autonomy in schools.

B EDUC 570 Problems in Qualitative Research Methodology (3-5, max. 5) Examines a specific qualitative research methodology on a rotating basis. Examples of different methodologies may include action research, archival studies, biography, case study, classroom observation, ethnography, feminist studies, grounded theory, historiography, narrative studies, phenomenological studies, policy research, and sociolinguistics.

B EDUC 577 Curriculum Development (3) Explores various models of curriculum development including established practices and alternative paradigms. Provides opportunities to analyze and critique current and historical models of curriculum planning and to examine the pedagogical, social, and political influences upon curriculum development. Offered: W.

B EDUC 579 The Power and Beauty of Mathematics (3) Examines how mathematics helps us discover the rules and structures that underlie patterns and regularities in our world. Illustrates how an integrated curriculum combined with inquiry-based methodology can be used to explore some of the mathematical foundations on which the world rests.

B EDUC 587 Science, School Knowledge, and Contemporary Social Issues (3) Explores the impact of science on society as well as the vision for the teaching of science currently being advocated by those involved with science education reform. Discusses contemporary social issues, such as the ethical dilemmas presented by scientific advancements and science education reform issues.

B EDUC 591 Special Topics in Education (1-5, max. 10)

B EDUC 592 Independent Study (1-6, max. 12) Faculty-supervised readings and research in areas of special interest for individual students.

B EDUC 595 Professional Portfolio (3-5, max. 10) Provides an opportunity for students to reflect on learning and professional growth through the construction of a culminating portfolio. Serves to document and deepen understanding of the competencies gained as a result of participation in the program.

B EDUC 596 Professional Paper (2-5, max. 10) Complete a professional paper under the advisement of a faculty member in the program following submission and approval of a description of the proposed paper. Extends over two quarters and includes a public presentation of the completed work. Credit/no credit only.

B EDUC 597 Proposal Writing (2-5, max. 15) First course in a three-course sequence of a culminating project focused on change in an educational setting. Designed in collaboration with faculty advisors as an application and extension of the theory and research studied and generated in the master's program. Credit/no credit only.

B EDUC 597 Practitioner Focused Research (3) Examines how change in classrooms can be fostered by practitioner research projects. Provides an opportunity to carry out the steps of a site-based research project: examine literature; develop research questions or testable hypothesis; and generate methodology for carrying out investigation as a practitioner. Credit/no credit only. Prerequisite: B EDUC 501.

B EDUC 598 Project Implementation (2-5, max. 15) Second course in three-course sequence of a culminating project focused on the implementation of a project designed to create change in an educational setting. Credit/no credit only.

B EDUC 599 Culminating Project (2-5, max. 15) Third course in a three-course sequence of a culminating project focused on an analysis, synthesis, and final write-up of a project implementation experience. Credit/no credit only.

Leadership Development for Educators

LEDE 510 Personal Leadership for Schools (2-6, max. 8) Helps principal candidate develop the personal qualities and commitments associated with successful school leadership. Focuses on leadership theories, professional knowledge and ethics, and strategies for continued learning in professional practice.

LEDE 520 Leadership for Curriculum and Teaching (2-6, max. 8) Helps principal preparation candidates expand knowledge for assisting other teachers with curriculum, instruction, and student engagement with learning. Focuses on knowledge of exemplary practice and documentation of impact of teaching and learning in schools.

LEDE 530 Leading Schools as Responsive Public Institutions (4-, max. 8) Helps principal candidates build knowledge for developing and stewarding a schools’ vision and goals so that they are just, sustainable, and responsive to legal, political, professional, and local interests. Focuses on legal, political, and professional contexts of school leadership and builds skills for communication about school goals and needs.

LEDE 540 Leading Schools as Continuously Renewing Organizations (4-, max. 8) Helps principal candidates lead an effective and continually improving organization. Builds understanding of school managerial
responsibilities as well as more complex tasks of assessing school needs and developing theories of action that focus daily work on desired school outcomes.

LEDE 550 Leading Inclusive School Communities (4-, max. 8) Helps principal candidates strengthen relationships, steward norms, establish programs, and lead conservations that foster collaborative decisions and collective action among the school’s many constituencies. Builds understanding of the ways that social capital, student and family diversity, and family involvement influence student learning and can be influenced by principle leadership.

LEDE 591 Topics in Educational Leadership (1-5, max. 15) Examines topics in educational leadership with particular attention to evolving leadership demands associated with advanced, in law, public policy, educational research, and administrative practice.

**Interdisciplinary Arts and Sciences**

**Creative Writing and Poetics - Bothell**

BCWRIT 500 Writing Workshop: Between Prose and Poetry (5) Brown, Heuving, Hiebert, Milutis Focuses on the cross over between prose and poetry in multiple genres. Considers the prevalence of narrative and alternatives to narrative. Offered: AWSpS.

BCWRIT 501 Writing Workshop: Between Fact and Imagination (5) Brown, Heuving, Hiebert, Milutis Examines the relationships between fact and imagination in fiction, non-fiction, and poetry writing. Offered: AWSpS.

BCWRIT 502 Writing Workshop: Processes of Thinking and Memory (5) Brown, Heuving, Hiebert, Milutis Engages the primary processes of thinking and memory as they are affected by divers writing practices and media applications. Offered: AWSpS.

BCWRIT 510 Poetics Seminar: Cultural Change and Writing (5) Brown, Heuving, Hiebert, Milutis Engages the subject of poetics as writing theory and practice. Focuses on cultural, social, and technological change as these create new challenges and possibilities for creative writing. Offered: AWSpS.

BCWRIT 511 Poetics Seminar: Writers’ Research (5) Brown, Heuving, Hiebert, Milutis Addresses how writers utilize research in their writing and inquires into different kind of research that can be pursued: textual, ethnographic, and performance-based. Offered: AWSpS.

BCWRIT 512 Poetics Seminar: Art, Technology, and Practice (5) Brown, Heuving, Hiebert, Milutis Explores relationships among art, technology, and creative practice. Examines connections among diverse art forms, inquiring into their social, philosophical, and aesthetic dimensions. Offered: AWSpS.

BCWRIT 517 Teaching Practicum (3-5) Practicum in which students gain theoretical and practical experience in teaching within community groups and organizations, in elementary and secondary schools, or in community colleges and universities.

BCWRIT 520 Creative Writing and Poetics Internship (2-5, max. 5) Students conduct an internship within an organization in order to develop and extend their writing expertise. Topics and sites vary with student interest.

BCWRIT 530 Community-Based Practicum (2-5) Students initiate, plan, carry through, and evaluate a literary or arts event or series of events for a specific community or arts venue. Topics and sites vary with student interest.

BCWRIT 597 Directed Reading (2-10, max. 10) Intensive reading in literature, literary and art criticism, critical theory, or poetics.

BCWRIT 598 Directed Research (2-10, max. 10) Focused inquiry into specific research ideas, issues, or topics and elected analytical and creative methods for pursuing these.

BCWRIT 700 Master’s Thesis (*) Brown, Heuving, Hiebert, Milutis Includes completion of a creative thesis in one of the following areas: poetry, fiction, non-fiction, or cross genre as well as a poetics essay or artist’s statement. Students may elective to engage multiple media or performance venues in partial completion of their thesis. Offered: AWSpS.

**Cultural Studies - Bothell**

BCULST 500 Formations in Cultural Studies (10) Burgett, Krabill Focuses on historical and contemporary forms of cultural studies inquiry, with an emphasis on the local and global questions and problems that shape that inquiry. Offered: A.


BCULST 502 Cultural Studies Research Practices (5) Lerum Focuses on interactions of ethnographic, textual, and performance-based research methods, with special emphasis on participatory action research strategies. Prerequisite: BCULST 501. Offered: W.

BCULST 510 Engaging Cultural Studies (5) Focuses on the design, development, and piloting of students’ individual or collaborative capstone projects and the development of their program portfolio. Initiates the first phase of the capstone project. Prerequisite: BCULST 502. Offered: AWSpS.

BCULST 511 Portfolio and Professional Development (1) Focuses on the development of individual or collaborative capstone projects, with faculty-facilitated workshops and students’ own independent writing and research. Prerequisite: BCULST 510. Offered: AWSpS.

BCULST 512 Cultural Studies and its Publics (10) Focuses on the completion and public presentation of the students’ individual or collaborative capstone projects, including the annual MA symposium and the completion of the individual student’s program portfolio. Prerequisite: BCULST 511. Offered: AWSpS.

BCULST 520 Internship (2-5, max. 10) Internship with a local organization, agency, or arts company that incorporates a “field-based” component into learning. Includes a cultural studies project that benefits the organization and has academic merit. Prerequisite: BCULST 500. Offered: AWSpS.

BCULST 570 Prisons, Politics, and Activism (5) Berger Focuses on prisons as a site through which to explore critically the intersections of punishment, policies, institutions, identities, and social movements.

BCULST 580 Approaches to Ethnographic Research (5) Lerum, Stewart Investigates and evaluates the theoretical and methodological foundations on ethnography. Provides hands-on experiences in ethnographic methods and development and assessment of ethnographic research proposals. Offered: AWSpS.
BCULST 581 Approaches to Textural Research (5)  Advanced investigation of the theory and practice of textual research methods. Identifies the different components of textual research and explores their interrelation. Prerequisite: BCULST 500 or permission of instructor. Offered: AWSpS.

BCULST 582 Approaches to Performance-Based Research Methods (5)  Focuses on how a specific performance approach, such as dance, movement, theatre, storytelling, mixed media, or performing ethnography, acts as a site of research in relation to a particular topic. Examines how to implement performance-based approaches and assess their significance. Prerequisite: BCULST 500 or permission of instructor. Offered: AWSpS.

BCULST 583 Topics in Public History and Culture (5)  Watts Explores theories and practices of public history and culture. Offered: AWSpS.

BCULST 584 Topics in Media Culture (5, max 15)  Explores issues in media culture, such as the connections between media and social movements, from cultural studies perspectives. Offered: AWSpS.

BCULST 585 Topics in Cultural Activism and Advocacy (5)  Burgett, Stewart Explores theory, practice, and dilemmas relating to cultural advocacy, understood as object, site, instrument, or basis of social action. Offered: AWSpS.

BCULST 586 Topics in Arts and Cultural Policy (5, max. 10)  Explores historical and contemporary issues in arts and policy. Includes examination of the roles played by governmental, for-profit, and not-for-profit organizations in shaping artistic and cultural practices and arenas. Topics and approaches vary with instructor.

BCULST 587 Topics in Cultural and Arts Practice (5)  Kochhar-Lindgren, Thomas Investigates issues in cultural and arts practice in diverse settings. Offered: AWSpS.

BCULST 588 Topics in Culture and Diversity (5, max 15)  Investigates the intersections between culture and diversity and focuses on the encoding and transmission of knowledge through a variety of cultural practices. Uses ethnographic, historiographical, textual, and performance based methods to move from the forms themselves to community sites of memory and identity. Offered: AWSpS.

BCULST 589 Topics in Global Cultural Studies (5, max. 15)  Links a specific area of study, such as hip hop, YouTube, or garbage, to global cultural studies and the methodologies of visual, material, textual, or arts-based research. Offered: AWSpS.

BCULST 591 Research Colloquium (1, max. 5)  Provides an opportunity for graduate students and faculty members interested in cultural studies to exchange research ideas, present findings, discuss analytical methods and tools, and evaluate the implications of the presented research. Offered: AWSpS.

BCULST 592 Topics in Cultural Studies Research (2-5, max. 10)  Allows for the investigation of special topics in cultural studies research. Offered: AWSpS.

BCULST 593 Topics in Cultural Studies (3-5, max. 15)  Explores in depth specific historical, political, or social aspects of cultural practice, such as digital humanities, the culture and the environment, or arts as cultural studies, and links this analysis to the varied processes of producing these types of cultural work. Offered: AWSpS.

BCULST 594 Research Design (5)  Extends an understanding of research design principles, developing further capacities in research design, especially in relation to sites that necessitate sensitivity to emergent cultural practices and the evolving nature of partnerships. Provides opportunities for research design in response to requests from the community. Offered: AWSpS.

BCULST 595 Cultural Studies Skills Workshop (1-3, max. 9)  Provides the opportunity to develop applied skills in an area relevant to professional careers in social, cultural, and arts fields. Workshops emphasize hands-on problem solving, case studies, and actual practice.

BCULST 596 Study Abroad (5-15, max. 15)  Study abroad opportunity that incorporates a global learning component into cultural studies. Offered: AWSpS.

BCULST 598 Directed Research (1-5, max. 15)  Develops research ideas, analytical methods and tools, or the cultural studies implications of research in specific directions that are not covered in the standard MACS offerings. Prepares for a cultural studies/community project. Offered: AWSpS.

BCULST 599 Capstone Research (1-5, max. 10)  Provides intensive one-on-one research support for the capstone project. Students and their capstone advisors establish customized meeting/collaboration schedule according to individual needs. Prerequisite: BCULST 502. Offered: AWSpS.

Environmental Studies - Bothell

BES 301 Science Methods and Practice (5) NW, QSR Overview of the scientific method, emphasizing the development of testable hypotheses, scientific writing and analysis.

BES 302 Environmental Problem Solving (5)  Introduces different aspects of environmental problem solving. Uses real-world situations for thinking quantitatively and creatively about such environmental concerns as energy and water resources, food production, indoor air pollution, acid rain, and human influences on climate.

BES 303 Environmental Monitoring Practicum (2) NW, QSR Turner Provides an introduction to the principles and methods of environmental monitoring and analysis. Field and laboratory studies provides experience with monitoring equipment and rigorous sampling techniques; enhance understanding of the range and variability of environmental parameters; and develop abilities in the quantitative analysis, interpretation, and presentation of data.

BES 311 Environmental Chemistry (5) NW, QSR Uses fundamental chemical principles to examine fate, reactivity and transport of environmental pollutants. Emphasis given to atmospheric pollution, chemistry of natural and polluted waters, soil chemistry, chemistry of organic and inorganic toxins. Required background: CHEM 142, CHEM 152, or equivalent.

BES 312 Ecology (5) NW Introduces major concepts of ecology and relates these concepts to current environmental issues. Topics include the relationship between organisms and the physical environment, evolutionary processes, the structure and function of ecosystems, population biology, forest management, pesticide use, and global warming. Required background: two quarters of college biology.

BES 315 Environmental Chemistry Laboratory (5)  Covers the basic techniques for chemical analysis of environmental samples including air, water and soil. Students learn to utilize electronic data acquisition systems and further develop their scientific writing skills. Required background: statistics (BES 315 or equivalent); prerequisite: BES 301; BES 311.

BES 316 Ecological Methods (5)  Introduces students to methods used in the analysis of ecological systems and their processes. Employs data analysis tools, graphic presentation, and scientific writing in the
missions, meteorology, chemical processes, air

BES 317 Soils Laboratory (5) Introduces the types of soils analyses necessary to understand the physical and chemical state of soils. Includes an introduction to soils in general, and local soils in particular. Required background: CHEM 142, CHEM 152, or equivalent.

BES 318 Hydrogeology (5) NW, QSR Turner Examines details and mechanisms of the natural processes associated with the hydrologic cycle. Explores rivers, groundwater, and watershed management issues within Washington State.

BES 331 Estuarine Science and Management (5) NW Provides an overview of the formation, circulation, water quality, ecology, and environmental problems of estuaries. Students investigate the unique environments and processes of the Puget Sound watershed and interact with community members to learn about Puget Sound advocacy, management, research, and education efforts.

BES 362 Introduction to Restoration Ecology (5) I&S/NW Introduces ecological restoration of damaged ecosystems. Develops a broad understanding of restoration ecology, including diverse ecological aspects of the practice of restoration, conceptual and philosophical issues underlying the field, and social and political factors that influence restoration outcomes. Includes field work, lectures, readings, and discussion.

BES 397 Special Topics in Environmental Science (3-5, max. 15) Unique course offerings designed to respond to faculty and student interests. Possible topics may include economic and environmental issues, air pollution, water quality, ecological restoration, global warming, or conservation biology.

BES 398 Directed Study in Environmental Science (1-5, max. 15) Opportunity for directed group or individual research on a topic mutually agreed upon by instructor and student.

BES 415 Advanced Environmental Measurements Laboratory (5) Analysis of air, water, and soil samples using advanced methods. Instrumental methods include: atomic absorption spectroscopy and liquid chromatography. Prerequisite: BES 311, BES 315.

BES 430 Air Pollution and Health (5) NW Examines the relationship between atmospheric emissions, meteorology, chemical processes, air quality, and human health with an emphasis on both primary and secondary pollutants, photochemical oxidants and chemical modeling of air pollution. Also addresses some of the legal and policy implications of these issues. Required background: CHEM 142, CHEM 152, or equivalent.

BES 439 Computer Modeling and Visualization in Environmental Science (5) NW, QSR Examines the ways scientists use computer simulations and modeling. Uses case studies from problems areas such as global climate change, regional air and water pollution, and the interaction between biological species and their environment. Recommended: BES 311; BES 312.

BES 459 Compost and Organic Soil Amendments (5) NW, QSR Examines the management of composting and as a soil amendment. Provides students with an understanding of the science of composting, the management of nutrients and contaminants, and the benefits of organic soil amendments. Recommended: BES 301; BES 302.

BES 460 Water Quality (5) NW, QSR Examines the chemical and physical processes that influence the fate of nutrients and contaminants in natural surface, ground, and soil waters. Addresses basic environmental chemistry in natural waters and soils, potentially important inputs, transformations and movement, and the environmental impacts of nutrients and contaminants.

BES 462 Restoration Ecology Capstone: Introduction (2-) NW The first of a three-course capstone sequence in restoration ecology. Students review and assess project plans and installations. Class meets with members of previous capstone classes to review their projects. Prerequisite: BES 301; BES 362. Offered: jointly with ESRM/TESC 462.

BES 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. Prerequisite: BES 462. Offered: jointly with ESRM/TESC 463.

BES 464 Restoration Ecology Capstone: Field Site Restoration (5) NW Teams take a restoration plan developed in BES 463 and complete the installation. Team participation may include supervision of volunteers. Teams prepare management guidelines for the client and conduct a training class for their use. Prerequisite: BES 463. Offered: jointly with ESRM/TESC 464.

BES 485 Conservation Biology (5) NW Exploration of the science underlying methods of species and ecosystem conservation. Emphasis is placed on understanding the limits and promise of scientific approaches to conservation, within the social, political and economic context of conservation problems.

BES 486 Watershed Ecology and Management (5) NW Overview of the ecology and management of watersheds. Examines physical, biological, and ecological components of watersheds and their interrelationships. Examines human and natural impacts on watersheds, and planning and management through theory and case studies. Prerequisite: either BIS 390 or BES 312.

BES 487 Field Lab in Wildland Soils and Plants (3) NW Provides direct field study of alpine soils and plants. Identify soils and landscape/vegetation changes in remote areas where little information is available about these ecosystems. Experience climate, relief, and parent materials that form soils and their associated plant communities.

BES 488 Wetland Ecology (5) NW Examines wetland types and their distribution as well as wetland functions for habitat and human resources. Emphasizes the ecology and adaptations of wetland plants and their interaction with soils and biogeochemical processes. Discusses human impacts, wetland regulation, and management approaches. Required field trips. Prerequisite: BES 312.

BES 489 Pacific Northwest Ecosystems (5) NW Examines major ecosystems of the Pacific Northwest to understand the structure, function, and location of these characteristic ecosystems in our region. Investigates the interaction of ecological knowledge, environmental policy and management strategies in selected ecosystems. Required background: one quarter college biology.

BES 490 Pacific Northwest Plants in Restoration and Conservation (5) NW Gold Examines plants of the Pacific Northwest commonly used in ecological restoration and habitat conservation. Topics include the ecology, propagation, distribution, restoration use, ethnobotany, and habitat values of major species. Includes required field trips and field study. Recommended: BES 180; BES 312; BES 362.

BES 491 Undergraduate Research in Environmental Science (5, max. 10) Capstone course. Independent research projects in an area of environmental science, based on mutual agreement with the instructor. Prerequisite: BES 311; BES 312.
BES 492 Capstone Research in Environmental Science I (3) The first course of a two-semester capstone sequence. Students plan and develop a detailed proposal for their capstone environmental science project. Prerequisite: BES 301; BES 311; BES 315.

BES 493 Capstone Research in Environmental Science II (7) Second course of a two-semester capstone sequence. Completion of projects planned in the previous quarter. Prerequisite: BES 492.

BES 497 Special Topics in Environmental Science (3-5, max. 15) Topics may include economic and environmental issues, air pollution, water quality, ecological restoration, global warming, conservation biology or other topics.

BES 498 Independent Research in Environmental Science (1-5, max. 15) Individual advanced research conducted under the direction of one or more instructors.

Interdisciplinary Arts and Sciences - Bothell

BIS 202 Critical Reasoning (5) I&S, QSR Engages students as active thinkers in their reading, analysis of writing and media, and writing. Emphasis is placed upon formulating, and critically evaluating arguments in examples and essays typical of both academic inquiry and active citizen engagement in everyday life.

BIS 203 History of Inter-Arts (5) VLPA Kochhar-Lindgren Considers InterArt forms as a method for creating new arts practices and cultural insight. The range of intersections may include, arts and sciences, literature and performance, film and dance, and painting and poetry.

BIS 204 Introduction to Journalism (5) VLPA/I&S Covers the basic elements of reporting and writing for print media, as well as meta-issues of ethics, the First Amendment, and a brief history of American journalism. Teaches reporting skills and the cultural context for the practice of those skills.

BIS 205 Technologies of Expression (5) VLPA/I&S Kochhar-Lindgren Explores fundamental technologies of expression such as the book, film, and the computer and their implications for social and individual identity formation, cultural critique, and art-making. Examines how media functions to shape human identity.

BIS 206 Engaging Literary Arts (5, max. 15) VLPA Hewing Foregrounds questions about literary arts: What are the purposes of literary arts? What approaches might we use to understand them? How to they relate to the societies and cultures in which they are located? May focus on individual writers, movements, historical periods, genres, or topics.

BIS 208 Experimenting Through the Arts (5, max. 15) VLPA Hewing Explores the relationship between creative arts and research. May focus on performance, visual, or literary arts as well as diverse media. Research may include study of artistic forms as well as specific topics.

BIS 209 Engaging Visual Arts (5, max. 15) VLPA Foregrounds questions about visual arts: What are the purposes of the visual arts? What approaches might we use to understand them? How do they relate to the societies and cultures in which they are located? May focus on individual writers, movements, historical periods, genres or topics.

BIS 212 Engaging Performing Arts (5, max. 15) VLPA Kochhar-Lindgren Foregrounds questions about performing arts: What are the purposes of the performing arts? What approaches might we use to understand them? How do they relate to the societies and cultures in which they are located? May focus on individual performers, movements, historical periods, genres, or topics.

BIS 213 Art Techniques (1-5, max. 10) VLPA Kochhar-Lindgren, Milatis Develops intermediate skills and applications in one or more studio arts in order to enhance students’ abilities as performers, artists.

BIS 215 Literature into Film (5) VLPA Behler Studies the process of artistic adaptation by examining how significant literary works are translated into the medium of film. Explores the respective strengths and possibilities as well as the unique challenges, of literary and cinematic communication.

BIS 216 Introduction to Cultural Studies (5) VLPA/I&S Burgett, Harewood, Krabill Introduces cultural studies as an interdisciplinary field and practice. Explores multiple histories of the field with an emphasis on current issues and developments. Focuses on culture as a site of political and social debate and struggle. Equivalent to ENGL 207.

BIS 217 Introduction to Debate (5) I&S Carlisle Introduces the practice or argumentation and debate. Focuses on how to compose an argument, construct a case, methods of attack and defense, effective communication strategies, and variations in debate style.

BIS 218 The Power of Maps (5) I&S Jung Introduces maps, cartography, and geographic visualization, with an emphasis on digital and GIS maps on the web. Addresses maps and human understanding, map abstraction and generalization, and key map elements.

BIS 219 The Politics of Sex Education (5) I&S Lerum Examines the history and politics of sex education, reproduction, and sexual health in the United States, with cross national/regional comparisons. Explores how various cultural and ideological positions bring about different concepts of sexuality, the body, rights, personhood, and social and global responsibility.

BIS 220 Developmental Psychology (5) I&S Overview of the physical, cognitive, emotional, and social aspects of human development over the lifespan. Facilitates a greater understanding of children, adolescents, and adults as they develop and change over time in specific cultural contexts.

BIS 221 Gender and Sexuality (5) I&S Explores gender and human sexuality by focusing on diversity and development. Considers behavioral, social, historical, and cultural aspects.

BIS 222 Travel and Cultural Difference (5) I&S Uses historical, scholarly and popular sources to explore the purposes and forms of travel. Asks how travelers meet and understand other people, and how they explain those encounters. Travelers studied may include pilgrims, migrant, refugees, missionaries, merchants, scientists, colonial administrators, and tourists.

BIS 223 Introduction to Narrative Ethnography (5) I&S Seaburg Introduction to narrative ethnography. Focuses on the making of narrative ethnographic knowledge (observing, asking, listening, analyzing, writing up) through experiential exercises.

BIS 224 Introduction to Feminist Studies (5) I&S Ashbaugh Introduces feminism as it developed over the last two centuries. Investigates theories of gender and power, including the sources of and solutions to gender inequality, and how gendered identities have been produced, questioned, and critiqued.

BIS 225 Applied Social Psychology (5) I&S Stewart Provides an introduction to social psychological theories, foundations, methods, and evidence concerning how people think about, feel about, relate to, and influence one another. Focuses on applying social psychological theories and approaches to understanding social and practical problems.

BIS 226 Foundations of U.S. Social Service (5) I&S Carlisle Introduces the field of social services in the U.S., including its organization, forms of
professional practice, and historical development. Focuses on social welfare: theory, court decisions, case studies, and policy. Considers competing assumptions about approaches to solving social problems.

BIS 230 Mathematical Thinking for the Liberal Arts (5) NW, QSR Develops mathematics from historical, intellectual, and applied perspectives. Designed to broaden concepts of the meaning of mathematics, develop mathematical thinking, and encourage the use of mathematics in meaningful applications.

BIS 231 Linear Algebra With Applications (5) NW, QSR Hillyard, Littig Introduction to linear algebra (i.e., concepts, tools, and operations related to matrices and vectors) with emphasis on interdisciplinary applications. Provides an introduction to the mathematical concepts, arguments, and proofs that occur in linear algebra. Prerequisite: B CUSP 124.

BIS 232 Using, Understanding, and Visualizing Quantitative Data (5) NW/QSR Hillyard, Littig Introduces descriptive statistics and visual representations of quantitative data. Examines data sets using graphing and statistical software packages. Demonstrates how to present data in ways that are accurate, effective, and visually appealing.

BIS 233 Participatory Media Culture (5) VLPA/I&S Develops new media literacies that enables students to navigate, critique, and actively participate in the development of new media forms.

BIS 235 Critical Media Literacy (5) I&S Harewood, Jones, Krabill Explores how contemporary media communicate and produce meaning with the goal of developing students’ abilities to engage critically with their various media environments. Examines, interprets, and evaluates technologically mediated communications in order to critically assess their social, cultural, and political meanings and implications.

BIS 236 Introduction to Interactive Media (5) VLPA/I&S Gregory Explores the role of interactive media in shaping society and culture.

BIS 240 Introduction to Sustainable Practices (5) I&S/NW Introduces contemporary practices of environmental sustainability. Examines permaculture, sustainable building, life cycle analysis, renewable energy, soil amendments, and recycling. Provides hands-on experience in the implementation of sustainable practices.

BIS 241 Nature in the Northwest (5) NW Gold, Groom, Stokes Examines local and regional ecosystems and their interaction with human communities. Applies approaches from the environmental sciences and the practice of natural history to develop an understanding of ecosystem functions, organisms, and their relationships.

BIS 242 Environmental Geography (5) I&S/NW Turner Investigates the interactions of a dynamic planet and society. Analyzes geographic variability and the human consequences of environmental phenomena such as climate, natural resources, natural hazards, and infectious diseases. Emphasizes the application of geographic tools and methods.

BIS 243 Introduction to Environmental Issues (5) I&S/NW Stokes, Turner Introduction to the major environmental challenges confronting society, and the science of understanding and addressing those challenges. Provides an overview of major issues such as global climate change, biodiversity loss, and sustainability; as well as in-depth understanding of specific issues.

BIS 244 Wetlands Discovery (2-3) NW Gold, Turner Provides an experimental introduction to environmental science, education, and policy through an exploration of wetland ecosystems. Explores how humans interact with wetlands ecosystems. Stresses active learning in relation to the campus Wetlands.

BIS 250 How Things Work: Motion and Mechanics (5) I&S/NW Collins Introduces basic scientific concepts needed to understand technologies encountered in everyday life. Themes may include the physics of motion and thermodynamics, and the applications in heating/coming and transportation. Readings focus on the history of science and invention.

BIS 251 How Things Work: Electricity and Invention (5) I&S/NW Collins Introduces basic scientific concepts needed to understand technologies encountered in everyday life. Focuses on electricity and its applications in various electronic devices, appliances, and systems. Readings in the history of technology develop the context in which discovery, invention, and innovation unfold.

BIS 256 Introduction to African American Studies (5) I&S Introduces the history, culture, and politics of people of African descent in inside and outside the United States.

BIS 260 Introduction to World Religions (5) I&S Explores the world’s major religious traditions. Stresses the wide range of perspectives within each tradition, their porous boundaries, contested beliefs, and multiple practices as they have adapted to new circumstances and the needs of changing communities over time.

BIS 264 Africa on Film (5) VLPA/I&S Krabill Introduces historical and contemporary issues facing the continent of Africa through an examination of films dealing with African themes. Addresses the strengths and weaknesses of how African issues are depicted within and outside the continent.

BIS 265 Multicultural America (5) I&S Banks, Goldberg Introduces the concept and practice of multiculturalism in the United States and beyond its borders. Focuses on differences of power, perspective, and privilege. Explores opportunities and strategies for alliance and coalition. Stresses diverse interpretive and methodological approaches in American Studies.

BIS 266 United States History to 1865 (5) I&S Examines key events and problems in U.S. history from European-Native American contact to the end of the Civil War. Focuses on the practice of “doing history” by applying historical thinking skills to a wide range of primary documents.

BIS 267 United States History from 1865 (5) I&S Examines key events and problems in U.S. history from the Civil War to the recent past. Focuses on the practice of “doing history” by applying historical thinking skills to a wide range of primary documents.

BIS 270 Abnormal Psychology (5) I&S General instruction to the study and treatment of psychopathology. Covers research on and theories about definitions and "causes" of psychological problems from a variety of perspectives. Addresses some of the major classes of mental health problems, such as mood and anxiety disorders, their causes and treatment.

BIS 271 History of Psychology (5) I&S Examines the roots of contemporary psychology as an academic discipline and as a profession. Focuses on approaches to the history of psychology, philosophical viewpoints that led to a new psychology in the late 19th century, and major schools of thought in the 20th century psychology.

BIS 275 Social Problems (5) I&S Explores how challenges to society; such as crime, violence, injustice, poverty, and disease; are framed as social problems and then related to solutions. Examines the role of major
institutions in problem identification, the power of language and media, and how social agendas are determined.

**BIS 280 U.S. Political Processes (5) I&S** Studies interaction between U.S. governmental institutions at all levels and civil society. Examines a variety of theoretical viewpoints and the relationships between private and public institutions, behavior, and traditions.

**BIS 281 Global Politics (5-) I&S** Dolsak Surveys key global challenges, the ways to address them, and the involved actors. Challenges include alleviation of poverty, protection of human rights, globalization, demographic changes, resource depletion and pollution, ethnic and international conflict, and terrorism. Actors include national and sub-national governments, international governmental organizations, alliances, non-governmental organizations, and for-profit organizations.

**BIS 282 Globalization (5) I&S** Dolsak Investigates different meaning of the claims about globalization, a term often used to describe processes of change that take place across and outside of national contexts. Critically examines contemporary global processes in order to explore their impacts on our lives.

**BIS 284 International Relations (5) I&S** A survey of basic themes in international relations within the context of diplomatic history and American foreign policy. Emphasis is on basic motivational drives of world politics, including national interests, ideology, morality, and nationalism. Discussion of war, diplomacy, American foreign policy, and international organization sheds light on the perennial struggle for power among nations, the security dilemma and instruments of global cooperation.

**BIS 293 Special Topics (5, max. 15)** Examines different subjects or problems from an interdisciplinary framework.

**BIS 295 Community-Based Practice (5, max. 15)** Links academic study to experiential and community-based learning conducted at on- or off-campus sites. Topics and sites may vary with instructor.

**BIS 300 Interdisciplinary Inquiry (5)** Introduction to advanced work in interdisciplinary studies centered on broadly based questions and problems. Stresses the skills necessary to engage in upper-division research and learning in the Interdisciplinary Arts and Sciences Program.

**BIS 301 Narrative Forms (5) VLPA** Behler, Seaburg Examines the form, function, and textual conventions of such narrative forms as (auto) biography, personal experience narratives, short stories, and novels. Explores literary language useful for discussing narratives, how narratives work for their readers/listeners, and what interpretive tools readers/listeners bring to narratives.

**BIS 302 Issues in Mathematics Across Cultures (5, max. 10) I&S** Hillyard, Littig Examines the role of mathematics in informing and shaping human understanding of the world. Explores contemporary and historical issues in the development and application of mathematical theories and philosophies. Focus varies with instructor and may include ethnomathematics, women in mathematics, media representations of the mathematical sciences, and mathematics and warfare.

**BIS 305 Issues in Social and Political Philosophy (5, max. 10) I&S** A philosophical investigation of conceptual and normative issues associated with one of several broad domains of social and political thought: human rights, the varieties of human conflict, and war and peace. Examines both classical and recent texts. Brings theoretical perspectives to bear on contemporary issues.


**BIS 307 Environmental Justice (5) I&S** Atkinson, Ottinger Examines issues of social equity associated with environmental hazards, risks, and benefits. Examines the ways social structures, environmental decision-making procedures, and scientific and technological practices distribute the burden of environmental problems, as well as community response through political action and cultural production.

**BIS 308 Issues in Philosophy and Culture (5, max. 10)** Examines a central problem associated with the nature, varieties, values, and transmission of cultures. Alternative problems to be emphasized include the cultural relative- ity of truth and value, multi-cultural education, and knowledge and practice. Emphasizes philosophical texts. Also considers writings from sociology, anthropology, history and literature.

**BIS 309 History of Dance in Europe and America (5) VLPA** Discussion of the major developments in European and American dance history. Dances from the court, ballroom, and theater including masterpieces from the modern repertoire. Based on primary source material and film recreations that document dance's social and theatrical role from the Renaissance to the present.

**BIS 310 Women, Culture, and Development (5) I&S** Shayne Facilitates a critical understanding of the social, cultural, political, and economic positions of women in the developing world. Addresses colonialism and post-colonialism, feminist theories of development, and practices of globalization.

**BIS 312 Approaches to Social Research (5) I&S** Deals with the why and how of social research. Covers two main themes: the epistemology of social science and the logic of research design. Students learn to assess the strengths of various methodologies, evaluate research results, and initiate future inquiries of their own.

**BIS 313 Issues in Media Studies (5, max. 15) VLPA/I&S** Examines a variety of issues involved in understanding different forms of media and their impact on our lives, in contexts spanning from local to global, using a wide range of theoretical, disciplinary, and methodological approaches.

**BIS 314 Topics in Geography (5, max. 10) I&S** Topics/areas of study may include: cultural geography, physical geography, geography of globalization.

**BIS 315 Understanding Statistics (5) I&S/NW, QSR** Presentation of key concepts for understanding and judging reports of statistical analyses and for performing and reporting valid statistical analyses using a limited set of measures and tests.

**BIS 316 Topics in Psychology (5, max. 15) I&S** Examination of a specific topic in order to provide a deeper understanding of a particular aspect of psychology. Topics may include the history of psychology, human memory, dreaming, cognitive psychology.

**BIS 317 Language, Society, and Cultural Knowledge (5) VLPA/I&S** Explores the determining role of language in human communication, culture and worldview; and the implications of language structure and content to forms of communicative interaction. Review and critique of theories of language as a social phenomena.

**BIS 318 Education and Society (3) I&S** Examines educational problems, policy, and practice from interdisciplinary perspective. Explores the tensions between education values and goals throughout the history of public schooling in the United States and develops critical perspectives through which to evaluate current proposals for school reform.
BIS 320 Comparative Political Economies (5) I&S Examines the production and distribution of goods, the organization of labor, and systems of wealth and power in diverse cultural settings within and outside the realm of "classical" capitalist development. Analyzes interactions between political constituencies and the economies they attempt to govern.

BIS 322 Topics in Performance Studies (5, max. 15) VLPA Examination of a specific topic in order to provide a deeper understanding of a particular aspect of the study of performance. Topics may include transnationalism and performance; eco-performance, community performance; African and Asian theatre. Topics and approaches may vary with instructor.

BIS 325 Disability and Human Rights (5) VLPA/I&S Considers the intersections between human rights discourse and disability studies in relation to questions of community formation and social action. Addresses three primary areas: the arts, activism, and the law.

BIS 326 Twentieth Century Eastern Europe (5) I&S The recent revolutions in Eastern Europe threw off totalitarian regimes and replaced them with diverse and emerging cultural, political, and economic forms. Examines the art, literature, politics, economics, and ideologies of these new societies through film, reading seminars and independent research.

BIS 327 History of U.S. Labor Institutions (5) I&S Examines the evolution of the institutions that have shaped labor. Discusses indentured servitude, slavery, apprenticeship, schooling, wage labor, unions, and the laws that surround each of these institutions.

BIS 329 Topics in Mathematics Across the Curriculum (5, max. 10) Examines mathematical theories and concepts within their historical and cultural contexts. Topics vary with instructor and may include mathematical symmetries, the organization and modeling of space, cryptology, mathematical models of social decision making, and/or theories of change and strategy.

BIS 330 Democratic Capitalism in the United States (5) I&S Critical examination of the relationship between three political perspectives (libertarian, liberal and radical) and democratic capitalism.

BIS 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.

BIS 334 Traditional Chinese History (5) I&S History of traditional China from earliest times to the beginning of the Qing dynasty. Covers the birth and development of the principal social, economic, and political institutions in China. Also treats the principal cultural and scientific achievements of China, and the philosophical traditions which have dominated East Asia.

BIS 335 Human Rights in America (5) I&S Study of the literature of civil liberties, civil rights, and human rights in the United States. Examines the way writers try to justify specific rights and to communicate the need for social change in American society.

BIS 336 Native American Cultures: The Northwest Coast (5) I&S An interdisciplinary introduction to the Native Cultures of the Northwest Coast (northwestern California to southeastern Alaska). Combines an areal-topical approach (language, subsistence, material culture, social organization, religion, oral/literary traditions, visual arts) with a more in-depth examination of several Northwest Coast culture groups.

BIS 337 Risk and Resilience (5) I&S Udell Provides an overview of the psychological study of development in the context of adversity. Studies pathways that lead to maladjustment and processes that lead to positive adjustment, and considers social policy and preventative programs.

BIS 338 Political Institutions and Processes (5) I&S Studies the nature, structure, and functions of political institutions. Develops a theoretical and empirical analysis of both formal (state and government) and informal (non-state) institutions and actors.

BIS 339 Issues in Global Cultural Studies (5, max. 15) Examination of various topics and approaches to the study of culture in a global context. May include the study art, literature, theater, cultural history, music history/ethnomusicology, and/or cultural anthropology/geography. Topics and approaches may vary with instructor.

BIS 340 Approaches to Cultural Research (5) VLPA/I&S Burgett, Gardner, Lerum, Seaburg Examines different approaches to understanding the production and consumption of culture and cultural practices. Invites students to evaluate cultural research, to experience with different research methodologies, and to carry out research assignments. Explores ethnographic, textual, and arts-based methods.

BIS 341 Topics in the Study of Culture (5, max. 15) Examines the study of cultural forms, artifacts, and practices. May include art, art history, literature, theater, music history, ethnomusicology, dance, and/or religion. Topics and approaches may vary with instructor.

BIS 342 Geographic Information Systems (5) I&S Examines the concepts and methods of geographic information systems (GIS) and related elements of spatial analysis and representation. Through projects and lab exercises, student gain basic proficiency in the use of GIS and an interdisciplinary understanding of the applications of GIS.

BIS 343 Geographic Visualization (5) I&S, QSR Focuses on different geovisualization techniques to represent physical, social, and cultural phenomena associated with spatial data and designing maps. Addresses GIS programs and explores how geovisualization can be applied to various research and policy areas.

BIS 345 American Environmental Thought (5) I&S Explores the development of current ideas about nature and the relationship between humans and the natural world, as expressed in literature and other cultural forms. Emphasizes historical, cultural, philosophical, and global dimensions of American environmental thought, along with implications for human interactions with the environment.

BIS 346 Topics in Environmental Policy (5, max. 10) Explores specific topics in environmental policy in an interdisciplinary context, combining considerations of politics, policy, economics, and science. Emphasizes quantitative analysis and scientific method.

BIS 347 History of American Documentary Films (5) VLPA/I&S Exploration of the important technological and cinematic innovations of non-fiction films within their cultural contexts, and examination of theoretical issues such as objectivity and the blurred line between fact and fiction. Stresses the skills necessary for the critical evaluation and interpretation of documentary films.

BIS 348 Cultural Psychology (5) I&S Addresses the ways that cultural traditions and social practices both reflect and transform psychological experience. Examines both new theoretical and empirical work in cultural psychology and the intellectual roots of cultural psychology. Explores the implications of a cultural perspective for the larger projects/concerns of the field of psychology.

BIS 349 Personality Psychology (5) I&S Steward Introduces the field of personality psychology and the scientific study of psychological individuality. Addresses three key approaches to personality: basic traits; motives, goals, schemas, and tasks; and broad and culturally shaped life
stories that provide identity, purpose, and meaning. Integrates classical personality theories and contemporary research in the field. Not open for credit to students who have taken PSYCH 203 or PSYCH 303 at the Seattle Campus.

BIS 350 The Concept of Number (5) NW, QSR Explores the concept of number from an historical perspective and the modern mathematical perspective. Stresses the new properties of “number”, starting with counting numbers and progressing to the concept of a field.

BIS 351 Topics in American Culture (5, max. 15) Explores a particular topic in American culture that highlights the methodological tools needed to integrate the interpretation of cultural texts, including literature, film, music, and art, with their historical contexts.

BIS 352 Mapping Communities (5) I&S Uses mapping and other methods to examine the concept of community. Explores the intersections of life in urban areas including perception and interaction with built environments, political and economic relationships, and social and cultural ties.


BIS 354 Modern European Intellectual History (5) VLPA/I&S Study of key figures and intellectual debates of Western modernity, and of major literary movements (romanticism, realism, modernism). Analysis of seminal texts such as Rousseau’s Discourse on Inequality, Flaubert’s Madame Bovary, Nietzsche’s Genealogy of Morals, and Woolf’s To the Lighthouse.

BIS 355 History of Science and Technology (5) I&S Introduces the historical development of science and technology and their interaction with social, cultural, and political forces across time and space.

BIS 356 Ethics and the Environment (5) I&S Examination of the "environmental crisis" and associated social conflicts, tracing them to their philosophical roots. Focuses on the facts of the current situation, on classic and recent readings from the environmental literature, and on ethical responses to current issues.

BIS 357 Native American Religious and Philosophical Thought (5) I&S An exploration and comparison of religious and philosophical themes developed by tribal people in the New World; an analytical examination of various forms of religious and philosophical expression and how they relate to our human sense of an existing moral order.

BIS 358 Issues in Environmental Science (5, max. 10) I&S/NW Explores environmental problems from stratospheric ozone depletion to the preservation of endangered species to acid rain. Focuses on methods of analysis from the physical and life sciences as well as economics, psychology and related fields. Examines issues within their larger social, historic, and political contexts.

BIS 359 Principles and Controversies of Sustainability (5) I&S Focuses on the challenges, principles, and controversies of sustainability. Analyzes the sustainability issues, identifying the values underlying societal actions and conflicting perspectives, and considers the ecological, ethical, and human well-being ramifications of following different sustainability proposals and cultural trajectories.

BIS 361 Studies in American Literature (5, max. 10) VLPA I&S Examines important literary movements and literary genres with attention to their historical context. Emphasizes issues of race, class, and gender.

BIS 369 Women Across Cultures (5) I&S Examines the experiences of women around the globe from a variety of disciplinary perspectives; world systems theory, feminist sociology and anthropology. Examines women’s lives with respect to various institutions: politics, the family, education, as well as at the micro-level in the home, in day-to-day interacting and in relationships.


BIS 371 Twentieth-Century American Literature (5) VLPA Examination of significant writers and literary developments within twentieth-century American culture and society. Addresses issues surrounding the formation of an American literary canon. Stresses themes and methods for advanced literary interpretation within American Studies.

BIS 373 Cultural History of Rome (5) VLPA/I&S Intense study of the urban space of Rome as a cultural center from its origins to the modern era. Examines Roman influence over time covering the republican, imperial, and papal phases of this city as illustrated through the visual record of buildings, gardens, sculpture, mosaics, and paintings.

BIS 374 Middle East Politics (5) I&S Examines major socio-economic and political themes in the Middle East from colonialism to the present. Topics may include: emergence of republics/monarchies, gender and patriarchy in the Middle East, Arab Nationalism, Palestinian-Israeli conflict, politics of oil, and political Islam.

BIS 376 Circa 1500: Arts of West and East (5) VLPA Cultural history through the arts with emphasis on the era of early European expansion into Africa, the Americas, and Asia. Focuses on parts of the Mediterranean and Northern Europe, Islamic spheres of the ancient Near East and Africa, the Aztec and Inca cultures, Ming China, and Muromachi Japan.

BIS 377 Student Research Collaboratory (2, max. 6) Kochis Student design and implement research projects on interdisciplinary education and student life with reference to their IAS education.

BIS 378 The Language of Poetry (5) VLPA Study of how poetic meanings are formed and interpreted. Explores different forms of poetry within diverse cultures and historical times.


BIS 380 Bioethics (5) I&S Crane Explores concepts and questions in the field of bioethics and addresses key debates from different philosophical, social, and cultural perspectives.

BIS 381 The History of Life (5) I&S/NW, QSR Price Explores the principles of evolution by examining the fossil record, focusing on how past events shaped today’s biodiversity. Engages with contemporary controversies regarding scientific literacy.

BIS 382 The Visual Art of Biology (5) VLPA/NW Price Explores the intersection of biology and art through representations of nature in illustrations, photography, and film. Examines the effect of technological discoveries such as the telescope, microscope, and camera that shape and enhance our representations of nature.
BIS 383 American Art and Architecture (5) VLPA Explores major trends in American art comprising painting, sculpture, architecture, urban design, and the decorative arts from 1600 to present.

BIS 384 Health, Medicine, and Society (5) I&S Examines health, disease, and healing as social phenomena. Explores the nature and experience of illness through the study of patients, communities, healthcare providers, and medical systems in different cultural, social, political, and economic contexts.

BIS 385 Cross-Cultural Oral Traditions (5) VLPA Examines oral traditions from around the world. The primary focus is on folklore, although the genres of myths, tales, personal experience narratives, and jokes may be explored. Introduces several theoretical approaches to analyzing the content, style, and structure of oral traditions.

BIS 386 Global Environmental Issues (5) I&S/NW Addresses the connections between local activities and the global environment; the scientific approach to these problems (both quantitatively and qualitatively); and policy implications.

BIS 387 Women and American Literature (5, max. 10) VLPA Study of women writers and the ways women have been portrayed in literary texts. Focuses on certain themes, such as selves and subjectivities, or on writers from specific historical, economic, ethnic, or racial backgrounds.

BIS 388 The Philosophy and Science of Quantum Mechanics (5) NW, QSR Explores the basic philosophical and scientific concepts of quantum mechanics. Uses the historical development of quantum mechanics to develop its general principles and create an understanding of the scientific method. Examines the relationships between scientific observations, concepts, and theories.

BIS 389 American Indian Literature (5) VLPA/I&S A survey of both traditional and contemporary American Indian literary genre; oral and written modes of expression, including oral narratives, autobiography, oratory, traditional and contemporary poetry, fiction.

BIS 390 Ecology and the Environment (5) NW A general introduction to ecology. Introduces the principles that govern how organisms interact with each other and with their surroundings.

BIS 391 Environmental History of the Pacific Northwest Bioregion (5) I&S Stokes Examines the history of the relationships between humans and their environments in the Pacific Northwest, from the time of earliest human inhabitants to the present, with particular reference to current environmental and resource issues.

BIS 392 Water and Sustainability (5) I&S/NW Provides an understanding of past and present water challenges and some of the possible opportunities for solving them. What is the state of water in the United States and how did we get to this point? Examines the future prospects for wisely using water resources.

BIS 393 Special Topics (3-5, max. 15) Various topics designed to respond to faculty and student interests and needs.

BIS 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.


BIS 396 Topics in Sustainability (5, max. 15) Examines topics in sustainability. Includes social, political, historical, cultural, artistic, economic, or scientific explorations of sustainability issues.

BIS 397 Topics in Environmental Studies (5, max. 15) Examines topics in Environmental Studies. Includes social, political, historical, cultural, artistic, economic, or scientific explorations of environmental issues.

BIS 398 Directed Study/Research (1-5, max. 15) Opportunity for directed group or individual research on a topic/theme mutually agreed upon by instructor and student.

BIS 400 Modern Japan (5) I&S History of Japan from the beginning of the Tokugawa period to the present. Covers the principal ideas and institutions of the feudal period, and the impact of the West during the Meiji period. Explores the struggle of modern Japan to maintain its cultural identity while becoming a powerful modern state.

BIS 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. Recommended: prior course in economics.

BIS 402 Modern China (5) I&S History of modern China since the beginning of the Qing dynasty, 1644 to the present. Focuses on the major social, political, and economic developments, and on the relationships between ideas and institutions. Topics include the impact of the West and changes resulting from internal causes.

BIS 403 Washington D.C. Seminar on Human Rights (5) Examines human rights as a philosophical concept, an historical movement, and a contemporary political phenomenon, both in its inherently international scope and in its distinctly U.S. expression in congressional and executive-branch processes. Uses expert guest speakers, both on campus and in Washington, D.C., as major learning resources, along with readings and written assignments.

BIS 404 Twentieth-Century Russia (5) I&S History of Russia from the reign of Nicholas II to the present. Covers the main cultural, political, social, and economic events from the end of the Imperial period through the founding of the Soviet Union to the remarkable dismantling of Soviet institutions by Mikhail Gorbachev in the present.

BIS 405 Environmental Education (3) NW Analyze various environmental programs and prepare an individualized project. Learn to apply ecological concepts in the classroom and learn how to teach about various environmental education programs.

BIS 406 Urban Planning and Geography (5) I&S Jung Examines historical and modern conceptualizations of “urban”, covering topics such as urban systems, urban forms, urban ecologies, urban planning, and urbanism. Investigates the integration of built forms; human interactions; and the environmental, social, political, and economic aspects of urban places.


BIS 409 Modern Germany (5) I&S Interdisciplinary study placing the emergence of contemporary Germany in its larger historical context. Explores important eras of German history and focuses on major aspects...
of post-war economic, political, and cultural life in order to grasp the unique role that Germany has come to play in the European community of today.

BIS 410 Topics in Qualitative Inquiry (5, max. 15) I&S Provides a background for understanding qualitative inquiry. Focuses on ethnographic inquiry and interpretative cultural analysis. Discusses forms of data collection such as observation, participant observation, and interviewing. Also stresses strategies for data analysis and for handling qualitative data.

BIS 411 Biotechnology and Society (5) I&S Clarifies the scientific, political, economic, and ethical dimensions of new genetic technologies. Explores the tension between biotechnology as a source of economic opportunity and as a potential threat to the environment and human freedom, and the role of government in promoting and regulating science and technology to resolve this tension.

BIS 412 Ideas in Political Economy (5) I&S Surveys the rich intellectual tradition in political economy, from classical writings to the present. Provides a critical perspective on the development of modern capitalism.

BIS 413 Nations and Nationalism (5) I&S Examines modern nationalism as a vast, contested, and crucial subject. Addresses current theories and historical evidence about the origin and nature of nationalist ideologies and their relationships to the modern nation-state.

BIS 414 Topics in Human Rights (5, max. 10) I&S Explores a critical issue of human rights theory and practice and its intersection with the other fields of thought and disciplines. Topics may include such issues as the rights of children, workers, or women; or the relationship of human rights to democracy, globalization, and the arts.

BIS 415 Public Policy and Law (5) I&S Examines the different histories of and processes by which law and public policy create rules that govern a society. Discusses the nature and influence of law and policy in our society via a sociological perspective.

BIS 416 Problems in International Political Economy (5, max. 10) I&S Problems in world markets and political organization. Topics may include comparative industrialization, economic imperialism, the capitalist transition in Central Europe, and financial crises.

BIS 417 Paris: The City and Its History (5) VLPA/I&S Explores the issues of urban culture and history in the city of Paris. Uses pertinent primary and secondary texts to explore why Paris has been regarded as the jewel of European cities and what constitutes its sense of place.

BIS 418 Masculinity, Homoeroticism, and Queer Theory in American Culture (5) VLPA Exploration of the shifting and contradictory images and ideas of masculinity in American culture, focusing especially on the way masculinities are constructed in relations between men. Emphasizes advanced methods in American Studies.

BIS 419 Urban Politics and Policy (5) I&S Examines the historical, economic and ideological foundations for urban governance within the American political system. Compares and contrasts urban politics and public policy implementation in selected U.S. cities and regions. Special emphasis on policy issues affecting political and economic development and the distribution of political power and social benefits.

BIS 420 Colonizing History in Sub-Saharan Africa (5) I&S Considers the history of colonization in Africa and the writing of that history, dealing with debates around post-colonial theory. Provides a better understanding of how relationships between Sub-Saharan Africa and other parts of the world have developed, and how we have come to understand those relationships.

BIS 421 Technology Policy (5) I&S Examines the role of public policy in managing the tradeoffs between benefits and risks of new technology. Discusses how to evaluate U.S. technology policies against the standards of democracy, economic efficiency, and social justice.

BIS 422 Clinical Psychology (5) I&S Stewart Explores the intellectual, emotional, biological, psychological, and behavioral aspects of human functioning. Topics include maladjustment and adjustment, discomfort, disability, and adaptation. Specifically addresses assessment and diagnosis; theory and strategies of intervention; ethics and standard, research methods; and training and specializations.

BIS 423 The City in American Culture (5) VLPA/I&S Explores the contested terrain of urban landscapes in American culture by interpreting literature, film, and other cultural texts within their historical and geographical context. Uses methods and knowledge gained from introductory American Studies courses to focus on specific themes.

BIS 424 Topics in American Studies (5, max. 15) Examination of a specific topic in order to provide a deeper understanding of a particular aspect of American culture.

BIS 425 Topics in U.S. Social and Political History (5, max. 15) I&S Intensive examination of a particular topic on American institutions, ideologies, movements, and social conditions.

BIS 426 Comparative Urban Politics (5) I&S Compares processes of urban governance and the politics of central-local relations in various advanced industrial societies. Examines urban public policies and the distributions and effects of political and economic power in selected cities are analyzed. Draws contrasts with Third World cities and explores global processes of urbanization.

BIS 427 Global History I (5) I&S Provides a global perspective on the history of the human community from hunting-gathering times to the end of the formative stage of human cultures. It is divided into eleven main areas of focus: world origins, human origins, environment, society, politics, economics, technology, art and religion, disease, and migration.

BIS 428 Global History II (5) I&S Provides a global perspective on the human history to the beginning of the modern age. It is divided into ten main areas of focus: indigenous peoples, disease, gender, Indian Ocean, Arab Trading Network, maritime exploration, Atlantic Trade, world population, the gun powder empires, and the rise of the nation-state.

BIS 429 Global History III (5) I&S Provides a global perspective on human history from the scientific revolution to the present. Explores ten main areas: the scientific revolution, nationalism, the industrial revolution, the various economic systems, colonialism, war, crisis of ideas, global society, the environment, and a look into the twenty-first century.

BIS 430 Social Theory and Practice (5, max. 10) Focuses on a particular concept or problem in social theory and practice, such as the nature of community, the meaning and value of professionalism, the varieties of human conflict, human rights.

BIS 431 Issues in Sexual Politics and Cultures (5, max. 10) I&S Examines the ways that sexual beliefs, practices, identities, and behaviors are connected to various cultural, economic, political, and historical forces. Ideally builds on students’ previous critical study of sex and sexuality, either at the UW or elsewhere. Specific focus and topic varies with instructor.

BIS 432 Democracy in Asia (5) I&S Explores the institutional heritage of selected Asian countries, principally China, Japan, Korea, and Taiwan,
and evaluates their suitability to democratic institutions. Frequent comparisons with the growth of representative democracy in the West.

BIS 433 Gender, Work, and Family (5) I&S Examines the interlocking institutions of gender, work, and family. Explores the impact of changing patterns of work on the lives of men and women and the effect of changes in work and occupations on demography and family patterns.

BIS 434 Psychology and the Visual Arts (5) VLPA/I&S Explores the visual arts experience in many of its psychological, social, and cultural dimensions. Topics include visual perception and cognition, the process of assigning personal meaning and value to art, and the role of the visual arts in individual and community identity development and change efforts.

BIS 435 Interactive Learning: Theory and Practice (5) I&S Examines theories that support interactive learning-including constructionist, critical-, and experientially based views. Emphasizes multiple dimensions of the learning situation. Mainly theory, with opportunities to relate practice to theory.

BIS 436 Comparative Family Systems (5) I&S Provides comparative analyses of family life in various cultures and societies. Topics include family organization, family and kinship structure, marital and parent-child relationships, socialization, aging and familial roles. Examines methods for conducting comparative research.

BIS 437 Narrative Psychology (5) I&S Examines the ways narrative has been used in psychology theory, practice, and research. Introduces narrative concepts and analysis techniques, examines how diverse cultural contexts shape personal stories, demonstrates narrative research strengths, and explores the ways larger social narratives can affect individual actualization.

BIS 438 Prevention and Promotion (5-7) I&S Stewart Examines prevention and promotion, the two fundamental intervention approaches of community psychology. Explores the strategies employed for each, and the array of phenomena, or variables, they address. Focuses on applications at the small group, community, and socio-cultural levels of analysis. Prerequisite: BISCP 343.

BIS 440 Topics in Everyday Social and Cultural Life (5, max. 15) I&S Intensive examination of a particular theme, tradition or problem in everyday social/cultural life. Topics may include living the good life; personal and interpersonal ethics; body, gender, society, and symbol; and psychology of gender.

BIS 441 Global Labor Markets (5) I&S Explores the history, theory, and institutions that affect labor's position in an increasingly globalized labor market. Fosters critical inquiry upon the globalization of labor markets and makes connections between global markets and local employment conditions. Required background: BIS 324 or microeconomics or macroeconomics.

BIS 442 Advanced GIS Analysis and Applications (5, max. 15) I&S Jung, Lopez Provides advanced training in Geographic Information Systems and other geospatial applications for display and analysis of environmental and socio-economic data. Prerequisite: BIS 342.

BIS 443 Educational Policy and the American Economy (5) I&S Examines relationships between the economy and our educational and training infrastructure: What are we doing and what should our educational policy be?

BIS 444 Issues in Comparative History (5, max. 10) I&S Explores different special issues in comparative history. Topics include histories of the world, imperialism and colonialism, nationalism and nation states, and the history of gender in the east and west.

BIS 445 Meanings and Realities of Inequality (5) I&S A socioeconomic investigation into the meanings and realities of inequality using a variety of theoretical frameworks and empirical research. Focuses on the determinants of economic mobility and social status. Addresses discrimination, poverty, welfare, and education.

BIS 446 Science, Expertise, and Public Policy (5) I&S Ottinger Addresses how we incorporate both public participation and expert advice into democratic decision-making. Acknowledges that science in necessarily value-laden and that non-scientists often have salient knowledge, and examines how the tension between democracy and expertise has been reconciled in practices of, and proposals for, policy-making in Western democracies.

BIS 447 Topics in Quantitative Inquiry (5, max. 15) NW, QSR Examines methods for quantitative data analysis. Uses current software packages to model data. Topics vary with instructor and may include probability, surveys, regression techniques, forecasting and time series, decision-making, or spatial analysis and data maps. Recommended: previous coursework in quantitative methods such as BIS 315 or BIS 312.

BIS 448 Social Policy (5) I&S Addresses the need for and purposes of US social policy by linking policy interventions and advocacy to social welfare. Examines causes and policy solutions to social welfare issues such as poverty, income, public assistance, food and housing, mental health and substance abuse, child welfare, and social security. Recommended: BIS 226.

BIS 449 Advanced Topics in Psychology (5, max. 15) I&S Stewart, Udell Advanced study of selected theoretical and research topics of contemporary interest in psychology.

BIS 450 Performance and Healing (5) VLPA/I&S Investigates performance and healing to understand how a variety of performance forms including dance, theater, and music can provide vehicles for personal, social, and cultural healing.

BIS 451 Northwest Indian Myths and Tales (5) VLPA/I&S Exploration of the rich oral traditional heritage of the Native peoples of the Pacific Northwest, emphasizing common features of content (plot, themes, and characters), style, and performance. Includes folkloristic, anthropological, and literary perspectives.

BIS 452 Marx, Nietzsche, Freud (5) I&S Study of the challenges to the traditional Western conceptions of the self, history, knowledge, and art by these classic authors of modernity. Examines the critical impact of their writing within its historical and cultural context and the ongoing significance of their work through the study of prominent examples of contemporary theory.

BIS 455 Literature and Sexuality (5, max. 10) VLPA/I&S Advanced study of the changing definitions and discourses of sexuality in the nineteenth and twentieth centuries and their relationship to literary representations. Stresses historical, psychoanalytic, and literary perspectives.

BIS 457 Thinking and Decision Making (5) I&S Survey of research and theory on how people process information about others, and themselves. Topics include attention and memory for person information, social schemata, biases in attribution, perceived control, heuristics for rapid inferences, and how cognition relates to emotion and behavior.

BIS 458 Energy, the Environment and Society (5) I&S Discusses energy production, distribution, and consumption in modern society. Topics include basic scientific, technological, economic, political and environmental issues and questions raised by the utilization of traditional and alternative energy sources.
BIS 459 Conservation and Sustainable Development (5) I&S/NW
Groom Examines the connections between human welfare and diverse and healthy ecosystems. Considers tensions among economic development, poverty eradication, and biodiversity conservation. Examines efforts to create sustainable development solutions to easing poverty and protecting biodiversity.

BIS 460 Topics in Critical Theory (5, max. 10) VLPA Investigates theoretical approaches to the study of literature. Topics may range from chronicles of critical theories to psychoanalysis and literature, or the examination of individual theoreticians such as Michel Foucault.

BIS 461 Studies in U.S. Intellectual and Cultural History (5, max. 10) VLPA/I&S In-depth investigation of a particular topic, theme, or tradition in the history of ideas or cultural practices in the United States. Builds on methods and knowledge gained in introductory American Studies courses.

BIS 462 The Culture of Cold War America (5) VLPA/I&S Examines Americans’ ideas, values, fears, and desires during the Cold war era by considering the production, reception, and meaning of popular Hollywood films in their historical context.

BIS 463 U.S. Women’s History (5) I&S Surveys the place of women in the United States from Native American-European contact to the present. Topics include comparative gender norms, women’s politics, gender and slavery, alliances and disagreements among women, women and work, courtship, sexuality, and marriage.

BIS 464 Topics in Advanced Cinema Studies (5, max. 15) VLPA Builds on the analytical and methodological skills gained in 300-level cinema studies courses. Focuses on specific topics which examine cinematic texts and institutions and their complex interrelationships within modern culture.

BIS 465 Performance, History, and Memory (5-) VLPA/I&S Kochhar-Lindgren Investigates transnational performance forms as sites of memory, testimony, and archive. Explores the transmission of cultural knowledge in performance and how those traditions change as they travel across social, cultural, and geographic boundaries. Specific cultures examined vary by instructor.

BIS 466 Human Rights and Resistance (5) I&S Kochis Examines how cultural practice interacts with the modern human rights movement, exploring how cultural production such as music, literature, theater, or the visual arts can promote the human rights regime as it resists challenges to justices and human dignity.

BIS 467 Post-1945 U.S. Youth Culture: Culture, Theory, and History (5) VLPA/I&S Explores the development of various youth cultures in post-World War II America. Examines the relationship between youth cultures, mass culture, and adult mainstream society, and the way each shapes and is shaped by the other.

BIS 468 Human Rights and Sustainable Development (5) I&S Kochis Examines social aspects of a human right to sustainable development including education, democratic participation, the rule of law, human capabilities and functioning, nationality, religion, and a right to a safe environment.

BIS 470 Art, Politics, and Social Change (5) VLPA/I&S Explores art forms as windows on changing political cultures and the role of artists as social critics and advocates of political change in diverse historical epochs and societies and in conjunction with selected modern political movements.

BIS 474 Topics in European Cultural History (5, max. 10) VLPA/I&S Advanced interdisciplinary study of major periods, prominent movements, or representative figures of European cultural history. Gives special attention to the historical contexts and meanings of cultural life, as well as to the interrelations between the arts.

BIS 476 Issues in Art History (5, max. 15) VLPA/I&S Explores diverse issues in art history such as the history of photography, painting in the age of Rembrandt, and impressionism through surrealism.

BIS 478 Art Patronage and Markets - Seminar (5) VLPA/I&S Examines the changing patronage for the visual arts from its roots in the privatized consumption of the early modern period to the development of a modern commercial market. Considers the artist’s place, market manipulation, and the influence of museums and galleries on public taste.

BIS 480 International Study Abroad (2-5, max. 20) Combines study at UW-Bothell with seminars and field trips organized by the Interdisciplinary Arts and Sciences faculty or the faculties of host institutions in foreign countries. Topics include politics, political economy, public policy, business, and literature, and the arts.

BIS 481 Modernism, Postmodernism, and American Literature (5) VLPA An investigation into the multiple descriptions and definitions of Modernism and Postmodernism through the study of such twentieth-century writers as Eliot, Pound, Willi Stevens, Moore, Stein, Ashbery, Creeley, Antin, Hemingway, Dos Passos, Faulkner, Ellison, Barnes, Bowles, Paley, Morrison, and Silko.

BIS 482 Problems in Interdisciplinary Science (5, max. 10) Examines contemporary issues such as genetic engineering, acid rain and environmental intelligence through integrated perspectives from the physical, life, and mathematical sciences. Uses appropriate methods of analysis and evaluation that draw upon science, the social sciences, and the humanities.

BIS 485 Topics in Cultural Studies (3-5, max. 15) I&S Explores in depth specific historical, political, or social aspects of cultural practice. Links this analysis to an examination of the processes involved in doing various forms of cultural work.

BIS 486 Studies in Women and Literature (5, max. 10) VLPA Advanced study concentrating on individual or a group of related women writers with attention to such subjects as women and language, feminist literary criticism, and canon formation.

BIS 487 Topics in American Literature (5, max. 10) VLPA Advanced study in American literature concentrating on individual writers, literary movements, specific critical approaches to literature, or literary canons and their critics.

BIS 488 Topics in British Literature (5, max. 10) VLPA Advanced study of significant authors, issues and movements in English literature. Topics include Shakespeare and the idea of tragedy, Virginia Woolf as artist and cultural critic, and canon formation and the Romantic movement.

BIS 490 Senior Seminar (5, max. 10) Study of special topics in interdisciplinary arts and sciences. Prerequisite: BIS 300.

BIS 491 Topics in Policy Studies (3-5, max. 15) I&S Explores in depth a specific topic in policy analysis and implementation. Topics include environmental policy, educational policy, cultural and arts practices, labor policy, and health care policy.

BIS 492 Senior Thesis (5-, max. 10) A significant independent research project planned and carried out by the student under the direction of two or more faculty on a significant scholarly topic selected by the student in consultation with thesis advisor.
BIS 493 Special Topics (3-5, max. 15) Advanced course offerings designed to respond to faculty and student interests and needs. Topics include French Impressionism, social movements in late nineteenth-century Japan, international business and the changing European economic structure.

BIS 494 Task Force (2-5, max. 15) BIS 495 Internship (2-6)

BIS 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.

BIS 497 Political Internship in State Government (5, max. 20) Students serving in approved internship program with state government agencies.

BIS 498 Undergraduate Research (1-5, max. 15) Individual advanced research on topics conducted under the direction of one or more instructors.

BIS 499 Portfolio Capstone (3) Focuses on developing a learning and professional portfolio, advancing skills of critical thinking and interdisciplinary synthesis, and honing writing and presentation capacities for appropriate audiences. Stresses collaboration with other graduating students. Prerequisite: BIS 300.

American Studies

BISAMS 363 Conflict and Connection in the Americas (5) I&S Examines the Americas as a geographical and historical region. Applies a variety of approaches to specific topics and events, with particular attention to the interplay of politics and culture. Stresses interaction of local, regional, and global dynamics such as colonialism, migration, and slavery. Stresses diverse interpretive approaches within American Studies.

BISAMS 364 Public Memory and Dissent in American Culture (5) VLPA/I&S Examines in detail one (or more) case of social, political, legal, and/or cultural conflict, focusing on how it has been remembered, reconstructed, and reimagined, both textually and institutionally. Stresses diverse interpretive and methodological approaches within American Studies.

BISAMS 365 Exploring American Culture: Popular and Consumer Culture (5) VLPA/I&S Explores the interaction between consumer culture and popular culture emphasizing literature, history, and theory. Stresses diverse interpretive approaches within American Studies.

BISAMS 366 Exploring American Culture: Americans at the Margins (5) VLPA/I&S Examines a range of American folklore and folklife, including folk speech, worldview, and folk medicine and religion. Focuses on the relationship between the ideologies of official/institutional cultures and folk cultures. Stresses diverse interpretive approaches within American Studies.

BISAMS 367 Exploring American Culture: Race, Ethnicity, and Immigration (5) VLPA/I&S Examines how contested discourses of racial, ethnic, and national difference have shaped ideas about citizenship and “American” identities. Focuses on the relationship between these discourses and social, economic, and political practices and policies. Stresses diverse interpretive approaches within American Studies.

BISAMS 368 Sex, Love, Romance (5) VLPA/I&S Examines how ideologies and practices of sex, love, and romance have structured American political relations and everyday life. Focuses on the relationship between public and private life, social and gender roles, race and reproduction, among other topics. Stresses diverse interpretive approaches and methodologies within American Studies.

BISAMS 369 American Culture and Mass Media (5) I&S Goldberg Combines an introduction to analytical methods for understanding mass media with the critical study of American cultural practices and structures. Applies analytical tools to a multimedia production.

Culture, Literature, and the Arts

BISCLA 318 Performance, Identity, Community, and Everyday Life (5) VLPA/I&S Examines performance in everyday life, dance, theater, community-based arts practices, and/or new media from a variety of perspectives. Considers how performances act as sites for the revisioning of identity, community, and cross-cultural exchange.

BISCLA 349 Hollywood Cinema and Genres (5) VLPA Examines Hollywood cinema as an institution of cultural affirmation and contestation within modern society. Explores the foundational methodology of cinema studies and employs a broad range of contemporary approaches to cultural and textual analysis.

BISCLA 360 Literature, Film and Consumer Culture (5) VLPA/I&S Explores innovative approaches to the study of literature and film in the age of consumer culture. Focuses on literary and cinematic communication as an important arena for the constitution of modern subjectivity and personal identity.

BISCLA 372 Comparative Arts in Eighteenth-Century Europe (5) VLPA Examines selected works from the early modern period, including poetry, drama, and the visual arts. Considers how these artworks were produced and consumed in their historical contexts.

BISCLA 380 Arts in Context (5, max. 15) VLPA/I&S Examines the historical, social, political, and cultural contexts in which art is created and experienced.

BISCLA 384 Literary and Popular Genres (5, max. 10) VLPA Examines the conventions that define genres and their historical evolution. Focuses on one or two genres taken from the traditional modes of lyric poetry, tragedy and comedy, and epic, or from the popular forms of gothic romance, detective and mystery stories, and journalistic fiction.

Community Psychology

BISCP 343 Community Psychology (5) I&S Examines the historical foundations, theory, methods, and practice that constitute the interdisciplinary field of community psychology. Students build upon an existing empirical knowledge base, including effective modes of community intervention, and examine the relevance of community psychology for addressing social problems.

BISCP 489 Projects in Community Psychology (5) I&S Provides the opportunity to apply concepts from BIS 343 in a relevant organizational setting, to engage in a meaningful community-based intervention or research project, and to critically reflect on the project as it is conceived and carried out. Prerequisite: BISCP 343.
Global Studies

BISGST 303 History and Globalization (5) I&S The phenomenon of globalization has attracted the attention of many academic disciplines which often attribute novelty to trends that have in fact been around for centuries. Provides a historical perspective on current debates about globalization. Approaches may vary with instructor.

BISGST 324 International Political Economy (5) I&S, QSR The study of interrelations between international politics and economics. Addresses the Bretton Woods institutions, differing political conceptions of international economic relations, trade, trade restrictions, trade agreements, global financial flows, migration, and exchange rates. Methods emphasize institutional analysis, historical analysis, accounting frameworks, and formal economic models.

BISGST 362 Contemporary Political Ideas and Ideologies (5) I&S Explores the juncture of political ideology with political experience in the context of such widespread ideas as nationalism, democracy, and socialism, and their diverse manifestations in contemporary political movements and systems.

BISGST 397 Topics in Global Studies (5, max. 15) I&S Examines a topic, theme, problem, or area of the world in order to provide a deeper understanding of an aspect of Global Studies.

BISGST 497 Advanced Topics in Global Studies (5, max. 15) I&S Advanced study of a specific topic, problem, or area of the world in order to provide a deeper understanding of an aspect of Global Studies.

Interdisciplinary Arts

BISIA 207 Introduction to Creative Writing: Words, Stories, Dialogues (5) VLPA Hiebert Inquires into basic elements of creative writing that occur in multiple genres and media. Studies and practices writing in a workshop atmosphere.

BISIA 213 Art Techniques (1-5, max 10) VLPA Kochhar-Lindgren, Milutis Develops intermediate skills and applications in one or more studio arts in order to enhance students’ abilities as performers, arts creators, or educators. Recommended: B CUSP 197 or prior experience.

BISIA 310 Creative Writing: Poetry (5) VLPA Intensive study of the theories and practices of writing poetry.

BISIA 311 Creative Writing: Prose (5) VLPA Intensive study of the modes and means of composing creative, non-fictional prose.

BISIA 319 Interdisciplinary Arts (5) VLPA Edwards, Hiebert, Kochhar, Lindgren, Milutis Investigates relationships between the study and making of art. Explores connections among written, visual, and performance arts and engages their intellectual, social, and aesthetic dimensions.

BISIA 350 Photography and Digital Art (5) VLPA Hiebert Explores the use of photography and 2D digital imaging as contemporary art forms in a practice-based arts workshop. Emphasizes creative and conceptual engagement.

BISIA 374 Arts Workshop (1-5, max. 15) VLPA Hiebert, Kochhar-Lindgren, Milutis Explores how art is made in specified areas of inquiry, genre, or media. Arts may include visual, written, or performance arts, or a combination of these.

BISIA 401 Literary and Arts Journal Editorial Board (2-5, max. 20) Provides opportunity to learn about publishing a literary journal by publishing the UWBB Literary Journal. Students gain skills in communication, assessing and editing literary texts, layout design, technology for creating and disseminating multi-media work, project management, and teamwork. Credit/no credit only.

BISIA 450 Image and Imagination (5) VLPA Hiebert Explores image-based arts in a contemporary context in an advanced arts workshop. Emphasizes the development of creative and conceptual projects in a practice-oriented setting.

BISIA 483 Advanced Arts Workshop (1-5, max. 15) VLPA Hiebert, Kochhar-Lindgren, Milutis, Watts Advanced levels of art making which extend artistic proficiencies and knowledge. Arts may include visual, written, or performance arts, or a combination of these.

BISIA 484 Arts Learning in the Community (5-10, max. 10) VLPA Hiebert, Kochhar-Lindgren, Milutis, Watts Develops a theoretical and practical understanding of arts-practices in relation to a selected community context. Engages in a specific project at an educational, social service, or arts organization, or in an arts-project that works across communities.

Interdisciplinary Studies Skills

BISSKL 250 Career Exploration (2) Burgett Explores issues, topics, and tasks related to personal, educational, and career choices. Addresses educational and career planning, personal characteristics, and individual preferences, life and work values and interests, decision making, goal setting, and job/career search preparations. Credit/no credit only. Offered: AWSpS.

BISSKL 302 Team Building (2) Introduces a theoretical and experiential understanding of team development, consensus decision-making, sharing values, diversity, facilitation, conflict resolution and dialogue. Theory is based on emerging views of teams and organizations as self-organizing systems.

BISSKL 350 Independent Fieldwork (1-6, max. 18) Independent fieldwork in community agencies, apprenticeships, internships, as approved for College of Arts and Sciences credit. Faculty sponsor and internship supervisor are required. Credit/no credit only. Offered: AWSpS.

BISSKL 351 Community-Based Learning (2-5, max. 15) Independent study conducted in organizations in our communities, complementing a designated course.

BISSKL 375 Academic Research and Writing Seminar (2) Using a research project from another course students refine writing skills and expand skills in accessing, identifying, and critically evaluating information. Must be concurrently enrolled in another IAS course.

BISSKL 377 Quantitative Reasoning (2, max. 4) Strengthens quantitative reasoning and develops problem solving and critical thinking skills through studying mathematics that can be used in everyday lives and careers.

BISSKL 400 Policy Journal Editorial Board (2, max. 10) Students nominated by faculty may participate on the editorial board of the Policy Journal. Board members are responsible for managing the content and production of the Policy Journal which is produced at least once per year, with the possibility of additional volumes if sufficient numbers of quality submissions are received. Credit/no credit only.

BISSKL 402 Peer Facilitation (2-5, max. 10) Provides direct experience in teaching and facilitation. Students gain in-depth background on subject material along with training in teaching techniques and facilitation approaches. Credit/no credit only.
Law, Economics, and Public Policy

BISLEP 301 Law, Economics, and Public Policy (5) Jacoby Examines the relationships among the fields of law, economics, politics, and public policy, with particular attention to problems of social, economic, and political change. Uses examples from various areas of public policy, including social, environmental, and education policy. Prerequisite: ECON 200 or B CUSP 200.

BISLEP 302 Policy Analysis (5) I&S Carlisle, Nitta Provides an introduction to the approaches and methods used in analysis of laws and policy utilizing case studies, statistics, and demographic evidence. Draws on contribution from microeconomics, statistics, political analysis, and social demography to examine trade-offs made in public policy design and implementation as well as impacts of implemented polices.

BISLEP 397 Topics in Law, Economics, and Public Policy (5, max. 15) I&S Examines a topic, theme, or problem at the intersection of law, economics, and public policy.

BISLEP 497 Advanced Topics in Law, Economics, and Public Policy (5, max. 15) I&S Advanced study of a specific topic, theme, or problem at the intersection of law, economics, and public policy.

Media and Communication Studies

BISMCS 234 Media and Communication Techniques (1-5, max. 10) VLPA Krabill, Milutis Develops beginning to intermediate skills and techniques in one or more forms of communication practice and media production.

BISMCS 333 Media and Communication Studies (5) VLPA/I&S Behler, Harewood, Milutis Emphasizes the skills of critical media analysis and creative media production. Addresses media representations and the importance of media in structuring contemporary society.

BISMCS 343 Media Production Workshop (1-5, max. 15) VLPA Harewood, Milutis Provides hands-on experience in communicative practice and the production of media. Combines production and theory.

BISMCS 471 Advanced Topics in Media and Communication Studies (5, max. 15) Behler, Krabill Advanced study of a topic in media and communication that includes a practice component. Recommended: BISMCS 333.

BISMCS 472 Advanced Media Production Workshop (1-5, max. 15) VLPA Provides focused study and production in a specific area of media arts and practice. Recommended: BISMCS 343.

BISMCS 473 Visual Communication (5) VLPA/I&S Thurlow Examines the everyday world of images, image-making, design, and visual culture. Introduces students to different visual methodologies, modes, and sites of contemporary visual production.

Science, Technology, and Society

BISSTS 231 Genes, Genomes and Heredity (5) I&S/NW Servetnick Explores basic concepts of heredity, including DNA structure and function, Mendel's rules of inheritance, and human genetic diseases. Goals include understanding current issues in the field, including genetic screening and testing, DNA fingerprinting and forensic analysis, the genetic basis of cancer, and genetically modified organisms. Recommended: one year of high school biology. Offered: jointly with B BIO 223.

BISSTS 232 Embryos, Genes and Reproductive Technology (5) I&S/NW Servetnick Examines human reproduction, embryonic development, and genetic technology. Explores the increasing use of technology used in reproduction and related issues (e.g. in vitro fertilization, genetic selection of embryos, cloning, stem cells). Recommended: one year of high school biology. Offered: jointly with B BIO 223.

BISSTS 307 Science, Technology, and Society (5) I&S Presents concepts and theories used to investigate the creation, application, and governance of science and technology. Addresses the nature of scientific and technological knowledge, social construction of science and technology, democracy and science, and public understanding.

BISSTS 397 Topics in Science, Technology, and Society (5, max. 15) I&S Examines a topic, theme, or problem at the intersection of science, technology, and society.

BISSTS 497 Advanced Topics in Science, Technology, and Society (5, max. 15) I&S Advanced study of a specific topic, or problem at the intersection of science, technology, and society.

Society, Ethics, and Human Behavior

BISSEB 304 Institutions and Social Change (5) I&S Examines the patterns of power that create our social world and how those patterns can be challenged or modified. Examines cultural, institutional, and interpersonal ways that people gain, challenge, and are affected by power and considers how and whether to bring about social change.

BISSEB 331 The Family in U.S. Society (5) I&S Examination of the historical development of the family, and the theoretical underpinnings of family relationships. Discusses current trends and changes in the family and family life.

BISSEB 333 The Individual and Society (5) I&S Socialization is the process by which individuals develop into social beings. Examines various theories of socialization and human development. Explores the role played by social structure and institutions in the integration of the individual into society.

BISSEB 359 Ethics and Society (5) I&S Examination of major ethical alternatives (egoism, utilitarianism, hedonism, virtue ethics, relativism, emotivism) along with competing visions of the good society (libertarian, communitarian, feminist). Analyzes several contemporary problems, such as legal moralism, affirmative action, euthanasia, capital punishment, corporate responsibility.

Policy Studies - Bothell

BPOLST 492 Topics in Policy Research (3-5, max. 10) Explores topics in policy research to prepare students planning to enter a graduate level policy program. Topics may include: qualitative research methods, quantitative research methods, or research writing for the social sciences.

BPOLST 500 Policy Process (5) Focuses on political and institutional aspects of public policy processes. Examines rationales for public policy and the processes in which they are articulated and negotiated; formulation of policies; selection of policy instruments; and policy implementation. Offered: A.

BPOLST 501 Public Finance and Budgeting (5) Jacoby Analysis of government expenditures and revenues. Uses economic theory to examine key public policies in areas such as health, education, and labor. Emphasizes policy rationales and impacts regarding efficiency and equity. Develops accounting concepts necessary for budgeting analysis. Prerequisite: Microeconomics. Offered: Sp.
BPOLST 502 Statistics for Policy Studies (5-) Surveys important aspects of social science research for academic and practical investigation. Focuses on gaining an understanding of research and statistical analyses and their relationship to policy concerns. Prerequisite: minimum grade of 2.7 in BPOLST 500. Offered: W.

BPOLST 503 Policy Analysis (5-) Focuses on methods and approaches used in policy analysis and program evaluation. Examines and applies interdisciplinary approaches and methods for evaluating policy impacts and outcomes, including cost-benefit analysis, randomized field experiments, quasi-experimental assessment, and participatory assessment. Examines

BPOLST 504 Management and Organizations (5) Addresses how organizational cultures, processes, and resources create and limit policy options in local, state, and national context. Examines how an organization’s strategies, perspectives, and patterns of resource management shape organizational responses to a variety of policy issues and problems. Prerequisite: minimum grade of 2.7 in BPOLST 500, BPOLST 502, and BPOLST 503.

BPOLST 505 Leadership and Organizations (5) Decker, Kochis Explores the human interactional dimension of organizational culture, behavior, and outcomes. Special attention is devoted to how individual and group dynamics frame the options open to leaders, managers, and employees in public, private, and non-profit organizations, and how leaders and managers shape the culture and behavior of organizations. Offered: W.

BPOLST 506 Capstone Research (5-) Depending on work experience, participate in an internship or field research in a private, public, or non-profit organization to investigate a policy problem. Conduct primary or secondary research, collecting data, and selecting theoretical perspectives. Represents the first stage of the Capstone project. Offered: A.

BPOLST 508 Capstone Project (5-) Based on data collected form their primary or secondary research internship/field research, write a capstone paper which frames project conceptual issues, its research findings, and produces a critical analysis of a policy issue. Represents the second stage of the Capstone project.

BPOLST 520 Policy Internship (2-5, max. 10) Student arranged internship with a local organization or agency that incorporates a “field-based” component into their learning. Includes a policy project that benefits the organization and has academic merit. Prerequisite: BPOLST 500; BPOLST 502. Offered: A/WSpS.

BPOLST 571 Policy Ethics (5) Kochis Examines the complex relationships between policy and ethics. These relationships are grounded in moral and political theories about the behavior of state and non-state actors. Offered: A/WSpS.

BPOLST 576 Education Policy and Politics (5) Covers the historical development of U.S. K-12 education policy, with particular focus on contemporary education policy issues and debates, such as standards, tests, accountability, and school choice. Addresses the process and politics through which education policy is made at the federal, state, and district levels.

BPOLST 581 Issues in Human Rights Policy (5, max. 10) Explores the theories and practices of implementing the international human rights regime as government policy. Students engage in issues of normativity in policy formation and the pathways by which certain norms become domestic and global standards.

BPOLST 582 Issues in Technology Policy (5, max. 10) Explores how science and technology contribute to economic growth and human development, and how political processes shape and manage that impact. Examines historical and contemporary issues.

BPOLST 583 Issues in Environmental Policy (5, max. 10) Examines current policy issues in the complex and every changing arena of environmental policy.

BPOLST 584 Issues in Labor and Human Resources (5, max. 10) Jacoby Examines issues in the changing arena of labor and human resource policy.

BPOLST 585 Issues in Health Policy (5, max. 10) Examines relevant current issues in the changing arena of health policy including managed care, public health and safety, and the ethical dimensions of medical research and practice.

BPOLST 586 Issues in Education Policy (5, max. 10) Examines issues in education policy in local and global contexts.

BPOLST 591 Policy Studies Research Colloquium (1-2, max. 6) Policy researchers and practitioner experts present topics and/or research projects in a variety of policy fields. Discussion regarding the research and its broader implications to theory and/or practice follows the presentation. Credit/no credit only.

BPOLST 592 Topics in Policy Research (3-5, max. 10) Develops advanced technical skills in policy research methods. Topics may include various qualitative and quantitative methods of research.

BPOLST 593 Topics in Policy Studies (3-5, max. 10) Examines the changing arena of policy. Topics are relevant to current issues and may include the following: policy and gender; transportation policy in Puget Sound; policies of aging; and environmental policy.

BPOLST 594 Research Design (5) Dolsak Provides grounding in research designs, such as experimental, longitudinal, cross-sectional, case-study, and action research design. Helps professionals design and evaluate research proposals and be astute consumers of published research. Develops research proposals that can be submitted for institutional review at UW. Offered: Sp.

BPOLST 595 Policy Studies Skills Workshop (1-3, max. 9) Provides the opportunity to develop applied skills commonly required of managers and analysts in the public and non-profit sectors. Workshops emphasize hands-on learning and actual practice.

BPOLST 598 Directed Research (1-5, max. 15) Individual advanced research on policy topics conducted under the direction of one or more instructors.

Pre-major

Art

B ART 121 Introduction to Drawing (5) VLPA Builds basic drawing skills, develops understanding of primary concepts which relate to drawing and develops an understanding of the grammar or syntax of two-dimensional language. Students move beyond their current knowledge and abilities and link new skills, concepts, and understandings to creative expressing. Offered: A/WSpS.

B ART 131 Introduction to Arts Practice (5) VLPA Includes active exploration of processes through which artists discover and translate ideas, feelings, and concerns into various forms of objects. Uses a wide
various methods and approaches, from traditional to technological, to promote artistic expression. Promotes discussions and critiques to lead to a better understanding of the creative process. Offered: W.

American Sign Language

B ASL 101 American Sign Language I (5) Introduction to American Sign Language using conversational methods. Covers vocabulary, grammatical usage, and culturally appropriate behavior within the deaf community. Offered: A.

B ASL 102 American Sign Language II (5) Focuses on building mastery of American Sign Language grammar skills, increasing vocabulary, and gaining a deeper knowledge and appreciation of deaf culture. Prerequisite: ASL 101. Offered: W.

B ASL 103 American Sign Language III (5) Focuses on grammatical features such as spatialization, directionality, and non-manual components. Intensive work in vocabulary development and continued study of deaf culture. Prerequisite: ASL 102. Offered: Sp.

Chinese

B CHIN 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. Offered: A.

B CHIN 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 B CHIN 101. Offered: W.

B CHIN 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 B CHIN 102. Offered: Sp.

Center for University Studies and Programs

B CUSP 100 General Learning Strategies (2, max. 6) Provides students with active learning strategies and exploration of university curricular and co-curricular resources and services to help them transition into a university setting and become effective learners. Includes interactive work on building collaborative skills, and as well as reflection on personal and academic goals. Offered: AWSp.

B CUSP 104 Discovery Core I: The Arts (5) VLPA Examines an important social issue such as ecology, art, political change, the power of media, educational reform, or the role of science in contemporary culture through interdisciplinary investigation, and the lens of the visual, literary, and performing arts. Offered: A.

B CUSP 107 Discovery Core I: Individuals and Society (5) I&S Through collaborative and interdisciplinary learning, students develop a knowledge base, skills, habits of inquiry, and imaginative vision. Focuses on individuals, society. Offered: A.

B CUSP 110 Discovery Core I: The Natural World (5) NW, QSR Examines an important social issue such as ecology, the role of technology in society, bioethics, or global and local health concerns through interdisciplinary investigation, and the disciplined scientific study of the natural world. Offered: A.

B CUSP 115 Discovery Core II: Individuals and Society (5) I&S Addresses an important social issue through an interdisciplinary perspective, continues to build creative and critical skills, and focuses on the relationship between the individual and society. Offered: W.

B CUSP 116 Discovery Core II: The Natural World (5) NW, QSR Examines an important social issue through an interdisciplinary perspective; builds creative and critical skills of writing, analysis, and quantitative reasoning; and explores, through scientific methods, one aspect of the natural world. Offered: W.

B CUSP 117 Discovery Core II: Visual, Literary, and Performing Arts (5, max. 10) VLPA Examines an important social issue such as ecology, art, political change, the power of media, educational reform, or the role of science in contemporary culture through interdisciplinary investigation and the lens of the visual, literary, and performing arts. Offered: W.

B CUSP 118 Discovery Core III: The Portfolio and Experiential Learning in Individuals and Society (5) I&S Evaluates progress at the conclusion of the first year through the construction of a portfolio and offers an experiential learning opportunity, either on- or off-campus. Prerequisite: either B CUSP 115, B CUSP 116, or B CUSP 117; may not be repeated. Offered: Sp.

B CUSP 119 Discovery Core III: The Portfolio and Experiential Learning (5) NW Evaluates progress at the conclusion of the first year through the construction of a portfolio and offers an experiential learning opportunity, either on- or off-campus. Prerequisite: either B CUSP 115, B CUSP 116, or B CUSP 117; may not be repeated. Offered: Sp.

B CUSP 120 Discovery Core III: The Portfolio and Experiential Learning in Visual, Literary, and Performing Arts (5) VLPA Examines progress at the conclusion of the first year through the construction of a portfolio and offers an experiential learning opportunity, either on- or off-campus. Prerequisite: either B CUSP 115, B CUSP 116, or B CUSP 117; may not be repeated. Offered: Sp.

B CUSP 122 Introduction to Elementary Functions (5) Covers college algebra with an emphasis on polynomial, rational, logarithmic, exponential, and trigonometric functions. Offered: AWSp.

B CUSP 123 Functions, Models, and Quantitative Reasoning (5) NW, QSR Explores the concept of a mathematical function and its applications. Explores real world examples and problems to enable students to create mathematical models that help them understand the world in which they live. Each idea will be represented symbolically, numerically, graphically, and verbally. Prerequisite: minimum grade of 2.0 in B CUSP 122, a score of 145-153 on the MPT-AS assessment test, or a score of 147-165 on the MPT-QS assessment test. Offered: AWSp.

B CUSP 124 Calculus I: Origins and Early Developments (5) NW, QSR Develops modern calculus by investigating the questions, problems, and ideas that motivated its discovery and practice. Studies the real number system and functions defined on it, focusing on limits, area and tangent calculations, properties and applications of the derivative, and the notion of continuity. Emphasizes problem-solving and mathematical thinking. Prerequisite: minimum grade of 2.5 in B CUSP 123 or sufficient score on approved mathematics assessment test. Offered: AWSp.

B CUSP 125 Calculus II: Foundations and the Emergence of Modern Analysis (5) NW, QSR Focuses on the historical emergence of modern calculus, the Fundamental Theorem, area, volume, and area length calculations, properties and applications of the integral, infinite series, Taylor and Fourier expansions, and the Weierstrass definition of limit. Emphasizes problem-solving and mathematical thinking. Prerequisite: minimum grade of 2.0 in B CUSP 124, score of 3 on AP MAB or AP MBC exams. Offered: AWSp.
B CUSP 126 Calculus with Analytic Geometry III (5) NW Third quarter in calculus sequence. Introduction to Taylor polynomials and Taylor series, vector geometry in three dimensions, introduction to multivariable differential calculus, double integrals in Cartesian and polar coordinates. Prerequisite: either 2.0 in MATH 125, 2.0 in MATH 145, 2.0 in MATH 146, 2.0 in B CUSP 125, score of 5 on AB advanced placement test, or score of 4 on BC advanced placement test. Offered: AWSp.

B CUSP 127 Learning Strategies in Mathematics (2) Explores applications of formulae, computational skills, and interpreting certain quantities. Reviews study techniques to enhance course comprehension, and the pros and cons of the use of calculators in a math class. Credit/no credit. Co-requisite: either B CUSP 122 or B CUSP 123. Offered: AWSp.

B CUSP 131 Special Topics in First-Year Learning (1-5, max. 15) Various topics designed to respond to curricular interests and needs for first-year students. Offered: AWSp.

B CUSP 133 Freshman Interest Group (3) Provides a range of educational experiences that are able to move both within and beyond the traditional classroom. Experiences include options such as participation in undergraduate research, community engagement, and on-campus groups organized around themes of common interest.

B CUSP 134 Interdisciplinary Writing (5) C Offers an interdisciplinary approach to composition, including generating a compelling topic; the articulation of a thesis; the development of supporting evidence; the ability to draw conclusions from the evidence, clear organization of the essay, correct mechanics; awareness of audience, and knowledge of resources for research. Prerequisite: may not be taken for credit if previously earned a minimum grade of 2.0 B CUSP 101, B CUSP 114, or ENGL 131. Offered: AWSp.

B CUSP 135 Research Writing (5) C Strengthens performance of college-level arguementative writing and scholarly research, critical reading and thinking, and the critique and the creation of print and new media texts. Prerequisite: either B CUSP 101, B CUSP 114, or B CUSP 134. Offered: AWSp.

B CUSP 137 Writing Studio (2) Develops strategies for improving academic writing. Focuses on interpreting assignments, developing rhetorical awareness, applying self-assessment, and improving revision. Credit/no credit only.

B CUSP 140 Scientific Journeys (5, max. 15) NW, QSR Offers introductory practice in laboratory and quantitative techniques, a history of one or more of the sciences, and reflection on the relationship between science and its function in the larger society. Topics vary. Offered: AWSp.

B CUSP 153 Introduction to Geology (5) NW Survey of the physical systems that give the earth its form. Emphasizes the dynamic nature of interior and surface processes on the earth and stressing the value of geological forms in understanding of the past and predicting future events.

B CUSP 154 Introduction to Oceanography (5) NW Case studies of research on the oceans, deep-sea exploration, climate change, and human impacts on marine life. Considers societal factors affecting progress in marine science, changing popular attitudes toward the oceans, and key current policy implications of marine science.

B CUSP 161 Digital Thinking (5) QSR Introduces the fundamental concepts behind computing and computational thinking including logical reasoning; problem solving; data representation; abstraction; complexity management; computers and network operations; effective web searches; ethics; and legal and social aspects of information technology through the creation of popular digital artifacts such as web pages, animations, and video games.

B CUSP 170 Introduction to Psychology (5) I&S Surveys major areas of psychological science. Core topics include 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: AWSp.

B CUSP 171 World History I (5) I&S Situates human history within broadest possible context - from beginning of the universe, through early earth history and the origin and evolution of earth's biomass and the human species to the development of the great classical societies of China, India, Persia, and the Mediterranean.

B CUSP 172 World History II (5) I&S Explores world history from the time of the ancient classical empires to the global Enlightenment periods of the Eighteenth century. Investigate the interaction of different peoples with their social and natural environments.

B CUSP 173 World History III (5) I&S Explores world history from the Enlightenment periods of the Eighteenth century to the present. Investigates the interaction of different peoples with their social and natural environments.

B CUSP 174 American Biography (5) VLP/ISR Explores the biographies of Americans who made significant contributions during a particular era in American history. These biographies provide a platform for examining social, political and economic developments, as well as how those developments shaped American attitudes, identities, and institutions.

B CUSP 175 Introduction to American Government (5) I&S Examines the major institutions and processes of American government, including civil liberties and rights, federalism, Congress, the presidency, the judiciary, executive branch, political parties and elections, interest groups, and civic engagement. Offered: AWSp.

B CUSP 176 Introduction to Global Economy (5) I&S, QSR Provides intellectual frameworks for common concerns about globalization, competition, trade, transnational corporations, migration, and other contemporary questions. Emphasizes mastery of relevant data and the ability to connect data to analysis and argument. Offered: AWSp.

B CUSP 177 Personal Finance and Consumer Psychology (5) I&S, QSR Introductory examination of personal consumption decisions and financial management tools. Addresses decision-making models, societal norms, and institutions that mediate the working of global and local capital.

B CUSP 178 Introduction to Communication (5) I&S Introduces topics in the study of human communication. Focuses on key goals such as identities, relationships, and communities; modes of interaction such as linguistic, kinesthetic, visual, and mediated; and settings such as one-to-one, small group, organizations, virtual, and mass media. Offered: AWSp.

B CUSP 186 Comic Books and Graphic Novels (5) VLP/ISR Explores comic books and graphic novels as cultural artifacts within a long tradition of visual storytelling and social critique. Traces the history of its development, focusing on social influences, and emerging social trends that shaped the powerful creative industry it has become today.

B CUSP 187 Introduction to Literary Analysis (5) VLP/ISR Examines how literary texts create meaning and emotion. Identifies literary elements and explains their use within formal structures in order to appreciate the pleasures and complexities of literary expression, and their usefulness in other arenas. Instructors may focus on specific genres or topics. Offered: W.
B CUSP 188 Topics in Asian Cultures (5, max. 10) VLPA/I&S
Introduces the traditional arts, cultures, and history of countries of Asia. Emphasizes the interaction between culture and geography, politics, economics, and social structures that shape, and are shaped by cultural processes and products. Specific countries varies with the instructor and quarter offered. Offered: WSp.

B CUSP 189 Myth, Ritual, and Culture (5) VLPA/I&S
Introduces the concepts of ritual, myth, symbols, and the construction of meaning in fields such as psychology, anthropology, performance studies, theater, and religions studies, focusing on the formation of rituals and their functions in different social contexts. Offered: WSp.

B CUSP 190 Contemporary Literature (5) VLPA Critically engages with contemporary fiction, poetry, drama, cross-genre writing, or new media texts to investigate questions such as methods of interpretation, cultural identity, historiography, gender formations, or political analysis. Offered: Asp.

B CUSP 191 Art and Public Spaces (5) VLPA Examines works from across the arts: painting, writing, film, architecture, theater, new media. Explores their relationship to public spaces such as museums, site-specific structures, galleries, and exhibitions, as well as the history of their public reception. Includes site visits. Offered: Asp.

B CUSP 192 Cross-Cultural Philosophies and Religions (5) I&S A cross cultural examination of philosophical and religious perspectives on basic questions of human life such as meaning, reality, knowledge, and action, with the aim of developing a sense of the rich complexity of varying cultural and interpretive traditions. Offered: Sp.

B CUSP 193 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. Offered: A.

B CUSP 194 Introduction to Film (5) VLPA Provides an introduction to cinema as an artistic medium, as a source of entertainment, as a platform for cultural critique, and as a cluster of social institutions with significant political and economic power.

B CUSP 197 Studio Arts: Dance, Theater, Music, and InterArts Performance (2, max. 6) VLPA Develops skills in a variety of studio arts in order to enhance student ability as a performer, arts creator, educator, or in applied areas of creativity. Offered: AWSP.

B CUSP 199 Field-Based Learning (3, max. 9) Designed for pre-majors interested in gaining hands-on work experience to access potential educational and career paths. Credit/no credit only. Offered: AWSPs.


B CUSP 202 Introduction to Law (5) I&S Introduction to the structure of the legal system. Covers how the United States legal system reflects and forms social values; resolves disputes; deals with criminal procedures; addresses torts and contracts; and examines the functioning of the Constitution. Offered: AWSp.

B CUSP 203 Undergraduate Peer Instructor Practicum (1-3, max. 12) Provides instruction in group leadership and promotion of values and methods of learning within a university setting. For Peer Instructors. Credit/no credit only. Offered: Sp.

B CUSP 205 Invention, Innovation, and Entrepreneurs (2-5) I&S
Offers an exploratory workshop on generating and refining new ideas, both individually and collaboratively, in areas such as business, the arts, and community projects. Offered: W.

B CUSP 206 Learning to Lead: Collaboration in Diverse Contexts (2)
Explores methods of collaboration, mentoring, and shared leadership practices for social justice. Participants work together to identify relevant issues and necessary skills for both campus and community-based projects. Required for M.A.T.C.H. program. Credit/no credit only. Offered: AWSp.

B CUSP 270 Negotiation and Persuasion: Theory and Practice (5) I&S Examines effective negotiation techniques and prominent theories of persuasion, applying these techniques and insights in simulated negotiation. Students practice bargaining strategies, negotiate business contracts, job offers, interpersonal conflicts, consumer dispute, and ethical dilemmas.

B CUSP 290 Research in Action (2, max. 6) Introduces research practices, methods, and processes in the different (inter)disciplines represented on the UW Bothell campus. Students develop skills necessary to be successful scholars and researchers and learn about research that is being conducted by the UW Bothell faculty.

French

BFRNCH 101 Elementary (5) Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Prerequisite: score of 0-14 on FR TL placement test if French is language of admission.

BFRNCH 102 Elementary (5) Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Prerequisite: either BFRNCH 101 or score of 15-30 on FR TL placement test.

BFRNCH 103 Elementary (5) Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Prerequisite: either B FRNCH 102, FRENCH 110, or score of 31-56 on FR TL placement test.

Japanese


BJAPAN 112 First-Year Japanese (5) Elementary speaking, listening, reading, and writing skills in modern Japanese. Prerequisite: either BJAPAN 111 or score of 6-20 on JP 100A placement test.

BJAPAN 113 First-Year Japanese (5) Elementary speaking, listening, reading, and writing skills in modern Japanese. Prerequisite: either BJAPAN 112 or score of 21-40 on JP 100A placement test.

BJAPAN 211 Second-Year Japanese (5) VLPA Development of further skills in the spoken and written languages. Students must enroll in both a lecture and quiz section to receive credit. Prerequisite: BJAPAN 113.
BJAPAN 212 Second-Year Japanese (5) VLPA Development of further skills in the spoken and written languages. Students must enroll in both a lecture and quiz section to receive credit. Prerequisite: BJAPAN 211.

BJAPAN 213 Second-Year Japanese (5) VLPA Development of further skills in the spoken and written languages. Students must enroll in both a lecture and quiz section to receive credit. Prerequisite: BJAPAN 212.

Spanish

B SPAN 101 Elementary (5) Methods and objectives are primarily oral-aural.

B SPAN 102 Elementary (5) Methods and objectives are primarily oral-aural. Prerequisite: either B SPAN 101 or score of 16-44 on SP100A placement test.

B SPAN 103 Elementary (5) Methods and objectives are primarily oral-aural. Prerequisite: either B SPAN 102 or score of 45-69 on SP100A placement test.

B SPAN 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 B SPAN 103, 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.

B SPAN 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 BSPAN 201 or score of 76-145 on SP200A placement test.


Nursing

Health - Bothell

B HLTH 397 Current Health Topics (3-5, max. 15) Survey of current issues in human health with analysis of selected topics. The personal, social, political, and economic aspects of health are explored through professional health writing and interdisciplinary literature.

B HLTH 444 Issues in American Indian Health (5) I&S Provides an overview of biobehavior and psychosocial health issues in American Indian communities. Uses media created by Native people and expresses perspectives best understood in Native voices and images to explore how social determinants of health intersect and shape health conditions, health beliefs, healing practices, and delivery of care.

B HLTH 445 Health in a Developing Nation: Study Abroad (5) I&S Provides an overview of the health and health care challenges in a developing and low-income country. Addresses socio-cultural, environmental, economic, political, and ecological factors that influence health, illness, disability, and death as well as responses to health issues both within and outside the health sector. Includes study abroad.

B HLTH 450 Exploring the Humanities in Healthcare (5) VLPA Explores how one or more of the arts/humanities are used in healthcare settings to help patients, their families and friends, and healthcare professionals: promote wellness, healing and recovery; and process illness, trauma, or loss experiences.

B HLTH 451 Family Caregiving Across the Life Span (5) I&S Focuses on family caregiving across the lifespan. Examines issues, problems, and challenges family caregivers face while taking on this role across communities and illnesses. Supports health and social service providers in defining their roles within the context of family caregiving.

B HLTH 455 Women, Culture, and Healing (5) VLPA/I&S Interdisciplinary course explores the inter-connectedness of identity, culture, healing. Addresses how women make meaning in their lives; how they are both shaped by and influence history, culture, and the world. Integrates humanities, social and health sciences to study cultural influences on women’s health and healing.

B HLTH 460 Assessment of Older Adults (5) Silma Focuses on understanding the experience of aging and developing competence in assessing older adults and their needs. Studies and evaluates selected evidence-based functional, clinical, and psycho-social assessment instruments and approaches relevant to desired professional practice focus.

B HLTH 462 Global and Local Health Inequalities and Interventions (5) I&S Abrams Examines the conditions (political, economic, cultural, historical) that create and sustain disparities in health globally and locally. Critically examines health issues from multiple perspectives, exploring theories and movements of people creating social justice in health within frameworks that are both globally and locally situated.

B HLTH 464 Environments and Health (5) I&S/NW Facilitates understanding of complex relationships between human health and living and working environments. Students identify ways that professionals, private citizens, and members of community groups can take actions to preserve the environment and protect human health.

B HLTH 465 Adolescent Health (5) I&S Resnick Explores growth and development, challenges of adolescence, and how society, through its communities, health agencies and schools and media, identifies and responds to adolescent health care needs. Uses literature and media produced for adolescent and professional, reflective writing and interviews to examine issues related to promoting adolescent health.

B HLTH 480 Genetics and Public Health (5) I&S/NW Wade Explores the importance of human genome research findings for patient care and emphasizes developing skills for evaluating and communicating about genetic risks.

B HLTH 497 Selected Topics in Health (3-5, max. 15) Guided survey and discussion of current literature on health related to personal, social, economic, and political topics. May have field component.

B HLTH 555 Women, Culture, and Healing (5) Interdisciplinary course explores the inter-connectedness of identity, culture, healing. Addresses how women make meaning in their lives; how they are both shaped by and influence history, culture, and the world. Integrates humanities, social and health sciences to study cultural influences on women’s health and healing.

B HLTH 580 Genetics and Public Health (5) Wade Explores the importance of human genome research findings for patient care and emphasizes developing skills for evaluating and communicating about genetic risks.

B HLTH 597 Special Topics in Health (3-5, max. 10)

Health Studies

BHS 301 Introduction to Public Health (5) I&S/NW Provides an introduction to the principles of public health with exploration of
frameworks, tools, and evidence base that guide disease prevention and health promotion efforts. Consideration given to ethical and public policy issues important to ensure the fair distribution of resources.

BHS 302 Global Communities, Culture, and Health Equity (5) I&S Addresses several main concepts in public health with an exploration of the links between: 1) community, health, and culture; 2) health equity and social justice; and 3) emerging field of global health.

BHS 303 Introduction to Epidemiology (5) Introduces principles, methods, and issues in public health practice-based epidemiology. Covers research designs and methods to describe disease occurrence and risk factor associations, and the role of epidemiologic data in health policy.

BHS 310 Pathways to Health Studies (2) Provides a forum for students to plan their educational pathway within the Health Studies major. Provides an overview of career options and professional development opportunities, supplemented with guest lectures by professionals working in the field. Offered: W.

Nursing

B NURS 350 Critical Thinking in Nursing (4) Focuses on critical thinking and effective writing in nursing. Students explore nursing and health care issues, evaluate varied perspectives, and develop a reasoned analysis of current topics.

B NURS 403 Evidence Based Practice and Nursing Inquiry (5) NW, QSR Develops beginning competence in accessing and evaluating scientific knowledge as a base for promoting evidence based practice in nursing care. Examines components of the process of nursing inquiry as a tool to advance nursing knowledge and a tool to promote evidence based practice.

B NURS 407 Cultural and Social Issues in Healthcare (5) I&S Analyzes the impact of cultural, social, and global factors on the health of diverse populations. Critically examines how discrimination, oppression, and privilege relate to health, health disparities, illness, and healing. Students apply self-awareness, knowledge, and skills in planning for and providing non-discriminatory and culturally competent healthcare.

B NURS 408 Community Health Nursing: Care of Populations in the Community (3) Examination of community health nursing theories and concepts related to the nurse's functions in providing care to populations, families, and individuals within community settings. Explores socio-cultural, political, epidemiological, mental health and economic issues influencing local, national, and international community health problems and health care delivery.

B NURS 409 Partnerships in Community Health (5) I&S Analyzes, applies, and evaluates nursing and other healthcare activities of local, national, and global communities, including health promotion, disease prevention, public health, and social justice efforts. Explores influencing socio-cultural, epidemiological, economic, and political issues. Partners with community agencies to apply community health nursing principles to promote and maintain population self-care.

B NURS 410 Legal and Ethical Issues in Clinical Practice (5) Introduction to the major ethical theories and principles through the use of models for the analysis of representative cases. Analyzes the recurring ethical problems in clinical practice, such as withholding and withdrawing life support, promoting client autonomy, and interprofessional conflicts.

B NURS 412 Nursing Care Systems (3) Introduction to analyzing current health-care systems and their effectiveness in achieving desired health outcomes for selected client populations from a system perspective. Emphasizes key features of interface between clients and health-care professionals, and environmental factors and organizational structures that influence the transaction.

B NURS 430 Relational Leadership in Nursing (5) Introduces knowledge and practices that support the implementation of relational leadership in health care contexts. Content emphasizes strategies that: 1) enhance personal vision and voice; 2) create commitment; 3) include diverse perspectives; 4) solve problems; 5) resolve conflicts; and 6) accomplish goals.

B NURS 450 Connected Learning (1, max. 7) I&S Nursing students participate in a learning community in small groups with a faculty member. Focus is on dialogue, understanding others' perspectives, building community, and integration of concurrent learning in other courses.

B NURS 495 Senior Portfolio (1) I&S Creation of a portfolio demonstrating the progress made toward individual and program goals. Portfolio contains examples of papers, videotapes, evaluations from faculty, peers and self, and a reflective summary on the learning that has occurred.

B NURS 497 Selected Topics in Nursing (1-12, max. 12) Investigates a selected topic in nursing and health care not already covered in the current curriculum.

B 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, and applying research findings.

B NURS 499 Undergraduate Research (1-5, max. 12) Provides an opportunity to investigate a selected problem and to do an analysis and interpretation of the findings resulting from the investigation under supervision of a faculty member.

B NURS 501 Philosophical and Theoretical Foundations of Nursing Practice (3) Explores the multiple philosophical and theoretical perspectives that guide nursing practice. Analyzes historical and emerging theories of nursing in relationship to a variety of practice settings and health care concerns.

B NURS 502 Dynamics of Community Health Practice (3/5, max. 5)

B NURS 503 Advanced Fieldwork in Community Health Nursing (1-6, max. 12) Projects involve scholarly inquiry with in-depth focused analysis, culminating in a written product/report for dissemination. Provides substantive fieldwork experience in student's setting of interest. Assists students in the delineation of advanced nursing roles and application of theoretical concepts into the real-world context. Prerequisite: B NURS 501, B NURS 527, B NURS 504, B NURS 526, B NURS 520, B NURS 500; B NURS 502 and B NURS 521, which may be taken concurrently.

B NURS 504 Disparity and Social Justice in Health Care (3) Analyzes how social, cultural, economic and political factors relate to the nature, distribution, and meaning of health and illness. Critically examines the concepts of oppression, privilege, and social justice as they relate to health disparities, discrimination in the health care interaction, and inequities in the health care labor force. Offered: W.

B NURS 507 Advanced Nursing Roles (2) Examines the wide variety of roles available to the graduate-level nurse, including various roles in clinical practice and education.
B NURS 508 Ethics, Aesthetics (3) Examines, critiques, and applies theories, models, and methods associated with the fields of ethics and aesthetics in advanced nursing roles.

B NURS 511 Curriculum Development in Nursing Education (3) Includes the theoretical rationale for curriculum development and study of curricular problems in nursing in relation to the elements of the curriculum as described in a curricular design. Prerequisite: permission of program.

B NURS 510 Technology and Pedagogy (3) Resnick Develops a teaching philosophy consonant with technology-enhanced learning environments. Evaluates and selects technologies for teaching and learning activities. Develops and applies learning objectives derived from Bloom's taxonomy. Converts an online or hybrid learning activity from passive to active. Creates an online or hybrid learning activity and an evaluation plan.

B NURS 512 Evaluation of Clinical Performance in Nursing (3) For graduate students preparing for faculty or staff development positions in nursing. Theory and principles of evaluation. Instruments to appraise clinical nursing performance developed as part of course requirements. Prerequisite: graduate standing or permission of instructor.

B NURS 513 Theories and Methods of Teaching and Learning (3) Addresses theories and methods of teaching and learning, tools and resources, role development, and current issues faced by those who teach in higher education and staff development. Includes practice and evaluation of strategies.

B NURS 514 Mentoring in Nursing Education, Leadership, and Clinical Practice (3) Analyzes and applies selected models of mentorship in nursing education, leadership, and clinical practice contexts. Examines applications of mentoring at both inter-individual and organizational levels. Synthesizes knowledge and about best practices in mentoring. Identifies and develops competence in multiple mentoring roles.

B NURS 520 Scholarly Inquiry for Nursing Practice I (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 the role of advanced practice nurses in research. Prerequisite: a course in statistics.

B NURS 521 Scholarly Inquiry for Nursing Practice II (3) Builds on scholarly inquiry and research knowledge gained in B NURS 520. Specific foci include measurement, study design, and data collection issues as well as enhancing data analysis and interpretation abilities. Emphasizes application of scholarly inquiry methods in nursing practice. Prerequisite: B NURS 520.

B NURS 525 Leadership for Advanced Nursing Roles (3) Focuses on leadership development in advanced nursing roles in health care delivery, research, and education. Emphasizes the application of critical thinking, systems theory, leadership, and change theory with a goal to improve the design and operation of health care and related systems.

B NURS 526 Program Planning and Program Evaluation in Health Service Delivery (3) Analyzes selected theories and methods of program planning and program evaluation in the design, organization, and development of health services for defined populations in the community. Reviews selected theoretical and research models for their use in the conceptualization and development of health programs and services for defined populations.

B NURS 527 Managing Effective Access and Utilization Within Care Systems (3/4, max. 4) In-depth inquiry into health care access and resource utilization patterns among diverse populations, with emphasis on nursing management strategies for establishing effective population-system fit.

B NURS 547 Capstone Teaching Seminar (3-6, max. 10) Altman, Simpson Includes the planning, completion, and analysis, and presentation of a project that reflects a synthesis of coursework completed for the Nurse Educator Tri-Campus Certificate Program. Prerequisite: Core didactic and seminar courses for students in the NET graduate certificate program. Offered: jointly with T NURS 547/NSG 547; Sp.

B NURS 550 Seminar on Professional Issues in Nursing Education (3) Seminar on role and related professional issues in nursing education. Prerequisite: either NSG 545, B NURS 513, or T NURS 513; either NSG 546, B NURS 511, or T NURS 511. Offered: jointly with NSG 550/T NURS 550.

B NURS 578 Health Care and Community (3) Analysis of healthcare in the community from nursing and behavioral science perspectives. Socio-cultural influences on health beliefs and practices, natural-care units, and community life patterns analyzed. Community as both context and target of change explored in relation to nursing approaches in health promotion and maintenance.

B NURS 580 Populations at Risk in the Community (3) Focuses on health needs and risks of selected populations in the community and theoretical and analytical perspectives on assessment and intervention strategies in community health nursing practice with groups and populations whose health is at risk.

B NURS 597 Selected Topics in Nursing (1-5, max. 15) Course content and credits vary depending upon topic.

B NURS 598 Special Projects (1-6, max. 12) Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination.

B NURS 600 Independent Graduate Project/Research [(1-5-)] Provides graduate nursing students an opportunity to investigate and report on selected nursing problems under the supervision of a graduate faculty member. Credit/no credit only.

Science and Technology

BIO 200 Introductory Biology II (5) NW For students intending to take advanced courses in the biological sciences or enroll in pre-professional programs. Metabolism and energetics, structure and function of biomolecules, cells and cell function, animal development. Second course in a three-quarter series (BIO 180, BIO 200, BIO 220). Prerequisite: BIO 180; either CHEM 152 or CHEM 153.

BIO 231 Genes, Genomes and Heredity (5) I&S/NW Servetnick Explores basic concepts of heredity, including DNA structure and function, Mendel’s rules of inheritance, and human genetic diseases. Goals include understanding current issues in the field, including genetic screening and testing, DNA fingerprinting and forensic analysis, the genetic basis of cancer, and genetically modified organisms. Recommended: one year of high school biology. Offered: jointly with BI 231.

BIO 232 Embryos, Genes and Reproductive Technology (5) I&S/NW Servetnick Explores human reproduction, embryonic
development, and genetic technology. Explores the increasing use of technology used in reproduction and related issues (e.g., in vitro fertilization, genetic selection of embryos, cloning, stem cells). Recommended: one year of high school biology. Offered: jointly with BISSTS 232.

B BIO 285 Seminar in Biology (1-3, max. 9) NW Supervised readings and group discussion on a specific area of biology. Topics vary with instructor.

B BIO 305 The Science and Ethics of Stem Cells (5) I&S/NW White Combines study of stem cell biology with discussion of bioethical issues surrounding stem cell research; include laboratory sessions. Examines media portrayals of stem cell science and claims of proponents and opponents of stem cell research. Offered: A.

B BIO 310 Brain and Behavior (5) NW White Interdisciplinary exploration of the biological basis of human behavior, including altruism, aggression, learning, communication, and mating. Draws on neuroanatomy, neuroscience, endocrinology, ethology, genetics, and sociobiology to examine how the brain influences, and is influenced by, behavior. Readings include primary literature as well as popular publications. Offered: Sp.

B BIO 315 Human Anatomy (5) NW White Surveys human anatomy exploring the integumentary, skeletal, muscular, cardiovascular, respiratory, digestive, urinary, and reproductive system. Studies human skeletons, models, and organs, and includes the dissection of a cat and a calf heart. Emphasizes connections to human disease. Prerequisite: minimum grade of 2.0 in B BIO 220. Offered: W.

B BIO 350 Animal Physiology (5) NW White Explores basic principles of animal physiology, emphasizing cellular mechanisms that mediate physiological processes. Covers physiology in health and disease at the cellular, tissue, and organismal levels in various animals. Includes analysis and interpretation of primary literature, design of experiments to test various hypotheses in physiology. Prerequisite: B BIO 220. Offered: A.

B BIO 351 Principles of Anatomy and Physiology I (5) NW Jensen, Wacker Examines basic principles of anatomy and physiology at the cellular, tissue, and organismal levels. Considers adaptations in a broad range of animals, including humans, covering homeostasis, endocrinology, cellular neuroscience, higher brain function, sensory systems, and reproduction. First of a two quarter sequence. Prerequisite: B BIO 220. Offered: AW.

B BIO 352 Principles of Anatomy and Physiology II (5) NW Jensen, Wacker Examines anatomy and physiology at the cellular, tissue, and organismal levels. Considers adaptations in a range of animals, including humans, covering skeletal systems, muscle physiology, cardiovascular systems, respiration, osmoregulation, digestion, and energy balance. Second of a two course sequence. Offered: W.

B BIO 355 Behavioral Endocrinology (5) NW Wacker Explores how endocrine and neural systems interact to modulate complex behavior. Takes a comparative approach, covering the endocrine and neural bases of behavior in multiple vertebrate taxa. Topics are introduced in lecture then explored through student-led discussion of primary and secondary literature. Prerequisite: B BIO 200.

B BIO 360 Introduction to Genetics (5) NW Servetnick Explores principles of heredity including gene transmission, classical genetics, mutation, chromosomal mapping, and molecular genetics, including recombinant DNA and DNA analysis. Prerequisite: minimum grade of 1.8 in B BIO 200.

B BIO 364 Biochemistry (5) NW White Provides a survey of biochemistry covering proteins, enzymes, and metabolism. Includes chemical structure of biological molecules and their interactions, how cells synthesize and degrade biological molecules, and how these activities are organized. Emphasizes how biochemical processes interrelate. Prerequisite: B BIO 220; B CHEM 162. Offered: A.

B BIO 365 Biochemistry II (5) Lewis Second quarter survey of biochemistry focusing on structure and synthesis of informational macromolecules. Includes DNA replication and repair, chromosome structure, synthesis and processing of RNA and proteins, regulatory RNAs, amino acid metabolism, and protein trafficking and degradation. Prerequisite: B BIO 364. Offered: Sp.

B BIO 370 Microbiology (5) NW Hillesland Explores microbiology, including microbial diversity, survival strategies, metabolism, habitats, ecology, and evolution. Covers methods used to study microbes, and the impact of microorganisms on engineering and human health. Includes laboratory. Prerequisite: B BIO 200; B CHEM 162; recommended: B CHEM 237. Offered: A.

B BIO 380 Cell Biology (5) NW Servetnick Studies the biology of the cell, cell structure and organization, and cellular function. Covers membrane systems, information flow within cells, cell recognition, cell signaling, and malignancy, emphasizing molecular approaches to the study of cells. Prerequisite: B BIO 200; recommended: B BIO 360.

B BIO 383 Bioinformatics (5) NW Covers principles of bioinformatics. Students develop a working knowledge of computational tools to analyze biological datasets, including DNA and protein sequence databases. Includes topics such as: database searching, sequence alignment (DNA, RNA, and protein), BLAST, phylogeny, evolution, functional genomics, gene expression/microarray analysis, and protein analysis. Offered: jointly with CSS 383.

B BIO 393 Special Topics in Biology (2-5, max. 20) Explores special topics in biology.

B BIO 460 Developmental Biology (5) NW Servetnick Studies the biology of embryonic development. Covers major features of development of vertebrates and invertebrates. Topics include: morphological features of early development (fertilization, cleavage, gastrulation, establishment of the body plan), cell determination, pattern formation, molecular biology of early embryos, and introduction to evolutionary developmental biology. Prerequisite: B BIO 360. Offered: Sp.

B BIO 466 Evolution (5) NW, QSR Explores evolution using experiments and simple algebraic models, explains processes underlying observed patterns (e.g., evolution of HIV), predicts outcomes (e.g., health and crop management), and depicts and interprets relationships. Prerequisite: B BIO 180.

B BIO 485 Advanced Seminar in Biology (1-3, max. 6) Supervised readings and group discussion on a specific area of biology. Topics vary. Prerequisite: B BIO 220; BES 301; one additional upper-division B BIO or BES course in the area of the seminar.

B BIO 495 Investigative Biology (5) NW, QSR Provides research experience in Biology. Topic and research methods vary. Prerequisite: BIS 315; B CHEM 237; B BIO 220; BES 301.

B BIO 498 Independent Study in Biology (1-5, max. 15) independent study on a topic or area agreed upon by the instructor and student. Prerequisite: B BIO 220.

B BIO 499 Undergraduate Research in Biology (1-5, max. 20) Undergraduate research on a topic agreed upon by the instructor and student. Prerequisite: B BIO 220.
Chemistry

B CHEM 139 Preparation for General Chemistry (5) NW Provides preparation for taking the yearlong General Chemistry sequence. Covers the language of chemistry and develops proficiency and skills in mathematical concepts that are applied to the quantitative topics in chemistry. Offered: A.

B CHEM 143 General Chemistry I (4) NW, QSR Covers atomic nature of matter, chemical reactions, stoichiometry, solution chemistry, atomic theory, chemical bonding, molecular geometry and structure. First of a three-quarter sequence for science and engineering majors. Prerequisite: placement into B CUSP 123 or minimum grade of 2.0 in B CHEM 139; recommended high school chemistry. Offered: AW.

B CHEM 144 General Chemistry Lab I (2) NW, QSR Laboratory experience designed to complement the knowledge gained in B CHEM 143. Emphasizes collection and analysis of laboratory results in a well prepared laboratory notebook. Prerequisite: minimum grade of 2.0 in B CHEM 143, which may be taken concurrently. Offered: WSp.

B CHEM 153 General Chemistry II (4) NW, QSR Covers energy, entropy, free energy, spontaneity, and organic chemistry. Second of a three-quarter sequence for science and engineering majors. Prerequisite: minimum grade of 2.0 in B CHEM 143, which may be taken concurrently. Offered: WSp.

B CHEM 154 General Chemistry Lab II (2) NW, QSR Laboratory experience designed to complement the knowledge gained in B CHEM 153. Continued emphasis placed on quality results with the addition of writing sections of a standard lab report. Prerequisite: minimum grade of 2.0 in B CHEM 153, which may be taken concurrently. Offered: WSp.

B CHEM 157 General Learning Strategies for General Chemistry (1, max. 3) Provides practice in using quantitative tools and techniques introduced during the general chemistry lecture. Allows students to sharpen the reasoning necessary for use in science courses. Includes questions, lecture, and text review, and additional practice problems. Corequisite: either B CHEM 142, B CHEM 152, or B CHEM 162. Offered: AWSpS.

B CHEM 163 General Chemistry III (4) NW, QSR Covers chemical kinetics, chemical equilibrium, acids and bases, aqueous equilibria, transition metals and coordination chemistry, organic chemistry, biochemistry, and electrochemistry. Third of a three-quarter sequence for science and engineering majors. Prerequisite: minimum grade of 2.0 in B CHEM 153. Offered: SpS.

B CHEM 164 General Chemistry Lab III (2) NW, QSR Laboratory experience designed to complement the knowledge gained in B CHEM 163. Continued emphasis placed on quality results with the writing of standard lab reports. Prerequisite: minimum grade of 2.0 in B CHEM 163, which may be taken concurrently. Offered: SpS.

B CHEM 237 Organic Chemistry I (4) NW Structure, nomenclature, and synthesis of the main types of organic compounds. No organic laboratory accompanies this course. First in a three quarter sequence. Prerequisite: minimum grade of 1.7 in B CHEM 162.

B CHEM 238 Organic Chemistry II (4) NW Further discussion of physical properties and transformations of organic molecules, especially aromatic and carbonyl compounds. Second in a three-quarter sequence. Prerequisite: minimum grade of 1.7 in B CHEM 237.

B CHEM 239 Organic Chemistry III (4) NW Third course for students planning to take three quarters of organic chemistry. Polyfunctional compounds and natural products, lipids, carbohydrates, amino acids, proteins, and nucleic acids. Includes introduction to membranes, enzyme mechanisms, prosthetic groups, macromolecular conformations and supramolecular architecture. Prerequisite: minimum grade of 1.7 in B CHEM 238.

B CHEM 241 Organic Chemistry Laboratory I (3) NW Introduction to organic laboratory techniques. Preparation of representative compounds. Designed to be taken with B CUSP 238. Prerequisite: minimum grade of 1.7 in B CHEM 237; B CHEM 238, which may be taken concurrently.

B CHEM 242 Organic Chemistry Laboratory II (3) NW Preparations and qualitative organic analysis. Designed to be taken with B CUSP 239. Prerequisite: minimum grade of 1.7 in both B CHEM 238 and B CHEM 241; B CHEM 239, which may be taken concurrently.

Climate Science

B CLIM 300 Fundamentals of Weather and Climate (5) NW Jaffe, Salathe Comprehensive introduction to the science of the atmosphere and climate systems including: composition and structure of the atmosphere; atmospheric physics; thermodynamic processes; solar and terrestrial radiation; atmospheric dynamics and large-scale circulation; and climate processes and dynamics. Prerequisite: minimum grade of 2.0 in each of B CUSP 124; B CUSP 125; B PHYS 121; and B PHYS 122. Offered: A.

B CLIM 320 Impacts of Climate Change (5) I&S/NW Salathe Surveys climate change implications for natural and human systems, both globally and locally. Topics include natural science, human health, and policy issues; climate system processes, air/water quality, ecosystem services, human health, extreme weather, flooding, snow pack, stream flow, vulnerability assessment, adaptation, and mitigation strategies. Prerequisite: B BIO 180, or BIS 280/BIS 281. Offered: Sp.

Electrical Engineering


B EE 235 Continuous Time Linear Systems (5) Introduction to continuous time signal analysis. Basic signals including impulses, pulses, and unit steps. Periodic signals. Convolution of signals. Fourier series and transforms in discrete and continuous time. Computer laboratory. Prerequisite: minimum grade of 1.5 in B EE 233; either BST 307, MATH 136, MATH 307, or AMATH 351 any of which may be taken concurrently; either B CUSP 150 or PHYS 122; either CSS 161 or CSE 142, which may be taken concurrently.

B EE 271 Digital Circuits and Systems (5) Overview of digital computer systems. Digital logic, Boolean algebra, combinatorial and sequential circuits and logic design, programmable logic devices, and the design and operation of digital computers, including ALU, memory, and I/O. Weekly laboratories. Prerequisite: either CSS 161 or CSE 142.

B EE 331 Devices and Circuits I (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. Classroom concepts are reinforced through laboratory experiments and design exercises. Prerequisite: minimum grade of 1.7 in either B EE 233 or E E 233.

B EE 332 Devices and Circuits II (5) Examines the characteristics and models of bipolar and field-effect transistors, linear circuit applications, including low and high frequency analysis of differential amplifiers, currents sources, gain stages and output stages, circuitry of op-amps, their configurations, stability and compensation. Prerequisite: minimum grade of 1.8 in B EE 331.


B EE 361 Applied Electrodyamics (5) Introductory electromagnetic field theory and Maxwell's equations in integral and differential forms; uniform plane waves in linear media; boundary conditions and reflection and transmission of waves; guided waves; transmission lines and Smith chart; and electrostatics. Prerequisite: minimum grade of 2.0 in B EE 233; ST MATH 324; B PHYS 123.

B EE 371 The Business of Technology (5) Berger Examines methods for aiding software development, communicating progress to customers/management, and developing marketing strategies for the product. Incorporates social, psychological, and ethical issues. May not be repeated. Offered: jointly with CSS 371.

B EE 381 Introduction to Electric Power Generation (5) NW, QSR Collins Reviews the design and operation of power plants for the generation of electric power. Covers thermodynamic principles of energy conversion, cycle analysis, combustion, nuclear and hydroelectric power, emerging energy technologies, plant economics, emission controls, and environmental impact. Prerequisite: B C USP 126; B PHYS 122. Offered: jointly with BST 381.

B EE 417 Digital Communication (5) Covers the basic principles and techniques of digital signal transmission and reception. Examines the process of converting analog signals to digital formats, explores various digital modulation schemes, analyzes the limitation imposed by noise on communication systems, and studies the design of optimum receivers. Prerequisite: B EE 341; BST 390.

B EE 417 Digital Communication (5) Covers the basic principles and techniques of digital signal transmission and reception. Examines the process of converting analog signals to digital formats, explores various digital modulation schemes, analyzes the limitation imposed by noise on communication systems, and studies the design of optimum receivers. Prerequisite: minimum grade of 1.5 in B EE 341; BST 390.

B EE 425 Microprocessor System Design (5) Examines the specification, design of a microprocessor-based computer system that are dedicated to specific application. Covers low-level programing, memory systems, I/O and system debugging. Students design an embedded microprocessor system using computer-aided design tools. Prerequisite: minimum grade of 2.0 in B EE 271.

B EE 433 Electronic Circuit Design (5) Provides an understanding of modern analog solid-state circuit design techniques what are used for instrumentation purposes. Emphasizes design techniques using integrated circuits, particularly operational amplifiers. Prerequisite: minimum grade of 1.5 in B EE 332.


B EE 442 Digital Signal Processing (5) Examines methods and techniques of digital signal processing. Reviews sampling theorems, A/D and D/A converters, demodulation by quadrature sampling, Z-transform methods, linear shift-invariant systems, difference equations, signal flow graphs for digital networks, canonical forms, design of digital filters, practical considerations, IIR and FIR filters; and digital Fourier transforms and FFT techniques. Prerequisite: minimum grade of 1.5 in B EE 341.

B EE 482 Semiconductor Devices (5) Covers fundamentals of semiconductor theory: carrier diffusion and drift; concept of direct and indirect energy gap materials, effective mass of mobile carriers; device physics: homo- and heterojunctions, metal-semiconductor junction, bipolar transistor, and MOS transistors. Prerequisite: B EE 332.

B EE 482 Semiconductor Devices (5) Covers fundamentals of semiconductor theory: carrier diffusion and drift; concept of direct and indirect energy gap materials, effective mass of mobile carriers; device physics: homo- and heterojunctions, metal-semiconductor junction, bipolar transistor, and MOS transistors. Prerequisite: minimum grade of 1.5 in B EE 332.

B EE 484 Sensors and Sensor Systems (5) Focuses on understanding a broad variety of sensor technologies and their application as systems in everyday use. Provides both a foundation to move into a particular area of sensor technology and also a means to apply appropriate sensors for particular applications. Prerequisite: B EE 235; B EE 331.

B EE 484 Sensors and Sensor Systems (5) Focuses on understanding a broad variety of sensor technologies and their application as systems in everyday use. Provides both a foundation to move into a particular area of sensor technology and also a means to apply appropriate sensors for particular applications. Prerequisite: minimum grade of 1.5 in both B EE 235 and B EE 331.

B EE 486 Fundamentals of Integrated Circuit Technology (5) Introduces the fundamentals of IC technologies. Covers the microelectronic processing technology, including evaporation, sputtering, epitaxial growth, diffusion, ion implantation, oxidation, chemical vapor deposition, and photolithography. Introduces the design considerations for transistors, materials and process characterization, and future trends. Prerequisite: B EE 482.

B EE 486 Fundamentals of Integrated Circuit Technology (5) Introduces the fundamentals of IC technologies. Covers the microelectronic processing technology, including evaporation, sputtering, epitaxial growth, diffusion, ion implantation, oxidation, chemical vapor deposition, and photolithography. Introduces the design considerations for transistors, materials and process characterization, and future trends. Prerequisite: minimum grade of 1.5 in B EE 332.

B EE 490 Special Topics in Electrical Engineering (1-5, max. 10) Explores special topics in electrical engineering.

B EE 495 Capstone Project in Electrical Engineering I (2) First of a two-course sequence capstone design experience. Students design a system, component, or process with specific realistic design constraint.
such as cost, engineering standards, and social impact. Prerequisite: B EE 332 and B EE 425, both of which may be taken concurrently. Offered: AWSp.

B EE 495 Capstone Project in Electrical Engineering I (2) First of a two-course sequence capstone design experience. Students design a system, component, or process with specific realistic design constraint such as cost, engineering standards, and social impact. Prerequisite: minimum grade of 1.5 in both B EE 332 and B EE 425, either of which may be taken concurrently. Offered: AWSp.

B EE 496 Capstone Project in Electrical Engineering II (3) Berger, Ghirmai Second of a two-course sequence capstone design experience. Individual or small-team project that is representative of the solution to an open-ended design problem in electrical engineering. May be undertaken as part of an industrial internship with direct supervision of the EE faculty and industrial sponsor. Includes many aspects of an industrial research and development product development lifecycle. Prerequisite: B EE 495. Offered: AWSp.

B EE 498 Independent Study in Electrical Engineering (1-5, max. 10) Independent study on a topic or area agreed upon by the instructor and student.

B EE 499 Undergraduate Research in Electrical Engineering (1-5, max. 20) Undergraduate research on a topic agreed upon by the instructor and student.

Physics

B PHYS 101 Introduction to Astronomy (5) NW, QSR Conceptual introduction to the science of astronomy. Studies the planets, solar systems, stars, and galaxies from a conceptual, non-mathematical standpoint.

B PHYS 114 General Physics (4) NW, QSR Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Mechanics. Recommended: working knowledge of algebra and trigonometry; one year high school physics; concurrent registration in B PHYS 117.

B PHYS 115 General Physics (4) NW, QSR Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Heat and electromagnetism. Prerequisite: B PHYS 114; recommended: concurrent registration in B PHYS 118.

B PHYS 116 General Physics (4) NW, QSR Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Sound, light, and modern physics. Prerequisite: B PHYS 115; recommended: concurrent registration in B PHYS 119.

B PHYS 117 General Physics Laboratory (1) NW Mechanics laboratory. Credit/no credit only. Prerequisite: B PHYS 114 which may be taken concurrently.

B PHYS 118 General Physics Laboratory (1) NW Heat and electromagnetism laboratory. Credit/no credit only. Prerequisite: B PHYS 115 which may be taken concurrently.

B PHYS 119 General Physics Laboratory (1) NW Sound, light, and modern physics laboratory. Credit/no credit only. Prerequisite: B PHYS 116, which may be taken concurrently.

B PHYS 121 Mechanics (5) NW, QSR Basic principles of mechanics and experiments in mechanics for physical science and engineering majors.

Lecture tutorial and lab components must all be taken to receive credit. Credit is not given for B PHYS 114 and B PHYS 121. Prerequisite: B PHYS 124, which may be taken concurrently; recommended: one year high school physics.

B PHYS 122 Electromagnetism and Oscillatory Motion (5) NW Basic principles of electromagnetism, the mechanics of oscillatory motion, and experiments in these topics for physical science and engineering majors. Lecture tutorial and lab components must all be taken to receive credit. Credit is not given for both B PHYS 115 and B PHYS 122. Prerequisite: B PHYS 124, which may be taken concurrently; B PHYS 121.

B PHYS 123 Waves (5) NW Electromagnetic waves, optics, waves in matter, and experiments in these topics for physical science and engineering majors. Lecture tutorial and lab components must all be taken to receive credit. Credit is not given for both B PHYS 115 and B PHYS 123. Prerequisite: B PHYS 121.

B PHYS 222 Modern Physics (5) NW, QSR Provides an introduction to the theories of relativity and quantum mechanics. Covers topics such as atomic physics, solid state/condensed matter physics, and nuclear physics. Prerequisite: minimum grade of 2.0 in both B PHYS 123 and SMATH 307.

B PHYS 224 Thermal Physics (5) NW, QSR Studies heat, temperature, and forms of thermal energy. Covers the laws of thermodynamics and some statistical mechanics. Prerequisite: minimum grade of 2.0 in B PHYS 123.

B PHYS 305 The Cosmos (5) NW, QSR Provides a conceptual introduction to the foundations and current theories of cosmology. Studies black holes, time travel, the Big Bang, and dark matter. Prerequisite: minimum grade of 2.0 in both B CUSP 122 and B CUSP 134.

Science and Technology

BST 293 Special Topics (5, max. 15) Examines different subjects or problems from an interdisciplinary framework.

BST 200 Introduction to Climate Science (5) I&S/NW Introduces climate science and global climate change. Topics include the scientific method, earth history, global biogeochemical cycles, population and energy consumption, and greenhouse gas emissions; fundamental climate science, energy conservation, alternative energy; climate and the media; and climate policy. Includes service project around issues of energy or climate. Recommended: B CUSP 098 or higher, which may be taken concurrently.

BST 321 Consciousness Studies (5) I&S/NW Noble Introduces the field of consciousness studies. Explores the interaction of mind and body through scientific studies of dreams, intuition, and intention, and anomalous phenomena. Includes the role of mediation and contemplative practices in physical and psychological well-being. Offered: A.

BST 322 Exploration of Consciousness (5) I&S/NW Noble Explores consciousness studies. Investigates the impact of thoughts and emotions on brain functioning, biological plasticity, and psychological development. Topics include meditation and neurosciences, animal consciousness, environmental awareness, and the convergence of science and spirituality. Prerequisite: BST 321. Offered: W.

BST 323 Psychology and Science of Dreams (5) I&S/NW Noble Explores the psychology and science of dreams. Topics include the history and theories of dreams, modern experimental studies of dreaming and dream content, lucid dreams, contribution of dreams to scientific creativity, and dream incubation and interpretation techniques. Offered: Sp.
BST 325 Mind and Matter (5) I&S/NW Collins Explores the relationship between mental and physical events in the constitution and representation of reality. Integrates perspectives from philosophy of mind and modern physics to build insight into the relationship between matter and mind; the nature of consciousness, and possibilities for free will. Prerequisite: BST 321. Offered: Sp.

BST 381 Introduction to Electric Power Generation (5) NW, QSR Collins Reviews the design and operation of power plants for the generation of electric power. Covers thermodynamic principles of energy conversion, cycle analysis, combustion, nuclear and hydroelectric power, emerging energy technologies, plant economics, emission controls, and environmental impact. Prerequisite: B CUSP 126; B PHYS 122. Offered: jointly with EE 304.

BST 424 Consciousness and the Natural World (5) I&S/NW Noble Analyzes increasingly complex models of consciousness in the natural world and evaluates their ethical implications. Aims to help understand the power of scientific paradigms and their influence on human understanding and of interaction with other species. Prerequisite: BST 322. Offered: Sp.

BST 425 Consciousness and Well-Being (5) I&S/NWE Noble Explores the complex processes involved in implicit cognitive and neurolplasticity: the role of thought, emotion, and meditation in shaping the brain; and possibilities for enhancing human psychological development. Prerequisite: BST 322. Offered: Sp.

BST 445 Political Economy of Energy (5) I&S Covers the theoretical and practical issues in developing public policy to meet demands for efficient, secure, and environmentally sustainable energy. Student evaluate energy technologies in terms of scientific merit, economics, environmental impacts, and political contexts, and propose technologically sound and politically feasible solutions. Recommended: junior standing.

BST 446 Sustainable Energy (5) NW Collins Covers the principles of energy conservation and technologies for generating and transmitting energy sustainably to meet growing energy demand. Discusses the status and prospects of current and emerging energy choices, including fossil and nuclear fuels, biomass, wind, and solar. Prerequisite: B CUSP 124; either B CHEM 142, B PHYS 114, or B PHYS 121.

BST 493 Advanced Topics in Science and Technology (2-5, max. 15) Explores selected advanced topics in science and technology.

BST 498 Independent Study in Science and Technology (1-5, max. 15) Independent study on a topic or area agreed upon by the instructor and student.

BST 499 Undergraduate Research in Science and Technology (1-5, max. 20) Undergraduate research on a topic agreed upon by the instructor and student.

Science and Technology Mathematics

STMATH 300 Foundations of Modern Math (5) QSR Introduces students to mathematical argument and to reading and writing proofs. Develops elementary set theory, examples of relations, functions and operations on functions, the principle of induction, counting techniques, elementary number theory, and combinatorics. Places strong emphasis on methods and practice of problem solving. Prerequisite: minimum grade of 2.0 in B CUSP 125.

STMATH 307 Introduction to Differential Equations (5) QSR Introduces ordinary differential equations. Includes first-and second-order equations and Laplace transform. Prerequisite: 2.0 in BCUSP 125.

STMATH 308 Matrix Algebra with Applications (5) NW Introduces linear algebra, including systems of linear equations, Gaussian elimination, matrices and matrix algebra, vector spaces, subspaces of Euclidean space, linear independence, bases and dimension, orthogonality, eigenvalues, and eigenvectors. Applications include data fitting and the method of least squares. Equivalent to MATH 308. Prerequisite: minimum grade of 2.0 in B CUSP 124.

STMATH 310 Mathematical Game Theory (5) Covers mathematical aspects of Game Theory, including symmetric and asymmetric games, zero-sum and non-zero-sum games, mixed and pure strategies, equilibria, and strategic moves. Examines examples from several disciplines including anthropology, philosophy, business, social psychology, and biology. Prerequisite: B CUSP 124.

STMATH 324 Multivariable Calculus (5) Introduction to the concepts and computation techniques of multivariable calculus, including double and triple integrals, the chain rule, vector fields, parametric curves and surfaces, line integrals, surface integrals, Green's Theorem, Stoke's Theorem, and the Divergence Theorem. Prerequisite: minimum grade of 2.0 in B CUSP 126.

STMATH 350 Applied Number Theory and Cryptography (5) Introduces number theory, including divisibility, primes, the Euclidean algorithm, modular arithmetic, Fermat’s Little Theorem, and the fast power method. Emphasizes applications in cryptography, including Diffie-Hellman key exchange, public key cryptography, the ElGamal and RSA cryptosystems, and elementary elliptic curve techniques. Prerequisite: minimum grade of 2.0 in STMATH 308.

STMATH 381 Discrete Mathematical Modeling (5) Introduction to methods of discrete mathematics, including topics from graph theory, network flows, and combinatorics. Emphasis on these tools to formulate models and solve problems arising in variety of applications, such as computer science, biology, and management science. Prerequisite: minimum grade of 2.0 in STMATH 308.

STMATH 390 Probability and Statistics in Engineering (5) NW Covers concepts of probability and statistics; conditional probability, independence, random variable, and distribution functions; descriptive statistics, transformations, sampling errors, confidence intervals, least squares, and maximum likelihood; and exploratory data analysis and interactive computing. Prerequisite: STMATH 324.

STMATH 402 Abstract Algebra I (5) Introduction to group theory. Emphasizes examples, including cyclic, dihedral, and symmetric groups. Theoretical concepts include: cosets and Lagrange’s theorem; direct products; homomorphisms, normal subgroups, quotient groups, and the fundamental isomorphism theorems; orders and Cauchy’s theorem; and the structure of finitely-generated abelian groups. Prerequisite: minimum grade of 2.0 in STMATH 300.

STMATH 403 Abstract Algebra II (5) QSR Introduction to the theory of rings and fields, including ideals, homomorphisms, quotient rings, integral domains and their fields of fractions, polynomial rings, field extensions, vector spaces, geometric constructions via straight-edge and compass, the classification of finite fields, unique factorization domains, and Euclidean domains. Prerequisite: minimum grade of 2.0 in STMATH 402.

STMATH 420 History of Math (5) NW,QSR Surveys the historical development of mathematics from its earliest beginnings, through the emergence of calculus, and into the early 20th century. Prerequisite: minimum grade of 2.0 in either B CUSP 124 or MATH 124.

STMATH 424 Real Analysis I (5) Introduction to real analysis: the real number system, metric spaces, the topology of real Euclidean space, the Heine-Borel Theorem, sequences, Cauchy sequences, series and tests for convergence.
convergence, continuous functions, the intermediate and extreme value theorems, differentiability, the mean value theorem, power series, and Taylor's Theorem. Prerequisite: minimum grade of 2.0 in STMATH 300.

**STMATH 425 Real Analysis II (5)** The Riemann-Stieltjes integral and the Fundamental Theorem of Calculus. Sequences and series of functions, uniform convergence and its relationship to continuity, differentiation, and integration, the Stone-Weierstrass Theorem. Continuity and differentiability of functions of several variables, the Inverse and Implicit Function Theorems, and Rank Theorem. Prerequisite: minimum grade of 2.0 in STMATH 424.

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XIII. Academic Calendar

The academic calendars obtain important dates regarding registration, adding & dropping classes, fee deadlines and more. Online calendars can be found at: http://www.uwb.edu.