Graduate Policies and Graduation

Graduate Credits Taken as an Undergraduate

University of Washington students who are within six credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to the Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. For example, a student admitted for autumn quarter may take graduate credits during the preceding spring quarter.

This registration and these arrangements must be approved by the graduate program that the student will enter. However, students so enrolling are not reclassified as graduate students until the baccalaureate degree has been granted and after their official admission. At that point, it is necessary to petition to permit the six credits to apply toward the master’s degree. Only under these circumstances may graduate work taken as an undergraduate be applied toward an advanced degree. Further registration for graduate work is contingent upon completion of the requirements for the bachelor’s degree.

Graduate Nonmatriculated Students

Graduate nonmatriculated (GNM) is a classification for post-baccalaureate students who are not seeking a graduate degree at the time of registration.

While a student does not need GNM status to register for a graduate-level class, a student must have it in order to apply the credits to a graduate degree at the University of Washington. The student should later be admitted as a matriculated graduate student. GNM status is granted by the individual graduate program. A minimum GPA of 3.0 in the last 90 quarter (60 semester) graded credits is required for consideration. A student who is later admitted to the Graduate School may apply a maximum of 12 applicable GNM credits (or any combination of GNM and up to six approved transfer credits, totaling 12 credits) toward a master’s degree. Admission into the GNM status does not confer priority for or guarantee of later admission into the Graduate School to pursue a degree.

Applicants for GNM status must contact the academic program directly for application information. Not all programs choose to offer GNM status. Programs will advise students regarding the status and provide instructions, application forms and program requirements to appropriate candidates.

Failure to register for any quarter except summer quarter will result in loss of GNM status. Once GNM status has been lost, the application process must be repeated in order to be readmitted as a GNM student. The transcripts and other student records from the prior records can be forwarded to supplement the new application.

GNM students pay fees and tuition at the regular graduate-student rate based on residency of the student including the Student Services and Activity Fee and the Technology Fee. GNM students are not eligible for financial aid because most financial aid is governed by federal regulations that require students to be enrolled in degree programs. Students will be assigned a UW student number and receive a student identification card that entitles them to all privileges and access to facilities that are extended to matriculated students.

Visiting Graduate Students

A student who wishes to enroll in a graduate program at the University of Washington, Tacoma, as a visiting graduate student does not guarantee admission to any particular course of study.

A visiting graduate student is permitted to register only in those courses for which he or she is judged to be eligible by a faculty advisor or the instructor of the course and if space is available to accommodate registration. Further details regarding application and other relevant policies may be obtained from the appropriate program office at UW Tacoma or online at www.grad.washington.edu.

Transfer Credit

A student working toward a master’s degree may petition the Dean of the Graduate School for permission to transfer to the University of Washington the equivalent of a maximum of six quarter credits of graduate level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a written recommendation from the graduate program coordinator and an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript.

University of Washington students who are within six credits of completing their undergraduate degree and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. The graduate program that has admitted the student must approve registration for the courses. The student, after admission to the Graduate School, must file a petition with the Dean of the Graduate School to transfer the six credits. The student must also provide a letter from the Office of Graduation and Academic Records stating that these credits have not been applied toward the undergraduate degree. Contact the specific program for details.
Graduate Student Policies
The following section contains detailed information concerning policies and procedures relating to graduate students and graduate studies. Students should verify all information with the program advisor of the individual academic program or appropriate staff.

For more information on the UW Graduate School and graduate student policies, please visit the Graduate School website at www.grad.washington.edu.

Time to Completion
The Graduate School normally allows six years to complete requirements for a master's degree. Periods spent on leave or out of status are included.

Graduate Courses
Graduate courses are intended for—and ordinarily restricted to—either students enrolled in the Graduate School or graduate nonmatriculated students and are given numbers from 500 to 800.

Some courses at the 300 and 400 levels are open to both graduates and upper-division undergraduates. Such courses, when acceptable to the supervisory committee and the specific academic program, may be part of the graduate program. The Graduate School accepts credit in approved 300-level courses for the minor or supporting fields only. Courses at the 300 level are not included in the calculation of grade point average (GPA) and will not apply toward the minimum Graduate School requirement of 18 graded credits for the master's degree. Approved 400-level courses are accepted as part of the major as well as minor or supporting fields. Courses numbered 490 and titled Special Topics and Special Projects normally are not applicable to a graduate degree program if addressed primarily to introductory content and undergraduate students. Undergraduate research (499) is not accepted as part of the graduate program. Graduate School Memorandum No. 36 offers additional information on graduate courses. With the exception of summer, students are limited to a maximum 10 credits per quarter of any combination of courses numbered 600, 700 or 800.

Graduate Student
On-Leave Status
Graduate students are required to maintain graduate status during their program of study. Failure to maintain this status requires reinstatement to the University of Washington. Students who desire to take a quarter or quarters off without going through the reinstatement process must apply for on-leave status for each quarter they do not register. For complete details regarding the on-leave policy, refer to www.grad.washington.edu/policies/memoranda/memo09.shtml

On-leave Eligibility
- Must be a graduate student in good standing.
- Must have been registered or on-leave the previous quarter.
- Must satisfy any graduate program policies pertaining to going/remaining on-leave.
- U.S. citizen and permanent residents must have registered for at least one quarter of graduate study at UW and have approval from their graduate program.
- International students must have registered full time (10 or more credits) for three consecutive quarters and have approval from both their graduate program and the International Student Services office.
- Pre-registered students must officially withdraw via MyUW or the Registration office prior to the first day of the quarter. Registered students are not eligible for on-leave status.

Students on-leave are entitled to:
- Return as a graduate student to the graduate program
- Use University libraries
- Maintain access to the UW email account

Students on-leave are not entitled to:
- Faculty and staff counsel/resources (very limited counsel/resources are permitted)
- Examinations of any type (except for language competency)
- Thesis/dissertation filing
- University housing
- Student insurance
- Financial assistance

Procedure for Requesting Leave
Students requesting on-leave status must submit an online Request for On-Leave Status via MyGrad Program. For a given quarter, students can submit the request as early as two weeks prior to the first day of instruction and must submit payment of the non-refundable fee no later than 5 p.m. on the last day of instruction.

Leave is granted on a quarterly basis, though the following students may request up to four consecutive quarters of leave at one time: PCMI students, military personnel with deployment orders, and some UW Fulbright grantees (with the exception of military personnel with deployment orders, these students will be required to pay the fee for each quarter of leave requested).

Domestic Students
1. Complete and submit the online at http://www.grad.washington.edu/mygrad/student.htm via MyGrad Program. Student will receive a confirmation email that the request has been submitted.
2. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
3. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is “On-Leave.”
4. Print confirmation of on-leave verification to be presented for access to the UW libraries.

International Students
1. Contact the International Student Services (ISS) office to obtain pre-approval to request on-leave status.
2. Complete and submit the online at www.grad.washington.edu/policies/general/leave_notice.pdf via MyGrad Program.
3. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
4. Request will then be reviewed and approved by the ISS office. Upon approval, students will receive a confirmation email that the ISS office has approved the request.
5. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is "On-Leave."

6. Print confirmation of on-leave verification to be presented for access to the UW libraries and IMA.

**Reinstatement to the Graduate School**

A matriculated student previously registered in the Graduate School who has failed to maintain graduate student status (on-leave status or registration) but who wishes to resume studies in their previous graduate program must submit a reinstatement request to the Graduate School. Students approved to reinstatement must pay a $250 Reinstatement Fee to process their reinstatement and return to active student status.

**Reinstatement Eligibility**

- Must be an inactive matriculated graduate student wishing to return to their previous degree program. Non-matriculated, undergraduate, or active graduate students are not eligible for reinstatement.
- Must have been registered for at least one quarter of graduate study at UW.
- Must have approval from the graduate program to restate.
- Must satisfy any additional graduate program policies pertaining to reinstatement.
- International students must have confirmation from the International Student Services office that an I-20 can be issued in time to meet registration deadlines.
- Original admission date was less than six years ago (for Master’s students) or ten years ago (for PhD students).

The Graduate School normally allows six years to complete requirements for a master’s degree and ten years for a doctoral degree. Periods spent On-Leave or out of status are included. Students who do not meet these requirements are not eligible for reinstatement without a petition from their graduate program. Ineligible students should instead submit a new application for admission after consulting with their graduate program. Please note that students who meet reinstatement requirements but instead submit a new application for admission will have their application fee refunded and be assessed the $250 Reinstatement Fee.

For questions regarding on-leave status, please contact your graduate program advisor or Graduate Enrollment Management Services at uowgrad@uw.edu or 206-685-2630.

**Graduation Requirements for the Master’s Degree**

It is the responsibility of each graduate degree candidate to meet the following Graduate School minimum requirements (plus any additional requirements that may be specified by the program in which the master’s degree is being earned; see item 7):

1. Under a thesis program, a minimum of 36 quarter credits (27 course credits and a minimum of nine credits of thesis) must be presented. Under a non-thesis program, a minimum of 36 quarter credits of course work is required.
2. At least 18 of the minimum 36 quarter credits for the master’s degree must be for work numbered 500 and above. (In a thesis program, nine of the 18 must be course credits and nine may be for Master’s Thesis [700].)
3. Numerical grades must be received in at least 18 quarter credits of course work taken at the University of Washington Tacoma. The Graduate School accepts numerical grades in approved 400-level courses accepted as part of the major and in all 500-level courses. The student must earn a minimum grade of 2.7 in each class in order for it to be counted. A minimum cumulative GPA of 3.0 is required for a graduate degree at the university.
4. The minimum residency requirement for matriculated graduate students is 30 credits. Full-time students achieve this by taking 10 credits per quarter and part-time students achieve this by adding credits from multiple quarters. A full quarter of residence is granted for any quarter in which at least 10 credits in approved courses, research, thesis, or internship are satisfactorily completed. Excess credits beyond 10 credits per quarter may not be added together to satisfy the residency requirement.
5. In a thesis degree program, a thesis, approved by the supervisory committee, must be submitted to the Graduate School. A student must register for a minimum of nine credits of thesis (700). With the exception of summer, students are limited to a maximum of nine credits per quarter of thesis (700).
6. A final master’s examination, either oral or written, as determined by the student’s supervisory committee, must be passed if it is a program requirement.

7. Any additional requirements imposed by the graduate program advisor in the student’s major department or by the student’s supervisory committee must be satisfied. A master’s degree student usually takes some work outside the major department. The graduate program coordinator in the major department or the student’s supervisory committee determines the requirements for the minor or supporting courses.

8. The graduate student must apply for the master’s degree within the first nine weeks of the quarter in which he or she expects the degree to be conferred. See Graduate Degree Application Process.

9. The graduate student must be enrolled for a minimum of two credits in the quarter in which the degree is conferred. A student who does not complete all degree requirements by the last day of the quarter must be registered for the following quarter.

10. All work for the master’s degree must be completed within six years. This includes quarters spent on leave or out of status and applicable work transferred from other institutions.

11. A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.

**Graduate Degree Application Process**

Students must submit master’s degree requests on the web. Students may submit a request from the first day of the quarter they expect to graduate until the Sunday (midnight Pacific Time) of the ninth week of the quarter they expect to graduate. If degree requirements are not met in the requested quarter, they must submit another degree request for the quarter in which they expect to complete requirements.

**Master’s degree request schedule**

Your department may require an earlier request submission date, please consult your department.

**Autumn/winter/spring quarters:**

- Weeks 1-9 are considered as filing the Request on time
- Weeks 10-11 the request system is closed and no requests are accepted. The next option is to graduate during the following quarter.

**Summer quarter:**

- Weeks 1-7 are considered as filing the Request on time
Weeks 8-9 the request system is closed and no requests are accepted. The next option is to graduate during the following quarter.

**Completing the master's degree request**

- When completing the master's degree request, the program will automatically run a degree audit to inform the students of any unsatisfied Graduate School requirements.
- Students will receive an email confirming receipt of their master's degree request and the students' departments are notified through MyGradProgram that a request has been submitted.
- Authorized departmental users enter department contingencies into MyGradProgram and can elect to send an email to the students to notify them of the departmental contingencies. Authorized departmental users will print the master's degree warrants and the warrants will be routed to the students' master's committees in a manner determined by the department.
- By signing the master's degree warrants, the students' committees certify that the students have met all departmental requirements for the degree (except the thesis if one is required) and the warrants must be placed in the students' department file.
- Once the warrants have been signed, the authorized departmental users will recommend whether or not the students are to graduate that quarter and these recommendations are conveyed to the Graduate School through MyGradProgram following the end of the quarter. Emails are sent to the students notifying them that their departments have made a recommendation on their request.
- Once the Graduate School receives the degree request recommendation, a final transcript audit and a review to determine if all Graduate School and department contingencies are met, will be completed by Graduate School staff.
- The Graduate School enters the final graduation decision into MyGradProgram, email notifications are sent to the students informing them of their graduation status, and authorized department users can view their quarter graduation list in MyGradProgram.

**Commencement**

Formal Commencement exercises are conducted at the close of spring quarter, on the second Friday in June. Information on participating in Commencement is posted on the UW Tacoma website at tacoma.uw.edu/commencement.

**Diploma distribution**

Diplomas are produced approximately 12 weeks after the end of the quarter in which they are earned and are mailed to the student.
The Milgard School of Business Master of Accounting (MAcc) program is a one year, 45-quarter credit full-time professional program. The program will consist of 10 four-credit courses and one five-credit internship. The internship requirement enables students the opportunity to apply their academic skill and knowledge to a specific area of accounting.

The MAcc courses cover key areas of accounting and business knowledge such as advanced topics in accounting, international accounting, planning, control and performance evaluation, financial statement analysis, financial accounting theory, taxation of businesses, and business law and ethics. These courses emphasize the skills and tools for accountants to provide information and assist decision makers. The program’s innovative features include international accounting, social reporting, and forensic accounting. The program provides the fifth-year of higher education required for the State of Washington CPA exam.

Accreditation

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

Admission Requirements

A basic qualification for this program is an undergraduate degree with a cumulative GPA of 3.0. Applicants with an undergraduate degree in a discipline outside of accounting will need to complete a set of accounting and business courses which include the intermediate accounting series, cost accounting, audit, individual income tax and business finance. These classes must be taken at an accredited college or university, either at the undergraduate or graduate level.

If you have taken a course from a college or university that is not listed below, it can be reviewed by an advisor for admissibility.

Applications must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MAcc website at tacoma.uw.edu/macc.

Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website, as this supersedes the Graduate School admissions deadline. The MAcc program admits students for autumn and spring quarters only. Admission is competitive.

The following are required for admission to the Master of Accounting program:

■ A baccalaureate degree from an accredited institution.
■ An overall grade-point average of 3.0 calculated from the applicant’s final 90 graded quarter credits or 60 graded semester credits.
■ Competitive scores from the Graduate Management Admissions Test (GMAT) completed within the last five years. GRE scores are also accepted; contact the MAcc advisor for details. (GMAT waived for master and terminal degree holders and candidates who have passed the CPA exam.)
■ Transcript from any institution where a degree was obtained to include 90 graded credits. Transcripts with post-degree credits may also be submitted. If admitted, a second baccalaureate transcript will be requested by the Graduate School.
■ Admission essay
■ Reference list form
■ Résumé
■ Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT). See UW Graduate School Memo #8 for details related to English proficiency.

CONTACT INFORMATION

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Campus box: 358420
Website: tacoma.uw.edu/macc
Email: uwtmacc@uw.edu

Dean
Shahrokh Saudagar
 Associate Dean:
Greg Rose
MAcc Program Director:
Ramin Mirsaidi
Administrator
Trish Zander
Advisor
Sally Schwartz
Applications with transcripts in a language other than English must apply by May 1 to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

Program Cost
This is a fee-based program and it is possible for students to qualify for some federal and state grants, loans or the work-study program, as well as Master of Accounting scholarships. Students in all fee-based programs and fee-based degrees are ineligible for the tuition exemption program, institutional tuition waivers and the Undergraduate/Graduate University Grant programs, including the Husky Promise program. For information on federal or state aid, contact the Office of Student Financial Aid.

2014-2015 Program Fees
- $440 per credit for Washington state residents ($19,800 for the entire program)
- $550 per credit for non-Washington state residents ($24,750 for the entire program)
- Technology fee: $40 per quarter

Course Descriptions
For the most current course information, please consult the University of Washington Course Description website www.washington.edu/students/crsccatt/

Note: Courses are open to Master in Accounting students only unless otherwise noted.

T ACCT 500 Advanced Topics in Financial Accounting (4)
Investigates advanced accounting issues related to business combinations, foreign currency transactions, financial derivatives, segment and interim reporting, intercompany transactions, SEC regulation and reporting requirements, and revenue recognition. Emphasizes the ability to examine related accounting principles, assess their impact on financial statements, and identify areas of potential misstatements. Prerequisite: Master in Accounting students only.

T ACCT 501 Financial Accounting Theory (4)
Examines accounting theory, such as the role of accounting in valuation of securities, performance evaluation, and accounting standards setting. Investigates the scope and limitations of "generally accepted accounting principles," with special emphasis on the objectives of financial reporting. Prerequisite: Master in Accounting students only.

T ACCT 502 Financial Statement Analysis (4)
Examines the analytical tools and research techniques necessary to understand and interpret financial statements for the purposes of making economic decisions from a user's perspective. Prerequisite: Master in Accounting students only.

T ACCT 510 Business Regulation, Research, and Performance Evaluation (4)
Investigates key issues in the current regulatory business environment. Examines statutory and common law precedent of issues. Examines optimization of results to those key issues evaluated. Emphasizes the development of advanced communication skills pertaining to research regarding regulator issues. Prerequisite: Master in Accounting students only.

T ACCT 511 Planning, Control, and Performance Evaluation (4)
Investigates the use of cost accounting information and techniques to support decision-makers as they develop, implement, evaluate, and modify organizational strategy. Examines and evaluates quantitative models and behavioral aspects regarding the use of cost information in decision making. Prerequisite: Master in Accounting students only.

T ACCT 513 Managerial Accounting for Decision Making and Control (4)
Introduces the concepts, theories, and practices managers use for decision making and control. Discusses the principles and methods of accounting used in reporting information to management that is needed within an organization and how this information can be used by managers to plan, control, and make decisions. Prerequisite: T BUS 503.

T ACCT 520 International Accounting Seminar (4)
Enhances understanding of international accounting issues. Examines the impacts of accounting diversity on global capital flows, and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices, and financial reporting in emerging markets. Prerequisite: T BUS 503.

T ACCT 521 International Accounting (4)
Examines the causes and effects of global accounting diversity. Investigates issues related to the preparation and use of financial reports across borders. Investigates selected financial reporting and disclosure issues including social responsibility reporting. Emphasizes the nature and importance of emerging capital markets, and managerial accounting issues related to global business. Prerequisite: Masters in Accounting students only.

T ACCT 525 Forensic Accounting Seminar (4)
Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations. Prerequisite: T BUS 503.

T ACCT 531 Financial Statement Analysis (4)
Provides analytical tools and research techniques necessary to understand and interpret financial statements. Prerequisite: T BUS 503.

T ACCT 535 Taxation of Business Entities (4)
Investigates the effects of income taxes on business strategy. Examine the interaction of income tax considerations with non-tax considerations in business decision-making. Prerequisite: Master in Accounting students only.

T ACCT 536 Tax Research and Communications (4)
Examines issues in conducting tax research. Investigates aspects of the research process, including how to find, read, and evaluate primary and secondary sources of tax law. Emphasizes development of advanced communication skills relating to the expression of research findings in taxation. Prerequisite: Masters in Accounting students only.

T ACCT 540 Advanced Auditing (4)
Examines key issues regarding generally accepted auditing standards, the role of the auditor, professional conduct and ethics, reporting responsibilities, risk assessment, internal control, evidential matter, management fraud, forensic accounting, and auditing of social reports. Prerequisite: Master in Accounting students only.

T ACCT 550 Governmental and Not-for-Profit Accounting (4)
Investigates accounting issues for state and local governments, public and private colleges and universities, hospital and health care providers, and other not-for-profit organizations. Examines characteristics that distinguish governmental and not-for-profit entities from for-profit entities. Investigates fund structure and financial reporting issues for various kinds of not-for-profit institutions. Prerequisite: Master in Accounting students only.

T ACCT 601 Internship (5)
Provides students with practical knowledge and experience in an accounting environment. Permits students to develop their own strategic plan under faculty guidance. Permits student to preform field work utilizing the skills developed in classroom. Culminates with a research paper expanding on previously developed accounting knowledge. Prerequisite: Master in Accounting students only.
Faculty

Shahrokh M. Saudagaran  
*Gary E. & James A. Milgard Endowed Dean and Professor*  
International Accounting; Ph.D., University of Washington, 1986

Zoe I. Barsness  
Associate Professor; Management; Ph.D., Northwestern University, 1996

Margo Bergman  
Senior Lecturer; Economics; Ph.D., University of Houston, 2003; MPH., University of Washington, 2012

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

Zhiyan Cao  
Associate Professor; Accounting; Ph.D., Yale University, 2006

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

Haluk Demirkan  
Associate Professor and Executive Director, Center for Information-Based Management; Information Systems and Operations Management; PhD, University of Florida, 2002

Marion Eberly  
Assistant Professor; Organizational Behavior and Human Resources; Ph.D., University of Washington, 2011

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

Shalini Jain  
Assistant Professor; Public Policy & Management; Ph.D., University of Washington, 2013

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

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

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

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

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

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

Gregory Noronha, CFA  
Professor; Finance; Ph.D., Virginia Polytechnic Institute, 1990

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

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

Gregory M. Rose  
Professor; Marketing; Ph.D., University of Oregon, 1995

Gim Seow  
Associate Professor; Accounting; Ph.D., University of Oregon, 1985

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

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

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

Douglas T. Wills  
Associate Professor; Economics; Ph.D., Texas A&M University, 1995
The mission of the Milgard School of Business is to offer high-quality undergraduate and graduate education for citizens of the state of Washington, especially in the South Puget Sound region. We seek to integrate innovative teaching, relevant scholarship and proactive service into our business and academic communities. We also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.

**MBA Vision Statement**

The Milgard MBA develops visionary leaders who have the knowledge and managerial capabilities to promote organizational success and sustainability in ways that emphasize accountability to diverse stakeholders in a complex and interdependent world.

**About the Degree Program**

The master of business administration (MBA) degree at the Milgard School of Business is a 72-credit graduate degree designed to provide experienced professionals and managers with new tools for responding to the challenges of change. The program encourages managers to develop the integrated base of knowledge and skills needed to lead organizations facing an increasing pace of change. The Milgard School of Business MBA is a comprehensive degree that builds capabilities across the full range of business disciplines.

Beginning autumn quarter 2014 MBA students will have the opportunity to pursue a Healthcare concentration. Their electives will be in health-related topics (i.e. healthcare economics, healthcare marketing) and must be earned in residence.

The primary goal of the MBA is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex environment. Students develop a strong mix of leadership, technological, financial, analytical, relational and communication skills. We offer a high quality program that is immediately relevant to practicing managers.

The curriculum develops well-rounded managers who can:

- Develop and articulate the organization’s strategic direction
- Identify sources of competitive advantage
- Articulate and implement competitive strategies
- Analyze data using quantitative and statistical tools or relevant technologies so that they can make informed business decisions
- Evaluate and manage formal and informal processes that facilitate the meeting of organizational objectives
- Understand how to motivate, develop, and manage people and teams in ways that foster organizational success
- Demonstrate effective oral, written, and interpersonal communication skills that support and enhance managerial effectiveness
- Demonstrate an understanding of organizational systems including interdependencies and relations among and between functional departments
- Demonstrate an understanding of market dynamics and financial theories that can influence organizational actions and outcomes
- Assess the global, social, political, economic, ethical, and environmental consequences of management decisions
- Use analytical tools to diagnose organizational problems and identify appropriate solutions
- Understand how to launch and assess organizational change initiatives

**Accreditation**

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

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MBA website at tacoma.uw.edu/mba. Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website, as this supersedes the Graduate School admissions deadline. The MBA program admits students for autumn and winter quarters only. Admission is competitive.

The following are required for admission to the Master of Business Administration program:

- A baccalaureate degree from an accredited institution.
- An overall grade point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Competitive scores from the Graduate Management Admissions Test (GMAT) completed within the last five years. GRE scores are also accepted; contact MBA advisor for details.
- A minimum of two years of post-baccalaureate managerial/professional work experience.
- Unofficial transcripts from any institution where a degree was obtained to include 90 graded quarter or 60 graded semester credits. Transcripts with post-degree credits may also be submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.
- Two essays. Details about the essays are included in the application information.
- A résumé
- Two professional recommendations
- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT). See UW Graduate School Memo #8 for details related to English proficiency.
- Applicants with transcripts in a language other than English must apply by May 1 for autumn quarter admissions or November 1 for winter quarter admission to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

**Curriculum**

The 72-credit, non-thesis MBA degree has two components:

- Core courses (56 credits)
- Elective courses (16 credits)

The core curriculum addresses key areas of business knowledge via the core courses, which focus on finance, accounting, marketing, operations, ethics, human behavior, and business strategy. Perspectives on international business are integrated across these courses, which culminate in a capstone course that offers a comprehensive systems perspective on organizations. These courses also emphasize quantitative and qualitative tools for predicting, planning and managing change.

Beyond the core courses, students are required to complete 16 elective credits. The choice of electives will depend on the students' career and educational goals. Students can create a profile of elective courses that allows them to gain additional business knowledge. Elective courses also can be taken outside of Business from other UW Tacoma graduate programs.

Beginning autumn quarter 2014 MBA students will have the opportunity to pursue a Healthcare concentration. Their electives will be in health-related topics (i.e. healthcare economics, healthcare marketing) and must be earned in residence.

**Enrollment and Classes**

The UW Tacoma two-year MBA allows students to continue in their careers while they develop new managerial knowledge and skills. In the average quarter, an MBA student will enroll in two courses (8 credits) of study. Students may complete their degree on a year-round basis in two years (including summers) or extend to three or more years.

Classes meet primarily on weekday evenings and some Saturdays; many incorporate Internet components. Online assignments and discussion offer flexibility while keeping students connected to the faculty and their classmates. Courses integrate current conceptual and practical knowledge while building analytical and interpersonal skills. As a result, the curriculum is immediately relevant to practicing managers.

**Elective Credits**

A minimum of 8 graded elective credits must be completed in Tacoma MBA elective courses numbered 500 and above. The remaining elective credits can be completed via Tacoma MBA elective courses, credits from other UW graduate degree programs, transfer credits, or some combination of these as discussed in the policies below.

No more than eight credits of independent study—TBUS 569 Analytical Research or TBUS 568 Internship—may be applied toward the MBA degree. MBA electives vary from 2-4 credits to allow greater choice and flexibility with scheduling.

MBA students pursuing the Healthcare concentration must complete their 16 credits of elective from the Milgard MBA healthcare related electives.

**Transfer Credits from Other Institutions**

An admitted MBA student may petition to transfer up to the equivalent of 12 quarter credits of graduate business course work from an AACSB-accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred.

Applicants may petition by sending a letter to the graduate program advisor. The petition should identify the courses requested for transfer credit and, for each course, clearly articulate how the course content contributes to the objectives of the UW Tacoma MBA curriculum. Petition requests will not be evaluated until an official transcript is received by the Milgard School of Business.

Written petitions for transfer credits completed prior to admission to the MBA program must be submitted no later than the first week of the quarter preceding graduation.

Enrolled UW Tacoma MBA students who take courses at another institution with the intent of transferring the credits should first seek approval from the graduate program advisor. If approved, these students should submit a written petition to transfer credits within one academic quarter of completing the course at another institution (e.g. petitions to transfer summer credits must be received by the end of autumn quarter). Only grades of "B" or higher may be transferred.

Course work that duplicates the content of required courses in the MBA curriculum will not be accepted for transfer elective credit.

Petitions are reviewed by the Graduate Committee and a letter is mailed to the address of record indicating how many credits, if any, will transfer. Students who transfer graduate credits from another university may be restricted in the elective courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student. All decisions of the Graduate Committee with respect to transfer credits are final.
Course Waivers

An admitted MBA student may petition to waive up to the equivalent of 12 quarter credits of MBA core courses. Waiver requests must be accompanied by official transcripts and other documentation such as course syllabi or proof of professional licensing where applicable. If a waiver is approved, the petitioner may select an available elective course with the same number of credits to replace the waived course(s). A waiver will not reduce the required credits needed to earn the MBA.

Waivers may be granted if the graduate committee concludes that a petitioner has demonstrated proficiency in the course material by prior educational training (e.g., undergraduate major or concentration or graduate degree in a specific field) or professional licensing (e.g., CPA). Waivers will only be entertained for graduate course work completed with a grade of “B” or better or undergraduate course work completed with a grade of “B+” or better.

Students who request waivers may be restricted in the courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student.

UW Credits Earned Outside the Tacoma MBA

A portion of MBA elective credits may be earned at the University of Washington in other degree programs. Students do not need to petition to ensure these credits apply toward their degrees. The following restrictions apply:

1. At least 8 elective credits must be taken from Tacoma MBA courses numbered 500 and above.
2. No more than 8 credits earned in other UW graduate programs (numbered 500 and above) can be applied to the MBA degree.
3. No more than 5 credits of 400-level Tacoma business courses can be applied to the MBA degree.
4. 400-level courses from any other undergraduate program cannot be applied toward the MBA degree.

Ungraded Credits (S/NS and C/NC)

All courses (core and elective) in the Tacoma MBA curriculum must be taken for a grade. No more than 8 credits of elective courses may come from credit/no-credit (C/NC) electives.

Minimum Graduation Requirements for the MBA Degree

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

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students are reminded to read and carefully adhere to the university’s policies. Please refer to the Graduate Admissions, Graduation Requirements for Master’s Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate School website at www.grad.washington.edu for more information regarding graduate degree requirements.

Course Descriptions

For the most current course information, please consult the Milgard School of Business website: tacoma.uw.edu/business.

Core Courses (56 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>T ACCT 513</td>
<td>Managerial Accounting for Decision Making and Control (4)</td>
</tr>
<tr>
<td>T BUS 500</td>
<td>Quantitative Methods in Business (4)</td>
</tr>
<tr>
<td>T BUS 501</td>
<td>Financial Theory (4)</td>
</tr>
<tr>
<td>T BUS 503</td>
<td>Financial Reporting and Analysis (4)</td>
</tr>
</tbody>
</table>

Course Waivers

T BUS 504 Marketing Management (4)
Explores the processes by which organizations create value for customers. Focuses on marketing decision making, including opportunity analysis, positioning strategies, product development/management, distribution channels, pricing tactics, and integrated marketing communications. Enables students to engage in target market selection and marketing program design.

T BUS 506 Strategic Management (4)
Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Examines the strategic position of organizations, strategic choices for the future, and how one can best translate strategies into action.

T BUS 507 Individual and Team Dynamics (4)
Examines individual and group dynamics in business organizations to enhance understanding of key issues associated with managing people. Focuses on practice and conceptual training to hone skills in problem definition and problem solving; analysis of organizational dynamics; and managerial action that enhances individual, group, and organizational performance.

T BUS 508 Integrated Systems (4)
Integrates material learned in the MBA core through immersion in systems theory. Learn to view organizations as open systems and evaluate consequences of business decisions. Uses online simulation to demonstrate the interplay of various subsystems in organizations while competitive forces create an environment of ongoing change.

T BUS 520 Microeconomics for Managers (4)
Examines ways to apply tools of intermediate microeconomic theory to issues of interest to managers. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior.

T BUS 530 Operations Management in Action (4)
Examines essential topics in operations management, including operations strategy and planning; process and service design; supply chain and inventory management; quality management and statistical quality control; and forecasting and scheduling. Emphasizes concepts and skills essential for operations management in manufacturing and service firms from a strategic, operational, and analytic perspective. Offered: W.

T BUS 570 Organization Change (4)
Provides a multiple perspectives approach to managing change. Examines competing perspectives on change stemming from both change management approaches and organizational development approaches. Considers various change methodologies, and explores examples of best practice in change management. Experiential approach encourages the development of skills in change management.
T MGMT 512 Business Ethics and Social Responsibility (4)
Focuses on the ethical and moral challenges that are an everyday part of organizational life for managers. Addresses the societal consequences of managerial decisions and organizational actions. Considers global variance in ethical standards and impact of ethical behavior on organizational performance.

T MGMT 516 Business Communication (4)
Explores the functions, elements and types of communication that are important in business settings. Promotes understanding of important communication dynamics, and enhances the ability to communicate strategically and professionally in organizations.

T MGMT 557 Negotiations (4)
Focuses on negotiation as an essential tool for managers to make deals and resolve disputes. Key topics include negotiation planning and strategy, distributive and integrative bargaining, and communication and power. Emphasis is placed on research-based knowledge and skill acquisition through participation in role-plays.

Elective Courses (16 credits)

T ACCT 520 International Accounting Seminar (4)
Enhances understanding of international accounting issues. Examines the impacts of accounting diversity on global capital flows, and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices, and financial reporting in emerging markets. Prerequisite: T BUS 503.

T ACCT 525 Forensic Accounting Seminar (4)
Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations. Prerequisite: T BUS 503.

T ACCT 531 Financial Statement Analysis (4)
Provides analytical tools and research techniques necessary to understand and interpret financial statements. Prerequisite: T BUS 503.

T BUS 505 Information Systems (4)
Examines key management issues related to the effective use of information systems for operational support, tactical decision making, and strategic activities in various business environments. Uses computer-based assignments to provide an experiential understanding of the issues involved.

T BUS 568 Internship (3-5, max. 5)
Allows students to explore new career avenues or to extend their current career experience into new areas. It involves explaining knowledge and skills through on-site project work with an organization. Prerequisite: Tacoma MBA student and permission of instructor.

T BUS 569 Analytical Research (2-4, max. 4)
Provides an opportunity to work independently exploring specific business topics in greater depth. The students must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. Prerequisite: Tacoma MBA student and permission of instructor.

T BUS 590 Special Topics in Business (1-4, max. 12)
Advanced offerings designed to respond to faculty and student interests and needs.

T FIN 521 Macroeconomics for Managers (4)
Focuses on the use of intermediate macroeconomic theory to understand how different sectors of the economy are inter-related. Emphasizes international markets and how to assess the impact on firms of different macroeconomic policies and events.

T FIN 522 Investment Valuation (4)
Examines the valuation of financial assets including stocks, bonds, and businesses. Focuses on discounted cash flow, risk, market efficiency, dividend discount models, and relative valuation models. Prerequisite: T BUS 501.

T FIN 526 Portfolio Management (4)
Provides an understanding of investor decision making under uncertainty, and how portfolios may be used to reduce risk. Explores the portfolio management process including construction, revision, and protection of both fixed income and equity portfolios. Covers performance evaluation and risk management. Prerequisite: T BUS 501.

T MGMT 518 Business Law (4)
Examines legal issues in a business context. Considers law as a strategic tool to help achieve core business objectives, create value, and manage risk. Addresses legal aspects of business management, agreements and relationships including: contract, torts, product liability, employment, intellectual property, agency and business organizations.

T MGMT 520 Managing Corporate Responsibility (4)
Focuses on strategic and dynamic issues that are key to building high-performing organizations with a sense of ethics, civic engagement and social responsibility. Provides a theoretical and practical understanding of what role organizations should play in society.

T MGMT 530 Organization Design (4)
Focuses on the use of organizational design to create successful and sustainable organizations. Addresses organizing work, leveraging knowledge, developing processes, and supporting values to achieve the organization’s goals. Examines how managers can achieve alignment of structure, culture, people and processes under conditions of change.

T MGMT 532 Strategic Human Resources Management (4)
Addresses the design of human resource management systems to create and sustain competitive advantage. Focuses on how managers can diagnose their organization’s alignment with competitive realities and develop human resource systems that produce the levels of commitment, coordination, and competence required by the organization’s competitive strategy.

T MGMT 536 Technology Management (4)
Explores the causes and consequences of technological change and innovation at the level of the economy, industry, and organization. Examines issues regarding the management of technology and innovation, including market entry timing, new product development, corporate venturing, licensing, outsourcing, and strategic alliances.

T MGMT 553 Leadership in a Changing World (4)
Emphasizes knowledge and skills managers need to help organizations anticipate and adapt effectively to change. Focuses on leadership and conflict management styles, planning strategically and managing for change, and dealing with conflict created by change. Explores the impact of change on individuals, teams, and organizations.

T MGMT 574 New Business Ventures (4)
Examines the legal, financial, strategic, and managerial challenges of creating and operating new businesses. Topics include building an entrepreneurial firm, developing start-up strategy, creating business plans, obtaining venture financing, and managing a growing company.

T MKTG 520 Services Marketing (4)
Explores the unique challenges of managing services and delivering service quality that lead to customer satisfaction. Examines methodologies available for measuring, analyzing and designing services. Investigates the role of marketing in attracting customers and shaping customer expectations. Prerequisite: T BUS 504.

T MKTG 560 Managerial and Marketing Research (4)
Examines research design, data collection, and data interpretation as critical elements of diagnosing organizational, managerial, and marketing problems. Provides practical and theoretical insights into gathering information about organizational problems and opportunities. Prerequisite: T BUS 504.

T MKTG 580 International Marketing (4)
Examines the marketing strategies and tactics of companies that conduct international business. Explores how firms identify, research, and enter international markets, and the process used to develop global marketing strategies that are appropriate for those markets. Prerequisite: T BUS 504.
Faculty

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Gary E. & James A. Milgard Endowed Dean and Professor
International Accounting; Ph.D., University of Washington, 1986

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The Institute of Technology at the University of Washington Tacoma, launched in 2001, serves as home for the Master of Science in Computer Science and Systems program (MSCSS). Through innovative research opportunities and partnerships with area companies, the Institute helps graduate students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse local as well as international educational, economic and ethnic backgrounds.

**About the Degree Program**

The master’s degree in Computer Science and Systems at University of Washington Tacoma is designed for advanced careers in the technology industry and to prepare students to enter a Ph.D. program in computer science. Those with a master’s degree in computer science typically earn 25 to 30 percent higher starting salaries than those with bachelor’s degrees, according to a report by the U.S. Bureau of Labor Statistics. The degree requires 40–45 credits, depending on the various degree options.

The MSCSS program is a competitive program focusing on graduate level coursework in computer science through a variety of core courses and advanced electives. It serves a diverse population of students, from those with significant experience and degrees in the field, to those with non-computing-related undergraduate degrees augmented by the requisite undergraduate coursework work. By broadening this base of students eligible for the program, the Institute encourages a number of undergraduate students to continue their education at the graduate level. This attracts an increasing number of nontraditional students who have related work experience and a strong interest in computing, thereby providing a balanced blend of perspectives and learning experiences.

**Degree Options**

There are three options for completing the MSCSS degree:

- Thesis option
- Capstone project option
- Course-only option

**Thesis Option**

The thesis option is designed for graduate students who are prepared and want to engage in innovative research, working with one or more Institute faculty members. This research often results in one or more publications in journals or conference proceedings.

Students who select the thesis option must work with a faculty advisor to produce a thesis proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 700. A total of 10 credits of TCSS 700 must be completed to meet the degree requirements. These units are typically taken in two quarters. TCSS 700 is graded credit/no credit; the course does not count toward the student’s grade-point average.

**Capstone Project Option**

The capstone project option was designed for graduate students who want to work on a significant technical project as part of their graduate program. Capstone projects typically involve the design, implementation and testing of a moderate to large programming project.

Students who select the capstone project option must work with a faculty advisor to produce a project proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone form, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 702. A total of 10 credits of TCSS 702 must be completed to meet the degree requirements. These units are typically taken in two quarters.
TCSS 702 is graded the same way core and elective courses are graded, so the grades count toward the student's grade-point average.

Course-Only Option
Students may choose to take an additional three 500-level electives (15 credits) to satisfy their degree requirements in place of capstone course work. This option is provided for students who are primarily interested in a broader education in computer science. Ten credits of 400-level course work may be substituted for this option.

Curriculum
The courses a student may take to satisfy the requirements for the MSCSS degree fall into five categories:

- Prerequisite courses (required of students lacking the equivalent of an undergraduate degree in computer science)
- Core courses (required of all students)
- Elective courses (required of all students)
- Capstone course (required of thesis and project option students)
- Independent study

Prerequisite Courses: Undergraduate
Students who enter the MS program without a strong computer science background will be advised and required to take undergraduate computer science courses that will prepare them for graduate studies in the field. They will be advised on a case-by-case basis. In general, students should have adequate course work or work experience in the following areas before starting to take graduate-level courses in the MSCSS program:

- Object-oriented programming
- Discrete mathematics
- Data structures
- Analysis of algorithms

Course work/experience in the following is also encouraged:

- Computer organization and architecture
- Database management systems
- Project management and software engineering
- Operating systems

At the time of admission, students will be notified of any required prerequisite courses.

Core Courses
All graduate students are required to take three core courses:

- TCSS 543 Advanced Algorithms or TCSS 540 Theory of Computing
- TCSS 558 Applied Distributed Computing
- TCSS 598 Research Seminar (typically taken over three quarters)

Core courses are typically taken after any required prerequisites have been completed.

Elective Courses
The number of elective courses a student is required to take depends on the program of study the student has chosen. For students in the course-only option, 30 credits of elective courses are required. Students may request permission from the graduate committee to apply for independent study credit (TCSS 600) toward this total. Most electives will be taken at the 500-level, however, students in the course-only option may take 10 credits of approved 400-level courses and students in the project or thesis option may take five credits of 400-level courses. Graduate students should request prior approval from the Graduate Committee before registering for any 400-level courses.

Independent Study (TCSS 600)
After taking the core courses, a student may develop a strong interest in a specific area of computer science that is not covered in any elective course being offered. In this case, the student may propose to substitute an independent study course for an elective course. To do this, the student must first find a faculty member who will supervise the independent study and then submit the proposed plan of study to the Graduate Committee for approval in the quarter prior to being undertaken.

Thesis and Capstone Project Courses (TCSS 700 and 702)
Students enrolled in the thesis option are required to take 10 credits of TCSS 700 and students in the project option are required to take 10 credits of TCSS 702. These courses are taken in place of 10 credits of elective courses. If a student chooses to switch from the thesis or project option to the course-only option, the credits from 700 and 702 will not count as elective credits.

Admission Requirements
Admission to the master of science in Computer Science and Systems is competitive and based on acceptance by the UW Graduate School and the Institute of Technology graduate committee.

Requirements
- Baccalaureate degree from an accredited institution of higher learning with at least a 3.0 GPA for the last 90 credits (quarter system).
- Competitive GRE scores on a test taken within the last five years
- Completed application forms
- Personal statement
- Résumé
- Three letters of recommendation

Those interested in enrolling in the Master of Science in Computer Science and Systems should make an appointment with an advisor by calling 253-692-5860. Details about the curriculum and prerequisites, along with application materials and admissions requirements, are available on the Institute's website at tacoma.uw.edu/tech.

Graduate Nonmatriculated (GNM) Status
Graduate nonmatriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A GNM is a post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree. GRE scores are not required to apply for GNM status.

Satisfactory Progress
Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree, including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course
- Make adequate progress with the thesis or capstone project, if pursuing this option, as demonstrated by the faculty advisor or committee chair, including interest, responsibility in working toward completion of project or thesis, and number of credits taken before a proposal has been approved.
Course Descriptions

For the most current course information, please consult the Institute of Technology website: tacoma.wustl.edu/tech.

TCSS 523 Data Compression (5)
Covers a broad range of compression techniques, as well as their implementations in today’s compression standards. Techniques include block-based codes, dictionary coding, predictive coding, vector quantization, and transform coding, including wavelets. Covers selected standards for text, image, video and audio compression.

TCSS 540 Theory of Computing (5)
Covers computational models including finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines, and techniques for analyzing them. Basic computability theory and undecidability, computational complexity theory, and NP-completeness.

TCSS 541 Concurrency in Computation (5)
Covers the design and verification of concurrent algorithms, both for processes using shared variables and synchronization primitive and for processes using message exchange. Includes axiomatic semantics for and correctness proofs of sequential and concurrent programs, and concepts of synchronization, indivisible actions, safety, progress, and fairness.

TCSS 543 Advanced Algorithms (5)
Prepares students for analysis and use of advanced algorithms. Covers advanced graph, number theoretical (with applications to cryptography), one-line, approximation (with performance guarantees), and probabilistic algorithms. Covers Turing machines and NP-completeness. Not available for elective credit.

TCSS 551 Big Data Analytics (5)
Examines a variety of techniques to perform data analytics and their extensions to big data infrastructure. Students will be able to identify mathematical foundations of data analytics, data analyses algorithms and tools. Introduces big data infrastructure, distributed computational paradigm, and distributed data analytics algorithms. Prerequisite: minimum grade of 3.0 in TCSS 343 and TCSS 445 or equivalent.

TCSS 552 Interaction Design (5)
Examines the design of interactive products and services supporting human activity in a variety of settings. Focuses on user inquiry, sketching, prototyping, brainstorming, and usability testing. Cultivates reflective practice within a human-centered design paradigm.

TCSS 555 Data Mining (5)
Covers methods and systems for data mining and discovering knowledge from data; mining system architecture/tasks; concept learning; text/multimedia mining; decision trees; bayesian and belief networks; neural networks; case-based reasoning; cluster and multidimensional analysis; tools to build new applications; knowledge discovery.

TCSS 558 Applied Distributed Computing (5)
Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient, and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components. Prerequisite: TCSS 545 and TCSS 572 or equivalents. Not available for elective credit.

TCSS 559 Web Services (5)
Investigates a service-oriented computing paradigm for use with the Internet, web services. Includes comparisons of distributed computing paradigms, enterprise application integration, service oriented architecture, web services concepts, web services technologies, service coordination protocols, service compositions, and service applications. Prerequisite: TCSS 558.

TCSS 565 Spatial Databases with Applications in Geographic Information Systems (5)
Evaluates spatial databases, and focuses on their applications in Geographic Information Systems (GIS). Covers how to describe how to represent, store, index, and process spatial objects, and focus on their application in the field of Geographic Information Systems (GIS). Prerequisite: minimum grade of 3.0 in TCSS 343 or equivalent.

TCSS 566 Computer-Mediated Communications (5)
Examines the use of computer and communications technologies, including application implementations, for supporting human-to-human communications in both personal and social contexts. Includes topics from sociological and psychological aspects needed to design effective systems. Involves development of significant collaboration application and research paper.

TCSS 570 Introduction to Parallel Computing (5)
Covers parallel architectures, interconnection networks and embeddings; fundamental communication operations; performance and scalability metrics; parallel programming paradigms, message-passing programming in MPI, and shared-address space programming in threads; parallel algorithms for sorting, searching, matrix problems, graph problems, and dynamic load balancing. Prerequisite: TCSS 543.

TCSS 581 Cryptology (5)
Covers simple ciphers, block and stream ciphers, attacks, public-key ciphers, electronic signature, cryptographic algorithms, and real-world examples. Prerequisite: TCSS 543.

TCSS 588 Bioinformatics (5)
Covers methods and systems for the application of computer science to biology, medicine, genomics, and proteomics; biological domain background; machine learning; statistical learning; hidden markov models; case based reasoning; neural networks; semantic approaches; evolutionary computing; stochastic grammars and linguistics; grid computing. Prerequisite: TCSS 543.

TCSS 590 Special Topics in Computing and Software Systems (1-5, max. 30)
Examines current graduate-level topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

TCSS 598 Masters Seminar in CSS (1-5), (max. 5)
Surveys the canonical literature pertinent to a master’s degree in CSS. Readings in research and applied computing are assigned to provide a grounding in Masters level work. Weekly discussions of topics taken from the readings. Not available for elective credit.

TCSS 600 Independent Study or Research (*-)
Examines current topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

TCSS 700 Master’s Thesis (*-)
Provides an opportunity to demonstrate comprehensive knowledge in CSS. Completes a research project led by a CSS graduate faculty advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required.

TCSS 702 Design Project in Computing and Software Systems (11-10), max. 10
Provides an opportunity to demonstrate comprehensive knowledge in CSS. Develops a significant design and implementation project led by a CSS faculty graduate advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required.

Faculty

Robert Friedman
Director and Professor
Ph.D., City University of New York, 1993

Mohamed Ali
Associate Professor, Institute of Technology; Computer Science; Ph.D., Purdue University, 2007

Yan Bai
Associate Professor; Computer Engineering; Ph.D., University of British Columbia, 2003

Orlando Baiocchi
Professor; Electrical Engineering; Ph.D., University College in London, 1976

Senjuti Basu-Roy
Assistant Professor; Computer Science; Ph.D., University of Texas at Arlington, 2011

Donald Chinn
Associate Professor; Computer Science; Ph.D., University of Washington, 1995

Larry A. Crum
Professor Emeritus; Electrical Engineering; Ph.D., Marquette University, 1971

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Associate Professor, Institute of Technology; Computer Science; Ph.D., Ghent University, 2002
Ling Ding  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., University of Texas  
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Raj Katti  
Professor, Institute of Technology; Electrical  
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Washington State University Pullman, 1991

George Mobus  
Associate Professor; Computer Science; Ph.D.,  
University of North Texas, 1994

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Assistant Professor, Institute of Technology;  
Information and Communication  
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Moshe Rosenfeld  
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Hebrew University of Jerusalem, 1967

Jie “Jenny” Sheng  
Assistant Professor; Electrical Engineering;  
Ph.D., University of Alberta, 2002

Josh Tenenberg  
Professor; Computer Science; Ph.D.,  
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Ankur Teredesai  
Associate Professor; Computer Sciences;  
Ph.D., University at Buffalo, State University of  
New York, 2002

Ka Yee Yeung-Rhee  
Associate Professor, Institute of Technology;  
Computer Science; Ph.D., University of  
Washington, 2001
The Master in Cybersecurity and Leadership (MCL) program leverages the resources of the University of Washington's Center for Information Assurance and Cybersecurity to military populations and industry in the South Sound. By identifying, addressing, and promoting solutions for issues of information assurance and cybersecurity, MCL serves as an educational foundation for invention, innovation, and entrepreneurship in the state of Washington, thereby sustaining the vitality of existing and prospective IA and cybersecurity industries.

**About the Degree Program**

The MCL is designed for professionals with a minimum of three year's work experience, IT managers, and military personnel with an accredited bachelor's degree. Applicants are seeking a competitive advantage for advancement in the military, in government agencies, and in the private sector for leadership positions in the growth area of cybersecurity operations. The MCL program provides graduates with the managerial skills and technical competencies necessary for leading technology professionals and organizations in the 21st century.

The MCL program provides a thorough knowledge base for managers and technology leaders concerned with the design, development, implementation, operation, and management of cybersecurity systems, and the protection of an organization's information assets. Graduates will have the necessary skills to effect organizational change and protect companies from cyber threats.

**Curriculum**

The Master in Cybersecurity and Leadership is a non-thesis, 40 credit-hour cohort based program, with a balance between a technically-oriented curriculum focused on understanding the basic operations and functionality of cybersecurity systems and information assurance and a more behaviorally-oriented curriculum focused on the management of technical professionals and organizational leadership. Two 5-credit courses will be offered over 10-week periods. Instruction will be twice a week in the evenings.

Student learning outcomes include a practical understanding of the principles of data protection, network security and counter cyber-terrorism techniques; as well as a solid understanding of how to lead ethically, communicate and effect strategic change in technical departments and in organizations. Graduates of the MCL program will be well versed in advanced information assurance knowledge and will be effective leaders who are able to contribute to their organization's effectiveness.

**Program Learning Objectives**

- Identify and critically assess issues and concepts related to the protection of information and information systems.
- Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.
- Create policies and standard operating procedures for organizations that are ethically, morally and legally sound.
- Illustrate and explain fundamental architectures of networks and the Internet, as well as their underlying protocols.
- Understand the concepts inherent in information security architectures.
- Understand the key functions and challenges of organizational communication, including the factors that can hinder and facilitate effective communication in business settings.
Recognize ethical dilemmas and social responsibilities.
Formulate and implement strategy and effectively manage change.

Two 10-week courses will be taught concurrently. One of the courses will be from the Institute of Technology, the other will be taught by the Milgard School of Business. The courses will build on each other and by Module 5 students will be able to complete capstone projects.

Transfer Credits
An admitted student may petition to transfer up to the equivalent of 12 quarter credits of graduate coursework. Graduate credits that have been applied toward a completed degree cannot be transferred.

Admission Requirements
Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA. In cases where the undergraduate GPA is below 3.0, applicants can meet individually with an advisor to determine alternate qualifications. A degree in computer science or information technology is not required; however, any entering student should complete the online Benefit course:
http://courses.washington.edu/benefit/FIT100/index.html

This course will provide an applicant with concepts and capabilities to apply today’s information technology effectively. This course was developed by the University of Washington Education Outreach program under a National Science Foundation grant.

How to Apply
Please note that application materials are available online only. Application instructions and requirements are found here:
tacoma.uw.edu/mcl/apply

Applicants should review the policies and detailed information regarding all required admissions forms and documents. Please pay careful attention to the instructions. Only complete applications will be considered for admission.

Application Process
Students interested in pursuing graduate study at the Institute of Technology must apply to both the UW Graduate School and the UW Tacoma Master of Cybersecurity and Leadership degree program.

Graduate School Application
Application to the UW Graduate School must be completed online at:
www.grad.washington.edu/AppForAdmiss

A credit or debit card (or electronic check with U.S. bank account) is required for the application fee.

Application for admission to the Master’s in Cybersecurity and Leadership
The Master in Cybersecurity and Leadership application is part of the UW Graduate School application system. Once this form has been submitted, be sure to notify the Institute of Technology of any change of address or other contact information.

Personal Statement
Your personal statement should explain why you have decided to apply to the master’s degree program in Cybersecurity and Leadership. Please describe: (a) how your education and professional experience have prepared you for the program, and (b) what you expect to gain from the program. Include any other information which you feel may be relevant to your application. The personal statement should not exceed two pages.

Résumé
You must submit a copy of your current résumé.

Transcripts
Upload one transcript from each post-secondary school you attended in the online application or mail transcripts to the University of Washington Tacoma, attention MCL program. Upon receiving an offer of admissions, official transcripts, in a sealed envelope with the school registrar’s signature across the seal, must be submitted to The Graduate School in Seattle.

Graduate Record Exam (GRE)
Applicants to the MCL must take the GRE general exam. The test must have been taken within the last five years for scores to be considered current. Request that ETS (www.ets.org) send your scores directly to the University of Washington. The institution code for the GRE is 4854.

Recommendations
Three letters of recommendation are required. If you have graduated within the last two years with a bachelor’s degree, two of the three references should be academic references. If you have been out of school more than two years, your references can be from individuals who are familiar with your academic success, work or volunteer experience. Personal recommendations from friends or family members will not be considered.

We suggest that you request recommendations and transcripts at least six weeks before the priority application date to ensure their timely arrival.

Course Descriptions

T CSL 510 Principles of Cybersecurity (5)
Explores the basics of information security. Explores introductory concepts of confidentiality, integrity, and availability. Discusses threats, to include malicious code, hackers, cyber terrorists, spies, and other information warriors. Explores vulnerabilities and countermeasures for both computer systems and networks.

T CSL 520 Business Essentials (5)
Provides an overview of the key concepts, tools, and techniques that are required to succeed in today’s business environment. Introduces various essential business aspects such as communication, marketing, accounting, finance, business law, and ethics.

T CSL 530 Designing and Executing Information Assurance and Cybersecurity Strategies (5)
Applies and combines information assurance concepts, processes, and skills to solve information assurance and cybersecurity case studies.

T CSL 540 Leadership and Team Dynamics (5)
Prepares students to analyze individual and team dynamics, evaluate the influence of organization structures and processes of each of these, and engage in managerial action that enhances individual, team, and organizational performance. Considerable focus on developing students’ critical thinking, communication, collaboration, and leadership skills.

T CSL 550 Network and Internet Security (5)
Studies the technologies of information security, policy and standards, and procedures. Topics include: security policy design and incident response; and tools and techniques to defend against, react to, and recover from a cyber-attack. Covers cryptographic methods including public and private key algorithms and their applications on confidentiality, authentication, and data integrity.

T CSL 560 Organizational Change and Strategy (5)
Prepares students to be effective leaders and change agents by exploring concepts, tools, and techniques for aligning an organization’s strategy to the environment and for creating, leading, and managing change.
T CSL 570 Cybersecurity Management (5)
Studies how an organization approaches technology decisions, including consideration of specific security requirements and goals that technology investments must address in support of the organization’s mission. Explores how technology investments reduce the cost and complexity of managing and operating an information infrastructure while maintaining appropriate levels of cybersecurity.

T CSL 580 Project Management (5)
Using projects as instruments that reflect strategic change in organizations, students engage new products, new processes, and new services, leading to renewed organizational competitiveness. Prepares students to effectively manage projects in organizations regardless of the industry and the position one works in.

Faculty

Yan Bai
Associate Professor, Institute of Technology; Computer Engineering; Ph.D., University of British Columbia, 2003

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

Marc Dupuis
Lecturer, Institute of Technology; Information Science; Ph.D., University of Washington, 2014

Barbara Endicott-Popovsky
Acting Professor, Institute of Technology; Computer Science and Information Assurance, Ph.D., University of Idaho, 2007

Christopher Gilbert
Lecturer, Milgard School of Business

Bryan Goda
Professor and Military Liaison, Institute of Technology; Computer Engineering; Ph.D., Rensselaer Polytechnic Institute, 2001

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

Alexa Perryman
Assistant Professor, Milgard School of Business; Management; Ph.D., Florida State University, 2008

Tracy A. Thompson
Associate Professor, Milgard School of Business; Organizational Behavior, Strategic Management; Ph.D., Northwestern University, 1994
Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities. The Education Program is dedicated to discovering and teaching the best practices in instruction and school leadership. We strive to be at the forefront in meeting the educational needs of students in the South Puget Sound region.

**About the Degree Program**

The master of education (M.Ed.) degree is organized under the umbrella of the Education Program at UW Tacoma. Within that framework, we offer the following M.Ed. programs:

- K-8 Teacher Certification with Special Education
- K-8 Teacher Certification with English Language Learners
- Secondary Teacher Certification in Science or Mathematics
- General Master of Education for Practicing Educators
- Educational Administrator

Programs vary in length, focus and requirements. Some are part-time and some are full-time. Upon acceptance, all students are assigned an advisor to find the most reasonable and efficient means of reaching their desired goal.

**Degree Requirements**

Each M.Ed. student must satisfy both Graduate School and Education Program minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

**Graduate School**

The Graduate School’s minimum requirements for the master of education (M.Ed.) degree are summarized below. A complete list and explanation of the requirements can be found on the following web page:

[www.grad.washington.edu/students/masters/](http://www.grad.washington.edu/students/masters/)

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements.

Students are encouraged to visit the Education Program office or website ([tacoma.uw.edu/education](http://tacoma.uw.edu/education)) for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

**K-8 Teacher Certification**

The master of education program with a focus on K-8 Teacher Education features an introduction to teaching in all areas of the elementary and middle school curriculum, preparation for non-curricular aspects of the teacher’s role, reflection on contemporary issues in education and frequent supervision. Mentor teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Students begin their Autumn Quarter Field Experience the first day of public schools, or earlier to attend building orientations or professional development days. Students may need to start Field Experience as early as mid to late August.

Students may choose to earn certification in K-8 Elementary Education with a Special Education or English Language Learners (ELL) endorsement.

Admitted students progress as a cohort community through four quarters (five quarters for those seeking special education) of full-time study beginning in summer quarter. Upon completion of all certification requirements, a student may be recommended to the state for a teaching certificate. The additional credits required to obtain the master’s degree may be taken in the evening and are conducive to a working teacher’s schedule.
This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Upon successful completion of all program requirements, students will earn a master of education degree and a Washington state residency teacher certificate.

Admission Requirements
Admission to the master of education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate School. To qualify for consideration, applicants must:

- Have earned a bachelor’s degree from a regionally accredited university or college.
- Have earned a cumulative grade point average of at least 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their complete application file.
- Submit one official sealed transcript from each collegiate institution attended.
- Have completed courses in the subject areas listed in the chart on this page. All courses must be 100-level or above and must have a grade of 2.7 or better.
- Submit the program selection document.
- Submit a personal goal statement. For goal statement requirements and guidelines, please go to tacoma.uw.edu/education-program/admissions-0.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two letters of recommendation from individuals who can speak to your commitment, academic ability and potential as a teacher.
- Have experienced a minimum of 40 hours in a public school classroom within the last five years.
- Submit scores for the Washington Educator Skills Test-Basic (WEST-B) or other allowable equivalent tests. For more information, go to pathway.pesb.wa.gov.
- Complete a personal interview, which will be conducted in a group format. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and applicants’ current perspectives regarding teaching.

Program Plans
Program plans are available on our website at tacoma.uw.edu/education-program/how-apply.

K-8/English Language Learners Certificate and Degree Requirements
In addition to the state of Washington certification requirements, all students must complete the following course work:

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
- TEDUC 502 Learning About Learning
- TEDUC 503 Educational Measurement
- TEDUC 510 Science Methods
- TEDUC 519 Linguistics for Teachers
- TEDUC 520 Multicultural Education
- TEDUC 526 Arts in the Schools
- TEDUC 541 Reading Methods and Interventions
- TEDUC 548 Classroom Management
- TEDUC 549 Teaching Students with Special Needs
- TEDUC 555 Literature and Content Reading
- TEDUC 554 Language Arts
- TEDUC 560 Math Methods I
- TEDUC 561 Math Methods II
- TEDUC 562 Social Studies Methods
- TEDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners
- TEDUC 564 Methods and Curriculum in Literacy Instruction for English Language Learners
- TEDUC 565 Research and Methods in Mathematics and Science Instruction for English Language Learners
- TEDUC 569 Testing and Evaluation for English Language Learners
- TEDUC 587 Field Experience I
- TEDUC 588 Field Experience II
- TEDUC 589 Field Experience III
- TEDUC 590 Reflective Seminar (3 quarters)

Additional Degree Requirements
(9 credits required)

- Complete the following courses:
  - TEDUC 504 Understanding Educational Research
- Complete a project course sequence:
  - TEDUC 599 Culminating Project (3)
  - TEDUC 599 Culminating Project (3)

K-8 / Special Education Certificate and Degree Requirements
In addition to the state of Washington certification requirements, all students must complete the following course work:

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
- TEDUC 502 Learning About Learning
- TEDUC 503 Educational Measurement
- TEDUC 504 Understanding Educational Research
- TEDUC 507 Portfolio
- TEDUC 510 Science Methods
- TEDUC 526 Arts in the Schools
- TEDUC 527 Content Literacy
- TEDSP 541 Reading Methods and Interventions
- TEDSP 542 Special Education Assessment and Evaluation
- TEDSP 546 Collaborative Consultation
- TEDSP 547 Special Education and the Law
- TEDSP 548 Special Education Classroom Management
- TEDSP 550 Special Education Principles and Practices I
- TEDSP 551 Special Education Principles and Practices II
- TEDUC 554 Language Arts
- TEDUC 560 Math Methods I
- TEDUC 561 Math Methods II
- TEDSP 587 Field Experience I
- TEDSP 588 Field Experience II
- TEDSP 589 Field Experience III
- TEDUC 590 Reflective Seminar (3 quarters)

(The above courses represent five full-time quarters of study beginning in summer quarter.)
Hyoung Suk Lee
Assistant Professor, Interdisciplinary Arts and Sciences; Health Psychology; Ph.D., University of Texas at El Paso, 2010

William McGuire
Assistant Professor, Interdisciplinary Arts and Sciences; Economics and International Economics; Ph.D., The Ohio State University, 2012

Nita McKinley
Associate Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 1995

Divya McMillin
Professor and Director of Global Honors, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998

Beverly Naidus
Associate Professor, Interdisciplinary Arts and Sciences; Two-Dimensional Art, Painting, Drawing and Digital Imaging; M.F.A., Nova Scotia College of Art & Design, 1978

Amós Nascimento
Associate Professor, Interdisciplinary Arts and Sciences; Philosophy, Dr. Phil., Universität Frankfurt, 2002

Julie Nicoletta
Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993

Sushil Oswal
Assistant Professor, Interdisciplinary Arts and Sciences; Technical Communication and Rhetoric; Ph.D., University of Cincinnati, 1994

Samuel Parker
Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989

Jennifer Quinn
Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., University of Wisconsin-Madison, 1993

Deirdre Raynor
Associate Professor, Interdisciplinary Arts and Sciences; American Literature, African-American Literature; Ph.D., University of Washington, 1997

Johann Reusch
Associate Professor, Interdisciplinary Arts and Sciences; History of Arts and Culture, European History; Ph.D., University of California, Los Angeles, 1994

Stephen Ross
Assistant Professor, Interdisciplinary Arts and Sciences; Psychology; Ph.D., University of Texas at El Paso, 2008

Peter Selkin
Assistant Professor, Interdisciplinary Arts and Sciences; Earth Sciences; Ph.D., Scripps Institution of Oceanography, University of California, San Diego, 2003

Emmett Joseph Sharkey
Associate Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998

Huatong Sun
Assistant Professor, Interdisciplinary Arts and Sciences; Communication and New Media Studies; Ph.D., Rensselaer Polytechnic Institute, 2004

Riki E. Thompson
Associate Professor, Interdisciplinary Arts and Sciences; Composition and Rhetoric; Ph.D., University of Washington, 2007

Ingrid Walker
Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of California, Santa Cruz, 1992

Carolyn West
Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994

Charles Williams
Associate Professor, Interdisciplinary Arts and Sciences; U.S. Politics, Ph.D., University of California, Berkeley, 2005
MASTER OF Nursing

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with community members assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

About the Degree Program

The master of nursing program prepares registered nurses for practice in wide variety of settings including acute, long-term care, ambulatory, community, and education settings. The program offers the following curriculum options:

- Leader in Healthcare Delivery
- Nurse Educator

The curriculum has a strong emphasis on mentoring, both in terms of preceptors in fieldwork placements and with faculty. The core courses for both options include research, health systems, health policy, leadership, and diversity and social justice issues related to health. All students engage in scholarly inquiry. Students complete a scholarly project or thesis or take additional course work to meet career and program goals. Two quarters of fieldwork provide students with an opportunity to participate in practice roles in the setting that assists them to meet their goals.

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

Leader in Healthcare Delivery

The Leader in Healthcare Delivery curriculum option provides nurses with the skills and knowledge to become leaders and change agents in the evolving healthcare environment. The curriculum focuses on leadership, program development and evaluation and human and fiscal oversight to foster effectiveness, innovation and change.

The curriculum prepares graduates to collaborate with healthcare professionals and members of the community to address the health care needs of a complex and diverse society.

Graduates function as nurses in leadership roles to design, implement and evaluate interventions and programs based on assessed population, community, or group needs, as well as clinical nurses, managers or administrators in health care systems, governmental agencies or community organizations.

Nurse Educator

The Nurse Educator curriculum option prepares nurses to teach in schools of nursing and continuing education programs, as well as staff development, clinical education or patient education roles. The curriculum focuses on learning theory, teaching methods, curriculum development, and evaluation.

Fieldwork experiences are individualized and focus on the nurse educator role in community colleges or universities, hospitals, ambulatory care and community settings.

Graduates function as educators and leaders in clinical education, academic institutions, health care settings and community agencies.

Accreditation

As part of the top-ranked University of Washington School of Nursing at the Seattle campus, UW Tacoma’s Nursing program shares accreditation by the Commission on Collegiate Nursing Education (CCNE).

Program Goals

All students in the Master of Nursing program are prepared by the program to meet each of the following goals:

- Evaluate the adequacy of underlying knowledge from nursing science, related fields and professional foundations as it informs nursing practice.
An associate's degree or diploma from a program at the University of Washington OR admission to the Master of Nursing program with baccalaureate degrees in fields other than nursing with a minimum grade point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits.

Admission Requirements
Admission to the Master of Nursing program is competitive and based on acceptance by the UW Graduate School and the Nursing program at the University of Washington Tacoma. The following are required:

- A baccalaureate degree from a nationally-accredited nursing program with a minimum grade point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits.
- An associate's degree or diploma from a nationally-accredited RN program and a baccalaureate degree in a field other than nursing with a minimum grade point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits. RNs with baccalaureate degrees in fields other than nursing may demonstrate competency equivalent to the bachelor's degree in nursing by writing two petitions to the MN Admissions Committee. The petitions must demonstrate knowledge and experience in the areas of leadership and management and community health nursing. Applicants may also either complete additional specific course work in the UW Tacoma BSN Program or take Excelsior College examinations in Management and Leadership and/or Community Health Nursing.
- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0 on a 4.0 scale.
- Three references: at least one from an academic reference and one from a clinical supervisor or person who can attest to the applicant's competence as an RN
- Professional goal statement relevant to the program objectives.
- Résumé or curriculum vitae describing educational background as well as relevant work, professional and volunteer experiences.
- Current unrestricted Washington state RN license.
- Criminal background check must be completed online through Verified Credentials, Inc. with acceptable results, if admission is offered. A repeated criminal background check may be required prior to enrolling in practicum courses.
- Agreement to adhere to the Essential Behaviors for Admission, Continuation and Graduation (see website [tacoma.uw.edu/healthcare-leadership/essential-behaviors-admission-continuation-graduation](http://tacoma.uw.edu/healthcare-leadership/essential-behaviors-admission-continuation-graduation)) and Social Networking Policy (see website: [tacoma.uw.edu/healthcare-leadership/social-networking-policy](http://tacoma.uw.edu/healthcare-leadership/social-networking-policy)).

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

Transfer Credit
A n admitted MN student may petition to transfer up to the equivalent of 6 quarter credits of graduate course work earned in graduate status from an accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred. Written petitions for transfer credit must be submitted to the Graduate Committee within one quarter of acceptance to the MN program.

Graduate Nonmatriculated (GNM) Status
Graduate nonmatriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A graduate nonmatriculated student is a post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree.

Scholarships
The Nursing program offers scholarships for new and continuing Nursing students. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Check the Nursing program website for more information.

Satisfactory Progress
Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree including each of the following:

1. Maintain a 3.00 cumulative GPA.
2. Earn a quarterly GPA of 3.00 or higher.
3. Earn a grade of 2.7 or higher in each required course.
4. Students may repeat only one core course one time. Student may repeat only one curriculum option course one time.
5. Make adequate progress with the scholarly project or thesis or course work option.
6. Meet all Essential Behaviors for Admission, Continuation and Graduation (see website: [tacoma.uw.edu/nursing/essential-behaviors](http://tacoma.uw.edu/nursing/essential-behaviors)).

Graduation Requirements
The minimum requirements for graduation with the Master of Nursing degree from the University of Washington Tacoma are:

- Core courses: 21 credits
  T NURS 510 Society and Health (3)
  T NURS 527 Health Care Systems and Promotion and Clinical Prevention (3)
  T NURS 552 Organizational and Systems Leadership (3)
  T NURS 552 Informatics and Healthcare Technology (in development 2014-15) (3)
  T NURS 536 Quality and Safety in Healthcare Settings (3)
  T NURS 557 Population Health, Health Promotion and Clinical Prevention (3)
  T NURS 558 Physical Assessment, Pathophysiology and Pharmacology (in development 2014-15) (3)
- Research courses: 5 credits
  T NURS 551 Translating Research into Nursing Practice (5)
Study option courses: 9 credits

**Leader in Healthcare Delivery**
- T NURS 523 Assessment and Planning (3)
- T NURS 539 Health Care Business Strategies: Optimizing Resources (3)
- T NURS 561 Program Design, Implementation and Evaluation (3)

**Nurse Educator**
- T NURS 511 Curriculum Development in Nursing Education (3)
- T NURS 512 Evaluation of Clinical Performance in Nursing (3)
- T NURS 513 Theories and Methods of Teaching and Learning (3)

Fieldwork: 6 credits
- T NURS 503 Advanced Fieldwork (6)

Scholarly Inquiry: 6-9 credits
- T NURS 598 Scholarly Projects (1-12)

Total credits (min.) 47-50 credits

**Course Descriptions**

For the most current course information, please consult the Nursing program website at tacoma.uw.edu/nursing/courses.

T NURS 503 Advanced Fieldwork (2-6, max. 12)
Provides students with a substantive field experience in their setting of interest. Assists students in the delineation of advanced practice roles and application of theoretical concepts in a real-world context. Prerequisite: T NURS 510; T NURS 520; T NURS 521; T NURS 527; at least 3 courses in study option, or permission of instructor.

T NURS 510 Society and Health (3)
Explore relationships between ecological, global and social factors, and health disparities and inequities. Examines how health and illness are socially constructed. Considers means through which equitable health and health care can be achieved, particularly among diverse populations.

T NURS 511 Curriculum Development in Nursing and Health Education (3)
Theoretical rationale for curriculum development that reflects contemporary health trends. Bases curricula design and implementation decisions on educational principles, theory, and research.

T NURS 512 Evaluation of Academic and Clinical Performance in Nursing Health Care (3)
In-depth examination of the evaluation of learning. Includes assessment of a range of evaluation strategies and evaluations of clinical performance. Focuses on evaluation issues relevant to both academic and health care settings.

T NURS 513 Theories and Methods of Teaching and Learning (3)
Addresses theories and methods of teaching and learning, tools and resources for teaching, role development, and current issues faced by those who teach in higher education and staff development. Partly Web-based.

T NURS 514 Challenges and Issues in Patient Education (3)
Provides overview of selected challenges and issues in patient education: low literacy, patient acuity, health status, early discharge, evolving health policy, cost of health care and staff proficiency. Considers the role of the advanced practice nurse in creating and managing patient education programs for individuals, groups, and populations.

T NURS 515 Online Teaching Strategies for a Practice Discipline (3)
Explores the evolutionary development of nursing theory and its contribution to the development of nursing science. Emphasizes the philosophical foundation, the hierarchical structure, and the evaluative criteria used in theory development and its practice application.

T NURS 522 Theory Development for a Practice Discipline (3)
Explores the developmental process of a nursing theory and its contribution to the development of nursing science. Emphasizes the philosophical foundation, the hierarchical structure, and the evaluative criteria used in theory development and its practice application.

T NURS 523 Community Health Assessment (3)
Survey of approaches and tools to measure health status and health-care problems in defined communities. Topics include uses and limitations of available data, community surveys, public health surveillance, measurement of community health indices, and research methods specific to health assessment of communities and populations.

T NURS 527 Health Care Systems and Health Policy (3)
Analyzes the organizational and financial aspects of clinical services, and public health systems with an emphasis on access and resource utilization patterns among diverse populations. Explores health policy development, strategies to affect policy aimed at enhancing quality and population-system fit, and the relationship between policy and health care system change.

T NURS 537 Concepts of Organization (3)
Demonstrates how concepts of organizations and the metaphors used to describe them affect the analysis, management, and ethical dimensions of organizational environments. Students analyze their own work environments from a variety of perspectives, both to improve their understanding of work contexts and as a basis for planning managerial action.

T NURS 538 Concepts of Clinical Care (3)
Examines theoretical concepts that explain the wide range of human responses to illness. Explores the interrelationship of physiological, psychological, social, and spiritual dimensions of human response. Address the assessment, measurement, management, and evaluation of commonly encountered, prototypical clinical phenomena from a research-based perspective.

T NURS 539 Healthcare Business Strategies: Optimizing Resources (3)
Explores strategies to address challenges of optimizing resources utilization in a dynamic, changing system. Explores psychosocial and an increasing business-oriented focus. Examines human and fiscal resource management strategies, focusing on personnel issues relevant in healthcare organization, gaining working knowledge of budgetary processes, and fiscal decision-making expertise.

T NURS 540 Concepts of Hospice and Palliative Care (3)
Examines models of care and theoretical frameworks that guide and evaluate patient-family centered end-of-life care. Addresses symptom distress, psychosocial and spiritual aspects, as well as educational, communicative, and ethical components of hospice and palliative care.

T NURS 541 Concepts of Chronic Illness (3)
Addresses the context of chronic illness and its impact on individuals, families, and the healthcare system. Explores psychosocial and spiritual variables, interventions, and care models that influence self-care and healthcare outcomes if individuals with chronic illness.

T NURS 551 Translating Research into Nursing Practice (5)
Analyzes conceptual, theoretical, and empirical knowledge as foundations for evidence-based practice. Examines methodological approaches to scholarly inquiry and the research process from problem identification through translation. Evaluates the role of nurses with advanced education in research.

T NURS 552 Organizational and Systems Leadership (3)
Demonstrates how leadership and decision making skills influence healthcare. Focuses on understanding influence of change strategies, systems theory, and economic factors on complex healthcare environments. Describes role of nurses in designing and implementing new models of care and participating in interprofessional teams.

T NURS 554 Informatics and Healthcare Technology (3)
T NURS 556 Quality and Safety in Healthcare Settings (3)
Examines methods, tools, performance measurements, and outcome indicators related to safety and quality improvement. Emphasizes the roles of collaboration, inter-professional teams, and communication in improving patient safety and health outcomes.

T NURS 557 Population Health, Health Promotion and Clinical Prevention (3)
Examines concepts of population health, health promotion, and clinical prevention. Considers issues of culture and context in designing, delivering, and evaluating interventions that improve health outcomes for individuals, families, communities, and populations. Emphasizes collaborative approaches to improve health outcomes.

T NURS 558 Physical Assessment, Pathophysiology and Pharmacology (3)

T NURS 556 Quality and Safety in Healthcare Settings (3)
Examines the various strategies used in healthcare settings to improve quality and safety. Analyzes quality and safety initiatives that improve healthcare outcomes.

T NURS 561 Community Planning, Intervention, and Evaluation (3)
Examines community planning, intervention, and evaluation. Emphasizes the importance of negotiation, community development, and partnerships. Discusses integrated models of community planning, implementation, and evaluation for the purpose of facilitating community wide interventions for health. Prerequisite: T NURS 520; T NURS 521.

T NURS 590 Special Topics in Nursing (2-3, max. 9)
Analyzes current research, issues, and application of selected topics in nursing; may have clinical component. Emphasizes implications for nursing and health care.

T NURS 598 Scholarly Projects (1-12, max. 12)
Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. Credit/no credit only.

T NURS 599 Selected Readings in Nursing Science (1-3, max. 18)

T NURS 600 Independent Study or Research (\(-\))
Credit/no credit only

T NURS 700 Master’s Thesis (\(-\))
Credit/no credit only

Health Electives
T HLTH 501 Issues in Race and Health (3)
Explores historical and contemporary issues on the role of race in relation and health outcomes. Seminar topics include: history of race, health effects of racism and discrimination, epidemiological evidence on racial disparities in health, and role of race in research.

T HLTH 505 Participatory Action Research (3)
Focuses on how to conduct research with a social action component. Provides an in-depth examination of participatory action research. Explores theoretical, methodological, and practical issues, including historical influences, design and methods, and application of findings.

T HLTH 510 Ethnographic Research Methods (3)
Provides a background in ethnographic research methodology emphasizing beginning ethnographic and field research studies. Analyzes the theory underlying qualitative research approaches and pragmatic issues in building skills and knowledge in relation to conducting and evaluating ethnographic research.

T HLTH 520 Health and Human Rights (3)
Examines the links between health and human rights. Considers how violations of human rights affect the health of populations across the globe, as well as actions that can be taken to improve health and human rights.

T HLTH 530 Health and Aging in a Diverse Society (3)
Provides an introduction to health and other social issues of members of minority elderly populations in the U.S. Reflects a range of perspectives in the social, behavioral, and health sciences. Emphasizes the importance of situating the life experiences of today’s diverse elders in historical context. Prerequisite: graduate standing or permission of instructor.

T HLTH 590 Independent Study (1-6, max. 6)
Faculty supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement

Faculty

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

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

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

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

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

Alexis Wilson
Senior Lecturer; RN; Ph.D., Union Institute Graduate College, 1997
MASTER OF Social Work

Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the Master of Social Work (M.S.W.) program prepares learners for advanced and specialized practice as providers of social services and includes a combination of field experience and classroom learning.

About the Degree Program

The Master of Social Work (MSW) is considered the terminal degree in the social work profession. Content and course work in the MSW program will prepare graduates to function in professional social work positions in a wide variety of settings, including health care agencies, child and family services, public social service organizations, the criminal justice system and the public schools.

The advanced curriculum provides an in-depth education, through the classroom and practicum, to prepare graduates for advanced, specialized practice. Topics include applied research, social policy and advanced content in social work practice models and methods. The intent of this graduate program is to enable learners to develop skills in the concentration area of Advanced Integrative Practice.

This graduate program also prepares learners to collaborate with other human service professionals and with the community. Graduates from this MSW program will be prepared to address the social welfare needs of a complex society.

The MSW program is designed as a part-time evening program and consists of two program options: a three-year MSW program, which is designed for graduates of baccalaureate programs in any major, and an Advanced Standing MSW program, which is designed for eligible graduates of baccalaureate programs in social work or social welfare. Advanced Standing allows students to enter the advanced level of the MSW curriculum.

Pursuant to the achievement of the Social Work program’s mission, the MSW program has been designed as a competency-based curriculum committed to preparing graduate students for practice. As a result of their class and field education, MSW graduates should be able to:

1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
2. Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.
3. Understand and interpret the history of social welfare and its contemporary structures and issues.
4. Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.
5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and (or) the interactions among individuals and between individuals, and families, groups, organizations, and communities.
6. Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.
7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change.
8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention and outcomes evaluation.
9. Make well-reasoned and well-informed judgments based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation.

CONTACT INFORMATION

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Director
Diane S. Young
Graduate Program Coordinator
Marcie Lazzari
Administrator
Terri Simonsen
Advisor
Lynn Hermanson
10. Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.

11. Contribute to the profession’s knowledge base and practice through disciplined inquiry, dissemination, and institutionalization of evidence-based practice and policy models.

**Accreditation**

The Social Work program at the University of Washington Tacoma is accredited by the Council on Social Work Education (CSWE) as a program option of the University of Washington School of Social Work in Seattle.

**Curriculum and Competencies**

The primary goal of the curriculum is to provide social work students with the critical skills, value base and knowledge to advance social justice, multiculturalism, social change, collaboration and empowerment in their professional roles. This goal is operationalized through 10 core competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Admission Requirements**

The Social Work program seeks to enroll well-qualified students with diverse backgrounds. Admission to the MSW program is based on academic performance and potential, clarity and appropriateness of career objectives, understanding of social issues, knowledge of diverse populations and relevant experiences. Academic credit toward the MSW is not given for previous employment or life experience.

Students are admitted to the three-year MSW program for autumn quarter only, and the Advanced Standing program for winter quarter only. Prospective students should consult the Social Work website at tacoma.uw.edu/social-work for the most recent application procedures.

Selection is based on academic background and potential, match of student interests with faculty expertise, program resources or priorities, social/human service experience, appropriateness of professional goals and objectives, and experience with diverse populations. All applicants must meet basic qualifications to be considered for the MSW program. Those applicants considered among the most qualified, based on the assessment of their application materials, will be offered admission. There is an enrollment limit placed on the Social Work program, and typically there is not enough space available to accommodate all applicants who meet the basic qualifications for admission. Admission is competitive.

**Applying to the MSW**

Applying to the program involves submitting application forms for the UW Tacoma Social Work program and the UW Graduate School, an application fee, one set of transcripts from every college or university attended, admissions essay, three reference letters, résumé and Social Service Experience form. As part of the application screening process, applicants are asked to disclose any criminal/conviction history. Therefore, students must submit the Conviction/Criminal History form and Authorization for Repeat Checks form as well.

A thorough background check is a required part of the Social Work admissions process. If offered admission, students are required to submit to a background check using an online service, Verified Credentials, currently for a fee of $58.

*Note: When considering individuals for admission to the program, conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. A conviction/criminal history record does not necessarily disqualify an individual for admission.*

The successful completion of an approved human biology course and a statistics course with a 2.0 (“C”) grade or higher is also required prior to beginning the MSW program. [Note: Advanced Placement (AP) credit earned in high school may not be used to satisfy these requirements.] Specific time limits apply on course work. Review the program website for a list of approved human biology courses. Documentation verifying completion must be supplied prior to matriculation. All biology courses taken outside the state of Washington must undergo a syllabus review and approval by faculty in the UW Tacoma Social Work Program.

The Social Work program requires strong academic preparation demonstrated by a candidate’s grade point average (GPA), liberal arts or social welfare undergraduate training, and writing skill. Applicants must have a baccalaureate degree with a minimum GPA of 3.0 on a 4.0 scale for the last 90 graded quarter credits (or 60 graded semester credits). Undergraduate preparation must include at least five credits in each of the humanities, social sciences, and natural sciences and 60 credits of liberal arts.

In addition to these general admission requirements, Advanced Standing applicants must hold a baccalaureate degree in social work or social welfare from an American program accredited by the Council on Social Work Education and have graduated within five years of entry to the MSW program. They must also have passed all social work core courses with a minimum grade of 3.0 or have a cumulative GPA of 3.5 or higher in their BASW major.

Current knowledge of the social work profession is assessed by the candidate’s use of illustrations and examples from his or her social-service background described in the admissions essay.

**UW Health Sciences Immunization Program (HSIP) Requirement**

The University of Washington Health Sciences Center requires that its students show documentation of protection against a number of vaccine-preventable diseases. The University of Washington Seattle School of Social Work falls under the umbrella of UW Health Sciences and therefore all UW Tacoma MSW students must comply. New students admitted to the MSW Program must submit appropriate documentation within a specific timeframe. New students will be advised of specific submission deadlines upon admission. No student will be permitted to begin practicum placements unless in compliance with HSIP vaccinations.
Graduation Requirements

Along with the Graduate School requirements, students must receive a passing grade (2.7 or higher or Satisfactory/S or Credit/CR) in the professional foundation and advanced curriculum courses taken to meet the credits required for the MSW.

If a student does not pass a required course, the course must be repeated. Due to the sequential nature of the courses, students may need to extend the length of their program. Another selective may be substituted for a failed selective course. Students electing to take a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of “Satisfactory.”

The 75-credit MSW program allows each student to determine which courses are taken to fulfill the 18 numerically-graded required credits. The following courses are graded on a credit/no credit basis and may not be used for the 18 credits: Cultural Diversity and Societal Justice, Introduction to Practicum, Foundation and Advanced Practicum (T SOCW 504, T SOCW 523, T SOCW 524 and T SOCW 525) indicated by CR/NC in the online time schedule. Some students may need to take additional courses beyond the minimum requirements to fulfill this requirement. A minimum cumulative GPA of 3.0 is required.

Students are reminded to read and carefully adhere to the university’s policies. Please refer to the “Graduate Programs” section in this catalog or refer to the Graduate School website at www.grad.washington.edu. MSW students should also consult the MSW Program Manual for a complete list of policies.

Course Descriptions

For the most current course information, please consult the Social Work program website at tacoma.uw.edu/social-work.

T SOCW 501 Social Policy and Economic Security (3)
Explores the U.S. social welfare system and its historical, philosophical, and cultural foundations within a social work context. Examines the nature of social policy and economic security in relation to income maintenance programs, particularly social insurance and social assistance programs, and the impact of racism and sexism on them. Focuses on issues of poverty, inequality, unemployment, disability, and homelessness. Discusses the future of the American welfare state.

T SOCW 502 Human Behavior and the Social Environment I (3)
Focuses on the person-in-situation. Explores how to understand and influence human behavior through developmental and social system perspectives. Discusses the developmental stages across diverse backgrounds. Addresses the dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change. Examines implications for social work practice, especially the assessment process.

T SOCW 503 Human Behavior and the Social Environment II (3)
Continuation of T SOCW 502. Focuses on the person-in-situation. Explores how to understand and influence human behavior through developmental and social system perspectives. Discusses the developmental stages across diverse backgrounds. Addresses the dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change. Examines implications for social work practice, especially the assessment process.

T SOCW 504 Cultural Diversity and Societal Justice (3)
Focuses on social work practice with disadvantaged and oppressed groups over-represented in public sector practice. Explores the history and status of people of color, women, individuals with disabilities, gay men and lesbians, and poor and working-class people. Examines how prejudice, discrimination, and exclusion affect the experiences of members of these groups. Explores the unique strengths and capacities within each group which should be recognized and utilized in effective social work practice. Develops a framework for developing a social-change orientation for working toward social justice and equality. Credit/no credit only.

T SOCW 505 Social Work Practice I - Introduction to Social Work Practice (3)
Provides foundation knowledge and skills in direct practice with individuals, families, and groups. Explores social work values and ethics and their implications in guiding direct practice. Examines the person-in-environment perspective in assessment, intervention and evaluation; how the social worker, with his or her attendant class, race, ethnic, gender, sexual orientation, ability status, family of origin, and life experiences, is influenced by and influences direct practice; and how ethnic racial minority status, culture, class, gender, sexual orientation and ability status affect the provision of direct services. Focuses on empowerment practice with diverse populations at-risk, effective communication skills, and the importance of self-evaluation and practice-evaluation strategies.

T SOCW 510 Social Work Practice II - Intermediate Direct Service Practice (3)
Foundation knowledge and skills for direct practice with individuals, families, and groups. Covers assessment, development of treatment plans based on theory and assessment information, goal-setting skills, and selection of appropriate interventions.

T SOCW 511 Social Work Practice III: Community and Organizational Practice (3)
Prepares students for generalist macro social work practice. Focuses on effective work in political, organizational, and community social service settings.

T SOCW 512 Social Work Practice V - Foundation Practice Skills (3)
Practice skills at the micro, meso, or macro levels.

T SOCW 523 Introduction to Practicum (1)
Workshops for preparation for agency-based placement. Interviewing and orientations occur at agencies. Credit/no credit only.

T SOCW 524 The Professional Foundation Practicum (2/3, max. 8)
Incorporates and builds upon content and skills acquired in the curriculum. Provides opportunities for students to develop social work knowledge and skills and to engage in a range of social work practice activities. Credit/no credit only.
T SOCW 525 Advanced Concentration Practicum (3-5, max. 18)
Incorporates and builds upon content and skills acquired in all areas of the curriculum. Provides opportunities for students to develop social work knowledge and skills in the field and to engage in a range of social work practice activities. Credit/no credit only.

T SOCW 531 Advanced Integrative Policy and Advocacy (3) I&S
Examines current policy issues related to families; applied theoretical framework to selected policies and considers the political nature of policy choices. Evaluates the potential for system reform at both state and national levels, as well as local communities and agencies. Enhances advocacy skills for policy change to achieve social justice.

T SOCW 532 Advanced Integrative Practice I (3)
Focuses on the assumption of leadership roles in the design, implementation, and evaluation of research-informed intervention programs at the micro, mezzo, and macro levels of practice.

T SOCW 533 Advanced Integrative Practice II (3)
Focuses on the ethics, values, critical thinking, and program development skills needed to accomplish the intervention program research in T SOCW 532.

T SOCW 535 Research for Advanced Integrative Practice (3)
Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings. Prerequisite: T SOCW 505.

T SOCW 540 Child Welfare and Permanency Planning (3)
Focuses on family-centered, culturally competent, and legally effective child welfare practice. Emphasizes the public foster care system, with additional content in child protective services, adoptions, assessment of child safety, and programming to assist healthy family functioning.

T SOCW 541 Adult Interpersonal Violence and Treatment (3)
Focuses on theoretical frameworks of interpersonal violence and treatment approaches for both survivors and perpetrators of such violence. Includes examination of domestic violence, sexual violence, and the impact of violence on children.

T SOCW 542 Social Work in Schools (3)
Focuses on the specialized nature of social work in school settings and examines legal and ethical aspects of work in preK-12 schools. Emphasizes practice with students with special needs, bullying, child abuse and neglect, school and family law, truancy, and school violence.

T SOCW 543 Supervision and Leadership in Social Work (3)
Focuses on the social worker as supervisor and leader, both in agencies and in the profession. Examines specific models of supervision and leadership, with emphasis on the values and ethics of the profession in the context of leadership.

T SOCW 544 Gerontological Social Work: Health and Mental Health in Older Adults (3)
Examines psychosocial aspects of common age-related problems using an empowerment perspective. Emphasizes the development of skills for assessing the needs of older adults and providing services directly to those individuals. Includes content on end-of-life issues and social work practice.

T SOCW 545 Group Interventions in Social Work Practice (3)
Focuses on the theory and practice of group social work intervention. Emphasizes beginning, middle, and end stages of group intervention as well as specific skills building for a variety of group types, including support, psychoeducational, and process-oriented.

T SOCW 546 Multicultural Theory and Social Work Practice (3)
Emphasizes the multicultural nature of society and the development of social work skills to work with oppressed populations. Focuses on the intersectionality of oppression and means of intervening on behalf of and in conjunction with vulnerable populations.

T SOCW 547 Chemical Dependency: Drug Affects, Assessment, and Treatment Referral Issues (3)
Focuses on the impact of chemical dependency on individuals, including specific reactions to various substance. Examines social work assessment techniques and treatment referral options for chemically addicted clients.

T SOCW 548 Spirituality and Social Work Practice (3)
Focuses on the spiritual component of a holistic assessment of client systems. Emphasizes development of spirituality-sensitive practice skills and practitioner self-awareness. In-depth examination of faith practices and beliefs, including theistic, nontheistic, and animistic traditions.

T SOCW 549 Crisis Intervention in Mental Health (3)
Focuses on the nature, causes, and differences between psychological crisis and psychological emergencies. In-depth examination of the cognitive, relational, and risk management skills used during crisis interventions across a variety of treatment settings. Emphasizes development of intervention skills.

T SOCW 550 Social Work in Health Care (3)
Focuses on skill-building for social work practice in medical settings, including hospitals, clinics, home health programs, and other agencies. Also examines the impact of social policy on access to health care and social work service provision.

T SOCW 551 Social Work with Military Personnel and Veterans (3)
Focuses on social work practice in military-related settings, including active duty personnel and veterans. Pays special attention to military culture and systems, military families, and the special needs of soldiers returning from combat.

T SOCW 590 Independent Research in Social Work (3, max. 6)
Advancing research skills through training and development in some or all of the following research tasks: literature review, interviewing, data entry and coding, data collection, data analysis, and other tasks commonly found when conducting research in social work.

T SOCW 597 Social Welfare Research (2)
Provides supervision for the research project development and a structured environment to hone previously learned research methods and content.

T SOCW 598 Advanced Standing Integrative Seminar (5)
Integrates the domains of social work practice, research, policy, cultural diversity, and human behavior and the social environment.

T SOCW 599 Readings in Social Work (1-5, max.5)
Student-originated, individually contracted projects on topics of interest in social welfare/social work not covered by other Social Work program offerings. Credit/no credit only.

Faculty
Diane S. Young
Director
Associate Professor; Social Work and Criminal Justice, Social Work Research, Mental Health; Ph.D., University of Washington, 1997

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

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

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