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CASE #: 20-2-13924-6 SEA

THE HONORABLE JUDITH H. RAMSEYER
Hearing: March 10, 2023
9:00 AM

**IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY**

ALEXANDER BARRY, individually and
on behalf of all others similarly situated,

Plaintiff,

v.

UNIVERSITY OF WASHINGTON,

Defendants.

No. 20-2-13924-6-SEA

**PLAINTIFF'S MOTION FOR CLASS
CERTIFICATION**



HAGENS BERMAN

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I. INTRODUCTION AND RELIEF REQUESTED

When the University of Washington (“UW”) closed in Spring 2020 and transitioned classes from in-person to online only in response to the COVID-19 pandemic, all proposed Class members paying UW tuition and/or fees for the Winter and Spring 2020 quarters lost a part of the benefit of their bargain. Class action treatment is the most efficient way to adjudicate claims for tuition and fee refunds as multiple courts have concluded: *see e.g., Arredondo v. Univ. of La. Verne*, 341 F.R.D. 47 (C.D. Cal. Feb. 8, 2022); *Alexander v. Fla. Int’l Univ. Bd. of Trs.*, No. 2021-009869-CA-01(44), 2021 WL 9038526, at *1 (Fla. 11th Cir. Ct. Dec. 30, 2021); *Little v. Grand Canyon Univ.*, No. cv-20-00795, 2022 WL 266726 (D. Ariz. Jan. 28, 2022); *Waitt v. Kent State Univ.*, No. 2020-00392, 2022 Ohio Misc. LEXIS 130 (Ct. Cl. Feb. 11, 2022); *Duke v. Ohio Univ.*, No. 2021-00036, 2022 Ohio Misc. LEXIS 132 (Ct. Cl. Feb. 5, 2022).

Plaintiff satisfies all the elements of Washington Superior Court Civil Rule 23(a) and (b)(3). The Class is identifiable as UW maintains a data of students who enrolled for in-person on campus-based instruction for the Winter and Spring 2020 quarters.¹² The Class is so numerous that joinder is impracticable; approximately 56,000 students paid UW tuition and fees for the Winter and Spring 2020 quarters. Common questions capable of resolution on a classwide basis exist across all Class members and will be determined by common evidence, such as whether UW breached an express contract, breached an implied contract, and was UW unjustly enriched by funds paid by Class members. Plaintiff’s claims are typical because they arise from the same conduct and same theory as the claims of all Class members. Plaintiff is an adequate Class Representative who has zealously advocated for the Class and retained experienced counsel. The common question regarding the propriety and calculation of any refund for those paying UW for access to a suite of in-person on campus-based educational services during the Winter and Spring 2020 quarters they did not receive predominates over any individual issues. Class treatment is superior to thousands of individual lawsuits.

¹ All references herein to “Ex. ___” are the exhibits to the Kurowski Decl.

² Ex. 1 at pp. 7–9, Garrett Tr. 31:3–32:13; 35:5–11.

1 Plaintiff seeks to certify the proposed “Class” defined as:

2 All students who were enrolled in and paid for the University of Washington’s
3 in-person based educational programs, services, and courses for the Winter
4 Quarter 2020 or Spring Quarter 2020 academic term(s).

5 The Court should grant Plaintiff’s Motion. Plaintiff also requests the Court appoint
6 Plaintiff as Class Representative and appoint his counsel as Class Counsel.

7 **II. STATEMENT OF FACTS**

8 UW is an institution of higher learning founded in 1861.³ UW charged, and Plaintiff and
9 Class members paid, tuition and fees for the Winter and Spring 2020 quarters, for courses
10 specifically designated by UW as in-person. Plaintiff and the Class bargained for access to in-
11 person on campus educational services, and with the transition to online only courses, did not
12 receive the experiences for which they paid. UW’s detailed descriptions of its location, facilities,
13 technologies, and amenities available on its website and in marketing materials emphasized that
14 living on campus and access to facilities were essential elements of what UW would provide in
15 exchange for tuition and fees.

16 **A. Class members paid tuition and fees for access to a suite of in-person, on 17 campus education and experiences offered by UW.**

18 UW’s marketing materials, website, Catalog, and UW’s corporate representative
19 testimony reflect the expectation that students would receive access to in-person, on campus
20 education and services. The UW Catalog emphasized student access to campus: “The natural
21 beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this
22 awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the
23 world around us. We accept gratefully our role in preserving and enhancing Washington: the
24 place, the people, our home.”⁴ UW also promoted student life as integral to the UW experience,
25 noting “[b]y living on campus, you’ll find countless opportunities to develop meaningful
26 relationships, join an engaging and supportive academic community and explore who you are.”⁵

27 ³ Def. Ans. ¶ 24.

⁴ Ex. 2 at pp. 17–18.

28 ⁵ Ex. 3 at p. 23.

1 UW recognized that “[a] UW education is *more* than a degree,” and emphasized in-person
2 offerings beyond just progress toward a degree such as “[b]y *more* we mean skills, knowledge
3 and abilities gained through classroom learning as well as high impact experiences such a
4 studying abroad, jobs and internships, research and leadership projects, and participating in clubs
5 and community organizations.”⁶

6 UW’s Catalog similarly specified access to many in-person, on-campus courses and
7 experiences including: students using “state-of-the-art facilities,”⁷ access to “laboratories
8 equipped with modern research equipment”⁸ to support students with coursework and projects,
9 access to “excellent instructional and research facilities,”⁹ access to “rehearsal and performance
10 spaces,”¹⁰ studios, technology, and equipment,¹¹ courses with opportunities for “hands-on
11 experience,”¹² “hands-on experiments,”¹³ and dozens of other references to benefits exclusive to
12 on-campus instruction. The Catalog also establishes students’ rights to access services and
13 facilities only available on-campus, noting “The Husky Card . . . provides access to services and
14 opportunities, including campus libraries.”¹⁴ While UW does offer some planned online
15 programs, a student would “have to specifically select that program” at enrollment.¹⁵ Plaintiff
16 and the Class members specifically enrolled in in-person, on campus programs and paid tuition
17 and fees for the Winter and Spring 2020 quarters.

21 ⁶ Ex. 4 at pp. 30–31.

22 ⁷ Ex. 5 at pp. 39, 41.

23 ⁸ *Id.* at p. 45.

24 ⁹ *Id.* at p. 50.

25 ¹⁰ *Id.* at p. 54.

26 ¹¹ *Id.* at pp. 56–57.

27 ¹² *Id.* at pp. 55, 58, 62, 90.

28 ¹³ *Id.* at p. 97.

¹⁴ Ex. 6 at p. 116.

¹⁵ Ex. 7 at p. 128, Reid Tr. 73:15–18.

1 **B. Class members selected in-person, on campus courses via UW’s Time**
2 **Schedule.**

3 Further evidence that the parties bargained for in-person courses can be found within
4 UW’s “Time Schedule.” UW used the Time Schedule “to communicate to students which
5 courses are being offered, when they’re being offered, where they’re being offered, and who will
6 be delivering the course.”¹⁶ The Time Schedule also distinguishes between whether a course was
7 planned to be delivered in-person or if it was an online course as “it would have indicated if a
8 course was to be offered in person or was to be offered online.”¹⁷ UW deemed it important to
9 indicate delivery mode because “it is extremely helpful for students to know whether they will be
10 expected to be in a physical classroom or if they have the option of taking the course from
11 outside of any particular campus that could allow them to do it online or in another country or
12 whatever it might be.”¹⁸ Thus, “[b]y looking at a time schedule for any particular quarter and
13 going to each specific class and seeing whatever the time schedule coordinator provided for that
14 class, one would have a visual cue as to the course delivery mode”¹⁹

15 The Time Schedule is important because to register for a class, UW students need a
16 “schedule line number,” or “SLN number,” obtained from the Time Schedule and then inputted
17 into UW’s course registration system.²⁰ UW publishes the Time Schedule under a set production
18 schedule,²¹ disclosing in-person course delivery modes to students long before COVID-19.
19 Under that schedule, UW “published for the first time the time schedule for the particular quarter
20 on the web available for anyone to see,” disclosing in-person versus online course delivery
21 methods by October 11, 2019 for the Winter quarter 2020 and by January 17, 2020 for the Spring

22
23 ¹⁶ Ex. 7 at pp.121–122, Reid Tr. 30:24–31:19.

24 ¹⁷ *Id.* at p. 122, Reid Tr. 31:13–19.

25 ¹⁸ Ex. 1 at pp. 4–5, Garrett Tr. 22:23–23:5.

26 ¹⁹ *Id.* at p. 6, Garrett Tr. 29:16–24.

27 ²⁰ Ex. 1 at pp. 10–11, Garrett Tr. 42:23–43:21. *See also* Ex. 7 at p. 123, Reid Tr. 50:16–24
(noting that UW also offers “a service called ‘MyPlan,’ which is an academic planning tool that
28 we offer. But the information it uses is derived from the time schedule”).

²¹ *See* Ex. 10 at p. 157, Garrett Tr. at Ex. 25.

quarter 2020.²² By the time of its March 6, 2020 announcement that it would transition to remote learning for Winter quarter and on March 18, 2020 for Spring quarter, (Def. Ans. ¶ 3), UW indicated course modality and location (and students had registered) for thousands of in-person courses on UW's campuses. Samples of UW's Time Schedule, show Winter 2020 graduate rehabilitation medicine course REHAB 578 Domain and Process I and Spring 2020 course REHAB 579 Domain and Process II meeting in the University Medical Center, Wing CC (UMCC) room 902.



[UW Home](#) > [Discover UW](#) > [Student Guide](#) > [Time Schedule](#)
[▷ Winter 2020 Time Schedule](#)

Winter Quarter 2020 Time Schedule

REHABILITATION MEDICINE (SCHOOL OF MEDICINE)

[Help with the UW Time Schedule](#)

REHAB 578 DOMAIN & PROCESS I

19788	A	4	M	1000-1150	UMCC	CC902	Fogelberg,Donald J	Open	24/	30E	CR/NC
			F	100-250	UMCC	CC902					



[UW Home](#) > [Discover UW](#) > [Student Guide](#) > [Time Schedule](#)
[▷ Spring 2020 Time Schedule](#)

Spring Quarter 2020 Time Schedule

REHABILITATION MEDICINE (SCHOOL OF MEDICINE)

[Help with the UW Time Schedule](#)

ENTRY CODES ARE AVAILABLE IN UMC CC902

REHAB 579 DOMAIN & PROCESS II

Restr	19183	A	3	W	130-320	UMCC	CC902	Fogelberg,Donald J	Open	24/	30E
				F	1100-1220	UMCC	CC902	Fogelberg,Donald J			

In addition to UW's history of providing in-person classes every year since it opened its doors to students, the Time Schedule, including physical locations on campus and in-person course modality, and course syllabi, show the understanding between the parties and reasonable

²² Ex. 1 at pp. 12–13, Garrett Tr. 75:25–76:14.

1 expectation that UW would provide in-person classes registered for and paid for by students for
2 the entirety of the Winter and Spring 2020 quarters.²³

3 **C. Plaintiff bargained and paid for in-person on campus courses.**

4 Specifically, and similar to experiences and expectations of all Class members, Plaintiff's
5 full-time graduate program in rehabilitation medicine required in-person courses and hands-on
6 clinical experience.²⁴ None of the programs within UW's School of Medicine (including
7 Plaintiff's) are ordinarily online-only programs; UW expected that the programs would be
8 delivered in-person and on-campus.²⁵ Not only did Plaintiff's program have a specific dress code
9 for in-person course attendance, the program's accreditation required courses to be held in-
10 person.²⁶ In fact, the rehabilitation medicine program had a specific approval process with the
11 accreditation body to even offer courses online prior to the COVID-19 pandemic.²⁷ This provides
12 further evidence that the parties understood and expected Winter and Spring 2020 quarter
13 courses would be provided in-person and on campus.

14 **D. UW breached its contract with Class members by transitioning in-person, on
15 campus courses and services to online only and issuing no refunds.**

16 On March 9, 2020, UW switched all in-person courses to online formats and stopped
17 providing access to campus facilities and in-person resources.²⁸ Prior to March 2020, UW never
18 made a wholesale switch of courses from in-person coursework to online delivery.²⁹ And after its
19 first suspension of classes, UW planned to resume "normal class operations" for the Spring 2020
20
21

22 ²³ Ex. 1 at pp. 12–13, Garrett Tr. 75:25–76:14.

23 ²⁴ Ex. 8 at p. 138, Allen Tr. 22:7–21.

24 ²⁵ *Id.* at p. 139, Allen Tr. 33:4–13.

25 ²⁶ Ex. 8 at p. 139, Allen Tr. 33:4–13; Ex. 7 at p. 125, Reid Tr. 69:15–23. ("the rule is, if a
26 degree program . . . becomes 50 percent or more online, you need to communicate that to your
accreditation body and basically update . . . the modality of offering for that particular degree
program.").

27 ²⁷ Ex. 7 at pp. 126–127, 129–130, Reid Tr. 70:23–71:2; 76:24–77:7.

28 ²⁸ Def. Ans. ¶ 3

29 ²⁹ Ex. 7 at p. 124, Reid Tr. 55:8–12.

1 quarter, assuming “that we would be back to largely an in-person instruction program.”³⁰

2 However, on March 18, 2020, it announced courses would be online for Spring quarter.³¹

3 Despite not meeting the reasonable expectations of Plaintiff and the Class, UW issued no
4 refund of Plaintiff’s and the Class’s Winter or Spring 2020 tuition payments and did not issue
5 proper refunds for fees. President Cauce noted in a July 10, 2020 town hall, “I really want
6 everyone to know that we recognize that students, parents, and quite frankly our faculty, prefer
7 in-person. . . . And we really look forward to having 100% in-person as soon as that is possible.
8 That is something we all want.”³² Numerous Class members complained that UW did not
9 provide a refund for closing campus and transitioning classes online. Students did not receive
10 what they paid for: in-person courses, experiences, and access to facilities and they should
11 receive a pro-rata refund for the remote instruction UW provided.

12 III. STATEMENT OF ISSUES

13 1. Courts have found class treatment proper in cases brought by students seeking tuition
14 and fee refunds after campus closures in Spring 2020 and the transition from in-person on-
15 campus courses and online only services in response to COVID-19. Does the proposed Class
16 meet the requirements of CR 23(a) and (b)(3) for class certification?

17 2. Should Plaintiff Alexander Barry, a full-time graduate student who enrolled and paid
18 for in-person education and experiences he did not receive at UW during Winter and Spring
19 quarters 2020, who has taken an active role in the vigorous prosecution of this case, and who has
20 no conflicts with the Class, be appointed Class Representative?

21 3. With their experience handling class actions and knowledge of the applicable law
22 representing college students in COVID-19 refund matters, should Hagens Berman Sobol
23 Shapiro LLP and Lynch Carpenter, LLP be appointed Class Counsel?

24 4. Should the Court direct notice be issued to the Class?

26
27 ³⁰ *Id.* at pp. 131–132, Reid Tr. 94:24–95:18.

³¹ Def. Ans. ¶ 3.

28 ³² Ex. 9 at p. 149.

IV. EVIDENCE RELIED UPON

Plaintiff relies upon the First Amended Class Action Complaint (“FAC”), documents cited in the FAC, UW’s Answer, the declaration of Alexander Barry,³³ and the deposition testimony of UW’s Rule 30(b)(6) witnesses: Phillip Reid, Suzanne Allen, and Helen Garrett. Some publicly available cited documents are attached to the Declaration of Daniel J. Kurowski (“Kurowski Decl.”), filed with this motion. Additionally, the Firm resumes of proposed Class Counsel are attached to the Kurowski Decl.³⁴ and Declaration of Ed Ciolko (“Ciolko Decl.”).^{35,36}

V. AUTHORITY

Class actions, authorized by CR 23 in Washington, are an essential tool for adjudicating cases with multiple claims that involve similar factual and/or legal inquiries and that are too modest to prosecute individually. *Chavez v. Our Lady of Lourdes Hosp. at Pasco*, 190 Wash. 2d 507, 514, 415 P.3d 224 (2018) (citations omitted). Washington courts liberally interpret CR 23 because it “avoids multiplicity of litigation, saves members of the class the cost and trouble of filing individual suits, and frees the defendant from the harassment of identical future litigation.” *Weston v. Emerald City Pizza, LLC*, 137 Wash. App. 164, 168, 151 P.3d 1090 (2007) (quoting *Smith v. Behr Process Corp.*, 113 Wash. App. 306, 318, 54 P.3d 665 (2002) (cleaned up)). Washington courts may consider federal cases when evaluating whether to certify a class under CR 23, as CR 23 and Fed. R. Civ. P. 23 are largely identical. *Brown v. Brown*, 6 Wash. App. 249, 252, 492 P.2d 581 (1971).

“CR 23 is to be construed liberally in favor of permitting certification.” *Sitton v. State*

³³ Ex. 12 at p. 216.

³⁴ Ex. 11 at p. 159.

³⁵ Ex. 13 at p. 221 and Ex. A at p. 225.

³⁶ Plaintiff also anticipates submitting expert testimony on, e.g., detailed damages methodology, and reserves the right to supplement his motion, if necessary and/or within his reply memorandum, at a later date because under the operative court schedule, Plaintiff’s expert disclosure is not due until March 8, 2023. Given the straightforward nature of the core of his claims, Plaintiff does not believe such materials are necessary for the Court to adjudge the motion at hand.

1 *Farm Mut. Auto. Ins. Co.*, 116 Wash. App. 245, 256, 63 P.3d 198, 205 (2003). As a result,
2 Washington courts “resolve close cases in favor of allowing or maintaining the class.” *Id.* at 116
3 Wash. App. at 250, 63 P.3d at 202; *see also Smith*, 113 Wash. App. at 319, 54 P.3d at 673.
4 (“[T]he interests of justice require that in a doubtful case . . . any error, if there is to be one,
5 should be committed in favor of allowing the class action.”) (citation and quotation omitted).

6 To certify a class, Plaintiff must meet CR 23(a)’s requirements (numerosity,
7 commonality, typicality, and adequacy of representation), and at least one subdivision of 23(b).
8 *Schwendeman v. USAA Cas. Ins. Co.*, 116 Wash. App. 9, 18, 65 P.3d 1 (2003). These rules
9 provide:

10 (a) Prerequisites to a Class Action. One or more members of a class may
11 sue or be sued as representative parties on behalf of all only if (1) the class is so
12 numerous that joinder of all members is impracticable, (2) there are questions of
13 law or fact common to the class, (3) the claims or defenses of the representative
parties are typical of the claims or defenses of the class, and (4) the representative

14 (b) Class Actions Maintainable. An action may be maintained as a class
15 action if the prerequisites of subdivision (a) are satisfied, and in addition:

16

17 (3) The court finds that the questions of law or fact common to the
18 members of the class predominate over any questions affecting only individual
19 members, and that a class action is superior to other available methods for the fair
20 and efficient adjudication of the controversy. The matters pertinent to the findings
21 include: (A) the interest of members of the class in individually controlling the
22 prosecution or defense of separate actions; (B) the extent and nature of any
litigation concerning the controversy already commenced by or against members
of the class; (C) the desirability or undesirability of concentrating the litigation of
the claims in the particular forum; (D) the difficulties likely to be encountered in
the management of a class action.

23 The proposed class meets each requirement of CR 23(a) and CR 23(b)(3) and should be certified.

24 **A. PLAINTIFF SATISFIES THE REQUIREMENTS OF CR 23(a)**

25 **1. The Class satisfies the numerosity requirement of CR 23(a)(1) as putative**
26 **Class members exceed the low threshold of 40 Class members.**

27 CR 23(a)(1) requires that a class be so numerous that joinder of all members is
28 impracticable. When a class is large, joinder is usually impracticable. *Jordan v. Cnty. of L.A.*,

669 F.2d 1311, 1319 (9th Cir. 1982). Joinder is generally deemed impracticable in classes with over 40 members. *Chavez*, 190 Wash. 2d at 520, 415 P.3d 224. Here, numerosity is satisfied because the proposed class contains over 56,000 members, including undergraduate and graduate students. Compl. ¶ 24. *See Little*, 2022 WL 266726, at *5 (certifying class in COVID-19 fee refund case where proposed class included over 20,000 students).

2. The Class satisfies the commonality requirement of CR 23(a)(2) as UW’s course of conduct is common to all Class members.

The commonality element of Rule 23(a)(2) requires only that “there are questions of law or fact common to the class.” CR 23(a)(2). “Commonality” under CR 23(a)(2) is a “low threshold test” that “is qualitative rather than quantitative, that is, there need be only a single issue common to all members of the class.” *Smith*, 113 Wash. App. at 320. Commonality exists if the “course of conduct” that gives rise to the cause of action affects all the class members. *Pellino v. Brink’s, Inc.*, 164 Wash. App. 668, 682, 267 P.3d 383 (2011) (commonality satisfied when alleged facts indicate defendant was engaged in common course of conduct in relation to all potential class members).

Plaintiff satisfies the low commonality hurdle. Common issues here include: (1) whether UW and Class members had a contract; (2) whether that contract obligated UW to provide in-person instruction; (3) whether the contract obligated UW to provide access to campus facilities and in-person resources; (4) whether UW breached the contract; (5) whether UW unlawfully kept funds paid; (6) whether UW was unjustly enriched by keeping the funds paid; and (7) the fact and measure of damages derived from verifiable class-wide information maintained by UW. Commonality exists because the proof will focus on UW’s conduct and will be common to the Class. Many other courts have found commonality to be satisfied in similar cases. *See, e.g., Arredondo*, 341 F.R.D. at 51; *Little*, 2022 WL 266726, at *5.

3. Plaintiff’s claims satisfy the typicality requirement in CR 23(a)(3) since those claims arise out of the same conduct: UW’s transition of its on campus, in-person courses and services to remote, online courses.

CR 23(a)(3) requires that the “claims or defenses of the representative parties [be] typical of the claims or defenses of the class.” CR 23(a)(3). The typicality requirement exists when the

1 claims of the representative plaintiffs arise from the same course of conduct that gives rise to the
2 claims of the other class members, and where the claims are based upon similar legal theories.
3 *John Doe L v. Pierce Cnty.*, 7 Wash. App. 2d 157, 203, 433 P.3d 838 (2018) (citing *Pellino*, 164
4 Wash. App. at 684).

5 Here, Plaintiff's claims are typical because they arise from the same events and course of
6 conduct and common legal and remedial theories. Plaintiff's claims, like those of Class
7 members, stem from a contract with UW for the provision of in-person education and on campus
8 services. UW billed Plaintiff, like members of the Class, tuition and fees specific to students who
9 registered for in-person courses; and paid the demanded tuition and fees. Compl. ¶ 8. UW
10 stopped providing the promised in-person instruction and access to campus facilities and in-
11 person resources for all students simultaneously. Def. Ans. ¶ 3. UW then retained full price for
12 tuition and fees. Plaintiff alleges UW must refund the pro-rated fees for campus access and in-
13 person resources that UW did not provide when it shuttered its campus.

14 Since each Class member's claims arise from the same course of UW's conduct, and each
15 Class member makes similar legal arguments, the typicality requirement is met. *See Arredondo*,
16 341 F.R.D. 47 (finding typicality satisfied despite the university's argument that plaintiff's
17 receipt of scholarships made her atypical of the class); *Little*, 2022 WL 266726, at *6 (“[t]hat
18 [p]laintiff did not pay the same fees as every member of the class is irrelevant as long as
19 [p]laintiff endured a course of conduct directed against the class. Accordingly, [p]laintiff has
20 satisfied the requirement for typicality.”).

21 **4. Plaintiff will fairly and adequately represent the Class satisfying CR**
22 **23(a)(4).**

23 CR 23(a)(4) requires that the representative parties will “fairly and adequately protect the
24 interests of the class.” CR 23(a)(4). Plaintiff satisfies the two-part CR 23(a)(4) “adequacy” test:
25 (1) whether any substantial conflicts of interest exist between the representatives and the class;
26 and (2) whether the representatives will prosecute the action vigorously on behalf of the class.
27 *Hanlon v. Chrysler Corp.*, 150 F.3d 1011, 1020 (9th Cir. 1998).

1 Plaintiff satisfies both parts of this test. Plaintiff's interests are aligned with those of the
2 Class members in obtaining a refund that will provide each with the benefit of their bargain. In
3 addition to these aligned interests, Plaintiff has no conflicts with the Class and seeks to hold UW
4 accountable.³⁷ Plaintiff has committed to prosecuting this litigation and will continue to advocate
5 for the best interests of the Class.³⁸ Plaintiff will vigorously represent the Class.

6 Proposed Class Counsel is qualified and will also vigorously represent the Class.³⁹ Both
7 law firms—Hagens Berman Sobol Shapiro LLP (“Hagens Berman”) and Lynch Carpenter, LLP
8 (“Lynch Carpenter”)—have collectively handled countless complex class action cases, recovered
9 billions of dollars for classes they represented, and showed significant experience in these
10 specific claims.⁴⁰ Counsel have been litigating claims of students whose colleges and universities
11 transitioned from in-person to online only education across the country, giving them substantial
12 knowledge in the applicable law.⁴¹ During the past two years, proposed Class Counsel have
13 investigated and zealously pursued claims on behalf of the proposed Class of students against
14 UW, briefed and argued the motion to dismiss, refined the complaint's allegations to survive the
15 motion to dismiss, and conducted discovery resulting in thousands of pages of production,
16 including taking five depositions resulting in admissions satisfying many elements of Plaintiff's
17 claims.⁴² The Court should appoint proposed Class Counsel to represent the Class. Plaintiff and
18 proposed Class Counsel satisfy the adequacy inquiry, satisfying each requirement of CR 23(a).

19 **B. PLAINTIFF SATISFIES THE REQUIREMENTS OF CR 23(b)(3)**

20 CR 23(b)(3) permits class certification if “common questions of law predominate over
21 questions affecting only individual members and that a class action is the superior method of
22 handling the claim.” CR 23(b)(3).

24 ³⁷ See Ex. 12 at p. 219, Barry Decl. ¶ 9.

25 ³⁸ *Id.* at ¶ 7.

26 ³⁹ See Kurowski Decl.; Ex. 13 at p. 223–225, Ciolko Decl.

27 ⁴⁰ See Kurowski Decl. ¶¶ 4–14; Ciolko Decl. ¶¶ 3–4, 6 at pp. 223–224.

28 ⁴¹ Kurowski Decl. ¶¶ 12–13; Ciolko Decl. ¶¶ 4, 6 at pp. 223–224.

⁴² Kurowski Decl. ¶ 4; Ciolko Decl. ¶ 5 at p. 223.

1 **1. Common issues predominate given the central issues raised in this**
2 **litigation.**

3 Predominance tests whether the proposed class is sufficiently cohesive to call for
4 adjudication by representation. *Amchem Prods. v. Windsor*, 521 U.S. 591, 623 (1997) “[T]he
5 predominance requirement is not defeated merely because individual factual or legal issues exist;
6 rather, the relevant inquiry is whether the issue shared by the class members is the dominant,
7 central, or overriding issue shared by the class.” *Miller v. Farmer Bros. Co.*, 115 Wash. App.
8 815, 825, 64 P.3d 49 (2003). When one or more of the central issues are common to the class and
9 can be said to predominate, the action may be considered proper under CR 23(b)(3), “even
10 though other important matters will have to be tried separately, such as damages or some
11 defenses peculiar to some individual class members.” *Tyson Foods Inc. v. Bouaphakeo*, 577 U.S.
12 442, 453 (2016). In evaluating predominance, courts engage “in a pragmatic inquiry into whether
13 there is a common nucleus of operative facts to each class member’s claim.” *Smith*, 113 Wash.
14 App. at 323. The “predominance standard is not strictly applied to every aspect of the plaintiffs’
15 claims; rather, questions of judicial economy are central.” *Sitton*, 116 Wash. App. at 255.

16 Here, as courts evaluating similar tuition and/or fee refund cases have found, this Court
17 should conclude that common questions predominate. *See, e.g., Arredondo*, 341 F.R.D. at 53;
18 *Little*, 2022 WL 266726, at *7.

19 Common issues will predominate in the trial of Plaintiff’s claims. The key evidence is
20 common for all Class members, such as: whether UW’s conduct and representations throughout
21 the enrollment, registration, and payment processes formed a contract that required UW to
22 provide in-person instruction and access to facilities and campus-based; whether UW breached
23 that contract when it closed campus; and the calculation of damages. This evidence directly
24 affects every Class member’s effort to show liability and every Class member’s entitlement to
25 relief. Plaintiff will present the same classwide evidence that UW’s transition to online only
26 education caused economic loss to Plaintiff and Class members. These common issues will
27 predominate over any individual issues, rendering class treatment appropriate.
28

1 In addition, Plaintiff shows predominance on each element of his claims using common
2 evidence and legal theories. A breach of contract claim requires “that a valid agreement existed
3 between the parties, the agreement was breached, and the plaintiff was damaged.” *Univ. of Wash.*
4 *v. Gov’t Employees Ins. Co.*, 200 Wash. App. 455, 467, 404 P.3d 559, 566 (2017). It is
5 “generally accepted that the relationship between a student and a university is primarily
6 contractual in nature.” *Marquez v. Univ. of Washington*, 32 Wash. App. 302, 305, 648 P.2d 94,
7 96 (1982) (citation omitted). “Since a formal contract is rarely prepared, the general nature and
8 terms of the agreement are usually implied, with specific terms to be found in the university
9 bulletin and other publications.” *Id.* (citation omitted). Here, UW’s promotional statements,
10 handbooks, catalogues, and brochures, along with UW’s history of providing in-person classes
11 and a suite of campus-based educational services, provides evidence of a contract on a classwide
12 basis. Whether UW and Class members were party to a contract that required UW to provide
13 access to in-person campus-based educational services, and whether UW breached its contract
14 with Class members by failing to provide in-person education and access to facilities are
15 common questions that can be answered for all Class members. UW’s records will show that all
16 Class members paid tuition and fees for the Winter and Spring 2020 quarters. UW’s conduct
17 giving rise to the breach is common for all Class members: UW closed campus on March 9, 2020
18 and transitioned all in-person classes to online only education. This breach resulted in the same
19 injury for all Class members, no matter their program or academic major, as UW failed to
20 provide in-person, on campus instruction, access to campus-based services or facilities, and
21 chose to keep the full tuition and fee amounts despite its breach.

22 Classwide treatment is similarly appropriate for Plaintiff’s unjust enrichment claim. The
23 elements of a contract implied in law, based on unjust enrichment are: “(1) the defendant
24 receives a benefit, (2) the received benefit is at the plaintiff’s expenses, and (3) the circumstances
25 make it unjust for the defendant to retain the benefit without payment.” *Young v. Young*, 164
26 Wash. 2d 477, 191 P.3d 1258 (2008). Here, UW received the full benefit of tuition and fees from
27 each Class member for in-person education and services it did not provide at Plaintiff’s and
28 Class member’s expense. UW knew, after the transition to online only education, it would be

1 unjust to keep full tuition and fee payments for the in-person education and services for which
2 the parties bargained and UW did not provide, resulting in the same injury to all Class members.
3 These common issues predominate over any individual issues that may exist.

4 Furthermore, variation in damages does not prevent class certification as Plaintiff
5 establishes predominance as to the issue of damages. *See Little*, 2022 WL 266726, at *7 (“Even
6 though some matters will need to be tried separately, such as which fees students paid
7 (damages), GCU took actions which uniformly affected students and potentially resulted in a
8 breach of contract. Accordingly, Plaintiff has met the predominance requirement for his breach
9 of contract claim.”); *Arredondo*, 341 F.R.D. at 53 (finding predominance satisfied where, even
10 though the measure of damages for each student may be individualized, “the ultimate calculation
11 is capable of resolution easily and without considering an overwhelming number of
12 individualized questions”). These claims will be litigated with common evidence and
13 determinations on these claims can be answered classwide. *Alexander*, 2021 WL 9038526, at *6
14 (finding common issues predominated where, like here, the plaintiffs’ claims were based on the
15 university’s failure to provide students with the services paid for as the case “poses the same
16 basic legal question for all class members”).

17 **2. A class action is superior to tens of thousands of individual actions**
18 **covering the same issues arising out of the same transition to remote**
19 **learning.**

20 A class action here is superior to the alternative of individual actions. Where individual
21 damages are small, the class vehicle is usually deemed superior. *Chavez*, 190 Wash. 2d at 523.
22 “[F]orcing numerous plaintiffs to litigate the alleged pattern or practice ... in repeated individual
23 trials runs counter to the very purpose of a class action.” *Sitton*, 116 Wash. App. at 256–57. CR
24 23(b)(3) includes four factors for this inquiry: “(A) the interest of members of the class in
25 individually controlling the prosecution or defense of separate actions; (B) the extent and nature
26 of any litigation concerning the controversy already commenced by or against members of the
27 class; (C) the desirability or undesirability of concentrating the litigation of the claims in the
28 particular forum; (D) the difficulties likely to be encountered in the management of a class
action.” CR (b)(3).

1 Here, class action treatment is superior to adjudicate the claims in this matter. The first
2 factor favors certification because it would cost Class members more to litigate this action
3 individually than the relatively small amount of damages they will recover. There exists no
4 reason to believe putative Class members have any interest in controlling the litigation.

5 The second factor favors class certification, as neither Plaintiff nor his counsel is aware
6 of any other litigation regarding this matter against UW.⁴³

7 The third superiority factor also favors certification. This Court is the logical and
8 desirable forum as UW is located in this county and the Court is familiar with the factual and
9 legal issues. Here, holding separate trials for claims that could be tried together would be costly
10 and inefficient. *Elter v. United Servs. Auto. Ass’n*, 17 Wash. App. 2d 643, 661, 487 P.3d 539
11 (2021), review denied sub nom. *Elter v. USAA Cas. Ins.*, 198 Wash. 2d 1027, 498 P.3d 957
12 (2021).

13 The final superiority factor—manageability—focuses on the “practical problems that
14 may render the class action format inappropriate for a particular suit.” *Eisen v. Carlisle &*
15 *Jacquelin*, 417 U.S. 156, 164 (1974). That individual issues might exist or take some time to
16 resolve does not make a class action unmanageable. *Chavez*, 190 Wash. 2d at 521. Trial courts
17 have a “variety of procedural options to reduce the burden of resolving individual damage issues,
18 including bifurcated trials, use of subclasses or masters, pilot or test cases with selected class
19 members, or even class decertification after liability is determined.” *Sitton*, 116 Wash. App. at
20 255. This case can be tried in an efficient matter, and Plaintiff foresees no manageability
21 problems that make over 56,000 individual actions a better alternative.

22 Plaintiff shows the superiority prong of CR 23(b)(3). *Little*, 2022 WL 266726, at *7 (“it
23 is clear that a class action is the most efficient way to manage this controversy. Otherwise,
24 roughly 20,000 students would need to individually litigate their breach of contract claims
25 against [defendant], and students would likely not be able to collect enough in damages in order
26 to bring suit on their own.”); *Alexander*, 2021 WL 9038526, at *7 (finding superiority met
27

28 ⁴³ Ex. 12 at p. 219, Barry Decl. ¶ 10; Kurowski Decl. ¶ 15; Ex. 13 at p. 224, Ciolko Decl. ¶ 8.

1 “[w]here, like here, the absent class members’ individual claims are too small to expect them to
2 be adjudicated separately,” such that “the added efficiency of a class action is at its greatest” and
3 that “[a]bsent a class-wide resolution, it is unlikely that any significant number of Class members
4 would obtain redress”) (citation and quotation omitted).

5 **C. THE PROPOSED CLASS IS ASCERTAINABLE**

6 While CR 23 does not include an ascertainability requirement, some appellate courts
7 have reviewed ascertainability issues in evaluating appeals from class certifications. *See Elter*, 17
8 Wash. App. 2d at 658 (affirming class certification noting that appellant “also argues that
9 ‘ascertainability’ was not satisfied. But CR 23 does not list an ‘ascertainability’ requirement” and
10 conducting no further analysis of the argument). In doing so, such courts direct simply that “[t]he
11 definition must include objective rather than subjective criteria that makes the plaintiff class
12 identifiable.” *Barnett v. Wal-Mart Stores, Inc.*, 133 Wash. App. 1036 (2006). *See also Kihuria v.*
13 *Consumer Legal Servs. Am., Inc.*, 5 Wash. App. 2d 1001 (2018) (“The class must be sufficiently
14 identifiable without being overly broad. The class should not be defined by criteria that are
15 subjective or that require an analysis of the merits of the case.”) (citations omitted).

16 The proposed Class meets this standard. The condition for class membership requires
17 students that paid UW tuition and fees for access to a suite of promised in-person educational
18 services during the Winter and Spring 2020 quarters which UW did not provide. This definition
19 uses precise and objective criteria to identify Class members using UW’s student payment
20 records. UW has records readily available that specifically identify: (1) each student who
21 enrolled in in-person courses for the Winter and Spring 2020 quarters; (2) what each such
22 student paid for tuition and fees; (3) whether UW provided grants or other aid that reduced the
23 amount students paid; and (4) whether UW provided a refund of any tuition or fees paid.
24 Ascertainability exists in this case. *Little*, 2022 WL 266726, at *5 (finding proposed student class
25 ascertainable where “[Defendant] can readily ascertain the identity of Class members from its
26 records”).
27
28

1 **VI. CONCLUSION**

2 For the foregoing reasons, the Court should certify the proposed Class, appoint Plaintiff
3 as Class Representative, and his counsel as Class Counsel.
4

5 I certify that this memorandum contains 5,997 words, in compliance with the Local Civil
6 Rules.
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1 Dated: November 23, 2022

Respectfully submitted,

2 By: /s/ Daniel J. Kurowski

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Attorneys for Plaintiff and the proposed Class

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

ALEXANDER BARRY, individually and
on behalf of all others similarly situated,

Plaintiff,

v.

UNIVERSITY OF WASHINGTON,

Defendant.

No. 20-2-13924-6-SEA

**DECLARATION OF DANIEL J.
KUROWSKI IN SUPPORT OF
PLAINTIFF'S MOTION FOR CLASS
CERTIFICATION**

I, Daniel J. Kurowski, Esq., declare and state as follows:

1. I am a Partner at Hagens Berman Sobol Shapiro LLP and I represent Plaintiff Alexander Barry in this litigation as well as the interests of the proposed Class. I am a member in good standing of the State Bar of Illinois and have been admitted *pro hac vice* in this Court. I am over 18 years of age and have personal knowledge of the facts stated in this Declaration. If called as a witness, I could and would testify competently to them.

2. I make this Declaration in support of Plaintiff's motion for class certification, filed contemporaneously.

3. In this Declaration, I discuss my Firm's credentials in support of Plaintiff's motion for class certification and appointment of the Firm as Class Counsel.

1 4. In summary, proposed Class Counsel should be appointed as Class Counsel in this
2 case because, among other things, this group (a) consists of some of the top consumer lawyers in
3 the country who (b) collectively investigated and filed the complaint in this litigation against the
4 University of Washington (“UW”) as well as dozens of similar actions against colleges and
5 universities across the country. As evidenced by the record in this case, proposed Class Counsel
6 is capable of and prepared to continue working together efficiently and effectively in prosecuting
7 this class action against UW.

8 **Credentials of Hagens Berman Sobol Shapiro LLP**

9 5. With 88 lawyers firm-wide, Hagens Berman maintains nine offices across the
10 United States. Since its founding in 1993, Hagens Berman has successfully represented plaintiffs
11 in a broad spectrum of complex, multi-party class action cases, including ones on behalf of
12 injured students. Hagens Berman’s victories have earned its legal team many awards and
13 recognitions. For example, The National Law Journal named Hagens Berman to its “Plaintiffs’
14 Hot List” in 2006–07, 2009–13, and 2015, its list of “Top 10 Plaintiffs’ Firms in the Country” in
15 2012–13 and 2015, and its list of “Elite Trial Lawyers – Mass Tort Category” in 2019. Likewise,
16 Law360 has repeatedly recognized the Firm’s successes, granting the Firm its “Most Feared
17 Plaintiffs Firm” award in 2015, its “MVP of the Year Award – Class Action” in 2016–19,
18 “Practice Group of the Year – Class Action” for 2019 and, for Mr. Berman, “Titan of the
19 Plaintiffs Bar” in 2018 and 2020.

20 6. As detailed in the Firm’s resume, attached hereto as Exhibit 11, Hagens Berman
21 has a notable history of case success. In *In re Electronic Books Antitrust Litigation*, No. 11-md-
22 2293 (DLC) (S.D.N.Y.), Hagens Berman was appointed co-lead counsel in this complex
23 litigation involving six defendants, 33 Attorneys General, and the U.S. Department of Justice.
24 Settlements in the case totaled more than \$550 million, representing recovery of approximately
25 200% of class members’ damages.

1 7. And as noted in *In re Stericycle, Inc., Sterisafe Contract Litig.*, MDL No. 2455,
2 No. 13-cv-5795 (N.D. Ill.), which ultimately settled for \$295 million, Judge Milton Shadur
3 remarked:

4 But it must be said that the track record of Hagens Berman and its
5 lead partner Steve Berman is even more impressive, having racked
6 up such accomplishments as a \$1.6 billion settlement in the Toyota
Unintended Acceleration Litigation and a substantial number of
really outstanding big-ticket results.

7 It may be worth mentioning that to this Court's recollection it has
8 had no first-hand judicial experience with either of the two finalist
9 firms. . . . But that is not true of its colleagues in this District of
10 more recent vintage, an email inquiry to whom brought in return
some high praise of attorney Berman's skills.

11 *In re Stericycle, Inc., Sterisafe Contract Litig.*, MDL No. 2455, No. 13-cv-5795 (N.D. Ill.)
12 (quoting Mem. Order dated October 11, 2013 (ECF No. 56) (footnotes omitted) (available upon
13 request).

14 **Commitment to Representing College Students**

15 8. Hagens Berman is also committed to bringing cases on behalf of college students.

16 9. For example, Hagens Berman served as co-lead counsel for the Plaintiffs in the
17 landmark litigation in *In re: USC Student Health Center Litigation*, No. 2:18-cv-04258-SWB-
18 GJS (C.D. Cal.). In that case, the court granted final approval of a \$215 million settlement
19 reached with USC and its former full-time gynecologist, Dr. George Tyndall, covering
20 approximately 18,000 USC alumnae. The settlement also required USC to implement important
21 institutional changes as well. The USC settlement is the largest-ever class resolution of sexual
22 assault claims and first to incorporate equitable relief reforms ensuring institutional change and
23 implemented a thoughtful, streamlined claims structure.

24 10. Hagens Berman also secured a \$208 million settlement on behalf of tens of
25 thousands of current and former college-athletes in *In re: NCAA Grant-In-Aid Cap Antitrust*
26 *Litigation*, No. 4:14-md-02541-CW (N.D. Cal.). There, Hagens Berman served as co-lead class
27 counsel for the consolidated plaintiffs. Hagens Berman represented a class of student-athletes
28

1 who received a scholarship package (referred to as a grant-in-aid, or GIA) and sought damages
2 based on the difference in athletically related financial aid they could have received under new
3 NCAA rules allowing for athletically related aid up to the full “cost of attendance,” typically a
4 few thousand dollars more per academic year. In addition to securing the extensive settlement,
5 the case included class-wide claims for injunctive relief, which Hagens Berman attorneys took to
6 a successful bench trial.

7 11. Hagens Berman also served as co-lead counsel in *In re: NCAA Student-Athlete*
8 *Concussion Litigation*, No. 13-cv-9116 (N.D. Ill.), brought on behalf of then-current and former
9 NCAA student-athletes which claimed that the NCAA had been negligent and had breached its
10 duty to (1) protect current and former student-athletes by failing to adopt appropriate rules
11 regarding concussions and/or (2) manage the risks from concussions. Hagens Berman sought and
12 obtained medical monitoring relief for all qualifying current and former student-athletes, among
13 other benefits. Hagens Berman secured a \$75 million settlement that implements a 50-year
14 medical monitoring program for student-athletes to assess certain mid- to late-life onset brain
15 diseases and disorders and included injunctive relief provisions to be implemented at NCAA
16 member schools regarding return-to-play guidelines schools must follow after an athlete’s head
17 injury.

18 12. More specific to the type of case before the Court, Hagens Berman, like its co-
19 counsel firm in this case, has made a commitment to prosecuting cases against colleges and
20 universities that closed their campuses and transitioned previously on-campus students to
21 exclusively remote instruction in the wake of the COVID-19 pandemic. The Firm has
22 investigated and pursued many such cases, including several which, like this one, are currently
23 pending and being actively litigated. *See In re Boston University Covid-19 Refund Litigation*,
24 No. 1:20-cv-10827-RGS (D. Mass.); *University of Miami COVID-19 Tuition and Fee Litigation*,
25 No. 20-60851-CIV-SINGHAL (S.D. Fla.); *Omori v. Brandeis University*, No. 1:20-cv-11021-
26 NMG (D. Mass.); *Barkhordar, et al. v. Harvard University*, 1:20-cv-10968-AK (D. Mass.); *In re*
27 *Pepperdine University Tuition and Fees Covid-19 Refund Litigation*, No. 2:20-cv-04928-DMG
28

(C.D. Cal.); *Metzner v. Quinnipiac University*, No. 3:20-cv-784 (D. Conn.); *Shaffer v. George Washington University*, No. 1:20-cv-01145-RJL (D.D.C.); *In re Univ. of S. California Tuition & Fees COVID-19 Refund Litig.*, No. 2:20-CV-04066-DMG (C.D. Cal.); *Pranger v. Oregon State University*, No. 21CV08719 (D. Or.); and *Smith v. University of Oregon*, No. 21CV10708 (Lane County, Or.). In these ongoing cases, the Firm has defeated numerous motions to dismiss and won an appellate victory in *The George Washington University* case where the D.C. Circuit overturned the district court's dismissal of plaintiffs' claims. *Shaffer v. The George Washington Univ.*, 27 F.4th 754 (D.C. Cir. 2022).

13. In addition, two of the firm's COVID-19 tuition and fee cases have resulted in settlements on behalf of students, including *Mahmood v. Rutgers*, No. MID-L-003039-20 (Middlesex County, NJ) (\$5,000,000 finalized settlement) and *Choi v. Brown University*, No. 1:20-cv-00191-JJM-LDA (D.R.I.) (\$1,500,000 settlement, preliminary approval granted on September 2, 2022).

14. Hagens Berman is and remains committed to zealously representing these students across the country.

15. Hagens Berman is unaware of any cases other than the present case brought by students involving UW's March 2020 transition from in-person to remote learning.

Exhibits

16. Attached hereto as Exhibit 1 is a true and correct copy of excerpts from the Rule 30(b)(6) deposition transcript of Helen Garrett, taken on November 10, 2022.

17. Attached hereto as Exhibit 2 is a true and correct copy of a website, publicly available at: <https://www.washington.edu/about/visionvalues>.

18. Attached hereto as Exhibit 3 is a true and correct copy of UW's Freshman Viewbook, publicly available at: https://depts.washington.edu/doitsum/mer2017/files/0_Tuesday/2017-UW-Freshman-Viewbook-FINAL-s.pdf.

19. Attached hereto as Exhibit 4 is a true and correct copy of a website, publicly available at: <https://www.washington.edu/strategicplanning/initiatives/husky-experience/>.

1 20. Attached hereto as Exhibit 5 is a true and correct copy of excerpts from the UW
2 Catalog, publicly available at:

3 <https://www.washington.edu/students/gencat/academic/microm.html>;

4 <https://www.washington.edu/students/gencat/academic/nbio.html>;

5 <https://www.washington.edu/students/gencat/academic/bioc.html>;

6 <https://www.washington.edu/students/gencat/academic/phys.html>.;

7 <https://www.washington.edu/students/gencat/academic/drama.html>.;

8 <https://art.washington.edu/spaces/technology>;

9 <http://www.washington.edu/students/crscat/archeo.html>;

10 <http://www.washington.edu/students/crscat/art.html>;

11 <http://www.washington.edu/students/crscat/psych.html>;

12 <http://www.washington.edu/students/crscat/biology.html>.

13 21. Attached hereto as Exhibit 6 is a true and correct copy of a website, publicly
14 available at: <https://hfs.uw.edu/Husky-Card-Services>.

15 22. Attached hereto as Exhibit 7 is a true and correct copy of excerpts from the Rule
16 30(b)(6) deposition transcript of Phillip Reid, taken on November 9, 2022.

17 23. Attached hereto as Exhibit 8 is a true and correct copy of excerpts from the Rule
18 30(b)(6) deposition transcript of Suzanne Allen, taken on November 9, 2022.

19 24. Attached hereto as Exhibit 9 is a true and correct copy of the University of
20 Washington Back-to-School Town Hall dated July 10, 2020, publicly available at: [https://s3-us-](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/10/2020/04/15093420/Back-to-School-Town-Hall-transcription.pdf)
21 [west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/10/2020/04/15093420/Back-to-](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/10/2020/04/15093420/Back-to-School-Town-Hall-transcription.pdf)
22 [School-Town-Hall-transcription.pdf](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/10/2020/04/15093420/Back-to-School-Town-Hall-transcription.pdf).

23 25. Attached hereto as Exhibit 10 is a true and correct copy of Exhibit 25 to the Rule
24 30(b)(6) deposition transcript of Helen Garrett, taken on November 10, 2022.

25 26. Attached hereto as Exhibit 11 is a true and correct copy of the Firm biography of
26 Hagens Berman Sobol Shapiro LLP.

27. Attached hereto as Exhibit 12 is a true and correct copy of the Declaration of Alexander Barry, Plaintiff.

28. Attached hereto as Exhibit 13 is a true and correct copy of the Declaration of Ed Ciolko, Plaintiff's counsel.

I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

Executed this 23rd day of November 2022, in Chicago, Illinois.

/s/ Daniel J. Kurowski
Daniel J. Kurowski

Exhibit 1

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

ALEXANDER BARRY, individually) No. 20-2-13924-SEA
and on behalf of all others)
similarly situated,)

Plaintiff,)

vs.)

UNIVERSITY OF WASHINGTON,)

Defendant.)
_____)

DEPOSITION OF HELEN B. GARRETT
Pursuant to Rule 30(b)(6)
Seattle, Washington
Thursday, November 10, 2022
Volume I

Reported by:
ELAINE SMITH, RMR
CSR No. 5421
Job No. MW 5567160-1

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

ALEXANDER BARRY, individually) No. 20-2-13924-SEA
and on behalf of all others)
similarly situated,)
)
Plaintiff,)
)
vs.)
)
UNIVERSITY OF WASHINGTON,)
)
Defendant.)
_____)

Deposition of HELEN B. GARRETT, Volume I,
Pursuant to Rule 30(b)(6), taken on behalf of
Defendant, by videoconference, all parties, the
witness, and court reporter attending remotely,
beginning at 9:01 a.m. and ending at 12:33 p.m. on
Thursday, November 10, 2022, before ELAINE SMITH,
RMR, Certified Shorthand Reporter No. 5421.

1 the time schedule.

2 Q And that person's name is what?

3 A Matt Winslow. W-I-N-S-L-O-W.

4 Q Now, you mentioned a change to the time
5 schedule course descriptions that occurred earlier this
6 year; correct?

7 A Yes.

8 Q Why did the university make those changes?

9 A I can only follow my --

10 Q What is your understanding -- let me rephrase
11 the question.

12 What is your understanding regarding why the
13 university made those changes you described to the time
14 schedule?

15 A My understanding in attending presentations
16 and information provided by the provost's office, who
17 made the decision, is it was an opportunity -- again,
18 starting this October of 2022 is when it was first out
19 and available for time schedule coordinators to choose.
20 It was an opportunity to clearly present for our
21 students and our faculty and our community what the
22 delivery mode of any particular course would be.

23 Q And why would the university deem it important
24 to indicate to students the delivery mode?

25 A Again, not having made the decision, it is

1 extremely helpful for students to know whether they
2 will be expected to be in a physical classroom or if
3 they have the option of taking the course from outside
4 of any particular campus that could allow them to do it
5 online or in another country or whatever it might be.
6 It's just one more piece of information to supplement
7 what we've always provided, which is where do I go to
8 take my class?

9 Q Going back to the list of responsibilities for
10 the registrar's office, you mentioned another
11 responsibility is classroom scheduling; correct?

12 A That is correct, yes.

13 Q What were you referring to with that role?

14 A So our time schedule team is responsible for
15 deciding what classes are going to be offered in which
16 classrooms to maximize the best use of space and to
17 certainly make sure that two classes aren't going to
18 try to be offered at the same time. So we work with
19 the time schedule coordinators throughout the
20 university, actually, in Seattle, to use the software
21 to make sure that we're maximizing the courses we
22 offer.

23 Q And you also mentioned that the registrar's
24 office has a role with respect to the catalog; correct?

25 A Yes.

1 asked to provide that information, we might be the
2 messenger because we are responsible for training and
3 outreach to our time schedule coordinators to go and
4 gather that information, whether it be from them or, as
5 you asked earlier, going to an archive of a time
6 schedule from a particular quarter to see what was
7 published then.

8 Q And my question is strictly related to from a
9 data-pull perspective, and that is -- so, as I
10 understand it, if I wanted to find out which students
11 were enrolled in in-person classes at the University of
12 Wisconsin during -- University -- let me rephrase.
13 Wrong university. I'm in Chicago, so we're a lot
14 closer to the University of Wisconsin than the
15 University of Washington.

16 Nevertheless, so the first step in order to
17 find out which students were enrolled at the University
18 of Washington's in-person programs would be to first
19 pull the time schedule; correct?

20 A By looking at a time schedule for any
21 particular quarter and going to each specific class and
22 seeing whatever the time schedule coordinator provided
23 for that class, one would have a visual cue as to the
24 course delivery mode, yes.

25 Q And is there a way to identify on a data level

1 Washington information technology student team the
2 tool, the student database tool, that has that data.

3 Q Okay. That's helpful. Thank you. So let me
4 put it this way. Through the student database, does
5 the University of Washington maintain student contact
6 data?

7 A Yes.

8 Q And does that data include student name,
9 address, phone number, and/or email?

10 A Because our students are able to self-serve in
11 a dynamic, daily-changing process as to what
12 information we have on them in those categories,
13 unilaterally, I cannot say that would be in the system
14 for each student. Generally speaking, name, address,
15 phone number, and email are typical points of contact
16 that we would have. But, again, a student has control
17 over what that data is besides not having a name in our
18 system.

19 Q And within the student database, does the
20 University of Washington have the ability to determine
21 which students were enrolled in a given quarter?

22 A Yes.

23 Q Does the University of Washington have the
24 capability to prepare a report that would identify
25 students who were enrolled in the university during the

1 winter and spring quarters of 2020?

2 A Yes.

3 Q Could the university prepare a report for
4 those students that also contains whatever contact
5 information that the university has in its student
6 database?

7 A Yes.

8 Q To what extent does the student database
9 include financial charge information?

10 A Financial charges related to student
11 transactions is also in the student database and is
12 under the authority of the student fiscal services
13 office.

14 Q In addition to the student database, you
15 mentioned another tool that is used for enrollment
16 processes. And I think you mentioned it was Kuali.

17 A It's not used for enrollment processes. It is
18 a curriculum management software to track requests for
19 new courses to be developed and the approval process
20 and for new academic programs or changes to academic
21 programs and the approval process and recording of
22 that. The information that goes into the software
23 would go into our student database to support academic
24 history and transcripts.

25 Q And is Kuali K-W-A-L-I or --

1 application process as regulated by Washington State
2 law and the Washington Student Achievement Council
3 whether someone qualifies for in-state tuition, that is
4 correct.

5 Q Within the student database, does that
6 database track which students are enrolled in
7 particular programs?

8 A Yes.

9 Q Does it track which students are enrolled in
10 particular programs during particular quarters?

11 A Yes.

12 Q Does the student database indicate -- backing
13 up, does the University of Washington have different
14 levels of -- strike that.

15 The University of Washington has tuition
16 programs, and it has fee-based programs; correct?

17 A Yes.

18 Q What is your understanding of the difference,
19 if any, between a tuition program and a fee-based
20 program at the University of Washington?

21 A My personal understanding is that credit-based
22 programs receive funding from the State of Washington
23 tax base and taxpayers, and fee-based programs would be
24 more self-support, either based on student fees paid or
25 other mechanisms for running those programs.

1 be -- if a student had questions about the process or
2 when they're allowed to register, they're likely to
3 come to us on how to register. The mechanics and the
4 tool that actually -- the washing machine that manages
5 the registration and the recording of that into the
6 student database is managed by the University of
7 Washington information technology student team.

8 Q In terms of the program that is the washing
9 machine you just described, what registration program
10 do students use?

11 A The student database is a homegrown Cobalt
12 Oracle database created in 1983. That's the repository
13 that is the student database. Students use a tool
14 called Student Personal Services, again, homegrown
15 decades ago, to actually load in their courses and hit
16 "submit" to have the process run to be able to see what
17 classes they can get into.

18 Q And during that process of seeing what classes
19 they can get into, does the system identify course
20 location information?

21 A I want to try to figure out which system you
22 might be referring to.

23 Q So I'll put it -- I'm looking at it -- pretend
24 I'm a student that's registering for a course. During
25 the actual process of doing that registration, am I as

1 a student seeing information that is going to indicate
2 to me that my class is going to be on campus at a
3 particular location so that I can determine, hey, is
4 this -- can I be at this place at this time?

5 A During the actual mechanical registration
6 process, the only thing the student is doing is
7 entering in that SLN number, the course identification
8 number, into fields so that the system will know what
9 course specific to time and section they're trying to
10 get into to see if there's a space available.

11 Q And in order to obtain that SLS number --

12 A SLN.

13 Q In order to obtain the SLN number, where do
14 students obtain that? The time catalog? The time
15 schedule?

16 A The time schedule.

17 Q So is it accurate that students obtain SLN
18 numbers from the time schedule and then they enter the
19 SLN number in the Student Personal Services system in
20 order to actually register for a class?

21 A Yes.

22 Q Does the registration process differ between
23 students who are newly admitted and those students who
24 are returning students?

25 A Students are -- yes.

1 25Live or R25 scheduling software, we have to have
2 everybody stop adding to the information upon which the
3 tool is going to run. So it's a deadline. So stop
4 doing anything there; now we're going to go ahead and
5 run this.

6 Q Okay. And what is the "Dead period - No email
7 requests for classroom changes"?

8 A Because we have a lot of correspondence with
9 time schedule classes asking on behalf of faculty or
10 otherwise for very specific locations, we're just
11 saying don't ask for that during this time period
12 because we're busy trying to put together the time
13 schedule.

14 Q Next it indicates, "SLNs Assigned, TS Update,
15 available to Time Schedule Coordinators the next day."
16 What is that referring to?

17 A So that is a process between the Office of the
18 University Registrar and UWIT where we're actually
19 assigning those SLN numbers that students use like a
20 key to try to get into a particular section. And so
21 time schedule coordinators out in the departments will
22 now know the actual key, the code, the SLN assigned to
23 each class that they are planning to offer for the
24 particular quarter.

25 Q And then the final production calendar entry

1 refers to "Time Schedule available on the Web." What
2 is that referring to?

3 A That means that we have published for the
4 first time the time schedule for the particular quarter
5 on the web available to anyone to see.

6 Q Okay. And so for -- looking at this
7 production calendar here in Exhibit 25, the time
8 schedule was available to students for the winter
9 quarter 2020 by October 11th, 2019; is that fair?

10 A Yes.

11 Q And the time schedule was available to
12 students for the spring 2020 quarter by January 17,
13 2020; correct?

14 A Yes.

15 Q And, finally, the time schedule was available
16 on the web to students who would be enrolling in the
17 summer 2020 term by February 3rd, 2020; correct?

18 A Yes.

19 Q And all of those dates are prior to the
20 university's COVID-related transition from in-person to
21 remote education in March of 2020; correct?

22 A All of those dates on that line are before
23 March of 2020, yes, that's correct.

24 Q Now, did the registration -- sorry.

25 Did the registrar's office oversee any changes

1 I, the undersigned, a Certified Shorthand
2 Reporter of the State of California, do hereby certify:

3 That the foregoing proceedings were taken before
4 me at the time and place herein set forth; that any
5 witnesses in the foregoing proceedings, prior to
6 testifying, were administered an oath; that a record of
7 the proceedings was made by me using machine shorthand
8 which was thereafter transcribed under my direction; that
9 the foregoing transcript is a true record of the testimony
10 given.

11 Further, that if the foregoing pertains to the
12 original transcript of a deposition in a federal case,
13 before completion of the proceedings, a review of the
14 transcript [] was [] was not requested.

15 I further certify I am neither financially
16 interested in the action nor a relative or employee of any
17 attorney or any party to this action.

18 IN WITNESS WHEREOF, I have this date subscribed
19 my name.

20
21 Dated: 11/15/2022

22
23 

24 ELAINE SMITH, RMR

25 CSR No. 5421

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Exhibit 2



About the UW

🏠 > [About the UW](#) > [Vision & values](#)

Vision & values

Mission statement

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge.

[READ MORE](#) >

Vision statement

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Discovery is at the heart of our university.

We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.

Uniquely Washington

The University of Washington's vision and strategic priorities reflect the core values and culture that make us great and unique.

Our values

- Integrity
- Diversity
- Excellence
- Collaboration
- Innovation
- Respect

UW standard of excellence

We recruit the best, most diverse and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting-edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

Academic community

We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge and cultivate independence of mind through unique interdisciplinary partnerships.

World leaders in research

We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration and discovery that has transformational impact.

Celebrating place

The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and



APPLY TO THE UW

The UW has thriving campuses in Seattle, Bothell and Tacoma and robust professional and continuing education programs.

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UW NEWS



Q&A: Managing Washington's gray wolf population – through fear



Annual notification: Anti-kickback, conflict of interest, whistleblower regulations and hotlines



More U.S. adults carrying loaded handguns daily, study finds

[More](#) →

Spirit of innovation

As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can be realized.

World citizens

We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty and staff.

Being public

As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

UNIVERSITY *of* WASHINGTON

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Exhibit 3

UNIVERSITY *of* WASHINGTON

W

**HERE
IS WHERE
YOU
CHANGE
THE
WORLD**

admit.uw.edu



WE ARE THE UNIVERSITY OF WASHINGTON

What defines students at the University of Washington? We believe in possibility and the power of collaboration. We have the drive to tackle challenges and pursue progress. We hold the conviction that together, we can create a world of good. And above all, we are determined to be boundless.



BY THE NUMBERS *Seattle campus, Autumn 2015*

45,870 | 29,468 | 13,829 | 1,489
TOTAL ENROLLMENT | UNDERGRADUATES | GRADUATE & PROFESSIONAL STUDENTS | NON-DEGREE STUDENTS

OUR UNDERGRADUATES ARE:



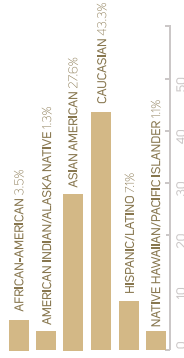
71%
WASHINGTON
RESIDENTS

52%
WOMEN

48%
MEN

13% NON-RESIDENTS

14% INTERNATIONAL



RETENTION & GRADUATION

92%

OF FRESHMEN RETURN FOR
THEIR SOPHOMORE YEAR

4
years
AVERAGE TIME
TO GRADUATE

OUR STUDENTS:

136

FULBRIGHT
SCHOLARS

7

MARSHALL
SCHOLARS

35

RHODES
SCHOLARS

4

GATES
CAMBRIDGE
SCHOLARS

INSPIRING INNOVATION

280+ companies have been started by UW
students and faculty or with UW technology.

RESEARCH POWERHOUSE

The UW receives more federal research
funding than any other U.S. public
university, a ranking held since 1979 (with
one exception in 2009).



MOST INNOVATIVE
PUBLIC UNIVERSITY IN
THE WORLD
#4 OVERALL REUTERS



UNDERGRADUATE PROGRAM
AMONG NATIONAL PUBLIC
UNIVERSITIES
U.S. NEWS AND WORLD REPORT, 2015



AMONG NATIONAL
UNIVERSITIES FOR
SOCIAL MOBILITY,
RESEARCH AND SERVICE
WASHINGTON MONTHLY'S 2015
COLLEGE GUIDE



ACADEMIC RANKING OF WORLD
UNIVERSITIES (ARWU)
SHANGHAI JIAO TONG UNIVERSITY, 2015

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Make your academic journey one of adventure and discovery. More than just “checking the boxes,” choose courses and areas of study that speak to you. Can’t decide if you want to study engineering or graphic design? We’re big into the cross-disciplinary approach to learning, which means mixing and matching majors isn’t just doable, it’s encouraged. This is the time to grow and learn, and we’re here to support you every step along the way.

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At the UW, conducting research is just another part of the Husky Experience. In fact, more than 7,000 undergraduates were involved in research in 2015. All students — including freshmen — have the opportunity to join leading-edge labs and teams in fields from history to health care.

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The University Honors Program provides a rigorous environment for highly motivated students looking for an interdisciplinary educational experience. Bringing selected faculty into close contact with dedicated students in an atmosphere of small, challenging classes allows the Honors Program to combine the intimacy of a small liberal arts college with the strengths of a top public research university.

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MAJORS BY SCHOOL/COLLEGE [admit.uw.edu/MajorsList](#)

MAJORS BY TOPIC (for example, Engineering, Social Sciences) [admit.uw.edu/MajorsByTopic](#)

STUDY ABROAD [studyabroad.washington.edu](#)

MAJORS

Undergraduate majors, [admit.uw.edu/MajorsList](#)

KEY

- Open
- Competitive
- Minimum Requirements
- Minor available

Italics indicates curricular options in the major.

COLLEGE OF ARTS & SCIENCES

- American Ethnic Studies**
 - African American Studies, Asian/Pacific American Studies, Chicano Studies, Comparative American Ethnic Studies
- American Indian Studies**
 - Comparative American Indian Studies
- Anthropology**
 - Anthropology of Globalization, Archaeological Sciences, Human Evolutionary Biology, Medical Anthropology & Global Health
- Applied & Computational Mathematical Sciences (ACMS)**
 - Biological & Life Sciences, Discrete Mathematics & Algorithms, Engineering & Physical Sciences, Mathematical Economics, Operations Research, Scientific Computing & Numerical Algorithms, Social & Behavioral Sciences, Statistics
- Art History**
 - Art History
- Asian Studies**
 - Asian Studies
- Astronomy**
 - Astronomy
- Biochemistry**
 - Biochemistry
- Biology**
 - Ecology: Evolution & Conservation; Molecular, General Biology: Cellular & Development; Physiology: Plant
- Canadian Studies**
 - Canadian Studies
- Chemistry**
 - Chemistry
- Chinese**
 - Chinese
- Classical Studies**
 - Classical Studies
- Classics**
 - Classics
- Communication**
 - Journalism
- Comparative History of Ideas (CHID)**
 - Comparative History of Ideas
- Comparative Literature**
 - Comparative Literature
- Cinema & Media Studies**
 - Cinema & Media Studies
- Comparative Religion**
 - Comparative Religion
- Composition (Music)**
 - Composition (Music)
- Computer Science**
 - Computer Science
- Dance**
 - Dance
- Creative Studies, Dance Studies**
 - Creative Studies, Dance Studies
- Danish**
 - Danish
- Drama**
 - Drama
- History, Theory, & Criticism; Performance, Design**
 - History, Theory, & Criticism; Performance, Design
- Economics**
 - Economics
- English**
 - English
- Creative Writing**
 - Creative Writing
- Ethnomusicology (Music)**
 - Ethnomusicology (Music)
- European Studies**
 - European Studies

Finish

French

Gender, Women, & Sexuality Studies

Geography

Cities, Citizenship, & Migration; Environment, Economy, & Sustainability; Globalization, Health, & Development; GIS, Mapping, & Society

Germanics

Greek

Guitar (Music)

History

History of Empire & Colonialism; History of Race, Gender, & Power; History of Religion & Society; History of War & Society

History & Philosophy of Science

Individualized Studies varies

Self-directed major, for example, Disability Studies; Musical Theater

Industrial Design

(Art & Design)

Interaction Design

(Art & Design)

Interdisciplinary Visual Arts

(Art & Design)

International Studies

Italian

Japanese

Linguistic, Literature

Jazz Studies (Music)

Jewish Studies

Korean

Latin

Latin American & Caribbean Studies

Law, Societies, & Justice

Linguistics

Romance Languages

Mathematics

Philosophy: Comprehensive; Teaching

Microbiology

Music

Early Music; Instrumental; Music History; Music Theory; Voice

Music Education

Near Eastern Languages & Civilization

Near Eastern Culture & Civilization; Comparative Islamic Studies; Biblical & Ancient Near Eastern Studies

Neurobiology

Norwegian

Orchestral Instruments (Music)

Organ (Music)

Painting & Drawing

(Art & Design)

Percussion (Music)

Orchestral Percussion; Mallet Keyboard

Philosophy

Photomedia (Art & Design)

Physics

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Piano (Music)

Political Science

International Security; Political Economy

Psychology

Scandinavian Studies

Slavic Languages & Literatures

Russian Language, Literature, & Culture; Eastern European Languages, Literatures, & Culture

Sociology

South Asian Languages & Literature

Spanish

Speech & Hearing Sciences

Statistics

Strings (Music)

Swedish

Three-Dimensional Forum

(Art & Design)

Visual Communication Design

(Art & Design)

Voice (Music)

COLLEGE OF BUILT ENVIRONMENTS

Architectural Design

Architecture

Community, Environment, & Planning

Construction Management

Landscape Architecture

COLLEGE OF EDUCATION

Early Childhood & Family Studies

Learning & Teaching

COLLEGE OF ENGINEERING

Aeronautics & Astronautics

Bioengineering

Nanoscience & Molecular Engineering

Chemical Engineering

Nanoscience & Molecular Engineering

Civil & Environmental Engineering

Computer Engineering

Electrical Engineering

Nanoscience & Molecular Engineering

Human Centered Design & Engineering

Industrial Engineering

Materials Science & Engineering

Nanoscience & Molecular Engineering

Mechanical Engineering

Mechatronics; Nanoscience & Molecular Engineering

COLLEGE OF THE ENVIRONMENT

Aquatic & Fishery Sciences

Atmospheric Sciences

Bioresource Science & Engineering

Earth & Space Sciences

Biology; Geology; Physics; Environmental Earth Sciences

Environmental Science & Terrestrial Resource Management

Landscape Ecology & Conservation; Restoration Ecology & Environmental Horticulture; Sustainable Forest Management

Wildlife Conservation

Environmental Studies

Oceanography

Biological; Chemical; Marine Geology & Geophysics; Physical; Ocean Technology

FOSTER SCHOOL OF BUSINESS

Business Administration

Accounting, Entrepreneurship, Finance, Human Resources Management, Information Systems, Marketing, Operations & Supply Chain Management

INFORMATION SCHOOL

Informatics

Human-Computer Interaction; Information Architecture

SCHOOL OF MEDICINE

Medical Laboratory Science

SCHOOL OF NURSING

Nursing

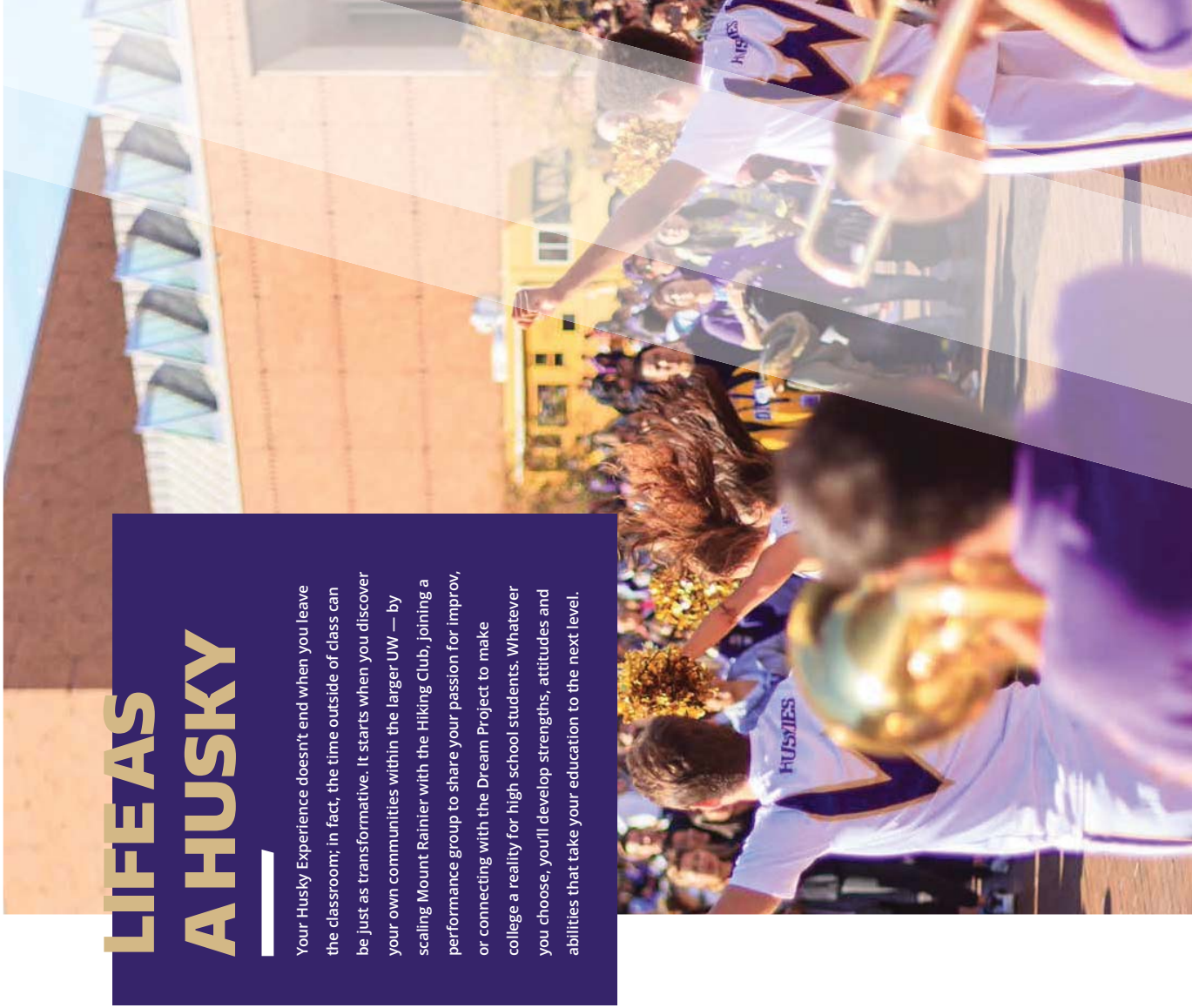
SCHOOL OF PUBLIC HEALTH

Environmental Health

Public Health

SCHOOL OF SOCIAL WORK

Social Welfare



LIFE AS A HUSKY

Your Husky Experience doesn't end when you leave the classroom; in fact, the time outside of class can be just as transformative. It starts when you discover your own communities within the larger UW — by scaling Mount Rainier with the Hiking Club, joining a performance group to share your passion for improv, or connecting with the Dream Project to make college a reality for high school students. Whatever you choose, you'll develop strengths, attitudes and abilities that take your education to the next level.

LIVING ON CAMPUS

You're not required to live on campus, but two-thirds of freshmen do. By living on campus, you'll find countless opportunities to develop meaningful relationships, join an engaging and supportive academic community and explore who you are.

- Dining options to support your health and fitness, including vegetarian, vegan, Halal, Kosher and gluten-free options
- Committed to sustainable agriculture, local sourcing and zero solid waste
- 100% smoke-free environment
- Internet and cable TV service provided
- Fully furnished and equipped rooms
- Area 01 maker space and labs for music, video and gaming

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admit.uw.edu/DiscoverYourPlace

FRATERNITIES & SORORITIES (GREEK LIFE)

Approximately 4,600 undergraduates participate in Greek life.

39 FRATERNITIES: 33 in Interfraternity Council, 5 in United Greek Council, 1 unaffiliated

27 SORORITIES: 19 in Panhellenic Association, 7 in United Greek Council, 1 unaffiliated
Interfraternity Council & Panhellenic Association uwgreeks.com
United Greek Council uwugc.org

JOIN THE DAWG PACK

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MEN: Baseball, Basketball, Cross Country, Football, Golf, Rowing, Soccer, Tennis and Track & Field

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800+ registered student organizations

2 MIN maximum walking time to your next cup of coffee

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INTRAMURAL SPORTS & CLUB SPORTS uw.edu/ima
Q CENTER qcenter.washington.edu
UW STUDENT LIFE ON FACEBOOK facebook.com/uwstudentlife
UW ON SOCIAL MEDIA uw.edu/social

VALVE

Expedia

BUNGIE

Adobe

NORDSTROM

amazon

Nintendo

GARMENDTORY

COSTCO WHOLESALE



Microsoft

STARBUCKS

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Immerse yourself in the unique opportunities available in Seattle. We're a city of self-starters who believe that anything is possible when working together. We're adventurous and entrepreneurial, caffeinated and connected. And with the Pacific Northwest in your backyard, you'll find endless ways to explore the outdoors, from paddle boarding on Lake Washington to skiing and snowboarding in the Cascade Mountains.

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#3 CITY IN THE COUNTRY
TO FIND A JOB

SOURCE:
GLASSDOOR'S 2016 25 BEST
CITIES FOR JOBS

#3 MOST LITERATE CITIES 2015

SOURCE:
STUDY CONDUCTED BY DR. JACK
MILLER, PRESIDENT OF CENTRAL
CONNECTICUT STATE UNIVERSITY

TOP 25

3.7 million

LGBTQ-FRIENDLY COLLEGES &
UNIVERSITIES, CAMPUS PRIDE 2016

SEATTLE METRO POPULATION

200
MILES

200 MILES OF
SHORELINE / 74%
FRESHWATER AND
26% SALTWATER

400 CITY
PARKS

AVERAGE HIGH TEMPERATURES

60°F OCTOBER

46°F JANUARY

58°F APRIL

75°F JULY

38.6"
SEATTLE

AVERAGE ANNUAL RAINFALL

We know what you're wondering: Does it really rain all the time? Nope!

In fact, Miami, Florida, gets nearly double the amount of rainfall that Seattle does.

VISIT CAMPUS

- The Office of Admissions offers daily campus tours and information sessions for students and families. Schedule a visit admit.uw.edu/Visit/FroshInfoSessionTour
- Admitted Student Preview, a series of one-day events for newly admitted Huskies and their families, is especially suited to those who have not yet committed to the UW and who seek an authentic taste of Seattle, the UW campus and the Husky Experience. Students who are admitted to the UW in March will be invited to attend ASP. Dates for ASP 2017 are March 31; April 3, 13, 15, 17.

MORE TO EXPLORE

OFFICIAL SEATTLE VISITORS GUIDE visitscattle.org
WASHINGTON STATE VISITORS GUIDE experiencewa.com
UW TRAVEL CONCIERGE admit.uw.edu/TravelConcierge

ADMISSION

One distinguishing feature of a premier university like the UW is the diversity of experience, culture, talent and sheer brainpower represented in the student body. To the Office of Admissions, you aren't just a GPA and a set of test scores. We'll take a look at the numbers, but we want to know more. *Who are you? What else have you done? Where are you headed?* We are excited to learn what you will bring to the UW community.

admit.uw.edu/Admission/Freshmen/Review

ADMISSION BY THE NUMBERS Autumn 2015

ALL APPLICANTS		WA RESIDENTS		NONRESIDENTS (U.S. + INTERNATIONAL)	
43,524		11,806		31,718	
APPLIED		APPLIED		APPLIED	
19,730	6,500	7,418	4,300	12,312	2,500
ADMITTED	ENROLLED*	ADMITTED	ENROLLED*	ADMITTED	ENROLLED*
*EXPECTED					

FRESHMAN CLASS PROFILE

Middle 50% from Autumn 2016

SAT		Old	New
High School GPA 3.67–3.94	SAT Composite (CR + M + WR)	1690–2020	1230–1420
ACT Composite 26–31	Writing + Critical Reading	1090–1320	n/a
	Evidence-Based Reading + Writing	n/a	610–700
	Math	580–710	600–740

KEY DATES & DEADLINES 2016–17

OCTOBER 1, 2016
Application opens

DECEMBER 1, 2016
Application deadline

EARLY DECEMBER 2016
Last sitting of ACT and SAT the UW will accept

DECEMBER 31, 2016
Test score deadline

MARCH 15-31, 2017
Notification period

APPLICATION CHECKLIST

☐ **APPLICATION**

☐ **APPLICATION FEE**
Fee waivers available

☐ **WRITING SECTION**
This is how we get to know you

☐ **TEST SCORES**
ACT or SAT (no preference, and writing is not required)

Scores must be sent electronically from the testing agency to the UW

admit.uw.edu/SendSAT
admit.uw.edu/SendACT

LETTERS OF RECOMMENDATION?

Please do not send. Thanks!

TRANSCRIPTS

Do not send transcripts when you apply. You will report coursework on the application.

MORE TO EXPLORE

FRESHMAN ADMISSION admit.uw.edu/Apply/Freshman
OFFICE OF ADMISSIONS admit.uw.edu/Contact or 206.543.9686
AP CREDIT admit.uw.edu/AP
IB CREDIT admit.uw.edu/IB
RUNNING START AND OTHER DUAL-CREDIT PROGRAMS admit.uw.edu/DualCredit
HOMESCHOOLED APPLICANTS admit.uw.edu/Homeschool
VETERANS & MILITARY FAMILIES admit.uw.edu/Veteran
APPLICANTS WHOSE FIRST LANGUAGE IS NOT ENGLISH
ENGLISH REQUIREMENT FOR ADMISSION admit.uw.edu/English/Alternatives
WORLD LANGUAGES REQUIREMENT FOR ADMISSION admit.uw.edu/Languages

COSTS, AID & SCHOLARSHIPS

We believe students from all economic backgrounds should have the opportunity to attend the University of Washington. Finances should not be a barrier to getting a world-class education.

#23

2016 FORBES
BEST VALUE COLLEGES
THE UW WAS NAMED THE NO. 23 BEST VALUE
COLLEGE IN THE NATION BY FORBES IN 2016

#9

2016 KIPLINGER'S BEST VALUE IN
PUBLIC COLLEGES
THE UW RANKED NO. 9 IN KIPLINGER'S 2016
BEST VALUES IN PUBLIC COLLEGES



TOTAL COST OF ATTENDANCE

Washington resident	Nonresident
Academic Expenses	Academic Expenses
Tuition & Mandatory Fees \$11,839	Tuition & Mandatory Fees \$34,143
Books & Supplies \$1,206	Books & Supplies \$1,206
Living Expenses	Living Expenses
Housing & Food \$11,310	Housing & Food \$11,310
Personal Expenses \$2,265	Personal Expenses \$2,265
Transportation \$414	Transportation \$414
Total \$27,034	Total \$49,338

FINANCIAL AID

To be considered for all forms of UW financial aid, file the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA).

- **Opens** October 1 of your senior year
- **Priority date** January 15 of your senior year
- Last year almost 10,000 deserving Washington students paid no tuition thanks to Husky Promise. uw.edu/huskypromise

fafsa.gov
readysetgrad.org/wasfa

SCHOLARSHIPS

- Purple & Gold scholarships were awarded to about half of nonresident freshmen in 2016. admit.uw.edu/Paying/PurpleGold
- Other scholarship resources, admit.uw.edu/Scholarships

MORE TO EXPLORE

- UW OFFICE OF STUDENT FINANCIAL AID uw.edu/financialaid
- WASHINGTON STATE RESIDENCY admit.uw.edu/Residency
- GENERAL SCHOLARSHIP INFORMATION admit.uw.edu/Scholarships
- NET PRICE CALCULATOR admit.uw.edu/net-price-calculator



UNIVERSITY *of* WASHINGTON

1410 NE Campus Parkway, Box 355852
Seattle, WA 98195-5852

TAKE THE NEXT STEPS

CONNECT | SIGN UP FOR OUR EMAIL LIST

admit.uw.edu/ConnectMe

ENGAGE | JOIN US ON SOCIAL MEDIA

uw.edu/social

VISIT | SEE FOR YOURSELF

admit.uw.edu/Visit

APPLY | DEADLINE DECEMBER 1, 2016

applyweb.com/uwf

admit.uw.edu

BE BOUNDLESS

Exhibit 4

UW Strategic Planning

Husky Experience

[Close Menu](#)

Initiatives

Fostering Collaboration in the 21st Century.

Husky Experience

The Husky Experience leads to:

- Lifelong learning
- Leadership
- Career strategy
- Cultural understanding
- Community engagement & public service
- Health & wellness

Read the draft **Husky Experience visioning document.**

Download a template of **What the Husky Experience Means in the Classroom**

The Husky Experience encompasses the transformative educational experiences—inside and outside the classroom—that help our students discover their passions in life and work, become independent thinkers and citizens, and gain the skills that lead to meaningful and rewarding lives and careers.



education is *more* than a degree

It encompasses intellectual challenge and deep disciplinary learning, as well as broad skills and knowledge, and the wisdom to chart one's own future. It takes the whole campus working together to help students gain *more*.

The 'more'

By *more* we mean skills, knowledge and abilities gained through classroom learning as well as high impact experiences such as studying abroad, jobs and internships, research and leadership projects, and participating in clubs and community organizations.

In 2013 UW faculty and staff focused on student success efforts defined key learning outcomes for the Husky Experience. They include:

- *Lifelong learning:*
The ability to think critically, learn, and reinvent oneself over a lifetime. Employers and communities need graduates who can solve problems and work proactively.
- *Leadership:*
Vision and receptiveness in careers and communities. It's not just about the title. It's about integrity, respect for others, and teamwork.
- *Career Strategy:*
A sophisticated approach to work and profession, and an understanding of how broad educational experiences translate into employability.
- *Cultural Understanding:*
A global perspective, the ability to navigate and thrive within diverse communities and workplaces, and an appreciation for the value of diversity.
- *Community Engagement and Public Service:*
A sense of responsibility and understanding of how to contribute to the greater good and how to use educational experiences to benefit society.
- *Health and Wellness:*
A responsibility for oneself and a respect for others. Businesses, communities, and families all benefit from a healthy population.

These learning outcomes have since been refined and are best articulated by the criteria for the Husky 100 award—an award given to 100 students that embody the Husky Experience. Students are evaluated on how well they demonstrate the ability to Connect the Dots and possess a Discovery Mindset, Commitment to Inclusive Community, Capacity for Leadership, and are Ready for What's Next.

The challenge: Support for student success at scale

At the Undergraduate Research Symposium, Gee Lee discusses challenges in sustainable production of classical guitars, which have traditionally been crafted from exotic woods that are now endangered.

The UW already has great programs helping students gain these abilities in and out of class (see [provost reports](#) for examples). The challenge is to do this for all. Some students engage naturally and opt in. Some don't know what opportunities are available, or are primarily focused on grades and undervalue the importance of out-of-class experiences. Some want to participate in high-impact experiences, but can't afford to.

To reach all UW students, the Husky Experience Initiative brings together colleagues from across the UW's three campuses to:



At the 2012 Undergraduate Research Symposium, Gee Lee discusses challenges in sustainable production of classical guitars, which have traditionally been crafted from exotic woods that are now endangered.

- Articulate goals for student success
- Identify areas where the UW could improve, invest, collaborate, remove barriers, develop tools, or learn more from data
- Prioritizing and addressing needs for programs, policies, structures, and tools to help students succeed
- Building capacity to scale efforts and improve access

The Academic & Student Affairs Alliance: a collaboration to support student success

To support this effort, in 2013, administrative units that support student success—Undergraduate Affairs, Student Life, the Office of Minority Affairs and Diversity, and the Graduate School) joined forces with the newly formed Academic & Student Affairs unit to form the ASA Alliance. These five units work together to enhance the student experience and raise funds for scholarships, fellowships, programs and initiatives that help the University achieve the goals of the Husky Experience.

Selected accomplishments

- **Redefined the undergraduate experience with the Husky 100 award**

The [Husky 100](#) award recognizes 100 students each year who exemplify the Husky Experience — and inspires entering students to make the most of their time at UW.

- **Ongoing collaborations to improve retention and graduation—and a significant increase in the 4yr graduation rate.**

The Retention Task Force identifies and addresses barriers to graduation, updating satisfactory progress and emergency aid policies, developing an exit survey, gathering better data to inform

interventions. The collaboration works across the UW to support, fund, and re-engage at-risk students and to close gaps in graduation rates. Efforts dovetail with two national consortia of which the UW is a member: the [American Talent Initiative](#) and the [APLU Powered by Publics Cluster Initiative](#).

- **Targeted messages direct to mobile.**

The [Husky Experience Toolkit](#) sends weekly messages to all students via MyUW with helpful tips, advice and links to resources to help navigate and succeed at the UW.

- **Increased access to internships and study abroad.**

New scholarships were created to support students who couldn't otherwise afford to participate in unpaid internships or study abroad, administered through the Career Center and Office of Global Affairs.

- **Online video modules 'flipped' first year orientation.**

Since 2016, all new students engage in online orientation modules before attending in-person orientation on the UW's Seattle campus—especially helpful for first generation and international students. First Year Programs also offers a public MOOC version to demystify life at a large, American research university.

- **Increased support for transfer student success.**

UW offers transfer students early access to planning tools that count equivalencies as well as new transfer-specific courses, orientation modules, and mobile messages. UW advising liaisons work with counterparts at Community & Technical Colleges and a task force on transfer student success systematically addresses issues.

- **Seed funding by students for students.**

The Husky Experience Student Advisory Council oversees the [Husky Seed Fund](#), a student-to-student grant program to catalyze projects that impact the student experience.

- **Online tools to help students chart their course.**

UW-IT has developed new tools and improved existing tools to support student success:

- **MyPlan**, a web-based tool to help students plan their path to degree, featured in an [article](#) on successful online aids to face-to-face advising.
- **MyUW Mobile**, a platform that makes it easy to track registration and get information about classes, textbooks and other critical topics on any mobile device
- **Notify.UW**, a service that notifies students about course availability, sending messages when a course closes, or when seats become available in a course that had been closed.



- **Pivot**, an advising tool to support students in finding alternatives to capacity-constrained majors.
- **Support for faculty interested in linking college to careers.**
For example, departments in the College of Arts & Sciences raised student awareness of employable skills gained in class and how to talk about them. Learn more about the student success templates and the Career Center developed resources for faculty to include in syllabi and on course websites.
- **Integrated Husky Experience goals into all corners of campus life.**
Leaders across the UW's three campuses have found ways to integrate the goals of the initiative into their work, and to help students understand how to make the most of their Husky Experience. For example, Housing and Food Services launched a First Year Husky Experience residential living/learning community to help new Huskies transition to the UW, navigate their options, and plan for their future. And Athletics helped student workers connect the dots between campus employment, classwork, and personal goals.

Current Focus

Partners across the ASA Alliance and the UW's three campuses continue work to enhance the student experience. Currently, groups are working to:

- **Leverage data analysis** to identify and support students most at risk of dropping out.
- **Target key groups** for interventions and support to reduce achievement gaps and/or improve the student experience: low-middle income students, transfer students, first generation and students from historically underrepresented groups.
- **Develop new tools and data science** to inform targeted interventions with the ultimate goal of moving from descriptive analytics towards more predictive analytics.
- **Support increased collaboration** across first year learning communities, advising groups, with data and information technology colleagues, and with peer institutions through relevant consortia.



UW interns at Microsoft

Partners

On Campus:

- [Academic & Student Affairs](#)

- [Office of Minority Affairs & Diversity](#)
- [Student Life](#)
- [Undergraduate Academic Affairs](#)
- [Graduate School](#)
- [College of Arts & Sciences](#)
- [UW-IT](#)
- [UW Alumni Association](#)
- [University Marketing and Communications](#)
- [Advancement](#)

External Partnerships:

- [American Talent Initiative](#)
- [APLU Powered by Publics Cluster Initiative](#)

Leadership

[Steering Committee and Working Groups](#)

Exhibit 5

Microbiology

[Overview](#) [Undergraduate](#) [Graduate](#) [Display all text in one page \(no tabs\)](#)

Undergraduate Program

Adviser

K-357A Health Sciences, Box 357735

(206) 543-5824

micro@uw.edu

The Department of Microbiology offers the following programs of study:

- The Bachelor of Science degree with a major in microbiology
- A minor in microbiology

Bachelor of Science

Suggested First- and Second-Year Courses: PHYS 114, PHYS 115, or PHYS 121, PHYS 122; one of the following: MATH 112, MATH 124, Q SCI 381, or STAT 311.

MICROM 410, the first microbiology course for majors, is taken after completion of BIOL 200 and organic chemistry (CHEM 223 or CHEM 237). To graduate in four years, a student must complete introductory biology and organic chemistry before autumn quarter of the junior year.

MICROM 301, and MICROM 302, offered to non-majors, serve as introductory courses, but cannot be used to fulfill graduation requirements for a major in microbiology. MICROM 301 is a prerequisite for students applying to nursing, physical therapy, or dental school.

Department Admission Requirements

1. Minimum 75 credits applicable to graduation, with a minimum 2.00 overall cumulative GPA.
2. Completion of the following prerequisite courses with a minimum 2.50 cumulative GPA: BIOL 180; BIOL 200 (minimum 2.3 grade); BIOL 220; either CHEM 142, CHEM 152, CHEM 162; or CHEM 143 and CHEM 153; either CHEM 223, CHEM 237, or CHEM 335

Major Requirements

Minimum 90 credits (including microbiology courses) in the biological, physical, and mathematical sciences, as follows:

Helpful links

[Department Overview](#)

[Undergraduate Program](#)

[Minor](#)

[Graduate Program](#)

[Time Schedule](#)

[Academic Planning Worksheet](#)

[Departmental Web Page](#)

[Departmental Faculty](#)

[Course Descriptions](#)

1. Minimum 2.50 cumulative GPA in courses required for admission: BIOL 180; BIOL 200 (minimum 2.3 grade), BIOL 220; either CHEM 142, CHEM 152, and CHEM 162, or CHEM 143 and CHEM 153; either CHEM 223, CHEM 237, or CHEM 335
2. *Core Courses (8 credits)*: MICROM 402; MICROM 410; MICROM 496
3. *Distribution Groups and Electives (28 credits)*: Minimum one course from each of the following four distribution groups; minimum two laboratory courses. Remaining credits from additional courses from the distribution groups or from an approved list of electives. See adviser for approved list
 - a. *Medical Microbiology*: IMMUN 441, MICROM 442 MICROM 443, MICROM 460, or both MICROM 460 and MICROM 461
 - b. *Virology*: MICROM 445 or MICROM 450
 - c. *Diversity and Ecology*: MICROM 412 or MICROM 435
 - d. *Genetics and Molecular Biology*: MICROM 411; or MICROM 431; and either GENOME 361 or GENOME 371
4. Either PHYS 114 and PHYS 115; or PHYS 121 and PHYS 122 (PHYS 116 or PHYS 123 recommended)
5. Either MATH 112, MATH 124, MATH 144, Q SCI 381, STAT 220, or STAT 311
6. Either BIOC 405 and BIOC 406, or BIOC 440, BIOC 441, and BIOC 442
7. All required courses taken for a numerical grade unless course is offered credit/no-credit only. Minimum 2.25 cumulative GPA; minimum 1.8 grade in all MICROM and IMMUN core and elective courses applied to the major
8. Transfer students must complete at least 20 required and elective microbiology credits through the UW.

Continuation Policy

All students must make satisfactory academic progress in the major. Failure to do so results in probation, which can lead to dismissal from the major. For the complete continuation policy, contact the departmental adviser or refer to the [department website](#).

Minor

Minor Requirements: 29 credits as follows:

1. 14 credits to include BIOL 200; one of CHEM 152, CHEM 155, CHEM 162, or CHEM 165; one of CHEM 223, CHEM 237, or CHEM 355.
2. 15 credits from the following: MICROM 410; one from MICROM 302, MICROM 402, MICROM 431, or MICROM 443; and approved 400-level, graded microbiology courses to reach 29 credits. See adviser for approved list.
3. Minimum cumulative 2.00 GPA for all courses counted toward the minor

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes*: The department's objective is to provide a major with the best instruction possible in broad areas of microbiology so students qualify for a wide variety of positions with a terminal BS degree or qualify to pursue advanced degrees in graduate or professional schools.

Microbiology offers students an excellent education in the biology of microorganisms, namely bacteria, fungi, protozoa, and viruses. Through learning about the biology of these microorganisms and viruses, students more fully understand the pivotal position they occupy in establishing and maintaining our biosphere, their effects on human, animal, and plant life, and how the biological properties of certain microbes are exploited for certain purposes. Microorganisms are important in drinking water, wastewater and sewage treatment, production and spoilage of foods, production of antibiotics, bioremediation of toxic compounds, and genetic engineering of organisms having unique characteristics. Students gain insight into strategies used by microorganisms and viruses to cause disease and the mechanisms used by their host to defend themselves.

Graduates have found research positions in biotechnology and pharmaceutical companies, as well as in state and government positions hiring microbiologists. Students interested in a health profession or graduate program benefit from this program.

- *Instructional and Research Facilities:* Microbiology courses are taught using **state-of-the-art facilities** in the teaching wing of the Health Sciences building. Research labs are located in the Health Sciences, Fred Hutchinson Cancer Research Center, NW Regional Primate Research Center, and UW Rosen building.
- *Honors Options Available:* With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.
- *Research, Internships, and Service Learning:* MICROM 499, undergraduate laboratory research, is offered for credit. See adviser for details.
- *Department Scholarships:* The department offers four awards each year. More information is available at the department's website.
- *Student Organizations/Associations:* The Microphiles Club is open to all students. The club sponsors field trips to local biotech companies, speakers on topics such as research and career opportunities, graduate school, and peer teaching.

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Neuroscience

[Overview](#) [Undergraduate](#) [Display all text in one page \(no tabs\)](#)

Undergraduate Program

Adviser
318 Hitchcock, Box 355320
(206) 616-3982

Neuroscience offers the following program of study:

- The Bachelor of Science degree with a major in neuroscience

Bachelor of Science

Program Admission Requirements

Applicants are considered in the following groups: Direct Freshman Admission and Regular Admission. Admission is capacity constrained; meeting minimum standards guarantees consideration but not acceptance. Application deadline is the second Friday in October each year except for Direct Freshman Admission.

Direct Freshman Admissions

The department enrolls up to 15 percent of its incoming class directly from high school. Students accepted to the UW who indicate neuroscience as their preferred major on their freshman application are considered. Strong applicants have completed chemistry, biology, and calculus in high school and generally have received a minimum 1400 on the SAT (mathematics and verbal sections) or a minimum 30 on the ACT. Admission is for autumn quarter only.

Regular Admission

1. BIOL 180, BIOL 200, BIOL 220, with minimum 2.0 grade in each
2. Completion of most supporting coursework in physics, math, and chemistry recommended (see specific course lists, below), with minimum 2.50 GPA in any such work completed at time of application

Major Requirements

Minimum 86 credits

1. *Supporting coursework (minimum 48 credits):*
 - a. *Chemistry:* One of the following three sequences: CHEM 120, CHEM 220, CHEM 221; CHEM 142, CHEM 152 (or CHEM 143, CHEM 153), CHEM 223 CHEM 224; CHEM 142, CHEM 152, CHEM 162 (or CHEM 145, CHEM 155, CHEM 165), CHEM 237, CHEM 238, CHEM 239 (or CHEM 335, CHEM

Helpful links

[Program Overview](#)

[Undergraduate Program](#)

[Time Schedule](#)

[Academic Planning Worksheet](#)

[Program Web Page](#)

[Program Faculty](#)

[Course Descriptions](#)

336, CHEM 337). Third sequence recommended. Organic chemistry laboratories not required. (15-27 credits)

b. *Physics*: Pathway 1 - PHYS 114, PHYS 115; Pathway 2 (recommended) - PHYS 121, PHYS 122. (8 to 10 credits)

c. *Mathematics*: Two quarters of calculus (MATH 124, MATH 125, or Q SCI 291, Q SCI 292) (10 credits)

d. *Introductory Biology (minimum 15 credits)*: BIOL 180, BIOL 200, BIOL 220 (15 credits)

2. *Introduction to Neuroscience (10 credits)*: NEUSCI 301, NEUSCI 302.

3. *Advanced courses in neuroscience (12 credits)*: NEUSCI 401, NEUSCI 402, NEUSCI 403, NEUSCI 404.

4. *Electives*: Minimum 16 credits from a wide variety of 400-level courses in the biological sciences. See adviser for list of courses. Courses not listed may be allowed with permission of program director. Students may apply up to 7 credits of undergraduate research toward the 16 elective credits.

5. Minimum cumulative 2.00 GPA for courses applied to the major.

Continuation Policy

All students must make satisfactory academic progress in the major. Failure to do so results in probation, which can lead to dismissal from the major. For the complete continuation policy, contact the departmental adviser or refer to the department website.

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes*: Throughout the core sequence of neuroscience, students gain a deep understanding of the basic concepts of nervous system function and learn many of the basic techniques used to study nerve cells. Students also learn how to analyze neurophysiological data, and compose and present results. Graduates pursue careers in medicine, public health, education, pharmaceutical sales, computing, and graduate study.
- *Instructional and Research Facilities*: Laboratories are required with introductory courses. (NEUSCI 301 and NEUSCI 302). The program offers state-of-the-art facilities and equipment for each course.
- *Honors Options Available*: With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.
- *Research, Internships, and Service Learning*: Most neuroscience students participate in undergraduate research with faculty from both the College of Arts and Sciences and the School of Medicine.
- *Program Scholarships*: None offered.
- *Student Organizations/Associations*: Neuroscience Student Club; Alpha Epsilon Delta, the national premedical honorary society.

☐ Always display text without tabs

Biochemistry

[Overview](#) [Undergraduate](#) [Display all text in one page \(no tabs\)](#)

Undergraduate Program

Adviser
303 Bagley, Box 351700
(206) 616-9880, (206) 543-9343, (206) 685-8376
advisers@chem.washington.edu

The Biochemistry Program offers the following programs of study:

- The Bachelor of Science degree with a major in biochemistry (requires 195 credits)
- The Bachelor of Arts degree with a major in biochemistry

Suggested First- and Second-Year Courses: BIOL 180, BIOL 200 (or BIOL 201, BIOL 202); CHEM 142, CHEM 152, CHEM 162 (or accelerated series CHEM 143, CHEM 153; or Honors series CHEM 145, CHEM 155, CHEM 165); CHEM 237, CHEM 238, CHEM 239, CHEM 241, CHEM 242; MATH 124, MATH 125, MATH 126; PHYS 121, PHYS 122, PHYS 123 (or PHYS 114, PHYS 115, PHYS 116 with one physics lab course strongly recommended).

Bachelor of Science

Program Admission Requirements

Application to BA and BS degree programs in biochemistry is capacity constrained. Applicants are considered in the following groups: Direct Freshman Admission, Research/Honors Admission, Early Admission, and Regular Admission. Completion of minimum requirements described below does not guarantee admission. All applicants have the right to petition and appeal the department's admission decision. Applications are considered twice each academic year and are due on the second Friday of October and the second Friday of April, with the exception of Direct Freshman Admission. The application and additional information is available at depts.washington.edu/chem/undergrad/.

Direct Freshman Admission

1. Open to freshman students formally admitted to the UW
2. Indication on the UW freshman application of biochemistry as the student's first choice of major
3. Successful direct-admission applicants generally have received a minimum 1400 on the SAT (math and verbal sections), or minimum 30 on the ACT
4. Admission is for autumn quarter only

Helpful links

[Program Overview](#)

[Undergraduate Program](#)

[Time Schedule](#)

[Academic Planning Worksheet](#)

[Program Web Page](#)

[Program Faculty](#)

[Course Descriptions](#)

Research/Honors Admission

1. Students with exceptional records can apply for consideration for admission to the biochemistry major via the Honors or Research track. Students seeking admission should submit an application that includes:
 - a. Cover sheet (available on the Department of Chemistry website)
 - b. Unofficial transcript
 - c. Statement of purpose. May include a description of interest in biochemistry, career goals, undergraduate research interests, degree interest (BA or BS), and any other information applicant believes is useful in evaluating the application.
 - d. (Research track only) Written letter or recommendation from research adviser
2. Honors Track. Students participating in the chemistry Honors sequence who have completed the following courses with a minimum 3.00 cumulative GPA: CHEM 145, CHEM 155; MATH 124 and MATH 125, or MATH 134 and MATH 135
3. Research Track. Students who have performed at least 6 credits of undergraduate research (CHEM 199, CHEM 299, or higher) and who provide a strong recommendation from faculty research adviser. Chemistry undergraduate research may be considered as well.

Early Admission

1. Course requirements: CHEM 142, CHEM 152, CHEM 162 (or accelerated series CHEM 143, CHEM 153; or Honors series CHEM 145, CHEM 155, CHEM 165); BIOL 180; MATH 124, MATH 125 (or MATH 134, MATH 135)
2. Factors included in the admission decision include academic performance as measured by GPA in courses required for application, difficulty of other courses completed, frequency of incompletes or withdrawal grades, number of repeated courses, relevant work and life experience, and record of honors.
3. Successful applicants for the BS biochemistry program typically have a cumulative GPA greater than 3.20 in courses listed above under course requirements. Successful applicants for the BA biochemistry program typically have a cumulative GPA greater than 3.00 in courses listed above under course requirements.

Regular Admission

1. Course requirements: CHEM 142, CHEM 152, CHEM 162 (or accelerated series CHEM 143, CHEM 153; or Honors series CHEM 145, CHEM 155, CHEM 165); CHEM 237, CHEM 238 (or CHEM 335, CHEM 336); BIOL 180, BIOL 200; MATH 124, MATH 125 (or MATH 134, MATH 135)
2. Factors in the admission decision include academic performance as measured by GPA in courses required for application, difficulty of other courses completed, frequency of incompletes or withdrawal grades, number of repeated courses, relevant work and life experience, and record of honors.
3. Successful applicants for the BS biochemistry program typically have over the minimum 2.5 cumulative GPA in courses listed above under course requirements, with no individual course grade lower than a 2.0. Successful applicants for the BA biochemistry program typically have a cumulative GPA greater than 2.00 in courses listed above under course requirements, with no individual grade below a 1.7.

Major Requirements

103-114 credits

1. *General Chemistry*: CHEM 142, CHEM 152, CHEM 162 (or accelerated series CHEM 143, CHEM 153; or Honors series CHEM 145, CHEM 155, CHEM 165)
2. *Organic Chemistry*: CHEM 237, CHEM 238, CHEM 239, CHEM 241, CHEM 242 (or CHEM 335, CHEM 336, CHEM 337, CHEM 346, CHEM 347)
3. *Physical Chemistry*: CHEM 452, CHEM 453 (or CHEM 455, CHEM 456, CHEM 457)
4. *Biochemistry*: BIOC 426, BIOC 440 (or BIOC 450), BIOC 441 (or BIOC 451), BIOC 442
5. *Biology*: BIOL 180, BIOL 200
6. *Mathematics*: MATH 124, MATH 125, MATH 126 (or MATH 134, MATH 135, MATH 136)
7. *Physics*: PHYS 121, PHYS 122, PHY 123 (or PHYS 114, PHYS 115, PHYS 116), with the PHYS 121 sequence recommended
8. *Genome Science*: GENOME 361 or GENOME 371
9. 11 credits chosen from a current department list (available in 303 Bagley or at depts.washington.edu/chem/undergrad/degreqs.html) of upper-division science classes including math, biology, microbiology, chemistry, and genome sciences. Up to 9 credits of approved advanced-level undergraduate research may also be applied to this requirement. Research conducted outside chemistry or biochemistry must first be approved by a biochemistry adviser.
10. *Grade and Graduation Requirements*: Minimum 2.0 grade and minimum cumulative 2.50 GPA required for all chemistry, biology, and biochemistry courses counted toward the major. Minimum 2.50 GPA required for the BIOC 440, BIOC 441, and BIOC 442 sequence. Minimum 2.50 cumulative GPA required for graduation.

Bachelor of Arts

Program admission requirements same as for BS degree, above.

Major Requirements

90-92 credits as follows:

1. *General Chemistry*: either CHEM 142, CHEM 152, CHEM 162, (or accelerated series CHEM 143, CHEM 153; or Honors series CHEM 145, CHEM 155, CHEM 165)
2. *Organic Chemistry*: either CHEM 237, CHEM 238, CHEM 239, CHEM 241, CHEM 242, or CHEM 335, CHEM 336, CHEM 337, CHEM 346, CHEM 347
3. *Biochemistry*: BIOC 405, BIOC 406
4. *Physical Chemistry*: CHEM 452, CHEM 453
5. *Biology*: BIOL 180, BIOL 200
6. *Mathematics*: either MATH 124, MATH 125, MATH 126, or MATH 134, MATH 135, MATH 136

7. *Physics (12-15 credits)*: either PHYS 121, PHYS 122, PHYS 123, or PHYS 114, PHYS 115, PHYS 116
8. *Science Electives*: 9 credits to be taken from a current department list available in 303 Bagley or at depts.washington.edu/chem/undergrad/degreeeqs.html. Up to 3 credits of advanced undergraduate research may count toward this requirement. Research conducted outside chemistry or biochemistry must first be approved by a biochemistry adviser.
9. *Grade and Graduation Requirements*: Minimum 1.7 grade in chemistry, biochemistry, and biology courses required for the major. Minimum 2.00 cumulative GPA required for graduation.

Continuation Policy

All students must make satisfactory academic progress in the major. Failure to do so results in probation, which can lead to dismissal from the major. For the complete continuation policy, contact the departmental adviser or refer to the [department website](#).

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes*: At the conclusion of their studies, graduating biochemistry majors should possess a general working knowledge of the basic areas of biochemistry; be proficient in basic laboratory skills; have the ability to carry out strategies for solving scientific problems; have an understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis; have had the opportunity to gain experience with a research project; have the ability to communicate scientific information clearly and precisely; have the ability to read, understand, and use scientific literature; have an awareness of the broader implications of biochemical processes; have had the opportunity to work as part of a team to solve scientific problems; and have had an introduction to opportunities in, and requirements for, the careers available to biochemistry majors.

Students planning a career in biomedical research, the health professions, or biotechnology find the biochemistry degree to be an excellent choice. The degree is also good preparation for graduate school in any aspect of biochemical or biomedical research.

- *Instructional and Research Facilities*: Research facilities for the department are housed in the Biochemistry-Genetics Building, which provides approximately 52,000 square feet of research space, conference rooms, and a departmental library. In the immediate vicinity are the departments of Immunology, Genome Sciences, Microbiology, and Pharmacology, as well as programs in biomolecular structure, molecular medicine, neurobiology, and molecular and cellular biology, with which the department has common research interests. Laboratories are equipped with modern research equipment and are supported by external, centralized research facilities. An emphasis on biomedical research is facilitated by the location of the department within the School of Medicine.
- *Honors Options Available*: With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.

Research, Internships, and Service Learning: No formal internship program. Students are encouraged to pursue national and regional internships. See adviser for more information.

- *Program Scholarships:* Resident tuition scholarships and book prizes are awarded annually by the Department of Chemistry to eligible chemistry and biochemistry majors. Applications are available during the month of March for the following academic year. See department adviser for more information.
- *Student Organizations/Associations:*
 - Alpha Chi Sigma: the UW affiliate of the national chemistry-related science organization for chemistry and biochemistry majors
 - Phi Lambda Upsilon: the UW affiliate of the national chemistry honorary society
 - The Free Radicals: a general undergraduate club for chemistry and biochemistry majors.

Of Special Note:

- The Bachelor of Science in biochemistry degree requires a minimum of 193 credits.
- Students are strongly encouraged to participate in undergraduate research.

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Physics

[Overview](#) [Undergraduate](#) [Graduate](#) [Display all text in one page \(no tabs\)](#)

Undergraduate Program

Adviser

C139A Physics-Astronomy, Box 351560
(206) 543-2772

The Department of Physics offers the following programs of study:

- The Bachelor of Science degree with a major in physics
- A minor in physics

Bachelor of Science

Suggested First- and Second-Year College Courses: MATH 124, MATH 125, MATH 126; PHYS 121, PHYS 122, PHYS 123, PHYS 224, PHYS 225, PHYS 227. (Note: MATH 134, MATH 135, and MATH 136 can be used in place of MATH 124, MATH 125, MATH 126, and MATH 308.)

These physics and mathematics courses are required prerequisites for junior-level work in physics, not only at the UW, but also at most colleges and universities in the United States. Students who do not complete them during the first two years in college either need to take more than four years to earn a degree or be limited to a minimal course of study for graduation in four years.

Admission Requirements

1. Completion of PHYS 121, PHYS 122, PHYS 123 and either MATH 124, MATH 125, MATH 126 or MATH 134, MATH 135.
2. Enrollment in minimum one physics lecture course with course number higher than 220 during the application quarter. Completion of minimum one physics lecture course (any course number, either at UW or elsewhere) within the two quarters prior to application.
3. Standard admission is twice a year. Application deadlines: third Friday of autumn quarter and third Friday of spring quarter.

Winter quarter transfer admission: Students transferring to the UW in autumn or winter quarter may also apply the third Friday of winter quarter.

4. Meeting minimum requirements does not guarantee admission. Admission is capacity constrained, based on holistic review of a student's record as follows:

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- a. Personal statement which should discuss reasons for choosing a physics major and strategies for success in the major, including discussion of lessons learned from previous successes and difficulties and plans for accessing support in the major. The statement should also address how the chosen degree option (applied, comprehensive, biophysics, teaching) and submitted graduation plan (see 4.c.) are suited to life and career goals. In cases of extenuating circumstances, a personal statement may also include a petition for waiver of one of the stated minimum requirements.
- b. Academic performance as measured by GPA; grades in courses required for admission; difficulty of other courses completed; frequency of incompletes, repeated courses, and withdrawals; relevant work and life experience.
- c. Graduation plan completed in MyPlan and printed to a pdf file, submitted with the application. Preapproval of graduation plan by Physics Student Services is recommended; incoming majors must have their Graduation Plan approved no later than six weeks after acceptance into the major to avoid having a hold placed on registration.

See department website for a description of degree requirements for the four physics degree options, sample graduation plans, and suggestions of topics to include in a personal statement. Successful applicants typically have over a minimum 2.60 cumulative GPA in physics and math courses, especially those taken recently.

Major Requirements

Minimum 89-106 credits, including the following:

1. *Physics core courses (37 credits)*: PHYS 121, PHYS 122, PHYS 123, PHYS 224, PHYS 225, PHYS 227, PHYS 294, PHYS 321, PHYS 322, PHYS 334
2. *Mathematics core courses (18-19 credits from one of the following options)*:
 - a. MATH 124, MATH 125, MATH 126, and one course from MATH 307/AMATH 351, MATH 308/AMATH 352, MATH 309/AMATH 353, MATH 324, MATH 326, or AMATH 401
 - b. MATH 134, MATH 135, MATH 136 and one course from MATH 309/AMATH 353, MATH 324, MATH 326, or AMATH 401
3. One of the four options shown below (34-56 credits): any course used to satisfy departmental degree requirements can be used only once in any option listed below.
 - a. *Comprehensive Physics Option (38-43 credits)*:
 - i. 20-22 credits from PHYS 226; PHYS 228; PHYS 324; minimum three courses from PHYS 323, PHYS 325, PHYS 328, PHYS 329, ASTR 321, or ASTR 322
 - ii. One additional mathematics course from the core list (3-4 credits): MATH 307/AMATH 351, MATH 308/AMATH 352, MATH 309/AMATH 353, MATH 324, MATH 326, or AMATH 401
 - iii. *Advanced laboratory (6-8 credits)*: two courses from PHYS 331, PHYS 335, PHYS 431, PHYS 432, PHYS 433, PHYS 434, and either ASTR 480 or ASTR 481
 - iv. *Upper division lecture electives (6 credits)*: See adviser for approved list of electives.

- v. *Undergraduate research*: 3 credits from any combination of PHYS 485, PHYS 486, PHYS 487, PHYS 494, PHYS 495, PHYS 496, PHYS 499, ASTR 481 or ASTR 499. (ASTR 481 may count as laboratory or research).
- b. *Applied Physics Option (34-39 credits)*:
- i. PHYS 231; one course from PHYS 226, PHYS 323, PHYS 324, PHYS 329; and AMATH 301 (10-11 credits)
 - ii. Two additional mathematical courses (6-8 credits) from PHYS 228, MATH 307/AMATH 351, MATH 308/AMATH 352, MATH 309/AMATH 353, MATH 324, MATH 326, or AMATH 401
 - iii. *Advanced laboratory (6-8 credits)*: two courses from PHYS 331, PHYS 335, PHYS 431, PHYS 432, PHYS 433, PHYS 434, and either ASTR 480 or ASTR 481
 - iv. *Electives (9 credits)*: See adviser for approved list of electives.
 - v. *Undergraduate research*: 3 credits from any combination of PHYS 485, PHYS 486, PHYS 487, PHYS 494, PHYS 495, PHYS 496, PHYS 499, ASTR 481 or ASTR 499. (ASTR 481 may count as laboratory or research).
- c. *Biophysics Option (51-56 credits)*:
- i. PHYS 228, PHYS 324, PHYS 328, PHYS 429; one course from PHYS 226, PHYS 323, PHYS 325, PHYS 329 (17-18 credits)
 - ii. *Chemistry (15 credits)*: CHEM 142, CHEM 144, or CHEM 145; CHEM 152, CHEM 154, or CHEM 155; and CHEM 162, CHEM 164, or CHEM 165
 - iii. *Biology (10 credits)*: BIOL 180 and BIOL 200
 - iv. *Additional chemistry and biology (6-10 credits)*: two courses from CHEM 223 or CHEM 237, CHEM 224 or CHEM 238, CHEM 428, CHEM 452 or CHEM 456, CHEM 453 or CHEM 457, BIOL 220, BIOL 340, BIOL 350, BIOL 355, BIOL 401, BIOL 427, BIOL 467, BIOC 405, or BIOC 440
 - v. *Undergraduate research*: 3 credits from any combination of PHYS 499, BIOC 499, BIOL 499, CHEM 499, GENOME 499, MICROM 499, N BIO 499, P BIO 499, or BIOEN 499
- d. *Teacher Preparation Option (38-42 credits)*:
- i. 14-15 credits from PHYS 226, PHYS 228, PHYS 324; one course from PHYS 323, PHYS 328, PHYS 329
 - ii. *Physics by inquiry (15 credits)*: PHYS 407, PHYS 408, and PHYS 409
 - iii. One additional mathematics course from the core list (3-4 credits): MATH 307/AMATH 351, MATH 308/AMATH 352, MATH 309/AMATH 353, MATH 324, MATH 326, or AMATH 401
 - iv. *Advanced laboratory (3-5 credits)*: One course from PHYS 331, PHYS 335, PHYS 431, PHYS 432, PHYS 433, PHYS 434, and either ASTR 480 or ASTR 481
 - v. *Teaching practicum (3 credits)*: PHYS 499, working on a project that involves teaching

Continuation Policy

All students must make satisfactory academic progress in the major. Failure to do so results in probation, which can lead to dismissal from the major. For the complete continuation policy, contact the departmental adviser or refer to the department website.

Minor

Minor Requirements: 30-36 physics credits (in addition to 15 credits of MATH 124, MATH 125, and MATH 126) as follows:

1. *Core courses:* PHYS 121, PHYS 122, PHYS 123, PHYS 224, and PHYS 225
2. One of the following options:
 - a. *Physics Education:* PHYS 407, PHYS 408, PHYS 409 (total 36 physics credits)
 - b. *Experimental Physics:* PHYS 231, PHYS 334, and one course from PHYS 331, PHYS 335, PHYS 431, PHYS 432, PHYS 433, or PHYS 434 (total 30 physics credits)
 - c. *Mathematical Physics:* PHYS 227, PHYS 228 (MATH 308 required), and one course from PHYS 321 or PHYS 324 (MATH 324 required) (total 30 physics credits)
3. Minimum grade of 2.0 required for each physics course counted toward the minor.

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes:* The program is one of the largest in the nation, with approximately 80-100 majors graduating every year. Graduates may join the work force in a variety of technical occupations where analytical, computational, and problem-solving skills are highly valued, both in government and the private sector. They may also continue with further studies in physics or in other fields (such as astronomy, medicine, law, business, biology, or engineering).
- *Instructional and Research Facilities:* The Physics and Astronomy Departments share a modern building which contains excellent instructional and research facilities. Undergraduate students are strongly encouraged to participate in ongoing research in the department.
- *Honors Options Available:* With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.
- *Research, Internships, and Service Learning:* Most undergraduate physics majors participate in a research experience, either on campus or off. Research internships in physics and related departments are available for both pay and course credit. Many students participate in national programs, typically the summer after their junior year. The department also maintains an exchange program with Universitat Justus-Leibig in Geissen, Germany.
- *Department Scholarships:* Select scholarships available every spring upon nomination by an instructor.
- *Student Organizations/Associations:* Society of Physics Students, www.uwsp.org; Career Development Organization for Physicists and Astronomers, students.washington.edu/cdophys/CAREER/

Of Special Note:

- One year of high school physics is strongly recommended before taking PHYS 121.

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Drama

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Undergraduate Program

Adviser
129 Hutchinson Hall, Box 353950
(206) 543-4204
uwdrama@uw.edu

The School of Drama offers the following program of study:

- The Bachelor of Arts degree with a major in drama
- Minors in acting, in design for performance, and in theatre studies

Bachelor of Arts

The Bachelor of Arts in drama teaches the history, theory, methods, and techniques of the art of theatre. Students who study drama discover their individual creative voices that help make them unique and engaged global citizens.

At its core, the undergraduate program in drama instills creative and critical thinking skills, promotes collaboration and academic rigor, and provides practical experiences in creative enterprise.

Suggested First- and Second-Year College Courses: See department admission requirements below.

Department Admission Requirements

DRAMA 201

No audition is required to enter the program.

Major Requirements

60-65 credits as follows:

1. DRAMA 201, DRAMA 251, DRAMA 302, DRAMA 371, DRAMA 372, DRAMA 373 (30 credits)
2. Three courses from DRAMA 210, DRAMA 211, DRAMA 212, DRAMA 213, DRAMA 215 (12-13 credits)
3. Two courses from DRAMA 290, DRAMA 291, DRAMA 292 (2-4 credits)

Helpful links

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4. One choice/special studies course from DRAMA 365, DRAMA 367, DRAMA 416, DRAMA 494, or other adviser-approved course (5 credits)
5. One of the options shown below (10-15 credits)
 - a. *General Drama*: 9-11 elective credits from approved list of 300- and 400-level courses on the department website
 - b. *History, Theory, and Criticism Option*: No longer accepting students - pending elimination
 - c. *Performance Option (15 credits)*
 - i. DRAMA 466 (2 credits)
 - ii. One course from DRAMA 351, DRAMA 352, DRAMA 353 (4 credits)
 - iii. One course from DRAMA 451, DRAMA 452, DRAMA 453, DRAMA 454, DRAMA 455, DRAMA 456, DRAMA 457 (3-4 credits)
 - iv. *Electives*: See department website for approved list of 300- and 400-level courses (to reach 15 credits)
 - d. *Design Option (15 credits)*
 - i. One additional course from DRAMA 210, DRAMA 211, DRAMA 212, DRAMA 213, DRAMA 215 (4-5 credits)
 - ii. DRAMA 466 (2 credits)
 - iii. One additional course from DRAMA 290, DRAMA 291, DRAMA 292 (1 credit)
 - iv. *Advanced design*: DRAMA 314, DRAMA 316, DRAMA 414, DRAMA 415, DRAMA 417, DRAMA 418, DRAMA 419, DRAMA 420, DRAMA 421 (3-4 credits)
 - v. *Electives*: See department website for approved list of 300- and 400-level courses (to reach 15 credits)
6. Minimum 2.00 cumulative GPA in courses applied to the major

Minors

Minor in Acting: 25 credits

1. DRAMA 251, DRAMA 252 (10 credits)
2. 15 credits from the following: DRAMA 351, DRAMA 352, DRAMA 353, DRAMA 451, DRAMA 452, DRAMA 453, DRAMA 454, DRAMA 455, DRAMA 456, DRAMA 457, DRAMA 460, DRAMA 461, DRAMA 490, DRAMA 498
3. Minimum 2.00 cumulative GPA for courses applied to the minor

Minor in Design for Performance: 25 credits

1. Two from DRAMA 210, DRAMA 211, DRAMA 212, DRAMA 213; and DRAMA 290 (2 credits). (10 credits)
2. 15 credits from the following: DRAMA 316, DRAMA 317, DRAMA 391, DRAMA 414, DRAMA 415, DRAMA 416, DRAMA 417, DRAMA 418, DRAMA 419, DRAMA 420, DRAMA 421, DRAMA 491, DRAMA 498
3. Minimum 2.00 cumulative GPA for courses applied to the minor

Minor in Theatre Studies: 25 credits

1. DRAMA 201 (5 credits)
2. 20 credits from the following: DRAMA 302, DRAMA 303, DRAMA 365, DRAMA 371, DRAMA 372, DRAMA 373, DRAMA 416, DRAMA 494, DRAMA 499
3. Minimum 2.00 cumulative GPA for courses applied to the minor

Continuation Policy

All students must make satisfactory academic progress in the major. Failure to do so results in probation, which can lead to dismissal from the major. For the complete continuation policy, contact the departmental adviser or refer to the [department website](#).

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes:* The faculty of the School of Drama considers the optimum preparation for the theatre artist to be comprised of a liberal arts undergraduate major in drama and a graduate conservatory education.

Learning objectives include enriched artistic expression, a foundation for further study, and cultivation of essential life skills: teamwork, communication, critical thinking, and imagination.

Students earning the Bachelor of Arts in drama are prepared to seek employment in the theatre industry, apply for advanced degrees in a specific area of theatre (e.g., MFA in acting or design), or transfer the skills gained through the program to broader career opportunities. Recent graduates have pursued careers in acting, design, directing, technical direction, stage management, dramaturgy, playwriting, literary management, teaching, and in such non-theatre occupations as real estate agent, fundraiser, public relations staff, politician, librarian, academic counselor, lawyer, nurse, translator of foreign films, admissions counselor, trade show/convention production assistant, talent agent, casting director, music promoter, special events coordinator, tour guide, human resources coordinator, wedding coordinator, aerobics instructor, music promoter.

- *Instructional and Research Facilities:* Rehearsal and performance spaces include the Glenn Hughes Penthouse Theatre (the first theatre-in-the-round built in the United States), the thrust-stage Floyd and Delores Jones Playhouse, the end-stage Meany Studio Theatre, and the proscenium in Meany Hall. Other spaces include the Cabaret, Studio 201, and Hutchinson 218. School of Drama facilities include a design studio, costume shop, scene shop, and computer labs.

The Drama Library houses reserve books, plays, sound effects, dialect tapes, local audition and job notices, and a special collection of acting editions. Also available are specialized indexes and theatre databases. The librarian assists in the use of reference materials and indexes, bibliographic searches of on-line databases, and offers reference service and bibliographic instruction sessions for groups and individuals.

- *Honors Options Available:* With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.
- *Research, Internships, and Service Learning:* Student participation in all aspects of dramatic art is provided through student productions, and faculty- and student-

directed plays drawn from the full range of world dramatic literature and produced throughout the year. The school also produces operas in association with the School of Music

To enhance employability and gain **hands-on experience**, students are encouraged to participate in internships with regional theatres, and related organizations or businesses. Academic credit may be earned for internships under the course number DRAMA 493. Internship credits count toward drama elective credits to graduate. A resource guide to drama-related internships is available at the drama undergraduate advising website.

Drama students are also encouraged to apply for undergraduate research, leadership, and/or fellowship grants available through the Mary Gates Endowment.

- *Department Scholarships*: School of Drama scholarships are awarded annually every spring for the following academic year to students who have demonstrated academic merit and contributed significantly to the School of Drama. Applications are distributed from the advising office.
- *Student Organizations/Associations*: The Undergraduate Theater Society (UTS) is a student organization that produces undergraduate theatre works in the Cabaret black-box performance space in Hutchinson Hall. Any UW student may audition for UTS productions. UTS members also participate in annual New Student Orientation and other school events on a volunteer basis.

A volunteer elected group of drama students, the BA Council, meets regularly with the School of Drama Executive Director and head of the Bachelor of Arts program to discuss issues relative to the undergraduate program.

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COLLEGE OF ARTS & SCIENCES

ANTHROPOLOGY

ARCHAEOLOGY

Detailed course offerings (Time Schedule) are available for

- [Summer Quarter 2020](#)
- [Autumn Quarter 2020](#)

ARCHY 101 Exploring Archaeology (5) I&S

Introduces perspectives from archaeology on the long term history of the diversity and the dynamics of human life. Examines how archaeologists gather and use data and how that information is relevant to contemporary society. Concepts and methods introduced through readings focus around a theme that varies such as environmental issues, warfare, and migration.

[View course details in MyPlan: ARCHY 101](#)

ARCHY 105 The Human Past (5) I&S

Explores human cultural and biological evolution: how ancestors 2,500,000 years ago were like us but still different, Neanderthals and their extinction, social/economic revolutions from foraging to farming to states and empires, setbacks, failures, relationships with social and natural environments, and the role of technology. Examines the astonishing variety of adaptations humans have made.

[View course details in MyPlan: ARCHY 105](#)

ARCHY 109 Archaeology in Film (5) I&S

Deals with depictions of archaeology by and for non-archaeologists and implication of those depictions at the intersection of archaeology, the human past, and popular culture.

[View course details in MyPlan: ARCHY 109](#)

ARCHY 205 Principles of Archaeology (5) I&S

Techniques, methods, and goals of archaeological research. Excavation and dating of archaeological materials. General problems encountered in explaining archaeological phenomena.

[View course details in MyPlan: ARCHY 205](#)

ARCHY 208 Introduction to Archaeological Data Science (5) NW

Pyramids, Stonehenge, Nazi Death Camps: Pseudo-archaeology makes radical claims about such sites, but what do the data reveal? Tackles false claims about the human past using archaeological data. **Hands-on experience** of data analysis and visualization using the software program R in computing laboratories.

[View course details in MyPlan: ARCHY 208](#)

ARCHY 212 Introduction To Ancient Egyptian Archaeology (5) VLPA/I&S Stephanie Selover

Survey of the archaeology, art, and architecture of ancient Egypt from the prehistoric cultures of the Nile Valley (c. 10,000 BCE) until the end of the New Kingdom (c.1000 BCE), exploring Egyptian gods, divine kings, pyramids, temples, mummification, society, government, religion, medicine, magic, sex, childbirth, and death.

Offered: jointly with NEAR E 209.

[View course details in MyPlan: ARCHY 212](#)

ARCHY 234 Trash and Dirt (5) I&S

How do we develop a sense of disgust? What is the life cycle of cultural objects? How do people "clean up"? Where does your trash go? What can sh*t tell us about human history? What is considered "dirty" in different cultural contexts and different historical moments? Archaeologically centered exploration of diversity of human practices in defining and handling dirty stuff.

[View course details in MyPlan: ARCHY 234](#)

ARCHY 235 Exploring Graffiti: Combining Landscape Archaeology and Data Science (5) I&S

Hidden stories behind Seattle's graffiti, combining techniques from archaeology and data science. What does graffiti say about the city? About anti-establishment struggle? About social vindications? Is it gendered? What types of graffiti populate the city? Where? Is graffiti opportunistic? Territorial? Are there graffiti hotspots? What does Seattle's graffiti ecology look like?

[View course details in MyPlan: ARCHY 235](#)

ARCHY 236 The Mystery behind the Material World (5) I&S

Things are everywhere. We make them and they also make us. Things are evocative, aesthetic, and unnerving. They define us. We need them to communicate, to remember, to govern. But things need us too. This course is an introduction to the study of things, architecture, and so on from an interdisciplinary perspective. Topics such as identity, memory, commodities/gifts, cognition, and agency are explored through the analysis of the material world. Offered: jointly with ANTH 236.

[View course details in MyPlan: ARCHY 236](#)

ARCHY 269 Special Topics in Archaeology (3-6, max. 12) I&S

Investigation of special topics in archaeology focusing on developing basic analytical, practical, and numerical skills.

[View course details in MyPlan: ARCHY 269](#)

ARCHY 270 Field Course in Archaeology (12) I&S

Introduction to field acquisition of archaeological data through survey and excavation. On-going field projects; recovery and recording techniques.

[View course details in MyPlan: ARCHY 270](#)

ARCHY 272 Short Field Course in Archaeology (5) I&S/NW

Learn how archaeologists detect human occupation on the landscape by surveying, excavating, and crating evidence of the past. Students learn from start to finish the process of archaeological field investigation.

Location may change from year to year.

[View course details in MyPlan: ARCHY 272](#)

ARCHY 299 Archaeological Laboratory Techniques (1-3, max. 12) I&S

Laboratory procedures geared to one specific archaeological research project. Archaeological collection, its processing and curation, how archaeological materials are processed, and how significance is determined. No more than 5 credits may be used toward an anthropology major. Prerequisite: either ARCHY 105 or ARCHY 205.

[View course details in MyPlan: ARCHY 299](#)

ARCHY 303 Archaeology of Africa and Eurasia (5) I&S

Explores African and Eurasian prehistory from beginnings of human culture to rise of states and empires. Examines first tools made by humans, spread of humans out of Africa, origins of agriculture, and rise of state society. Covers Africa, Near East, Egypt, China, India, Europe. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 303](#)

ARCHY 304 Archaeology of the Americas (5) I&S

Explores the history of earliest Americans, beginning with crossing of land bridge between Asia and North America and eventual spread over the Americas. Highlights prehistory and best examples of western hemisphere's states and empires. Covers Mexico, Yucatan, Peru, southwestern and eastern United States, Washington. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 304](#)

ARCHY 309 Archaeology of Mainland Southeast Asia (5) I&S

Covers the archaeology of mainland Southeast Asia from the first colonization by hominins to the appearance of written texts, especially in Thailand, Cambodia, Laos, Vietnam, and Myanmar. Emphasizes methods of acquiring archaeological data and addressing current controversies about mainland Southeast Asia prehistory. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 309](#)

ARCHY 313 Ancient Technologies of the Near East (5) I&S

Introduction to ancient pyrotechnic technologies. Covers the laboratory methods used by modern archaeologists to study ancient ceramics, glass and metals, the methodologies behind the creation of these materials, and the invention of these technologies in the Near East, with brief comparisons with China and the New World. Offered: jointly with NEAR E 313.

[View course details in MyPlan: ARCHY 313](#)

ARCHY 319 Archaeology of Australia (5) I&S

Archaeology of Australia with an emphasis on understanding of the evidence and interpretation of both singular events and long-term processes in prehistory. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 319](#)

ARCHY 320 Archaeology of the Northwest Coast (5) I&S

Origins, development, and variation of Pacific Northwest cultures, focusing particularly on Washington. Adaptations to maritime and interior environments. Artifacts from a variety of archaeological sites. Technological, functional, and historical significance of Northwest artifacts.

[View course details in MyPlan: ARCHY 320](#)

ARCHY 325 Archaeology of Island Southeast Asia and the Pacific (5) I&S

History of the human occupation of the South Pacific Islands, especially Indonesia, Philippines, Micronesia, Melanesia, and Polynesia. Focus on current debates about human migrations, long distance maritime trade, political structures, culture contact, and colonialism. Emphasis on the analysis of the primary archaeological and documentary data. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 325](#)

ARCHY 345 Global Ethnoarchaeology (5) I&S

Examines ethnoarchaeological techniques, practices and **hands-on** applications to understanding how humans create and occupy archaeological sites and make artifacts from across the world.

[View course details in MyPlan: ARCHY 345](#)

ARCHY 369 Special Problems in Archaeology (3-6, max. 12) I&S

Delineation and analysis of a specific problem or related problems in archaeology focusing on developing research and scholarly communication skills.

[View course details in MyPlan: ARCHY 369](#)

ARCHY 372 Archaeological Field Recording Techniques (5) I&S

Teaches **hands-on** archaeological field techniques. Prerequisite: any 200 level ARCHY course

[View course details in MyPlan: ARCHY 372](#)

ARCHY 373 Principles of Archaeological Field Recording (3) I&S

Provides students the theoretical, technical, and mathematical basis for using different recording and mapping

devices (e.g. Total stations, DGPS, GIS) used in archaeology. Prerequisite: any 200 level ARCHY course
[View course details in MyPlan: ARCHY 373](#)

ARCHY 377 Archaeology of the Arctic (5) I&S

Archaeological history of the circumpolar arctic and subarctic from Pleistocene to the nineteenth century. Variability in human adaptation and social change in extreme cold environments such as Eurasian tundra, North Pacific rim, Beringia, and North American high arctic. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 377](#)

ARCHY 378 Prehistory of the Arid West (5) I&S

Archaeology of arid western North America, with particular emphasis on the earliest peoples of this region (and on the peopling of the New World in general), and on the prehistoric hunter-gathers of the Great Basin and Southwest.

[View course details in MyPlan: ARCHY 378](#)

ARCHY 403 The Archaeology of Landscapes (5) I&S/NW

Study of landscapes in archaeology. Methods for landscape research: historic maps, diaries, aerial photographs, geophysical and satellite imagery, etc. Archaeological landscape surveys: principles and limitations. Review of various theoretical approaches. Examination of key case studies, issues on landscape heritage, and indigenous landscapes. Prerequisite: any 200 level ARCHY course

[View course details in MyPlan: ARCHY 403](#)

ARCHY 410 Introduction to Archaeological Theory (5) I&S

Explores core theories guiding archaeological research for the past half century. Read and discuss exemplary expositions of different theoretical paradigms and their applications. Short essays and mock debates will challenge students to understand the goals and assumptions of different approaches, and the role they play in effective research. A final paper will go deeper on a topic of choice. Prerequisite: ARCHY 205 or permission of instructor

[View course details in MyPlan: ARCHY 410](#)

ARCHY 459 Special Topics in Archaeological Science (3-5, max. 10) I&S

Prerequisite: ARCHY 205

[View course details in MyPlan: ARCHY 459](#)

ARCHY 465 Public Archaeology (5) I&S

Examines archaeology as practiced, regulated, represented, and paid for in the world outside of academia. Reviews the development of cultural resource management laws in the context of other social changes, investigates archaeology job opportunities outside of academia, and discusses how the public learns about and funds archaeology. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 465](#)

ARCHY 466 Archaeology Honors Thesis ([1-9]-, max. 18) I&S

Individual research under the direction of a thesis adviser, culminating in a senior honors thesis. Open only to upper-class students in departmental honors program.

[View course details in MyPlan: ARCHY 466](#)

ARCHY 467 Research Ethics in Archaeology: Conservation, Accountability, and Stewardship (5) I&S

Advanced survey of ethics issues that arise in archaeology including: accountability to descendent communities; professional codes of conduct; response to looting and commercial exploitation of the record; and the implications of a conservation ethic and principles of stewardship for archaeological practice.

[View course details in MyPlan: ARCHY 467](#)

ARCHY 469 Special Studies in Archaeology (3-6, max. 18) I&S

Consideration in detail of specific archaeological topics, either methodological or substantive in content, of current interest. Offered occasionally by resident, new, or visiting faculty. For advanced undergraduates and

graduate students. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 469](#)

ARCHY 470 The Archaeology of Extinction (5) I&S/NW

Uses archaeological and paleoecological data to examine the argument that prehistoric peoples caused vertebrate extinction, from the late Ice Age extinction of ground sloths and saber-toothed cats in North America to the extinction of moas in New Zealand some 500 years ago.

[View course details in MyPlan: ARCHY 470](#)

ARCHY 472 Historical Archaeology (5) I&S

Theory and method in historical archaeology of the Americas. Prerequisite: ARCHY 205; ARCH 473 which must be taken concurrently.

[View course details in MyPlan: ARCHY 472](#)

ARCHY 473 Historical Archaeology Laboratory (3) I&S

Provides students training in historical material culture analysis. Prerequisite: ARCHY 205; ARCHY 472 which must be taken concurrently.

[View course details in MyPlan: ARCHY 473](#)

ARCHY 480 Advanced Archaeological Analysis: Ceramics (6) I&S

Surveys history of ceramic studies in archaeology and introduces analytical methods involving ceramic function, style, unit construction and sampling, use wear, and trade and exchange. Laboratory provides hands-on experience with prehistoric ceramics, and applies various techniques for studying composition, form, manufacturing methods, and firing strategies. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 480](#)

ARCHY 481 Zooarchaeology (6) NW/I&S

Seminar on techniques and methods employed in analysis of faunal remains from a wide range of Pleistocene and Holocene settings, including archaeological sites, coupled with a laboratory focusing on identification of faunal remains from these settings.

[View course details in MyPlan: ARCHY 481](#)

ARCHY 482 Geoarchaeology (3) I&S

Seminar on the identification, analysis, and interpretation of sediments and soils associated with archaeological remains. Covers geomorphology, geochemistry and geophysics in archaeology. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 482](#)

ARCHY 483 Lithic Technology (5) NW, QSR

Current approaches to analysis of lithic technology, including types of information obtainable (technological, functional, social, ideological) and constraints affecting the formation and analysis of lithic assemblages.

Lectures and seminars surveying recent research and debates.

[View course details in MyPlan: ARCHY 483](#)

ARCHY 484 Archaeological GIS (5) I&S

Teaches students the basics of GIS through a series of hands-on tutorials using archaeological datasets, and provides them with a critical view of the application of this tool within the field of archaeology. Prerequisite: any 200 level ARCHY course

[View course details in MyPlan: ARCHY 484](#)

ARCHY 486 Geoarchaeology Laboratory (3) I&S

Laboratory course covering a variety of geoarchaeological techniques, with experiments designed to illustrate major concepts. Prerequisite: ARCHY 205; ARCHY 482, which may be taken concurrently.

[View course details in MyPlan: ARCHY 486](#)

ARCHY 487 Dating Methods in Archaeology (6) NW

Introduces students to the theory and method of dating in archaeology. The class will be divided into two parts. The first part will (a) give a general overview of dating theory, (b) survey several of the main dating methods, and (c) provide discussion of particular applications presented by the students. The second part will focus on the methodology and technique of one particular dating method, luminescence dating.

[View course details in MyPlan: ARCHY 487](#)

ARCHY 488 Lithic Technology Laboratory (3)

Application of methods to archaeological problems relating to stone artefacts. Basic lab skills to prepare for advanced research. Prerequisite: ARCHY 205.

[View course details in MyPlan: ARCHY 488](#)

ARCHY 489 Archaeology Practicum (2-9, max. 15) I&S

Faculty-supervised internships either on or off campus in organizations utilizing archaeological skills in academic or non-academic settings. Includes cultural resource management companies, government agencies, private non-profit organizations, tribal governments, and museums.

[View course details in MyPlan: ARCHY 489](#)

ARCHY 490 Museum Curation Practicum: Archaeology (1-5, max. 15)

Application of museological training in curation of archaeological collections including ethnographic, geological, or zoological collection materials in the Burke Museum. Supervised work ranges from fundamental collection documentation and research to preventive conservation, storage, and other special curation projects:

[View course details in MyPlan: ARCHY 490](#)

ARCHY 494 Archaeological Data Visualization (5) NW

Data visualization, an essential component for discovering, understanding and communicating information provides a solid background in the theory and practice of data visualization as it applies to archaeological datasets and paleo-environmental datasets. Uses graphical packages found in the Python ecosystem to explore elementary concepts in archaeological narratives, visually.

[View course details in MyPlan: ARCHY 494](#)

ARCHY 495 Quantitative Archaeological Analytic Techniques (5) NW, QSR

Introduction to quantitative approaches to archaeological problems; data screening, numeric methods of classification and identification, graphical and computer-based seriation techniques, and the analysis of spatial patterning in artifact distributions.

[View course details in MyPlan: ARCHY 495](#)

ARCHY 496 Computational Quantitative Methods in Archaeology (3) NW

Introduction to basic programming skills, computational solutions and visualization techniques needed to explore and investigate archaeological datasets.

[View course details in MyPlan: ARCHY 496](#)

ARCHY 499 Undergraduate Research (*, max. 12)

[View course details in MyPlan: ARCHY 499](#)

ARCHY 508 Histories of Archaeological Theory and Practice (5)

Advanced history of archaeological theories and traditions of research practice. Topics include the formation of scientific and humanistic research traditions in anthropological archaeology; comparative global histories of archaeology; object biographies and histories of craft practice in emerging research traditions; and critical histories of inequality and marginality in archaeology.

[View course details in MyPlan: ARCHY 508](#)

ARCHY 509 Archaeology and Explanation (5)

Analytical and historical examination in archaeology and philosophy of science. Prerequisite: permission of

instruction.

[View course details in MyPlan: ARCHY 509](#)

ARCHY 510 Introduction to Archaeological Theory (5)

Explores core theories guiding archaeological research for the past half century. Read and discuss exemplary expositions of different theoretical paradigms and their applications. Short essays and mock debates will challenge students to understand the goals and assumptions of different approaches, and the role they play in effective research. A final paper will go deeper on a topic of choice. Prerequisite: ARCHY 205 or permission of instructor

[View course details in MyPlan: ARCHY 510](#)

ARCHY 512 Looting and Loss (5)

Explores the history and context of the recent politicization, looting, and destruction of archaeological and cultural sites in the Middle East and beyond, set against the background of museums, antiquities laws, and the ethical considerations of modern archaeologists.

[View course details in MyPlan: ARCHY 512](#)

ARCHY 513 Ancient Technologies of the Near East (5)

Introduction to ancient pyrotechnic technologies. Covers the laboratory methods used by modern archaeologists to study ancient ceramics, glass and metals, the methodologies behind the creation of these materials, and the invention of these technologies in the Near East, with brief comparisons with China and the New World.

Offered: jointly with NEAR E 513.

[View course details in MyPlan: ARCHY 513](#)

ARCHY 519 Archaeology of Australia (5) *B. Marwick*

Archaeology of Australia with an emphasis on understanding of the evidence and interpretation of both singular events and long-term processes in prehistory. Recommended: A background at least equivalent to a bachelor's degree in the field or a related interdisciplinary field Offered: AWSpS.

[View course details in MyPlan: ARCHY 519](#)

ARCHY 520 Principles of Archaeological Theory (5)

Review of principles of archaeological theory. Student presentation of research on archaeological theory and seminar discussion or presentations. Open only to first-year graduate students in anthropology.

[View course details in MyPlan: ARCHY 520](#)

ARCHY 525 Archaeology of Island Southeast Asia and the Pacific (5)

History of the human occupation of the South Pacific Islands, especially Indonesia, Philippines, Micronesia, Melanesia, and Polynesia. Focus on current debates about human migrations, long distance maritime trade, political structure, culture contact, and colonialism. Emphasis on the analysis of the primary archaeological and documentary data.

[View course details in MyPlan: ARCHY 525](#)

ARCHY 530 Prehistory of the Northwest Coast (5)

[View course details in MyPlan: ARCHY 530](#)

ARCHY 535 Exploring Graffiti: Combining Landscape Archaeology and Data Science (5)

Hidden stories behind Seattle's graffiti, combining techniques from archaeology and data science. What does graffiti say about the city? About anti-establishment struggle? About social vindications? Is it gendered? What types of graffiti populate the city? Is graffiti opportunistic? Territorial? Are there graffiti hotspots? What does Seattle's graffiti ecology look like?

[View course details in MyPlan: ARCHY 535](#)

ARCHY 545 Ethnoarchaeology (5)

Examines ethnoarchaeological research, theory, techniques, practices, and hands-on applications to understand how humans create and occupy contemporary sites in order to better understand archaeological sites. Part of the

requirement will be to explore processes of creating an artifact from a culture.

[View course details in MyPlan: ARCHY 545](#)

ARCHY 560 Seminar in Archaeological Methods (5, max. 20)

Basis, limitations, and applications of a particular archaeological analytical method, or closely related set of methods. Prerequisite: permission of instructor.

[View course details in MyPlan: ARCHY 560](#)

ARCHY 561 Dating Methods in Archaeology (6)

Theory and method of dating in archaeology. How archaeologists determine time, in both relative and absolute senses. Methodology of stratigraphy, seriation, radiocarbon dating, dendrochronology, obsidian hydration dating and other methods. Special emphasis on, and laboratory experience in, luminescence dating.

[View course details in MyPlan: ARCHY 561](#)

ARCHY 570 Seminar in Archaeological Theory (3-6, max. 18)

Detailed consideration of a particular archaeological theory or closely related set of theories, including their methodological and epistemological bases.

[View course details in MyPlan: ARCHY 570](#)

ARCHY 573 Indigenous Archaeology (5)

Examines theory, method, and ethical issues raised by indigenous approaches to archaeological practice.

Prerequisite: permission of instructor.

[View course details in MyPlan: ARCHY 573](#)

ARCHY 574 Meta-archaeology: Philosophy and Archaeology (1-5, max. 5)

Examines philosophical issues raised in and by archaeology, including theories of explanation and model building, analyses of evidential reasoning and hermeneutic interpretation, debates about ideals of objectivity and about science and values. Offered: jointly with PHIL 574.

[View course details in MyPlan: ARCHY 574](#)

ARCHY 575 Archaeological Field Research Design (6)

Nature of the archaeological record, and methods and techniques of field research, to illustrate range of data sources and modern techniques of general applicability. Practical experience in mapping, map interpretation, sampling design, remote sensing, photogrammetry, and research proposal writing. Prerequisite: permission of instructor.

[View course details in MyPlan: ARCHY 575](#)

ARCHY 576 Designing Grant Proposals (5)

Design and writing of grant proposals for archaeological research at both dissertation and senior investigator levels, with particular emphasis on National Science Foundation structure and requirements. Prerequisite: upper-level graduate standing and permission of instructor.

[View course details in MyPlan: ARCHY 576](#)

ARCHY 579 Approaches to the Material World (5)

Exploration of major theoretical approaches used to understand the relationship between people, the material world, and objects (material culture).

[View course details in MyPlan: ARCHY 579](#)

ARCHY 599 Teaching Archaeology (2-6, max. 12)

Provides instruction in archaeological pedagogy. Includes syllabus development, text selection, lesson planning and delivery, lab section planning, assessment and grading strategies, technological support, staff management, and troubleshooting.

[View course details in MyPlan: ARCHY 599](#)

ARCHY 600 Independent Study or Research (*-)

Prerequisite: permission of instructor.

[View course details in MyPlan: ARCHY 600](#)

ARCHY 601 Internship (3-10, max. 10)

Credit/no-credit only.

[View course details in MyPlan: ARCHY 601](#)



University of Washington Course Descriptions

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Modified: September 12, 2020

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COLLEGE OF ARTS & SCIENCES

ART, ART HISTORY, AND DESIGN

ART

Detailed course offerings (Time Schedule) are available for

- [Summer Quarter 2020](#)
- [Autumn Quarter 2020](#)

ART 101 Visual Art and Creative Thinking (5) VLPA

Explores how we observe/interpret our visual world. Introduces art and design terminology, techniques and analysis. Class sessions include short drawing, writing, critical thinking exercises, as well as lectures by visiting arts professionals and group activities. Ideal class for students exploring majors in Art, Art history or Design.

[View course details in MyPlan: ART 101](#)

ART 102 Advanced Placement (AP) Studio Art: Drawing (5) VLPA

Course awarded based on Advanced Placement (AP) score. Consult the Admissions Exams for Credit website for more information.

[View course details in MyPlan: ART 102](#)

ART 103 Advanced Placement (AP) Studio Art: 2D Design (5) VLPA

Course awarded based on Advanced Placement (AP) score. Consult the Admissions Exams for Credit website for more information.

[View course details in MyPlan: ART 103](#)

ART 104 Advanced Placement (AP) Studio Art: 3D Design (5) VLPA

Course awarded based on Advanced Placement (AP) score. Consult the Admissions Exams for Credit website for more information.

[View course details in MyPlan: ART 104](#)

ART 105 International Baccalaureate (IB) Visual Art (5) VLPA

Course awarded based on International Baccalaureate (IB) score. Consult the Admissions Exams for Credit website for more information.

[View course details in MyPlan: ART 105](#)

ART 131 Alternative Approaches to Art and Design (5, max. 20) VLPA

Presentation of process through which artists discover and translate ideas, feelings, and concerns into images or objects. Use of a wide variety of methods and approaches, from traditional to technological, to promote visual expression. Discussion and critiques leading toward better understanding the creative process.

[View course details in MyPlan: ART 131](#)

ART 140 Basic Photography (5) VLPA

Introduces theory, techniques, and processes of still photography in an artistic context. Emphasizes

photography's creative potential.

[View course details in MyPlan: ART 140](#)

ART 190 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.

[View course details in MyPlan: ART 190](#)

ART 191 Color Studies Studio (5) VLPA *Lin*

Examination of color as a distinct visual phenomenon with investigations of its practical, theoretical, and illusionary aspects. Employs various media and materials in exercises and compositions that demonstrate properties of color structure, symbolism, and perception and the potential application to art and design.

[View course details in MyPlan: ART 191](#)

ART 233 Introduction to 3D4M: Glass (5, max. 10) VLPA

This introductory studio course investigates the material glass and its applications in the fine arts. Examines historical, technical, and contemporary practices. Prepares students for further exploration with the material at the intermediate and advanced levels.

[View course details in MyPlan: ART 233](#)

ART 240 Intermediate Photomedia I (5) VLPA

Includes studio projects examining the expressive and conceptual uses of alternative photographic materials and techniques. May include an introduction to photography, large format, and studio lighting. Prerequisite: ART 140.

[View course details in MyPlan: ART 240](#)

ART 241 Intermediate Photomedia II (5) VLPA

Introduces the creative use of photographic digital workflow in the processing, cataloging, and printing of camera generated digital imaging. Examines a variety of manipulations and transformation of both photographic and non-photographic imagery, involving multiple programs, procedures, and hardware (Macintosh platform). Prerequisite: ART 240.

[View course details in MyPlan: ART 241](#)

ART 242 Intermediate Photomedia III (5) VLPA

Covers topics in digital imaging, including specialized output, interactive presentations, the moving image, and web-based works. Emphasizes creative exploration of both software and hardware tools and the possibilities of integration with other art media. Prerequisite: ART 140.

[View course details in MyPlan: ART 242](#)

ART 245 Concepts in Printmaking (5) VLPA

Introduction to contemporary printing methods such as monotype, monoprint, stencil, and photocopy. Survey of historical and current approaches to the art of printmaking.

[View course details in MyPlan: ART 245](#)

ART 246 Works on Paper/Monotype (5) VLPA

Introduces contemporary imaging methods, expands traditional drawing methods, and encourages relationship of content to structure. Introduces relationship of printmaking and painting to drawing through monotype methods.

[View course details in MyPlan: ART 246](#)

ART 253 Introduction to 3D4M: Ceramics (5, max. 10) VLPA

Introduces ceramic hand-building and wheel throwing techniques. Explores functional and conceptual considerations with clay in a contemporary context and art practice. Offered: AWSp.

[View course details in MyPlan: ART 253](#)

ART 260 Introduction to Contemporary Art for Interdisciplinary Practice (5) VLPA

Introduction to recurring themes and practices in the visual arts. Moves beyond medium-based categories, surveying a diverse range of issues that motivate artists and create content in contemporary art. Examines the importance and influence of the visual arts in the larger context of contemporary culture and society.

[View course details in MyPlan: ART 260](#)

ART 272 Introduction to 3D4M: Sculpture (5) VLPA

Introduces three dimensional concepts in the production of art and a critical, formal vocabulary in the pursuit of individual expression. Offers an overview of materials and technical processes.

[View course details in MyPlan: ART 272](#)

ART 280 Media, Time, and Technology Arts (5) VLPA

Develops a "new genre" attitude toward exploration and research in contemporary visual arts, based on computer/ human interface and electronic technology. Includes performance art, environmental art, sound art, light art, video art, interactive installation, kinetic art, conceptual art.

[View course details in MyPlan: ART 280](#)

ART 281 Art Makerspaces: Woodworking (2) VLPA

The ideation process and creation of art and design require a strong knowledge of materials and equipment. Covers the knowledge and skill building in the medium of wood needed to turn concepts into reality.

Recommended: No previous experience needed Credit/no-credit only.

[View course details in MyPlan: ART 281](#)

ART 285 Introduction to New Genres (5) VLPA

Develops abilities to generate ideas and translate concepts. Emphasis on questioning preconceived notions of the role of art in culture. History and practice of conceptually-based art, including installation, video, performance, and sound; challenges students to identify the appropriate form or medium to express ideas and content.

[View course details in MyPlan: ART 285](#)

ART 290 Beginning Drawing: The Figure (5) VLPA

Introduction to the human figure as historically traditional subject matter as well as an important component in self expression. Covers proportion, foreshortening, and composition. Prerequisite: ART 190.

[View course details in MyPlan: ART 290](#)

ART 292 Beginning Painting (5, max. 10) VLPA

Beginning oil painting. Prerequisite: ART 290.

[View course details in MyPlan: ART 292](#)

ART 300 Photography and Extended Practice (5) VLPA

Concepts and techniques of contemporary lens-based practices considered through discussions, image surveys, field trips, screenings, readings and critiques. Prerequisite: ART 240.

[View course details in MyPlan: ART 300](#)

ART 301 Moving Images (5) VLPA

Development and articulation of an individual, experimental, and critical approach to artistic studio practice using the moving image. Prerequisite: ART 240.

[View course details in MyPlan: ART 301](#)

ART 302 Research and Exhibition Practice (5) VLPA

Students expand their practice through experimentation with a variety of materials and presentation strategies. Completed work exhibited in spaces across the UW. One-on-one and group feedback. Prerequisite: ART 240.

[View course details in MyPlan: ART 302](#)

ART 303 Art Systems: Installation, Performance, and the Structures of Presentation (5) VLPA

Utilizing photo, video, critique, and exhibition skills, students learn the importance of art-making in today's

culture. Introduction to installation and performance art. Investigates comprehensive systems and contexts in which art is produced and presented. Prerequisite: ART 240.

[View course details in MyPlan: ART 303](#)

ART 333 New Materials and Processes in Glass (5, max. 15) VLPA

Explores the process through which artists discover and translate ideas, feelings, and concerns into images or objects. Investigations include various glass forming methodologies and material properties. Topics rotate and may include mold-making, kiln casting, photo processes, mixed medial, cold fabrication, enamels, cold-working, hot glass practices, and sculptural applications. Prerequisite: ART 233.

[View course details in MyPlan: ART 333](#)

ART 339 Photography (5, max. 15) VLPA

Introduces a range of theories, ideas, techniques, and processes of still photography in a fine art context.

Emphasizes photography's creative potential.

[View course details in MyPlan: ART 339](#)

ART 340 Advanced Photomedia (5, max. 15) VLPA

Explores the concepts and techniques of contemporary photographic practice, including non-traditional approaches to photography and related media. Explores 3-dimensional installation practices, collaborative projects, and the moving image. Examines the use and role of photography and related media in contemporary culture. Introduces how an artist's work responds to these contemporary issues. Prerequisite: ART 242. Offered: AWSp.

[View course details in MyPlan: ART 340](#)

ART 345 Intermediate Printmaking (5, max. 25) VLPA

Development of mature and personal statement within context of the print form through studio practice and group discussion and critique. Processes and media emphasis varies on a revolving basis.

[View course details in MyPlan: ART 345](#)

ART 350 Printmaking Special Projects (5, max. 15) VLPA

In depth study of a printmaking method such as sequential printing, multi-block printing, white-ground aquaint, or sugar-lift aquatint.

[View course details in MyPlan: ART 350](#)

ART 351 Furniture Design and Making (5, max. 10) VLPA

Introduction to furniture design and making. Covers history of furniture from 1850 to present and **includes hands-on learning** resulting in design and fabrication of three unique tables. No previous experience required.

[View course details in MyPlan: ART 351](#)

ART 352 Furniture Design and Production (5, max. 10) VLPA

Hands-on woodworking and furniture production. Includes development of technique and collaboration with fabrication shops and design professionals. Uses design drawing, model building, and full-scale construction prototypes as tools of communication. End-of-term exhibit places work on public view.

[View course details in MyPlan: ART 352](#)

ART 353 Intermediate Ceramic Art (5, max. 20) VLPA

Explores a variety of ceramic processes and conceptual development including: press and slip molds, glaze formulation, multiples and installation, tiles and bricks, intermediate wheel, time, space, and scale. Prerequisite: ART 253.

[View course details in MyPlan: ART 353](#)

ART 355 Materials in Context for Interdisciplinary Practice (5) VLPA

Focuses on exploring the meanings, uses, and visual/sculptural potentials of both traditional and innovative new materials, both natural and man-made.

[View course details in MyPlan: ART 355](#)

ART 360 Topics in Studio Art and Practice (5, max. 25) VLPA

Examines a variety of cutting edge, emerging, and interdisciplinary approaches in studio art and practice. Topics vary.

[View course details in MyPlan: ART 360](#)

ART 361 Critical Issues in Contemporary Art (5, max. 15) VLPA

Surveys critical ideas in contemporary art practice. Includes lectures by nationally recognized artists to introduce a wide range of artistic positions and practices. Engages students with the major issues informing contemporary art and new modes of practice.

[View course details in MyPlan: ART 361](#)

ART 365 Social Practice (5) VLPA

Introduces overlapping territories of art and social practice, the practice of Socially Engaged Art. Focuses on environmentalism, consumerism, economies, society and culture, activism, and the place for creative practice in our contemporary life.

[View course details in MyPlan: ART 365](#)

ART 372 Intermediate Approaches to Sculpture (5, max. 15) VLPA

Explores a variety of processes and conceptual thinking used in the context of making sculpture. Topics rotate and may include work in wood, metal, found object, and other materials to create objects, installations, experiences, and fabrications. Prerequisite: ART 272 Offered: AWSp.

[View course details in MyPlan: ART 372](#)

ART 390 Intermediate Drawing (5, max. 10) VLPA

Prerequisite: ART 290.

[View course details in MyPlan: ART 390](#)

ART 392 Intermediate Painting (5, max. 10) VLPA

Prerequisite: ART 290 and ART 292

[View course details in MyPlan: ART 392](#)

ART 393 Intermediate Painting Topics (5) VLPA

Revolving topics in the study of painting at the intermediate level. Prerequisite: ART 392.

[View course details in MyPlan: ART 393](#)

ART 395 The Creative Process: Strategies and Outcomes (5) VLPA

Explores the nature of the creative process in the visual arts. Focuses on experiential learning through projects of ideation, experimentation, problem solving, editing, and creating narrative meanings.

[View course details in MyPlan: ART 395](#)

ART 400 Interdisciplinary Visual Arts Senior Studio (5, max. 15) VLPA *Labitzke*

Focuses on the development of exhibition quality artwork, culminating in a group show. Covers curatorial issues, installation, and presentation. Assignments are designed to strengthen oral presentation skills, artist's written statement, critiquing abilities, and ability to place work within a larger art historical framework.

[View course details in MyPlan: ART 400](#)

ART 421 Video Art (5, max. 15) VLPA

[View course details in MyPlan: ART 421](#)

ART 440 Senior Thesis in Photomedia (5, max. 20) VLPA

Development of a coherent artistic theme or topic evolved over three consecutive quarters resulting in a finished thesis portfolio. Prerequisite: ART 340.

[View course details in MyPlan: ART 440](#)

ART 450 Individual Projects in Printmaking (5, max. 15) VLPA

Individual media study within the context of group discussion and critique.

[View course details in MyPlan: ART 450](#)

ART 453 3D4M Senior Studio (5, max. 20)

Includes individual studio work, seminars, source presentations, field trips, professional practices, and culminates with the BA thesis exhibition.

[View course details in MyPlan: ART 453](#)

ART 457 Artist Handmade Books (5) VLPA

The creative and structural development of an artist's book. Focuses on issues of sequential imagery, conceptual development, and the relationship between work and image.

[View course details in MyPlan: ART 457](#)

ART 458 Alternative Approaches to Drawing (5) VLPA

Advanced works-on-paper class. Focuses on drawing issues such as formal process, working methods, conceptual development, and practical working applications.

[View course details in MyPlan: ART 458](#)

ART 480 Cross-Disciplinary Honors in Art (5, max. 10) VLPA

Designed for Senior Honors students in the Division of Art and is a graduation requirement of the "BA in Art with Honors" degree. Taught on a rotating cycle by Division of Art faculty from all of the four options: Interdisciplinary Visual Arts, Photomedia, Painting & Drawing and Three-Dimensional Forum. Includes critiques, studio visits, discussion, readings, and interactions with visiting artists. Prerequisite: Art Honors students only.

[View course details in MyPlan: ART 480](#)

ART 485 Alternative Contexts: Site Responsive Interventions (5) VLPA

Focuses on experimental and conceptual approaches; examines the historical lineage of art interventions as a means of developing contemporary forms. Examines the ways sites are constructed spatially, socially, and historically. Students produce projects designed to interact with existing structures and situations.

[View course details in MyPlan: ART 485](#)

ART 490 Advanced Drawing (5, max. 15) VLPA

Study at an advanced level involving history, practice, and theory of drawing as an art form. Prerequisite: ART 390.

[View course details in MyPlan: ART 490](#)

ART 492 Advanced Painting: The Figure (5, max. 10) VLPA

Drawing and painting from the model. Prerequisite: ART 390; ART 393.

[View course details in MyPlan: ART 492](#)

ART 494 Senior Seminar in Painting and Drawing (5, max. 15) VLPA

Development of individuality in painting through creative exercises. Prerequisite: ART 393

[View course details in MyPlan: ART 494](#)

ART 496 Art Internship (1-5, max. 10)

Internships in conjunction with Art faculty and partners in the large visual arts community. Credit/no-credit only.

[View course details in MyPlan: ART 496](#)

ART 497 Study Abroad-Studio Individual Projects (3-10, max. 20) VLPA

[View course details in MyPlan: ART 497](#)

ART 498 Individual Projects - Art (2-5, max. 15)

Independent projects in studio art.

[View course details in MyPlan: ART 498](#)

ART 499 Independent Study in Glass (2-5)

Independent projects in the Glass studios.

[View course details in MyPlan: ART 499](#)

ART 501 Graduate Student Teaching Mentorship (2-5, max. 15)

Independent study for graduate students to work under the direction of a faculty member as they prepare for and teach an undergraduate class. Credit/no-credit only.

[View course details in MyPlan: ART 501](#)

ART 512 Graduate Seminar (3, max. 9)

[View course details in MyPlan: ART 512](#)

ART 515 Graduate Studio Photomedia (2-15, max. 60)

Photomedia graduate studio and seminar, including readings, discussions, and studio critiques.

[View course details in MyPlan: ART 515](#)

ART 550 Printmaking (3-15, max. 60)

[View course details in MyPlan: ART 550](#)

ART 553 3D4M Grad Studio (2-15, max. 60)

[View course details in MyPlan: ART 553](#)

ART 561 Critical Issues in Contemporary Art Practice (5, max. 10)

Surveys critical ideas in contemporary art practice. Includes lectures by nationally recognized artists to introduce a wide range of artistic positions and practices. Engages students with the major issues informing contemporary art and new modes of practice. Prerequisite: Grads in Art, Art History or Design only. Offered: AWSp.

[View course details in MyPlan: ART 561](#)

ART 590 Interdisciplinary Graduate Seminar in Contemporary Practices (5, max. 25)

Constructive forum for developing dialogue and critique in practicum-based setting. Professional development highlights the student's experience.

[View course details in MyPlan: ART 590](#)

ART 591 Graduate Studio: Drawing (5, max. 15)

Supervised studio for advanced-level students from various media-based disciplines designed to develop an interest in and familiarity with aspects of drawing. Utilization of various media. Discussion of historical and contemporary issues concerning drawing.

[View course details in MyPlan: ART 591](#)

ART 592 Graduate Studio: Painting (2-10, max. 60)

Offered: AWSp.

[View course details in MyPlan: ART 592](#)

ART 594 Graduate Seminar in Painting and Drawing (2-15, max. 15)

Designed as a forum for the presentation and criticism of student work as well as for discussion of contemporary directions in visual art. Credit/no-credit only.

[View course details in MyPlan: ART 594](#)

ART 595 Master of Fine Arts Research Project (2-5, max. 10)

An independent research project related to and informed by the MFA student's studio work. Final project form may be a lecture, slide presentation, or paper.

[View course details in MyPlan: ART 595](#)

ART 600 Independent Study or Research (*-)

[View course details in MyPlan: ART 600](#)

ART 700 Master's Thesis (*-)

[View course details in MyPlan: ART 700](#)



University of Washington Course Descriptions

gencat@u.washington.edu

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COLLEGE OF ARTS & SCIENCES

PSYCHOLOGY

Detailed course offerings (Time Schedule) are available for

- [Summer Quarter 2020](#)
- [Autumn Quarter 2020](#)

PSYCH 101 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: AWSpS.

[View course details in MyPlan: PSYCH 101](#)

PSYCH 200 Comparative Animal Behavior (3-5) NW *Barash, Beecher*

Research methods and findings of comparative animal behavior, their importance to an understanding of human behavior; rationale for study of behavioral differences/similarities between animal species, behavior viewed as part of adaptation of each species to its natural habitat. Not open for credit to students who have taken PSYCH 300.

[View course details in MyPlan: PSYCH 200](#)

PSYCH 201 Psychology of Performance Enhancement (4) I&S

Applications of psychological theories, research, and intervention strategies to performance enhancement in variety of life settings. Self-regulation models and techniques; stress and emotional control; attention control and concentration; mental rehearsal; time management; goal-setting; memory enhancement; communication and interpersonal conflict resolution. Participation in various psychological training procedures. Prerequisite: PSYCH 101. Instructors: Smith, Smoll

[View course details in MyPlan: PSYCH 201](#)

PSYCH 202 Biopsychology (5) NW

Examines the biological basis of behavior, the nervous system, how it works to control behavior and sense the world, and what happens when it malfunctions. Topics include learning and memory, development, sex, drugs, sleep, the senses, emotions, and mental disorders. Prerequisite: PSYCH 101. Instructors: Kim, Olavarria
Offered: AWSpS.

[View course details in MyPlan: PSYCH 202](#)

PSYCH 203 Introduction to Personality and Individual Differences (4) I&S

Overview of the major theories, research findings, and applications in the scientific study of personality. Covers research methods and approaches to measuring personality variables. Not open for credit to students who have taken PSYCH 303. Prerequisite: PSYCH 101. Instructors: Smith

[View course details in MyPlan: PSYCH 203](#)

PSYCH 205 Behavior Disorders (5) I&S

Examines the bio-psycho-social origins of behavioral disorders. Topics include theories of etiology, developmental perspectives of behavior disorders, and assessment and diagnosis of the most common behavioral disorders. Note: not open for credit for students who have taken PSYCH 305. Prerequisite: minimum 2.0 grade in PSYCH 101.

[View course details in MyPlan: PSYCH 205](#)

PSYCH 206 Human Development (5) I&S

Theoretical perspectives and research methods in child development with an overview of historical and current works. Includes prenatal and biological development, the development of cognitive, linguistic, and social and emotional abilities. Not open for credit to students who have taken PSYCH 306. Prerequisite: PSYCH 101.

[View course details in MyPlan: PSYCH 206](#)

PSYCH 208 Happiness (5) I&S *T. Turowski*

How can lives be fulfilling, joyful, and meaningful? Through reading, discussion, and **hands-on activities**, explores the theme that happiness stems from social connections and contribution to something larger than oneself. Also explores practical strategies for nurturing personal happiness by improving social and emotional health. Prerequisite: PSYCH 101; recommended: PSYCH 209 Offered: AWSpS.

[View course details in MyPlan: PSYCH 208](#)

PSYCH 209 Fundamentals of Psychological Research (5)

Psychological research methodology and techniques. Topics include the logic of hypothesis testing, experimental design, research strategies and techniques, fundamentals of scientific writing, search and evaluation of research literature in psychology, and ethical issues in psychological research. Required for all psychology majors. Prerequisite: minimum 2.0 grade in PSYCH 101. Instructors: Little, Passer Offered: AWSpS.

[View course details in MyPlan: PSYCH 209](#)

PSYCH 210 The Diversity of Human Sexuality (5) I&S, DIV

Considers biological, psychological, and socio-cultural determinants of human sexuality and sexual behavior, and how their interaction leads to diverse expressions of sexuality, sexual bonding, gender orientation, reproductive strategies, and physical and psychological sexual development. Topics include cultural appraisal of sexuality, sexual health and reproduction (pregnancy, contraception, abortion), and sexual abuse and assault.

[View course details in MyPlan: PSYCH 210](#)

PSYCH 222 Current Topics in Psychology (3-5, max. 10) I&S

Topics of current interest, such as the psychology of happiness, psychology of friendship, technology and relationships, and developments in brain and behavior science. Choice of topics depends on instructor and class interest. Prerequisite: PSYCH 101 Offered: AWSpS.

[View course details in MyPlan: PSYCH 222](#)

PSYCH 245 Introduction to Social Psychology (5) I&S

Overview of major findings of social psychology, emphasizing the relevance for understanding the social behaviors of individuals and groups of individuals and their relationship to social context. Not open for credit to students who have taken PSYCH 345. Prerequisite: PSYCH 101. Instructors: Brown

[View course details in MyPlan: PSYCH 245](#)

PSYCH 250 Racism and Minority Groups (5) I&S, DIV

Overview of the causes, contexts, and consequences of racism and its effects upon minority groups and society. Emphasis on cultural history, political and socioeconomic structures that contribute to racism. Examination of current issues in race relations and cultural pluralism in the United States and selected international topics.

[View course details in MyPlan: PSYCH 250](#)

PSYCH 257 Psychology of Gender (5) I&S, DIV *Kenney*

Major psychological theories of gender-role development; biological and environmental influences that

determine and maintain gender differences in behavior; roles in children and adults; topics include aggression, cognitive abilities, achievement motivation, affiliation. Offered: jointly with GWSS 257.

[View course details in MyPlan: PSYCH 257](#)

PSYCH 291 Principles of Applied Animal Behavior (3-5) NW

Further explores the basic principles of animal behavior, and related disciplines, with particular emphasis on application to human-animal interaction and issues. Introduces the primary literature in applied animal behavior.

[View course details in MyPlan: PSYCH 291](#)

PSYCH 292 Applied Animal Behavior in Practice (3-5) NW

Integrates animal behavior theory with real-world practice to resolve practical problem in human-animal interactions, including companion animals, captive animals, and livestock. Introduces the primary clinical literature in applied animal behavior.

[View course details in MyPlan: PSYCH 292](#)

PSYCH 298 Graduate School Exploration for Psychology Majors (2)

Provides an overview of graduate school options available in psychology, counseling, and research. Topics include researching programs, writing statements of purpose and resumes, standardized testing, letters of recommendation, and interviewing techniques. Credit/no-credit only.

[View course details in MyPlan: PSYCH 298](#)

PSYCH 299 Psychology Transfer Academic Community (2)

Provides opportunity for transfer students new to or contemplating the psychology major to experience an in-depth orientation to the department, curriculum, and resources available to undergraduates. Students meet weekly to explore ways to effectively engage in the major and expand their understanding of the academic discipline. Credit/no-credit only.

[View course details in MyPlan: PSYCH 299](#)

PSYCH 300 Animal Behavior (5) NW

Introduces important concepts and empirical findings in animal behavior. Emphasizes evolutionary and mechanistic approaches to understanding diversity and complexity of behavior. Topics include communication, mating, migration, and sociality. Prerequisite: either BIOL 118, BIOL 161, or BIOL 180. Instructors: Beecher, Sisneros

[View course details in MyPlan: PSYCH 300](#)

PSYCH 302 Neuroscience of the Mind (5) NW *S. Mizumori*

Capacity for flexible neural processing changes across the lifespan, and may go awry in disorders of mental health and behavioral control. Provides a fundamental understanding of the dynamic, often reciprocal, relationship between brain neuroplasticity and a variety of complex behaviors (e.g. learning, memory, decision, language), including their modulation by social factors, development, aging, disease, and brain injury.

Prerequisite: PSYCH 101; PSYCH 202; PSYCH 209 Offered: AWSpS.

[View course details in MyPlan: PSYCH 302](#)

PSYCH 303 Personality (5) I&S

Overview of major perspectives, scientific issues, applications, and research findings in the area of personality. Direct exposure to scientific literature, writing assignments, and research-based class experiences prepare students for advanced work in personality, social, abnormal, and developmental psychology. Prerequisite: minimum 2.0 grade in each of PSYCH 101; PSYCH 202; and PSYCH 209. Instructors: Brown

[View course details in MyPlan: PSYCH 303](#)

PSYCH 305 Abnormal Psychology (5) I&S

An overview of major categories of psychopathology, including description and classification, theoretical models, and recent research on etiology and treatment. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209.

[View course details in MyPlan: PSYCH 305](#)

PSYCH 306 Developmental Psychology (5) I&S

Overview of past and present theoretical and research-based approaches to biological, cognitive, and social development from the prenatal period to early adolescence. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209. Instructors: Repacholi, Sommerville

[View course details in MyPlan: PSYCH 306](#)

PSYCH 315 Understanding Statistics in Psychology (5) QSR

Statistics for psychological research. Elementary probability theory, hypothesis testing, and estimation. Satisfies the statistics requirement for majors registered in the psychology Bachelor of Arts degree program. Prerequisite: minimum 2.0 grade in PSYCH 209; 2.0 in either MATH 111, MATH 112, MATH 120, MATH 124, or MATH 144. Instructors: Boynton, Flaherty, Little Offered: AWSpS.

[View course details in MyPlan: PSYCH 315](#)

PSYCH 317 Introduction to Probability and Statistics for Psychology (5) QSR

Probability theory as a model for scientific inference. Probabilistic variables and experimental outcomes, conditional probability, binomial and related distributions, experiments as samples, statistics and sampling distributions, the normal distribution, confidence intervals, problems of estimation from experiments. Prerequisite: minimum 2.5 grade in PSYCH 209; 2.0 in either MATH 124, MATH 134, or MATH 144. Instructors: Little, Loftus Offered: AW.

[View course details in MyPlan: PSYCH 317](#)

PSYCH 318 Statistical Inference in Psychological Research (5) QSR

Hypothesis testing: probabilistic and statistical basis. Development and application of statistical inference techniques employed in psychological research: confidence intervals, t-test, ANOVA, and correlation and regression. Nature and control of experimental and inferential error in research. Required for majors for psychology BS degree. Prerequisite: minimum 2.0 grade in PSYCH 317. Instructors: Little, Loftus Offered: WSp.

[View course details in MyPlan: PSYCH 318](#)

PSYCH 322 Introduction to Drugs and Behavior (3) NW

Basic concepts of drug action emphasizing the behavioral consequences of the intake of a variety of drugs. Prerequisite: PSYCH 202.

[View course details in MyPlan: PSYCH 322](#)

PSYCH 330 Laboratory in Animal Behavior (5) NW

Experience with a variety of animal species and experimental procedures and instrumentation. Prerequisite: either minimum 2.0 grade in PSYCH 315, or 2.0 in PSYCH 317; 2.0 in PSYCH 209. Instructors: Brenowitz

[View course details in MyPlan: PSYCH 330](#)

PSYCH 331 Laboratory in Human Cognition (5) I&S

Selected aspects of human cognition, perception, and performance. Prerequisite: minimum 2.0 grade in PSYCH 209; either 2.0 in PSYCH 315, or 2.0 in PSYCH 317. Instructors: Joslyn

[View course details in MyPlan: PSYCH 331](#)

PSYCH 332 Neurobehavioral Lab (5) NW

Explores the neural mechanisms of behavior via neuropharmacological and neuroanatomical approaches. Includes the ethics and regulation of animal experimentation. Prerequisite: either minimum 2.0 grade in PSYCH 315, or 2.0 in PSYCH 317.

[View course details in MyPlan: PSYCH 332](#)

PSYCH 333 Sensory and Perceptual Processes (5) NW

An overview of each of the major senses with emphasis on the structure and function of sensory systems and the relation of the underlying biology to perceptual processes and behavior. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209. Instructors: Boynton, Buck, Covey, Fine

[View course details in MyPlan: PSYCH 333](#)

PSYCH 334 Laboratory in Social Psychology (5) I&S

Methodology of laboratory and field research on social behavior; data analysis and report writing; research projects. Prerequisite: minimum 2.0 grade in PSYCH 209; minimum 2.0 grade in either PSYCH 315 or PSYCH 317; minimum 2.0 grade in either PSYCH 245 or PSYCH 345. Instructors: Cheryan

[View course details in MyPlan: PSYCH 334](#)

PSYCH 345 Social Psychology (5) I&S

The scientific study of how people's thoughts, feelings, and actions influence, and are influenced by, other people. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209. Instructors: Brown, Kaiser

[View course details in MyPlan: PSYCH 345](#)

PSYCH 350 Honors Research Seminar in Psychology (2-, max. 4)

Presentations by professors and advanced students concerning the rationale, methodology, and progress of their research projects; assistance with research projects; preparation of junior paper. Four credits of PSYCH 350 required for all junior Honors candidates in conjunction with PSYCH 498 and PSYCH 499. Offered: AWSp.

[View course details in MyPlan: PSYCH 350](#)

PSYCH 355 Cognitive Psychology (5) I&S

Current theory and research in perception, attention, memory and learning, attitudes, thinking and decision making, and language. For the student who wishes a survey or who intends additional work in any of the above content areas. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209. Instructors: Joslyn, Miyamoto

[View course details in MyPlan: PSYCH 355](#)

PSYCH 357 Psychobiology of Women (5) NW, DIV *Kenney*

Physiological and psychological aspects of women's lives; determinants of biological sex; physiological and psychological events of puberty; menopause; sexuality; contraception, pregnancy, childbirth, and lactation; role of culture in determining psychological response to physiological events. Offered: jointly with GWSS 357.

[View course details in MyPlan: PSYCH 357](#)

PSYCH 399 Foreign Study (3-5, max. 10)

Upper division psychology courses for which there are no direct University of Washington equivalents taken through the UW Study Abroad program.

[View course details in MyPlan: PSYCH 399](#)

PSYCH 400 Learning (5) I&S/NW

Experimental research and basic theories primarily in animal learning. Prerequisite: minimum 2.0 grade in PSYCH 202.

[View course details in MyPlan: PSYCH 400](#)

PSYCH 402 Infant Behavior and Development (3/5) I&S

Psychological development in the first two years of life. Basic and advanced techniques for assessing psychological development in infancy. Classic theories of human infancy and examination of a wide range of new experiments about infant behavior and development. Prerequisite: minimum 2.0 grade in either PSYCH 206, PSYCH 306 or PSYCH 414. Instructors: Meltzoff

[View course details in MyPlan: PSYCH 402](#)

PSYCH 403 Motivation (5) I&S/NW

Theory and research on reinforcement, punishment, frustration, preference, instinctual mechanisms, and other factors controlling animal behavior. Prerequisite: minimum 2.0 grade in PSYCH 202.

[View course details in MyPlan: PSYCH 403](#)

PSYCH 405 Advanced Personality: Theory and Research (5) I&S

Intensive survey of theoretical concepts and detailed review of experimental methods and experiments in the

field of personality. Prerequisite: PSYCH 303.

[View course details in MyPlan: PSYCH 405](#)

PSYCH 407 History of Psychology (5) I&S

Historical and theoretical background of the basic assumptions and research methodologies of modern psychology and the scientists who developed them. Prerequisite: minimum 2.0 grade in PSYCH 209.

[View course details in MyPlan: PSYCH 407](#)

PSYCH 408 Neuroethology (4) NW

Comparative exploration of the neural, hormonal, and genetic mechanisms that control behaviors necessary for survival and reproduction in animals. Model systems discussed include animal communication, mate choice, escape behavior, spatial orientation, homing and migration, and biological rhythms. Students are expected to understand fundamental concepts of neuroscience from any of the following prerequisite courses. Prerequisite: either PSYCH 333 OR BIOL 220. Offered: jointly with BIOL 408.

[View course details in MyPlan: PSYCH 408](#)

PSYCH 410 Child and Adolescent Behavior Disorders (5) I&S

Introduction to psychopathology in children and adolescents, and an overview of principal modes of intervention. Particularly for students interested in advanced work in clinical psychology, social work, or special education. Prerequisite: minimum 2.0 grade in PSYCH 305; either 2.0 in PSYCH 306 or 2.0 in PSYCH 202, 2.0 in PSYCH 206, and 2.0 in PSYCH 209.

[View course details in MyPlan: PSYCH 410](#)

PSYCH 411 Perceptual Development (5) I&S/NW

Origins and development of perception in human infancy. Object, face, and speech perception; cross-modal relations between touch, vision, audition. Prerequisite: minimum 2.0 grade in either PSYCH 206, PSYCH 306, or PSYCH 414. Instructors: Meltzoff Offered: jointly with SPHSC 411.

[View course details in MyPlan: PSYCH 411](#)

PSYCH 413 Adolescent Development (5) I&S

Provides an overview of physical, cognitive, psychosocial, and emotional development of adolescents with an emphasis on understanding the context in which young people grow up. Explores cultural, environmental, and social influences on development. Prerequisite: minimum 2.0 grade in PSYCH 209; 2.0 in either PSYCH 206 or PSYCH 306.

[View course details in MyPlan: PSYCH 413](#)

PSYCH 414 Cognitive Development (5) I&S

Key theoretical and research approaches to cognitive development from infancy through adolescence. Sensorimotor development, language development, imitation, number concepts, logical reasoning, memory, cognition in adolescents, intelligence, and the role of biology, environment, and experience. Prerequisite: either minimum 2.0 grade in PSYCH 306, or 2.0 in both PSYCH 206 and PSYCH 209. Instructors: Sommerville

[View course details in MyPlan: PSYCH 414](#)

PSYCH 415 Personality Development of the Child (5) I&S

Socialization theory and research, infant attachment and social relationships, development of aggressive and altruistic behaviors, sex-role development, moral development, parent and adult influences. Applied issues in social development and policy. Prerequisite: minimum 2.0 grade in either PSYCH 206 or PSYCH 306.

Instructors: Repacholi

[View course details in MyPlan: PSYCH 415](#)

PSYCH 416 Animal Communication (4) NW

Evolution and mechanisms of animal communication and related processes of perception, thinking, and social behavior. Prerequisite: either minimum 2.0 grade in BIOL 180, 3.5 in PSYCH 200, or 2.0 in PSYCH 300.

Instructors: Beecher, Brenowitz, Sisneros

[View course details in MyPlan: PSYCH 416](#)

PSYCH 417 Stress, Aging, and the Brain (4) *Jeansok J Kim*

How the brain and, consequently, behavior change in response to stress and with aging. Primary focus on animal models of stress and age-related phenomena, but humans also an integral part of discussions. Prerequisite: PSYCH 101 and PSYCH 202. Offered: AWSpS.

[View course details in MyPlan: PSYCH 417](#)

PSYCH 418 Primate Social Behavior (5) NW

Social behavior, ecology, and group structure of monkeys and apes from an evolutionary, sociobiological, and anthropological perspective. Prerequisite: either minimum 3.5 grade in PSYCH 200, 2.0 in PSYCH 300, 2.0 in BIO A 201, or 2.0 in BIOL 180.

[View course details in MyPlan: PSYCH 418](#)

PSYCH 419 Behavioral Studies of Zoo Animals (5, max. 10) NW

Observational studies of behavior of zoo animals to expand basic knowledge of animal behavior, conservation of endangered species, and research methodology with discussions and tours focusing on zoo philosophy and operations. Offered in cooperation with Woodland Park Zoo. Prerequisite: either minimum 2.0 grade in BIOL 180, 3.5 in PSYCH 200, or 2.0 in PSYCH 300.

[View course details in MyPlan: PSYCH 419](#)

PSYCH 420 Drugs and Behavior (3) NW

Animal and clinical research on the behavioral consequences of drug intake. Prerequisite: PSYCH 322.

[View course details in MyPlan: PSYCH 420](#)

PSYCH 421 Neural Basis of Behavior (5) NW

Anatomical and physiological principles and resultant behavior involved in the integrative action of the nervous system. Prerequisite: minimum 2.0 grade in PSYCH 202.

[View course details in MyPlan: PSYCH 421](#)

PSYCH 423 Programming For Psychology and Neuroscience (4) NW *Ione Fine*

Programming techniques relevant to researchers in behavioral sciences. Gives researchers with no or little experience in programming the tools needed to design and program their own experiment, do basic analyses, and plot results. Addresses experimental design, stimulus presentation, curve fitting, randomization techniques, basic statistics, data plotting, debugging, and code optimization. Offered: AWSpS, even years.

[View course details in MyPlan: PSYCH 423](#)

PSYCH 425 Surgical and Histological Techniques (5) NW

Practicum in basic and advanced surgical and histological techniques used in psychophysiological experimentation. Prerequisite: PSYCH 421.

[View course details in MyPlan: PSYCH 425](#)

PSYCH 426 Neurobiology of Learning and Memory (4) NW *Sheri J. Y. Mizumori*

Theory and research on how animals learn and remember, including basic concepts of brain plasticity, how brain areas and neurons adapt to changes in experiences throughout the lifespan, and cellular and structural substrates of a "memory." Prerequisite: a minimum grade of 2.0 in either PSYCH 202, PSYCH 302, PSYCH 322, PSYCH 333, PSYCH 421, PSYCH 422, or PSYCH 423.

[View course details in MyPlan: PSYCH 426](#)

PSYCH 427 Behavioral Endocrinology (5) NW

The endocrine system and how its secretions influence and are influenced by behavior; relationships between the nervous and endocrine systems. Prerequisite: PSYCH 421.

[View course details in MyPlan: PSYCH 427](#)

PSYCH 428 Human Motor Control and Learning (5) I&S/NW

Current theory and research in human motor performance and skill acquisition. Prerequisite: minimum 2.0 grade

in PSYCH 209; 2.0 in PSYCH 202.

[View course details in MyPlan: PSYCH 428](#)

PSYCH 429 Brain Anatomy for the Behavioral Scientist (1) NW

Detailed review of the neuroanatomical features of the sheep brain with laboratory demonstrations. Prerequisite: PSYCH 421 which may be taken concurrently.

[View course details in MyPlan: PSYCH 429](#)

PSYCH 430 Development of Brain Connections (4) NW

Analysis of innate and environmental factors that play a role in the development of brain connections. Critical review of current literature on the various strategies used by neurons to find their appropriate targets.

Prerequisite: minimum 2.0 grade in either PSYCH 202, PSYCH 333, PSYCH 421, PSYCH 422, or PSYCH 423.

[View course details in MyPlan: PSYCH 430](#)

PSYCH 431 Ecopsychology (5) I&S *P. KAHN*

Explores psychology of the human relationship with nature. Critically examines how ecopsychology can impact urban sustainability, human health, environmental education, and the design of new technologies. Specific topics include evolutionary psychology; human-animal interaction; biophilia; children and nature; indigenous cultures; and ecotherapy. Offered: jointly with ENVIR 431/ESRM 431; W.

[View course details in MyPlan: PSYCH 431](#)

PSYCH 432 Visual Neuroscience (4) I&S/NW

Surveys current facts/theories about how our brains interpret the images formed by our eyes to create a presentation of the visual environment. Topics include retinal processing, 3-D vision; color, form, motion, and object perception; and visual illusions. Prerequisite: minimum 2.0 grade in either PSYCH 333 or PSYCH 355.

[View course details in MyPlan: PSYCH 432](#)

PSYCH 433 Regulatory Behavior (4) NW

Neural and endocrine mechanisms in the control of food and water intake and the regulation of body weight and fluid balance. Prerequisite: either PSYCH 421 or PSYCH 427. Instructors: Kenney

[View course details in MyPlan: PSYCH 433](#)

PSYCH 435 Human Color Vision (5) I&S/NW

Discusses how color does not exist in the physical environment but is instead a creation of our brains. Explores perceptual, physiological, developmental, evolutionary, genetic, and cultural aspects of human color vision, including its role in language, culture, and art. Prerequisite: PSYCH 202; PSYCH 209. Instructors: Buck

[View course details in MyPlan: PSYCH 435](#)

PSYCH 436 Developmental Aspects of Sport Competition (4) I&S

Biophysical and psychosocial influences of sport participation on growth and development of children and youth. Competition readiness, injuries, stress, aggression, roles and responsibilities of parents and coaches.

Prerequisite: minimum 2.0 grade in PSYCH 209. Instructors: Smoll

[View course details in MyPlan: PSYCH 436](#)

PSYCH 437 Motor Development (4) NW

Analysis of motor development from prenatal origins through adolescence with emphasis on relations between biophysical and psychosocial development of children and youth. Prerequisite: minimum 2.0 grade in PSYCH 209. Instructors: Smoll

[View course details in MyPlan: PSYCH 437](#)

PSYCH 438 Social Psychology of Sport (4) I&S

Reciprocal effects of interpersonal and group influence processes, e.g., social facilitation, behavior modification, observational learning, individual versus group performance, group cohesion, leadership, aggression.

Prerequisite: minimum 2.0 grade in PSYCH 101; 2.0 in PSYCH 202; 2.0 in PSYCH 209. Instructors: Smith,

Smoll

[View course details in MyPlan: PSYCH 438](#)

PSYCH 439 Psychology of Health Disparities (4) I&S, DIV

In the United States, race and ethnicity, socioeconomic status, and other identities and experiences affect risk for a range of health outcomes. Reviews psychological research on the sources of these disparities and potential solutions to address them. Covers topics such as the role of discrimination, interactions with healthcare providers, and how to change the social context to improve health. Prerequisite: PSYCH 209. Offered: AWSpS.

[View course details in MyPlan: PSYCH 439](#)

PSYCH 440 Psychology of Emotion (5) I&S *T. Turowski*

Overview of psychological research and theory on emotion, including biological, developmental, cognitive, social, and cultural perspectives. Topics include: why we have emotions; how emotions influence thoughts, actions, and interactions; facial expressions; controlling emotions; morality; gender differences; and the function of specific emotions such as joy, anger, and sadness. Prerequisite: PSYCH 209 Offered: A.

[View course details in MyPlan: PSYCH 440](#)

PSYCH 441 Perceptual Processes (5) I&S/NW

Theory and findings in perception with a focus on visual perception in humans. Discrimination and constancy for simple judgments, segregation and identification of visual objects, and specific areas of investigation such as reading and computer vision. Prerequisite: minimum 2.0 grade in PSYCH 333.

[View course details in MyPlan: PSYCH 441](#)

PSYCH 443 Motivational Theories in Social Psychology (5) I&S

Theories of motivation in social psychology. Emphasis on how motivation and cognition mutually influence each other to produce behavior. Explores such topics as persuasion, goal pursuit, self-regulation, achievement, and social comparison. Prerequisite: minimum 2.0 grade in PSYCH 345.

[View course details in MyPlan: PSYCH 443](#)

PSYCH 445 Theories of Social Psychology (5) I&S

Evaluation of the major theories of human social behavior supported by the empirical literature; theories of social cognition and thought; major theories of social interaction, group processes, and social learning.

Prerequisite: PSYCH 345. Instructors: Brown

[View course details in MyPlan: PSYCH 445](#)

PSYCH 446 Personality Assessment (3) I&S

Measurement of personality variables in personality research, social psychology, and clinical psychology. Theoretical conceptions underlying various clinical and experimental scales and an assessment of their construct validity and behavioral correlates. Prerequisite: minimum 2.0 grade in PSYCH 303; 2.0 in PSYCH 315; 2.0 in PSYCH 317. Instructors: Smith

[View course details in MyPlan: PSYCH 446](#)

PSYCH 447 Psychology of Language (4) VLPA/I&S

Introduction to the study of language, including language structure, speech perception, language acquisition, psychological processes underlying comprehension and production of language, the relation between brain and language, and the question of the species-specificity of human language. Prerequisite: either minimum 2.0 grade in PSYCH 209, minimum 2.0 grade in LING 200, or LING 201.

[View course details in MyPlan: PSYCH 447](#)

PSYCH 448 Selected Topics in Psychological Science (1-15, max. 15)

Selected research topics of contemporary interest. Quarterly listings of specific offerings are available at departmental advising office.

[View course details in MyPlan: PSYCH 448](#)

PSYCH 449 Organizational and Industrial Psychology (5) I&S

Examines research on human behavior in industrial and organizational environments. Topics include research methods, job analysis, the prediction of workplace performance, personnel selection and training, performance appraisal, group influences, job satisfaction, job motivation, leadership, and human factors. Prerequisite: PSYCH 101; PSYCH 209.

[View course details in MyPlan: PSYCH 449](#)

PSYCH 450 Honors Research Seminar in Psychology (2-, max. 4)

Senior thesis research; preparation of senior thesis; oral presentation of research. Four credits of PSYCH 450 required for all senior Honors candidates in conjunction with PSYCH 498 and PSYCH 499. Offered: AWSp.

[View course details in MyPlan: PSYCH 450](#)

PSYCH 451 Health Psychology (5) I&S/NW

Overview of the psychological and behavioral factors in health and disease. Includes research on both psychological causes and treatments. Topics include stress, risky behaviors, patient-provider interactions, pain, behavioral/medical treatments, and lifestyle interventions. Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209; 2.0 in either PSYCH 303, or PSYCH 345.

[View course details in MyPlan: PSYCH 451](#)

PSYCH 452 Psychology of the Self-Concept (4) I&S

Examines psychological theory and research on the role of the self-concept in regulating behavior. Topics include the development of the self-concept; self-awareness; and self-esteem maintenance. Prerequisite: minimum 2.0 grade in either PSYCH 245 or PSYCH 345. Instructors: Brown

[View course details in MyPlan: PSYCH 452](#)

PSYCH 454 Personality and Social Influence (4) I&S

Survey of various theories and research for analyzing person-situation interactions - how the qualities of persons and situations combine to generate thoughts, feelings, and behaviors of a person in a given social situation.

Prerequisite: PSYCH 209; either PSYCH 203, PSYCH 245, PSYCH 303, or PSYCH 345. Instructors: Shoda

[View course details in MyPlan: PSYCH 454](#)

PSYCH 456 Social and Moral Development (5) I&S

Theoretical approaches toward explaining children's social and moral development, including those that are nativistic, sociobiological, behavioristic, psychoanalytic, and constructivist. Use of theory to investigate applied problems related to parenting, education, peer relationships, authority, sexuality, culture, ecology, and technology. Prerequisite: either PSYCH 206 or PSYCH 306. Instructors: Kahn

[View course details in MyPlan: PSYCH 456](#)

PSYCH 457 Language Development (5) VLPA/I&S

First-language acquisition and use by children. Emphasis on theoretical issues and research techniques.

Prerequisite: minimum 2.0 grade in either PSYCH 206, PSYCH 306, LING 200, or LING 400.

[View course details in MyPlan: PSYCH 457](#)

PSYCH 458 Behavioral Genetics (4) NW

Role of genetics in determining variation in human and animal behavior and in regulating behavioral development. Techniques for quantifying genetic variation, behavioral effects, and gene expression. Prerequisite: either minimum 3.5 grade in PSYCH 200, 2.0 in PSYCH 300, or 2.0 in BIOL 180. Offered: jointly with BIOL 458.

[View course details in MyPlan: PSYCH 458](#)

PSYCH 459 Evolutionary Psychology (4) I&S/NW

Explores human behavior from the perspective of biological evolution. Covers core issues such as cooperation, communication, aggression, mating, reproduction, and parental and family interactions, as well as specialized applications within psychology such as psychopathology. Encourages a critical, skeptical examination of this new field. Prerequisite: either minimum 3.5 grade in PSYCH 200 or minimum 2.0 grade in PSYCH 300.

Instructors: Barash, Beecher

[View course details in MyPlan: PSYCH 459](#)

PSYCH 460 Cognitive Neuroscience (4) NW

Discussion of neural systems underlying cognitive behavior with particular focus on breakdown of cognition following brain damage. Topics include object and space perception, language, voluntary movement, attention, and memory. Examination of contributions from related areas of neuroimaging, visual perception, linguistics, physiology, and neuroscience. Prerequisite: minimum 2.0 grade in either PSYCH 333, PSYCH 355, or PSYCH 421. Instructors: Murray, Osterhout

[View course details in MyPlan: PSYCH 460](#)

PSYCH 461 Asian American Psychology (5) I&S

Psychological research on Asian American individuals and the community, with emphasis on social psychological research. Topics include the model minority myth, stereotypes of unassimilation, gender and sexuality, and relationships with other groups. Prerequisite: minimum 2.0 grade in either PSYCH 303, PSYCH 305, PSYCH 306, PSYCH 345, or PSYCH 355. Instructors: Cheryan

[View course details in MyPlan: PSYCH 461](#)

PSYCH 462 Human Memory (5) I&S

Research and theory in key areas of memory. Issues covered include information processing theory, the link between memory processes and their biological underpinnings, autobiographical memory, implicit memory, and the effect of emotion on memory. Prerequisite: minimum 2.0 grade in PSYCH 209. Instructors: Joslyn

[View course details in MyPlan: PSYCH 462](#)

PSYCH 463 Implicit and Unconscious Cognition (3) I&S/NW

Overview of method, theory, and findings concerning cognitive processes operating outside attentional focus or without introspective awareness. Considers relevance to basic phenomena of social, cognitive, and clinical psychology. Prerequisite: minimum 2.0 grade in either PSYCH 315 or PSYCH 317; minimum 2.0 grade in either PSYCH 303, PSYCH 305, PSYCH 333, PSYCH 345, or PSYCH 355. Instructors: Greenwald

[View course details in MyPlan: PSYCH 463](#)

PSYCH 465 Intelligence (5) I&S

Analysis of individual differences in cognition. Includes description/use of psychometric ("intelligence test") models, test scores' relationship to academic and non-academic performance, information processing and biological models of intelligence (including genetic models). Discussion of male-female and demographic group differences in cognition. Prerequisite: either PSYCH 315 or PSYCH 317; PSYCH 355.

[View course details in MyPlan: PSYCH 465](#)

PSYCH 466 Psychology of Judgment and Decision Making (5) I&S

Human information processing in judgment and decision making, especially the interface between cognitive theories and normative and prescriptive theories of decision making. Prerequisite: minimum 2.0 grade in either PSYCH 315 or PSYCH 317; either PSYCH 331, PSYCH 355, or PSYCH 361.

[View course details in MyPlan: PSYCH 466](#)

PSYCH 469 Psychology of Reasoning (4) I&S

Cognitive processes in human learning, problem solving, deductive and inductive reasoning.

[View course details in MyPlan: PSYCH 469](#)

PSYCH 470 Psychology and Music (5) VLPA/I&S Ellen Covey

Introduction to the scientific study of musical behavior. An overview of current topics in the psychology of music from the areas of musical perception and cognition, musical development, music therapy, musical performance, and composition. Includes psychoacoustical and neuropsychological foundations, research methods, and some basic material in music theory. Prerequisite: a minimum grade of 2.0 in either PSYCH 202 or NEUSCI 302 .

[View course details in MyPlan: PSYCH 470](#)

PSYCH 471 Cognition In the Real World (4-5, max. 10) I&S

Examines cognitive issues in applied settings, such as the workplace and education. Topics include such issues as attention, expertise, problem solving, decision-making, human error, automation, navigation, and individual differences. Prerequisite: minimum 2.0 grade in PSYCH 209. Instructors: Joslyn

[View course details in MyPlan: PSYCH 471](#)

PSYCH 478 Cultural Psychology (4) I&S

Surveys cultural influences on cognitive, emotion, morality, self-concept, and mental health, from a multicultural perspective. Prerequisite: minimum 2.0 grade in PSYCH 202; minimum 2.0 grade in PSYCH 209. Offered: A.

[View course details in MyPlan: PSYCH 478](#)

PSYCH 479 Advanced Human Sexuality (5) I&S

Intensive reading on current issues relevant to the physiological, psychological, cultural aspects of human sexuality. Prerequisite: minimum 2.0 grade in PSYCH 210.

[View course details in MyPlan: PSYCH 479](#)

PSYCH 481 Seminar in Advanced Quantitative Methods (3)

Examines the role of statistical methods in psychological research. Issues and controversies surrounding null hypothesis significance testing. Review of selected alternative statistical methods in psychology. Prerequisite: minimum 2.0 grade in either PSYCH 315 or PSYCH 318. Instructors: Little

[View course details in MyPlan: PSYCH 481](#)

PSYCH 482 Advanced Research Methods for Behavioral Psychology (4) QSR

Develops skills of collecting and analyzing behavioral research data, communicating the results orally and in writing, and expressing perspectives on issues of scientific method and practice. Prerequisite: either PSYCH 315 or PSYCH 317; either PSYCH 330, PSYCH 331, PSYCH 332, or PSYCH 350. Instructors: Greenwald, Shoda
Offered: Sp.

[View course details in MyPlan: PSYCH 482](#)

PSYCH 483 Writing in Psychology (5)

Helps students refine scientific writing skills. Students practice conducting focused literature searches and writing literature reviews, preparing empirical data for presentations, organizing and writing research reports, and writing about psychology for a lay audience. Prerequisite: minimum 2.0 grade in PSYCH 202; minimum 2.0 grade in PSYCH 209; minimum 2.0 grade in either PSYCH 300, PSYCH 303, PSYCH 305, PSYCH 306, PSYCH 333, PSYCH 345, or PSYCH 355. Instructors: Covey, Joslyn

[View course details in MyPlan: PSYCH 483](#)

PSYCH 485 Primate Conservation Biology and Behavior (5) NW

Examines the principles and concepts of conservation biology as they apply to the nonhuman primates with special attention to theoretical advances, conservation strategies, and management practices central to primate conservation. Prerequisite: either minimum 3.5 grade in PSYCH 200 or 2.0 in PSYCH 300 or 2.0 in BIO A 201. Instructors: Kyes

[View course details in MyPlan: PSYCH 485](#)

PSYCH 486 Animal Mind (4) NW

Explores the cognitive capacities of animals. Focuses on the classical question, first clearly posed by Darwin, of how similar are the cognitive processes underlying behavior in humans and animals. Encourages a critical, skeptical examination of this new field. Prerequisite: minimum 3.5 grade in PSYCH 200 or 2.0 in PSYCH 300. Instructors: Beecher

[View course details in MyPlan: PSYCH 486](#)

PSYCH 487 Advanced Psychobiology of Women (5) I&S/NW

Intensive reading on current issues relevant to women's psychology and physiology. Prerequisite: minimum 2.0

grade in PSYCH 357/ GWSS 357. Instructors: Kenney Offered: jointly with GWSS 487; W.

[View course details in MyPlan: PSYCH 487](#)

PSYCH 488 Stress and Coping (4) I&S/NW

Reviews theories and research concerning stress and its roles in behavior, personality, development, health, and interpersonal relationships. Coping analyzed as a factor in the way people respond to stressful circumstances.

Prerequisite: minimum 2.0 grade in PSYCH 202; 2.0 in PSYCH 209.

[View course details in MyPlan: PSYCH 488](#)

PSYCH 489 Clinical Psychology (3) I&S

Basic issues, methods, and research: professional issues, psychological assessment, and approaches to psychotherapy and behavioral change. Prerequisite: minimum 2.0 grade in PSYCH 305.

[View course details in MyPlan: PSYCH 489](#)

PSYCH 490 Stress Management (3) I&S/NW

Nature of stress. Physiological responses to stress and relaxation. Techniques of stress management with training in relaxation, biofeedback, meditation, cognitive restructuring, exercise, nutrition, interpersonal communication skills, and time management. Prerequisite: PSYCH 101.

[View course details in MyPlan: PSYCH 490](#)

PSYCH 491 Special Topics in Child Development, Learning, and Mental Health (1-5, max. 30) I&S

Selected topics of contemporary interest in child development, learning, and mental health.

[View course details in MyPlan: PSYCH 491](#)

PSYCH 494 Field Study in Animal Behavior (2-3, max. 9) Kyes

Field experience in areas relating to animal behavior through participation in seminar discussion and field exercises and training at foreign and domestic field study sites.

[View course details in MyPlan: PSYCH 494](#)

PSYCH 496 Undergraduate Teaching Experience in Psychology (2-3, max. 6)

Students are trained as assistants in quiz sections or as supplemental tutors for undergraduate psychology courses. Designed especially for students planning graduate work or education certification. An overall maximum of 18 credits in PSYCH 496, PSYCH 497, PSYCH 498, and PSYCH 499 may apply toward a baccalaureate degree. Credit/no-credit only.

[View course details in MyPlan: PSYCH 496](#)

PSYCH 497 Undergraduate Fieldwork (1-5, max. 10) Dana C Nelson

Individual consultation with faculty member and supervised practicum experience in a broad range of community settings and agencies dealing with psychological problems. An overall maximum of 18 credits in PSYCH 496, PSYCH 497, PSYCH 498, and PSYCH 499 may apply toward a baccalaureate degree. Credit/no-credit only. Offered: AWSpS.

[View course details in MyPlan: PSYCH 497](#)

PSYCH 498 Directed Reading in Psychology (1-3, max. 18)

Readings in special interest areas under supervision of departmental faculty. Discussion of reading in conference with the instructor. An overall maximum of 18 credits in PSYCH 496, PSYCH 497, PSYCH 498, and PSYCH 499 may apply toward a baccalaureate degree.

[View course details in MyPlan: PSYCH 498](#)

PSYCH 499 Undergraduate Research (1-3, max. 18)

Design and completion of individual research projects. An overall maximum of 18 credits in PSYCH 496, PSYCH 497, PSYCH 498, and PSYCH 499 may apply toward a baccalaureate degree.

[View course details in MyPlan: PSYCH 499](#)

PSYCH 500 Proseminar in Psychology (1, max. 10)

Presentations on professionally and practically useful topics by guest faculty presenters designed for first-year and second-year graduate students. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Greenwald Credit/no-credit only.

[View course details in MyPlan: PSYCH 500](#)

PSYCH 502 Core Concepts in Animal Behavior (3)

Reading, reports, and discussion on animal behavior, with a focus on topics that lie at the interface of animal behavior, evolutionary science, neurobiology, and psychology. Includes social organization, mating systems, foraging, learning, communication, and agonistic behavior. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Barash, Beecher, Sisneros

[View course details in MyPlan: PSYCH 502](#)

PSYCH 503 Core Concepts in Behavior Genetics (4)

Overview of current approaches to genetic analysis in psychology. Role of genetics in behavioral variation, and in regulating behavioral development. Techniques for quantifying genetic variation, behavioral effects of genes, and patterns of gene expression. Genetic effects on major behavioral differences. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Shoda

[View course details in MyPlan: PSYCH 503](#)

PSYCH 504 Core Concepts in Behavioral Neuroscience (3)

Historical and contemporary perspectives in behavioral neuroscience. Current methodologies and research strategies. May include sensory processing, genetics, behavioral neuroendocrinology, developmental neural plasticity, neurobiology of learning and memory, lifespan perspectives on behavioral neurobiology, and psychopharmacology. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Buck, Covey, Diaz, Kim, Mizumori, Olavarria

[View course details in MyPlan: PSYCH 504](#)

PSYCH 505 Core Concepts in Neuroethology (3) *Sisneros*

Reviews the current topics and approaches to the study of the neurobiological basis of natural behaviors or "neuroethology." Explores core concepts in the field of neuroethology and examines the role of the nervous system and the underlying neural circuits adapted for species-typical behaviors. Offered: AWSp.

[View course details in MyPlan: PSYCH 505](#)

PSYCH 506 Core Concepts in Cognitive Neuroscience (3)

Combines psychological models of information processing with research techniques in the biomedical sciences. Topics in vision, attention, memory, motor behavior, and language illustrate this integrative approach. Research methods include behavioral, single unit, lesion, and neuro-imaging techniques. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Murray, Osterhout

[View course details in MyPlan: PSYCH 506](#)

PSYCH 507 Core Concepts in Cognitive Psychology (3)

Survey of the major topics in human cognition. Discussion of memory, concepts and categories, language, decision-making, and problem solving. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 507](#)

PSYCH 508 Core Concepts in Perception (3)

Current topics in perception, psychophysics, sensory memory, pattern recognition, letter and word perception, and visual masking. Prerequisite: graduate standing in psychology, or permission of instructor. Offered: Sp.

[View course details in MyPlan: PSYCH 508](#)

PSYCH 509 Core Concepts in Computational Cognitive and Neural Modeling (5)

Introduction to the basics of computational modeling techniques for psychologists and neuroscientists. Covers two common modeling approaches (production system models and neural network models) and describes the

principles of their application to semantic memory, working memory, perception, reinforcement learning, skill acquisition, and transfer.

[View course details in MyPlan: PSYCH 509](#)

PSYCH 510 Core Concepts in Social Psychology (4)

An overview of contemporary theories and research in social psychology, focusing on introducing graduate students to the field as practitioners of social psychological research. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Cheryan, Kaiser, Shoda

[View course details in MyPlan: PSYCH 510](#)

PSYCH 511 Core Concepts in Personality (3)

Review of personality research. Roles of cognitive, affective, motivational, and psychodynamic processes. Critical evaluation of current personality, its antecedents, and its influences over behavior. Attention to role of personality variables in social relationships. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Shoda, Smith

[View course details in MyPlan: PSYCH 511](#)

PSYCH 512 Development of Prejudice (3) *S. CHERYAN, K. OLSON*

Explores how prejudice emerges and develops across the lifespan. Each week focuses a big question (e.g., "What are the earliest signs of prejudice? Can the disadvantaged be prejudiced?") with supporting readings from the developmental, social, cultural, and evolutionary psychology literatures.

[View course details in MyPlan: PSYCH 512](#)

PSYCH 513 Core Concepts in Biological Basis of Development (4)

Embryological, genetic, physiological, and evolutionary perspectives of human development; biological development in infancy; sensory development and its influence on the development of perception; primate models for human development. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 513](#)

PSYCH 514 Core Concepts in Early Cognitive and Linguistic Development (4)

Origins and early development of thought and language. Piagetian theory and modern-day revisions. In-depth examination of historical and philosophical bases for current empirical research. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Meltzoff, Sommerville

[View course details in MyPlan: PSYCH 514](#)

PSYCH 515 Core Concepts in Personality and Social Development (4)

Theories and empirical literature in personality and social development throughout infancy, childhood. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 515](#)

PSYCH 516 Core Concepts: Early Social Cognition in Typical Development and Autism (3)

Describes current theoretical and empirical approaches to understand social cognitive processes underlying infants' ability and motivation to attend to, interpret, and act on social information. Research findings from typical infants and those at elevated risk for autism identify the implications of divergent developmental trajectories.

[View course details in MyPlan: PSYCH 516](#)

PSYCH 520 Core Concepts in Affective Science (3)

Provides an overview of the major theories, research findings, and applications in the scientific study of emotion. Topics include the function of emotion; physiological and behavioral expression of emotion; emotion regulation; emotions and health; and how emotions influence intimate relationships.

[View course details in MyPlan: PSYCH 520](#)

PSYCH 521 Core Concepts in Decision Making (3) *S. Joslyn*

Overview of theories and behavioral research on the cognitive processes involved in individual human decision-

making including bounded rationality, prospect theory, dual systems, adaptive strategies and the nature of expertise. Offered: AWSpS.

[View course details in MyPlan: PSYCH 521](#)

PSYCH 522 Laboratory in Statistical Computation I (2)

Techniques of computation using statistical software on personal computers. Organization of data files, transformations of variables, graphical representations of data, descriptive statistics, elementary inferential statistical analyses. Prerequisite: concurrent enrollment in PSYCH 524, or permission of instructor. Offered: A.

[View course details in MyPlan: PSYCH 522](#)

PSYCH 523 Laboratory in Statistical Computation II (2)

Techniques of statistical computation using statistical software on personal computers and mainframe computers. Multiple regression, analysis of variance and covariance. Planned and post hoc comparisons and confidence intervals. Data analytic diagnostics for violations of regression assumptions. Prerequisite: PSYCH 522 and PSYCH 524, concurrent enrollment in PSYCH 525, or permission of instructor. Offered: W.

[View course details in MyPlan: PSYCH 523](#)

PSYCH 524 Introduction to Statistics and Data Analysis (4)

Basic concepts of statistical theory and methods of data analysis. Emphasis on the integration of statistical theory, statistical computation, and psychological research methods. Required of all first-year graduate students in psychology. Prerequisite: concurrent enrollment in PSYCH 522, or permission of instructor. Offered: A.

[View course details in MyPlan: PSYCH 524](#)

PSYCH 525 Linear Models and Data Analysis (4)

Analysis of data in the behavioral sciences. Required of all first-year graduate majors. Prerequisite: PSYCH 522, PSYCH 524; concurrent registration in PSYCH 523, or permission of instructor. Offered: W.

[View course details in MyPlan: PSYCH 525](#)

PSYCH 526 Multivariate Statistics (4)

An introduction to statistical modeling; interactive data analyses; use of regression, ANOVA, logistic regression, and log-linear models in explanatory studies. Prerequisite: PSYCH 525.

[View course details in MyPlan: PSYCH 526](#)

PSYCH 527 Core Concepts in Cognitive Approach to Human Memory (3) *S. Joslyn*

Topics in human memory focusing primarily on long-term memory. Begins with an overview of the cognitive perspective. Specific topics may include implicit and explicit memory, autobiographical memory, emotion and memory, memory for mental events, mechanisms for forgetting, source monitoring and factors that enhance memory. Offered: AWSpS.

[View course details in MyPlan: PSYCH 527](#)

PSYCH 528 Practical Methods for Behavioral Research (4, max. 8) *Greenwald, Shoda*

Examination of methodological, practical, and communication problems associated with research on human behavior. Topics include: selecting research problems, use of theory, types of validity, common sense about statistics, when to replicate, dealing with unpredicted results, strategies for presentation and publication. Offered: Sp.

[View course details in MyPlan: PSYCH 528](#)

PSYCH 529 Advanced Research Methods (5)

Surveys advanced clinical research methods not covered in the required statistics sequence. Examples include structural equation modeling, hierarchical linear modeling, growth curve modeling, and taxometric analyses. **Hands-on experience** gained through weekly assignments using each method. Prerequisite: PSYCH 525.

[View course details in MyPlan: PSYCH 529](#)

PSYCH 530 Introduction to Manifest Path, Confirmatory Factor, and Latent Variable Path Analysis for Psychology (5) *B. Flaherty*

Introduces broad class of path analysis models for Psychology research, including manifest (observed) variable models, confirmatory factor analysis, and latent variable path models. Students will conduct and write-up analyses of multiple data sets, including their own. Course focuses on testing complex scientific hypotheses, effects of measurement error, fit assessment and model selection, interpretation and presentation, and ethical use. Prerequisite: PSYCH 525, or permission of instructor. ; recommended: basic regression course. Offered: A, even years.

[View course details in MyPlan: PSYCH 530](#)

PSYCH 531 Practical Issues in Data Analysis and Presentation (4) *N. Snyder-Mackler*

Computational data "wrangling" and analysis as first steps researchers should take after collecting data. Teaches essential skills (including data analysis, data modeling, dimensionality reduction of "big data") that promote data visualization and effective presentation of data. Prerequisite: PSYCH 524 and PSYCH 525; recommended: First two quarters of PSYCH grad statistics Offered: AWSpS.

[View course details in MyPlan: PSYCH 531](#)

PSYCH 535 Scientific Writing in Psychology (5, max. 10)

Addresses issues in scientific writing and publishing; laboratories assist with writing, and provide feedback on drafts of articles throughout the writing process. Students write a journal article to submit for publication. Other writing projects are also possible with instructor's permission. Credit/no-credit only.

[View course details in MyPlan: PSYCH 535](#)

PSYCH 536 Grant Preparation in Psychology (3, max. 6)

Prepare and submit an application for a major national fellowship. Joint registration in PSYCH 598 with faculty adviser is required. Prerequisite: graduate standing in psychology and permission of instructor. Instructors: Mizumori Credit/no-credit only.

[View course details in MyPlan: PSYCH 536](#)

PSYCH 537 Teaching of Psychology (3)

Examines issues concerning the teaching of psychology, including educational goals, course development, instructional methods, TA-student and TA-faculty relations, grading, student diversity, and problem situations. Assignments designed to enhance students' organizational, presentational, and problem-solving skills.

Prerequisite: graduate standing in the Department of Psychology. Instructors: Passer Credit/no-credit only.

[View course details in MyPlan: PSYCH 537](#)

PSYCH 538 Programming for Psychology and Neuroscience (4) *Geoffrey M Boynton, Ione Fine*

Introduction to programming skills with the goal of teaching how to design, program, and analyze experiments. Topics include principles of programming, the programming environment, presentation software, and data collection, management, and analysis. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 538](#)

PSYCH 540 Advances in Psychology (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in psychology. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 540](#)

PSYCH 541 Advances in Animal Behavior (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in animal behavior. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Barash, Beecher, Brenowitz, Kyes, Sisnersos

[View course details in MyPlan: PSYCH 541](#)

PSYCH 542 Advances in Behavioral Neuroscience (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in behavioral neuroscience. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission

of instructor. Instructors: Buck, Covey, Diaz , Kim, Mizumori, Olavarria

[View course details in MyPlan: PSYCH 542](#)

PSYCH 543 Advances in Working Memory (3) *S. Joslyn*

Provides an overview of theories in working memory, roughly synonymous with consciousness. Introduces the Baddeley model as well as alternative models and focus on recent research on a variety of topics including verbal and spatial memory, executive control, individual differences and training working memory. Offered: AWSpS.

[View course details in MyPlan: PSYCH 543](#)

PSYCH 545 Advances in Cognition/Perception (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in cognition/perception. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 545](#)

PSYCH 546 Advances in Developmental Psychology (1-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in developmental psychology. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Kahn, Meltzoff, Repacholi, Smoll, Sommerville

[View course details in MyPlan: PSYCH 546](#)

PSYCH 547 Advances in Social/Personality (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in social psychology/personality. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Cheryan, Greenwald, Kaiser, Shoda

[View course details in MyPlan: PSYCH 547](#)

PSYCH 548 Advances in Quantitative Psychology (3-5, max. 30)

Intensive readings from the current literature on an emerging topic or theoretical perspective in quantitative psychology. Student presentations and discussion. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Flaherty

[View course details in MyPlan: PSYCH 548](#)

PSYCH 549 Seminar in Physiological Psychology (2)

Prerequisite: permission of instructor.

[View course details in MyPlan: PSYCH 549](#)

PSYCH 550 Seminar in Psychology (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor.

[View course details in MyPlan: PSYCH 550](#)

PSYCH 551 Seminar in Animal Behavior (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Barash, Beecher, Brenowitz, Sisneros

[View course details in MyPlan: PSYCH 551](#)

PSYCH 552 Seminar in Behavioral Neuroscience (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Buck, Covey, Diaz, Kenney, Mizumori, Olavarria

[View course details in MyPlan: PSYCH 552](#)

PSYCH 555 Seminar in Cognition/Perception (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission

of instructor. Instructors: Bassok, Boynton, Buck, Fine, Kerr, Loftus, Murray

[View course details in MyPlan: PSYCH 555](#)

PSYCH 556 Seminar in Developmental Psychology (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Meltzoff, Repacholi, Smoll

[View course details in MyPlan: PSYCH 556](#)

PSYCH 557 Seminar in Social/Personality (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Brown, Cheryan, Greenwald, Kaiser, Leu, Shoda

[View course details in MyPlan: PSYCH 557](#)

PSYCH 558 Seminar in Quantitative Psychology (1-2, max. 30)

Weekly meetings for discussion of current topics. Prerequisite: graduate standing in psychology, or permission of instructor. Instructors: Flaherty, Little, Miyamoto

[View course details in MyPlan: PSYCH 558](#)

PSYCH 560 Research Strategies (1-2, max. 30)

Group discussions of problems and continuing strategies for ongoing and future research projects. Prerequisite: graduate standing in psychology; others by permission of department.

[View course details in MyPlan: PSYCH 560](#)

PSYCH 561 Current Trends in Psychology (*, max. 30)

Prerequisite: permission of instructor. Offered: AWSpS.

[View course details in MyPlan: PSYCH 561](#)

PSYCH 562 Evolutionary Psychology of Gender, Mating, and Reproduction (3) *Barash, Beecher, Sisneros*

Reviews evidence for biological factors influencing human mating and reproductive behavior, through application of concepts and theory from animal behavior, behavioral genetics, and evolutionary biology. Offered: W.

[View course details in MyPlan: PSYCH 562](#)

PSYCH 563 Developmental Psychology and the Human Relationship with Nature (4) *Kahn*

Theories of development used to investigate the ontogenesis of the human relationship with nature. An emphasis on social cognition, children's environmental moral reasoning, the effects of technology in children's lives, and evolutionary theory. Offered: W.

[View course details in MyPlan: PSYCH 563](#)

PSYCH 564 Advanced Attitude Theory (5)

Theoretical, methodological, and empirical work on the concept of attitude and its practical applications. Topics include: definition of attitude, measurement of attitudes, information-processing theories, functional theories, cognitive structure theories, the self as attitude object, unconscious attitudinal processes. Prerequisite: PSYCH 445; PSYCH 525 or equivalent; or permission of instructor. Instructors: Greenwald

[View course details in MyPlan: PSYCH 564](#)

PSYCH 565 Quantifying Brain Analysis (3)

Covers concepts and applications of statistically unbiased methods for quantifying brain structure. **Hands-on learning** and application of concepts, sampling strategies and calculations for unbiased stereological measure of the size and number of various brain components.

[View course details in MyPlan: PSYCH 565](#)

PSYCH 566 Neural Correlates of Perceptual Cognition (3)

Contribution of sensory systems to perceptual capabilities. Critical review of literature on the neural correlates of abilities such as sensory discrimination, subjective perception, attention, imagery, object and face recognition,

and spatial behavior. Some sensory disabilities reviewed. Offered: W.

[View course details in MyPlan: PSYCH 566](#)

PSYCH 567 Higher Order Cognition (3)

Survey of research on higher-order cognition with an emphasis on theoretical accounts of knowledge representation. Topics include problem solving, inductive and deductive reasoning, hypothesis testing, causal inferences, similarity judgments, and categorization.

[View course details in MyPlan: PSYCH 567](#)

PSYCH 568 Cognitive Approaches to Human Memory (3)

Examination of current topics in human memory from the perspective of cognitive psychology. Offered: Sp.

[View course details in MyPlan: PSYCH 568](#)

PSYCH 596 Advanced Teaching Practicum (2, max. 6)

Supervised participation in graduate teaching. Prerequisite: graduate student in psychology and permission of instructor. Offered: AWSpS.

[View course details in MyPlan: PSYCH 596](#)

PSYCH 598 Directed Reading in Psychology (*, max. 30)

Selected topics. Prerequisite: permission of a supervising psychology faculty member.

[View course details in MyPlan: PSYCH 598](#)

PSYCH 599 Directed Research in Psychology (1-3, max. 24)

Supervised participation in research. Prerequisite: permission of a supervising psychology faculty member.

[View course details in MyPlan: PSYCH 599](#)

PSYCH 600 Independent Study or Research (*-)

Offered: AWSpS.

[View course details in MyPlan: PSYCH 600](#)

PSYCH 700 Master's Thesis (*-)

Offered: AWSpS.

[View course details in MyPlan: PSYCH 700](#)

PSYCH 800 Doctoral Dissertation (*-)

Offered: AWSpS.

[View course details in MyPlan: PSYCH 800](#)



University of Washington Course Descriptions

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COLLEGE OF ARTS & SCIENCES

BIOLOGY

Detailed course offerings (Time Schedule) are available for

- [Summer Quarter 2020](#)
- [Autumn Quarter 2020](#)

BIOL 100 Introductory Biology (5) NW

Develops an awareness of science by studying basic biological principles and their application to problems of humans and society in the contexts of special topics or themes, which vary quarter to quarter. For non-science majors only.

[View course details in MyPlan: BIOL 100](#)

BIOL 103 Sex, Death, and Evolution (2) NW *Jon Herron*

Evolution is the conceptual foundation for all the life sciences. Overview of theoretical and empirical evolutionary biology using examples that involve sex and/or death. Designed for non-majors.

[View course details in MyPlan: BIOL 103](#)

BIOL 105 Drug Dilemmas: The Biology of Cannabinoids and Opioids (2) NW

Covers the biology of two - the drug group related to heroin and the drug group related to cannabis. Studies the biology of these drugs to make predictions about human responses and impacts. Investigates social and legal factors interacting with drug biology.

[View course details in MyPlan: BIOL 105](#)

BIOL 106 Introductory Biology Seminar (1/3, max. 6) NW

Focuses on current topics in biology. Topics vary from quarter to quarter. Designed to enhance learning skills of students who intend to take BIOL 180/BIOL 200/BIOL 220 and major in one of the biological sciences.

[View course details in MyPlan: BIOL 106](#)

BIOL 107 Biology of Vaccines (3) NW

Vaccines and other immunotherapies, biological interactions with our immune system, impacts on society. Why certain immunization schedules are used for infants and how pathogens and cancers are removed by our immune system. Offered: W.

[View course details in MyPlan: BIOL 107](#)

BIOL 108 Evolution and Human Behavior (5) I&S/NW

Introduction to evolution by natural selection, examining the light it can throw on human biology and behavior in such areas as the nature of sex differences, sexual conflict, and conflict between parents and children. Offered: jointly with BIO A 100.

[View course details in MyPlan: BIOL 108](#)

BIOL 110 Freshman Discovery Seminar in Biology (5) NW

Introduces incoming freshman to research basics and scholarly inquiry skills used in the study of biology.

[View course details in MyPlan: BIOL 110](#)

BIOL 114 Astrobiology: Life in the Universe (5) NW *David C. Catling, Roger Buick, Victoria S Meadows, Woodruff T Sullivan*

Introduction to the new science of astrobiology, study of the origin and evolution of life on Earth, and the search for microbial and intelligent life elsewhere in the Universe. Designed for non-science, liberal arts majors.

Offered: jointly with ASTBIO 115/ASTR 115/ESS 115/OCEAN 115.

[View course details in MyPlan: BIOL 114](#)

BIOL 118 Survey of Physiology (5) NW

Human physiology, for nonmajors and health sciences students. Offered: AWSpS.

[View course details in MyPlan: BIOL 118](#)

BIOL 119 Elementary Physiology Laboratory (1) NW

Prerequisite: BIOL 118 which may be taken concurrently. Offered: AWSpS.

[View course details in MyPlan: BIOL 119](#)

BIOL 120 Current Controversies in Biology (2-5, max. 6) NW

Explores a current controversial topic in biology, stressing information needed by the general public to make informed personal, political, and ethical decisions relating to this topic.

[View course details in MyPlan: BIOL 120](#)

BIOL 130 Introduction to Neuroscience (4) NW *Horacio O. De La Iglesia, Bingni W Brunton, William J Moody*

Provides a broad introduction to the study of brain function in humans and other animals. Emphasizes how circuits within the brain process sensory information and generate complex movements. No credit if NBIO 301, NBIO 302, or BIOL 461 already taken. Offered: Sp.

[View course details in MyPlan: BIOL 130](#)

BIOL 161 Advanced Placement (AP) in General Biology 1 (5-) NW

Course awarded based on Advanced Placement (AP) score. Consult the Admissions Exams for Credit website for more information. Credit/no-credit only.

[View course details in MyPlan: BIOL 161](#)

BIOL 162 Advanced Placement (AP) in General Biology 2 (-5) NW

Course awarded based on Advanced Placement (AP) score. Consult the Admissions Exams for Credit website for more information. Credit/no-credit only.

[View course details in MyPlan: BIOL 162](#)

BIOL 180 Introductory Biology (5) NW

Mendelian genetics, evolution, biodiversity of life forms, ecology, and conservation biology. Open to all students interested in biology whether intending to major in the biological sciences, enroll in preprofessional programs, or fulfill a Natural World requirement. First course in a three-quarter series (BIOL 180, BIOL 200, BIOL 220). Offered: AWSpS.

[View course details in MyPlan: BIOL 180](#)

BIOL 200 Introductory Biology (5) NW

For students intending to take advanced courses in the biological sciences or enroll in preprofessional programs. Metabolism and energetics, structure and function of biomolecules, cell structure and function, animal development. Second course in a three-quarter series (BIOL 180, BIOL 200, BIOL 220). Prerequisite: minimum grade of 1.7 in either BIOL 180, B BIO 180, T BIOL 120, or TESC 120; either CHEM 143, CHEM 145, CHEM 223, CHEM 237, or OCEAN 295, or concurrently taking either CHEM 220, CHEM 152, CHEM 153, or CHEM 155. Offered: AWSpS.

[View course details in MyPlan: BIOL 200](#)

BIOL 220 Introductory Biology (5) NW

For students intending to take advanced courses in the biological sciences or enroll in preprofessional programs.

Animal physiology, plant development and physiology. Final course in a three-quarter series (BIOL 180, BIOL 200, BIOL 220). Prerequisite: minimum grade of 2.0 in either BIOL 200, B BIO 200, or T BIOL 130. Offered: AWSpS.

[View course details in MyPlan: BIOL 220](#)

BIOL 240 Intensive Introductory Biology: Human Health Emphasis (15) NW *J. Doherty, S. Freeman, A. Schivell*

Comprehensive introduction to biology from the standpoint of interactions between biology, human health, society, and the larger ecosystem. Covers Mendelian genetics, evolution, biodiversity of life forms, ecology, conservation biology, metabolism and energetics, structure and function of biomolecules, cell structure and function, animal physiology, and plant physiology. Offered: S.

[View course details in MyPlan: BIOL 240](#)

BIOL 250 Marine Biology (3/5) I&S/NW

Lecture-laboratory course in marine biology focusing on physical, biological, and social aspects of the marine environment. Topics include oceanography, ecology, physiology, behavior, conservation, fisheries, exploration, and activism. Weekend field trip. Honors section research project. Offered: jointly with FISH 250/OCEAN 250; AS.

[View course details in MyPlan: BIOL 250](#)

BIOL 270 Data Reasoning in a Digital World (4) I&S *Jevin West, Carl T Bergstrom*

Our world is rife with misinformation. This is a course about "calling b***s*** on" - spotting, dissecting, and publicly refuting - false claims and inferences based on quantitative, statistical, and computational analysis of data. Spotting misinformation; causal fallacies; statistical traps; data visualization; big data; interpreting scientific claims; fake news and social media; refutation techniques. Prior math/stat background unnecessary. Offered: A.

[View course details in MyPlan: BIOL 270](#)

BIOL 280 The History of Life (4) NW *P. WARD*

Follows the history of life from its first formation including the origin of life and life's diversification from single cells through multi-cellularity. Examines fossils and DNA evidence from understanding the sequence of events and evolutionary history of life.

[View course details in MyPlan: BIOL 280](#)

BIOL 293 Study Abroad - Biology (1-10, max. 10) NW

For participants in UW Study Abroad program. Specific content varies and must be individually evaluated. Credit does not apply to major requirements without approval.

[View course details in MyPlan: BIOL 293](#)

BIOL 302 Laboratory Techniques in Cell and Molecular Biology (4) NW *T. Imaizumi, L. Martin-Morris*

Explores the use of various cell and molecular laboratory techniques, such as PCR, cloning, gel electrophoresis, and bacterial transformation through hands-on experiments. Students produce a portfolio of techniques they have learned. Prerequisite: either BIOL 355 or a minimum grade of 2.5 in either BIOL 200, BIOL 240, B BIO 200, or T BIOL 130.

[View course details in MyPlan: BIOL 302](#)

BIOL 305 Science Communication: Video Storytelling in Biology (3) NW/VLPA *P. Boersma*

Students make a short film on a biological story, concept, or theory. Includes developing a storyline, getting the shots to make compelling viewing, editing, and producing a short video. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: Sp.

[View course details in MyPlan: BIOL 305](#)

BIOL 310 Survey of Human Anatomy (5) NW *C. Self*

Covers the major systems of the human body (integumentary, skeletomuscular, lymphatic, respiratory, digestive, nervous, endocrine, cardiovascular and reproductive) and the interactions of cells and tissues that help humans

live, grow and change. Focus on anatomy (not physiology) to offer students a greater understanding of the structures, development, and evolution of the of human body. Offered: ASp.

[View course details in MyPlan: BIOL 310](#)

BIOL 311 Biology of Fishes (3/5) NW

Covers morphological, physiological, behavioral, and ecological diversity of fishes of the world; designed to provide a basic foundation for advanced courses in all areas of aquatic sciences. 3-credit option does not include laboratory. Offered: jointly with FISH 311; W.

[View course details in MyPlan: BIOL 311](#)

BIOL 313 Civilizational Biology (4) NW/I&S

Explores fundamental biology needed to build and maintain human society (both historically and after a future apocalyptic event). Focuses on engineering and innovating necessary biology tools from raw materials (bread, soap, preservatives, textiles, penicillin, salt, etc.) and in biological/cultural practices (birth, death, medical care, conservation, etc). Prerequisite: BIOL 220 or BIOL 240

[View course details in MyPlan: BIOL 313](#)

BIOL 315 Biological Impacts of Climate Change (3) NW

Covers the biological impacts of climate change, including changes in species distributions and interactions, altered phenology, and ecosystem dynamics. Discusses implications of these biological impacts for society (e.g., food security, public health, and resource management). Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120.

[View course details in MyPlan: BIOL 315](#)

BIOL 317 Plant Classification and Identification (5) NW *R. Olmstead*

Classification and diversity of seed plants; concepts and principles of classification, lab and field study of common plant families in Washington, and skill development for identification of species. One weekend field trip. Offered: SpS.

[View course details in MyPlan: BIOL 317](#)

BIOL 331 Landscape Plant Recognition (3) NW

Field recognition of important groups of woody landscape plants, emphasizing diversity at the genus and family levels. Cultivated plant nomenclature. Plant descriptive characters evident in the field with eye and hand lens. Hardiness and landscape applications. Offered: jointly with ESRM 331; Sp.

[View course details in MyPlan: BIOL 331](#)

BIOL 340 Genetics and Molecular Ecology (5) NW

Application of molecular markers to ecology, evolution, and the management of living resources. Emphasis on understanding the strengths and weaknesses of the approach based on case studies. Prerequisite: BIOL 200. Offered: jointly with FISH 340; A.

[View course details in MyPlan: BIOL 340](#)

BIOL 350 Foundations in Physiology (3) NW

Physiology core course for biological sciences majors. Analysis of basic principles of animal and plant physiology, with emphasis on cellular processes that mediate organismic processes. Serves as gateway to upper-division courses in physiology. Prerequisite: minimum grade of 2.0 in either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140. Offered: AWSpS.

[View course details in MyPlan: BIOL 350](#)

BIOL 354 Foundations in Evolution and Systematics (3) NW

Evolution and systematics core course for biological sciences majors. Emphasizes patterns, processes, and consequences of evolutionary change. Serves as gateway to 400-level courses and seminars in evolution, population genetics, sociobiology, conservation biology, phylogenetics, and systematics. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, T BIOL 120, or BIO A 201. Offered: ASp.

[View course details in MyPlan: BIOL 354](#)

BIOL 355 Foundations in Molecular Cell Biology (3) NW

Cell biology core course for biological sciences majors. Emphasis on molecular approaches to understand cell structure, function, and regulation, and the analysis of experimental design and data interpretation. Serves as a prerequisite to advanced 400-level cell, molecular, and developmental biology courses and seminars.

Prerequisite: minimum grade of 2.0 in either BIOL 200, BIOL 240, B BIO 200, T BIOL 130. Offered: AWSpS.

[View course details in MyPlan: BIOL 355](#)

BIOL 356 Foundations in Ecology (3) NW

Ecology core course for biological sciences majors. Emphasizes understanding species interactions in biological communities and relationships of communities to environment. Serves as a prerequisite to 400-level courses and senior seminars in ecology, population, and conservation biology. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: AW.

[View course details in MyPlan: BIOL 356](#)

BIOL 359 Foundations in Quantitative Biology (3) NW, QSR

Quantitative skills used in biology, with a focus on applying those skills to current biological issues. Topics include data analysis, probabilities, statistics, algorithms, and numerical simulations. No math or statistics background required. Prerequisite: BIOL 220 or BIOL 240.

[View course details in MyPlan: BIOL 359](#)

BIOL 360 Cellular Anatomy (4) NW *L. Zeman*

Recognition of cellular and tissue structures in plants and animals with correlations to normal physiology and disease states. Prerequisite: minimum grade of 2.0 in either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140; may not be taken for credit if credit earned in BIOL 403.

[View course details in MyPlan: BIOL 360](#)

BIOL 380 Biomedical Advances and Society (3) I&S *A. Schivell*

Recent biological advances studied in the context of our society, designed to foster critical thinking, public awareness, and policy impact. Topics may include human reproductive technologies, genetic engineering, embryonic stem cell research, and medical scanning improvements. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 380](#)

BIOL 381 Introduction to Athletic Training (Lower Extremity) ([1-3]-, max. 3) *Jaquelyn Carrell, Jenn Stueckle, Kimberly Harmon, Chelsea Larsen*

Topics and principles of athletic training, with internship hours in the Husky Athletic Training Room assisting with the 21 Husky varsity sports. Exposes students to the work of an athletic trainer within the sports medicine team. Focuses on lower extremities. Prerequisite: BIOL 220. Offered: A.

[View course details in MyPlan: BIOL 381](#)

BIOL 382 Introduction to Athletic Training (Upper Extremity) (-[1-3]-, max. 3) *Jenn Stueckle, Kimberly Harmon, Chelsea Larsen, Jacquelyn Carrell*

Topics and principles of athletic training, with internship hours in the Husky Athletic Training Room assisting with the 21 Husky varsity sports. Exposes students to the work of an athletic trainer within the sports medicine team. Focuses on upper extremities. Prerequisite: BIOL 381. Offered: W.

[View course details in MyPlan: BIOL 382](#)

BIOL 383 Introduction to Athletic Training (Core) (-[1-3], max. 3) *Kimberly Harmon, Chelsea Larsen, Jenn Stueckle, Jacquelyn Carrell*

Topics and principles of athletic training, with internship hours in the Husky Athletic Training Room assisting with the 21 Husky varsity sports. Exposes students to the work of an athletic trainer within the sports medicine team. Focuses on trunk and spine. Prerequisite: BIOL 382. Offered: Sp.

[View course details in MyPlan: BIOL 383](#)

BIOL 385 Evolutionary Medicine and Public Health (3) NW

Explores evolutionary causes of health and disease. Considers how natural selection and the legacies of our human, primate, mammalian and bacterial ancestries have shaped our biology. Topics include mental disorders, aging, cancer, diet, obesity, diabetes, infectious diseases, racism, and health differences between human groups. Prerequisite: either BIO A 201 or BIOL 180. Offered: jointly with BIO A 355.

[View course details in MyPlan: BIOL 385](#)

BIOL 394 Practical Introduction to Beekeeping (4-6) NW *E. SUGDEN*

Introduction to bee biology, pollination, and basic beekeeping theory. Students make their own hive, rear a queen bee, and prepare a publishable scientific paper and learn basic beekeeping technique. Credit/no-credit only. Offered: S.

[View course details in MyPlan: BIOL 394](#)

BIOL 396 Peer Facilitation - Teaching in Biology (1-4, max. 8) NW

For undergraduates working in biology courses as peer facilitators. Peer facilitators assist with labs, lectures, and course administration and gain direct classroom experience. No independent teaching or grading. Opportunities vary by quarter and instructor. Prerequisite: either BIOL 350, BIOL 354, BIOL 355, or BIOL 356. Credit/no-credit only.

[View course details in MyPlan: BIOL 396](#)

BIOL 397 Preparing Specimens for Ornithological Collections and Research (5, max. 10) NW *J. Klicka*

Focuses on the physiology and preparation of birds for use in scientific collections, including hands-on methods for sustainable and accurate display. Prerequisite: BIOL 220 or BIOL 240 Offered: W.

[View course details in MyPlan: BIOL 397](#)

BIOL 399 Biology Internship Program (2-12, max. 15) NW *B. WIGGINS*

Coordinated internship in a biology-related field. Allows a structured, real world biology work experiences off-campus. All internships must be approved by instructor. Credit/no-credit only. Offered: AWSpS.

[View course details in MyPlan: BIOL 399](#)

BIOL 400 Experiments in Molecular Biology (4) NW *A. Crowe, A. Schivell*

Integrated reading, writing, and experimentation in molecular biology. Design and implementation of experiments using modern molecular biology techniques to address current questions in biology. Emphasizes reading and evaluating primary research literature. Includes practice in different scientific writing styles. Prerequisite: minimum grade of 2.0 in BIOL 355.

[View course details in MyPlan: BIOL 400](#)

BIOL 401 Advanced Cell Biology (3) NW

Selected topics in molecular cell biology. Strong emphasis on reading and interpreting primary research literature. Writing intensive course. Prerequisite: BIOL 355.

[View course details in MyPlan: BIOL 401](#)

BIOL 402 Functional Genomics (4) NW *A. Paredes*

Students perform initial characterization of novel genes through epitope tagging and localization. Skills covered include: preparation of solutions, Genomic Database queries, PCR, electrophoresis, DNA purification, cloning, transformation, and immunofluorescence microscopy. Prerequisite: minimum grade of 2.0 in BIOL 355.

[View course details in MyPlan: BIOL 402](#)

BIOL 404 Animal Physiology: Cellular Aspects (3) NW *Horacio O. De La Iglesia*

Examines the physiology of membrane transport, nervous signaling, sensory systems, behavioral modulation, muscle, neuronal and endocrine integration, and circadian rhythms. Emphasis on the cellular and tissue level. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140; either CHEM 224 or CHEM 239. Offered: A.

[View course details in MyPlan: BIOL 404](#)

BIOL 405 Cellular and Molecular Biology of Human Disease (3) NW

Emphasizes the understanding of disease mechanisms through studies of genetic and cellular basis human disease and disease models. Based on analyses of primary research articles. This course does not cover infectious diseases. Prerequisite: minimum grade of 2.0 in BIOL 355; either GENOME 361 or GENOME 371; either BIOC 405, BIOC 440, BIOL 401.

[View course details in MyPlan: BIOL 405](#)

BIOL 407 Molecular Cell Biology of Neural Stem Cells (4) NW C. Cabernard

Examines the basic mechanisms used by stem cells to form differentiated cells. Students analyze the localization and function of Myosin family genes/proteins in the context of asymmetrically dividing neural stem cells using *Drosophila* genetics, molecular biology and cell biology techniques. Offers opportunities for follow-up experiments based on initial observations. Prerequisite: BIOL 355.

[View course details in MyPlan: BIOL 407](#)

BIOL 408 Neuroethology (4) NW

Comparative exploration of the neural, hormonal, and genetic mechanisms that control behaviors necessary for survival and reproduction in animals. Model systems discussed include animal communication, mate choice, escape behavior, spatial orientation, homing and migration, and biological rhythms. Students are expected to understand fundamental concepts of neuroscience from any of the following prerequisite courses. Prerequisite: either PSYCH 333 OR BIOL 220. Offered: jointly with PSYCH 408.

[View course details in MyPlan: BIOL 408](#)

BIOL 410 Current Topics in Molecular and Cellular Biology Research (2) NW R. Gardner

Focuses on current research in primary literature in molecular and cellular biology. Covers three topics in depth that change to match immediately active topic areas. Prerequisite: BIOL 340, BIOL 350, BIOL 354, BIOL 355, BIOL 356, BIOL 360, or BIOL 380. Offered: Sp.

[View course details in MyPlan: BIOL 410](#)

BIOL 411 Developmental Biology (4) NW

Embryology and subsequent development of vertebrate and invertebrate animals, including *Xenopus*, mammals, chicks, *Drosophila*, echinoderms. Morphological changes in developing animals; experimental analysis of developing systems; underlying genetic and biochemical regulation of development. Prerequisite: BIOL 355 Offered: AW.

[View course details in MyPlan: BIOL 411](#)

BIOL 413 Molecular Genetics of Development (4) NW J. Parrish

Uses molecular biology, cell biology, and genetic approaches to investigate how nutrient signals influence neuron growth. Prerequisite: BIOL 355.

[View course details in MyPlan: BIOL 413](#)

BIOL 414 Molecular Evolution (5) NW

Survey of empirical approaches to the study of molecular evolution and ecology, drawing on examples from a variety of taxa and the recent literature. Topics include DNA sequencing and systematics, fingerprinting approaches in behavioral ecology, and adaptive evolution at the molecular level. Prerequisite: BIOL 354.

Offered: jointly with GENOME 414.

[View course details in MyPlan: BIOL 414](#)

BIOL 415 Evolution and Development (3) NW D. Parichy

Analysis of intertwined developmental and evolutionary processes studied through evolution of developmental genes, proteins, and expression patterns in different organisms. Includes reading and analyzing implications for ecology evolution, and human disease. Prerequisite: either a minimum grade of 3.0 in BIOL 200, BIOL 240, B BIO 200, or T BIOL 130, or a minimum grade of 2.0 in either BIOL 354 or BIOL 355.

[View course details in MyPlan: BIOL 415](#)

BIOL 416 Molecular Genetics of Plant Development (3)

Plant growth and development examined in molecular-genetic terms. Covers mutation, dominance, redundancy, epistasis, and key technologies for discovery of gene function as well as embryogenesis, meristem formation, flower development, and other problems in plant development. Prerequisite: BIOL 355 and either GENOME 361, or GENOME 371.

[View course details in MyPlan: BIOL 416](#)

BIOL 417 Comparative Reproductive Physiology of Vertebrates (4) NW

Compares the reproductive physiology of fishes, amphibians, reptiles, birds, and mammals. Prerequisite: either BIOL 350 or BIOL 355.

[View course details in MyPlan: BIOL 417](#)

BIOL 418 Biological Clocks and Rhythms (4) NW *H. DE LA IGLESIA*

Examines circadian rhythms and other forms of biological rhythmicity, including annual and tidal rhythms. Includes theoretical background as well as aspects that range from the molecular and cellular basis to the ecological and evolutionary implications of biological rhythms. Prerequisite: BIOL 350 or BIOL 355.

[View course details in MyPlan: BIOL 418](#)

BIOL 419 Data Science for Biologists (4) QSR *B. BRUNTON*

Explores, analyzes, and visualizes biological data sets using scientific computing software. Focuses on the foundations of data wrangling, data analysis, and statistics, particularly the development of automated techniques that are reproducible and scalable to large data sets. Offered: W.

[View course details in MyPlan: BIOL 419](#)

BIOL 420 Game Theory in Biology (4) NW, QSR *C. Bergstrom*

Game theory is a tool for modeling and understanding biological interactions ranging from parental care to mate choice to animal contests to symbiosis. Studies conceptual foundations and basic methods and applies game theory in an evolutionary context to better understand the games that organisms play. Prerequisite: Either BIOL 180 or BIOL 240; and either Q SCI 291 or MATH 124

[View course details in MyPlan: BIOL 420](#)

BIOL 421 Ecological and Evolutionary Physiology of Animals (4) NW *L. Buckley*

Explores the role of physiology in the ecology and evolution of animals. Special emphasis on how physiology influences responses to environmental change. Prerequisite: either BIOL 350, BIOL 354, BIOL 356, or a minimum grade of 3.6 in BIOL 180 or BIOL 240.

[View course details in MyPlan: BIOL 421](#)

BIOL 422 Physiology of Plant Behavior (3) NW *Elizabeth Van Volkenburgh*

Focuses on plant sensory mechanisms, transport and integration of information, and behavior in response to a variety of environmental stimuli. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 422](#)

BIOL 423 Marine Ecological Processes (3) NW *Emily Carrington*

Studies the ecology of the oceans and coastal regions, emphasizing benthic communities common to the Pacific Northwest. Prerequisite: either BIOL 180 and BIOL 356, or BIOL 180 and FISH 250/BIOL 250/OCEAN 250, or a minimum grade of 3.4 in either BIOL 180 or BIOL 240.

[View course details in MyPlan: BIOL 423](#)

BIOL 424 Plant Ecophysiology (5) NW *S. Kim*

Explores physiological mechanisms that underlie ecological observations, including how above- and below-ground microclimates develop and affect plant physiological processes. Discusses acclimation to environmental change along with species differences in physiological processes and plant's occupation of heterogeneous environments. Laboratories emphasize field measurement techniques. Prerequisite: either BIOL 180, B BIO 180, TESC 120, T BIOL 120, ESRM 201, ESRM 162, or FISH 162. Offered: jointly with ESRM 478; W.

[View course details in MyPlan: BIOL 424](#)

BIOL 425 Plant Physiology and Development (5) NW

Expanded coverage of plant growth, nutrition, metabolism, and development. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140. Offered: W.

[View course details in MyPlan: BIOL 425](#)

BIOL 427 Biomechanics (5) NW *T. Daniel*

Physical biology emphasizing a mechanical approach to ecological, evolutionary, and physiological questions. Basic principles underlying fluid and solid mechanics to explore responses of animals to flows, loads, and motions. Prerequisite: either BIOL 220, B BIO 220, or T BIOL 140; either MATH 125 or Q SCI 292; either PHYS 114 or PHYS 121.

[View course details in MyPlan: BIOL 427](#)

BIOL 428 Sensory Neurophysiology and Ecology Lab (5) NW *J. Riffell*

Examines behavioral and physiological processes within an environmental framework. Uses a synthetic approach emphasizing applications to cell biology, physiology and behavior, and biomechanics. Prerequisite: either BIOL 350 or BIOL 355.

[View course details in MyPlan: BIOL 428](#)

BIOL 430 Marine Zoology (5) NW

Survey of groups of invertebrate animals represented in the San Juan Archipelago; natural history, functional morphology, ecology, distribution, habitat, adaptation, trophic interrelationships, and evolution. Prerequisite: BIOL 445, which must be taken concurrently; permission of Friday Harbor director. Offered: jointly with FHL 430.

[View course details in MyPlan: BIOL 430](#)

BIOL 431 Biology of Cannabinoids (1) NW

Focuses on the plant biochemistry of and human biology interaction with cannabinoid compounds such as those found in the genus *Cannabis*. Prerequisite: Any one of BIOL 313, BIOL 350, BIOL 354, BIOL 355, BIOL 356, BIOL 360, or BIOL 380. Offered: A.

[View course details in MyPlan: BIOL 431](#)

BIOL 432 Marine Invertebrate Zoology (9) NW

Comparative morphology and biology of marine invertebrates with emphasis on field and laboratory studies. Representatives of all major and most minor phyla are collected, observed live, and studied in detail. Taken at Friday Harbor Laboratories. Not open for credit to students who have taken BIOL 434. Offered: jointly with FHL 432; S.

[View course details in MyPlan: BIOL 432](#)

BIOL 433 Marine Ecology (5) NW *Jennifer Ruesink*

Study of marine ecological processes such as recruitment, disturbance, competition, and predation, and their effects on the structure and diversity of marine communities. Weekend field trips to local intertidal habitats required. Prerequisite: either BIOL 356, BIOL 472, or a minimum grade of 3.4 in either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: Sp, odd years.

[View course details in MyPlan: BIOL 433](#)

BIOL 434 Invertebrate Zoology (5) NW

Comparative biology and morphology of invertebrates. Laboratory work emphasizes structures and functions. Emphasizes annelids and related worms, mollusks, and arthropods. Not open to students who have taken BIOL 430 or BIOL 432. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 434](#)

BIOL 435 Research Apprenticeship in Marine Science (15) NW

Immersive quarter in research in close collaboration with one-three faculty mentors on a specific topic that varies with the apprenticeship. Students engage in laboratory or field research in marine science, involving gathering, analyzing, and communicating results as part of a research team. Offered: jointly with FHL 435/MARBIO 435;

ASpS.

[View course details in MyPlan: BIOL 435](#)

BIOL 437 Herpetology (5) NW

Amphibian and reptile biology, with emphasis on evolutionary relationships, ecology, behavior, morphology, physiology, and taxonomy. Lectures emphasize major trends and mechanisms maintaining diversity in form and function. Labs cover morphology and taxonomy with emphasis on the local fauna. Weekend, camping field trips required. Prerequisite: minimum grade of 2.5 in BIOL 354.

[View course details in MyPlan: BIOL 437](#)

BIOL 438 Analytical Paleobiology (5) NW

Introduction to the principles and analytical methods in the study of paleobiology, morphology, and systematics. Topics include paleobiogeography, morphology-based phylogenetics, evolutionary rates, biodiversity curves, functional morphology, morphometrics, and paleoecology. Emphasis on application of methods using fossil and modern specimens. Prerequisite: either BIOL 280, BIOL 354, or ESS 213. Offered: jointly with ESS 448; A.

[View course details in MyPlan: BIOL 438](#)

BIOL 439 Functional Morphology (5) NW *S. Santana Mata*

Uses mammals as a model system to investigate functional morphology. Focus on discussing primary literature, modern methodological tools used in functional morphology, and group research projects. Research-intensive format allows students to conduct research projects using resources and specimens in the Biology Department and Burke mammalogy collection. Prerequisite: BIOL 443, BIOL 448, BIOL 452, BIOL 453, or 3.0 in BIOL 350, or permission of instructor. Offered: A.

[View course details in MyPlan: BIOL 439](#)

BIOL 440 General Mycology (5) NW *J. Ammirati*

General survey of the fungi with emphasis on life cycles, structure, physiology, economic importance. Prerequisite: either BIOL 354 or BIOL 356

[View course details in MyPlan: BIOL 440](#)

BIOL 441 Trends in Land Plant Evolution (5) NW

Covers key innovations and trends during the evolution of land plants. Uses an evolution of development (evo-devo) approach that compares morphological, anatomical, developmental, and molecular traits across main evolutionary lineages of plants. Prerequisite: either BIOL 220, B BIO 220, or T BIOL 140; and either BIOL 317, BIOL 350, BIOL 354, BIOL 355, or BIOL 356. Offered: A.

[View course details in MyPlan: BIOL 441](#)

BIOL 442 Mushrooms and Related Fungi (5) NW *J. AMMIRATI*

General biology, ecology, and classification of mushrooms, polypores, puffballs, and other related basidiomycetes. Emphasis on Pacific Northwest species. Prerequisite: BIOL 440.

[View course details in MyPlan: BIOL 442](#)

BIOL 443 Evolution of Mammals and their Ancestors (5) NW

Highlights the evolutionary history and systematics of mammals and their ancestors. Examines fossil and modern mammal specimens from the Burke Museum collections. Required field trip. Prerequisite: either BIOL 354, BIOL 453, or ESS 100. Offered: Sp.

[View course details in MyPlan: BIOL 443](#)

BIOL 444 Ornithology (5) NW

Field, lecture, and laboratory study of birds from an evolutionary perspective. Emphasizes taxonomy, breeding systems, brood parasitism, appearance, molt, migration, orientation, social behavior, song, and flight. Includes Saturday and weekend field trips for which students are required to share a portion of transportation costs. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 444](#)

BIOL 445 Marine Botany (5) NW

Survey of plants represented in marine environments; natural history; ecology, distribution, habitat, adaptation, and trophic interrelationships. Taken at Friday Harbor laboratories. Prerequisite: either BIOL 220, B BIO 220, or TESC 140; BIOL 430, which must be taken concurrently. Offered: jointly with FHL 440.

[View course details in MyPlan: BIOL 445](#)

BIOL 447 The Greening of the Earth: Influence of Plants on the Evolution of Terrestrial Ecosystems (5)

NW Caroline A Stromberg

Examines the evolution of terrestrial ecosystems focusing on how abiotic factors such as climate change have shaped the evolution of vegetation on earth, and how the evolution of vegetation has influenced the evolution of animals. Introduces paleoecological techniques using Burke Museum plant fossils. Prerequisite: either BIOL 354 or ESS 213. Offered: A.

[View course details in MyPlan: BIOL 447](#)

BIOL 448 Mammalogy (5) NW S. SANTANA MATA

Studies evolutionary patterns, ecology, behavior, physiology, and taxonomy of mammals. Relies on a comparative, systems approach to understand the major trends and mechanisms maintaining the diversity in form and function in mammals. Prerequisite: either BIOL 350, BIOL 354, or BIOL 356.

[View course details in MyPlan: BIOL 448](#)

BIOL 449 Applied Phylogenetics (3) NW A. LEACHE

Emphasizes the estimation of species trees - multilocus estimates of species or population relationships as opposed to genealogies of alleles. Provides students with the computation and bioinformatics skills needed to apply new phylogenetic techniques that can accommodate larger, more complex data sets. Prerequisite: minimum grade of 2.0 in BIOL 354.

[View course details in MyPlan: BIOL 449](#)

BIOL 450 Vertebrate Paleontology (5) NW C. SIDOR

Examines fossil vertebrate life, focusing on systematics and morphology of major lineages (fish, reptiles, bird, and early mammal relatives). Examines fossil and modern vertebrates from the Burke Museum collection in the lab. Weekend field trip. Prerequisite: either BIOL 354, BIOL 452, BIOL 453 or ESS 100. Offered: jointly with ESS 452.

[View course details in MyPlan: BIOL 450](#)

BIOL 451 Invertebrate Paleontology (5) NW

Important larger invertebrate groups; morphology, classification, stratigraphic distribution, evolution, paleoecology. Offered: jointly with ESS 451.

[View course details in MyPlan: BIOL 451](#)

BIOL 452 Vertebrate Biology (5) NW

The biology of vertebrate animals, emphasizing their diversity, adaptations, and evolutionary history. Introduces aspects of behavior, physiology, morphology, and ecology that emerge from the comparative study of vertebrates. Laboratory includes local field trips, films, and introduction to regional vertebrate fauna. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: SpS.

[View course details in MyPlan: BIOL 452](#)

BIOL 453 Comparative Anatomy of Vertebrates (5) NW

Comparison of the structure of vertebrate organ systems: integument, skeletal, muscle, digestive, respiratory, cardiovascular, urinary, and reproductive, with an emphasis on evolutionary trends. Prerequisite: either BIOL 350, BIOL 355, BIOL 452, or BIOL 467. Offered: W.

[View course details in MyPlan: BIOL 453](#)

BIOL 454 Entomology (5) NW

Covers the biology of terrestrial arthropods, with emphasis on insects. Includes structure, classification, physiology, and ecology of insects. Interrelationships of insects and man. Requires at least one weekend field

trip. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120.

[View course details in MyPlan: BIOL 454](#)

BIOL 455 Human Immunology and pathology of infectious diseases: the continuing battle (4) NW

Focuses on the immune system as the co-evolutionary center of a struggle between animals and pathogens in regards to human life within a germ-infested world. Deep discussion of the immune system, vaccines, pathogens (focusing on viruses) and how the battle between good and evil needs a healthy balance. Focuses on the biological aspects of cellular and system-wide defense against pathogens. Prerequisite: BIOL 350, 355, or 356. Offered: ASp.

[View course details in MyPlan: BIOL 455](#)

BIOL 457 Chemical Communication (3) NW *J. Riffell*

Exploration of how chemical signals are produced, transported, and influence behavior of microbes, plants, and animals. Synthetic approach, with emphasis on applications to cell biology, neurobiology, and ecology.

Prerequisite: either a minimum grade of 2.5 in either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140, or a minimum grade of 2.0 in BIOL 350.

[View course details in MyPlan: BIOL 457](#)

BIOL 458 Behavioral Genetics (4) NW

Role of genetics in determining variation in human and animal behavior and in regulating behavioral development. Techniques for quantifying genetic variation, behavioral effects, and gene expression. Prerequisite: either minimum 3.5 grade in PSYCH 200, 2.0 in PSYCH 300, or 2.0 in BIOL 180. Offered: jointly with PSYCH 458.

[View course details in MyPlan: BIOL 458](#)

BIOL 459 Developmental Neurobiology (3) NW *M. Bosma*

Invertebrate and vertebrate examples illustrate the mechanisms used in constructing nervous systems. Focus on the cellular and molecular mechanisms that underlie questions about the basis of neuronal diversity, axonal pathfinding and target recognition, synaptogenesis, and activity-dependent plasticity. Prerequisite: minimum grade of 2.0 in either BIOL 350 or BIOL 355. Offered: Sp.

[View course details in MyPlan: BIOL 459](#)

BIOL 460 Mammalian Physiology (3) NW

Principles of mammalian physiology with special emphasis on the cardiac, respiratory, renal systems taught at the organ and organ systems level. Prerequisite: a minimum grade of 2.5 either BIOL 350 or NBIO 301.

[View course details in MyPlan: BIOL 460](#)

BIOL 461 Neurobiology (3) NW

Examination of neuronal function with a focus on sensory systems, research techniques, neurological disease and potential therapeutics. Discussion of primary literature highlights new data related to neurological disease. Prerequisite: minimum grade of 2.0 in BIOL 350; either PHYS 115 or PHYS 122. Offered: W.

[View course details in MyPlan: BIOL 461](#)

BIOL 462 Advanced Animal Physiology (3) NW

Physiology at levels of organisms and behavior, organ systems, and cells - an evolutionary and integrative perspective. Organismal physiology: metabolism, temperature, locomotion, osmoregulation, respiration, circulation, digestion. Prerequisite: minimum grade of 2.0 in either BIOL 350 or NBIO 301.

[View course details in MyPlan: BIOL 462](#)

BIOL 463 Advanced Animal Physiology Lab (3) NW

Experimental design and techniques, data analysis, written reports. Original project labs and experiments in physiology. Prerequisite: BIOL 462, which may be taken concurrently.

[View course details in MyPlan: BIOL 463](#)

BIOL 464 Molecular Mechanisms of Cancer Seminar (2) NW *Alison J Crowe*

Molecular mechanisms of cancer and therapeutic strategies designed to treat cancer. Additional focus on intersection of medicine and society, including racial health disparities, patient ethics, and informed consent. Prerequisite: either BIOL 350 or BIOL 355. Credit/no-credit only. Offered: A.

[View course details in MyPlan: BIOL 464](#)

BIOL 465 Comparative Endocrinology (3) NW

Hormonal integration of living processes at all levels in animals: molecules, cells, organs, organisms, populations. Prerequisite: BIOL 220 or BIOL 240

[View course details in MyPlan: BIOL 465](#)

BIOL 466 Pathobiology of Emerging Diseases (3) NW *L. ZEMAN*

Examination of the causes, alterations in cellular function, and remediation of emerging diseases in plants and animals from a global perspective. Includes weekly scientific papers. Prerequisite: either BIOL 350, BIOL 355, BIOL 356, or BIOL 380.

[View course details in MyPlan: BIOL 466](#)

BIOL 467 Comparative Animal Physiology (3) NW

Studies organismal function in an evolutionary context. Uses a variety of animals to highlight transitions in metabolism, muscle function, respiration, circulation, digestion, excretion, and ion regulation. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 467](#)

BIOL 468 Medical Physiology (3) *D. Weigle*

Students deepen their understanding of human physiology and pathophysiology by performing in-depth analyses of actual medical cases. Cases are chosen to illustrate the mechanisms of frequently encountered diseases and the clinical presentation of affected patients. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140; BIOL 350.

[View course details in MyPlan: BIOL 468](#)

BIOL 469 Evolution and Medicine (3) NW *C. Bergstrom*

Responds to new applications of evolutionary biology in medicine, now being discovered at an accelerating rate. Emphasizes medically relevant aspects of evolutionary biology. Prerequisite: minimum grade of 2.0 in either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120.

[View course details in MyPlan: BIOL 469](#)

BIOL 470 Biogeography (4) NW

Analysis of historical and ecological determinants of current and past distributions of organisms. Integrates techniques developed by taxonomists, paleontologists, geologists, evolutionists, ecologists, and biogeographers to elucidate relationships between geographical distributions and continental drift, ecological interactions, climate, and dispersal abilities of organisms. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 470](#)

BIOL 471 Comparative Anatomy and Physiology of Marine Organisms (5) NW *Adam P. Summers*

Challenges and opportunities presented by the marine environment. Relationship between organismal form and physiological function in marine animals and plants. Field trips for collection of live local organisms. Physiology experiments and CT scanning. Offered at Friday Harbor Laboratories. Prerequisite: either BIOL 220, BIOL 240, or FISH 270/MARBIO 270/OCEAN 270; recommended: Q SCI 381 or equivalent. Offered: jointly with FHL 471; A.

[View course details in MyPlan: BIOL 471](#)

BIOL 472 Community Ecology (5) NW *Janneke Hille Ris Lambers*

Covers the forces that structure ecological communities (e.g. speciation / migration, the environment, species interactions) as well as anthropogenic impacts on ecological communities. Course time includes the reading of

primary literature, discussions, lectures, data collection (in the field and lab) and data analysis. Includes mandatory field trips to local field sites. Prerequisite: BIOL 356.

[View course details in MyPlan: BIOL 472](#)

BIOL 473 Limnology (3) NW

Ecology, conservation, and management of inland aquatic ecosystems. Explores interactions among biological, chemical, and physical features of lakes and other aquatic habitats. Prerequisite: BIOL 180. Offered: jointly with FISH 473; A.

[View course details in MyPlan: BIOL 473](#)

BIOL 474 Limnology Laboratory (2) NW

Examination of biota of fresh waters, survey of limnological methods, analysis of data, and writing of scientific papers. Prerequisite: BIOL 473/FISH 473/CEE 462, which may be taken concurrently. Offered: jointly with CEE 463/FISH 474; A.

[View course details in MyPlan: BIOL 474](#)

BIOL 475 Paleobiology Field Methods and Research (3-5) NW

Introduces field methods and research in various areas of biology, e.g., paleontology, ecology, climate change, and mycology. Includes two or more weeks away from campus at field site. Offered: jointly with ESS 449; S.

[View course details in MyPlan: BIOL 475](#)

BIOL 476 Conservation Biology (5) NW

Explores biological, managerial, economic, and ethical concepts affecting survival of species. Applications of ecology, biogeography, population genetics, and social sciences for the preservation of species in the face of widespread global habitat modification, destruction, and other human activities. Prerequisite: either BIOL 356, or a minimum grade of 2.5 in either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120.

[View course details in MyPlan: BIOL 476](#)

BIOL 477 Seminar in Marine Biology (3) NW

Reviews current research in marine biology. Emphasizes critical readings and discussion of primary literature. Prerequisite: FISH 250, OCEAN 250, or BIOL 250; Q SCI 381, STAT 220, or STAT 311. Offered: jointly with FISH 477/OCEAN 477; W.

[View course details in MyPlan: BIOL 477](#)

BIOL 478 Topics in Sustainable Fisheries (3, max. 9) I&S/NW

Seminar series featuring local, national, and internationally known speakers in fisheries management and conservation. Conservation/restoration in practice. Pre-seminar discussion section focusing on select readings. Topics may include harvest management, whaling, by-catch, salmon, marine protected areas, introduced species, citizen action, co-management, and marine ethics. Offered: jointly with ENVIR 478/FISH 478.

[View course details in MyPlan: BIOL 478](#)

BIOL 479 Research in Marine Biology (1-15, max. 15)

Individual research on topics in marine biology. Research projects supervised by an individual faculty member. Projects may include laboratory work, fieldwork, and literature surveys. Prerequisite: BIOL 250/FISH 250/OCEAN 250; Q SCI 381. Offered: jointly with FISH 479/MARBIO 479/OCEAN 479; AWSpS.

[View course details in MyPlan: BIOL 479](#)

BIOL 480 Field Ecology (4) NW *P. Boersma*

Field projects examining ecological and behavioral topics such as foraging and social behavior, species interactions, and structure of terrestrial and aquatic communities. Two weekend fieldtrips required. Prerequisite: either BIOL 356 or a minimum grade of 3.0 in either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: Sp.

[View course details in MyPlan: BIOL 480](#)

BIOL 481 Experimental Evolutionary Ecology (5) NW *B. Kerr*

Explores experimentally approachable questions in ecology and evolution through lectures, laboratory, and field experiments. Topics may include evolution of bacterial antibiotic resistance, the evolution of virulence, seed predation, plant biodiversity, and others. Prerequisite: either BIOL 180, BIOL 240, B BIO 180, or T BIOL 120. Offered: A.

[View course details in MyPlan: BIOL 481](#)

BIOL 482 Advanced Experimental Evolutionary Ecology (2-5, max. 15) NW *B. KERR*

Working in pairs or independently, students pursue supervised original field or laboratory research projects. Projects span three academic quarters, with project development beginning in autumn, research continuing in winter, and culminating in spring with production of a scientific paper. Prerequisite: BIOL 180, which must be taken concurrently. Offered: WSpS.

[View course details in MyPlan: BIOL 482](#)

BIOL 483 Senior Seminar in Paleobiology (1, max. 6)

Supervised readings and group discussion. Prerequisite: either BIOL 443, BIOL 447, BIOL 450/ESS 452, BIOL 451/ESS 452, ESS 450, BIO A 388, or ARCHY 470.

[View course details in MyPlan: BIOL 483](#)

BIOL 484 Senior Seminar in Evolution and Systematics (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: BIOL 354.

[View course details in MyPlan: BIOL 484](#)

BIOL 485 Senior Seminar in Cellular, Molecular and Developmental Biology (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: minimum grade of 2.0 in either BIOL 350, BIOL 354, BIOL 355, BIOL 356, BIOC 405, BIOC 406, BIOC 440, BIOC 441, or BIOC 442.

[View course details in MyPlan: BIOL 485](#)

BIOL 486 Senior Seminar in Ecology (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: BIOL 356.

[View course details in MyPlan: BIOL 486](#)

BIOL 487 Senior Seminar in Conservation Biology (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: BIOL 356.

[View course details in MyPlan: BIOL 487](#)

BIOL 488 Senior Seminar in Physiology (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: BIOL 350.

[View course details in MyPlan: BIOL 488](#)

BIOL 489 Senior Seminar in Plant Biology (1-3, max. 9) NW

Supervised readings and group discussion. Prerequisite: BIOL 220 or BIOL 240.

[View course details in MyPlan: BIOL 489](#)

BIOL 490 Undergraduate Seminar (1-3, max. 6) NW

Supervised readings and group discussion of selected topics of broad biological significance. Prerequisite: either BIOL 220, BIOL 240, B BIO 220, or T BIOL 140.

[View course details in MyPlan: BIOL 490](#)

BIOL 492 Teaching Biology Inclusively to Diverse Audiences (3) I&S, DIV *Linda E Martin-Morris*

Designed to help biology students gain skills in disseminating science information to students at any level, patients, and the public. Pays special attention to making STEM education accessible to underrepresented populations. Includes **hands-on practice** in variety of learning strategies and teaching practices. Prerequisite: either BIOL 350, BIOL 354, BIOL 355, BIOL 356, or NBIO 301.

[View course details in MyPlan: BIOL 492](#)

BIOL 493 Study Abroad - Advanced Biology (1-15, max. 15) NW

For participants in UW Study Abroad program. Specific content varies and must be individually evaluated. Credit does not apply to major requirements without approval.

[View course details in MyPlan: BIOL 493](#)

BIOL 494 Controversies in Biology and Society (4) NW/I&S B. Buchwitz

Explorations of controversies in biology and society that benefit from a biological perspective. Topics vary from quarter to quarter, but include cases from biological research, communication, education, and policy.

Prerequisite: Either BIOL 350, BIOL 354, BIOL 355, or BIOL 356 Offered: W.

[View course details in MyPlan: BIOL 494](#)

BIOL 495 Biology of Fermentation (3) NW Alexander R. Paredes, Justin M Kollman

Practical application of biology and chemistry in beer and winemaking. Students learn to culture yeast, ferment foods, brew beer from malted grains, and perform chemical analysis of wine must. Prerequisite: either BIOL 310, BIOL 313, BIOL 340, BIOL 350, BIOL 354, BIOL 355, BIOL 356, BIOL 360, BIOL 380, BIOC 405, BIOC 426, BIOC 440, or BIOC 450. Offered: jointly with BIOC 495; W.

[View course details in MyPlan: BIOL 495](#)

BIOL 496 Special Topics in Field Biology (1-5, max. 10)

[View course details in MyPlan: BIOL 496](#)

BIOL 497 Special Topics in Biology (1-5, max. 10) NW

[View course details in MyPlan: BIOL 497](#)

BIOL 498 Library Research (1-5, max. 10)

[View course details in MyPlan: BIOL 498](#)

BIOL 499 Undergraduate Research (1-20, max. 20)

[View course details in MyPlan: BIOL 499](#)

BIOL 500 Topics in Biology (1-3, max. 16)

[View course details in MyPlan: BIOL 500](#)

BIOL 501 Topics in Biological Instruction (1-2, max. 10)

Focused discussion of on-going research in instructional methods for life science courses. Credit/no-credit only.

[View course details in MyPlan: BIOL 501](#)

BIOL 502 Grant Writing (2-4, max. 8) B. KERR, J. NEMHAUSER

Introduces the steps of compiling a successful grant proposal, using the NSF graduate fellowship as a template. Offered: AWSp.

[View course details in MyPlan: BIOL 502](#)

BIOL 504 Mentored Scientific Reading and Analysis (2/4, max. 16)

Introduce graduate students to theory, methods, and current research in a biological discipline, and provides structured opportunity for students to practice scientific discourse. Graduate status required, or permission of instructor for undergraduates. Topics vary.

[View course details in MyPlan: BIOL 504](#)

BIOL 505 Evidence-Based Teaching in Biology (1-3, max. 10)

Designed to help biology students gain skills in disseminating science information to students at any level, patients, and the public. Pays special attention to making STEM education accessible to underrepresented populations. Includes **hands-on practice** in variety of learning strategies and teaching practices.

[View course details in MyPlan: BIOL 505](#)

BIOL 506 Scientific Manuscript Writing (4)

Introduces the writing of scientific articles. Students write a scientific manuscript, cover letter, and identify a journal for submission. Offered: W.

[View course details in MyPlan: BIOL 506](#)

BIOL 511 Topics in Mathematical Biology (1-3, max. 15)

Discussion of current topics in mathematical biology. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 511](#)

BIOL 517 Plant Identification and Classification (5) *R. OLMSTEAD*

Explores the classification and diversity of seed plants; concepts and principles of phylogeny and classification; lab and field study of common plant families in Washington; and skill development for identification of species. Paper relying on original literature to demonstrate depth of understanding of one taxonomic group. One field trip. Offered: Sp.

[View course details in MyPlan: BIOL 517](#)

BIOL 519 Data Science for Biologists (4) *B. BRUNTON*

Explores, analyzes, and visualizes biological data sets using scientific computing software. Focuses on the foundations of data wrangling, data analysis, and statistics, particularly the development of automated techniques that are reproducible and scalable to large data sets. Offered: W.

[View course details in MyPlan: BIOL 519](#)

BIOL 520 Departmental Seminar (1, max. 18)

Credit/no-credit only. Offered: AWSp.

[View course details in MyPlan: BIOL 520](#)

BIOL 533 Advanced Organismal Biology (9)

Advanced study and research in organismal biology. Emphasizes marine organisms and habitats of the San Juan Archipelago. Includes individual research projects. Prerequisite: permission of Director of Friday Harbor Laboratories. Offered: S.

[View course details in MyPlan: BIOL 533](#)

BIOL 536 Comparative Invertebrate Embryology (9)

Studies diversity in developmental patterns in major marine taxa. Analyzes evolutionary changes in development, with emphasis on observation of live embryos and larvae. Offered: jointly with FHL 536; S.

[View course details in MyPlan: BIOL 536](#)

BIOL 540 Seminar in Molecular, Cellular, and Developmental Biology (1-3, max. 15)

Weekly discussions of past and current scientific literature in cell, molecular, and/or developmental biology, review of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected topics.

[View course details in MyPlan: BIOL 540](#)

BIOL 541 Topics in Molecular, Cellular, and Developmental Biology (1-3, max. 15)

Focused discussion of on-going cell, molecular, or developmental biology research occurring in the instructor's laboratory. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 541](#)

BIOL 542 Analysis of Development (1-3, max. 15)

Analysis of structural, physiological, and molecular levels of developmental processes, including gametogenesis, fertilization, cell and tissue movements, induction, and cytodifferentiation. Graduate standing or permission of instructor.

[View course details in MyPlan: BIOL 542](#)

BIOL 543 Biology of Drosophila Seminar (1, max. 12)

Weekly presentation by participants of classical literature, current literature, and research in the molecular biology, developmental biology, neurobiology, and genetics of *Drosophila*. Prerequisite: permission of instructor. Offered: AWSp.

[View course details in MyPlan: BIOL 543](#)

BIOL 544 Evolution of Photosynthesis (3) *R. CATTOLICO*

Focuses on the evolution of photosynthetic eukaryotic cells. Interactive discussions target the morphological, genetic, and biochemical consequences of progenitor cell specialization within extant taxa.

[View course details in MyPlan: BIOL 544](#)

BIOL 545 MCD-Biology Professional Skills Seminar (1, max. 6) *D. PARICHY*

Presentations of past or planned research in molecular, cellular, or developmental biology. Participants give presentations in either professional-meeting or chalk-talk formats. Uses written and oral evaluations by audience to focus on scientific content as well as presentation skills. Credit/no-credit only. Offered: AWSp.

[View course details in MyPlan: BIOL 545](#)

BIOL 550 Seminar in Evolution and Systematics (1-3, max. 15)

Weekly discussions of past and current scientific literature in evolution and/or systematics, reviews of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected topics.

[View course details in MyPlan: BIOL 550](#)

BIOL 551 Topics in Evolution and Systematics (1-3, max. 24)

Focused discussion of on-going research in evolution and/or systematics occurring in the instructor's laboratory. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 551](#)

BIOL 552 Advanced Evolution ([2-5]-, max. 10)

Successful analytical approaches to understanding evolutionary patterns and the processes that generate them, examined by using a wide array of empirical and theoretical tools. Survey of how theory, modeling, and statistics can be applied to observations and experiments in evolutionary biology.

[View course details in MyPlan: BIOL 552](#)

BIOL 553 Applied Phylogenetics (3) *A. LEACHE*

Survey of methods for estimating phylogenetic trees. Covers theory and use of phylogeny in comparative biology. Computer labs focus on analyzing real data to answer relevant biological questions. Strong computer skills necessary. Includes weekly discussions of scientific papers and an individual research project. Prerequisite: minimum grade of 2.5 in BIOL 354.

[View course details in MyPlan: BIOL 553](#)

BIOL 555 Introduction to Graduate Research in Paleobiology (1)

Introduction to paleobiology techniques and resources. Credit/no-credit only. Offered: jointly with ESS 558; A.

[View course details in MyPlan: BIOL 555](#)

BIOL 557 Vertebrate Paleontology (5)

Examines the biology of vertebrate animals, emphasizing their diversity, adaptations, and evolutionary history. Introduces aspects of behavior, physiology, morphology, and ecology that emerge from the comparative study of vertebrates. Laboratory includes local field trips and introduction to regional vertebrate fauna. Offered: jointly with ESS 557.

[View course details in MyPlan: BIOL 557](#)

BIOL 560 Seminar in Ecology (1-3, max. 15)

Weekly discussions of past and current scientific literature in ecology, reviews of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected

topics.

[View course details in MyPlan: BIOL 560](#)

BIOL 561 Topics in Ecology (1-3, max. 15)

Focused discussion of on-going research in ecology occurring in the instructor's laboratory. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 561](#)

BIOL 563 Experimental Evolutionary Ecology (5) *B. KERR*

Explores experimentally approachable questions in ecology and evolution through lectures, lab, and field experiments. Topics may include evolution of bacterial antibiotic resistance, the evolution of virulence, seed predation, plant biodiversity, and others. Corequisite: BIOL 481. Offered: A.

[View course details in MyPlan: BIOL 563](#)

BIOL 564 Advanced Experimental Evolutionary Ecology (2-5, max. 15) *B. KERR*

Working independently or paired with an undergraduate in BIOL 482, students pursue supervised original field or laboratory research projects. Projects span three academic quarters, with project development beginning in autumn, research continuing in winter, and culminating in spring with production of a scientific paper.

Prerequisite: BIOL 563, which may be taken concurrently. Offered: AWSp.

[View course details in MyPlan: BIOL 564](#)

BIOL 565 Community Ecology (5) *J. HILLE RIS LAMBERS*

Covers the complexity of biological communities as influenced by biotic and abiotic factors, as well as the impact of human activities, like global warming, on communities.

[View course details in MyPlan: BIOL 565](#)

BIOL 567 Topics in Advanced Ecology (3, max. 6)

Discusses literature on active research areas or controversies in different branches of ecology. Offered: jointly with FISH 567/SEFS 567; W.

[View course details in MyPlan: BIOL 567](#)

BIOL 570 Seminar in Conservation Biology (1-3, max. 15)

Weekly discussions of past and current scientific literature in conservation biology, reviews of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected topics.

[View course details in MyPlan: BIOL 570](#)

BIOL 571 Topics in Conservation Biology (1-3, max. 15)

Focused discussion of on-going research in conservation biology occurring in the instructor's laboratory.

Graduate status required, or permission of instructor for undergraduates. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 571](#)

BIOL 580 Seminar in Physiology (1-3, max. 15)

Weekly discussions of past and current scientific literature in physiology, reviews of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected topics.

[View course details in MyPlan: BIOL 580](#)

BIOL 581 Topics in Physiology (1-3, max. 15)

Focused discussion of on-going research in physiology occurring in the instructor's laboratory. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 581](#)

BIOL 583 Physiological Mechanisms of Histology (5) L. ZEMAN

Develops recognition of cellular structures with correlations to normal physiology and disease states. Lab projects cover harvesting, sectioning, staining, and mounting tissue. Includes weekly scientific papers.

[View course details in MyPlan: BIOL 583](#)

BIOL 590 Seminar in Organismal Biology (1-3, max. 15)

Weekly discussions of past and current scientific literature in organismal biology, reviews of the state of the field, and presentation of research results. Discussions may cover the full breadth of the discipline or focus on selected topics.

[View course details in MyPlan: BIOL 590](#)

BIOL 591 Topics in Organismal Biology (1-3, max. 15)

Focused discussion of on-going research in organismal biology occurring in the the instructor's laboratory. This is a lab meeting, so registration is limited to students already affiliated with this research laboratory.

[View course details in MyPlan: BIOL 591](#)

BIOL 600 Independent Study or Research ([1-10]-)

Credit/no-credit only.

[View course details in MyPlan: BIOL 600](#)

BIOL 700 Master's Thesis (*-)

Credit/no-credit only. Offered: AWSpS.

[View course details in MyPlan: BIOL 700](#)

BIOL 800 Doctoral Dissertation (*-)

Credit/no-credit only. Offered: AWSpS.

[View course details in MyPlan: BIOL 800](#)



University of Washington Course Descriptions
gencat@u.washington.edu
Modified: September 12, 2020

Exhibit 6



HOUSING & FOOD SERVICES

HUSKY CARD SERVICES

Husky Card Office Coronavirus Response Updates

- The Husky Card Office is currently operating under reduced hours: Open **Tuesdays** and **Thursdays 8am–noon** and **1:00pm–4:45pm**, for in-person carding services. Access to the office is limited to the south-facing doors on the ground floor of Odegaard.
- For the duration of the university's adjusted operations due to the coronavirus, you may request a new or replacement Husky Card delivered by mail. See instructions on the [Husky Card Operations Updates](#) page.
- For other questions and changes across other HFS services, please see the [HFS Coronavirus FAQ](#).

Updated August 3, 2020

Husky Card

The Husky Card is the official identification card for members of the UW community. It provides access to services and opportunities, including campus libraries.

GET YOUR HUSKY CARD >

Husky Card account

Your Husky Card is automatically linked to a reloadable debit account that can be used for on-campus dining, vending machines, parking and more!

EXPLORE THE SERVICES >

Online card office

Make deposits, check your account balance and history or suspend a lost card. The Online Card Office is available 24/7!

MANAGE YOUR ACCOUNT >

Whether you're an incoming student or a department administrator, Husky Card Services is here for you, and our services go well beyond providing you with your campus identification card. Here you'll find information about all the functions and amenities your card makes available to you such as the Husky Card Account, public transit and the UW Discount Program.

PARTICIPATING LOCATIONS

The list of [participating campus locations](#) and services that accept the Husky Card Account is constantly expanding.

GUEST AND DEPARTMENT CARDS

If you'll be visiting campus with a group and want to dine with us, or if you work at the UW and would like to charge printing and copy services to a budget, you might want to consider a [Guest or Department card](#).

ACCESSORIES

The Husky Card Account & ID Center in Odegaard Undergraduate Library, offers a variety of lanyards and protective holders to help keep your Husky Card handy and scratch-free.

QUESTIONS?

The Husky Card office is open Monday–Friday, 8 am to 5 pm. We are located on the ground floor of the Odegaard Undergraduate Library, next to By George. For more ways to get help, see our [Contact Us](#) page.

YOU MIGHT ALSO BE INTERESTED IN

[Ways to add funds to your Husky Card account](#)

[Husky Card FAQ](#)

HFS

Contact Us
About HFS
Staff Jobs
Meeting Space
Conference Services
Intern Housing

UW

Husky Health & Wellbeing
MyUW
Student Life
Disability Resources for Students
Accessible Technology
Sustainability

CONNECT WITH US



1045 NE Campus Parkway
Seattle, WA 98105 | hfsinfo@uw.edu

Exhibit 7

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

- - -

ALEXANDER BARRY, individually)
and on behalf of all others)
similarly situated,)
)
 Plaintiff,) No: 20-2-13924-6-SEA
)
 vs.)
)
UNIVERSITY OF WASHINGTON,)
)
 Defendant.)
_____)

REMOTE DEPOSITION OF PHILLIP REID
Pullman, Washington
Wednesday, November 9, 2022

REPORTED BY: NATALIA AGUIRRE, RPR

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

- - -

ALEXANDER BARRY, individually)
and on behalf of all others)
similarly situated,)

Plaintiff,)

No: 20-2-13924-6-SEA

vs.)

UNIVERSITY OF WASHINGTON,)

Defendant.)
_____)

Remote deposition of PHILLIP REID, taken on behalf of
Plaintiff, Pullman, Washington, commencing at 9:04 a.m.,
Wednesday, November 9, 2022, before NATALIA AGUIRRE, RPR.

1 extended one week, instead of being at the end of the
2 second week. And if you wanted to change or add or drop
3 a course after that, you would be charged \$45. We moved
4 that to the third week before that was implemented.

5 And the second fee change was a policy change
6 with regards to the fee change, was for first-time
7 enrollment in spring. For late first-time enrollment, we
8 just waived the fee for that. And students can enroll in
9 spring quarter anytime without penalty.

10 With regards to teaching -- and that was
11 basically largely communicated through, again, central
12 communications to the campus community, talking about the
13 change in instruction.

14 And then at the -- and then the second thing
15 would be the time schedule. Which is the -- a site that
16 basically contains the dates and times when courses are
17 being -- where courses are offered in a given quarter.
18 And that was modified to reflect instructional modality.

19 And then, finally, academic units would have
20 communicated with their students, about their majors, to
21 help them learn about which courses had been changed or
22 which courses -- those courses for which instructional
23 modality would have been changed.

24 Q. And one of the things that you just mentioned
25 was time schedule.

1 What's the time schedule?

2 A. Yeah. So the time schedule is -- let's say
3 you're a student and you go -- you're preparing for
4 registration of classes. You need to know which classes
5 are offered when and where they're offered.

6 The time schedule basically provides that
7 information, broken down by school and college, and then
8 given an academic unit.

9 So it is a way to communicate to students which
10 courses are being offered, when they're being offered,
11 where they're being offered, and who will be delivering
12 the course.

13 Q. And does the time schedule distinguish between
14 whether a course was planned to be delivered in person or
15 if it was on online course?

16 A. It would -- so that question is complicated.

17 What the time schedule would indicate is, if --
18 again, it would have indicated if a course was to be
19 offered in person or was to be offered online.

20 And it would also indicate, if there was a
21 change in that, the status of how that course would be
22 offered would be updated in the time schedule.

23 Q. Okay. So with respect to, then, the winter
24 quarter of 2020, at the start of that academic term,
25 certain courses would have been indicated that they would

1 individual within that department have been -- let me
2 rephrase. Tongue's getting twisted up.

3 Let's say, in March 2020, who was the individual
4 in charge of advising and orientation, including
5 communication to students, have been?

6 A. Well, let's be clear.

7 It's advising and orientation, so their
8 communications with students would have already been done
9 by March 2020, right, because they would have been doing
10 it the summer before.

11 So they would not be responsible for
12 communication during March 2020 about any response to the
13 pandemic.

14 So with that understanding with timing,
15 LeAnne Wiles.

16 Q. Other than the time schedule, did the university
17 have other common communications to students that
18 indicate the time and place of lectures?

19 A. There is a service called "MyPlan," which is an
20 academic planning tool that we offer. But the
21 information it uses is derived from the time schedule;
22 that is, it's just simply a repackaging of information
23 that's available on the time schedule, as opposed to a
24 separate communication source.

25 Q. So like considering the time schedule to be a

1 that course that the course would be switching from
2 in-person to remote.

3 For example, if an instructor became
4 specifically immunocompromised, they were the only expert
5 in their field that can deliver the content for that
6 course, the disability accommodation would be to shift
7 that course online.

8 Q. And certainly prior to March 2020, the
9 University of Washington never made a wholesale switch of
10 courses from in-person coursework to online delivery;
11 correct?

12 A. That's correct.

13 Q. And with respect to the university's
14 communications about the online programs or courses that
15 you mentioned, would a student have to affirmatively
16 select those online programs or courses prior to
17 March 2020 if they wanted to obtain an in-person -- I'm
18 sorry -- an online experience?

19 A. Yes. That's a fair statement. I guess with the
20 exception of the disability accommodation that I just
21 mentioned.

22 Q. And other than that accommodation issue, can you
23 think of any other --

24 A. That's the one that jumps to my head, would be
25 the one where a student who had already enrolled in a

1 A. So --

2 Q. -- pre-pandemic?

3 A. Oh, pre-pandemic.

4 So I -- because of the diversity of
5 accreditation that would be specific to a degree program
6 or to an academic unit, I can't really comment on what
7 that frequency was or what that potentially looks like.

8 I can only comment to the seven-year cycle of
9 the university, itself.

10 Q. Okay. So focusing on the seven-year cycle
11 accreditation --

12 A. Of the university?

13 Q. Correct.

14 A. Okay.

15 Q. -- to what extent did the University of
16 Washington communicate with the accrediting agency prior
17 to the pandemic about online course offerings or degree
18 program offerings?

19 A. So basically, the rule is, if a degree program
20 is -- becomes 50 percent or more online, you need to
21 communicate that to your accreditation body and basically
22 update, essentially, the modality of offering for that
23 particular degree program.

24 So it's not -- let me be clear: It's not at a
25 course level. It's at a degree level. So 50 percent of

1 the degree program is offered online. That's the
2 accounting that's done there.

3 Q. Okay. And prior to the pandemic, how many
4 degree programs did the University of Washington have to
5 report to the accrediting agency --

6 Is it agency or body? What's the better term, I
7 guess?

8 I want to make sure I'm using what term you use.

9 A. Yeah. Let's just use "agency." That's entirely
10 fine.

11 Q. So what extent prior to the pandemic did -- let
12 me rephrase.

13 How many programs prior to the pandemic did the
14 University of Washington report was more than 50 percent
15 remotely delivered?

16 A. Yeah. And that number would be -- we had 200
17 graduate degree plans. There's probably on the order of
18 40 to 50 master's programs. And there's certificate
19 programs offered out of continuum college that would have
20 been accounted there, as well.

21 So I can't give you a hard number on that. But
22 it's probably, I would say, on the order of a hundred.

23 Q. And so does the university receive specific
24 approval to offer those programs remotely?

25 A. You do receive approval, but it really is kind

1 of a notification that a program is going to be offered
2 online.

3 They do it. They acknowledge that you got that,
4 that you've updated the database. That's pretty much
5 what the approval process looks like.

6 Q. So it sounds more like it's a rubber stamp, as
7 opposed their substantively analyzing what different
8 components of the online program would include; is that
9 fair?

10 A. Yeah. I wouldn't -- I think "rubber stamp" is
11 unfair.

12 And what I would say is, part of that seven-year
13 accreditation cycle, the site visits, they're looking at
14 your internal processes for how you basically are
15 approving online courses: What are the, you know, the
16 steps you go through, those approval steps. How do you
17 manage your curriculum in general.

18 So as part of the accreditation process, they're
19 paying attention to how you're internally performing that
20 evaluation.

21 And so that's why it's not a rubber stamp, in
22 that they're basically relying on your internal processes
23 to be of quality. So that, really, when we're updating
24 the course, they know the quality controls are put in
25 place.

1 planned for remote delivery and received approval to be
2 delivered remotely through the accrediting agency.

3 Is that fair?

4 A. That's fair.

5 Q. Approximately how many programs at the
6 University of Washington did not fall within that group
7 of 100?

8 So I'm kind of looking for planned programs
9 online and planned programs in person, and what the
10 division is.

11 A. That's right.

12 So planned -- just to kind of one significant
13 figure: Planned programs online, 100. Planned programs
14 not online 1,000.

15 Q. And for a student to enroll in a planned online
16 program, they have to specifically select that program;
17 is that correct?

18 A. That's correct.

19 Q. Now, you mentioned in normal circumstances that
20 the programs are approved for remote delivery, as opposed
21 to individual courses; is that correct?

22 A. Yeah. Again, approval, it's more of an
23 accounting.

24 It's -- if you have to define what is online,
25 NWCCU has chosen to define online as 50 percent of a

1 So we were -- NWCCU sent us basic correspondence
2 and e-mail that asked us to talk about what our response
3 was in terms of moving courses to remote delivery.

4 That e-mail was March 10th. I replied to them
5 March 11th and told them our circumstances of moving our
6 forces. And they wrote back affirmation that they had
7 received our information, on the March 16th.

8 Q. And did the University of Washington
9 subsequently receive approval to -- let me rephrase.

10 Did the University of Washington subsequently
11 communicate with the accrediting body a complete list of
12 its courses that it would transition to online learning?

13 A. It was (inaudible) billed.

14 Q. And is that -- is your answer no, because of a
15 waiver that the university received?

16 A. Yes.

17 Q. And can you describe that waiver in more detail,
18 please.

19 A. Basically it's a broad waiver that said NW- --
20 well, basically, it's department of education and any
21 accreditation bodies giving us broad authority to move
22 the instructional programs online in response to the
23 pandemic.

24 Q. And as a result of that waiver, were there steps
25 that the university did not have to take that it would

1 have otherwise had to take if it was moving all of its
2 courses to remote learning in a non-emergency context?

3 A. So if we were moving a sufficient number of
4 courses for a degree program to remote instruction, that
5 we were over 50 percent delivery remote for the delivery
6 program, we would have had to send notification to NWCCU
7 of that specific course or courses.

8 We weren't required to do that as part of the
9 waiver.

10 Q. And in terms of the accreditation agency's rules
11 that said, "Hey, you would have had to send us
12 notification of" -- "you know, you're transitioning this
13 course to remote instruction," where are those rules
14 found?

15 A. I'm trying to understand the question.

16 Are you saying the rules in response to the
17 pandemic or the rules in general?

18 Q. In general, please.

19 A. The rules in general would be found on the NWCCU
20 website.

21 Q. And are there rules on their website, to your
22 understanding, that are specific to the delivery of
23 coursework online?

24 A. Only to the extent I have told you here. That's
25 my only awareness of that.

1 Q. Why does the university maintain this web page
2 on accreditation?

3 A. (Inaudible) One, it's a requirement of
4 accreditation standards, that basically you acknowledge
5 who your accreditation body is.

6 And then it's just to provide a general
7 description of accreditation to our community.

8 Q. Okay. Turning your attention next to
9 Exhibit 10, which was produced at UW00015485.

10 (Plaintiff's Exhibit 10 was marked
11 for identification.)

12 BY MR. KUROWSKI:

13 Q. I believe earlier in your testimony you had
14 mentioned communication regarding -- back and forth with
15 the NWCCU about transition to online learning and your
16 responses. And I think you had pretty specific dates in
17 mind in terms of when you received it and when you
18 responded to it.

19 Is this Exhibit 10 the e-mail you were referring
20 to --

21 A. This says received on March 10th. My response,
22 basically, March 11th to -- that's correct. This is the
23 document to which I was referring.

24 Q. And so looking at the first page of Exhibit 10,
25 at least at the time that you were responding to this

1 e-mail, you wrote:

2 "The University of Washington plans
3 to resume normal class operations
4 when spring quarter begins March 30,
5 comma, pending public health guidance."

6 Correct?

7 A. Yeah, that's right.

8 Q. So at that time, the university was operating
9 under an understanding that, absent a change in health
10 guidance directives, you would return to in-person
11 instruction?

12 A. That's correct. Yeah, that's right.

13 Q. And so by "normal class operations," were you
14 referring to in-person and on-campus classes as being
15 normal class operations?

16 A. We assumed that we would be back to largely an
17 in-person instruction program, as naive as that seems
18 right now.

19 Q. And do you have an understanding as to why the
20 NWCCU was reaching out to the University of Washington
21 about its transition to online instruction?

22 A. My only understanding of that is from the
23 attached e-mail to this document from Sonny, who's the
24 president of NWCCU.

25 Q. So you do not have a separate understanding

REPORTER'S CERTIFICATE

I, NATALIA AGUIRRE, RPR, a Registered Professional Reporter, certify;

That the foregoing proceedings were taken before me at the time and place therein set forth, at which time the witness was put under oath by me;

That the testimony of the witness, the questions propounded, and all objections and statements made at the time of the examination were recorded stenographically by me and were thereafter transcribed;

That before completing of the proceedings, review of the transcript was requested;

That the foregoing is a true and correct transcript of my shorthand notes so taken.

I further certify that I am not a relative or employee of any attorney of the parties, nor financially. Interested in the action.

I declare under penalty of perjury under the laws of California that the foregoing is true and correct.

Dated: November 14, 2022.

A handwritten signature in black ink that reads "Natalia Aguirre". The signature is written in a cursive, flowing style.

NATALIA AGUIRRE, RPR

VERITEXT LEGAL SOLUTIONS
COMPANY CERTIFICATE AND DISCLOSURE STATEMENT

Veritext Legal Solutions represents that the foregoing transcript is a true, correct and complete transcript of the colloquies, questions and answers as submitted by the court reporter. Veritext Legal Solutions further represents that the attached exhibits, if any, are true, correct and complete documents as submitted by the court reporter and/or attorneys in relation to this deposition and that the documents were processed in accordance with our litigation support and production standards.

Veritext Legal Solutions is committed to maintaining the confidentiality of client and witness information, in accordance with the regulations promulgated under the Health Insurance Portability and Accountability Act (HIPAA), as amended with respect to protected health information and the Gramm-Leach-Bliley Act, as amended, with respect to Personally Identifiable Information (PII). Physical transcripts and exhibits are managed under strict facility and personnel access controls. Electronic files of documents are stored in encrypted form and are transmitted in an encrypted fashion to authenticated parties who are permitted to access the material. Our data is hosted in a Tier 4 SSAE 16 certified facility.

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Exhibit 8

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

- - -

ALEXANDER BARRY, individually)
and on behalf of all others)
similarly situated,)

Plaintiff,)

No: 20-2-13924-6-SEA

vs.)

UNIVERSITY OF WASHINGTON,)

Defendant.)
_____)

REMOTE DEPOSITION OF SUZANNE ALLEN

Boise, Idaho

Wednesday, November 9, 2022

REPORTED BY: NATALIA AGUIRRE, RPR

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY

- - -

ALEXANDER BARRY, individually)
and on behalf of all others)
similarly situated,)

Plaintiff,)

No: 20-2-13924-6-SEA

vs.)

UNIVERSITY OF WASHINGTON,)

Defendant.)
_____)

Remote deposition of SUZANNE ALLEN, taken on behalf
of Plaintiff, Boise, Idaho, commencing at 2:39 p.m.,
Wednesday, November 9, 2022, before NATALIA AGUIRRE, RPR.

1 is across the five-state WWAMI, or Washington, Wyoming
2 Alaska, Montana and Idaho region, we have had different
3 sessions that we do virtually so that all students across
4 the six campuses are able to participate in the same
5 activity at the same time.

6 That was pre-pandemic.

7 Q. Okay. But in terms of the program as a whole
8 where the lecture portions of the educational components,
9 are there any programs within the University of
10 Washington Medical School, including, but not limited to
11 the physical therapy program, where, prior to the
12 pandemic the university said, "This program is going to
13 be an online program as opposed to an in-person program"?

14 A. No.

15 Q. So put another way, none of the programs are
16 intentionally planned to be an in-person -- it's been a
17 long day already.

18 Put in another way, none of the programs within
19 the University of Washington School of Medicine are
20 ordinarily remote, online-only programs; correct?

21 A. Correct.

22 Q. But that changed in March 2020; correct?

23 A. In March 2020, we transitioned our programs to
24 be virtual because of the pandemic.

25 Q. For the winter quarter 2020, what portion of

1 Q. No worries.

2 A. Okay. Thank you for your patience.

3 Now, can you ask me the question again.

4 Q. Does the dress code exist because there's an
5 assumption that, in ordinary times, interactions would be
6 in-person interactions?

7 A. Yes. In ordinary times, we would be interacting
8 in person.

9 Q. And prior to the pandemic, the expectation at
10 the University of Washington was that the doctor of
11 physical therapy program would be a program that was
12 delivered in person and on campus; correct?

13 A. Correct.

14 Q. Turning your attention next to a document that's
15 been marked as Exhibit 21, produced as UW00017073.

16 (Plaintiff's Exhibit 21 was marked
17 for identification.)

18 BY MR. KUROWSKI:

19 Q. Prior to today, have you seen Exhibit 21?

20 A. No.

21 Q. It's a document titled, "Acknowledgement of
22 acceptance"; correct?

23 A. Yes.

24 Q. Do you have any understanding as to what an
25 acknowledgement of acceptance is within the University of

REPORTER'S CERTIFICATE

I, NATALIA AGUIRRE, RPR, a Registered Professional Reporter, certify;

That the foregoing proceedings were taken before me at the time and place therein set forth, at which time the witness was put under oath by me;

That the testimony of the witness, the questions propounded, and all objections and statements made at the time of the examination were recorded stenographically by me and were thereafter transcribed;

That before completing of the proceedings, review of the transcript was requested;

That the foregoing is a true and correct transcript of my shorthand notes so taken.

I further certify that I am not a relative or employee of any attorney of the parties, nor financially. Interested in the action.

I declare under penalty of perjury under the laws of California that the foregoing is true and correct.

Dated: November 14, 2022.

A handwritten signature in black ink that reads "Natalia Aguirre". The signature is written in a cursive, flowing style.

NATALIA AGUIRRE, RPR

VERITEXT LEGAL SOLUTIONS
COMPANY CERTIFICATE AND DISCLOSURE STATEMENT

Veritext Legal Solutions represents that the foregoing transcript is a true, correct and complete transcript of the colloquies, questions and answers as submitted by the court reporter. Veritext Legal Solutions further represents that the attached exhibits, if any, are true, correct and complete documents as submitted by the court reporter and/or attorneys in relation to this deposition and that the documents were processed in accordance with our litigation support and production standards.

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Exhibit 9

UNIVERSITY OF WASHINGTON BACK-TO-SCHOOL TOWN HALL

July 10, 2020

PANELISTS

President Ana Mari Cauce

Vice Provost of Academic and Student Affairs Phil Reid

Vice President for Student Life Denzil Suite

Vice Provost and Dean of Undergraduate Academic Affairs Ed Taylor

Dean of the Graduate School Joy Williamson-Lott

Moderator: Assistant Vice President of Communications Jack Martin

TRANSCRIPT

Jack Martin: Hello and welcome to this town hall on the university of Washington's plans for the autumn quarter. I'm Jack Martin, assistant vice President for communications and I will be facilitating today's discussion. In advance of the town hall he received inquiries and questions from more than 300 members of our community. A few key topics have emerged and we will focus on those to begin the conversation. You can also email your questions to presofuw@uw.edu during the broadcast and a full recording of the town hall will be available later if you missed part of it.

To answer your questions we have five UW leaders with us today. President Ana Mari Cauce, Vice Provost of Academic and Student Affairs Phil Reid, Vice President for Student Life Denzil Suite, Vice Provost and Dean of Undergraduate Academic Affairs Ed Taylor, and Dean of the Graduate School Joy Williamson-Lott. Dr. Williamson-Lott and Dr. Reid are co-chairs of the back-to-school taskforce.

I will also note there are town halls for UW Bothell and UW Tacoma respectively. Bothell's is happening right now and Tacoma's will take place July 13. We posted links to both of those on uw.edu/President/townhall. To begin today's conversation, I would like to introduce President Cauce for some opening remarks.

Ana Mari Cauce: Thank you so much, Jack and thank you all for joining us today. I want to begin by recognizing this is a time of uncertainty and concern, quite frankly for all of us on campus. But particularly for parents and students as they are trying to make decisions going forward. And I wish I could reassure you that and give you some certainty about the course of the pandemic, obviously I cannot do that. But what I can do is assure you that as we make decisions the safety of our campus, classrooms, residence halls, your safety is front of mind for us. And that I can give you absolute assurance.

Safety is our top priority as we continue to prepare for really a host of contingencies because the pandemic is in charge and we have to be ready for lots of possibilities. All of those, and all of those possibilities, we are following Washington states safe start plan and guidance for universities that is informed by public health guidance including the very top biologists, public health doctors, right here in our world-class university of Washington medical center. I also want to remind you that we were the very first university in the whole country to decide to go remote when we realized that it was not entirely safe to have our students on campus, we made the tough decision, and we led the way, and we will continue to do that.

We wrote to you a couple weeks ago announcing that we are going to go into a hybrid mode of instruction. And that means we will be mixing up online with in-person. We will also be providing extensive support and student engagement opportunities for our students. Whether they are going remote, and especially if they are coming in-person. We are going to activate the campus to the fullest extent possible. While ensuring that health and safety guidelines are absolutely top of mind.

A lot of times things are framed in terms of closing and reopening, and we get asked are you going to reopen? I want to remind everyone that we never closed. And I don't just mean our medical center. During this entire time, we have had over 2000 students in our dorms, for a host of different reasons, students elected not to go home, in some cases they did not have safe homes to go to, for a range of different reasons. So we had more than 2000 students in our residence halls since March. And they have been here throughout the very height of the pandemic. And throughout that entire time we have only had a handful of positive cases, I can count them on one hand. Less than 1%. And they have all resolved quickly without a lot of community spread. So we've already proven, we already have experience in keeping our on-campus residents safe. We will continue to follow those guidelines.

Now, I know that many of you have been reading the papers and you been hearing about our Greek Row neighborhood, that's right north of campus, that we have had an outbreak there. That has been a learning experience for us. And it has been a wake-up call.

First of all, we learned that when we have an outbreak, we need to respond quickly. And as you may know, or maybe you don't, we were able to stand up a testing facility because of our wonderful UW medical center, we were able to stand up a testing facility right on Greek Row, and within a couple of days we tested over 16,000 students in the Greek Row neighborhood. And we also worked to contain this with them, they did go into isolation, and we learned a lot about how to quickly control an outbreak. Again, because we happen to be right next door to one of the very best healthcare systems in the country.

But we also learned that while we have been focusing on preparing our on-campus residents, and working with our students at the residence halls, this outbreak showed us that we need to accelerate education, for all students now, even though we are entirely remote at this moment, that we need to be educating our students that are off-campus because many of them are here, and did not return home, or they returned back to the Greater campus area.

One of the messages that is important for us to get across to students is at times it has not been the message they have been hearing, is that they are every bit as at risk to get COVID as are the elderly. Yes, those people who are older are more likely to die from COVID, but young people are absolutely just as apt to get COVID, as anybody else and as we learn more about the effects of COVID, and it's important for people to realize, we are still learning a lot about COVID, we don't know it all. It is a brand-new disease. We are learning that in fact, even for those people who are fairly close to asymptomatic, or who have very, very low symptoms, that there may be health repercussions down the line.

So it is important for us, and we are working very hard and will continue to work very hard to get the message across to students that they are not just carriers and transmitters, is not just about protecting their grandparents, it is about protecting themselves and their peers and our entire community from the major disruption and from serious health effects. So we are now actively engaged in creating a kind of environment in which students are aware of the health risks to them, to their friends, not just to their grandparents. And one of the things that we have already worked on in our residence halls and that we will now continue to work on as students do come back and not just on campus, but in the neighborhood, is to create a culture that puts health and community first and foremost in the minds of all our students.

We are part of the community we live in, we are not separate from our community. And one of the things you will notice as we create our safety plans, we recognize one of the best ways of keeping our students safe and healthy is keeping our entire community safe and healthy. And UWMC has been partnering with the city of Seattle, with King County, and with the state, keeping our entire community safe.

This crisis will continue to test our resolve. It will test our character. And it will test our students and our ability to make good choices including putting our community first. But I have enormous faith in their our student, faculty and staff, we can do this. We can have a truly fabulous quarter for learning, and for taking care of not just our physical health but our mental health. Yes, COVID is out there affecting our physical health. But the mental health consequences of being isolated, are also real. And we have to deal with both. Our students are smart, these are

compassionate young people, I believe that they can make a difference in creating a safe, healthy and meaningful quarter for us all. So thank you to everyone who sent in questions, and we look forward to addressing the most pressing ones today.

Jack Martin: Thank you President Cauce, obviously as you mentioned, one of the most pressing questions people have for the fall is about how we will keep students safe, I would like to start with Dean Taylor and I know Vice President Suite has some information to share here as well. What can students expect when they return to campus?

Ed Taylor: Thank you Jack. I'm going to bridge from what Ana Mari just said, President Cauce just said. Here's a moment when I cannot be more proud to be part of the public research university. The people on this campus, the faculty and the staff, and the staff who work so closely with the custodial staff in our buildings right now, engaged in this very fine performance I might say, of asking two important questions. What is the research and public policy tell us to do? What do we learn from research and public policy?

Much of that research is coming from our university. And what are practical things we can do day to day, how does that inform our day-to-day engagement? That has been a fine rhythm we have been in since March, it has been remarkable to see this campus working together, preparing for students to come back. Here's the important part of this, we know that some of this, will be practical, tangible kind of things we need to do, guided by research. Some of this is a cultural issue, just as the President has said got this means changing the culture of the campus.

Joy Williamson-Lott and I are going to work together on creating something called the Husky Pledge, Joy's smiling about this because this is going to be fun work for us to do together, it will involve undergraduates and graduate students. I'm going to tell you where this comes from. It's not an idea that comes from us, this comes from our students. And it comes from conversations with student after student after student who have said staff are leaning in, custodial staff are going to lean in, faculty are going to but for this to work, students have to own it and students have to lead it.

We're going to ask students and work with them to develop this notion called the Husky Pledge, where we lead this moment in time and look after each other and we are each other's keepers. Not just a roommate, not just our classmates, but our custodial staff. Our faculty as well. That we do the work to care for and lead to this moment. We going to ask our students and our community to do something that no class has ever done before in in the history of this university, so it's going to be driven largely by you.

When I talk to students I've heard two things: one is that people doubt we can do it. And the second is, we know we can do this. So we are going to have this pledge for the students, we are going to drive this and create a culture on this campus. It turns out that Joy and I some years ago taught a course that had the same name, Joy taught it and I taught it, and it was called Education as a Moral Endeavor. In some ways as we work together we will see this as a moral endeavor and change the culture of this campus. So we keep each other safe. That the cultural part.

I'm going to turn part of this question to Denzil because there are some practical things parents and families and students want to know which is what are we going to do for testing? What happened to somewhat test positive? What are practical things so Denzil if you might take up those questions?

Denzil Suite: I appreciate that. I'm happy to speak on that. I think the key take away is that robust testing will be available for faculty, staff and students. We ask anyone who has symptoms, to be in touch with our own environmental health and safety.

We are also keenly aware that some communities have been disproportionately affected by COVID-19 including our African American communities as well as individuals with underlying health conditions. We are taking all that into consideration as we prepare plans.

There will be surveillance testing which will be developed in conjunction with our campus health experts. It will be based on the most current public health guidance. This will help us with the identification of asymptomatic and presymptomatic cases. And we will have a lot more information on that as we get closer to the start of the term.

I did also want to mention that if cases were developed in the residence halls, the residential staff are well trained to handle this. And will work in support of environmental health and safety to manage these cases.

For on-campus residents we will have several designated isolation spaces, for confirmed cases. However the majority of close contacts needing quarantine, will be able to stay in their rooms because many of our spaces have private baths. We can then deliver food, packages, and other items directly to our residents at their doors.

Those of you who are living off campus, we do encourage you to develop a COVID safety plan prior to arrival, including thinking through isolation and quarantine protocols.

Jack Martin: Thank you. UW medicine, other health providers and researchers are talking a lot about the value and importance of masks. Vice President Suite, I want to stay with you for a moment. What are the UW's policies about masks and will masks and other PPE be provided? And a simple kind of straight forward question, if an instructor has a course and the student's in the room, they are not wearing a mask, what happens there and conversely, what happens if a student has a class and their instructor isn't wearing a mask? Can you walk us through the questions around masks?

Denzil Suite: All good questions. What we have learned— let me start by saying, what we have learned from our public health officials is that masks and other good hygiene practices are very effective in stemming the tide of this virus. So the policy at the university of Washington is that everyone must wear a face covering indoors whenever there are other people present. This includes common areas such as hallways, stairways, restrooms, elevators, and even outside when it is not possible to stay six feet away from others.

I would say that we are all part of the Husky family. And family members take care of each other. And wearing a mask is just one of the ways in which we demonstrate that care. So we are really counting on voluntary compliance and participation to develop this culture of care.

And while we will have some availability of masks when students arrive, we are strongly encouraging students, faculty, and staff, to bring their own reusable masks to campus at the start of the new term.

Jack Martin: Thank you. I want to turn to academics, Vice Provost Reid, we have heard from students and families who want to understand what the hybrid model for the fall will look like. Can you talk about that and also share how many classes in the fall term will be offered remotely vs to in-person?

Phil Reid: I'm happy to do that, Jack. What hybrid means is that, of our courses, some will be offered remotely, and others will be offered in-person. Of the total 7,000 courses we typically offer in autumn, 2,000 will be offered in-person. Those in-person courses are things like practical training – I'm a chemistry professor – so laboratories, things that are difficult to do remotely. There will be large lecture courses that will be remote but in-person discussion sessions and smaller groups to discuss topics in the course. Some of those will be in-person. And we offer in-person

courses that support academic success of students. We have something called FIGs, first-year interest groups, the students take a couple of courses in common. Those have been shown to help students be successful. Half of the FIGs we are offering in the fall will be offered in-person to promote student academics.

Jack Martin: Thank you. I want to stay with you for a moment. We've also received questions from students asking for more clarity about whether they can choose to take all of their courses remotely in the fall. Can any student choose to learn remotely for any reason and what kind of accommodations will be made for students who want to be enrolled in an in-person course?

Phil Reid: A great question. First of all, if a student would like to take all of their courses remotely and do an entirely remote schedule that is fine. I don't need a doctor's note, you can do it for any reason, entirely fine. In terms of the second bit for in-person versus remote options, they will not be a required remote option for the courses but we are encouraging our faculty to build in a remote option for those in-person courses, in the eventuality, if we are not able to do instruction in the fall, and we are doing anything remotely, we want to make sure those courses can go back and be taught remotely, so that students can maintain academic progress.

Jack Martin: Thank you. A related subject, this time from the faculty members' perspective or instructors' perspective, including our teaching assistants. What is the university's guidance for instructors who might be scheduled to teach an in-person class but don't feel that it's safe for them to do so for a variety of reasons?

Phil Reid: This is a great question and one we have been thinking about a lot as we prepare for the fall. As Ana Mari said in the opening, safety is first and foremost in all of our planning for the fall. That extends to classroom and instructional programs. Classrooms will look different in the fall than the past. We reduced occupancy so we can maintain six feet of physical distancing. As you heard from Denzil, everyone will be wearing a mask in the classrooms, and all common space and buildings. We've added an hour between classes and will control entry and exit in buildings so that students and faculty and instructors can get in and out of buildings without crowding and maintaining distancing. We are doing everything we can for operations of classrooms to operate them in a safe way as possible.

If an instructor has reservations or concerns about teaching in-person, they are encouraged to contact their chair or the program director, whoever is in charge of helping with teaching assignments to talk about those reservations and see if those concerns can be accommodated by moving to remote instruction. In our planning, in all facets, we've been very consistent, that if someone's work, a student, staff, or faculty member, can be done remotely, then that option should be seriously considered and explored.

Jack Martin: Thank you. Dean Taylor, obviously the college experience to being at the university to what happens outside the classroom, many undergraduates have asked what they can expect day to day life to be like this fall and how students - especially incoming and transfer students - can start to build community and get the college experience? Can you speak to that?

Ed Taylor: That's the heart of our work. And the work of my unit and Denzil's and our colleague Rickey Hall who is our university diversity office and Dr. Joy Williamson-Lott. I want to say this on behalf, I will speak for my colleagues. One of the things that is so inspiring, that your audience will not get to see, behind us, in our buildings, at their

homes, our staff who are creating an environment for students in creating a culture for a students. And they have been working tirelessly since this pandemic hit. Day-to-day. Around one fundamental concept. That how we carry out our mission may change but our mission does not fundamentally change at all.

I know this is on the minds of parents and so many students when they come to campus, what is it going to be like? We're going to be honest with you. It is not going to be like a year ago, you will come to the campus arm in arm with thousands of students. It will look and feel different. How we carry out our mission will change some but our mission will not change.

The kinds of things students are concerned about: do I get to find a learning community, the answer is yes. We will do that in hybrid form, some face-to-face. In small groups with social distance like Phil Reid just said. Freshman interest groups, a percentage will be virtual some will gather around campus. Practicing social distancing. Advising and academic support, these are important. Will they be available? Absolutely. They will not be in small offices that are closed with no windows. We will be practicing good public policy. They will not be sitting face-to-face, we practice physical distancing, much will be virtual and online. We will have advisors accessible to you, and academic support accessible to you. Recreation opportunities and those kinds of things.

We had an undergraduate research symposium because we are known for undergraduate research on this campus. In may we moved to a virtual undergraduate research symposium, the quality of that research and engagement through our faculty and graduate students and undergraduates, together, did not change a bit, the quality was exceptional.

The way we deliver that will change. You can expect, when you can't come to campus, it will feel different, it will still be active and alive, we will orient you and engage you. One thing we do at the start of the quarter, thousands of students to a big picnic and a big welcome. We bring our President over and we form a big 'W' with thousands of students and put the President in the middle of that W. It won't be a physical W like that.

We do a lot of hand-to-hand orientation. We won't do that this year. But we will be doing peer-to- peer engagement, you will be meeting your peers, you will be welcome to campus, you will be engaged in learning communities, you will find the experience is truly a rich and distinct experience.

I want to say something else. I want to send a message to the new students and returning students. We also recognize how unique this moment is in history. And knowing full well that when you come here , that you will be a part of history, and some of my colleagues who are historians, one of them is here, reminds us that some of the work you do today is going to be a contribution to the history of 2020. The history of the University of Washington. I will be teaching a freshman seminar on this. Around the pandemic, around race in America, around the economy right now, and also as we come into November, we come to an election season, what does it mean for some of you to vote for the first or second time?

This is an important, historic time. The campus will feel different, our mission will be very much the same. Denzil, I don't know if you want to say something about registered students organizations and the kinds of opportunities for students as well.

Denzil Suite: I'm happy to. Let me just briefly say, registered student organizations, that's RSOs for those of you who do not know the UW lingo, RSOs , they will continue that experience. We know that the out of classroom experiences are critical factors in student success and growth. All RSOs will be able to remain active and have access to student activities office, as well as the student activities office advisors both in-person and remotely.

For those of you out there who are officers in an existing RSO please do make plans with the student activities office to register for the autumn quarter. We will allow and have some in-person meetings and events, if they comply with the restrictions on gatherings, but regardless, we encourage all students to get involved in some sort of student organization, we also encourage our faculty and staff to serve as advisors to these groups.

Jack Martin: thank you. I would like to stay with you for a moment, Vice President Suite. You mentioned some facilities, Dean Taylor did as well. We have been receiving questions around facilities. How will they operate in the fall term? Can you share what the plans are for things like the libraries, recreation facilities, other centers of community on campus? And workout and recreation facilities?

Denzil Suite: Happy to do that. Most of our offices and facilities will be open for, I guess, limited in-person interactions at the start of the quarter. The student union, again, for those of you who are new, we affectionately call that the HUB. It anticipates being open, while offering some of their services remotely as well.

Our recreational facilities such as the IMA workout facilities, basketball and others, are planning a phased reopening of facilities. And in fact, we've already seen a partial reopening of the waterfront activity center where you can go rent a kayak, and experience lake Washington, and from my perspective the most critical of all, the golf driving range is now open at 50% capacity. And that will bring my skills up to 25%, but that's a different town hall. We are also planning to offer in-person and remote fitness classes. There will be activities, we will follow public health guidance, which you can plan on entering some of our more iconic facilities and facilities dedicated to your health.

Libraries continue and will provide a range of remote services and learning opportunities for students, staff, and faculty including, 24/7 chat services. They offer interlibrary loans for electronic materials and research consultations through zoom. While they cannot open in Phase 2, they are assessing what Phase 3 operations will look like. The bottom line here is that when you come to campus, there will be access to the facilities you have come to know and rely on.

Jack Martin: Thank you. Vice Provost Reid I want to turn to the question of tuition and fees. A number of students and families have asked if there will be any changes to tuition or fees this fall, either for students not participating in in-person instruction or for out-of-state students who are not returning to campus and will be studying remotely? Can you speak to that?

President Cauce: Jack, why don't you let me take that question. It might be more appropriate for me to take it. First of all, I really want everyone to know that we recognize that students, parents and quite frankly our faculty, prefer in-person. It's kind of lonely here without having the students here. And we plan to return in the fall to as much in-person as is possible in a safe manner. And we really look forward to having 100% in-person as soon as that is possible. That is something we all want.

I also think it's important to recognize that the University of Washington's world-class faculty and instructors bring absolutely the same expertise, experience, knowledge, and passion to the remote classroom as they do to the in-person classroom. In fact, I have been so impressed by the creativity, ingenuity, and enormous amount of work that they have put into bringing these courses remotely. It is harder to do this remotely that it is one-on-one. And our faculty has been working incredibly, incredibly hard. And whether in-person or online, a university of Washington education, the educators remain the same.

And your degree has the same value. The hybrid approach means you will have access to as many in-person courses as possible, prioritizing courses for hands-on is an essential part of learning. For example our performance courses, our lab-based courses, we also hope that our out-of-state students will return to campus as well. We will be offering the same value.

And for out-of-state students, as a reminder, the fact that you are paying higher tuition is not a reflection of whether a course is online, or whether it is in-person, it reflects the difference because our in-state students, their state taxes are going to support their ability to be here at a lower price. I also want to remind you all that the university of Washington time and time again is at the very top of the list of whether it is best bang for the buck, or best value. We are a bargain whether in-person or remote.

Jack Martin: Thank you, President Cauce. Dean Williamson-Lott, I want to return to a topic of our graduate and our professional students. First with a question that we received about how changes to autumn quarter are likely to affect graduate student employment?

Joy Williamson-Lott: Thanks, I want to say hello everyone, I'm glad to be here. The graduate school and I look forward to welcoming you, or welcoming you back to the fall quarter, whether that is remote, in-person, or both. It does not matter, we have lots of resources and programming that can support you in your academic journey so we can be partners in that. Please don't be a stranger.

The question about student employees, lead postdoctoral researchers, a question about appointments and what that means for the fall, but I can tell you is that you speaking directly to you, you received and accepted an offer for the fall, those offers will be honored. What might change is the nature of the work that you might have to do. Things are ever-changing, perhaps what you were supposed to be doing now has to be remote, so the job description might change for you. But what will not change is compensation or if you were offered a tuition waiver, or benefits. Those things remain the same. The job might be different, but the offer that you've accepted and the benefit and tuition waiver and compensation with it remains the same.

Jack Martin: Thank you. Graduate students obviously research is a huge portion of what they are doing here, can you also discuss how the changes to the fall term will affect their ability to conduct that research?

Joy Williamson-Lott: Sure. This is a big question. I want to start with reminding us that research at the university of Washington never stopped. We've had laboratories, and equipment, and materials that need attending to, many of our graduate students and postdoctoral scholars have been working with our faculty on very important COVID-19 related research. That research continues and we have other graduate students whose research has continued because their access to materials or data was not impacted during the crisis.

Obviously, there's been research needed to be put on hold. The way we ramp up that part of our research enterprise is by marrying it to and taking cues from the governor's office, particularly with this phased start, we are in Phase 2. Matching it to the governor's phases as well as taking from public health officials on how to keep everyone safe. In Phase 2, in-person research is possible, and so we are ramping back up that part of our research enterprise. You can expect to be back in your spaces, however, there will be regulations and restrictions on it, health and safety is our priority, you've heard this as a theme throughout this town hall.

If you're going to be working in a lab those labs are required to come up with disinfecting schedules, rotating lab schedule so not so many people in the lab at the same time. You will be required to wear personal protective equipment, those types of things. For students who are involved in field research, it will be similar kinds of requirements there to protect everyone. We will be ramping this back up in the fall. I'm hoping that you will be able, as long as we are in Phase 2 in the fall, to be able to start to realize our full potential in the area of research. To work with things before I turn it back to you, Jack.

One of the big questions I get from doctoral students who are doing this, they are very worried about what that this pause has meant for their academic careers, their forward momentum, their progress. And the biggest piece of advice I can give you is to stay in contact with your faculty mentors, your principal investigators, they are best positioned to help you think through how best to realize your research goals, whether changing your methodology, perhaps changing your data sets, looking at your data in a different way, they are best positioned to help you continue with your forward progress.

And second, health and safety is our first priority. And so no research personnel including graduate students and postdoctoral scholars can be compelled to return to their labs or there in-person work or into the field. Health and safety is a first priority. We have messaged PIs, principal investigators and faculty mentors about that, and they know that they are expected to make accommodations when necessary. Yet another reason to reach out to your faculty members and PIs.

Jack Martin: Thank you. Vice President Suite, President Cauce mentioned in her opening remarks the outbreak in the houses on Greek Row, what sort of policies and measures will be in place to keep fraternities and sororities safe this fall and how will those be able to be enforced?

Denzil Suite: Thank you for that. I do know President Cauce spoke some about this, let me reinforce that our chapters and the inter-fraternity counsel are taking this extremely seriously. And they work cooperatively with the UW and with king county public health during this outbreak. I do commend students on quickly getting tested, as you heard President Cauce say, 1600 students got tested in just a few days. And I've also been impressed with the degree to which they have been following quarantine protocols.

We immediately, after this outbreak happened, we were having regular meetings and interactions with the Greek community, they work with us in terms of developing protocols for individuals who may have been affected, to stay in the rooms, to get food delivered to their doors, and to create isolation protocols that slow the spread of this disease, of this outbreak. We will continue to work with them to ensure safe practices, distancing, and also, helping develop reduced capacity guidelines. I would say the bottom line, is that no one is hurt more by an outbreak in the Greek community than the community itself. So they are committed to working with us to ensure this is not repeated.

Jack Martin: Thank you. President Cauce, earlier this week, department of homeland security announced that it was going to require international students to be enrolled in in-person instruction in order to stay in the U.S. you had a blog post critical of that announcement. How is the UW responding to this and what guidance do you have for international students?

President Cauce: First of all, I want to repeat that, I think that I speak not just for myself but for practically every leader of higher education across the country, is that this new ruling is a real slap in the face, in fact it's cruel and callous to students who are bringing an incredible richness to the learning experience of all of us, if anything, this pandemic has shown us that borders only go so far. And that everything is global. And so being able to give all of our students a global learning experience is absolutely positive for all of us. And so I want to be very clear about just how awful this is.

I also want to point out that the changes are not just, they are not yet final. And we are right now working with our state congressional delegation and federal officials to understand and to see how we might be able to change these rules. And so we are actively participating in that. I'm also in the process of having discussions with our attorney

general's office to see if it makes sense for us to join some of the lawsuits that are out there, or whether we should be pressing our own. That is very much an active conversation.

I can also tell you that we are in the process, and Vice President Reid has a very- he's spending a lot of time on this, making sure that we create in-person classes so that our international students can take in-person classes, that are important. I'm not talking about sham classes, I'm talking about real classes that will add to their learning experience and that will lead to degree process. We have now reached out to all of our international students, and asked them to please contact us so that we can work with them individually so that we can better understand how it is that we can help assure that they are getting the coursework that they need to be able to stay here.

I want to say to all of our international students, we stand with you, and we will be fighting for you and fighting with you, to make sure that you can stay and complete your education, and help make this learning environment better for all of us.

Jack Martin: Great, thank you. I want to stay on the topic of international students. And turn to you Vice Provost Reid. We've had a number of questions about whether the university will be able to make any accommodation, such as through partnership with a local university overseas, to create hubs where students could learn remotely in the same location. Is the UW considering any such arrangement?

Phil Reid: That suggestion came in earlier and it is really clever. For the folks who submitted that idea, thank you. I took that idea to my colleagues in global affairs and what we are going to do is reach out to some international institutions, and universities. Where we have existing partnerships to explore this idea and see how it might work. One of the challenges might be, everybody is dealing with the pandemic. Their operations other universities may or may not allow for the creation of these hubs. We are going to explore that idea. For those of you who suggested it, thank you for that suggestion.

Jack Martin: Thank you. President Cauce, a number of staff and faculty have asked: how will the UW provide support or accommodations for employees who are parents or caregivers if K-12 schools do not reopen for in-person instruction?

President Cauce: First of all, we don't know exactly what is going to happen in K-12 schools, but we have to begin now planning for the possibility, it has been incredibly difficult for any of our faculty involved in remote instruction, and you can just imagine how much more difficulty it is when you are teaching your child as well as teaching courses. I want to recognize how incredibly difficult this is.

I also want to let people know that we have formed, we are in the process of forming a task force that will be headed up by a director of work life and that will include representation from not just faculty, but also our postdocs, our graduate students, undergraduate students, to work together to see how we can better address this issue. I think it's important to point out that also, it is not affecting everyone equitably. And what I mean by that, yes, in some cases, we have caretakers who are fathers, etc., but that primarily, this caretaking duty, and not just for children, in some cases it is for family members that might be sick and have COVID, it does disproportionately on women.

I'm actually part of the national academies of science and engineering committee on women in science, and we are very concerned about how this might affect the career trajectory of women just as they are moving up the ranks into full professors, etc. And we will be talking about how we can extend the tenure clock on how we can take that into account. So I know that I cannot give you assurance that we are going to make everything perfect, this is a problem

that is facing not just faculty and staff here at the university, but all across the country. In professions, whether at university or not.

We will be working with you, we have also reached out to our supervisors, and in some cases for staff, that is a supervisor for faculty that's more likely a chair and asked them to be as compassionate and flexible as possible. This is something that we are concerned about, this is something that we are actively working on. And we will do our best to support our faculty and our staff who are caretaking during this difficult time.

Jack Martin: Great. Thank you. I want to go to a question that has been emailed in while we have been live. I'll ask this of Vice Provost Reid. Is the university planning to go all online instruction or close after Thanksgiving as some universities have done in changing their academic calendars?

Phil Reid: The answer is, the short answer is, we are going to run the standard academic calendar, there will be instruction after Thanksgiving. We will not be going all remote. The reason for this is, unlike a lot of schools making this choice are semester schools and a lot of the instruction has occurred already in the semester school before Thanksgiving. We are a quarter school and we start September 30th so it's a short duration of time between then and Thanksgiving, in order to run the courses as it should be at have all the instruction occur, we are going to run the academic program and have instruction after Thanksgiving. It's just difficult to do that for a quarter school.

President Cauce: If I might also add, that for a semester school, the Thanksgiving break as an entire week. For people to leave for a week and come back is very different. We have a much shorter Thanksgiving break.

Jack Martin: Thank you both. Vice President Suite, housing is a hot topic. Many students have asked about on-campus housing if they decide not to come back to campus for autumn quarter but would maybe want to come back in winter quarter or spring, can students who decline housing for the fall retain their eligibility and rooming options for the winter and spring quarters?

Denzil Suite: Thank you for that question. I know housing is a hot topic. Let me start by saying, that we anticipate being able to house all of the students who may need to live on campus, and many have already confirmed with us the desire to live with us in the fall. As a reminder, most of our housing includes double rooms with private baths. And in areas, with more shared restrooms, we are de-densifying those facilities and placing one student per room with enhanced cleanings of public spaces and restrooms.

We will be offering increased grab and go options for dining, which includes eliminating soup and salad bars, with items that are now prepackaged such as soups and salads so you can take those with you. Dining staff has historically practiced industry-leading safety and food handling and that will continue.

To the question specifically, if students do choose to cancel their housing application, they will not be charged as long as they cancel by this coming Sunday which is July 12. Students who cancel will be able to reapply for the winter quarter, and for the next academic year, 2021-2022. And they will retain their returning resident priorities. I will also say that given the time limitations the situation has caused, new students will be getting their housing assignment notifications beginning in mid-August.

As you can imagine, because of the many uncertainties due to COVID-19, our housing team is making up-to-the-minute changes based on the best public health recommendations.

Jack Martin: Thank you. I'm going to go to another question that has been emailed, around scholarships and financial aid so I think Vice Provost Reid, I will send this to you first. Will the changes for autumn quarter have any impact on scholarships or financial aid?

Phil Reid: My answer to that would be, no. Essentially we are going to be supporting our students with financial aid and scholarships, per usual. I would say that we do a substantial amount of financial aid through essentially, the Husky Promise. To make sure that students have the resources they need to attend the University of Washington. We also, I would also say I understand for some families, clearly, their financial situation has changed because of COVID and if that is changed I encourage them to contact the Office of Student Financial Aid so we can't readdress their situations. And see if there might be more aid available for that was first identified when they submitted their financial aid information. And the third thing we've done in response to COVID is to create an emergency financial aid fund. That is to provide immediate funds to students that are facing a crisis where money will basically help them for example it could be rent, or it could be technology or something like that. In response to COVID we have created new forms of financial aid to support students in some difficulties created by the pandemic.

Jack Martin: Great, thank you. I will also note there is an employee emergency fund available for UW faculty and staff who have been impacted by the pandemic. And also thank the many people across the university who have donated to that fund to help their colleagues. President Cauce, I want to turn another email question to you, which is that we have a lot of Husky Athletics fans who are watching, questions around the fall sports schedule are obviously top of mind, what can you tell us about plans for football and other fall sports?

President Cauce: I know that people are interested in this question. Quite frankly things are very much up in the air. In fact about a half hour after this town hall, we will be having a zoom meeting of all the Presidents in the Pac-12. I want to remind people that the Pac-12 is arguably right up with the Ivy League in terms of its very strong academic credentials. Our partners in the Pac-12 include Stanford, Berkeley, UCLA, absolutely top universities. And we are putting our student athletes first as we make these decisions.

Just like students want to come back, our student athletes who are students very much they want to come back, they want to play, they want to compete. And we have been bringing them back to start preparing in large part because quite frankly, it is safer for them to be working out here, where they can be supervised by trainers, etc. than doing this on their own. Any decisions that we make will be made with safety first, we have one of the strongest groups of public health officials, including some of our own faculty in biology and public health, consulting with us, on what is safe and what is not.

Right now the whole range of options is open, there may be a possibility of just doing in conference play, we just play within the Pac-12. It may be possible that we end up suspending play. Everything is on the table, and we are taking it a step at a time. And we will let you know as we know more.

Jack Martin: Thank you. Another question emailed in about study abroad, Vice Provost Reid I'll direct this to you as well. What impacts will there be on the study abroad? There are a number of travel restrictions. Around the country in the world right now. What options are there for study abroad in the intermediate term?

Phil Reid: Study abroad is not my area of expertise, I can't say that with travel bans and travel restrictions, to be honest, it is curtailed the amount of study abroad opportunities we can offer the fall. Again, we are thinking about the programs, we follow CDC guidelines. We follow the travel bans and advisories they provide. And we make decisions with the safety of our students first and foremost about if we can offer study abroad programs in a safe fashion. And right now I would say given the travel bans, given the issues with the pandemic, there are significant impacts to the extent of study abroad that we will offer in the fall. It's unfortunate.

President Cauce: If I can add to that, I was recently a part of a conference with Asia-Pacific Rim universities, that includes both American universities on the west coast, and those in Asia, and we are working together to see if we can put together I don't want to call them exactly virtual study abroad, but they are kind of like that, we can put together some courses where students from the U.S. participate together with students and other places, so that they can learn more and get more of that kind of cultural experience. We are looking at are there some creative ways that we can provide some of that study abroad experience without actually having students get on planes and go to other countries.

Jack Martin: Thank you both. We have a number of questions via email, around what qualifies as in-person and/or not, Dean Williamson-Lott I ask this question. Will rotations for a PhD program qualify as in-person instruction?

Joy Williamson-Lott: I suspect this is from someone in a particular program. What I would suggest they do is make sure they are in contact with the department chair and the dean of that program. But I can tell you is that many of our programs have accreditations, and accrediting agencies have been making exceptions which is because of what happened in the spring, and different institutions. And so sometimes, like in dentistry, you want your dentist to have practiced in someone's mouth. And so we have programs whether it's accreditations making exceptions or programs being very creative in how they go about making sure that whether it is rotations, or professional experience, is able to happen. Again, this is towards ensuring forward progress for students. That it is really at the local level, the local department or college level, where these decisions are being made, and the Dean of the department chair of that unit for the person who asked the question would be best positioned to answer the question about how to make sure that what you are doing, to rotations, or those professional experience, how that counts toward your graduation.

President Cauce: If I might add, I have to say that our state has been wonderful partners in this. We have talked to them when we had issues, for example, in pharmacy and dentistry, and they have been fabulous about creating guidelines that allow our students to progress, because we need the students to graduate and be part of the workforce. If a question comes from a student on an F1 visa, an international student, and what they were wondering about is will this meet guidelines? Again, you received a letter yesterday with a phone number and email to call, please call in because we will work with you and make sure that what you are taking meets guidelines.

Jack Martin: Thank you. About four minutes left in our town hall. A couple of questions here that have come in regarding housing. And Vice President Suite I direct this to you, local students ask if they can get on-campus housing or if out-of-state students are being prioritized for that?

Denzil Suite: Good question. We welcome you all. Yes, local students still can get housing with us. Early on in our planning, in a planning process, we were wondering how we would potentially prioritize our housing, at this point it seems that we will be able to house everyone who is looking to live on campus with the starting in the fall.

Jack Martin: Excellent, thank you. Another question is, if a roommate get sick, does the other student automatically have to quarantine as well?

Denzil Suite: If the roommate get sick, we actually have some separate isolation spaces, if they have a confirmed case. The student who may not at this point have tested positive will have some degree of isolation, but that will be based on the recommendations from our public health officials. And they will make individual determinations with the students.

Jack Martin: Great. Thank you. We have time for one more, Dean Williamson-Lott is a question about the GRE requirement, will it be in place for programs considering that it is more difficult right now to find places to take it?

Joy Williamson-Lott: At the graduate school we don't have a policy on requiring the GRE, is a different academic units and departments that require it. And I do know at the academic and department level there are units making choices, you look at other measures, of how a student would be able to do as a graduate student at the University of Washington.

Especially for our international students getting access to GRE testing centers has been difficult. I would encourage you to reach out to our international student office, they have information, I know, you could reach out to the graduate school also, we have information about how to help our graduate students are possible graduate students take this GRE in their home countries, there are a variety of online options another kind of testing options available. We have resources that we can direct you to, if you are an international student, with regard to the GRE, more generally, is at the local level, we do know that units are making accommodations because it has been so hard for students to get access to the test.

Jack Martin: Great. Thank you. That is all the time that we have. I want to remind our viewers that if you missed part of the broadcast, you can watch a replay at www.uw.edu/President/townhall, you can also find many answers to questions about COVID-19 and the universities response to the pandemic at www.uw.edu/coronavirus. You will find links to resources for students, employees, recent updates, as well as information on upcoming webinars by UW faculty and details on how UW experts are contributing to the fight against the coronavirus. Thank you to all of our panelists and to all of you watching, and especially to everyone who submitted a question, stay safe, and go Huskies.

Exhibit 10



Home > Office of the University Registrar > Time Schedule and Room Assignment Office >

Time Schedule Production Calendar 2019-2020

Time Schedule Production Calendar 2019-2020

Note: Dates subject to change.

Time Schedule Production Calendar	AUTUMN 2019	WINTER 2020	SPRING 2020	SUMMER 2020
2019-20 Time Schedule Construction available* .	November 13, 2018	November 13, 2018*	December 7, 2018*	March 22, 2019*
Time Schedule Construction turned off to Departments. (All data must be completed by 5 p.m. on this date.)	February 1, 2019	July 19, 2019	November 1, 2019	November 22, 2019
Dead Period – No email requests for classroom changes	February 2 – March 26, 2019	July 20 – September 6, 2019	November 2 – December 13, 2019	November 23, 2019 – January 3, 2020
SLNs Assigned, TS Update available to Time Schedule Coordinators the next day.	March 29, 2019*	September 9, 2019*	December 16, 2019*	January 3, 2020*
Time Schedule available on the Web	April 19, 2019	October 11, 2019	January 17, 2020	February 3, 2020

* Tentative date

[Time Schedule Production Calendar 2018-2019](#)

[Time Schedule Production Calendar 2020-2021](#)

Time Schedule and Room Assignment Office



[Classroom Characteristics](#)

[Classroom Policy](#)

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[Summer Start Times](#)

Time Schedule Production Calendar 2019-2020

[Time Schedule Production Calendar 2020-2021](#)

[Time Schedule Review Sheets](#)

TS & RA CONTACT INFO

Time Schedule & Room Assignments
[2nd Floor Schmitz Hall](#)
Mon-Fri: 8am-3pm
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 times@uw.edu

AUTUMN BREAK CLOSURES
Mon, Sep 7 (Labor Day Holiday)

UNIVERSITY of WASHINGTON

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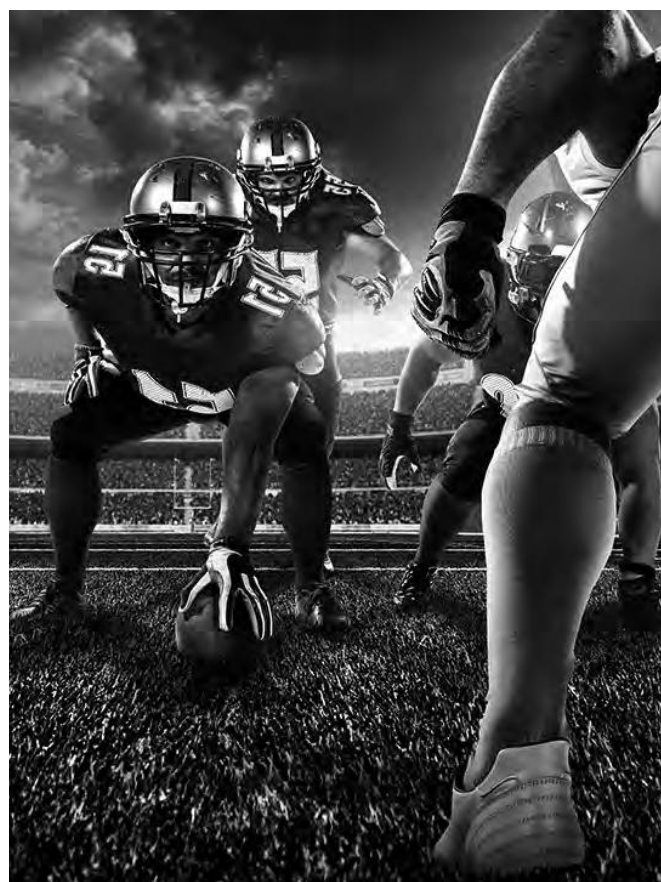
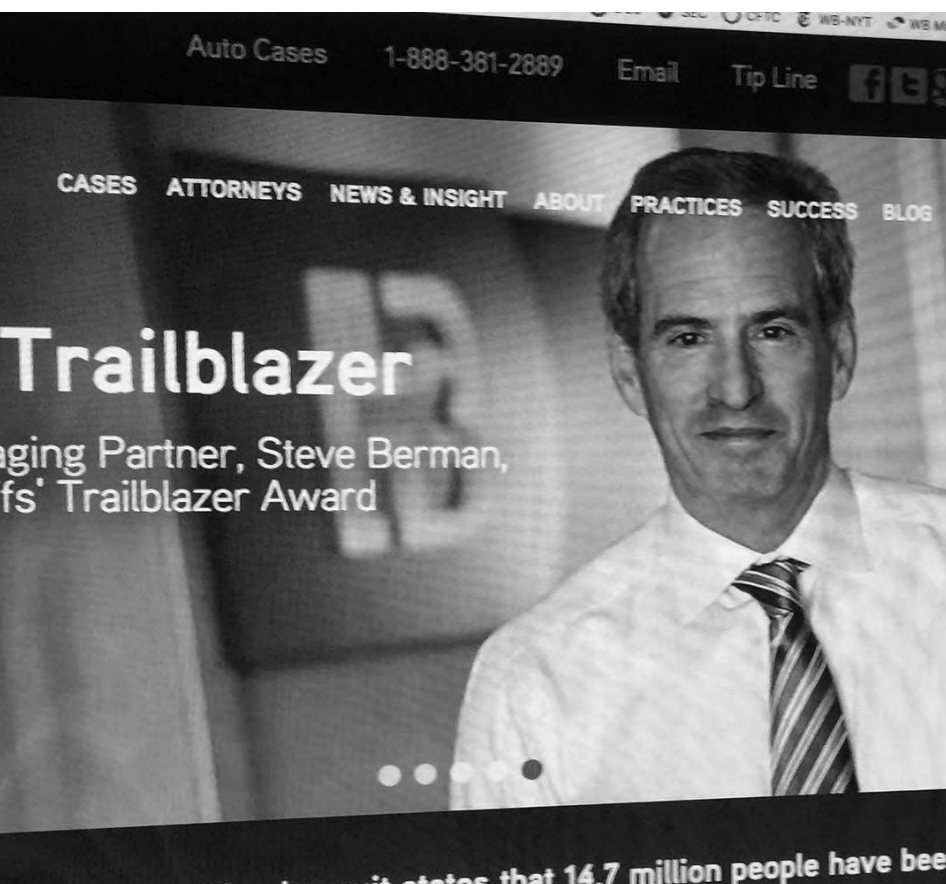
**Exhibit
25**

11/10/2022
UW 30(b)(6)

Exhibit 11



HAGENS BERMAN





Hagens Berman is a leader in class-action litigation and an international law firm driven by a team of legal powerhouses. With a tenacious spirit, we are motivated to make a positive difference in people's lives.

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INTRODUCTION

The Firm

Hagens Berman Sobol Shapiro LLP was founded in 1993 with one purpose: to help victims with claims of fraud and negligence that adversely impact a broad group. The firm initially focused on class action and other types of complex, multi-party litigation, but we have always represented plaintiffs, victims and the underdog. As the firm grew, it expanded its scope while staying true to its mission of taking on important cases that implicate the public interest. The firm represents plaintiffs including investors, consumers, inventors, workers, the environment, governments, whistleblowers and others.

We are one of the nation's leading class-action law firms and have earned an international reputation for excellence and innovation in ground-breaking litigation against large corporations.

OUR FOCUS. Our focus is to represent plaintiffs/victims in product liability, tort, antitrust, consumer fraud, sexual harassment, securities and investment fraud, employment, whistleblower, intellectual property, environmental, and employee pension protection cases. Our firm is particularly skilled at managing multi-state and nationwide class actions through an organized, coordinated approach that implements an efficient and aggressive prosecutorial strategy to place maximum pressure on defendants.

WE WIN. We believe excellence stems from a commitment to try each case, vigorously represent the best interests of our clients, and obtain the maximum recovery. Our opponents know we are determined and tenacious and they respect our skills and recognize our track record of achieving top results.

WHAT MAKES US DIFFERENT. We are driven to return to the class every possible portion of its damages—our track record proves it. While many class action or individual plaintiff cases result in large legal fees and no meaningful result for the client or class, Hagens Berman finds ways to return real value to the victims of corporate fraud and/or malfeasance.

AN INTERNATIONAL REACH. The scope of our practice is truly nationwide. We have flourished through our network of offices in nine cities across the United States, including Seattle, Austin, Berkeley, Boston, Chicago, Los Angeles, New York, Phoenix and San Diego and one international office in London, and our eyes are always open to trends of fraud, negligence and wrongdoing that may be taking form anywhere in the world. Our reach is not limited to the cities where we maintain offices. We have cases pending in courts across the country and have a vested interest in fighting global instances of oppression, wrongdoing and injustice.



INTRODUCTION

Locations

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(602) 840-3012 fax

SAN DIEGO

533 F Street
Suite 207
San Diego, CA 92101
(619) 929-3340 phone

...the track record of Hagens Berman[’s] **Steve Berman is... impressive**, having racked... a \$1.6 billion settlement in the Toyota Unintended Acceleration Litigation and a substantial number of really outstanding big-ticket results.

— Milton I. Shadur, Senior U.S. District Judge, naming Hagens Berman Interim Class Counsel in Stericycle Pricing MDL

Class counsel has **consistently demonstrated extraordinary skill and effort.**

— U.S. District Judge James Selna, Central District of California, *In re Toyota Motor Corp. Unintended Acceleration Marketing, Sales Practices and Products Liability Litigation*

Berman is considered **one of the nation’s top class-action lawyers.**

— Associated Press

Elite Trial Lawyers

The National Law Journal

The Plaintiffs’ Hot List: The Year’s Hottest Firms

The National Law Journal

Most Feared Plaintiffs Firms

Law360

Landmark consumer cases are business as usual for Steve Berman.

— *The National Law Journal*, naming Steve Berman one of the 100 most influential attorneys in the nation for the third time in a row

[A] **clear choice** emerges. That choice is the Hagens Berman firm.

— U.S. District Court for the Northern District of California, *In re Optical Disk Drive Products Antitrust Litigation* (appointing the firm lead counsel)

All right, I think I can conclude on the basis with my five years with you all, watching this litigation progress and seeing it wind to a conclusion, that **the results are exceptional...** You did an exceptionally good job at organizing and managing the case...

— U.S. District Court for the Northern District of California, *In re Dynamic Random Access Memory Antitrust Litigation* (Hagens Berman was co-lead counsel and helped achieve the \$325 million class settlement)

VISA-MASTERCARD ANTITRUST LITIGATION

The firm served as co-lead counsel in what was then the largest antitrust settlement in history – valued at **\$27 billion**.

VOLKSWAGEN FRANCHISE DEALERS LITIGATION

The firm served as lead counsel representing VW franchise dealers in this suit related to the automaker's Dieselgate scandal. A **\$1.6 billion** settlement was reached, and represents a result of nearly full damages for the class.

VOLKSWAGEN EMISSIONS LITIGATION

Hagens Berman was named a member of the Plaintiffs' Steering Committee and part of the Settlement Negotiating team in this monumental case that culminated in the largest automotive settlement in history – **\$17.4 billion**.

TOYOTA UNINTENDED ACCELERATION LITIGATION

Hagens Berman obtained the then largest automotive settlement in history in this class action that recovered **\$1.6 billion** for vehicle owners.

STATE OF WASHINGTON, ET AL. V. PHILIP MORRIS, ET AL.

Hagens Berman represented 13 states in the largest recovery in litigation history – **\$260 billion**.

E-BOOKS ANTITRUST LITIGATION

Hagens Berman served as co-lead counsel in this matter and secured a combined **\$560 million** settlement on behalf of consumers against Apple and five of the nation's largest publishing companies.

LCD ANTITRUST LITIGATION

Hagens Berman served as a member of the Executive Committee representing consumers against multiple defendants in multi-district litigation. The total settlements exceeded **\$470 million**.

MCKESSON DRUG LITIGATION

Hagens Berman was lead counsel in these racketeering cases against McKesson for drug pricing fraud that settled for more than **\$444 million** on the eve of trials.

DAVITA HEALTHCARE PERSONAL INJURY LITIGATION

A Denver jury awarded a monumental **\$383.5 million** jury verdict against GranuFlo dialysis provider DaVita Inc. on June 27, 2018, to families of three patients who suffered cardiac arrests and died after receiving dialysis treatments at DaVita clinics.

DRAM ANTITRUST LITIGATION

The firm was co-lead counsel, and the case settled for **\$345 million** in favor of purchasers of dynamic random access memory chips (DRAM).

AVERAGE WHOLESALE PRICE DRUG LITIGATION

Hagens Berman was co-lead counsel in this ground-breaking drug pricing case against the world's largest pharmaceutical companies, resulting in a victory at trial. The court approved a total of **\$338 million** in settlements.

ENRON ERISA LITIGATION

Hagens Berman was co-lead counsel in this ERISA litigation, which recovered in excess of **\$250 million**, the largest ERISA settlement in history.

CHARLES SCHWAB SECURITIES LITIGATION

The firm was lead counsel in this action alleging fraud in the management of the Schwab YieldPlus mutual fund; a **\$235 million** class settlement was approved by the court.

Practice Areas

PRACTICE AREAS**Anti-Terrorism**

With a long track record of upholding the rights of the voiceless, Hagens Berman fights for justice on behalf of victims of international terrorism. Our anti-terrorism legal team builds on our robust history to forge innovative cases, bringing action against those that support terrorism.

Hagens Berman has always believed in fighting for the rights of those with no voice – those who are victims to tragic circumstances beyond their control. With our guiding principles driving our efforts, the firm has expanded its practice areas to include anti-terrorism litigation.

It's no secret that some businesses and individuals have pled guilty to violating United States laws that prohibit financial transactions with terrorist organizations and foreign states that support terrorism. We believe that the law is one of the most powerful tools to combat terrorism, and our renowned team of litigators brings a fresh perspective to the fight for victims' rights in this complex arena.

Through a deep understanding of both U.S. and international anti-terrorism laws, Hagens Berman builds on its foundation to investigate acts of terrorism and forge ironclad cases against anyone responsible, to help ensure that those at the mercy of the world's most egregious perpetrators of violence are represented with the utmost integrity and determination.

The firm's new practice area carries out our mission of building a safer world through novel applications of the law and steadfast dedication.

> Chiquita Bananas

Hagens Berman represents American citizens who were victims of terrorism in Colombia. The victims were harmed by Colombian terrorists that Chiquita Brands International Inc. paid so that it could grow bananas in Colombia in regions that were controlled by the terrorists. Chiquita is one of the world's largest producers and marketers of fruits and vegetables and admitted it paid Colombian terrorist organizations as part of a guilty plea to settle criminal charges brought by the U.S. Department of Justice

Chiquita was placed on corporate probation and paid a \$25 million dollar fine because of its conduct in Colombia.

Plaintiffs have sued Chiquita under the U.S. Anti-Terrorism Act, which allows American victims of international terrorism to sue anyone responsible and to recover treble damages and attorney's fees. The claims are pending in the U.S. District Court for the Southern District of Florida as part of the consolidated multi-district litigation to resolve claims related to Chiquita's payments to Colombian terrorist organizations.

PRACTICE AREAS**Antitrust**

Hagens Berman works to preserve healthy marketplace competition and fair trade by protecting consumers and businesses that purchase goods and services from price fixing, market allocation agreements, monopolistic schemes and other trade restraints. The firm's lawyers have earned an enviable reputation as experts in this often confusing and combative area of commercial litigation. Our attorneys have a deep understanding of the legal and economic issues within the marketplace, allowing us to employ groundbreaking market theories that shed light on restrictive anti-competitive practices.

Hagens Berman represents millions of consumers in several high-profile class-action lawsuits, and takes on major antitrust litigation to improve market conditions for consumers, businesses and investors. We have represented plaintiffs in markets as diverse as debit and credit card services, personal computer components, electric and gas power, airlines, and internet services, and we have prevailed against some of the world's largest corporations.

The firm has also generated substantial recoveries on behalf of health plans and consumers in antitrust involving pharmaceutical companies abusing patent rights to block generic drugs from coming to market. Hagens Berman has served as lead or co-lead counsel in landmark litigation challenging anti-competitive practices, in the Paxil Direct Purchaser Litigation (\$100 million), Relafen Antitrust Litigation (\$75 million), Tricor Indirect Purchaser Antitrust Litigation (\$65.7 million), and Augmentin Antitrust Litigation (\$29 million). Representative antitrust successes on behalf of our clients include:

➤ **Visa/MasterCard**

Helped lead this record-breaking antitrust case against credit card giants Visa and MasterCard that challenged charges imposed in connection with debit cards.

RESULT: \$3.05 billion settlement and injunctive relief valued at more than \$20 billion.

➤ **NCAA: Scholarships/Grants-In-Aid (GIAs)**

In a first-of-its-kind antitrust action and potentially far-reaching case, Hagens Berman filed a class-action affecting approximately 40,000 Division I collegiate athletes who played men's or women's basketball, or FBS football, brought against the NCAA and its most powerful members, including the Pac-12, Big Ten, Big-12, SEC and ACC, claiming these entities violated federal antitrust laws by drastically reducing the number of scholarships and financial aid student-athletes receive to an amount below the actual cost of attendance and far below what the free market would bare.

The firm continues to fight on behalf of student-athletes to level the playing field and bring fairness to college sports and players.

RESULT: \$208.9 million settlement, bringing an estimated average amount of \$6,500 to each eligible class member who played his or her sport for four years.

➤ **Apple E-books**

With state attorneys general, the firm secured a \$166 million settlement with publishing companies that conspired with Apple to fix e-book prices. The firm then look on Apple for its part in the price-fixing conspiracy. In the final stage in the lawsuit, the Supreme Court denied appeal from Apple, bringing the consumer payback amount to more than twice the amount of losses suffered by the class of e-book purchasers. This represents one of the most successful recovery of damages in any antitrust lawsuit in the country.

RESULT: \$560 million total settlements.

PRACTICE AREAS

Antitrust

> Animation Workers Antitrust

Hagens Berman represents a nationwide class of animators and other artistic workers in an antitrust class-action case filed against defendants Pixar, Lucasfilm and its division Industrial Light & Magic, DreamWorks Animation, The Walt Disney Company, Sony Pictures Animation, Sony Pictures Imageworks, Blue Sky Studios, ImageMovers LLC, ImageMovers Digital LLC and others.

RESULT: Total settlements have reached \$168 million, resulting in a payment of more than \$13,000 per class member.

> TFT LCDs

Hagens Berman Sobol Shapiro filed a class-action lawsuit against several major manufacturers of TFT LCD products, claiming the companies engaged in a conspiracy to fix, raise, maintain and stabilize the price of televisions, desktop and notebook computer monitors, mobile phones, personal digital assistants (PDAs) and other devices. After years of representing consumers against multiple defendants in multi-district litigation, the case against Toshiba went to trial. Toshiba was found guilty of price-fixing in 2012, and settled.

RESULT: \$470 million in total settlements.

> DRAM

The suit claimed DRAM (Dynamic Random Access Memory) manufacturers secretly agreed to reduce the supply of DRAM, a necessary component in a wide variety of electronics which artificially raised prices. The class included equipment manufacturers, franchise distributors and purchasers.

RESULT: \$375 million settlement.

> Optical Disk Drives

Hagens Berman fought on behalf of consumers in a lawsuit filed against Philips, Pioneer and others for artificially inflating the price of ODDs for consumers.

RESULT: \$180 million in total settlements reclaimed for consumers.

> Lithium Ion Batteries

Hagens Berman filed a class-action lawsuit against some of the largest electronics manufacturers including Sony, Samsung and Panasonic for illegally fixing the price of lithium ion batteries, pushing costs higher for consumers. Defendants collectively controlled between 60 to 90 percent of the market for lithium-ion batteries between 2000 and 2011 and used that power to fix battery prices.

RESULT: \$65 million in total settlements against multiple defendants.

> AC Nielsen

Represented Information Resources, Inc. ("IRI"), in a suit claiming that AC Nielsen's anti-competitive practices caused IRI to suffer significant losses.

RESULT: \$55 million settlement.

> Dairy Products

The firm filed a class-action suit against several large players in the dairy industry, including the National Milk Producers Federation, Dairy Farmers of America, Land O'Lakes, Inc., Agri-Mark, Inc. and Cooperatives Working Together (CWT) that together produce nearly 70 percent of the milk consumed in the United States. The suit alleging that the groups conspired to fix the price of milk throughout the United States through an organized scheme to limit production, involving the needless and premature slaughtering of 500,000 cows.

RESULT: \$52 million settlement on behalf of consumers in 15 states and the District of Columbia who purchased dairy products.

> Toys "R" Us Baby Products

The firm brought this complaint on behalf of consumers claiming Toys "R" Us and several baby product manufacturers violated provisions of the Sherman Antitrust Act by conspiring to inflate prices of high-end baby products, including car seats, strollers, high chairs, crib bedding, breast pumps and infant carriers. The suit asked the court to end what it claims are anti-competitive activities and seeks damages caused by the company's actions.

RESULT: \$35.5 million settlement.

PRACTICE AREAS

Antitrust

> **EA Madden**

Class action claimed that video game giant Electronic Arts used exclusive licensing agreements with various football organizations to nearly double the price of several of its games.

RESULT: \$27 million settlement and imposed limits on EA's ability to pursue exclusive licensing agreements.

> **Resistors Antitrust Litigation**

Hagens Berman is co-lead counsel, representing direct purchasers of linear resistors (a device in electronics used to limit electric current) against an alleged cartel of manufacturers who conspired to limit linear resistor price competition for nearly a decade. The case is in its early stages and discovery is ongoing.

> **Nespresso**

Hagens Berman has assumed responsibility for a large antitrust case against Nespresso, a leading single-serve espresso and coffee maker, for its anticompetitive efforts to exclude environmentally friendly, biodegradable coffee capsules from the market.

In May 2010, our client Ethical Coffee Company ("ECC") sought to introduce an environmentally sound and more economical coffee capsule to be used in Nespresso's widely used coffee makers. It manufactured a single-use coffee capsule that did not contain harmful aluminum found in Nespresso's capsules. Nespresso knew that ECC posed a formidable challenge to its business model, which relied on captive consumers buying coffee capsules only from Nespresso. With a captive market, Nespresso could continue to charge consumers an inflated price, and continue to use the aluminum capsules that harm the environment. The U.S. Court has already ruled that these claims can proceed to discovery. Hagens Berman anticipates damages associated with Nespresso's actions to be in the hundreds of millions of dollars.

PRACTICE AREAS

Automotive - Non-Emissions Cases

In litigating cases we strive to make an impact for a large volume of consumers, especially those who fall victim to the gross negligence and oversight of some of the nation's largest entities: automakers. Hagens Berman's automotive litigation team has been named a 2016 Practice Group of the Year by Law360, highlighting its "eye toward landmark matters and general excellence," in this area of law.

The federal court overseeing the massive multi-district litigation against Toyota appointed the firm to co-lead one of the largest consolidations of class-action cases in U.S. history. The litigation combined more than 300 state and federal suits concerning acceleration defects tainting Toyota vehicles. Hagens Berman and its two co-lead firms were selected from more than 70 law firms applying for the role. Since then, the firm's automotive practice area has grown by leaps and bounds, pioneering new investigations into defects, false marketing and safety hazards affecting millions of drivers across the nation.

The firm was recently named to the National Law Journal's list of Elite Trial Lawyers for its work fighting corporate wrongdoing in the automotive industry. The firm's auto team members who worked on Toyota were also named finalists for Public Justice's Trial Lawyer of the Year award.

> General Motors Ignition Switch Litigation

Co-lead counsel in high-profile case on behalf of millions of owners of recalled GM vehicles affected by a safety defect linked to more than 120 fatalities. The suit alleges GM did not take appropriate measures, despite having prior knowledge of the defect. The case is pending, and most recently, the Supreme Court refused to hear GM's appeal regarding the pending suits when it claimed the cases were barred by its 2009 bankruptcy.

> Toyota Sudden, Unintended Acceleration Litigation

Co-lead counsel for the economic loss class in this lawsuit filed on behalf of Toyota owners alleging a defect causes vehicles to undergo sudden, unintended acceleration. In addition to safety risks, consumers suffered economic loss from decreased value of Toyota vehicles following media coverage of the alleged defect.

RESULT: Settlement package valued at up to \$1.6 billion, which was at the time the largest automotive settlement in history.

> MyFord Touch

Hagens Berman represents owners of Ford vehicles equipped with MyFord Touch, an in-car communication and entertainment package, who claim that the system is flawed, putting drivers at risk of an accident while causing economic hardship for owners. The complaint cites internal Ford documents that purportedly show that 500 of every 1,000 vehicles have issues involving MyFord Touch due to software bugs, and failures of the software process and architecture. Owners report that Ford has been unable to fix the problem, even after repeated visits. A federal judge overseeing the case recently certified nine subclasses of owners of affected vehicles in various states.

> Nissan Quest Accelerator Litigation

Represented Nissan Quest minivan owners who alleged that their vehicles developed deposits in a part of the engine, causing drivers to apply increased pressure to push the accelerator down.

RESULT: Settlement providing reimbursement for cleanings or replacements and applicable warranty coverage.

> Hyundai Kia MPG

Hagens Berman sued Hyundai and Kia on behalf of owners after the car manufacturers overstated the MPG fuel economy ratings on 900,000 of its cars. The suit seeks to give owners the ability to recover a lump-sum award for the lifetime extra fuel costs, rather than applying every year for that year's losses.

RESULT: \$255 million settlement. Lump-sum payment plan worth \$400 million on a cash basis, and worth even more if owners opt for store credit (150 percent of cash award) or new car discount (200 percent of cash award) options.

PRACTICE AREAS**Automotive - Non-Emissions Cases****> BMW i3 REx**

Hagens Berman is representing BMW owners in a national class-action lawsuit, following reports that BMW's i3 REx model electric cars contain a defect that causes them to suddenly and without warning lose speed and power mid-drive, putting drivers and passengers at risk of crash and injury.

> Fiat Chrysler Gear Shifter Rollaway Defect

Hagens Berman has filed a national class-action lawsuit representing owners of Jeep Grand Cherokee, Chrysler 300 and Dodge Charger vehicles. The lawsuit states that Fiat Chrysler fraudulently concealed and failed to remedy a design defect in 811,000 vehicles that can cause cars to roll away after they are parked, causing injuries, accidents and other serious unintended consequences.

> Ford Shelby GT350 Mustang Overheating

Hagens Berman represents owners of certain 2016 Shelby GT350 Mustang models in a case alleging that Ford has sold these vehicles as track cars built to reach and sustain high speeds, but failed to disclose that the absence of a transmission and differential coolers can greatly diminish the vehicle's reported track capabilities. Shelby owners are reporting that this defect causes the vehicle to overheat and go into limp mode, while in use, even when the car is not being tracked

> Tesla AP2 Defect

The firm represents Tesla owners in a lawsuit against the automaker for knowingly selling nearly 50,000 cars with nonfunctional Enhanced Autopilot AP2.0 software that still has not met Tesla's promises, including inoperative Standard Safety Features on affected models sold in Q4 2016 and Q1 2017.

PRACTICE AREAS

Automotive - Emissions Litigation

Having played a lead role in the record-breaking Volkswagen diesel emissions case, Hagens Berman knew the story wasn't over. Since the Dieselgate scandal began, the firm has uniquely dedicated resources to uncovering cheating devices used by other automakers. The firm has become a trailblazer in this highly specialized realm, outpacing federal agencies in unmasking fraud in emissions reporting.

When news broke in 2015 of Volkswagen's massive diesel emissions-cheating scandal, Hagens Berman was the first firm in the nation to file suit against the automaker for its egregious fraud, going on to represent thousands of owners in litigation and take a leading role on the Plaintiffs' Steering Committee that would finalize a \$14.7 billion, record-breaking settlement for owners. Since this case emerged, Hagens Berman has been on the forefront of emissions litigation, relying on our legal team's steadfast and intensive investigative skills to unearth many other emissions-cheating schemes perpetrated by General Motors, Fiat Chrysler, Mercedes and other automakers, staying one step ahead of government regulators in our pursuit of car manufacturers that have violated emissions standards and regulations, as well as consumer confidence.

Hagens Berman's managing partner, Steve Berman, has dedicated the firm's resources to upholding the rights of consumers and the environment, becoming a one-man EPA. The firm is uniquely dedicated to this cause, and is the only firm that has purchased an emission testing machine to determine if other diesel car manufacturers install similar cheating devices, bringing new cases based on the firm's own research, time and testing.

› Volkswagen Diesel Emissions Litigation

Hagens Berman was the first firm in the nation to file a lawsuit against Volkswagen for its emissions fraud, seeking swift remedies for consumers affected by Volkswagen's fraud and violation of state regulations. The firm was named to the Plaintiffs' Steering Committee leading the national fight against VW, Porsche and Audi on behalf of owners and lessors of affected vehicles, and also served as part of the Settlement Negotiating team.

RESULT: The largest automotive settlement in history, \$14.7 billion.

› Volkswagen Dealers Litigation

Hagens Berman served as lead counsel in a first-of-its-kind lawsuit brought by a franchise dealer. Three family-owned Volkswagen dealers filed a class action against VW stating that it intentionally defrauded dealers by installing so-called "defeat devices" in its diesel cars, and separately carried out a systematic, illegal pricing and allocation scheme that favored some dealers over others and illegally channeled financing business to VW affiliate, Volkswagen Credit, Inc. The settlement garnered nearly unanimous approval of dealers, with 99 percent participation in the settlement.

RESULT: \$1.67 billion in benefits to Volkswagen dealers.

› Mercedes BlueTEC Emissions Litigation

Judge Jose L. Linares appointed the firm as interim class counsel in this class-action case against Mercedes concerning emissions of its BlueTEC diesel vehicles. Hagens Berman currently represents thousands of vehicle owners who were told by Mercedes that their diesel cars were "the world's cleanest and most advanced diesel," when in fact testing at highway speeds, at low temperatures, and at variable speeds, indicate a systemic failure to meet emissions standards. Low temperature testing at highway speeds for example, produced emissions that were 8.1 to 19.7 times the highway emissions standard. The lawsuit adds that testing at low temperatures at variable speeds produced emissions as high as 30.8 times the standard.

PRACTICE AREAS

Automotive - Emissions Litigation

> Chevy Cruze Diesel Emissions Litigation

Hagens Berman filed a class-action lawsuit against Chevrolet (a division of General Motors) for installing emissions-cheating software in Cruze Clean Turbo Diesel cars, forcing consumers to pay high premiums for vehicles that pollute at illegal levels. While Chevy marketed these cars as a clean option, the firm's testing has revealed emissions released at up to 13 times the federal standard. In a recent ruling, U.S. District Judge Thomas L. Ludington upheld claims brought by owners.

> Audi Emissions Litigation

Hagens Berman unearthed additional emissions-cheating by Audi, affecting its gasoline 3.0-liter vehicles. The firm's investigation shows that the newly discovered defeat device is installed in gasoline engines and changes how the transmission operates when testing is detected to lower CO2 emissions, but otherwise allows excessive CO2 emissions in normal, on-road driving.

> Fiat Chrysler EcoDiesel Emissions Litigation

The firm is leading charges against Fiat Chrysler that it sold hundreds of thousands of EcoDiesel-branded vehicles that release illegally high levels of NOx emissions, despite explicitly selling these "Eco" diesels to consumers who wanted a more environmentally friendly vehicle. Hagens Berman was the first firm in the nation to uncover this scheme and file against Fiat Chrysler on behalf of owners of Dodge RAM 1500 and Jeep Grand Cherokee EcoDiesel vehicles. Following the firm's groundbreaking suit, the EPA took notice, filing formal accusations against Fiat Chrysler.

> Dodge RAM 2500/3500 Diesel Emissions Litigation

According to the firm's investigation, Dodge has sold hundreds of thousands of Dodge RAM 2500 and 3500 trucks equipped with Cummins diesel engines that release illegally high levels of NOx emissions at up to 14 times the legal limit. This defect causes certain parts to wear out more quickly, potentially costing owners between \$3,000 and 5,000 to fix. The firm is leading a national class action against Fiat Chrysler for knowingly inducing consumers to pay premium prices for vehicles that fail to comply with federal regulations, and ultimately lead to higher costs of repairs for purchasers.

> General Motors Duramax Emissions Litigation

Hagens Berman recently pioneered another instance of diesel emissions fraud. The firm's independent testing revealed that GM had installed multiple emissions-masking defeat devices in its Duramax trucks, including Chevy Silverado and GMC Sierra models, in a cover-up akin to Volkswagen's Dieselgate concealment. In real world conditions the trucks emit 2 to 5 times the legal limit of deadly NOx pollutants, and the emissions cheating devices are installed in an estimated 705,000 affected vehicles.

PRACTICE AREAS

Civil and Human Rights

Hagens Berman has represented individuals and organizations in difficult civil rights challenges that have arisen in the past two decades. In doing so, we have managed cases presenting complex legal and factual issues that are often related to highly charged political and historical events. Our clients have included such diverse communities as World War II prisoners of war, conscripted civilians and entire villages.

In this cutting-edge practice area, the firm vigilantly keeps abreast of new state and national legislation and case-law developments. We achieve positive precedents by zealously prosecuting in our clients' interests. Some examples of our work in this area include:

› **World Trade Organization Protests**

During the 1999 World Trade Organization (WTO) protests in Seattle, tens of thousands of Seattle citizens became targets after Seattle officials banned all forms of peaceful protest. Seattle police attacked anyone found in the designated "no protest" zones with rubber bullets and tear gas. Hundreds of peaceful protesters were arrested and incarcerated without probable cause for up to four days. The firm won a jury trial on liability and ultimately secured a settlement from Seattle officials after filing a class action alleging violations of the First and Fourth Amendments.

› **Hungarian Gold Train**

Following the firm's representation of former forced and enslaved laborers for German companies in the Nazi Slave Labor Litigation, Hagens Berman led a team of lawyers against the U.S. on behalf of Hungarian Holocaust survivors in the Hungarian Gold Train case. The suit claimed that, during the waning days of World War II, the Hungarian Nazi government loaded plaintiffs' valuable personal property onto a train, which the U.S. Army later seized, never returning the property to its owners and heirs.

› **Dole Bananas**

Hagens Berman filed suit against the Dole Food Company, alleging that it misled consumers about its environmental record. The complaint alleged that Dole purchased bananas from a grower in Guatemala that caused severe environmental damage and health risks to local residents. Dole ultimately agreed to take action to improve environmental conditions, collaborating with a non-profit group on a water filtration project for local communities.

PRACTICE AREAS

Consumer Protection - General Class Litigation

Hagens Berman is a leader in protecting consumers, representing millions in large-scale cases that challenge unfair, deceptive and fraudulent practices.

We realize that consumers suffer the brunt of corporate wrongdoing and have little power to hold companies responsible or to change those tactics. We believe that when backed by a tenacious spirit and determination, class action cases have the ability to serve as a powerful line of defense in consumer protection.

Hagens Berman pursues class litigation on behalf of clients to confront fraudulent practices that consumers alone cannot effectively dispute. We make consumers' concerns a priority, collecting consumer complaints against suspected companies and exploring all avenues for prosecution.

Hagens Berman's legacy of protecting consumer rights reflects the wide spectrum of scams that occur in the marketplace. The cases that we have led have challenged a variety of practices such as:

- › False, deceptive advertising of consumer products and services
- › False billing and over-charging by credit card companies, banks, telecommunications providers, power companies, hospitals, insurance plans, shipping companies, airlines and Internet companies
- › Deceptive practices in selling insurance and financial products and services such as life insurance and annuities
- › Predatory and other unfair lending practices, and fraudulent activities related to home purchases

A few case examples are:

› **Expedia Hotel Taxes and Service Fees Litigation**

Hagens Berman led a nationwide class-action suit arising from bundled "taxes and service fees" that Expedia collects when its consumers book hotel reservations. Plaintiffs alleged that by collecting exorbitant fees as a flat percentage of the room rates, Expedia violated both the Washington Consumer Protection Act

and its contractual commitment to charge as service fees only "costs incurred in servicing" a given reservation.

RESULT: Summary judgment in the amount of \$184 million. The case settled for cash and consumer credits totaling \$123.4 million.

› **Stericycle**

The firm served as court-appointed lead counsel in a class-action lawsuit against Stericycle alleging that the company violated contracts and defrauded them by hundreds of millions of dollars through an automatic price-increasing scheme. In February of 2017, a federal judge certified a nationwide consumer class. The class had more than 246,000 class members, with damages estimated preliminarily at \$608 million.

RESULT: \$295 million settlement

› **Tenet Healthcare**

In a pioneering suit filed by Hagens Berman, plaintiffs alleged that Tenet Healthcare charged excessive prices to uninsured patients at 114 hospitals owned and operated by Tenet subsidiaries in 16 different states.

RESULT: Tenet settled and agreed to refund to class members amounts paid in excess of certain thresholds over a four-and-a-half year period.

PRACTICE AREAS

Consumer Protection - General Class Litigation

> Wells Fargo Force-Placed Insurance

Hagens Berman brought a case against Wells Fargo alleging it used “force-placed” insurance clauses in mortgage agreements, a practice that enables the bank to charge homeowners insurance premiums up to 10 times higher than normal rates.

RESULT: Hagens Berman reached a settlement in this case, under which all class members will be sent checks for more than double the amount of commissions that Wells Fargo wrongfully extracted from the force placement of insurance on class members’ properties.

> Consumer Insurance Litigation

Hagens Berman has pioneered theories to ensure that in first- and third-party contexts consumers and health plans always receive the treatment and benefits to which they are entitled. Many of our cases have succeeded in expanding coverage owed and providing more benefits; recovering underpayments of benefits; and returning uninsured/underinsured premiums from the misleading tactics of the insurer.

PRACTICE AREAS

Consumer Protection - Drug and Supplement Litigation

Hagens Berman aggressively pursues pharmaceutical industry litigation, fighting against waste, fraud and abuse in healthcare. For decades, pharmaceutical manufacturers have been among the most profitable companies in America. But while pharmaceutical companies become richer, consumers, health plans and insurers pay higher costs for prescription and over-the-counter drugs and supplements. We shine the light of public scrutiny on this industry's practices and represent individuals, direct and indirect purchasers, and the nation's most forward-thinking public-interest groups.

The firm's pharmaceutical and dietary supplement litigation practice is second to none in the nation in terms of expertise, commitment and landmark results. Hagens Berman's attorneys have argued suits against dozens of major drug companies and the firm's aggressive prosecution of pharmaceutical industry litigation has recovered more than \$1 billion in gross settlement funds.

RECENT ANTITRUST RESOLUTIONS

In the last few years, Hagens Berman – as lead or co-lead class counsel – has garnered significant settlements in several antitrust cases involving prescription drugs. In each case, the plaintiffs alleged that a manufacturer of a brand-name drug violated federal or state antitrust laws by delaying generic competitors from coming to market, forcing purchasers to buy the more expensive brand name version instead of the generic equivalent. Examples of our recent successes include:

> Flonase Antitrust Litigation

Hagens Berman represented purchasers in this case alleging pharmaceutical giant GlaxoSmithKline filed petitions to prevent the emergence of generic competitors to its drug Flonase, all to overcharge consumers and purchasers of the drug, which would have been priced lower had a generic competitor been allowed to come to market.

RESULT: \$150 million class settlement.

> Prograf Antitrust Litigation

Hagens Berman represented purchasers who alleged Astellas Pharma US, Inc. unlawfully maintained its monopoly and prevented generic competition for Prograf, an immunosuppressant used to help prevent organ rejection in transplant patients, harming purchasers by forcing them to pay inflated brand name prices for longer than they should have absent the anticompetitive conduct.

RESULT: The parties' motion for final approval of the \$98 million class settlement is under advisement with the court.

> Relafen Antitrust Litigation

Hagens Berman filed a class-action lawsuit against GlaxoSmithKline, SmithKline Beecham Corporation, Beecham Group PLC and SmithKline Beecham PLC, on behalf of consumers and third-party payors who purchased the drug Relafen or its generic alternatives. The suit alleged that the companies who manufacture and sell Relafen unlawfully obtained a patent which allowed them to enforce a monopoly over Relafen and prevented competition by generic prescription drugs, causing consumers to pay inflated prices for the drug.

RESULT: Under the terms of the settlement, the defendants will pay damages of \$75 million to those included in the class. Of the total settlement amount, \$25 million will be allocated to consumers and \$50 million will be used to pay the claims of insurers and other third-party payors.

PRACTICE AREAS

Consumer Protection - Drug and Supplement Litigation

> **Skelaxin Antitrust Litigation**

The firm represented purchasers in this case alleging King Pharmaceuticals LLC and Mutual Pharmaceutical Company alleging conspired to suppress generic competition and preserve King's monopoly in the market for the brand name muscle relaxant Skelaxin.

RESULT: \$73 million class settlement.

> **Tricor Antitrust**

In June 2005, Hagens Berman filed an antitrust lawsuit on behalf of a class of consumers and third party payors against pharmaceutical manufacturers Abbott Laboratories and Fournier Industries concerning the brand name cholesterol drug Tricor. HBSS was appointed co-lead class counsel by the Court.

RESULT: \$65.7 million recovery for consumers and third party payers who sued Abbott Laboratories and Fournier Industries in an antitrust action concerning the cholesterol drug Tricor.

FRAUDULENT DRUG PRICING RESOLUTIONS

Hagens Berman has led many complex cases that take on fraud and inflated drug prices throughout the U.S. This includes sweeping manipulation of the average wholesale price benchmark used to set prices for prescription drugs nationwide, fraudulent marketing of prescription drugs and the rampant use of co-pay subsidy cards that drive up healthcare costs. These efforts have led to several significant settlements:

> **McKesson and First DataBank Drug Litigation**

The firm discovered a far-reaching fraud by McKesson and became lead counsel in this RICO case against McKesson and First DataBank, alleging the companies fraudulently inflated prices of more than 400 prescription drugs.

RESULT: \$350 million settlement and a four percent rollback on the prices of 95 percent of the nation's retail branded drugs, the net impact of which could be in the billions of dollars. The states and federal government then used Hagens Berman's work to bring additional suits. Hagens Berman represented several states and obtained settlements three to seven times more than that of the Attorneys General. Almost \$1 billion was recovered from the McKesson fraud.

> **Average Wholesale Price Drug Litigation**

Hagens Berman served as co-lead counsel and lead trial counsel in this sprawling litigation against most of the nation's largest pharma companies, which alleges defendants artificially inflated Average Wholesale Price.

RESULT: Approximately \$338 million in class settlements. Hagens Berman's work in this area led to many state governments filing suit and hundreds of millions in additional recovery.

FRAUDULENT MARKETING RESOLUTIONS

Hagens Berman also litigates against drug companies that fraudulently promote drugs for uses not approved by the Food and Drug Administration (FDA), commonly known as "off-label" uses. We also litigate cases against dietary supplement manufacturers for making false claims about their products. Recent successes include:

> **Neurontin Third Party Payor Litigation**

Hagens Berman served as co-lead trial counsel in this case alleging that Pfizer fraudulently and unlawfully promoted the drug Neurontin for uses unapproved by the FDA.

RESULT: A jury returned a \$47 million verdict in favor of a single third-party payor plaintiff, automatically trebled to \$142 million, and the court recently approved a \$325 million class settlement.

> **Lupron**

Hagens Berman prosecuted a lawsuit against TAP Pharmaceuticals Products, Inc. on behalf of a class of consumers and third-party payors who purchased the drug Lupron. The suit charged that TAP Pharmaceutical Products, Inc., Abbott Laboratories and Takeda Pharmaceutical Company Limited conspired to fraudulently market, sell and distribute Lupron, causing consumers to pay inflated prices for the drug.

RESULT: Judge Richard Stearns issued a preliminary approval of the proposed settlement between TAP Pharmaceuticals and the class. Under the terms of the settlement, \$150 million will be paid by TAP on behalf of all defendants.

PRACTICE AREAS

Consumer Protection - Drug and Supplement Litigation

> Celebrex/Bextra

Hagens Berman filed a class-action lawsuit against Pfizer on behalf of individual consumers and third-party payors who paid for the drug Bextra. The firm was praised by Judge Breyer for its “unstinting” efforts on behalf of the class, adding, “The attorneys on both sides were sophisticated, skilled, professional counsel whose object was to zealously pursue their clients’ interest, but not at the cost of abandoning the appropriate litigation goals, which were to see, whether or not, based upon the merits of the cases, a settlement could be achieved.”

RESULT: \$89 million settlement.

> Vioxx Third Party Payor Marketing and Sales Practices Litigation

The firm served as lead counsel for third party payors in the Vioxx MDL, alleging that Merck & Co. misled physicians, consumers and health benefit providers when it touted Vioxx as a superior product to other non-steroidal anti-inflammatory drugs. According to the lawsuit,

The drug had no benefits over less expensive medications, but carried increased risk of causing cardiovascular events.

RESULT: \$80 million settlement.

> Serono Drug Litigation

Hagens Berman served as lead counsel for a class of consumers and third party payors in a suit alleging that global biotechnology company Serono, Inc. schemed to substantially increase sales of the AIDS drug Serostim by duping patients diagnosed with HIV into believing they suffered from AIDS-wasting and needed the drug to treat that condition.

RESULT: \$24 million settlement.

> Bayer Combination Aspirin/Supplement Litigation

Hagens Berman served as lead counsel on behalf of consumers in a suit alleging that Bayer Healthcare LLC deceptively marketed Bayer® Women’s Low-Dose Aspirin + Calcium, an 81 mg aspirin pill combined with calcium, and Bayer® Aspirin With Heart Advantage, an 81 mg aspirin pill combined with phytosterols. Plaintiffs alleged that Bayer overcharged consumers for these products or that these products should not have been sold, because these products were not FDA-approved, could not provide all advertised health benefits, and were inappropriate for long-term use.

RESULT: \$15 million settlement.

OTHER LANDMARK CASES**> New England Compounding Center Meningitis Outbreak**

In 2012, the Center for Disease Control confirmed that New England Compounding Center sold at least 17,000 potentially tainted steroid shots to 75 clinics in 23 states across the country, resulting in more than 64 deaths and 751 cases of fungal meningitis, stroke or paraspinal/peripheral joint infection. HBSS attorneys Thomas M. Sobol and Kristen A. Johnson serve as Court-appointed Lead Counsel for the Plaintiffs’ Steering Committee on behalf of plaintiff-victims in MDL 2419 consolidated before The Honorable Ray W. Zobel in the United States District Court for the District of Massachusetts.

RESULT: \$100 million settlement.

PRACTICE AREAS

Employment Litigation

Hagens Berman takes special interest in protecting workers from exploitation or abuse. We take on race and gender discrimination, immigrant worker issues, wage and hour issues, on-the-job injury settlements and other crucial workplace issues.

Often, employees accept labor abuses or a curbing of their rights because they don't know the law, respect their superiors or fear for their jobs. We act on behalf of employees who may lack the individual power to bring about meaningful change in the workplace. We take a comprehensive approach to rooting out systemic employee abuses through in-depth investigation, knowledgeable experts and fervent exploration of prosecution strategies. Hagens Berman is a firm well-versed in taking on complicated employee policies and bringing about significant results. Representative cases include:

› **CB Richard Ellis Sexual Harassment Litigation**

Filed a class action against CB Richard Ellis, Inc., on behalf of 16,000 current and former female employees who alleged that the company fostered a climate of severe sexual harassment and discriminated against female employees by subjecting them to a hostile, intimidating and offensive work environment, also resulting in emotional distress and other physical and economic injuries to the class.

RESULT: An innovative and unprecedented settlement requiring changes to human resources policies and procedures, as well as the potential for individual awards of up to \$150,000 per class member. The company agreed to increase supervisor accountability, address sexually inappropriate conduct in the workplace, enhance record-keeping practices and conduct annual reviews of settlement compliance by a court appointed monitor.

› **Costco Wholesale Corporation Wage & Hour Litigation**

Filed a class action against Costco Wholesale Corporation on behalf of 2,000 current and former ancillary department employees, alleging that the company misclassified them as "exempt" executives, denying these employees overtime compensation, meal breaks and other employment benefits.

RESULT: \$15 million cash settlement on behalf of the class.

› **Washington State Ferry Workers Wage Litigation**

Represented "on-call" seamen who alleged that they were not paid for being "on call" in violation of federal and state law.

RESULT: Better working conditions for the employees and rearrangement in work assignments and the "on-call" system.

› **SunDance Rehabilitation Corporation**

Filed a class action against SunDance challenging illegal wage manipulation, inconsistent contracts and other compensation tricks used to force caregivers to work unpaid overtime.

RESULT: \$3 million settlement of stock to be distributed out of the company's bankruptcy estate.

› **Schneider National Carriers - Regional Drivers**

The firm represents a certified class of regional drivers in a suit filed against Schneider National Carriers, claiming that the company failed to pay its workers for all of their on duty time devoted to a variety of work tasks, including vehicle inspections, fueling, and waiting on customers and assignments. The suit also claims that the company does not provide proper meal and rest breaks and the company is liable for substantial penalties under the California Labor Code.

RESULT: A \$28 million settlement on behalf of drivers.

› **Schneider National Carriers - Mechanics**

Hagens Berman filed a class-action lawsuit alleging that Schneider National Carriers failed to provide mechanics with proper overtime compensation, meal and rest break premiums, and accurate wage statements as required by California law.

RESULT: In March of 2013, the case was settled on terms mutually acceptable to the parties.

PRACTICE AREAS

Employment Litigation

> Swift Transportation Co. of Arizona LLC

The firm represents a certified class of Washington-based truck drivers against Swift Transportation. The suit alleges that Swift failed to pay the drivers overtime and other earned wages in violation of Washington state law.

An agreement to settle the case was granted preliminary approval in October 2018. Final approval is pending.

PRACTICE AREAS

Environmental Litigation

Since Hagens Berman's founding, the firm has sought to work toward one simple goal: work for the greater good. Hagens Berman has established a nationally recognized environmental litigation practice, having handled several landmark cases in the Northwest, the nation and internationally.

Hagens Berman believes that protecting and restoring our environment from damage caused by irresponsible and illegal corporate action is some of the most rewarding work a law firm can do. As our firm has grown, we have established an internationally recognized environmental litigation practice.

SCIENCE AND THE LAW

Hagens Berman's success in environmental litigation stems from a deep understanding of the medical and environmental science that measures potential hazards. That expertise is translated into the courtroom as our attorneys explain those hazards to a judge or jury in easily understood terms.

ENVIRONMENTAL EXPERTS

Our firm's fostered deep relationships with top-notch environmental experts result in resonating arguments and court victories, as well as thoroughly researched and vetted investigations.

REAL IMPACTS

Environmental law is a priority at our firm and we have taken an active role in expanding this practice area. In 2003, Steve Berman and his wife Kathy worked with the University of Washington to create the Kathy and Steve Berman Environmental Law Clinic, giving law students the training and opportunities needed to become hands-on advocates for the environment.

Hagens Berman's significant environmental cases include:

> Exxon Valdez Oil Spill Litigation

Hagens Berman represented various classes of claimants, including fisherman and businesses located in Prince William Sound and other impacted areas who were damaged by one of the worst oil spills in United States history.

RESULT: A \$5 billion judgment was awarded by a federal jury, and a \$98 million settlement was achieved with Alyeska, the oil company consortium that owned the output of the pipeline.

> Chinook Ferry Litigation

The firm represented a class of property owners who challenged Washington State Ferries' high-speed operation of a new generation of fast ferries in an environmentally sensitive area of Puget Sound. Two of the ferries at issue caused environmental havoc and property damage, compelling property owners to act. A SEPA study conducted in response to the suit confirmed the adverse environmental impacts of the fast ferry service

RESULT: A \$4.4 million settlement resulted that is among the most favorable in the annals of class litigation in Washington state.

> Grand Canyon Litigation

The firm represented the Sierra Club in a challenge to a Forest Service decision to allow commercial development on the southern edge of the Grand Canyon National Park.

RESULT: The trial court enjoined the project.

> Kerr-McGee Radiation Case

The firm brought a class action on behalf of residents of West Chicago, Illinois who were exposed to radioactive uranium tailings from a rare earth facility operated by Kerr-McGee.

RESULT: A medical monitoring settlement valued in excess of \$5 million

> Skagit Valley Flood Litigation

Hagens Berman represented farmers, homeowners and businesses who claimed damages as a result of the 1990 flooding of this community. The case was in litigation for ten years and involved a jury trial of more than five months.

RESULT: Following the entry of 53 verdicts against Skagit County, the trial court entered judgments exceeding \$6.3 million. Ultimately, the State Supreme Court reversed this judgment. Despite this reversal, the firm is proud of this representation and believes that the Supreme Court erred.

PRACTICE AREAS

Environmental Litigation

> Idaho Grass Burning Case

In 2002, Hagens Berman brought a class-action lawsuit on behalf of Idaho residents who claimed grass-burning farmers released more than 785 tons of pollutants into the air, including concentrations of polycyclic aromatic hydrocarbons (PAHs), proven carcinogens. Burning the fields annually caused serious health problems, especially to those with respiratory ailments such as cystic fibrosis and asthma. The suit also asserted that Idaho's grass burning policies are far below the standards of other states such as neighboring Washington, where farmers use other techniques to remove grass residue from the fields.

RESULT: The lawsuit settled in 2006 under confidential terms.

> Dole Bananas Case

The firm took on Dole Food Company Inc. in a class-action lawsuit claiming the world's largest fruit and vegetable company lied to consumers about its environmental record and banana-growing practices. The suit alleged that Dole misrepresented its commitment to the environment in selling bananas from a Guatemalan banana plantation that did not comply with proper environmental practices.

RESULT: The suit culminated in 2013. Dole and non-profit organization Water and Sanitation Health, Inc. collaborated on a water filter project to assist local communities in Guatemala.

> Diesel Emissions Litigation

Second to none in uncovering emissions-cheating, the firm has dedicated its time and resources to breaking up the dirty diesel ring. After filing the first lawsuit in the country against Volkswagen, Audi and Porsche for its massive Dieselgate scandal in 2015, the firm went on to unmask emissions-cheating devices installed in vehicles made by Fiat Chrysler, Mercedes and General Motors and continues to investigate diesel cars for excessive, illegal and environmentally harmful levels of emissions.

RESULT: The firm's independently researched active cases have led to investigations by the EPA, DOJ and European authorities.

> San Francisco and Oakland Climate Change Litigation

Hagens Berman represents the cities of San Francisco and Oakland, Calif. in two lawsuits filed against BP, Chevron Corp., Exxon Mobil Corp., Royal Dutch Shell PLC and ConocoPhillips alleging that the Big Oil giants are responsible for the cities' costs of protecting themselves from global warming-induced sea level rise, including expenses to construct seawalls to protect the two cities' more than 5 million residents. The newly filed case

seek an order requiring defendants to abate the global warming-induced sea level rise by funding an abatement program to build sea walls and other infrastructure. Attorneys for the cities say this abatement fund will be in the billions.

> Florida Sugarcane Burning

Hagens Berman filed a class-action lawsuit against the sugar industry's largest entities on behalf of residents of various areas and townships of Florida that have long suffered from the corporations' wildly hazardous and damaging methods of harvesting sugarcane. The lawsuit states that this outdated method of harvesting has wreaked havoc on these Florida communities. The wildly archaic method of harvesting brings devastating toxic smoke and ash, often called "black snow," raining onto poor Florida communities for six months of the year. The lawsuit's defendants, commonly known as Big Sugar, farm sugarcane on approximately 400,000 acres in the area south and southeast of Lake Okeechobee.

> Kivalina Global Warming Litigation

A tiny impoverished Alaskan village of Inupiat Eskimos took action against some of the world's largest greenhouse gas offenders, claiming that contributions to global warming are leading to the destruction of their village and causing erosion to the land that will eventually put the entire community under water. Hagens Berman, along with five law firms and two non-profit legal organizations, filed a suit against nine oil companies and 14 electric power companies that emit large quantities of greenhouse gases into the atmosphere. The lawsuit alleged their actions resulted in the destruction of protective ice, exposing the village to severe storms that destroy the ground the village stands on. Relocating the village of Kivalina could cost between \$95 and \$400 million, an expense the community cannot afford.

> Cane Run Power Plant Coal Ash Case

In 2013, Hagens Berman filed a class-action lawsuit against Louisville Gas and Electric Company alleging it illegally dumped waste from a coal-fired power plant onto neighboring property and homes where thousands of Kentucky residents live. According to the complaint, Louisville Gas and Electric Company's Cane Run Power Plant is fueled by the burning of coal, which also produces coal combustion byproducts—primarily fly ash and bottom ash—that contain significant quantities of toxic materials, including arsenic, chromium and lead. The dust spewed by Cane Run contains known carcinogens, posing significant potential health hazards.

PRACTICE AREAS

Governmental Representation

Hagens Berman has been selected by public officials to represent government agencies and bring civil law enforcement and damage recoupment actions designed to protect citizens and the treasury. We understand the needs of elected officials and the obligation to impartially and zealously represent the interests of the public, are often chosen after competitive bidding and have been hired by officials from across the political spectrum.

Hagens Berman has assisted governments in recovering billions of dollars in damages and penalties from corporate wrongdoers and, in the process, helped reform how some industries do business. In serving government, we are often able to leverage the firm's expertise and success in related private class-action litigation. Successes on behalf of government clients include:

› **Big Tobacco**

We represented 13 states in landmark Medicaid-recoupment litigation against the country's major tobacco companies. Only two states took cases to trial – Washington and Minnesota. The firm served as trial counsel for the state of Washington, becoming only one of two private firms in the entire country to take a state case to trial.

Hagens Berman was instrumental in developing what came to be accepted as the predominant legal tactic to use against the tobacco industry: emphasizing traditional law enforcement claims such as state consumer protection, antitrust and racketeering laws. This approach proved to be nearly universally successful at the pleading stage, leaving the industry vulnerable to a profits-disgorgement remedy, penalties and double damages. The firm also focused state legal claims on the industry's deplorable practice of luring children to tobacco use.

RESULT: \$260 billion for state programs, the largest settlement in the history of civil litigation in the U.S.

› **McKesson Average Wholesale Price Litigation**

This litigation is yet another example of fraudulent drug price inflation impacting not just consumers and private health plans, but public health programs such as Medicaid and local government-sponsored plans as well.

RESULT: Hagens Berman has started the AWP class action, which resulted in many states filing cases. The firm represented several of those states in successful litigation.

› **McKesson Government Litigation**

On the heels of Hagens Berman's class action against McKesson, the firm led lawsuits by states (Connecticut, Utah, Virginia, Montana, Arizona).

RESULT: These states obtained recoveries three to seven times larger than states settling in the multi-state Attorneys General settlement. In addition, the firm obtained \$12.5 million for the City of San Francisco and \$82 million for a nationwide class of public payors.

› **Zyprexa Marketing & Sales Practices Litigation - Connecticut**

Hagens Berman served as outside counsel to then-Attorney General Richard Blumenthal in litigation alleging that Lilly engaged in unlawful off-label promotion of the atypical antipsychotic Zyprexa. The litigation also alleged that Lilly made significant misrepresentations about Zyprexa's safety and efficacy, resulting in millions of dollars in excess pharmaceutical costs borne by the State and its taxpayers.

RESULT: \$25 million settlement.

› **General Motors Ignition Switch Litigation**

Hagens Berman is pleased to be assisting the Arizona Attorney General in its law enforcement action versus GM, as well as the district attorney of Orange County, California who filed a consumer protection lawsuit against GM, claiming the automaker deliberately endangered motorists and the public by intentionally concealing widespread, serious safety defects.

PRACTICE AREAS

Governmental Representation

> State Opioid Litigation

Hagens Berman was hired to assist multiple municipalities in lawsuits brought against large pharmaceutical manufacturers including Purdue Pharma, Cephalon, Janssen Pharmaceuticals, Endo Health Solutions and Actavis charging that these companies and others deceived physicians and consumers about the dangers of prescription painkillers.

The firm was first hired by California governmental entities for the counties of Orange and Santa Clara. The state of Mississippi also retained the firm's counsel in its state suit brought against the manufacturer of opioids. The suit alleges that the pharma companies engaged in tactics to prolong use of opioids despite knowing that opioids were too addictive and debilitating for long-term use for chronic non-cancer pain.

In a third filing, Hagens Berman was retained as trial counsel for the state of Ohio. Filed on May 31, 2017, the firm is assisting the Ohio Attorney General's office in its case against five opioid makers. Ohio Attorney General Mike DeWine stated that "drug companies engaged in fraudulent marketing regarding the risks and benefits of prescription opioids which fueled Ohio's opioid epidemic," and that "these pharmaceutical companies purposely misled doctors about the dangers connected with pain meds that they produced, and that they did so for the purpose of increasing sales."

> Municipal Lending

Hagens Berman represents the cities of Los Angeles and Miami in a series of lawsuits filed against the nation's largest banks, including CitiGroup, JP Morgan, Wells Fargo and Bank of America alleging that they engage in systematic discrimination against minority borrowers, resulting in reduced property tax receipts and other damages to the cities. The suits seek damages for the City, claiming that the banks' alleged discriminatory behavior resulted in foreclosures, causing a reduction of property tax revenues and increased municipal service costs.

PRACTICE AREAS

Intellectual Property

The Hagens Berman intellectual property team has deep experience in all aspects of intellectual property litigation. We specialize in complex and significant damages cases against some of the world's largest corporations.

The firm is primarily engaged in patent infringement litigation at this time. We seek to represent intellectual property owners, including inventors, universities, non-practicing entities, and other groups whose patent portfolios represents a significant creative and capital investment.

Our current and recent engagements include the following:

› **Bombardier Inc.**

The firm represented Arctic Cat Inc. in patent infringement litigation against Bombardier Recreational Products and BRP U.S. Inc. The complaint alleges that Bombardier's Sea-Doo personal watercraft infringe Arctic Cat's patents covering temporary steerable thrust technology used when the rider turns in off-throttle situations.

RESULT: Florida U.S. District Judge Beth Bloom issued a final judgment of \$46.7 million against defendants, trebling initial damages of \$15.5 million awarded in a unanimous jury verdict.

› **Angry Birds**

Hagens Berman represented a Seattle artist who filed a lawsuit against Hartz Mountain Corporation – one of the nation's largest producers of pet-related products – claiming the company illegally sold the artist's trademarked Angry Birds pet toy line to video game giant Rovio Entertainment Ltd, robbing her of millions of dollars of royalty fees.

RESULT: The case settled under confidential terms, which the firm found to be extremely satisfactory for the plaintiff.

› **Samsung, LG, Apple**

The firm represents FlatWorld Interactives LLC in patent litigation against Samsung, LG and Apple. The complaints allege that the defendants' mobile handsets, tablets, media players and other devices infringe a FlatWorld patent covering the use of certain gestures to control touchscreen displays.

RESULT: The case settled.

› **Oracle**

The firm represents Thought Inc. against Oracle Corporation in a suit alleging infringement of seven patents covering various aspects of middleware systems providing application to database mapping, reading and persistence.

› **Salesforce**

The firm represents Applications in Internet Time LLC in patent litigation against Salesforce Inc. The suit alleges that our client's patents cover the core architecture of Salesforce's platform for developing, customizing, and updating cloud-based software applications.

› **Nintendo**

The firm represented Japan-based Shinsedai Company in patent infringement litigation against Nintendo. The suit alleged that our client's patents were infringed by various sports games for the Nintendo Wii.

Unlike other intellectual property firms, Hagens Berman only represents plaintiffs. This reduces the risk of potential conflicts of interest which often create delays in deciding whether or not to take a case at larger firms.

PRACTICE AREAS

Intellectual Property

› **Electronic Arts**

Hagens Berman represents the original software developer of the Electronic Arts (EA) NFL Madden Football video game series in a suit alleging that he is owed royalties on EA Madden NFL titles as well as other derivative products. We prevailed in two trials against EA, and the verdicts were designated as the Top Verdict of the Year (2013) by The Daily Journal. The judgment is on appeal and if upheld will return for a final damages phase.

Hagens Berman is also skilled in other aspects of intellectual property law, including trademark, trade dress, trade secret and copyright litigation.

PRACTICE AREAS

Investor Fraud – Individual and Class Action Litigation

Investing is a speculative business involving assessment of a variety of risks that can only be properly weighed with full disclosure of accurate information. No investor should suffer undue risk or incur losses due to misrepresentations related to their investment decisions.

Our attorneys work for institutional and individual investors defrauded by unscrupulous corporate insiders and mutual funds. The firm vigorously pursues fraud recovery litigation, forcing corporations and mutual funds to answer to deceived investors.

Hagens Berman is one of the country's leading securities litigation firms advising clients in both individual and class-action cases. The firm has experience, dedication and a team with the horsepower required to drive complex cases to exemplary outcomes. Our attorneys are authorities in an array of issues unique to federal and state securities statutes and related laws. We use a variety of highly experienced experts as an integral part of our prosecution team. Successes on behalf of our investor clients include:

› **Charles Schwab Securities Litigation**

Lead counsel, alleging fraud in the management of the Schwab YieldPlus mutual fund.

RESULT: \$235 million class settlement for investors.

› **Oppenheimer**

Additional counsel for lead plaintiffs in class action alleging Oppenheimer misled investors regarding its Champion and Core Bond Funds.

RESULT: \$100 million for the classes.

› **Tremont**

Co-lead counsel in a case alleging Tremont Group Holdings breached its fiduciary duties by turning over \$3.1 billion to Bernard Madoff. On Sept. 14, 2015, after nearly two years of negotiations and mediation, the court granted final approval of the plan of allocation and distribution of the funds which markets estimate could yield investors as much as \$1.45 billion.

RESULT: \$100 million settlement between investors, Tremont and its affiliates.

› **Boeing**

Uncovered critical production problems with the 777 airliner documented internally by Boeing, but swept under the rug until a pending merger with McDonnell Douglas was completed.

RESULT: Record-breaking settlement of more than \$92.5 million.

› **J.P. Morgan – Madoff**

Case alleges that banking and investment giant J.P. Morgan was complicit in aiding Bernard Madoff's Ponzi scheme. Investors claim that J.P. Morgan operated as Bernard L. Madoff Investment Securities LLC's primary banker for more than 20 years.

RESULT: \$218 million settlement amount for the class and a total of \$2.2 billion paid from JPMorgan that will benefit victims of Madoff's Ponzi scheme.

› **Morrison Knudsen**

Filed a shareholder class action, alleging that MK's senior officers concealed hundreds of millions in losses.

RESULT: More than \$63 million for investors.

› **Raytheon/Washington Group**

Charged Raytheon with deliberately misrepresenting the true financial condition of Raytheon Engineers & Constructors division in order to sell this division to the Washington Group at an artificially inflated price.

RESULT: \$39 million settlement.

› **U.S. West**

Represented shareholders of U.S. West New Vector in a challenge to the proposed buyout of minority shareholders by U.S. West.

RESULT: The proposed buyout was stayed, and a settlement was achieved, resulting in a \$63 million increase in the price of the buyout.

PRACTICE AREAS

Investor Fraud – Individual and Class Action Litigation

Our current casework includes:

› Theranos Investor Litigation

Hagens Berman represents Theranos investors in a lawsuit that states that Theranos and its officers set in motion a publicity campaign to raise billions of dollars for Theranos and themselves, and to induce investors to invest in Theranos, all the while knowing that its “revolutionary” blood test technology was essentially a hoax. The suit filed against the company, its CEO Elizabeth Holmes and Ramesh Balwani, alleges that Theranos’ statements to investors were built on false statements. At the crux of the court’s recent decision to uphold the investor case against Theranos was a finding that while plaintiffs did not directly purchase their securities from defendants, claims made by Theranos, Holmes and Balwani constituted fraud.

› Aequitas Investor Litigation

The firm represents a group of investors alleging that national law firm Sidley Austin LLP, Oregon law firm Tonkon Torp LLP and accounting firms Deloitte & Touche LLP and EisnerAmper LLP violated Oregon securities laws by participating or materially aiding in misrepresentations made by Aequitas Management LLC and contributing to a \$350 million Ponzi scheme. Investors state, amongst other allegations, that in 2011 Aequitas began purchasing loan receivables from Corinthian College Inc. and had bought the rights to collect \$444 million in loans. Investment managers hid the details of the transactions from investors, and deceived them when Corinthian’s business was hit with regulatory challenges in 2014. When Corinth collapsed in May 2015, the investment group and its managers continued to sell securities and used the money to pay off other investors and fund a lavish lifestyle, until Aequitas ultimately imploded in 2017, the investors claim.

› China MediaExpress

Hagens Berman represents investors in a case against China MediaExpress, which purported to be the owner of a network of advertising terminals on buses throughout China. The case alleges that the company and its auditor (Deloitte Touche Tohmatsu) participated in accounting fraud that ultimately led to the demise of the company. In early 2014, the court entered

a default judgment in the amount of \$535 million and certified a proposed class against China Media Express Holdings Inc. The case will proceed separately against Deloitte Touche Tohmatsu.

On May 6, 2015 Hagens Berman obtained a \$12 million settlement from Deloitte Touche Tohmatsu, one of the largest settlements against an auditor in a Chinese “reverse merger” case which is now awaiting final approval from the court.

› Altisource Asset Management Corporation

The firm was appointed lead counsel in this institutional investor lawsuit brought on behalf of purchasers of Altisource Asset Management Corporation (AAMC). The complaint alleges that AAMC misrepresented or outright concealed its relationship with these companies and the extent to which the interconnected entities engaged in conflicted transactions with themselves. Estimates of class-wide damages are in the hundreds of millions of dollars. The firm recently filed the consolidated complaint and motions to dismiss are pending before the U.S. District Court for the District of the Virgin Islands.

WHISTLEBLOWERS

In an effort to curb Wall Street excesses, Congress passed the Dodd-Frank Wall Street Reform and Consumer Protection Act, which built vigorous whistleblower protections into the legislation known as the “Wall Street Tip-Off Law.” The law empowers the U.S. Securities and Exchange Commission to award between 10 and 30 percent of any monetary sanctions recovered in excess of \$1 million to whistleblowers who provide information leading to a successful SEC enforcement. It also provides similar rewards for whistleblowers reporting fraud in the commodities markets.

Hagens Berman represents whistleblowers with claims involving violations of the Securities Exchange Act and the Commodities Exchange Act. Unlike traditional whistleblower firms who have pivoted into this area, Hagens Berman has a strong background and history of success in securities, antitrust and other areas of fraud enforcement, making us an ideal partner for these cases. Our matters before the SEC/CFTC include a range of claims, including market manipulation and fraudulent financial statements.

PRACTICE AREAS

Investor Fraud - Institutional Investor Portfolio Monitoring and Recovery Services

Hagens Berman is a leading provider of specialized securities litigation services to public, private and Taft-Hartley pension funds. We offer proprietary and unparalleled asset protection and recovery services to both foreign and domestic institutions. Our institutional services provide participants with the ability to identify, investigate and react to potential wrongdoing by companies in which the institution invests.

PORTFOLIO MONITORING. Timely information and analysis are the critical ingredients of a successful fraud recovery program. Institutions must receive quick, reliable determinations concerning the source and extent of their losses, the likelihood of recoupment and the best manner for pursuing it. Our Portfolio Monitoring Service provides these services at no cost to participating institutions. The Hagens Berman Portfolio Monitoring Service has three primary components:

TRACKING. Alerts clients of any significant portfolio losses due to suspected fraud.

ANALYSIS. Provide clients with necessary legal and factual analyses regarding possible recovery options, removing from the institution any burden connected with scrutinizing myriad instances of potential wrongdoing and attempt to decipher whether direct, recoverable injuries have resulted.

REPORTING. Attorneys and forensic accounting fraud experts deliver a concise monthly report that furnishes comprehensive answers to these inquiries. On a case-by-case basis, the report specifies each of the securities in which the client lost a significant amount of money, and matches those securities with an analysis of potential fraud likelihood, litigation options and an expert recommendation on how best to proceed for maximum recovery.

Our Portfolio Monitoring Service performs its functions with almost no inconvenience to participating institutions. A client's custodian bank provides us with records detailing the client's transactions from the prior several years and on a regular basis thereafter. Importantly, none of the institution's own personnel is required to share in this task, as we acquire the information directly from the custodian bank.

We provide our Portfolio Monitoring service with no strings attached and allow our clients to act without cost or commitment. In instances where a litigation opportunity arises, we believe our skills make us the ideal choice for such a role, although the client is free to choose others.

When a portfolio loses money because of corporate deception, our litigation services seek to recover a substantial percentage of those losses, thereby increasing a fund's performance metric. As fiduciaries, money managers may not have the ability or desire to risk funds on uncertain litigation using typical hourly-rate law firms. Hagens Berman seeks to minimize the burden on the money manager by pursuing cases on a contingent-fee basis.

PRACTICE AREAS

Personal Injury and Abuse

For nearly two decades, Hagens Berman's blend of professional expertise and commitment to our clients has made our firm one of the most well-respected and successful mass tort and personal injury law firms in the nation. We deliver exceptional results for our clients by obtaining impressive verdicts and settlements in personal injury litigation.

Our attorneys have experience in wrongful death, brain injury and other catastrophic injury cases, as well as deep experience in social work negligence, medical malpractice, nursing home negligence and sexual abuse cases.

Hagens Berman also has unparalleled experience in very specific areas of abuse law, recovering damages on behalf of some of the most vulnerable people in our society.

Sexual Abuse Litigation Hagens Berman has represented a wide spectrum of individuals who have been victims of sexual abuse, including children and developmentally disabled adults. We treat each case individually, with compassion and attention to detail and have the expertise, resources and track record to stand up to the toughest opponents. In the area of sexual abuse, our attorneys have obtained record-breaking verdicts, including the largest personal injury verdict ever upheld by an appellate court in the state of Washington. More about Hagens Berman's sexual abuse practice can be found on the following page.

Nursing Home Negligence Nursing home negligence is a growing problem throughout the nation. As our population ages, reports of elder abuse and nursing home negligence continue to rise. Today, elder abuse is one of the most rapidly escalating social problems in our society. Hagens Berman is uniquely qualified to represent victims of elder abuse and nursing home negligence. Our attorneys have secured outstanding settlements in this area of the law and have committed to holding nursing homes accountable for wrongdoing.

Social Work Negligence Social workers play a critical role in the daily lives of our nation's most vulnerable citizens. Social workers, assigned to protect children, the developmentally disabled and

elderly adults, are responsible for critical aspects of the lives of tens of thousands of citizens who are unable to protect themselves. Many social workers do a fine job. Tragically, many do not. The results are often catastrophic when a social worker fails to monitor and protect his or her vulnerable client. All too often, the failure to protect a child or disabled citizen leads to injury or sexual victimization by predators. With more than \$40 million in recoveries on behalf of vulnerable citizens who were neglected by social workers, Hagens Berman is the most experienced, successful and knowledgeable group of attorneys in this dynamic area of the law.

Workplace Injury While many workplace injury claims are precluded by workers compensation laws, many instances of workplace injury are caused by the negligence and dangerous oversight of third parties. In these instances, victims may have valid claims. Hagens Berman's personal injury legal team has successfully brought many workplace injury claims, holding third parties liable for our clients' serious bodily injuries.

Medical Malpractice Litigating a medical malpractice case takes acute specialization and knowledge of medical treatments and medicine. Notwithstanding these facts, Hagens Berman pursues meritorious medical malpractice claims in instances where clients have suffered life-altering personal injuries. Our firm's personal injury attorneys handle medical malpractice cases with the dedication and detail necessary to make victims whole. Hagens Berman is very selective in accepting medical malpractice cases and has been successful in recovering significant compensation for victims of medical error and negligence.

PRACTICE AREAS

Sexual Abuse and Harassment

Hagens Berman's attorneys recently achieved a nationwide sexual harassment settlement on behalf of 16,000 women and also tried the first ever sexual harassment case in Washington state, and has represented women violated by Harvey Weinstein, as well as USC alumnae abused by the university's former gynecologist, Dr. George Tyndall. Our firm is committed to protecting and empowering individuals.

At Hagens Berman, we believe no one is above the law, and that no position of power should shield someone from being held accountable.

Right now, we are witnessing the silencing, belittling and abuse that women everywhere in this nation are subjected to. They are subjected to a system that does not respect them. The backlash against the brave survivors who have stepped forward to report sexual assault is unacceptable.

We believe survivors. Our firm's sexual harassment attorneys have protected their rights for decades throughout their legal careers, and we are dedicated to upholding the rights of the most vulnerable. Women should be heard, respected and protected from systemic abuse.

Sexual harassment is present and pervasive in many workplaces, industries and professional environments, and has damaged the lives and careers of countless individuals. It affects hundreds of thousands of women and men in the U.S., 51 percent of which are harassed by an authority figure, making it harder to come forward for fear of retaliation.

All too often, acts of sexual harassment and sexual misconduct are protected by systemic cover-ups by companies and organized agreements between those in power. Particular industries are more susceptible to these cover-ups including: entertainment and sports media, STEM, law enforcement, food service, politics, military, tech, finance, hospitality and transportation. But sexual harassment is pervasive in many other environments and is often obscured from view for years.

In these industries, victims are routinely subjected to widespread policies and practices that create an environment promoting quid pro quo arrangements in which victims feel pressured to take part in sexual acts and feel powerless against unwanted advancements. Victims are also often punished for not taking part.

The firm has represented women violated by Harvey Weinstein, as well as USC alumnae abused by the university's former gynecologist, Dr. George Tyndall, tried the first ever sexual harassment case in Washington state, and achieved a nationwide sexual harassment settlement on behalf of 16,000 women.

Representative sexual harassment successes and cases on behalf of our clients include:

➤ **USC, Dr. Tyndall Sexual Harassment**

In May of 2018, Hagens Berman filed a class-action lawsuit against the University of Southern California (USC) and Dr. George Tyndall, the full-time gynecologist at USC's student health clinic. Tyndall sexually harassed, violated and engaged in wildly inappropriate behavior with female students who sought his medical care, according to news outlets, which stated he saw tens of thousands of female patients during his time at USC.

Official complaints of Dr. Tyndall's behavior began to surface at USC in the 1990s, but despite the university's knowledge of Dr. Tyndall's behavior, it did not report him to the agency responsible for protecting the public from problem doctors. USC did nothing, for decades, as more and more female students were sent into Dr. Tyndall's office.

The settlement's three-tier structure allows class members to

PRACTICE AREAS

Sexual Abuse and Harassment

choose how much they want to engage with the claims process. Those who do not want to revisit a private, traumatic event can simply keep the guaranteed Tier 1 payment of \$2,500. Those who choose to provide additional information in a claim form about their experience with Tyndall and how it affected them are eligible for up to \$20,000 and those who choose to provide an interview are eligible for up to \$250,000. The special master and her team of experts will evaluate claims and allocate awards to Tier 2 and Tier 3 claimants. This focus on choice ensures that all class members receive compensation while giving each class member the autonomy to decide for herself how involved she wants to be in the settlement process.

The class-action settlement also goes beyond monetary compensation and forces USC to implement real changes to their policies and procedures to help ensure that what happened at USC does not happen again.

RESULT: \$215 million settlement

› **Harvey Weinstein Sexual Harassment**

In a first-of-its-kind class-action lawsuit, Hagens Berman represented women on behalf of a class of all victims who were harassed or otherwise assaulted by Harvey Weinstein, seeking to hold him and his co-conspirators accountable for a years-long pattern of sexual harassment and cover-ups.

The lawsuit, filed Nov. 15, 2017, in the U.S. District Court for the Central District of California states that Miramax and The Weinstein Company (which Weinstein co-founded) facilitated Weinstein's organized pattern of predatory behavior, equating to an enterprise that violates the Racketeer Influenced and Corrupt Organizations Act, commonly referred to as the RICO Act, the same law brought against members of the Mafia for organized criminal behavior.

The lawsuit brought various charges against Weinstein and his companies for violating the RICO Act, mail and wire fraud, assault, civil battery, negligent supervision and retention, and intentional infliction of emotional distress.

RESULT: Settlement reached

› **Fairfax Behavioral Health**

Attorneys from Hagens Berman filed a class-action complaint on behalf of a proposed class of hundreds of patients that were arbitrarily strip-searched and video recorded while receiving treatment for mental illness at one of three Fairfax locations in Washington state.

The suit's named plaintiff recalls being ordered to undress for an invasive strip-search when she presented for inpatient admission, even after disclosing her history of sexual abuse to the staff member. She was not given a gown or towel to cover up during the search, and the staff member watched her undress and left the door open where other staff members could see her.

Video cameras were located in the hallway, the holding area outside bathroom, and the room where the strip search was conducted. The cameras recorded her undressing and the strip-search.

The complaint states that Fairfax's practices—and its failure to limit the discretion of its staff—means that a substantial number of its mental health patients do not have reasonable access to inpatient care for mental health disorders.

› **CB Richard Ellis Sexual Harassment Litigation**

Filed a class action against CB Richard Ellis, Inc., on behalf of 16,000 current and former female employees who alleged that the company fostered a climate of severe sexual harassment and discriminated against female employees by subjecting them to a hostile, intimidating and offensive work environment, also resulting in emotional distress and other physical and economic injuries to the class.

RESULT: An innovative and unprecedented settlement requiring changes to human resources policies and procedures, as well as the potential for individual awards of up to \$150,000 per class member. The company agreed to increase supervisor accountability, address sexually inappropriate conduct in the workplace, enhance record-keeping practices and conduct annual reviews of settlement compliance by a court appointed monitor.

PRACTICE AREAS

Sexual Abuse and Harassment

› King County Child Sex Abuse

Hagens Berman represented the victim of eight years of sexual abuse as a minor, at the hands of her brother-in-law. The lawsuit states that from 2005 to 2012, the case's defendant repeatedly sexually abused Hagens Berman's client. She was only eleven years old when the abuse began and was a minor during the entire duration of the abuse. In 2013, the state of Washington charged Willis with three counts of child molestation, to which he pled guilty. Court documents state, "Joshua Blaine Willis used his position of trust, confidence, or fiduciary responsibility to facilitate the commission of the ... offense[s]..."

Court documents in the civil case filed in June of 2017 detail Willis' highly disgusting and horrifying actions including groping and molestation, exposing himself and other highly sexual and inappropriate behavior.

Following the years of sexual abuse, Hagens Berman's client suffers from Post-Traumatic Stress Disorder and the court awarded damages for treatment of her condition and other emotional distress, as well as loss of earning capacity and other economic damages in her "struggle with consistency and stability."

RESULT: \$4,031,000 judgment awarded in a King County Superior Court

› State of Washington Sexual Assault, DSHS

Our client, a disabled Spokane, Wash. woman, was a patient at Eastern State Hospital. The hospital assigned a male nurse to provide one-on-one care and supervision for our client. The nurse trapped our client in a laundry room and raped her. Hagens Berman determined that the nurse, a state employee, had been reprimanded and accused on previous occasions of sexual assault of vulnerable patients. Hagens Berman initiated a negligence and civil rights lawsuit against the hospital and its administrators for failing to protect our client from a known sexual predator and for allowing that predator to remain on staff with the responsibility to care for vulnerable patients.

RESULT: \$2.5 million settlement

› Workplace Sexual Harassment & Other Investigations

Sexual harassment is present and pervasive in many workplaces. It affects hundreds of thousands of women and men in the U.S., 51 percent of which are harassed by a supervisor, making it harder to come forward for fear of retaliation.

All too often, sexual harassment in the workplace is protected by systemic cover-ups by companies and those in power. Particular industries are more susceptible to these cover-ups including: commercial real estate, law enforcement, politics, military, tech, entertainment, sports media, finance, restaurants and hospitality, advertising and trucking.

In these industries, employees are routinely subjected to widespread policies that create an environment promoting quid pro quo arrangements in which they feel pressured to take part in sexual acts and feel powerless against unwanted advancements. Employees are also often punished for not taking part.

Hagens Berman is also investigating sexual harassment and abuse in various specific areas of study, including STEM programs. The firm also maintains a keen watch over various work environments that are statistically prone to instances of misconduct. These include hospitality, college campuses and research labs, boarding schools and the entertainment industry, especially within the area of professional music.

The firm remains committed to uncovering instances of sexual harassment in the workplace, and within fields of study and areas prone to harboring misconduct and abusive behavior.

PRACTICE AREAS

Sports Litigation

Hagens Berman has one of the nation's most highly regarded sports litigation law practices. Our attorneys are the vanguard of new and innovative legal approaches to protect the rights of professional and amateur athletes in cases against large, well-financed interests, including the National Collegiate Athletic Association (NCAA), the National Football League (NFL), the Fédération Internationale de Football Association (FIFA) and other sports governing institutions.

› **NCAA: Scholarships/Grants-In-Aid (GIAs)**

In a first-of-its-kind antitrust action and potentially far-reaching case, Hagens Berman filed a class-action affecting approximately 40,000 Division I collegiate athletes who played men's or women's basketball, or FBS football, brought against the NCAA and its most powerful members, including the Pac-12, Big Ten, Big-12, SEC and ACC, claiming they violated federal antitrust laws by drastically reducing the number of scholarships and financial aid student-athletes receive to an amount below the actual cost of attendance and far below what the free market would bare.

The case resulted in a \$208.9 million settlement, bringing an estimated average amount of \$6,500 to each eligible class member who played his or her sport for four years.

In March of 2019, the firm as co-lead trial counsel on the injunctive aspect of the case which resulted in a change of NCAA rules limiting the financial treatment of athletes, and in a unanimous 9-0 Supreme Court Victory, the injunctive portion of the case also resulted in a monumental victory for plaintiffs. The Court ruled that NCAA college athletes should legally be able to receive compensation from schools or conferences for athletic services other than cash compensation untethered to education-related expenses, prohibiting the NCAA from enforcing rules limiting those payments. The media called the firm's victory in the scholarships case against the NCAA a "major ruling" (ABC World News Tonight), that "will change the game" (ABC Good Morning America), "...the highest court left the NCAA unhoused and naked, with nothing left but its pretensions," (The Washington Post), it "delivered a heavy blow," (AP), and leaves the NCAA "more vulnerable than ever."

› **NCAA: Concussions**

Cases of particular nationwide interest for fans, athletes and the general public involve numerous cases filed by Hagens Berman against the NCAA. Recently, the firm took on the NCAA for its failure to prevent concussions and protect student-athletes who suffered concussions. Steve Berman served as lead counsel in multi-district litigation and led the firm to finalize a settlement bringing sweeping changes to the NCAA's approach to concussion treatment and prevention. The core settlement benefits include a 50-year medical monitoring program overseen by a medical science committee appointed by the court that will screen and track concussions, funded by a \$70 million medical monitoring fund, paid by the NCAA and its insurers. Examinations include neurological and neurocognitive assessments to evaluate potential injuries.

The settlement also mandates significant changes to and enforcement of the NCAA's concussion management policies and return-to-play guidelines. All players will now receive a seasonal, baseline test to better assess concussions sustained during the season. All athletes who have sustained a concussion will now need to be cleared before returning to play. A medical professional trained in the diagnosis of concussions will be present at all games involving contact-sports. The settlement also creates reporting mandates for concussions and their treatment.

› **Player Name, Image & Likeness Rights in Videogames**

Hagens Berman attorneys represented student-athletes who claimed that the NCAA illegally used student-athletes' names, images and likenesses in Electronic Arts' popular NCAA Football, Basketball and March Madness video game series reached a

PRACTICE AREAS

Sports Litigation

combined \$60 million settlement with the NCAA and EA, marking the first time the NCAA has agreed to a settlement that pays student-athletes for acts related to their participation in athletics. Settlement checks were sent to about 15,000 players, with average amounts of \$1,100 and some up to \$7,600.

The firm began this case with the knowledge that the NCAA and member schools were resolute in keeping as much control over student-athletes as possible, and fought hard to ensure that plaintiffs would not be exploited for profit, especially by the organization that vowed to prevent the college athletes from exploitation.

The firm also represented NFL legend Jim Brown in litigation against EA for improperly using his likeness in its NFL video games, culminating in a \$600,000 voluntary judgment offered by the video game manufacturer.

➤ Continued NIL Litigation

Hagens Berman has continued efforts against the NCAA in an additional pending antitrust case regarding NIL rights. In June 2020, the firm filed its case against the NCAA claiming the institution had knowingly violated federal antitrust laws in abiding by a particular subset of NCAA amateurism rules that prohibit college-athletes from receiving anything of value in exchange for the commercial use of their name and likeness. The firm holds that the NCAA's regulations illegally limiting the compensation that Division I college athletes may receive for the use of their names, images, likenesses and athletic reputations.

In unanimously upholding the rights of NCAA athletes in *Alston*, Justice Gorsuch wrote the NCAA had sought "immunity from the normal operation of the antitrust laws," and Justice Kavanaugh stated, "The NCAA is not above the law." The firm looks forward to continuing to uphold that same sentiment in regard to NCAA athlete name, image and likeness rights.

In July 2021, following the firm's victory in the *Alston* case, the NCAA chose to temporarily lift rules restricting certain NIL deals in what the firm believes will be the first step in another massive change in college sports to support college athletes.

➤ FIFA/U.S. Soccer: Concussions

Several soccer players filed a class action against U.S. soccer's governing bodies, which led to life-changing safety measures brought to millions of U.S. youth soccer players. Players represented by Hagens Berman alleged these groups failed to adopt effective policies to evaluate and manage concussions, leaving millions of players vulnerable to long-lasting brain injury.

The settlement against six of the largest youth soccer organizations completely eliminates heading for youth soccer's youngest players, greatly diminishing risks of concussions and traumatic head injuries. Prior to the settlement, no rule limited headers in children's soccer.

It also sets new benchmarks for concussion measurement and safety protocols, and highlights the importance of on-staff medical personnel at youth tournaments. Under the settlement, youth players who have sustained a concussion during practice or a game will need to follow certain return-to-play protocols before they are allowed to play again. Steve Berman, a youth soccer coach, has seen first-hand the settlement's impacts and life-changing effects every time young athletes take to the field.

➤ NCAA: Transfer Antitrust

Hagens Berman has taken on the NCAA for several highly recruited college athletes whose scholarships were revoked after a coaching change, or after the student-athletes sought to transfer to another NCAA-member school. The suit claims the organization's limits and transfer regulations violate antitrust law.

The firm's case hinges on a destructive double-standard. While Non-student-athletes are free to transfer and are eligible for a new scholarship without waiting a year, and coaches often transfer to the tune of a hefty pay raise, student-athletes are penalized and forced to sit out a year before they can play elsewhere, making them much less sought after by other college athletic programs. Hagens Berman continues to fight for student-athletes' rights to be treated fairly and terminate the NCAA's anticompetitive practices and overbearing regulations that limit players' options and freedoms.

PRACTICE AREAS

Sports Litigation

> **Pop Warner**

Hagens Berman represented youth athletes who have suffered traumatic brain injuries due to gross negligence, and filed a lawsuit on behalf of former Pop Warner football player Donovan Hill and his mother Crystal Dixon. The suit claims that the league insisted Hill use improper and dangerous tackling techniques which left the then 13-year-old paralyzed from the neck down.

Hagens Berman sought to hold Pop Warner, its affiliates, Hill's coaches and members of the Lakewood Pop Warner board of directors accountable for the coaches' repeated and incorrect instruction that Hill and his teammates tackle opposing players by leading with the head. In January of 2016, the firm reached a settlement on behalf of Donovan and his mother, the details of which were not made public. Sadly, months later, 17-year-old Donovan passed away. The firm believes that his case will continue to have a lasting impact on young athletes for generations and will help ensure safety in youth sports.

> **MLB Foul Ball Injuries**

Hagens Berman filed a class-action lawsuit on behalf of baseball fans, seeking to extend safety netting to all major and minor league ballparks from foul pole to foul pole. The suit alleges that tens of millions attend an MLB game annually, and every year fans of all ages, but often children, suffer horrific and preventable injuries, such as blindness, skull fractures, severe concussions and brain hemorrhages when struck by a fast-moving ball or flying shrapnel from a shattered bat. The lawsuit was dismissed with the court ruling that the plaintiffs lacked standing because the chance of getting hit by a ball is remote.

In December of 2015, MLB's commissioner Rob Manfred issued a recommendation to all 30 MLB teams to implement extended safety measures, including additional safety netting at ballparks. While the firm commends the league for finally addressing the serious safety issue at stake, the firm continues to urge MLB and its commissioner to make these more than recommendations to help end senseless and avoidable injuries to baseball's biggest fans. We believe our case sparked the eventual move to netting. After one of the owners of the Mariners belittled Steve for having filed the case, the firm happily saw the addition of netting extended to the foul poles at T-Mobile Park in the firm's headquarters of Seattle.

> **Other Cases**

In addition to its class actions, Hagens Berman has filed several individual cases to uphold the rights of athletes and ensure a fair and safe environment. The firm has filed multiple individual cases to address concussions and other traumatic head injuries among student-athletes at NCAA schools and in youth sports. Hagens Berman continues to represent the interests of athletes and find innovative and effective applications of the law to uphold players' rights.

The firm has also brought many concussions cases on behalf of individual athletes, challenging large universities and institutions for the rights those who have suffered irreversible damage due to gross negligence and lack of even the most basic concussion-management guidelines.

PRACTICE AREAS

Whistleblower Litigation

Hagens Berman represents whistleblowers under various programs at both the state and federal levels. All of these whistleblower programs reward private citizens who blow the whistle on fraud. In many cases, whistleblowers report fraud committed against the government and may sue those individuals or companies responsible, helping the government recover losses.

Our depth and reach as a leading national plaintiffs' firm with significant success in varied litigation against industry leaders in finance, health care, consumer products, and other fields causes many whistleblowers to seek us to represent them in claims alleging fraud against the government.

Our firm also has several former prosecutors and other government attorneys in its ranks and has a long history of working with governments, including close working relationships with attorneys at the U.S. Department of Justice. The whistleblower programs under which Hagens Berman pursues cases include:

FALSE CLAIMS ACT

Under the federal False Claims Act, and more than 30 similar state laws, a whistleblower reports fraud committed against the government, and under the law's *Qui Tam* provision, may file suit on its behalf to recover lost funds. False claims acts are one of the most effective tools in fighting Medicare and Medicaid fraud, defense contractor fraud, financial fraud, under-payment of royalties, fraud in general services contracts and other types of fraud perpetrated against governments.

The whistleblower initially files the case under seal, giving it only to the government and not to the defendant, which permits the government to investigate. After the investigation, the government may take over the whistleblower's suit, or it may decline. If the government declines, the whistleblower can proceed alone on his or her behalf. In successful suits, the whistleblower normally receives between 15 and 30 percent of the government's recovery as a reward.

Since 1986, federal and state false claims act recoveries have totaled more than \$22 billion. Some examples of our cases brought under the False Claims Act include:

› **In U.S. ex rel. Lagow v. Bank of America**

Represented former District Manager at Landsafe, Countrywide Financial's mortgage appraisal arm, who alleged systematic abuse of appraisal guidelines as a means of inflating mortgage values.

RESULT: The case was successful, ultimately triggering a settlement of \$1 billion, and our client received a substantial reward.

› **In U.S. ex rel. Mackler v. Bank of America**

Represented a whistleblower who alleged that Bank of America failed to satisfy material conditions of its government contract to provide homeowners mortgage relief under the HAMP program.

RESULT: The case succeeded and was settled as part of the 2012 global mortgage settlement, resulting in an award to our client.

› **In U.S. ex rel. Horwitz v. Amgen**

Represented Dr. Marshall S. Horwitz, who played a key role in uncovering an illegal scheme to manipulate the scientific record regarding two of Amgen's blockbuster drugs.

RESULT: \$762 million in criminal and civil penalties levied by the U.S. Department of Justice and an award to our client.

› **In U.S. ex rel. Thomas v. Sound Inpatient Physicians Inc. and Robert A. Bessler**

Represented a former regional vice president of operations for Sound Physicians, who blew the whistle on Sound's alleged misconduct.

RESULT: Tacoma-based Sound Physicians agreed to pay the United States government \$14.5 million.

› **In U.S. ex rel. Plaintiffs v. Center for Diagnostic Imaging Inc.**

In May 2010, Hagens Berman joined as lead trial counsel a qui tam lawsuit on behalf of two whistleblowers against Center for

PRACTICE AREAS

Whistleblower Litigation

Diagnostic Imaging, Inc. (CDI), alleging that CDI violated anti-kickback laws and defrauded federally funded health programs by presenting false claims for payment.

RESULT: In 2011, the government intervened in the claims, which the company settled for approximately \$1.3 million. The government declined to intervene, however, in the no-written-orders and kickback claims, leaving those claims for the whistleblowers and their counsel to pursue on their own. The non-intervened claims settled for an additional \$1.5 million payment to the government.

➤ **Medtronic**

On Feb. 19, 2008 the court unsealed a qui tam lawsuit brought by Hagens Berman against Medtronic, one of the world's largest medical technology companies, for fraudulent medical device applications to the FDA and off-label promotion of its biliary devices.

RESULT: The case settled in 2012 for an amount that remained under seal.

**SECURITIES AND EXCHANGE COMMISSION /
COMMODITY FUTURES TRADING COMMISSION**

Since implementation of the SEC/CFTC Dodd Frank whistleblower programs in 2011, Hagens Berman has naturally transitioned into representation of whistleblowers with claims involving violations of the Securities Exchange Act and the Commodities Exchange Act.

Unlike the False Claims Act, whistleblowers with these new programs do not initially file a sealed lawsuit. Instead, they provide information directly to the SEC or the CFTC regarding violations of the federal securities or commodities laws. If the whistleblower's information leads to an enforcement action, they may be entitled to between 10 and 30 percent of the recovery.

The firm currently represents HFT whistleblower and market expert, Haim Bodek, in an SEC fraud whistleblower case that prompted the U.S. Securities and Exchange Commission to bring record-breaking fines against two exchanges formerly owned

by Direct Edge Holdings (and since acquired by Bats Global Markets, the second-largest financial exchange in the country). The exchanges agreed to pay \$14 million to settle charges that the exchanges failed to accurately and completely disclose how order types functioned on its exchanges and for selectively providing such information only to certain high-frequency trading firms.

Hagens Berman also represents an anonymous whistleblower who brought his concerns and original analysis related to the May 2, 2010 Flash Crash to the CFTC after hundreds of hours spent analyzing data and other information.

Both the U.S. Commodity Futures Trading Commission (CFTC) and the Department of Justice, in separate criminal and civil enforcement actions, brought charges of market manipulation and spoofing against Nav Sarao Futures Limited PLC (Sarao Futures) and Navinder Singh Sarao (Sarao) based on the whistleblower's information.

Hagens Berman has worked alongside government officials and regulators, establishing the credibility necessary to bring a case to the SEC or CFTC. When Hagens Berman brings a claim, we work hard to earn their respect and regulators pay attention.

A few of the firm's most recent whistleblower cases in this area include:

➤ **EDGA Exchange Inc. and EDGX Exchange Inc.**

Represented HFT whistleblower and market expert, Haim Bodek, in an SEC fraud whistleblower case against two exchanges formerly owned by Direct Edge Holdings and since acquired by Bats Global Markets, the second-largest financial exchange in the country for spoofing.

RESULT: The case prompted the U.S. Securities and Exchange Commission to bring record-breaking fine of \$14 million against defendants, the largest ever brought against a financial exchange.

PRACTICE AREAS

Whistleblower Litigation

> Nav Sarao Futures Limited PLC

Hagens Berman represents an anonymous whistleblower who brought his concerns and original analysis to the CFTC after hundreds of hours spent analyzing data and other information. The claim brought about legal action against a market manipulator who profited more than \$40 million from market fraud and contributed to the May 6, 2010 Flash Crash.

RESULT: Both the CFTC and the Department of Justice, in separate criminal and civil enforcement actions, brought charges of market manipulation and spoofing against Nav Sarao Futures Limited PLC and Navinder Singh Sarao based on the whistleblower's information. The case is still pending under seal.

INTERNAL REVENUE SERVICE

Hagens Berman also represents whistleblowers under the IRS whistleblower program enacted with the Tax Relief and Health Care Act of 2006.

The IRS program offers rewards to those who come forward with information about persons, corporations or any other entity that cheats on its taxes. In the event of a successful recovery of government funds, a whistleblower can be rewarded with up to 30 percent of the overall amount collected in taxes, penalties and legal fees.

Hagens Berman helps IRS whistleblowers present specific, credible tax fraud information to the IRS. Unlike some traditional False Claims Act firms, Hagens Berman has experience representing governments facing lost tax revenue due to fraud, making us well-positioned to prosecute these cases.

Appellate Victories

APPELLATE VICTORIES

Strengthening Consumer Law

At Hagens Berman, we distinguish ourselves not merely by the results we obtain, but by how we obtain them. Few class-action firms have our firm's combination of resources and acumen to see a case through as long as needed to obtain a favorable outcome. Our attorneys were instrumental in obtaining these federal appellate decisions that have shaped consumer law and bolstered the rights of millions nationwide:

- › **In Matter of Motors Liquidation Co.**, 829 F.3d 135 (2d Cir. 2016) (General Motors bankruptcy reorganization did not bar claims stemming from defective ignition switches)
- › **George v. Urban Settlement Servs.**, 833 F.3d 1242 (10th Cir. 2016) (complaint adequately alleged Bank of America's mortgage modification program violated RICO)
- › **In re Loestrin 24 Fe Antitrust Litig.**, 814 F.3d 538 (1st Cir. 2016) ("reverse payments" for antitrust purposes under **Actavis** are not limited to cash payments)
- › **Osborn v. Visa Inc.**, 797 F.3d 1057 (D.C. Cir. 2015) (complaint adequately alleged Visa and MasterCard unlawfully agreed to restrain trade in setting ATM access fees)
- › **Little v. Louisville Gas & Elec. Co.**, 805 F.3d 695 (6th Cir. 2015) (Clean Air Act did not preempt state nuisance claims against coal plant for polluting surrounding community)
- › **City of Miami v. Citigroup Inc.**, 801 F.3d 1268 (11th Cir. 2015) (reversing dismissal of complaint alleging Citigroup violated Fair Housing Act by pattern of discriminatory lending)
- › **Rajagopalan v. NoteWorld, LLC**, 718 F.3d 844 (9th Cir. 2013) (non-party could not invoke arbitration clause against plaintiff suing debt services provider)
- › **In re Neurontin Mktg. & Sales Practices Litig.**, 712 F.3d 21 (1st Cir. 2013) (affirming \$142 million verdict for injury suffered from RICO scheme by Neurontin manufacturer Pfizer)
- › **In re NCAA Student-Athlete Name & Likeness Licensing Litig.**, 724 F.3d 1268 (9th Cir. 2013) (First Amendment did not shield video game developer's use of college athletes' likenesses)
- › **Garcia v. Wachovia Corp.**, 699 F.3d 1273 (11th Cir. 2012) (Wells Fargo could not rely on **Concepcion** to evade waiver of any right to compel arbitration)
- › **Agnew v. Nat'l Collegiate Athletic Ass'n**, 683 F.3d 328 (7th Cir. 2012) (NCAA bylaws limiting scholarships per team and prohibiting multi-year scholarships are subject to antitrust scrutiny and do not receive pro-competitive justification at pleading stage)
- › **In re Lupron Mktg. & Sales Practices Litig.**, 677 F.3d 21, 24 (1st Cir. 2012) (approving cy pres provision in \$150 million settlement)
- › **In re Pharm. Indus. Average Wholesale Price Litig.**, 582 F.3d 156 (1st Cir. 2009) (AstraZeneca illegally published inflated average wholesale drug prices, thereby giving windfall to physicians and injuring patients who paid inflated prices)

We set ourselves apart not only by getting results but by litigating every case through to finish – to trial and appeal, if necessary. This tenacious drive has led our firm to generate groundbreaking precedents in consumer law.

Hagens Berman has also been active in state courts nationwide. Notable examples of our victories include:

- › **Garza v. Gama**, 379 P.3d 1004 (Ariz. Ct. App. 2016) (reinstating certified class in wage-and-hour action prosecuted by Hagens Berman since 2005)
- › **In re Farm Raised Salmon Cases**, 42 Cal. 4th 1077 (Cal. 2008) (Federal Food, Drug and Cosmetic Act did not preempt state claims for deceptive marketing of food products)
- › **Pickett v. Holland Am. Line-Westours, Inc.**, 35 P.3d 351 (Wash. 2001) (reversing state court of appeals and upholding class action settlement with cruise line)

U.S. Legal Team

**MANAGING PARTNER****Steve W. Berman**

Served as co-lead counsel against Big Tobacco, resulting in the largest settlement in world history, and at the time the largest automotive, antitrust, ERISA and securities settlements in U.S. history.

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YEARS OF EXPERIENCE

> 41

PRACTICE AREAS

- > Antitrust/Trade Law
- > Consumer Protection
- > Governmental Representation
- > Securities/Investment Fraud
- > Whistleblower/**Qui Tam**
- > Patent Litigation

BAR ADMISSIONS

- > Washington
- > Illinois Foreign
- > Registered Attorney in England and Wales

COURT ADMISSIONS

- > Supreme Court of the United States
- > Supreme Court of Illinois
- > Supreme Court of Washington
- > U.S. District Court for the Eastern and Western Districts of Washington
- > U.S. District Court for the Northern and Central Districts of Illinois
- > U.S. District Court for the District of Colorado
- > U.S. District Court for the Eastern District of Michigan
- > First Circuit Court of Appeals

Steve Berman represents consumers, investors and employees in large, complex litigation held in state and federal courts. Steve's trial experience has earned him significant recognition and led The National Law Journal to name him one of the 100 most powerful lawyers in the nation, and to repeatedly name Hagens Berman one of the top 10 plaintiffs' firms in the country. Steve was named an MVP of the Year by Law360 in 2016 and 2017 for his class-action litigation and received the 2017 Plaintiffs' Trailblazer award. He was recognized for the third year in a row as an Elite Trial Lawyer by The National Law Journal.

Steve co-founded Hagens Berman in 1993 after his prior firm refused to represent several young children who consumed fast food contaminated with E. coli—Steve knew he had to help. In that case, Steve proved that the poisoning was the result of Jack in the Box's cost cutting measures along with gross negligence. He was further inspired to build a firm that vociferously fought for the rights of those unable to fight for themselves. Berman's innovative approach, tenacious conviction and impeccable track record have earned him an excellent reputation and numerous historic legal victories. He is considered one of the nation's most successful class-action attorneys, and has been praised for securing record-breaking settlements and tangible benefits for class members. Steve is particularly known for his tenacity in forging consumer settlements that return a high percentage of recovery to class members.

CURRENT ROLE

- > Managing Partner, Hagens Berman Sobol Shapiro LLP

RECENT CASES**> Emissions Litigation**

Steve has pioneered pursuing car manufacturers who have been violating emissions standards, including: Mercedes BlueTEC vehicles, GM Chevy Cruze, Dodge Ram 2500 and 3500 trucks, Dodge Ram 1500 and Jeep Cherokee EcoDiesel vehicles, Chevy Silverado, GMC Sierra as well as other models made by Ford, Audi and BMW. Steve and the firm's unmatched work in emissions-cheating investigations is often ahead of the EPA and government regulators.

> General Motors Ignition Switch Defect Litigation

Steve serves as lead counsel seeking to obtain compensation for the millions of GM car owners who overpaid for cars that had hidden safety defects.

> Climate Change – New York City, King County, Wash.

Steve has always been a fighter for the rights of the environment. In 2017, he began the firm's latest endeavor to combat global climate change through novel applications of the law. Steve currently represents the city of New York and Washington state's King County in lawsuits filed against the world's largest producers of oil: BP, Chevron Corp., Exxon Mobil Corp., Royal Dutch Shell PLC and ConocoPhillips. The cases seek to hold the Big Oil titans accountable for their brazen impact on global warming-induced sea level rise and related expenses to protect the cities and their millions of residents.

- › Second Circuit Court of Appeals
- › Third Circuit Court of Appeals
- › Fifth Circuit Court of Appeals
- › Sixth Circuit Court of Appeals
- › Seventh Circuit Court of Appeals
- › Eighth Circuit Court of Appeals
- › Ninth Circuit Court of Appeals
- › Tenth Circuit Court of Appeals
- › Eleventh Circuit Court of Appeals
- › DC Circuit Court of Appeals
- › Federal Circuit Court of Appeals
- › U.S. Court of Federal Claims
- › Foreign Registered Attorney in England and Wales

EDUCATION

- › University of Chicago Law School, J.D., 1980
- › University of Michigan, B.A., 1976

MANAGING PARTNER

Steve W. Berman

› Opioids - Orange and Santa Clara County, Seattle

Steve has been retained by various municipalities, including the states of Ohio, Mississippi and Arkansas, Orange County, as well as the city of Seattle to serve as trial counsel in a recently filed state suit against five manufacturers of opioids seeking to recover public costs resulting from the opioid manufacturer's deceptive marketing.

› Antitrust Litigation

Corporate fraud has many faces, and Steve has taken on some of the largest perpetrators through antitrust law. Steve serves as co-lead counsel in Visa MasterCard ATM, Batteries, Optical Disc Drives and is in the leadership of a class-action lawsuit against Qualcomm for orchestrating a monopoly that led to purchasers paying significantly more for mobile devices. He serves as interim class counsel in a case against Tyson, Purdue and other chicken producers for conspiring to stabilize prices by reducing chicken production. Steve also filed a proposed class-action lawsuit against the world's largest manufacturers of Dynamic Random Access Memory (DRAM) for cornering the market and driving up DRAM prices. Most recently, Steve's antitrust case against the NCAA involving rights of college athletes to receive grant-in-aid scholarships saw a unanimous Supreme Court victory, in what media called a "major ruling" (ABC World News Tonight), that "will change the game" (ABC Good Morning America), and leaves the NCAA "more vulnerable than ever" (AP).

› Consumer Protection

Steve is a leader in protecting millions of consumers in large-scale cases that challenge unfair, deceptive and fraudulent practices. He leads a class action on behalf of owners of Ford vehicles equipped with MyFord Touch, an in-car entertainment system, who claim the system is flawed, putting drivers at risk of an accident while causing economic hardship. Steve recently filed a class-action lawsuit against Facebook for allowing personal data to be harvested for psychographic profiling.

RECENT SUCCESS

› Volkswagen Franchise Dealerships - \$1.6 billion

Lead counsel for VW franchise dealers suit, in which a settlement of \$1.6 billion has received final approval, and represents a substantial recovery for the class.

› Stericycle Sterisafe Contract Litigation - \$295 million

Hagens Berman's team, led by Steve Berman, filed a class-action lawsuit against Stericycle, a massive medical waste disposal company and achieved a sizable settlement for hundreds of thousands of its small business customers.

› NCAA Grant-in-Aid Scholarships - \$208 million

Served as co-lead counsel in the Alston case that successfully challenged the NCAA's limitations on the benefits college athletes can receive as part of a scholarship, culminating in a \$208 million settlement and injunction upheld by the Supreme Court. The recovery amounts to 100 percent of single damages in an exceptional result in an antitrust case. Steve also co-led the 2018 trial on the injunctive aspect of the case which resulted in a change of NCAA rules limiting the financial treatment of athletes.

The injunction, which was upheld in a unanimous Supreme Court decision in June 2021, prohibits the NCAA from enforcing any rules that fix or limit compensation provided to college athletes by schools or conferences in consideration for their athletic services other than cash compensation untethered to

MANAGING PARTNER**Steve W. Berman**

education-related expenses. According to the Ninth Circuit, the NCAA is “permanently restrained and enjoined from agreeing to fix or limit compensation or benefits related to education” that conferences may make available. In the Supreme Court’s 9-0, Justice Kavanaugh stated, “The NCAA is not above the law.”

› **Dairy Price-Fixing** – \$52 million

This antitrust suit’s filing unearthed a massive collusion between the biggest dairy producers in the country, responsible for almost 70 percent of the nation’s milk. Not only was the price of milk artificially inflated, but this scheme ultimately also cost 500,000 young cows their lives.

CAREER HIGHLIGHTS

› **State Tobacco Litigation** – \$260 billion

Special assistant attorney general for the states of Washington, Arizona, Illinois, Indiana, New York, Alaska, Idaho, Ohio, Oregon, Nevada, Montana, Vermont and Rhode Island in prosecuting major actions against the tobacco industry. In November 1998, the initial proposed settlement led to a multi-state settlement requiring the tobacco companies to pay the states \$260 billion and to submit to broad advertising and marketing restrictions – the largest civil settlement in history.

› **Visa MasterCard ATM Antitrust Litigation** – \$27 billion

Co-lead counsel in what was then the largest antitrust settlement in history: a class-action lawsuit alleging that Visa and MasterCard, together with Bank of America, JP Morgan Chase and Wells Fargo, violated federal antitrust laws by establishing uniform agreements with U.S. banks, preventing ATM operators from setting ATM access fees below the level of the fees charged on Visa’s and MasterCard’s networks.

› **Toyota Sudden, Unintended Acceleration** – \$1.6 billion

Hagens Berman was co-lead counsel in this massive MDL alleging that Toyota vehicles contained a defect causing sudden, unintended acceleration (SUA). It was the largest automotive settlement in history at the time, valued at up to \$1.6 billion. The firm did not initially seek to lead the litigation, but was sought out by the judge for its wealth of experience in managing very complex class-action MDLs. Hagens Berman and managing partner Steve Berman agreed to take on the role of co-lead counsel for the economic loss class and head the plaintiffs’ steering committee.

› **Washington Public Power Supply System (WPPSS)** – \$700 million settlement

Represented bondholders and the bondholder trustee in a class-action lawsuit stemming from the failure of two WPPSS nuclear projects. The case was one of the most complex and lengthy securities fraud cases ever filed. The default was one of the largest municipal bond defaults in history. After years of litigation, plaintiffs were awarded a \$700 million settlement agreement brought against more than 200 defendants.

› **E-books Antitrust Litigation** – \$560 million settlement

Fought against Apple and five of the nation’s top publishers for colluding to raise the price of e-books, resulting in recovery equal to twice consumers’ actual damages. The firm recovered an initial settlement of more than \$160 million with defendant publishing companies in conjunction with several states attorneys general. Steve then led the firm to pursue Apple for its involvement in the e-book price hike. Apple took the case to the Supreme Court, where it was ruled that Apple had conspired to raise prices, and the firm achieved an additional \$450 million settlement for consumers.

MANAGING PARTNER**Steve W. Berman**

- › **Enron Pension Protection Litigation** - \$250 million settlement

Led the class-action litigation on behalf of Enron employees and retirees alleging that Enron leadership, including CEO Ken Lay, had a responsibility to protect the interests of those invested in the 401(k) program, an obligation they abrogated. The court selected Steve to co-lead the case against Enron and the other defendants.

- › **Charles Schwab Securities Litigation** - \$235 million settlement

Led the firm to file the first class-action lawsuit against Charles Schwab on Mar. 18, 2008, alleging that Schwab deceived investors about the underlying risk in its Schwab YieldPlus Funds Investor Shares and Schwab YieldPlus Funds Select Shares.

- › **JP Morgan Madoff Lawsuit** - \$218 million settlement

Represented Bernard L. Madoff investors in a suit filed against JPMorgan Chase Bank, one of the largest banks in the world.

- › **NCAA Grants-in-Aid Scholarships** - \$208 million settlement, and permanent injunction upheld by the Supreme Court

Led the firm's tenacious antitrust class action against the NCAA on behalf of college athletes, claiming that the NCAA had violated the law when it kept the class from being able to receive compensation provided by schools or conferences for athletic services other than cash compensation untethered to education-related expenses. The Supreme Court upheld the favorable opinion of the Ninth Circuit in a 9-0 ruling. Justice Kavanaugh's opinion further underscored the massive win for plaintiffs and the ruling's ongoing effects: "The NCAA couches its arguments for not paying student athletes in innocuous labels. But the labels cannot disguise the reality: The NCAA's business model would be flatly illegal in almost any other industry in America," pushing for further scrutiny of the NCAA's regulations.

- › **Boeing Securities Litigation** - \$92.5 million settlement

Represented a class of tens of thousands of shareholders against Boeing, culminating in a proposed settlement that was the second-largest awarded in the Northwest.

- › **NCAA Concussions** - \$75 million settlement, and 50-year medical monitoring fund

Led the firm's pioneering NCAA concussions suit that culminated in a proposed settlement that will provide a 50-year medical-monitoring program for student-athletes to screen for and track head injuries; make sweeping changes to the NCAA's approach to concussion treatment and prevention; and establish a \$5 million fund for concussion research, preliminarily approved by the court.

- › **US Youth Soccer Settlement**

Revolutionary settlement that changed U.S. Soccer regulations and bought sweeping safety measures to the game. Steve spearheaded a lawsuit against soccer-governing bodies, achieving a settlement that ended heading of the ball for U.S. Soccer's youngest players and greatly diminished risk of concussions and traumatic brain injuries. Additionally, the settlement highlights the importance of on-staff medical personnel at youth tournaments, as well as ongoing concussion education for coaches.

RECOGNITION

- › 2023 Best Lawyers in America in Litigation - Securities and Product Liability Litigation - Plaintiffs

- › 2018, 2020, 2022 Titan of the Plaintiffs Bar, Law360

- › 2022 Hall of Fame, Lawdragon

- › 1999-2022 Washington Super Lawyers

- › 2021 Sports & Entertainment Law Trailblazer, The National Law Journal

MANAGING PARTNER**Steve W. Berman**

- › 2021, 2019, 2018 Honoree for Outstanding Antitrust Litigation Achievement in Private Law Practice, American Antitrust Institute
- › 2016-2020 Class Action MVP of the Year, Law360
- › 2014-2016, 2018-2019 Elite Trial Lawyers, The National Law Journal
- › 2019-2020 Lawdragon 500 Leading Lawyers in America, Plaintiff Financial Lawyers
- › 2014-2019 Lawdragon 500 Leading Lawyers in America
- › 2018 State Executive Committee member, The National Trial Lawyers
- › 2018 Top Attorney of the Year, International Association of Top Professionals
- › 2017 Plaintiffs' Trailblazer, The National Law Journal
- › 2017 Class Actions (Plaintiff) Law Firm of the Year in California, Global Law Experts
- › 2014 Finalist for Trial Lawyer of the Year, Public Justice
- › 2013 One of the 100 most influential attorneys in America, The National Law Journal
- › 2000 Most powerful lawyer in the state of Washington, The National Law Journal
- › One of the top 10 plaintiffs' firms in the country, The National Law Journal

ACTIVITIES

- › In April of 2021, the University of Michigan School for Environment and Sustainability (SEAS) launched the Kathy and Steve Berman Western Forest and Fire Initiative with a philanthropic gift from Steve (BS '76) and his wife, Kathy. The program will improve society's ability to manage western forests to mitigate the risks of large wildfires, revitalize human communities and adapt to climate change.

Steve studied at the School of Natural Resources (now SEAS) and volunteered as a firefighter due to his focus on environmental stewardship.

- › In 2003, the University of Washington announced the establishment of the Kathy and Steve Berman Environmental Law Clinic. The Berman Environmental Law Clinic draws on UW's environmental law faculty and extensive cross-campus expertise in fields such as Zoology, Aquatic and Fishery Sciences, Forest Resources, Environmental Health and more. In addition to representing clients in court, the clinic has become a definitive information resource on contemporary environmental law and policy, with special focus on the Pacific Northwest.

OTHER NOTABLE CASES

- › **VW Emissions Litigation - \$14.7 billion settlement**
Steve served as a member of the Plaintiffs Steering Committee representing owners of Volkswagen CleanDiesel vehicles that were installed with emissions-cheating software.
- › **McKesson Drug Class Litigation - \$350 million settlement**
Lead counsel in an action that led to a rollback of benchmark prices of hundreds of brand name drugs, and relief for third-party payers and insurers. His discovery of the McKesson scheme led to follow up lawsuits by governmental entities and recovery in total of over \$600 million.
- › **Average Wholesale Price Litigation - \$338 million settlement**
Steve served as lead trial counsel, securing trial verdicts against three drug companies that paved the way for settlement.
- › **DRAM Memory Antitrust - \$345 million settlement**

MANAGING PARTNER

Steve W. Berman

› **Lumber Liquidators Flooring**

Steve was court-appointed co-lead counsel in litigation against Lumber Liquidators representing consumers who unknowingly purchased flooring tainted with toxic levels of cancer-causing formaldehyde. The consumer settlement was confidential.

PRESENTATIONS

- › Steve is a frequent public speaker and has been a guest lecturer at Stanford University, University of Washington, University of Michigan and Seattle University Law School.

PERSONAL INSIGHT

Steve was a high school and college soccer player and coach. Now that his daughter's soccer skills exceed his, he is relegated to being a certified soccer referee and spends weekends being yelled at by parents, players and coaches. Steve is also an avid cyclist and is heavily involved in working with young riders on the international Hagens Berman Axeon cycling team.

**PARTNER****Daniel J. Kurowski**

2020 "Rising Star" in Illinois, Super Lawyers

CONTACT

455 N. Cityfront Plaza Drive
Suite 2410
Chicago, IL 60611

(708) 628-4963 office
(708) 628-4950 fax
dank@hbsslaw.com

YEARS OF EXPERIENCE

> 17

PRACTICE AREAS

- > Consumer Rights Litigation
- > Sports Litigation
- > Antitrust Litigation
- > Pharmaceutical Fraud

CLERKSHIPS

- > Hon. Paul E. Plunkett,
Northern District of Illinois
- > Hon. Maria Valdez, Northern
District of Illinois

BAR ADMISSIONS

- > Illinois

COURT ADMISSIONS

- > U.S. Court of Appeals, Seventh
Circuit
- > U.S. Court of Appeals, Second
Circuit
- > U.S. District Court, Northern
District of Illinois
- > U.S. District Court, Central
District of Illinois
- > U.S. District Court, Southern
District of Illinois

EDUCATION

- > John Marshall Law School,
J.D., *cum laude*, 2005
- > Loyola University Chicago,
B.B.A., with Honors, 2002

CURRENT ROLE

- > Associate, Hagens Berman Sobol Shapiro LLP
- > Daniel J. Kurowski is a partner at Hagens Berman Sobol Shapiro LLP. Since 2006, Mr. Kurowski has focused his practice on protecting the interests of individuals and small companies prejudiced by large corporations and organizations, often in consolidated multi-district litigation proceedings. Based in Chicago, with cases located throughout the country, his current work with the firm covers a diverse variety of complex cases including:
 - Representing student-athletes in individual personal injury and class-action litigation pertaining to concussions/traumatic brain injuries suffered during sporting activities, including in **In Re National Collegiate Athletic Association Student-Athlete Concussion Injury Litigation** (N.D. Ill.), **Mayall v. USA Water Polo, Inc.** (C.D. Cal.) and **In Re NFL Players' Concussion Injury Litig.** (E.D. Pa.).
 - Representing consumers of electricity in action alleging claims against nearly two dozen defendants for perpetuating an extensive fuel oil fraud, resulting in users of electricity in Puerto Rico being overcharged by more than \$1 billion dollars for electricity since 2002.
 - Representing purchasers with antitrust, consumer fraud and/or unjust enrichment claims against sellers and manufacturers of retail products.

RECENT SUCCESS

- > **In re Pre-Filled Propane Sales & Marketing Practices Litigation** (W.D. Mo.) (\$35 million in settlements involving multiple defendants)
- > **In re Bayer Combination Aspirin Sales & Marketing Practices Litigation** (E.D.N.Y.) (\$15 million settlement)
- > **In re Aurora Dairy Organic Milk Marketing & Sales Practices Litigation** (E.D. Mo.) (\$7.5 million settlement)
- > **Silk v. Bowling Green State University** (Ohio Court of Claims) (\$712,500 individual settlement for student-athlete injured as a result of alleged failures to properly manage athlete's concussions)
- > **In re NFL Players' Concussion Injury Litigation** (E.D. Pa.) (over \$3.3 million in approved claims for former NFL players)

RECOGNITION

- > Illinois Rising Star, Super Lawyers Magazine, 2015 - 2020

EXPERIENCE

- > Federal judicial law clerk, Hon. Paul E. Plunkett and Hon. Maria Valdez
- > Intern, U.S. Department of Housing and Urban Development's Office of Fair Housing and Equal Opportunity, the U.S. Attorney's Office for the Northern District of Illinois and with Hon. Ronald A. Guzman and his staff
- > During law school, Mr. Kurowski received multiple academic scholarships, served as a staff member and Lead Articles Editor for The John Marshall Law Review, and received an award for an appellate brief submitted in a national moot court competition

PARTNER**Daniel J. Kurowski****LEGAL ACTIVITIES**

- › Seventh Circuit Council on eDiscovery and Digital Information
- › Member of American Association for Justice, Illinois State Bar Association, Chicago Bar Association
- › Investigator, Chicago Bar Association, Judicial Evaluation Committee

NOTABLE CASES

- › Aurora Dairy Corporation Organic Milk Marketing & Sales Practices Litigation (E.D. Mo.)
- › Bayer Corp. Combination Aspirin Product Marketing & Sales Practices Litigation (E.D.N.Y.)
- › Bisphenol-A (BPA) Polycarbonate Plastic Products Liability Litigation (W.D. Mo.)
- › Pre-Filled Propane Tank Marketing & Sales Practices Litigation (W.D. Mo.)
- › RC2 Corp. Toy Lead Paint Products Liability Litigation (N.D. Ill.)

PERSONAL INSIGHT

Dan enjoys staying active by competing in cyclocross races and equally intense races chasing after his two children. Dan is also a board member for the DuPage Cycling Foundation, a 501(c)(3) non-profit corporation that raises fund for community non-profits through the hosting and promotion of cycling events.

**ASSOCIATE**

Whitney K. Siehl

Ms. Siehl works tirelessly and has achieved millions of dollars in settlements for her clients. Her passion and empathy is unmatched.

CONTACT

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(708) 628-4950 fax
whitneyk@hbsslaw.com

YEARS OF EXPERIENCE

> 9

PRACTICE AREAS

- > Civil & Human Rights Litigation
- > Class Actions
- > Employment Litigation
- > Personal Injury Litigation
- > Sexual Abuse & Harassment

BAR ADMISSIONS

- > Illinois

COURT ADMISSIONS

- > United States District Court for the Northern District of Illinois
- > United States Court of Appeals for the Seventh Circuit
- > Supreme Court of the United States

CLERKSHIPS

- > Extern for Judge George C. Smith on the Southern District of Ohio

EDUCATION

- > The Ohio State University
Moritz College of Law, J.D.,
cum laude, 2013
- > Northwestern University, B.A.,
2009

CURRENT ROLE

- > Associate, Hagens Berman Sobol Shapiro LLP
- > Ms. Siehl's Plaintiffs' litigation practice focuses on complex class-action and individual cases in the areas of sexual abuse, sexual harassment, and sports law
- > Represents an actress and entertainment industry class against The Weinstein Company, Harvey Weinstein and related companies for racketeering and sexual assault
- > Represents students and alumnae of the University of Southern California in a class-action lawsuit against the university and Dr. George Tyndall for his alleged decades-long sexual abuse of patients

EXPERIENCE

- > Prior to joining Hagens Berman, Ms. Siehl was an associate in the Chicago office of a well-respected Plaintiffs' firm representing families and children in birth injury and birth trauma litigation nationwide.
- > She worked previously at another Chicago firm where she gained experience in all aspects of civil litigation with a focus on medical malpractice and professional liability matters.

RECENT SUCCESS

- > Ms. Siehl played a significant role in a \$4 million settlement for a child who suffered severe and permanent brain damage due to the medical providers' delay in recognizing a placental abruption.
- > Assisted in a \$3.5 million settlement for a child with a hypoxic-ischemic brain injury that resulted from too much Pitocin and a physician's failure to recognize fetal distress.

RECOGNITION

- > 2020, 2021 Rising Star, Super Lawyers Magazine for Class Actions
- > 2019 Rising Star, Super Lawyers Magazine for Plaintiffs' Personal Injury
- > 2017 Award for Excellence in Pro Bono Service from the United States District Court for the Northern District of Illinois and the Chicago Chapter of the Federal Bar Association
- > 2013 Member of National Champion Team for Sutherland Cup National Constitutional Law Moot Court Competition
- > CALI Award for Highest Grade in Legislation Clinic, Dispute Systems Design, and Comparative Legal Professions
- > Named a Public Service Fellow with Dean's Special Recognition

ASSOCIATE**Whitney K. Siehl****LEGAL ACTIVITIES**

- › Women's Bar Association of Illinois
 - Officer Positions
 - Financial Secretary - 2020 - 2021
 - Recording Secretary - 2019 - 2020
 - Board of Directors - 2017 - Present
- › American Association for Justice Birth Trauma Litigation Group, Member
- › Illinois Trial Lawyers Association, Member

ACTIVITIES

- › Professional Board Member, PAWS Chicago – the Midwest's largest no-kill animal shelter; TEAM PAWS Marathon Team 2015-present

PRO BONO

- › In 2017, Ms. Siehl received an Award for Excellence in Pro Bono Service from the United States District Court for the Northern District of Illinois and the Chicago Chapter of the Federal Bar Association for her dedication to representing underserved individuals in employment discrimination matters.

PUBLICATIONS

- › **#Us Too: Gender Inequality in the Legal Profession**, American Association for Justice, Birth Trauma Litigation Group Newsletter, Lead Article, February 2018.

PERSONAL INSIGHT

Whitney is an avid golfer and chairs the annual golf outing for the Women's Bar Association of Illinois. She was previously a member of the Miami University cross country and track teams, where the cross country team was selected as NCAA Academic All-Americans. She serves as a pace group leader for Chicago Marathon training and with the 2021 Chicago Athlete Magazine Ambassador Team, helps inspire busy professionals to live healthier lives. To date, she has completed 10 marathons, a half Iron distance triathlon, and numerous short course triathlons including the 2019 Escape from Alcatraz Triathlon in San Francisco.

Exhibit 12

**IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR KING COUNTY**

ALEXANDER BARRY, individually and
on behalf of all others similarly situated,

Plaintiff,

v.

UNIVERSITY OF WASHINGTON,

Defendant.

No. 20-2-13924-6-SEA

**DECLARATION OF ALEXANDER
BARRY IN SUPPORT OF
PLAINTIFF'S MOTION FOR CLASS
CERTIFICATION**

I, Alexander Barry, declare as follows:

1. I am the named Plaintiff in the above-captioned putative class action lawsuit against the Defendant, University of Washington. I am submitting this declaration in support of Plaintiff's Motion for Class Certification.

2. I am a citizen and resident of the State of Washington.

3. During the Winter Quarter 2020 and Spring Quarter 2020, I was a full-time graduate student.

4. I paid University of Washington for in-person education and experiences and enrolled in in-person classes at all times relevant, including for the Winter Quarter 2020 and Spring Quarter 2020.

5. I did not enroll at the University of Washington to obtain an online, remote education, whether in whole or in part.

1 6. My understanding of this case is as follows:

2 a. This case was originally filed on September 16, 2020.

3 b. I understand that Defendant filed a motion to dismiss, which the Court granted in
4 part and denied in part on March 17, 2021, denying that motion to dismiss with
5 respect to three claims.

6 c. The first claim is that Defendant formed an express contract with students,
7 promising to provide an on-campus, in-person instruction for Winter Quarter
8 2020 and Spring Quarter 2020, in exchange for tuition and fees, and that by
9 shifting classes to entirely remote instruction, Defendant broke that express
10 promise and damaged those paying for Defendant's in-person courses and
11 experiences financially by refusing to refund any portion of the tuition and fees
12 students paid.

13 d. The second claim is that Defendant formed an implied contract with students,
14 promising to provide an on-campus, in-person instruction for Winter Quarter
15 2020 and Spring Quarter 2020, in exchange for tuition and fees, and that by
16 shifting classes to entirely remote instruction, Defendant broke that implied
17 promise and damaged those paying for Defendant's in-person courses and
18 experiences financially by refusing to refund any portion of the tuition and fees
19 students paid.

20 e. The third claim is that Defendant was unjustly enriched, in that students who paid
21 Defendant for in person instruction during the Winter Quarter 2020 and Spring
22 Quarter 2020 gave Defendant money for on-campus, in person instruction,
23 Defendant wrongfully retained that money after closing its campus to in-person
24 education and facilities, and switching to remote instruction, Class Members
25 demanded return of the money, and Defendant has not returned the money.

26 7. Prior to the transition to remote education, my course syllabi would show a
27 number of classes meeting at a specific location on campus.

1 8. I understand that as a class representative, my responsibilities are to take an active
2 role in the case, assisting the lawyers and looking out for the interests of the entire class during
3 the case and at the time of settlement, and not just my own interests. I am willing and able to
4 serve in that role, and have been doing so to date.

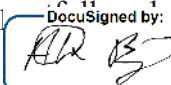
5 9. In addition, I understand that while Defendant has yet to request my documents or
6 testimony in this case, it may do so in the future. Nevertheless, should Defendant seek my
7 documents or testimony, I intend to work with my counsel to participate in the discovery process
8 to the best of my ability.

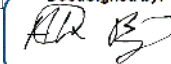
9 10. I am aware of no conflicts of interest between myself and any other member of
10 the class.

11 11. I am not aware of any other lawsuits brought by University of Washington
12 students regarding Defendant's 2020 transition to remote learning.

13
14 I declare under penalty of perjury under the laws of the State of Washington that I have read this
15 declaration, know its contents, and I believe that the foregoing is true and correct.

Dated: 11/23/2022

Res: tted,

By: 
FC9E2FB5FAAE423...

Alexander Barry

Exhibit 13

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2
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5
6
7 **IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON**
8 **IN AND FOR KING COUNTY**

9
10 ALEXANDER BARRY, individually and
on behalf of all others similarly situated,

11 Plaintiff,

12 v.

13 UNIVERSITY OF WASHINGTON,

14 Defendant.
15
16

No. 20-2-13924-6-SEA

**DECLARATION OF EDWARD W.
CIOLKO IN SUPPORT OF
PLAINTIFF'S MOTION FOR CLASS
CERTIFICATION**

17 I, Edward W. Ciolko, declare under penalty of perjury pursuant to the laws of Washington
18 that the forgoing is true and correct to the best of my knowledge:

19 1. I am an attorney admitted to practice law in the District of Columbia. I am a partner
20 at Lynch Carpenter, LLP. If called upon as a witness, I could and would testify competently as to
21 the matters set forth in this declaration.

22 2. My firm, along with Hagens Berman Sobol Shapiro LLP represent Plaintiff
23 Alexander Barry, and all have extensive class action experience and seek to be appointed as Class
24 Counsel pursuant to Rule 23(g). I have experience in class action litigation involving breach of
25 contract and unjust enrichment claims.

26 3. As detailed in Lynch Carpenter, LLP's firm resume attached hereto as **Exhibit A**,
27 the firm has served as named or *de facto* lead counsel in hundreds of complex cases, and maintains
28 an active class action practice, handling all aspects of class actions from investigation and

1 discovery through trial and appeal in state and federal courts, arbitration panels, and specialized
2 courts of claims across the country.

3 4. Lynch Carpenter, LLP has been appointed as interim lead counsel, and as Class
4 Counsel, in a number of analogous cases across the country: *See, e.g., Felix, et al. v. Roosevelt*
5 *Univ.*, No. 20-cv-4793 (N.D. Ill. Nov. 12, 2020); *Pfingsten, et al. v. Carnegie Mellon Univ.*, No.
6 20-cv-00716 (W.D. Pa. Aug. 26, 2020); *Ryan, et al. v. Temple Univ.*, No. 20-cv-02164 (E.D. Pa.
7 Aug. 21, 2020); *Polley, et al v. Northwestern Univ.*, No. 1:20-cv-04798 (N.D. Ill. Nov. 2, 2020);
8 *Kincheloe, et al v. Univ. of Chicago*, No. 1:20-cv-3015 (N.D. Ill. Feb. 1, 2021); *Vakilzadeh, et al.*
9 *v. The Trustees of The California State University*, No. 20STCV23134 (Los Angeles Sup. Ct);
10 *Levin, et al. v. The Board of Regents of the University of Colorado*, No. 2020CV31409 (Denver
11 Dist. Ct. Feb. 3, 2021); and *Okolo v. Maryville University of St. Louis*, No. 20SL-CC02850 (21st
12 Judicial Circuit Ct., St. Louis County, MO Feb. 9, 2021); *Waite v. Kent State University*, No. 2020-
13 00392JD (OH Ct. of Cl. Mar. 2, 2022); and *Duke v. Ohio University*, No. 2021-00036JD (OH Ct.
14 of Cl. Mar. 9, 2022).

15 5. Specific to the matter before this Court, Lynch Carpenter has engaged in the
16 following actions, among others, to advance the above-captioned litigation:

- 17 a. Investigated potential legal claims and interviewed potential named
18 plaintiffs;
- 19 b. Conducted written and oral discovery, including depositions and
20 dissemination, negotiation, and review of state FOIA requests;
- 21 c. Reviewed and analyzed Defendant's website, financial information,
22 policies, student handbooks, federal filings, and other matters;
- 23 d. Conferred with potential experts, both testifying and consulting, regarding
24 the technical, financial, and legal aspects of said claims; and
- 25 e. Prepared pleadings and other motion papers.

26 6. I, personally, have extensive experience in class action litigation, with over 20 years
27 of direct plaintiffs' side casework, from investigation through trial and appeals, and as an Attorney
28 Advisor of Commissioner Sheila Anthony at the Federal Trade Commission. I specialize in

1 consumer, antitrust, complex financial, employment (primarily under federal ERISA and
2 FLSA/state overtime statutes and common law), and false advertising/breach of contract class
3 action cases relating to consumer products and services that alleged, among other things, breach
4 of contract, consumer and common law fraud, breach of warranty, and unjust enrichment. At
5 Lynch Carpenter, LLC, my partner Gary Lynch and have spearheaded the investigation, litigation,
6 and settlement of literally dozens of analogous cases to the instant one, being named or *de facto*
7 lead class counsel in a significant number of the above cited actions and additional federal and
8 state court cases across the country. *See generally* [Edward W. Ciolko - Lynch Carpenter LLP](#).

9 7. For the reasons stated above, I submit that appointment of Lynch Carpenter, LLP
10 as class counsel is in the best interest of the proposed class.

11 8. At the time of this filing, I am not aware of any other members of the proposed
12 Class that have filed suit.

13 I declare under the penalty of perjury under the laws of Washington that the foregoing is
14 true and correct.

15 Executed this 23rd day of November 2022 at Philadelphia, Pennsylvania.

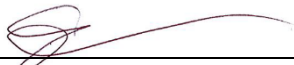
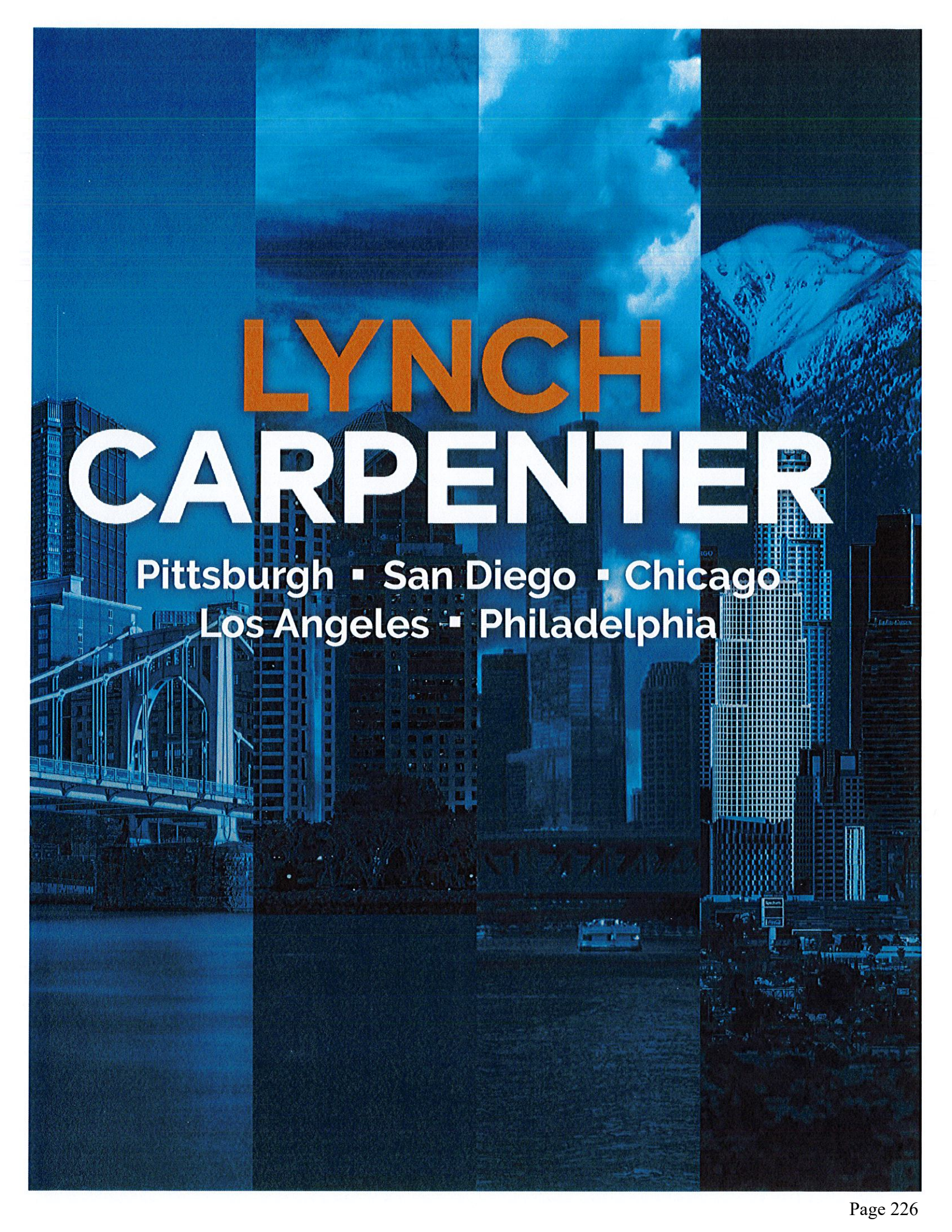
16
17 
18 _____
Edward W. Ciolko

Exhibit A



LYNCH CARPENTER

Pittsburgh ▪ San Diego ▪ Chicago
Los Angeles ▪ Philadelphia

OUR MISSION

Lynch Carpenter is a national law firm with a singular mission – to provide a voice to those who have been silenced by the disproportionate powers which too often exist in America. With lawyers based in Pittsburgh, San Diego, Los Angeles, Philadelphia, and Chicago, Lynch Carpenter has created an inclusive national community of like-minded legal talent to represent plaintiffs in complex litigation. Lynch Carpenter lawyers have developed strong collaborative working relationships with counsel throughout the nation and have been involved in numerous high-profile multidistrict litigation proceedings, frequently in leadership roles.

The Lynch Carpenter platform is self-made, without reliance upon the legacy of a long-established “repeat player” law firm, and is based upon the fundamental principle that input from a broad base of lawyers with diverse backgrounds, working together with mutual respect, will result in the strongest possible organization. At Lynch Carpenter, diversity is utilized, not tokenized. To this end, the firm strives to provide equal opportunities for promotion and leadership to its attorneys and supporting professionals. Eleven of the 20 Lynch Carpenter attorneys have been appointed to leadership positions in multidistrict or otherwise consolidated litigation, in class-action matters involving financial fraud (including securities fraud, derivative actions, and lending fraud), data breach, privacy, consumer fraud, breach of contract, labor and employment, antitrust, and civil rights, in federal and state courts throughout the country.

Lynch Carpenter represents a wide variety of clients, including individual consumers and employees, small businesses, non-profits, issue advocacy groups, and governmental entities. Over the past ten years, Lynch Carpenter lawyers emerged as national leaders in data breach and privacy litigation, and in that time have negotiated or contributed to class recoveries totaling more than \$350 million in that sector alone. Along the way, the Lynch Carpenter team has generated seminal legal authority in both trial and appellate courts. For example, in 2018, as a direct result of Lynch Carpenter’s tenacious appellate advocacy, the Pennsylvania Supreme Court became one of the first state high courts to recognize that a common-law duty of reasonable care applies to the collection and storage of sensitive electronically-stored data. This landmark opinion, *Dittman v. UPMC*, 196 A.3d 1036 (Pa. 2018), paved the way for data breach victims to bring viable negligence claims against companies whose inadequate security practices allow major breach incidents to happen.

In October 2020, *The Legal Intelligencer* named Lynch Carpenter (under its predecessor name) “Litigation Department of the Year” for general litigation in Pennsylvania. In 2021, the firm was named as a finalist for Litigation Department of the Year in the Pennsylvania region by *The American Lawyer*. Several of its partners co-author the current edition of *Class Actions: The Law of 50 States* published by Law Journal Press. Lynch Carpenter’s attorneys are recipients of numerous additional individual awards, as described in more detail in the individual biographies on the firm’s website.

Lynch Carpenter continues to grow and establish itself as a leader in representing plaintiffs in complex litigation throughout the country. The firm remains committed to developing its younger lawyers and providing them with opportunities for professional growth, both inside and outside of the firm. In leading major complex litigation, the firm draws strength from its decentralized management structure, which fosters collaboration within the firm and enables the assembly of internal litigation teams for each case. In this way, Lynch Carpenter epitomizes the synergistic benefits which result from a group of good lawyers working together to do good things.

REPRESENTATIVE AND NOTABLE CASES

PRIVACY & DATA BREACH LITIGATION

In re TikTok, Inc., Consumer Privacy Litig., No. 20-cv-4699 (MDL No. 2948) (N.D. Ill.). Judge Lee appointed Katrina Carroll as Co-lead Counsel in this multidistrict litigation alleging that one of the world's biggest social media platforms captured, collected, and transmitted personal data from TikTok users and their devices without their consent and/or knowledge, including private information and biometric information within the meaning of the Illinois Biometric Information Privacy Act. In July 2022, Judge Lee granted final approval to a \$92 million settlement.

In re Equifax, Inc. Customer Data Security Breach Litig., MDL 2800 (N.D. Ga.). The Equifax data breach compromised the nation's entire credit reporting system. More than 400 lawsuits filed by consumers and financial institutions were consolidated in the MDL. Gary Lynch was appointed co-lead counsel for financial institution plaintiffs. After significant dispositive motions practice and initial rounds of discovery, the parties negotiated a settlement of the financial institution class action that provides up to \$7.75 million in cash benefits, plus additional injunctive relief. The court granted preliminary approval of the settlement in June 2020 and final approval in October 2020.

In re Blackbaud, Inc. Customer Data Breach Litig., MDL 2972 (D.S.C.). In 2020, data security company Blackbaud, Inc. was target for a ransomware attack. In the litigation that followed, brought by Blackbaud's customers, Kelly Iverson was appointed to the Plaintiffs' Steering Committee. On October 19, 2021, the Honorable J. Michelle Childs denied Blackbaud's motion to dismiss Plaintiffs' negligence and gross negligence claims.

In re Wawa, Inc. Data Security Litig., 2:19-cv-6019 (E.D. Pa.). Gary Lynch was appointed co-lead counsel for a putative class of financial institution plaintiffs in consolidated actions brought against Wawa, Inc. arising out of a 2019 payment card data breach involving the convenience store's point-of-sale systems. A consolidated amended complaint was filed in July 2020, and in 2021 the district court denied the defendant's motion to dismiss the primary claims.

In re Marriott International Customer Data Security Breach Litigation, MDL No. 2879 (D. MD.). Lynch Carpenter was appointed to the Plaintiffs' Steering Committee in this multidistrict litigation related to the data breach involving Starwood guest information dating back to at least 2014. The MDL includes more than 100 cases and is in pretrial litigation. The District Court certified several "bellwether" classes in May 2022.

Opris v. Sincera Reproductive Medicine, 2:21-cv-3072 (E.D. Pa.). Lynch Carpenter serves as co-lead counsel in this data breach case involving the 2020 compromise of patients' personal identifiable information and protected health information from a reproductive health services provider. In May 2022, Judge Slomsky denied the majority of the defendant's motion to dismiss, and the case is now in discovery.

In re Anthem, Inc. Customer Data Security Breach Litig., No. 5:15-md-02617, MDL 2617 (N.D. Cal.). Lynch Carpenter attorneys represented customers of a national health insurer which experienced a data breach involving the personal information, including social security numbers, of up to an estimated 80 million customers. The case was consolidated and transferred to the Northern

District of California in June 2015. Lynch Carpenter attorneys participated in discovery related to Highmark, the Pennsylvania-based member of the Blue Cross Blue Shield Association and a co-defendant in the MDL. The parties reached a settlement valued at \$117 million, which was approved by the Court.

In re Home Depot Customer Data Breach Litig., 1:14-md-02583, MDL 2583 (N.D. Ga.). In this multidistrict litigation, Lynch Carpenter attorneys represented financial institutions in litigation related to the major data breach at the retailer which continued for almost six months in 2014 and resulted in the compromise of approximately 56 million payment card accounts. Lynch Carpenter was appointed by Judge Thrash to be one of three lead counsel managing the financial institution track of the litigation. In September 2017, the Court granted final approval to a comprehensive class settlement that provides over \$27 million in relief to the financial institution class.

First Choice Federal Credit Union v. The Wendy's Company et al, 2:16-cv-0506, (W.D. Pa.). This class action arose out of a malware installed on the point-of-sale systems of Wendy's franchised restaurants for the purpose of capturing and ex-filtrating customer payment card data. Approximately 18 million payment cards were exposed. The United States District Court for the Western District of Pennsylvania consolidated several proposed class actions and appointed Lynch Carpenter as Co-lead Counsel on behalf of the plaintiff financial institutions. In November 2018, after three rounds of in-person mediation, Wendy's agreed to pay \$50 million into a non-reversionary fund and to adopt and/or maintain certain reasonable safeguards to manage its data security risks. When the settlement received final approval in November 2019, the Honorable Maureen P. Kelly noted Class Counsel's "national reputation," "significant experience in these types of class actions and in data breach litigation," and "high level of skill and efficiency." Judge Kelly further explained:

This was a very involved case and everyone brought to the table an incredible wealth of knowledge, was always prepared, really was thorough and professional in everything that was provided to the Court. And as involved as this case was, if every case I had was as well organized and professionally presented as this case has been, my life would be much easier... The briefs I got in this case and any filings were just so well-done and detailed. And my law clerks and I have discussed that a number of times. I want to thank counsel for the way you have conducted yourselves and the way you've all presented this case.

Dittman et al v. UPMC d/b/a The University of Pittsburgh Medical Center and UPMC McKeesport, Allegheny Cty., Pa. No. GD-14-003285; 196 A.3d 1036 (Pa. 2018). Lynch Carpenter represented several employees of the health care group UPMC in a class action stemming from a breach of UPMC's personnel files. On November 21, 2018, the Supreme Court of Pennsylvania issued a landmark decision, reversing two lower courts, regarding the viability of common law negligence claims in the wake of a data breach. The Court found that UPMC engaged in affirmative conduct by collecting and storing employee data, and that general principles of negligence support holding actors to "a duty to others to exercise the care of a reasonable man to protect [others] against an unreasonable risk of harm to them arising out of the act." As to the economic loss doctrine, the Court agreed with Plaintiffs' interpretation of Pennsylvania legal precedent on the issue, finding that the question of whether the economic loss doctrine applies necessarily turns on the "source of the duty alleged," and, accordingly, a plaintiff may seek pecuniary damages under a negligence theory if the duty sought to be enforced arises independently of any contractual relationship between the parties. After remand to the trial

court, additional motions practice, and initiating discovery, the parties reached a multimillion-dollar settlement that received final approval in December 2021.

In re Target Corporation Customer Data Breach Litig., 0:14-md-02522, MDL 2522 (D. Minn.). This multidistrict litigation arose out of the massive data breach that occurred in late 2013. Judge Magnuson appointed Gary Lynch to the five-member Plaintiffs' Executive Committee that managed the litigation on behalf of all Plaintiffs' tracks (consumer, financial institution, and shareholder). A settlement agreement which provided \$10 million to affected individual customers was granted final approval in November 2015. A separate settlement providing approximately \$39 million in relief to plaintiff financial institutions was granted final approval in May 2016.

Greater Chautauqua Federal Credit Union et al v. Kmart Corporation et al, No. 15-cv-02228 (N.D. Ill.). In this consolidated data breach case in which financial institutions were seeking recovery for losses sustained as a result of a 2014 data breach at one of the nation's largest discount retail chains, Judge Lee appointed Gary Lynch to the Plaintiffs' Executive Committee, and Katrina Carroll to serve as Liaison Counsel. A settlement was reached and approved in June 2017.

In re Ashley Madison Customer Data Security Breach Litig., MDL No. 2669 (E.D. Mo.). In this well-publicized data breach case Lynch Carpenter attorneys represented individuals whose highly sensitive account information was leaked from a social media company. The case was consolidated and transferred to the Eastern District of Missouri in December 2015. Judge Ross appointed Gary Lynch and Katrina Carroll (while with her prior firm) to the Executive Committee. A class settlement for \$11.2 million was given final approval in November 2017.

In re Vizio, Inc. Consumer Privacy Litig., MDL No. 2693 (C.D. Cal.). This action was filed on behalf of individuals who purchased Vizio "Smart TVs," which contained software that collected information about the users in a manner that allegedly violates numerous consumer protection statutes. The case was consolidated and transferred to the Central District of California in April 2016, and Lynch Carpenter was appointed to the Plaintiffs' Steering Committee. The case was settled and received final approval in 2019, providing for a \$17 million common fund.

Veridian Credit Union v. Eddie Bauer LLC, 2:17-cv-356 (W.D. Wash.). Lynch Carpenter served as co-lead counsel on behalf of a class of financial institutions in this class action against Eddie Bauer arising out of payment card data breach of the retailer's point-of-sale systems in 2016, which led to the exposure of up to 1.4 million payment cards. After overcoming a motion to dismiss and engaging in substantial discovery, the parties negotiated a class action settlement, which was approved in 2019. The agreement made up to \$2.8 million available in direct cash relief to class members and provided for an addition \$7 million worth of injunctive relief and other benefits.

In Re: Solara Medical Supplies Data Breach Litigation, 19-cv-02284 (S.D. Cal.). In January 2020, Judge Marilyn Huff appointed Kelly Iverson to the Plaintiffs' Steering Committee in this data breach action that affected both the personally identifiable information as well as protected health information of Plaintiffs' and the classes.

In re Community Health Systems, Inc., Customer Data Security Breach Litigation, 2:15-cv-00222, MDL 2595 (N.D. Ala.). Gary Lynch served as a member of the plaintiffs' steering committee in consolidated multidistrict litigation stemming from a 2014 data breach involving one of the nation's

largest hospital chains. The breach affected over 200 hospitals and the sensitive personal information of approximately 4.5 million patients was compromised. The action settled on a class basis for up to \$3.1 million.

Vance v. International Business Machines Corp., 1:20-cv-577 (N.D. Ill.). Lynch Carpenter attorneys were appointed Co-lead Counsel in this class action claiming IBM violated Illinois's Biometric Information Privacy Act when it collected, obtained, disclosed, redisclosed, disseminated, and otherwise profited from Illinois residents' unique facial geometric measurements without providing notice or obtaining consent. In September 2020, Lynch Carpenter defeated nearly all of the arguments raised in IBM's motion to dismiss, allowing the case to proceed forward toward class certification.

In Re: Clearview AI, Inc., Consumer Privacy Litig., 1:21-cv-00135 (N.D. Ill.). Lynch Carpenter attorneys served as counsel in this multidistrict litigation on behalf of a proposed class of Illinois citizens alleging that Clearview, in violation of the Illinois Biometric Information Privacy Act, scraped over 3 billion facial images from the internet, scanned the facial images' biometrics, and built a searchable database of the scanned images and biometrics, allowing users to instantly identify an unknown individual with only a photograph. Clearview then sold or otherwise gave access to these biometrics to hundreds of law enforcement agencies, private entities, and individuals.

Lewert v. PF Chang's China Bistro, Inc., No. 1:14-cv-04787 (N.D. Ill.): Katrina Carroll served as Court-appointed co-lead counsel representing P.F. Chang's customers who had their personal financial information compromised in a 2014 security breach. This matter was one of the first data breach cases on record. Ms. Carroll oversaw all of the appellate briefing in ultimately obtaining a landmark ruling in the Seventh Circuit on Article III standing, hailed by Law360 as one of the "top privacy cases" of 2016.

Salam v. Lifewatch, Inc., No. 1:13-cv-09305 (N.D. Ill.): In this hard-fought litigation, Lynch Carpenter partner Katrina Carroll is currently involved as court-appointed Co-lead Counsel on behalf of a certified class in this privacy matter brought under the Telephone Consumer Protection Act ("TCPA"). Ms. Carroll has been directly involved in all aspects of litigation, including discovery and motion practice which culminated in a total victory for plaintiffs in contested class certification.

CONSUMER PROTECTION/PRODUCTS LIABILITY

In re Philips Recalled CPAP, Bi-Level PAP, and Mechanical Ventilator Products Liability Litig., MDL No. 3014 (W.D. Pa.). In February 2022, Kelly Iverson was appointed as one of four co-lead counsel from a pool of 75 applicants. The MDL includes over 300 actions involving allegations regarding the potentially harmful degradation of sound abatement foam on recalled continuous positive airway pressure (CPAP) machines and the manufacturers' conduct in marketing and ultimate recall of the machines. The actions are in the early pretrial stages.

In re Robinhood Outage Litig., No. 20-cv-1626 (N.D. Cal.). In July 2020, Jamisen Etzel was appointed to the executive committee overseeing consolidated actions brought by consumers who sustained losses when the trading application Robinhood suffered severe service outages in early 2020 during a period of intense market volatility. A consolidated amended complaint was filed in August 2020, and a proposed settlement was submitted to the district court for preliminary approval in August 2022.

Morrow v. Ann Inc., 16-cv-3340 (S.D.N.Y.). Lynch Carpenter attorneys were co-class counsel in a case alleging deceptive pricing practices by a major national retail chain. After plaintiffs overcame a motion to dismiss, the case settled for \$6.1 million worth of class benefits. The settlement was approved in April 2018.

Luca v. Wyndham Hotel Group, LLC, 2:16-cv-746 (W.D. Pa.). Lynch Carpenter attorneys were co-lead counsel in a class action against the Wyndham hotel companies for violations of New Jersey consumer protection statutes. Plaintiffs alleged that Wyndham's websites deceptively masked the resort fees charged at certain hotels and forced patrons to agree to illegal terms and conditions. In 2017, plaintiffs defeated a motion to dismiss filed by two of the primary operating subsidiaries. A class settlement worth up to \$7.6 million was reached in 2019 and approved later that year.

Van v. LLR, Inc., 3:18-cv-0197 (D. Ak.); 962 F.3d 1160 (9th Cir. 2020). Lynch Carpenter partners Jamisen Etzel and Kelly Iverson won a significant consumer rights ruling from the United States Court of Appeals for the Ninth Circuit. The appeals court reversed a district court dismissal for lack of standing, and, in a published decision, held that the temporary loss of money is a sufficient "injury-in-fact" under Article III of the Constitution to confer standing on a consumer to file a federal lawsuit. In September 2021, the District of Alaska certified a class of consumers asserting claims under Alaska's Unfair Trade Practices and Consumer Protection Act.

Mednick v. Precor, Inc., No. 14-cv-03624 (N.D. Ill.): Lynch Carpenter partner Katrina Carroll served as court-appointed Co-lead Counsel in this products liability matter concerning the heart rate monitoring feature on Precor fitness machines. Due to Ms. Carroll's efforts, the plaintiffs defeated a contested class certification motion and obtained class certification for a multi-state consumer class. Ms. Carroll was instrumental in negotiating a class settlement providing meaningful relief for class members shortly thereafter, for which the Court recently issued final approval.

In re Rust-Oleum Restore Marketing, Sales Practices and Prods. Liab. Litig. No. 1:15-cv-1364 (N.D. Ill.): In this sprawling products liability MDL relating to defective deck resurfacing products, Katrina Carroll was instrumental in negotiating a \$9.3 million settlement providing meaningful relief to consumers, which received final approval in March of 2017 by the Honorable Amy J. St. Eve of the United States District Court for the Northern District of Illinois, now a sitting Judge of the Court of Appeals for the Seventh Circuit.

FINANCIAL FRAUD, LENDING PRACTICES, AND SECURITIES

In re: FedLoan Student Loan Servicing Litigation – MDL No. 2833, (E.D. Pa.). Lynch Carpenter serves as court-appointed co-lead counsel on behalf of student loan borrowers and federal grant recipients in this multidistrict litigation. The claims relate to widespread and systemic failures on the part of a student loan servicer and the U.S. Department of Education to adequately service the programs and advise its participant. A consolidated complaint was filed in November 2019. As of August 2022, the defendants' motions to dismiss are fully briefed and currently awaiting resolution.

CitiMortgage SCRA Litigation, (S.D.N.Y.). Lynch Carpenter attorneys were tri-lead counsel in this class action against CitiMortgage on behalf of Sergeant Jorge Rodriguez in the Southern District of New York. This case alleges that CitiMortgage improperly foreclosed upon Mr. Rodriguez's home (and the homes of similarly situated individuals) while he was serving his country in Iraq, in violation of the

Servicemembers Civil Relief Act. The case settled and received final approval in October 2015, securing a total recovery of \$38.2 million for members of our military service.

In re Community Bank of Northern Virginia and Guaranty National Bank of Tallahassee Secondary Mortgage Loan Litigation, (W.D. Pa./3d Cir.). Lynch Carpenter attorneys were co-lead class counsel in this national litigation on behalf of second mortgage borrowers under the Real Estate Settlement Procedures Act. The class was certified by the district court and affirmed by the Third Circuit, 795 F.3d 380 (2015). A class settlement was finalized in early 2017 and obtained a total recovery of \$24 million.

In re Tenet Healthcare Corp. Securities Litigation, 02-cv-8462 (C.D. Cal.). Prior to joining the firm, Katrina Carroll represented the State of New Jersey's Division of Investment in this securities class action against Tenet Healthcare and its outside auditor, KPMG, related to false and misleading public statements those entities made between 2000 and 2002 about Tenet's financial health. Katrina played a large role in drafting motions *in limine* briefing issues regarding the admissibility of plaintiff's expert witness report. Tenet settled in 2006 for \$215 million, and KPMG settled in 2008 for \$65 million.

In re Motorola Securities Litig., 03-cv-287 (N.D. Ill.). Katrina Carroll represented the State of New Jersey's Division of Investment in this securities class action against Motorola, stemming from misrepresentations made by the company regarding a \$2 billion loan it made to a Turkish entity that was not repaid. The case settled a few days before trial for \$190 million.

Figueroa v. Capital One, 18-cv-692 (S.D. Cal.). Todd Carpenter and Eddie Kim served as Class Counsel in a class action challenging the unlawful assessment of multiple ATM fees in contravention of the customer account agreement, which resulted in a \$13 million settlement.

Bingham v. Acorns Grow, 30-2019-0150842 (Cal. Sup. Ct. Orange Cnty.). Eddie Kim served as Class Counsel in a class action on behalf of customers of a financial mobile app that automatically transferred "spare change" from each purchase using debit cards issued by customers' banks into an Acorns Grow investment account. This action challenged the app's failure to prevent overdrafts of customers' checking accounts as a result of the automated transfers and the resultant assessment of overdraft fees. A \$2.5 million settlement received preliminary approval, with a final approval hearing scheduled for September 2022.

Schertzer v. Bank of America, 19-cv-264 (S.D. Cal.). Lynch Carpenter attorneys represent bank customers who were assessed out-of-network ATM fees for balance inquiries transpiring from deceptive ATM prompts utilized by independent ATM operators Cardtronics and FCTI. Plaintiffs prevailed on challenges to the pleadings and a ruling on the motion for class certification is pending.

COVID-19 INSURANCE LITIGATION

In re Generali Covid-19 Travel Insurance Litig., No. 20-md-2968, MDL 2968 (S.D.N.Y.). In January 2021, Jamisen Etzel was appointed co-lead counsel in this MDL comprising actions brought on behalf of consumers whose travel plans were cancelled as a result of the Covid-19 pandemic, and whose travel insurance provider either denied coverage or refused to return premiums paid for post-departure risks the insurer was not required to cover.

Business Income Insurance Coverage Litigation, various. Lynch Carpenter attorneys represents numerous business-policyholders who were forced to close or curtail their business operations as a result of government shut down orders in the wake of the Covid-19 pandemic and who have been denied insurance coverage under their “all risks” property insurance coverage.

WAGE AND HOUR & EMPLOYMENT DISCRIMINATION LITIGATION

Copley v. Evolution Well v. Evolution Well Services, LLC, 2:20-cv-01442 (W.D.Pa.). In February 2022, Lynch Carpenter obtained collective certification under the FLSA of several hundred “hitch employees.” These employees spent hours per week travelling to remote job sites, time for which they were unpaid. The litigation is currently in the post-conditional certification discovery phase.

Verma v. 3001 Castor Inc., (E.D. Pa.). As co-class counsel, Lynch Carpenter attorneys won a \$4.59 million jury verdict in 2018 for misclassified workers at a Philadelphia nightclub. The claims were brought under the FLSA and Pennsylvania Minimum Wage Act. The trial verdict was fully affirmed by the Third Circuit in August 2019.

Genesis Healthcare v. Symczyk, (U.S. Supreme Court). Gary Lynch served as Counsel of Record before the United States Supreme Court in an appeal addressing the application of mootness principles in a putative collective action filed under Section 216(b) of the Fair Labor Standards Act. When defendant served the plaintiff with a Rule 68 offer of judgment for “make whole” relief, the district court dismissed the case as moot. Gary Lynch successfully argued the appeal in the United States Court of Appeals for the Third Circuit, which held that the FLSA collective action did not become moot upon the plaintiff’s receipt of a Rule 68 offer of judgment for full satisfaction of her individual claim. The Supreme Court reversed in a 5-4 opinion, with Justice Kagan writing a strong dissent on behalf of our client—a position which was subsequently adopted by the majority of the Court in *Campbell-Ewald Co. v. Gomez*, 577 U.S. 153 (2016). Plaintiff’s position before the Supreme Court was supported by the United States as Amicus Curiae.

ANTITRUST

In Re Railway Industry Employee No-Poach Antitrust Litigation, MDL 2850, (W.D. Pa.), Chief Judge Joy Flowers Conti appointed Lynch Carpenter partner Kelly K. Iverson as Plaintiffs’ Liaison Counsel on behalf of the class of employees who alleged the defendants and their co-conspirators entered into unlawful agreements to reduce and eliminate competition among them for employees and to suppress the compensation of those employees. The two defendants agreed to class settlements worth a combined \$48.95 million, and final approval was granted in August 2020.

In Re Blue Cross Blue Shield Antitrust Litigation, MDL No. 2406, (N.D. Ala.). Lynch Carpenter attorneys represent healthcare subscriber plaintiffs in four states in this nationwide class action challenging the anti-competitive practices of Blue Cross/Blue Shield’s nationwide network of local insurers who do not compete with each other based on geographic boundaries. A \$2.7 billion settlement received preliminary approval in early 2021.

CIVIL RIGHTS

ADA (Americans with Disabilities Act) Accessibility Litigation. Lynch Carpenter is currently counsel for plaintiffs in a substantial number of putative class actions filed on behalf of individuals with disabilities to enforce the ADA's accessibility requirements. Over the last ten years, Lynch Carpenter attorneys have represented individuals with visual and mobility disabilities in seeking improved access to physical locations, ATMs, Point of Sale devices, and websites.