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GRADUATE

Website: <https://www.washburn.edu/academics/graduate-programs/index.html> (<https://www.washburn.edu/academics/graduate-programs/>)

Washburn University offers ten different master's degree programs, two doctoral programs, and four graduate dual degree programs (the J.D./MBA, the J.D./MAcc, the J.D./MCJ and J.D./MSW). The Academic Affairs Office works with the Office of Strategic Analysis and Reporting to provide appropriate data regarding graduate programs, responds to requests for information, and assumes those administrative duties deemed appropriate by the departments/areas with graduate programs and by the Graduate Council.

The **College of Arts and Sciences** offers two graduate degree programs including , and the Master of Arts in Psychology with an emphasis in Clinical Skills.

The **School of Applied Studies** offers five graduate degree programs including the Master of Criminal Justice, the Master of Health Science in Health Care Education, the Master of Arts Human Services/Addiction Counseling, and the Master of Social Work, the Master of Education with multiple specializations, the Master of Arts in Communication and Leadership Also offered are dual J.D./MSW and J.D./MCJ degree programs.

The **School of Business** offers two graduate degree programs including the Master of Accountancy and the Master of Business Administration. Also offered are dual J.D./MBA and J.D./MAcc degree programs.

The **School of Nursing** offers the Doctor of Nursing Practice and the post-graduate Psychiatric Mental Health Nurse Practitioner Certificate.

The **School of Law** offers the Juris Doctor Degree, the LL.M. and the Master of Studies in Law (please see the School of Law catalog for complete information about these degree programs: www.washburnlaw.edu (<http://www.washburnlaw.edu>)).

Academic Policies and Programs

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Academic Policies

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Student Responsibilities

These academic policies do not apply to the School of Law whose policies are outlined at washburnlaw.edu (<http://washburnlaw.edu>).

Attendance

The value of a college education is enhanced by full participation and attendance in class activities. Because classroom activities are intended to assist the students in the learning experience, it is expected that they will attend class sessions whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason, each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course. There is no University wide attendance policy.

An instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would **not** absolve the student of financial responsibility for tuition/fees for the course in question.

Student Conduct

The University expects conduct of all students which is consistent with the law and with generally accepted principles of academic behavior. The University retains the right to secure the safety of individuals, the protection of property, and the continuity of the educational process. Any interference with access to University facilities, interruptions of educational activities, or damage to property exceeds permissible bounds. Although remedies are available through local law enforcement bodies, the University may elect to impose its own disciplinary sanctions. Information regarding student rights and the rules governing student behavior are found in the Washburn University Student Conduct Code. It is available online at www.washburn.edu/student-conduct (<http://www.washburn.edu/student-conduct/>) and in the Student Life Office, Morgan Hall Room 240D.

Academic Impropriety Policy

Excerpts of this policy are printed each semester in the schedule of classes. A complete copy of the Academic Impropriety Policy can be found in Section 7 of the Faculty Handbook, www.washburn.edu/faculty-handbook (<http://www.washburn.edu/faculty-handbook/>).

Authorized Academic Load

Normally, the maximum number of hours permitted for graduate students is 9 per semester. Correspondence, extension, and evening courses taken concurrently are counted as a part of the total load. For summer sessions, the maximum number of hours permitted concurrently is 9, provided that no more than 6 are taken in the same early or late session or shorter term. Superior students may petition the appropriate Dean for permission to enroll in more hours. Normally the term superior will be construed to mean a cumulative grade point average of at least 3.0.

Official E-Mail Address

The student's Washburn University e-mail address will be the official address used by the University for relaying important messages

regarding academic and financial information and the University will consider this medium as an official notification for important information. The student university e-mail address may also be used by instructors to provide specific course information.

- Login to your Office 365 email at <https://outlook.washburn.edu>

Students who choose to have their email forwarded to a private (unofficial) email address outside the official university network address, do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any unofficial email address, or related issues. It is the student's responsibility to ensure that the official Washburn e-mail box does not exceed the message quota resulting in the inability of e-mail messages to be accepted into the mailbox.

- Office 365 training is available at <https://www.washburn.edu/its/office-365/training.html>
- An ITS Quick Start Guide can be found at: <https://www.washburn.edu/its> (<https://www.washburn.edu/its/>) in the Getting Started section. <https://washburn.edu/its/files/ITS-Quick-Start-Guide.pdf>. (<https://washburn.edu/its/files/ITS-Quick-Start-Guide.pdf>) This guide will give you information on account access, password management, email and calendar, online course access (D2L), wireless networks, technology support and more.

Student Success Week

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. Additional information regarding Success Week can be found at the following link (<https://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-6.html#xxv>).

Student Records

Policy, Procedure, and Records

Washburn University maintains various student records to document academic work and to record interactions with University staff and officials. The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect each student's right to privacy and to provide each student the right to inspect and review his/her education records. This Act is also commonly known as the Buckley Amendment. A notice of this policy is published each semester/term in the Registration Information Guide and by email each semester to all students. For purposes of FERPA, "student" is defined as an individual who is or has been in attendance at Washburn University. At the University, an individual is considered "in attendance" on the day classes begin of the term a student is first enrolled.

Directory Information

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the University may release to the general public certain information about the student which has been identified by the institution as directory information. The following items are considered directory information at Washburn University: student's name, photo, current address and phone number, permanent address and phone number, university assigned e-mail address, classification status (i.e. freshman, sophomore, etc.), major field of study, dates of attendance, honors and

awards received, degrees and certificates received and dates awarded, enrollment level and status (full-time, half-time, less than half-time, undergraduate or graduate), most recent educational institution attended, participation in officially recognized activities and sports and height and weight of members of athletic teams.

Students may "opt out" of the disclosure of directory information by completing a form in the Student One-Stop (SOS). If a student "opts out", the University will not disclose directory information without the student's written consent. The "opt out" will remain in effect until the student submits a written revocation.

Types, Custodians and Locations of Education Records

With the exception of Directory Information as described above, student records are considered to be confidential. Only the custodians of the records, their designee, or their director/dean/vice president to whom that person reports has the authority to release the record. The following is a list of the types of records that the University maintains, their custodians, and their locations.

1. (Official) Academic Records: University Registrar, Morgan Hall 102B
2. Academic Records: Deans of Schools/College and/or Departmental Offices, Specific Locations listed in the Campus Directory
3. Academic Impropriety Records: Vice President for Academic Affairs Office, Bradbury Thompson Alumni Center 200
4. Admissions Records: Director of Admissions, Morgan Hall 100
5. Business Records: Bursar, Morgan Hall 103B
6. Career Services: Coordinator of Career Services, Morgan Hall 105H
7. Testing and Placement Records: Center for Student Success and Retention, Mabee Library 201
8. Financial Aid Records: Director of Financial Aid, Morgan Hall 103K
9. International Student Records: Office of International Programs, International House
10. Medical Records: Director of Student Health Services, Morgan Hall 140
11. Residence Hall Records: Director of Residential Living, Living Learning Center
12. Student Disciplinary Records: Student Life Office, Morgan Hall 240D
13. Traffic and Security Records: Chief of Police, Morgan Hall 135
14. Veteran Records: University Diversity and Inclusion, Morgan Hall 105

Student Access to Education Records

Students may inspect, review and/or receive copies of their education records upon written request to the appropriate record custodian with the exceptions noted below. The written request submitted to the record custodian or appropriate University staff should identify as precisely as possible the record or records he or she wishes to inspect. The record custodian or appropriate University staff must comply within a reasonable period of time, not to exceed 45 days from the receipt of the request. Copies of records accessible to the student will be provided at the student's expense. The charge to the student for any such records is 25 cents per page.

When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her. If any question arises as to the identity of the requesting student, the student shall be asked to provide photo identification.

Washburn University reserves the right to refuse to permit a student to inspect or have access to the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Washburn University or a component unit of Washburn University if that application was denied.
4. Medical and counseling records. These records may be released, however, to other medical or psychological professionals at the written request of the student; and may be inspected by the patient at the discretion of the professional staff.
5. Law enforcement records.
6. Private notes of staff, faculty, and administrators.
7. Official transcripts of credit earned at other institutions which have been presented for admission or evaluation of credit and have become a part of the student's permanent record are not reissued or copies duplicated. Transcripts from other institutions, including the high school transcript and test scores, should be obtained from the original institution.
8. When a student is delinquent in a financial account to the University, has incomplete admission credentials, or about whom official disciplinary action has not been resolved, the appropriate university official may request that the student's record not be released. The effect of this action is that grade reports, transcripts, and diplomas/certificates are not released. In addition to these documents not being released, registration and enrollment at Washburn in subsequent semesters is not permitted.
5. Authorized representatives of the Comptroller General of the U.S., Attorney General of the U.S., the Federal Secretary of Education, or state or local education authorities in connection with an audit of federal or state-supported education programs or with the enforcement of or compliance with federal legal requirements relating to those programs.
6. Financial aid personnel in connection with a student's application for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
7. Organizations conducting certain studies for or on behalf of the University.
8. Accrediting organizations to carry out their functions.
9. Parents of an eligible student who claim the student as a dependent for income tax purposes.
10. Authorities to comply with a judicial order or a lawfully issued subpoena.
11. Appropriate parties in a health or safety emergency if necessary to protect the health or safety of the student or other individuals.
12. The final results of any disciplinary proceeding conducted by the University to the alleged victim of a crime of violence or non-forcible sex offense.
13. To the student him-or herself.
14. To a court in the context of a lawsuit between a student and the institution.
15. To parents of a student under 21 of a drug or alcohol violation.
16. The final results of a disciplinary proceeding against a student whom the University has determined violated an institutional policy of an alleged crime of violence or non-forcible sex offense.
17. Information about sex offenders or other individuals required to register.
18. University Police Personnel shall have access to student class schedules in an emergency situation.
 - a. University Police Personnel will attempt to verify the identity of the person requesting information and the emergency situation. The class schedule will not be released to the requesting individual but a police officer will attempt to contact the student directly.
 - b. A record of each disclosure request must be made and maintained. The record should include the name and address of the requestor, date and time of request, and the nature of the emergency situation. These records of requests are considered part of the student's educational record.

Disclosure of Education Records or Personally Identifiable Information

The University will obtain written consent from the student before disclosing records or personally identifiable information from education records of the student, except in the cases of:

1. Directory Information, unless a student "opts out," as defined and explained above.
2. School officials who have a legitimate educational interest in the records. A school official is:
 - a. A person employed by the University in an administrative, supervisory, academic or research or support staff position.
 - b. A person employed by or under contract to the University to perform a special task, such as an attorney or auditor.
 - c. A student serving on an official committee, such as disciplinary or grievance committee.
 - d. A student employed by the university (through financial aid or departmental/administrative office) who assists another school official in performing his or her tasks.
 - e. A person serving on the Board of Regents.
3. A school official has a legitimate educational interest if the need to review an education record is in order to fulfill his or her professional responsibilities for the University
4. Officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll, or where the student is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer..

Notice to Third Parties

The University must inform the parties to whom a student's education record or personally identifiable information is given that they are not permitted to disclose that information to another person (third party) without the written consent of the student and that the information is to be used only for the purpose(s) intended. Persons who receive a student's education record or personally identifiable information about the student may disclose such information to other persons only if the name of the additional persons and the legitimate interest of such persons is provided as a part of the original request.

Maintaining Education Records and Records of Requests and Disclosures

Each office that maintains education records shall adopt its own policy with regard to destruction of education records. No education record, however, may be destroyed if there is an outstanding request to inspect and review the record. Also, the record of requests for the disclosures of the education record and any explanation that are a part of the record must be maintained for as long as the education record to which it pertains is maintained.

Washburn University officials responsible for the various types of records will maintain a record of all requests for disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record of request is open to inspection of the student.

Records of requests and disclosures may not be maintained or may be maintained for only a limited time for:

1. requests made by the student him/herself;
2. requests for which the student has given written consent;
3. requests made by school officials with legitimate education interests;
4. requests for directory information; or
5. disclosures to comply with a judicial order or lawfully issued subpoena.

Student's Right to Challenge Information Contained in Education Records

Students have the right to challenge the content of an education record that they believe inaccurate, misleading, or in violation of their privacy rights. No hearing under this policy shall be granted for challenging the underlying basis for a grade; however, the accuracy of its recording could be challenged. Following are procedures for challenging the content of education records:

A student must ask the appropriate school official to change or modify the record by identifying the part of the record they want changed and specify why the information is inappropriate.

After researching the request, the Washburn University official may comply with the request and make the changes wanted in a reasonable time. If the school official decides not to comply, the student will be notified in writing of the decision and advised of his/her right to a hearing to challenge the information believed to be inappropriate.

All requests for a formal hearing by the student shall be directed to the appropriate Area Head and shall contain a concise written statement of the specific facts constituting the student's claim.

The **hearing will be conducted by a hearing officer** who is a University staff member but who does not have a direct interest in the outcome of the challenge and who shall be appointed by the appropriate Area Head or his/her designee. The hearing shall be held within a reasonable time of receipt of the student's request and the student shall be notified reasonably in advance by the hearing officer of the date, place and time of the hearing.

At the hearing, the student shall be afforded a full and fair opportunity to present evidence relevant to his/her claim and may, at his or her expense, receive assistance from any individuals of his/her choice.

The hearing officer shall make a written recommendation to the appropriate Area Head with written findings of facts concerning the student's request within ten working days of the hearing. The appropriate Area Head or his/her designee shall notify the student in writing of the decision within an additional fourteen working days of receipt of the hearing officer's report. The decision must include a summary of the evidence and the reasons for the decisions.

If the appropriate Area Head is adverse to the student's request, the student will be notified that he/she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If Washburn University discloses the contested portion of the record, it must also disclose the student's summary statement.

If the student's challenge to the content of a given record is successful, the University shall amend the education record accordingly and so inform the student in writing.

Complaints

A student who believes the University has not complied with federal law or regulations should check first with the office involved or the Area Head to which it reports. If the student wishes to file a complaint with the federal government concerning the University's failure to comply with the Privacy Act, he/she may send a written complaint to:

The Family Policy Compliance Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202.

Questions

Questions regarding FERPA may be directed to the:

University Registrar
102 Morgan Hall
785-670-1074

Campus Telephone Directory Information

Listings in the online student directory are compiled from information supplied by students to the University.

- The student is responsible for updating and providing correct information for online directory listings.
- Information may be updated at any time during the year.
- The online directory listings are updated daily.
- To update online directory information, go to the View/Update Campus Directory Profile on the Student Life tab of MyWashburn.
- Currently enrolled students may choose to withhold information from the online university directory.

Information may be excluded at View/Update Campus Directory Profile on the Student Life tab of MyWashburn.

Students who withhold information from the online university directory are not "opting out" of the disclosure of directory information as

permitted by FERPA. Students must complete a form in the Student One-Stop (SOS) to “opt out” for that purpose.

Withdrawals

A student who wishes to withdraw from a course may do so on the web when it is available for registration/enrollment. The semester registration PIN is required to complete this process. Specific instructions will be available in the appropriate Registration Information Guide.

When web registration is not available, students must complete a Schedule Change Form and submit it to the Student One-Stop (SOS) where the information will be processed and the form signed. The student will be given a copy documenting these transactions. The date of withdrawal is determined by the day the withdrawal form is processed in the Student One-Stop (SOS). Students who cannot complete the withdrawal process on campus must notify the University of their intent to withdraw by sending an e-mail to enrollment@washburn.edu using their MyWashburn account or by mailing or faxing a signed request to the Student One-Stop (SOS). To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account online and view the “Detail Course Schedule” link on the Student Academics Tab. The status will indicate withdrawn and the date the course was withdrawn successfully.

The responsibility for initiating and clearing withdrawal notices with the Student One-Stop (SOS) rests with the student, not the faculty. Failure to officially withdraw results in the recording of “F” grades at the end of the semester/term and responsibility for all assessed charges.

For semester courses a student may withdraw through the second week with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are no withdrawals, and a grade will be assigned for the course.

Specific dates for withdrawal in the summer are listed in the Registration Information Guide. The dates vary according to the length of session. Withdrawal procedures/regulations are the same as stated above.

Similar dates/deadlines for short term courses can be found on MyWashburn by selecting the Student Academics Tab and then selecting “Last Day” deadlines for courses under the Registration section of Student Self-Service.

For information on medical withdrawals, see the section below. Complete withdrawals from the University for non-medical reasons follow the same policies and deadlines as course withdrawals.

Complete Withdrawal

Students may withdraw from all semester courses on the Web until the last day to withdraw. The date of withdrawal is determined by the day the withdrawal is processed on the Web or the date the student contacts a Washburn staff member to begin the withdrawal process. The responsibility for completing the withdrawal process rests with the student. Failure to officially withdraw results in the recording of “F” grades at the end of the semester/term, and in being responsible for all assessed charges. Specific deadlines for all courses, including out-of-sequence courses, can be found on MyWashburn by selecting the Student Academics Tab and then selecting Last Day deadline for courses under the Additional Registration Information section. Students who are unable to withdraw through their MyWashburn account may email sos@washburn.edu or call the Student One Stop at

785-670-2162. Students with holds on their account preventing them from withdrawing through their MyWashburn account should contact their academic advisor, email sos@washburn.edu or call the Student One Stop at 785-670-2162.

Retroactive Withdrawal

There are two types of retroactive withdrawal: medical and administrative. If a student is unable to complete a semester or term for any reason, the student may withdraw from courses by the “Last Day” to withdraw from that term (see above). Medical or other extenuating circumstances **do not change** the student’s financial obligation to the University.

For withdrawals with a medical basis (physical or mental illness, injury, or trauma) after the last day to withdraw, the student must present an affidavit signed by a licensed health care provider, certifying the circumstances. To be eligible for a medical retroactive withdrawal, students must apply within one calendar year from the end of the semester for which they are requesting a withdrawal. Medical retroactive withdrawals are approved by the VPAA or their designee.

Administrative retroactive withdrawals based on extenuating circumstances other than medical require the Late/Retroactive Withdrawal application, including a personal statement regarding the nature of the extenuating circumstances necessitating the withdrawal. Corroborating documentation may be required. Administrative retroactive withdrawals are considered by an administrative retroactive withdrawal committee. To be eligible for an administrative retroactive withdrawal, students must apply within one calendar year from the end of the semester for which they are requesting a withdrawal.

Applications for medical or administrative retroactive withdrawal are part of the Late/Retroactive information packet, available from the Student One-Stop (SOS) in Morgan Hall, 101A. The forms are to be completed with the student’s advisor and then directed to the Office of the Vice President for Academic Affairs (VPAA), Bradbury Thompson Alumni Center Suite 200, with all relevant documentation. Based on an approved request, the student will be withdrawn from all relevant courses and will receive a “W” on their transcript for those courses. There will be **no refund** for this procedure. Only withdrawals processed during the published refund schedule generate any refund of tuition.

Military Withdrawal

Students who are called to military active duty and must withdraw from classes as a result should contact the Student Life Office, Morgan Hall 240D Phone: 670-2100, prior to deployment. The Student Life Office requires that the student submit a typewritten narrative requesting complete withdrawal, a definition of their military orders, a copy of the military orders and a completed Washburn University Schedule Change Form. Those items are forwarded to the University Registrar for complete withdrawal.

Monitoring Progress Toward Degree Completion

Students are expected to monitor their progress toward degree completion periodically throughout their tenure at Washburn University by conducting online degree audits through their MyWashburn account. There are two options on the Academic Advising channel on the Students tab depending on the student’s catalog year. Select the correct option to process the degree audit. If potential problems are identified (e.g.,

missing transfer work, unposted course substitutions, etc.), students should meet with their advisors as soon as possible to resolve these issues in a timely fashion.

Transcripts

A transcript is an official copy of a student's permanent academic record. Official transcripts are available from the Student One Stop (SOS). Each transcript costs \$8.00. A transcript request must be written and the fee must be paid in advance. A transcript request will not be processed for students who have financial or other obligations to the University.

Transcripts may be requested in person upon showing some form of photo identification at the Student One Stop (SOS) during regular business hours.

You may conveniently request your Washburn transcript online through the National Student Clearinghouse system from the University Registrar's Office home page at the following link www.washburn.edu/current-students/policies-forms/forms/transcript-request.html (<http://www.washburn.edu/current-students/policies-forms/forms/transcript-request.html>). The National Student Clearinghouse transcript secure ordering system directs you through placing your order, including the delivery options and fees. You may request that your transcript be a paper, official mailed version or an electronic, official pdf transcript to be transmitted. Order updates are sent to you via email and text messages. You can also track your transcript order online and pay for your transcript with a major credit or debit card.

Current students may also request transcripts by logging into MyWashburn and accessing the link on the Student Academics tab. The "Transcript Request" link is located under University Registrar links.

Transcripts may also be requested through the mail. A mailed request must be sent to the Office of the University Registrar. The request should include the following information: current name and other names while attending Washburn University, student signature, identification number/ social security number, return address for receipt purposes, current phone number, date of birth, date of attendance at Washburn, the number of transcripts requested, complete and accurate addresses where each transcript is to be sent, and \$8.00 for each transcript requested paid at the time of request.

Checks should be made payable to Washburn University.

A Transcript Request form may also be obtained by printing it at www.washburn.edu/registrar (<http://www.washburn.edu/registrar/>). It may be returned to the Student One Stop (SOS) by mail, fax, or in person by following the relative procedures described in this section.

Definition of Student Credit Hour

Washburn University conforms to the Council for Higher Education Accreditation (CHEA) proposed definition of a student credit hour which states: "For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time." This credit hour definition is to be included in the Master Syllabus attached to each course syllabus. However, not all academic activities precisely match this definition (e.g., internships, student teaching, laboratory work, online

courses, study abroad, and independent study). In such credit-bearing activities, the amount of student work required per credit hour will match as closely as possible the standard definition as defined above.

A. Internship/Externship/Practicum

1 Credit Hour = A minimum of three hours per week engaged in the supervised field placement for 15 weeks or equivalent over the course of a term for the average student.

B. Independent Study

1 Credit Hour = Meet with faculty member and/or engage in related academic activity for 3 hours per week for 15 weeks or equivalent over the course of a term for the average student.

C. Study Abroad

Students who enroll for semester- or year-long study abroad experiences are awarded credit based on the standard definition of a credit hour provided by CHEA.

D. Faculty-Led Travel Course

A faculty-led travel course is a credit-bearing course in which the majority of the academic work is accomplished through group study and travel external to the Washburn University campus. Normally, short-term programs are arranged for 1 to 3 credit hours. Typical activities included in determining the credit hours awarded for faculty-led travel courses are: pre-trip academic and cultural awareness sessions; on-site formal/ structured learning; immersion activities; cultural interactions; group and individual reflection activities; student presentations; and service learning projects. Determination of the number of credit hours granted is based on the standard definition of a student credit hour espoused by the university (completion of approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time).

E. Online/Hybrid Class

Online and hybrid courses must meet the same credit hour requirements as face-to-face courses. Online and hybrid courses must account for a minimum of 3 hours per week per credit hour for 15 weeks or equivalent over the course of a term for the average student. Course hours should involve faculty-led activities and engagement pertinent to the content of the course. Outcomes and assignments across multiple modes of teaching must be equivalent.

F. Laboratory Course

1 Credit Hour = A minimum of two (2) class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of one (1) class hour of additional out-of-class student work each week.

G. Credit for Prior Learning

Credit for Prior Learning is awarded in accordance with the HLC criteria for accreditation, American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) Standards, and the CPL quality check list as recommended in the Kansas Credit for Prior Learning Handbook (April, 2016)

Note: As studio and ensemble work varies between fine art disciplines, assignment of credit hours should be according to discipline standards and/or accreditation criteria while meeting the main CHEA standard adopted by the University.

Grade Reports

At the end of the Fall and Spring semesters and the early, late, and full sessions of the Summer Session, final grades are submitted by instructors via the web. The grades become a part of the student's permanent record. Grades will be made available for viewing on the web after the University Registrar's Office completes the end of semester/session processing. Grades will not be mailed nor can they be secured by phone. Students may print their screen to have a written copy of their grades.

Information on graduation and retention rates may be requested from the Strategic Analysis Research, and Reporting office, Garvey Fine Arts Bldg Rm 233, (785) 670-1645.

Grading System

Grades and Grade Points: Symbols used in grading

Grade	Description	Grade Points
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
AU	Audit	0 ¹
CR	Credit only-letter grade C or better	0 ¹
I	Incomplete	0 ¹
NC	No Credit	0 ¹
IP	In Progress	0 ¹
NR	Not recorded	0 ¹
P	Credit only-letter grade D	0 ¹
W	Withdrawn	0 ¹
S	Satisfactory	0 ¹
U	Unsatisfactory	0 ¹

¹ Not included in grade point average

Awarding "Incomplete" Grades

Awarding "Incomplete" Grades

The letter "I" indicates "incomplete work" which may be completed without repetition of the regular work of the course. The incomplete will not be used when a definite grade can be assigned for the course. It will not be given for the work of a student in any course except to indicate that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed. The student must have completed three-fourths of the course requirements. The "I" grade is used only when in the opinion of the instructor there is the expectation that the work will be completed.

The instructor provides the list of remaining requirements to the student and Department Chairperson. When the requirements are met and evaluated, the instructor submits the grade to the University Registrar's Office in order to remove the "I."

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in graduate-level courses must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of "F" will be recorded.

The preceding policy does not apply to the capstone experiences within certain programs (courses include PY 795 Directed Research, PY 799 Thesis, AL 726 Capstone II). Incomplete grades for these enrollments will remain I's until the capstone project is completed.

Continuous Enrollment

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class determined by the department each semester until the program is completed. Credit hours completed through the continuous enrollment course will not count toward the credit hours required for graduation and will be recorded as a pass on the transcript. This requirement also applies to the summer session for students whose degrees are being awarded at the end of the summer session. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Repetition of Courses

Students who are taking graduate courses (excluding Law courses) may repeat courses in which they received a grade of C, D, or F if the repeat is granted by the dean/chair of the department offering the course. The dean/chair must provide a letter or e-mail to the Office of the University Registrar indicating approval has been given to the student to repeat a graduate course in which a C, D, or F grade was received. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in the repeated course will be used to compute the cumulative grade point average.

Classification

Graduate students are those who have been formally admitted to a graduate program. Law students are those who have been formally admitted to the School of Law.

Course Numbering System

Courses numbered 400-499 are open to both upper division undergraduate and graduate students. Courses numbered 500-599 are considered graduate coursework but may not count toward the 30 hour minimum for the Masters degree. Courses numbered 600-999 are regular graduate courses counted toward the graduate degree.

Effective Fall 2015, implementation of changes in the course numbering system occurred. Students should always discuss with the graduate advisor any concerns or questions about the graduate numbers.

Grade Appeal Procedure

The following grade appeal procedure applies to the College and the Schools, not the School of Law. The obligation of the instructor to evaluate the performance of students on sound academic grounds is basic to the formal education process. A student who believes the grade awarded him/her by an instructor is based upon reasons other than the student's academic performance may appeal the grade received in a course. Students utilize the procedure outlined below to appeal the grade unless a student believes the grade was awarded based on illegal discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation/gender identity. Appeals based upon complaints of discrimination follow the University's procedure for complaints of discrimination (eodirector@washburn.edu).

Consultation with the Faculty Member

A student must first attempt to resolve his/her dispute concerning the final grade received in a course through consultation with the instructor of the class. Such consultation normally shall take place following award of the grade but in no event shall such consultation take place later than the fourth week of the next regular academic semester following the award of the grade. In the event the course instructor is no longer at the University or is on a leave of absence during the semester following the contested grade or the instructor shall have refused to consult with such student, the student may proceed to the next stage, mediation by the Department Chair (where such exists). If no Department Chair exists, the next stage is mediation by the Dean of the College or School in which the course was offered.

Mediation by the Department Chair

If the student is dissatisfied with the result of his/her consultation with the instructor or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Department Chair in the unit in which the course was offered. The Department Chair must be notified in writing by the student of his/her intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student/instructor consultation has been completed. The process shall be terminated if notification is not received within the 10 working days. The instructor shall make available to his/her Department Chair all of the materials and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Department Chair, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Department Chair shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

Mediation by the Dean of the College or School in Which the Course was Offered

If the student is dissatisfied with the result of his/her consultation with the instructor and with the Department Chair (where appropriate) or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Dean of the College or School in which the course was offered. The Dean must be notified in writing by the student of his/her intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student/Department Chair consultation has been completed. The process shall

be terminated if notification is not received within the 10 working days. The instructor shall make available to the Dean all of the materials in his/her possession and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Dean, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Dean shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

Appeal to Grade Appeal Committee

If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean, which shall specify the grade requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/faculty member consultation was completed. The process shall be terminated if notification is not received within the 10 working days.

Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the faculty member and student during the mediation process to the Vice President for Academic Affairs, the faculty member, and the student. The Vice President for Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons comprised of three faculty members (at least one and no more than two members from the department/discipline from which the grade appeal originated and a minimum of one from other departments/disciplines) and two students from departments/disciplines outside the originating College/School to serve as the Grade Appeal Committee. The Vice President for Academic Affairs may request names of potential discipline-based committee members from the appropriate Dean and/or Department Chair. The awarding of grades that are fair and equitable is taken seriously by the University. Therefore, faculty members are urged to view a request to serve on a Grade Appeal Committee as an important obligation and a service to the University which should be refused only under extraordinary circumstances.

At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard, and review appeal materials from the Vice President for Academic Affairs. The committee shall advise the student and the faculty member of the hearing date. The Grade Appeal Committee may only request clarifying information related to the original documents of the appeal packet. Clarifying information requested from the student/faculty member by the committee should be requested through the Vice President for Academic Affairs. Any clarifying information gathered by the Vice President for Academic Affairs will also be shared with the student and/or faculty member.

Hearing

The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim. The hearing will be informal and the formal rules of evidence shall not be applicable. Oral testimony of witnesses may be presented but is not required. If either the student or the faculty member presents witnesses, he/she must provide a written summary of the testimony expected of the witness(es) to the Vice President for Academic Affairs not later than five business days prior to the date of the hearing. The Vice President for Academic Affairs will then disseminate such information to the committee and each party within three business days. The student or

the faculty member may be accompanied by an advisor whose only role in the course of the hearing will be to render advice to the student/faculty member. The student is required to attend the hearing. It is recommended that the faculty member attend the hearing. Should both the student and faculty member attend, they will meet with the committee jointly. The amount of time allotted to each party will be left to the discretion of the committee. The hearing will not be audio, video, or digitally recorded.

Decision

The student will prevail only if at least four of the five members of the committee agree that the relief (grade) sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade be changed. The committee shall report its decision in writing to the Vice President for Academic Affairs who will then disseminate the decision to the student, faculty member, Dean, and Department Chair (if applicable). The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, the Vice President for Academic Affairs shall notify the University Registrar, who will enter the changed grade.

Degrees

Degree Conferment

Washburn University confers degrees three times a year to students who have met all requirements as of the last day of final examinations for each semester/term: Fall semester, Spring semester, and the Summer term. The summer term is comprised of several sessions or short courses, but the degree will be conferred at the end of the term. All work not completed by the last day of finals for each semester/term will result in a graduation date of the following semester/term. If a previous "incomplete" has not been finalized, it may be an even later semester/term. If a student is concurrently enrolled at another institution and intends to use the work to complete graduation requirements at Washburn, an official transcript from the institution must be received within two weeks of Washburn's last final examination date of the graduating semester/term in order to have the degree conferred in that same semester/term.

The University holds commencement ceremonies twice a year, at the end of the Fall and Spring semesters. Students who are scheduled to complete final requirements for a degree during the following Summer term may be permitted to participate in the Spring commencement. Such candidates must have submitted an Application for Graduation located on the Student Academics tab of MyWashburn. Additional information and ceremony details can be found at www.washburn.edu/commencement (<http://www.washburn.edu/commencement/>).

Application for Graduation

Students planning to complete a Master degree, Doctorate or a Certificate must submit an online Application for Graduation located on the Student Academics tab of MyWashburn in order to initiate a graduation check. The graduation check will be completed early in the semester/term in which the student plans to graduate. The online application should be submitted in September for the Fall semester and in February for the Spring semester and Summer term (see the academic calendar for the exact dates). A student is not a candidate for degree until the student has submitted the online Application for Graduation. Students who do not graduate in the semester/term for which they have applied, must contact the University Registrar's Office via audits@washburn.edu to update their semester/term of graduation. Hard copy Application for Degree Forms

will be available in the Student One Stop (SOS) or online by accessing www.washburn.edu/registrar/ (<http://www.washburn.edu/registrar/>) for those students whose academic programs or registration status preclude them from participating in the online process (for example if they are not able to declare their degree/certificate).

Posthumous Degree

Upon the recommendation of the deceased student's major department or school, and upon approval of the Dean of the College or School, the Vice President for Academic Affairs, the President, and the Board of Regents, a degree may be awarded posthumously provided that the student:

- was in good academic standing at the time of death, and,
- unless exceptional circumstances exist, had achieved senior status, if the student was enrolled in a baccalaureate degree program; or
- was within one semester of completion, if the student was enrolled in an associate degree program; or
- was in the final year, if the student was enrolled in a graduate degree program.

Diplomas

Diploma Distribution

Diplomas will be available approximately two months after each semester/term. Diplomas may be picked up in the Student One Stop (SOS), Morgan Hall, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the Student One Stop (SOS). Students may also obtain the Diploma Mailing form by printing it at www.washburn.edu/registrar/ (<http://www.washburn.edu/registrar/>). After printing and completing the form, return it to the Student One Stop (SOS) by mail with the appropriate fee or by bringing it to the office in person. The fee for mailing a diploma is \$7. Diplomas are not issued if the student has outstanding financial obligations to the University.

Diploma Replacement

A diploma may be replaced providing a request is made in writing. The Diploma Replacement Form is available in the Student One Stop, Morgan Hall, during regular business hours or it may be obtained by printing it at www.washburn.edu/registrar/ (<http://www.washburn.edu/registrar/>). The same procedures for returning the form may be used as listed under "Diploma Distribution." The replacement processing fee is \$30.

Diploma Designations

Majors and minors are not designated on the diploma; however, they are reflected on the transcript. If a student adds a major/minor to a degree after the diploma is issued, the additional designation will be reflected on the transcript. An additional diploma will not be issued. Only Latin honors (Summa Cum Laude, Magna Cum Laude, and Cum Laude) are designated on bachelor degree diplomas. In addition to Latin Honors, Stoffer Honors, Departmental and School Honors, University Honors and LINC honors are only posted on the transcript.

Programs, Degrees, and Graduation Requirements

University Requirements Common to all Graduate Degrees

In all cases, individual programs may be more stringent than the specified minimum/maximum. See specific degree/program.

1. A minimum of 30 semester hours of credit – Master level; 60 semester hours of credit – Doctoral level. Courses counting towards this minimum must be numbered 400 or higher. Degrees may be offered with less than the minimum requirement of hours so long as any variation is explained and justified when the program is approved through the shared governance process.
2. A cumulative grade point average of at least B (3.0 grade point). Ability to accept courses with an earned grade of C or CR (credit/no credit) is program specific. Courses with a posted grade of Pass will not count towards a graduate degree.
3. At least two thirds of the semester hours required for the degree must be earned at Washburn University.
4. All course work must be completed within eight (8) calendar years unless otherwise specified by the individual program.

Core Student Learning Outcomes Common to all Graduate Programs

The graduate student learning outcomes are designed with an intent to provide graduates of Master and Doctorate programs at Washburn University with a set of core knowledge that is important to all graduate programs, regardless of discipline. The following three outcomes have been identified as the graduate core learning outcomes.

Ethics: All graduate students will demonstrate an awareness of professional conduct toward all constituent groups.

Communication: All graduate students will demonstrate the ability to express themselves clearly, accurately, and professionally.

Critical Thinking: All graduate students will demonstrate the skill to evaluate information, make decisions, and solve problems.

College of Arts and Sciences

- Master of Arts - Communication and Leadership (p. 11)
- Master of Arts - Psychology (p. 14)

Master of Arts - Communication and Leadership

Website: www.washburn.edu/academics/college-schools/arts-sciences/departments/communication/Masters-Communication-Leadership.html
(<http://www.washburn.edu/academics/college-schools/arts-sciences/departments/communication/Masters-Communication-Leadership.html>)

Mission

The Master of Arts in Communication and Leadership is a 30 graduate credit hour interdisciplinary program that provides knowledge, skills, and experiences for continuous self and system improvement within a complex, changing, and global context. The program is designed to develop collaborative, adaptive, and innovative leaders with a focus on

the development of multiple communication skills, self-awareness, and strategic thinking. The program is designed to be part-time and can be completed entirely online using highly interactive and intuitive learning management and video conference systems.

The Master's degree in Communication and Leadership serves professionals interested in a part-time post-graduate degree that provides knowledge and skills to advance their careers. The curriculum is designed to provide flexibility for diverse students as they pursue career and professional goals. Because leadership, teamwork, communication skills, and problem-solving abilities are the attributes most desired by employers, the curriculum will directly address these areas.

Student Learning Outcomes

Upon completion of the program students will be able to:

- Evaluate the assessment, analysis and implementation of resources to achieve strategic organizational leadership within complex systems.
- Critique actions recognizing values and ethics within systems.
- Assess policy and organizational/community improvements at the local/global level.
- Analyze problems/opportunities for organizational/community improvement at the personal, local/global level using process improvement and/or innovation frameworks.
- Analyze communication processes.

Academic Advising

The Program Director of the Master of Arts in Communication and Leadership Program does all academic advising for students. Students are required to consult with the advisor every semester to decide the student's class schedule for the coming semester so that courses are taken when available to ensure a timely graduation. Permission for enrollment in any class for which the instructor feels the student's background and preparation are inadequate will be withdrawn. Students are expected to inform Washburn University and the Program Director of any changes of their permanent and current address and contact information. International students must inform the International Student Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

Grades

The symbols used in grading are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

To graduate, students are required to have at least a 3.0 grade point average.

Incomplete Grades and Continuous Enrollment

Incomplete grades are awarded in accordance with the Grading System described in the Academic Policies section of the Graduate Catalog. Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates

must be enrolled in at least one credit hour until degree requirements are met. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Satisfactory Progress

Students must maintain a GPA of 3.0 in graduate courses to remain in good standing. Students whose GPAs fall below 3.0 will be placed on academic probation for one semester during which time they must raise their GPA to 3.0 or higher. Failure to do so will result in dismissal from the program. Academic probation will be granted only once. The program of study must be completed within a six-year time span.

Admission Requirements

Applicants to the program must have a minimum GPA of 3.0 in the last 60 hours of undergraduate work, and a bachelor's degree from an accredited institution.

Application Procedures

The applicant should submit the following:

- The University online graduate application admission form <http://www.applyweb.com/washburn/index.ftl> (<http://www.applyweb.com/washburn/>).
- A resume.
- A three to five page essay that describes the communication and leadership skills you think are necessary for organizations to function effectively AND how this graduate degree will help you fulfill your personal and career goals.
- The names and email addresses of three academics, employers, or other persons who can attest to your potential for graduate work.
- All undergraduate and graduate transcripts.

International Admission

Admission Requirements:

- Hold a university credential that is equivalent to a US baccalaureate (Bachelor's) degree.
- All Transcripts from non-US institutions must be evaluated by a recognized evaluation service (e.g. ECE or WES).
- Arrange for three letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in communication and leadership. These letters should be sent to the Communication Studies Department, Morgan 206, Washburn University, Topeka, Kansas 66621.
- Meet the required level of English proficiency by iBT TOEFL score, IELTS, or another accepted measure of English proficiency. Contact international@washburn.edu with questions regarding this requirement.
- Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at <https://www.washburn.edu/academics/international-programs/international-students/index.html> (<https://www.washburn.edu/academics/international-programs/international-students/>).

Transfer Credit

Transfer credit from other accredited graduate programs will be considered on a case-by-case basis.

Degree Requirements

- A minimum of 30 semester hours of credit.
- A cumulative grade point average of at least 3.0.
- At least two-thirds of the semester hours required for the degree must be earned at Washburn University.
- All course work must be completed within six (6) calendar years.

Program Requirements

All courses will be offered online in eight-week terms. Two eight-week online courses are offered each semester in a rotation that provides convenience and flexibility for the working graduate student and allows the program to be completed in as little as two years (if attending full-time).

Courses (total of 30 credit hours)

Code	Title	Hours
Required Courses		
CN 601	Introduction to Graduate Study - Communication Study	3
LE 601	Self and Systems Leadership	3
LE 620	Leadership/Resource Stewardship	3
LE 630	Organization Improvement & Innovation	3
CN 630	Communication-Conflict/Negotiation	3
LE 640	Public Policy & Global Leadership	3
CN 642	Team Communication in Organizations	3
CN 650	Persuasion	3
CN 680	Seminar - Strategic Management Communication	3
CN 698	Capstone	3
or LE 698	Communication/Leadership Capstone Experience	
Total Hours		30

¹ May be substituted for another course in consultation with adviser.

Course Offerings

Communication

CN 601 Introduction to Graduate Study - Communication Study is a prerequisite for all other CN courses and LE courses, unless provided with instructor permission.

CN 601 Introduction to Graduate Study - Communication Study (3)

This course examines concepts and skills involved in human communication. Topics include language, nonverbal communication, relationships, perception, and conflict management. The course emphasizes the ability to analyze and synthesize information, and to interpret and assess human values. This course is designed to introduce students to graduate learning. Prerequisite: Admission to graduate school. Consent of Department.

CN 630 Communication-Conflict/Negotiation (3)

Combines theory and application to prepare students to understand, negotiate and resolve disputes among parties with differing objectives and desires within relationships, groups, organizations and communities. An emphasis is placed on the narrative structure of conflict and negotiation. Prerequisite: CN 601 or instructor permission.

CN 642 Team Communication in Organizations (3)

This course provides an in-depth look at group dynamics and communication focusing on communication and decision making, relationships, conflict, leadership, and group development. Students will examine the theory and research on the role of communication in effective and efficient work teams. Prerequisite: CN 601 or instructor permission.

CN 650 Persuasion (3)

This course examines the theoretical and practical elements into the role of communication in influencing attitudes, beliefs, values, and behaviors. The course allows students to take this research and put it into practice in forming and analyzing persuasion campaigns in various contexts. Prerequisite: CN 601 or instructor permission.

CN 680 Seminar - Strategic Management Communication (3)

This course is built upon a 21st century theoretical foundation that links disciplines of business, organizational communication and corporate management, with a focus on planning and leadership. According to our textbook author, a unique and important aspect of the course is its emphasis "on strategy formulation, making a clear distinction between strategic and tactical elements of communication." Using the case method and other applications for theories we cover, students will understand how they can best use various channels and contexts of communication as tactics that will help them to achieve strategic goals. Prerequisite: CN 601 or instructor permission.

CN 695 Special Topics (3)

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. Prerequisites: None.

CN 698 Capstone (3)

Communication and Leadership Capstone Experience (3 credits) The capstone experience is the culminating experience of the master's degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that defines, measures, analyzes, and improves the problem or opportunity. Prerequisite: CN 601 and 15 credit hours in graduate communication courses

CN 777 Continuous Enrollment (1-3)

This course is to allow additional time to complete Capstone, Thesis, or Practicum Requirements. Prerequisite: Instructor permission.

Leadership

LE 601 Self and Systems Leadership, CN 601 Introduction to Graduate Study - Communication Study are prerequisites for all other LE courses.

LE 601 Self and Systems Leadership (3)

This course explores the ways in which one interacts with given systems to provide effective leadership, and the various elements of both self and system that must be considered in this process. This requires an ability to critically examine oneself as a leader, including analysis of one's own core values and adherence to these values. Students will seek and critically examine new knowledge to improve one's leadership practice and consider the ramifications of leadership actions in systems of various scale. Students will develop a personal leadership plan and consider how this plan will affect their community of interest.

LE 620 Leadership/Resource Stewardship (3)

This course explores a leader's responsibility as a steward of an organization's human, financial and technological resources. Students will explore how the concepts of stewardship can be applied to the organization through responsible planning and management of resources. Students will develop an understanding of how to align resource plans with the organization's strategic goals and direction. The course will focus on key concepts and current readings in strategic budgeting, strategic organizational management structures, and strategic performance measurement. Students will critically evaluate organizational practices in these areas, consider alternatives and potential enhancements, and develop plans to align with and ensure achievement of the organization's strategic goals. Prerequisite: LE 601 or instructor permission.

LE 630 Organization Improvement & Innovation (3)

This course will focus on the role of leaders in the realization of organizational mission and vision through assessment, utilizing a continuous improvement framework, and innovation. Organizational assessment is required to understand critical problems to solve and opportunities to explore. Continuous improvement, utilizing Lean Six Sigma, provides a model for problem solving and opportunity development. If organizational assessment and a process improvement framework is supported, then innovation is more likely to occur. This requires the leader to work collaboratively with various stakeholders, and to manage the change process to ensure sustained outcomes. Prerequisite: LE 601 or instructor permission.

LE 640 Public Policy & Global Leadership (3)

Diversity in the organization is the new norm, and leaders must develop a high level of cultural intelligence in order to balance micro- to macro-system priorities and competing perspectives. This course will emphasize leadership of local/global organizations within environments of escalating complexity and change. This course builds upon previous leadership courses to analyze, implement and evaluate effective leadership strategies within local/global settings, with an emphasis on policy development, ethics, and social advocacy. Prerequisite: LE 601, LE 620, and LE 630 or instructor permission.

LE 695 Special Topics in Leadership (0-3)

Special topics in leadership. May be repeated for different topics. See course schedule for current offerings. Prerequisite: Consent of instructor.

LE 698 Communication/Leadership Capstone Experience (1-3)

The capstone experience is the culminating experience of the master's degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that defines, measures, analyzes, and improves the problem or opportunity. Prerequisite: 18 hours of graduate communication curriculum and 9 hours of graduate leadership curriculum.

LE 777 Continuous Enrollment (1-3)

This course is to allow additional time to complete Capstone, Thesis, or Practicum Requirements. Prerequisite: Instructor permission.

Master of Arts - Psychology

Emphasis in Clinical Skills

Website: www.washburn.edu/ma (<http://www.washburn.edu/ma/>)

Mission

The graduate program of the Psychology Department of Washburn University serves a small, carefully screened group of post-baccalaureate students pursuing graduate study in clinical psychology. The MA in Psychology with an emphasis in Clinical Skills offers professional training to prepare program graduates for licensure and practice under Kansas statutes.

Upon completion of the Master of Arts degree in Psychology with an emphasis in Clinical Skills, graduates should:

- Be eligible to sit for the licensing exam in the state of Kansas.
- Be prepared to pass the licensing exam.
- Have appropriate skills and training needed in the Kansas mental health care delivery system.
- Have a foundation for pursuing doctoral training in clinical (or another area of) psychology in the future.

Student Learning Outcomes

Upon completion of the program students will be able to:

- Clearly articulate the application of the peer-reviewed literature to a specific issue or situation relevant to psychology.
- Evaluate, administer, and interpret psychological assessments.
- Competently execute empirically-based therapy techniques and incorporate sensitivity to individual client characteristics and contextual factors in their implementation.
- Engage in ethical practice, utilize supervision and consultation appropriately, and carry out responsibilities professionally.

Academic Status

Full Time Graduate Student

Graduate students enrolled for 9 or more semester hours are considered to be full-time students.

Enrollment

Students will be evaluated by Psychology Department faculty each semester. Continued good standing in the program and enrollment will be contingent upon both course work and faculty judgment that the student is considered to be mature, emotionally stable, and a potentially competent master's-level professional in psychology.

Students must be continuously enrolled until all requirements for the degree are completed. Candidates who have completed all course requirements, including enrolling in six hours of PY 799 Thesis and PY 780 Internship, but who still must complete their thesis or internships, are required to enroll in PY 795 Directed Research each semester until defense of the thesis is successfully accomplished. The number of hours of enrollment each semester will be determined by the candidate's

advisor and must reflect as accurately as possible the candidate's demand on a faculty member's time and university facilities.

Grades

The symbols used in grading for graduate courses are as follows: A, excellent; B, satisfactory; C, unsatisfactory; F failure; W, withdrawn; I, incomplete. Practicum, Internship, Independent Research and Thesis will be graded Pass/Fail. Grades of B or better are required in all graduate courses.

Students with two C's or one F will have their status reviewed by the Department faculty to determine whether or not they will remain in the program.

Admission Requirements

In order to be admitted to the graduate program, the candidate must have a bachelor's degree from an accredited college or university, with a minimum of 21 hours of undergraduate psychology courses including an introductory psychology course (or passing CLEP exam score), a statistics course, a research methods or experimental laboratory course, a course in abnormal psychology, and three upper division psychology courses. Students lacking required courses may be admitted on a provisional basis with the understanding that they complete any deficiencies before being fully admitted into the program.

Application Procedures

Students who wish to apply must submit:

- A completed online admission form, which can be found on the Graduate Degree page of the Psychology Department website.
- All official copies of all undergraduate transcripts will need to be submitted to the registrar.
- Three letters of recommendation are required. After a completed application has been submitted, the system will generate an email to each letter writer. That email will direct the letter writers to a link where they will upload their letters.
- An official copy of Graduate Record Exam (GRE general test) scores must be sent directly to the Psychology Department.

Deadline for submission of all application materials for fall admission is March 15. Spring and late admission requests will be considered on a space-available basis. Please email the department chair to inquire about the possibility of spring or late admission.

Official transcripts of all college work should be on file with the Office of Admissions before the student enrolls in his or her first graduate class. It is the student's responsibility to have transcripts transferred, and the University may drop a student whose transcripts are not on file within six weeks from the date of initial enrollment.

Special Student Admission

Several psychology graduate courses are available to social workers, nurses, teachers, and members of other professional groups eligible for continuing education credit. In addition, the department accepts students as part-time, non-degree candidates, or students presently enrolled in other graduate programs who need graduate courses in psychology. Students who were not competitive for regular admission may use special student status to prove that they are capable of graduate work, improving their regular application.

Students who wish to enroll with special student status can find the application on the Graduate Degree page (<https://www.washburn.edu/academics/college-schools/arts-sciences/departments/psychology/graduate-degree/>) of the Psychology Department Website. Students may enroll in a total of six credit hours as special students.

Transfer Credit

Transfer credits will be determined on a case-by-case basis. Students requesting transfer credit should contact the Department Chair and be prepared to provide detailed documentation of the content of graduate-level courses completed at other institutions. Consistent with the requirement that 2/3 of the 60 semester credits required to complete the Master's in Psychology must be completed at Washburn University, a maximum of 20 credits can be considered for acceptance as transfer credits.

Degree Requirements

In order to meet graduation requirements, the student must complete a minimum of 60 hours, have a cumulative grade point average of at least 3.0, take at least two-thirds of the semester hours required for the degree at Washburn University, and complete all course work within six (6) calendar years.

Program Requirements

The student must complete a minimum of 60 hours including:

Code	Title	Hours
Core Courses		
PY 610	Intermediate Statistics	3
PY 611	Graduate Research Design	2
PY 612	Scientific Writing	1
PY 602	Advanced Physiological Psychology	3
PY 635	Ethics Psychological Practice	2
PY 720	Seminar in Psychology	2
PY 603	Advanced Health Psychology	3
Subtotal		16
Clinical Courses		
PY 632	Psychological Assessment of Adults	3
PY 633	Psychological Assessment of Children	3
PY 625	Advanced Psychopathology	3
PY 640	Introduction to Psychotherapy Techniques	3
PY 670	Individual Adult Psychotherapy	3
PY 690	Group Therapy: Theory & Application	2
PY 700	Child, Family and Marital Therapy	3
Subtotal		20
Seminar		
PY 720	Seminar in Psychology	2
Subtotal		2
Practicum Courses		
PY 615	Counseling Skills and Interviewing Techniques	1.5
PY 631	Psychological Assessment of Adults Practicum	1.5
PY 634	Psychological Assessment of Children Practicum	1.5
PY 641	Psychotherapy Practicum I	1.5

PY 671	Psychotherapy Practicum II	1.5
PY 691	Group Therapy Practicum	1
PY 701	Child, Marital, and Family Therapy Practicum	1.5
Subtotal		10
Internship Courses		
PY 780	Internship (courses)	6
Subtotal		6
Thesis/Case Study		
Complete an acceptable thesis or empirically supported case study:		
PY 799	Thesis	6
Subtotal		6
Total Hours		60

Suggested Schedule for the Master of Arts Degree

Sample Two Year Plan

First Year		Hours
Fall		
PY 635	Ethics Psychological Practice	2
PY 720	Seminar in Psychology	2
PY 615	Counseling Skills and Interviewing Techniques	1.5
PY 625	Advanced Psychopathology	3
PY 670	Individual Adult Psychotherapy	3
PY 611	Graduate Research Design	2
PY 671	Psychotherapy Practicum II	1.5
Hours		15
Spring		
PY 603	Advanced Health Psychology	3
PY 640	Introduction to Psychotherapy Techniques	3
PY 641	Psychotherapy Practicum I	1.5
PY 632	Psychological Assessment of Adults	3
PY 631	Psychological Assessment of Adults Practicum	1.5
PY 612	Scientific Writing	1
PY 610	Intermediate Statistics	3
Hours		16
Second Year		
Fall		
PY 690	Group Therapy: Theory & Application	2
PY 633	Psychological Assessment of Children	3
PY 634	Psychological Assessment of Children Practicum	1.5
PY 602	Advanced Physiological Psychology	3
PY 799	Thesis	3
PY 780	Internship	3
Hours		15.5
Spring		
PY 637	Diversity Issues Treatment & Assessment	2
PY 700	Child, Family and Marital Therapy	3

PY 701	Child, Marital, and Family Therapy Practicum	1.5
PY 691	Group Therapy Practicum	1
PY 799	Thesis	3
PY 680	Psychological Assessment: Personality and Behavior	3
Hours		13.5
Total Hours		60

Sample Three Year Plan

First Year

Fall		Hours
PY 635	Ethics Psychological Practice	2
PY 720	Seminar in Psychology	2
PY 615	Counseling Skills and Interviewing Techniques	1.5
PY 625	Advanced Psychopathology	3
PY 690	Group Therapy: Theory & Application	2
Hours		10.5

Spring

PY 637	Diversity Issues Treatment & Assessment	2
PY 640	Introduction to Psychotherapy Techniques	3
PY 641	Psychotherapy Practicum I	1.5
PY 631	Psychological Assessment of Adults Practicum	1.5
PY 632	Psychological Assessment of Adults	3
Hours		11

Second Year

Fall		Hours
PY 670	Individual Adult Psychotherapy	3
PY 671	Psychotherapy Practicum II	1.5
PY 633	Psychological Assessment of Children	3
PY 634	Psychological Assessment of Children Practicum	1.5
PY 611	Graduate Research Design	2
Hours		11

Spring

PY 610	Intermediate Statistics	3
PY 612	Scientific Writing	1
PY 700	Child, Family and Marital Therapy	3
PY 701	Child, Marital, and Family Therapy Practicum	1.5
PY 691	Group Therapy Practicum	1
Hours		9.5

Third Year

Fall		Hours
PY 602	Advanced Physiological Psychology	3
PY 799	Thesis	3
PY 780	Internship	3
Hours		9

Spring

PY 603	Advanced Health Psychology	3
PY 799	Thesis	3

PY 780	Internship	3
Hours		9
Total Hours		60

Course Offerings

Prerequisite for admission to all professional courses is graduate standing in the Psychology Department. Only those courses with prerequisites listed as consent are open to senior psychology majors and students with special student status. Consent may be obtained by contacting the Psychology Department prior to registration .

PY 602 Advanced Physiological Psychology (3)

Critical issues within cognitive and behavioral neuroscience are discussed, including neuronal physiology, functional neuroanatomy, and methods used in psychophysiological research. Special emphasis is placed on biological foundations of psychopathology and psychopharmacology. Prerequisite: Consent.

PY 603 Advanced Health Psychology (3)

Advanced health psychology examines how biological, psychological, and social factors interact with and affect the efforts people make in promoting good health and well-being as well as preventing illness. Advanced study includes reviewing and discussing contemporary empirical research related to the science and practice of health psychology. Prerequisite: Graduate standing or consent of instructor.

PY 610 Intermediate Statistics (3)

Survey of basic statistical principles including parametric and non-parametric hypothesis testing techniques, correlation, and an introduction to computer statistical packages. Prerequisite: Consent.

PY 611 Graduate Research Design (2)

Advanced, detailed study of research design, including experimental, quasi-experimental, and non-experimental designs. Issues of ethics, sampling, reliability, validity, and analysis will be discussed. Students will also develop skills in critiquing and reporting scientific research. Prerequisite: Consent.

PY 612 Scientific Writing (1)

Scientific writing is a unique form of writing and vastly different from the manner students typically write. Students in this course will be exposed to the various nuances that define APA style scientific writing, be exposed to the common errors made when writing scientifically, and will develop their skill in writing in a scientific manner. Prerequisite: PY 611.

PY 615 Counseling Skills and Interviewing Techniques (1.5)

The purpose of this course is to assist students in developing necessary skills to be an effective interviewer/therapist. This will be done through readings, self-exploration, and practicing therapeutics skills of motivational interviewing and other therapeutic and information-gathering techniques. Prerequisite: Consent.

PY 625 Advanced Psychopathology (3)

Theory, research, and clinical approaches to problems of adulthood and childhood. Prerequisite: Consent.

PY 631 Psychological Assessment of Adults Practicum (1.5)

This practicum, which is a co-requisite of PY 632 Psychological Assessment of Adults, is designed to provide students with the applied skills required to competently administer, score and interpret various adult psychological assessments. Students will also utilize related information gathering techniques toward the goal of validly and reliably assessing the intellectual, personality, and, to a lesser degree, social, emotional, and behavioral functioning of adults. Prerequisite: Departmental permission.

PY 632 Psychological Assessment of Adults (3)

The purpose of this course is to provide students with the fundamental skills and knowledge necessary to choose, administer, and interpret various instruments and information gathering techniques with the goal of assessing the intellectual, social, emotional, and behavioral functioning of adults. Prerequisite: Graduate standing.

PY 633 Psychological Assessment of Children (3)

The purpose of this course is to provide students with the fundamental skills and knowledge necessary to choose, administer, and interpret various instruments and information gathering techniques with the goal of assessing the intellectual, social, emotional, and behavioral functioning of children. Prerequisite: Graduate standing.

PY 634 Psychological Assessment of Children Practicum (1.5)

This practicum will focus on the application of child and family assessment skills acquired in PY 633 Psychological Assessment of Children. The practicum will involve a combination of lecture, discussion, role plays, supervision, and practical experience with clients in the Psychological Services Clinic. Prerequisite: Graduate standing.

PY 635 Ethics Psychological Practice (2)

This course will explore contemporary aspects of professional practice germane to master's level psychologists. The primary focus will be on the understanding and application of the APA Ethics Code when providing psychotherapy and psychological assessment services. Special topics such as requirements for licensure and career options may also be explored. Prerequisite: Graduate Standing.

PY 637 Diversity Issues Treatment & Assessment (2)

Introduction to diversity issues in counseling and psychological/ educational assessment, including culture, gender, language, and related issues. Training in models for providing effective psychological services to clients, taking into account their unique background. Prerequisite: Graduate standing.

PY 640 Introduction to Psychotherapy Techniques (3)

Theory and practice of basic interviewing and therapy skills, with an emphasis on the cognitive behavioral approach for treatment of anxiety disorders. Must be taken with PY 641. Prerequisites: Graduate standing.

PY 641 Psychotherapy Practicum I (1.5)

Students are expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 640. Prerequisite: Concurrent enrollment in PY 640.

PY 653 Psychological Assessment of Children (3)

The purpose of this course is to provide students with the fundamental skills and knowledge necessary to choose, administer, and interpret various instruments and information gathering techniques with the goal of assessing the intellectual, social, emotional, and behavioral functioning of children. Prerequisite: Graduate standing.

PY 670 Individual Adult Psychotherapy (3)

Theory and practice of psychotherapeutic intervention skills with an emphasis on interpersonal, cognitive, and brief therapy approaches for treatment of mood disorders. Must be taken concurrently with PY 671. Prerequisites: PY 630 and PY 640.

PY 671 Psychotherapy Practicum II (1.5)

Students are expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 670. Prerequisite: Concurrent enrollment in PY 670.

PY 680 Psychological Assessment: Personality and Behavior (3)

Research bases and clinical applications of objective psychological instruments, projective techniques, and behavioral assessment designed to measure child, adolescent, and adult personality, affect, and psychopathology. Prerequisite: Consent.

PY 690 Group Therapy: Theory & Application (2)

This course provides foundational knowledge and experience to support the facilitation of group approaches to psychotherapy. Didactic instruction will be supplemented with an experiential training component. Prerequisites: Consent.

PY 691 Group Therapy Practicum (1)

The faculty is committed to the belief that the integration of theoretical knowledge and practical experience is an integral part of the curriculum. This practicum will focus on application of group therapy theory and skills acquired in PY 690 Group Therapy: Theory and Application. PY 691 will involve a combination of lecture, discussion, and practical experience with clients in the Psychological Services Clinic. Prerequisite: PY 690.

PY 700 Child, Family and Marital Therapy (3)

Theory and practice of interventions in marital, family, and child management problems. Prerequisite: PY 670.

PY 701 Child, Marital, and Family Therapy Practicum (1.5)

This practicum will focus on the application of child, family and marital therapy theory and skills acquired in PY 700 Child, Family, and Marital Therapy. The practicum will involve a combination of lecture, discussion, role plays, and practical experience with clients in the Psychological Services Clinic. Concurrent enrollment in PY 700 is required. Prerequisite: Graduate standing.

PY 720 Seminar in Psychology (2)

Selected topics of relevant psychological, clinical, and professional issues. May be repeated with different topics. Prerequisite: Consent.

PY 780 Internship (1-4)

Field training experience oriented toward development of skill in assessment and therapeutic intervention, consultation experiences, preventive applications, and group and family interventions. Repeated to a maximum of 12 hours toward the degree. Prerequisite: Admission to candidacy status and consent of instructor.

PY 795 Directed Research (1-3)

Independent supervised research. Does not count toward graduation. Prerequisite: 6 completed hours in PY 799.

PY 799 Thesis (1-3)

Independent supervised research. Repeated to a maximum 6 credit hours toward degree. Prerequisite: Admission to candidacy status.

General Information

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- Non-Discrimination Regulation and Procedure (p. 18)
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Vision, Mission, Values

Reaffirmed by the Washburn Board of Regents in 2018

Vision of the University

Washburn University is dedicated to being a premier Midwest regional institution recognized as a leader in providing a superior student-centered, teaching-focused learning experience, preparing graduates for success in their chosen profession and stimulating economic vitality.

Mission of the University

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

Core Values of the University

Core values guide decision making and provide the foundation for directing our efforts, resources, and conduct. In keeping with the University's founding heritage, the faculty, staff, administration, and students are committed to the following core values of Washburn University:

Integrity: acting in an honest, fair, and ethical manner creating a culture of trust evident in all University activities and decision making.

Excellence: serving our scholarly community by delivering consistently high-quality programs, teaching, service, and scholarship.

Inclusion: cultivating an inclusive learning. Living, and working community, facilitating the success of all people, and supporting all individuals.

Accountability: being held responsible for academic, programmatic, and fiscal integrity and value while prudently managing the resources entrusted to the University.

Respect: embracing diversity and treating others collegially with civility, openness, and professionalism in all interactions, activities, and decision making.

Collaboration: working toward common goals with others in the University and the community while valuing teamwork, participation, and diversity of ideas and perspectives.

Innovation: encouraging, considering, and supporting development of ideas by fostering individual ingenuity and creativity and creating an environment with opportunities for growth and change.

Diversity Mission Statement

Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.

Non-Discrimination Regulation and Procedure

For the most up-to-date information, visit http://washburn.edu/statements-disclosures/equal-opportunity/_files/non-discrimination-policy.pdf

1. Non-Discrimination—(Harassment, Sexual violence, and Retaliation).

1.1 University Commitment to Equal Opportunity.

Washburn University is committed to providing an environment for individuals to pursue educational and employment opportunities free from discrimination and/or harassment. The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status (hereafter referred to as protected status). Each unit within the University is charged with conducting its programs and activities in accordance with the University's commitment to equal opportunity for all.

1.1.1 Sex discrimination is prohibited by Federal law and University policy includes sexual harassment and sexual violence as defined in Section 1.28 and 1.29.

1.1.2 If a violation of the policy is found, the University will take immediate action to eliminate the hostile environment, prevent its recurrence and remedy the discriminatory effect.

1.2 Equal Educational Opportunity. Equal educational opportunity includes, but is not limited to, admissions, recruitment, extracurricular programs and activities, counseling and testing, financial aid, health services, and employment.

1.3 Equal Employment Opportunity. Equal employment opportunity includes, but is not limited to, recruitment, hiring, assignment of duties, tenure and promotion determinations, compensation, benefits, training, and termination.

1.4 Responsibility. Responsibility for monitoring and implementation of this policy is delegated to the Equal Opportunity Director, who is designated as our Title IX Coordinator; however, all Employees will share in the specific activities necessary to achieve these goals.

1.4.1 The Equal Opportunity Director Phone: 785-670-1509. Email: eodirector@washburn.edu. The EOD also serves as the Title IX and ADA Coordinator. (In this policy, hereinafter referred to as EOD/Title IX Coordinator.)

1.4.2 Responsibility for maintaining a harassment free campus environment rests with all Employees and Students, and others while on the University campus or involved in University-sponsored activities.

1.4.3 Any faculty member, anyone in an Administrative Position, or anyone in a supervisor position who becomes aware of sexual harassment on campus or during University-sponsored activities must take steps to prevent its recurrence and must report the matter to the EOD/Title IX Coordinator.

1.4.4 Anyone deemed a "Responsible Employee" as defined below who becomes aware of an incident of sexual violence must report the matter to the EOD/Title IX Coordinator.

1.4.5 Any employee who becomes aware of any type of harassment should report the matter to the Employee's supervisor and/or the EOD/Title IX Coordinator.

1.5 Who is Covered. The policy covers employees, students, applicants for employment or admission, contractors, vendors, visitors, guests,

and participants in University-sponsored programs or activities. All individuals, regardless of sexual orientation of either party, are subject to this policy. This means that it applies to conduct between two students, between an employee and student, and between an employee or student and a non-employee or non-student (third-party).

1.5.1 The policy applies whether behavior occurs on or off campus if the conduct adversely impacts an individual's equal educational or employment opportunity on campus, or the conduct poses an imminent or continuing threat to the safety of the University community.

1.5.2 All persons covered under this policy are required to fully cooperate with the EOD/Title IX Coordinator during an investigation and to provide information and materials such as official personnel or student files and records, and other materials necessary to complete a thorough review of complaints. All information, materials, and proceedings will be kept confidential and only shared with those who have a legitimate need to know.

Also see Section 2.6 for more detailed confidentiality provisions and Section 1.8 and 2.9 for retaliation provisions.

1.6 Complaints. Complaints of discrimination or harassment are to be made to the EOD/Title IX Coordinator. See Section A. of Regulations and Procedures for the process and more information.

1.7 Sanctions. Persons who violate this policy are subject to sanctions, up to and including exclusion from the campus, dismissal from employment, or expulsion from the University. A list of all possible sanctions the University may impose can be found in the regulations in Section 3.6.

1.7.1 For third-parties found to violate the policy, the University's ability to take action may be limited. The University will take steps to provide appropriate remedies to the extent possible, while providing support (options as in Section 2) for the Complainant and campus community.

1.8 Retaliation. Retaliation against any person is prohibited under this policy and may result in sanctions or other disciplinary action. See 1.27 for the definition of retaliation.

1.9 False Complaints, Misleading Information, or Breach of Confidentiality. Persons who knowingly file a false complaint, provide false or misleading information, or violate the confidentiality provision of this policy are subject to disciplinary action. Disciplinary action will not be taken against persons who make a good faith complaint, even if the allegations are not substantiated.

1.10 Accommodations. Consistent with state and federal laws, reasonable accommodations will be provided to those with a qualified disability.

1.11 Academic Freedom. This policy shall not be construed or applied to restrict academic freedom at the University, nor shall it be construed to restrict constitutionally protected expression, even though such expression may be offensive, unpleasant, or even hateful.

1.12 Record Retention. The EOD/Title IX Coordinator will maintain records of all reports, decisions, and other documents under this Policy in order to track patterns and systemic behaviors. All documents will be retained for five years after the case was closed.

Definitions

1.13 Business Day. Any weekday (Monday through Friday) when the University is open for business.

1.14 Complainant. The individual who files a complaint alleging conduct by another that violates this policy.

1.14.1 The University will serve as a Complainant in cases that do not involve a victim, where a victim is not a University member, when a victim requests confidentiality or when a victim is unwilling to proceed but the University determines an investigation should be conducted.

1.15 Conduct Code Officer. As used in this policy, it means an individual authorized to take disciplinary action or impose sanctions according to applicable student code provisions, employment policies and procedures, and collective bargaining agreements, or his or her designee. For undergraduate and most graduate students, it is the Associate Vice President for Student Life; for law students, it is the Associate Dean for Student Affairs; for WIT students it is Associate Dean of Student Services; for administrative and classified employees, it is the Vice President of Administration and Treasurer; for faculty, it is the Vice President of Academic Affairs.

1.16 Consent. Consent is the communication of an affirmative, conscious and freely-made decision by each party to engage in agreed upon forms of sexual contact. Consent is not to be inferred from silence, passivity, or a lack of resistance.

1.16.1 There is no requirement that an individual verbally or physically resist unwelcome sexual contact for there to be a violation of this Policy.

- Consent is not to be inferred from an existing or previous dating or sexual relationship.
- Consent to one form of sexual contact does not constitute consent to any other form of sexual contact.
- Consent with one person does not constitute consent to sexual contact with any other person.
- Consent on one occasion is not consent to engage in sexual contact on another occasion.
- Consent cannot be obtained by coercion or force.
- Consent cannot be obtained in any situation involving sexual contact with an individual who is incapacitated and the person engaging in that sexual contact, knew, or should have reasonably known, that the individual was incapacitated. "Should have reasonably known" means what a sober, reasonable person in similar circumstances should have known.

1.16.2 Consent may be withdrawn at any time. Once consent is withdrawn, the sexual contact must cease immediately.

1.17 Dating Violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

1.17.1 Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. It does not include acts covered under the definition of domestic violence.

1.17.2 This definition is used for these policy purposes and is also considered a crime for Clery reporting purposes. Kansas statutes do not define this crime.

1.18 Discrimination. Behavior (verbal, physical, electronic, or other behavior) directed at an individual based on his/her protected status where (1) the individual is treated adversely without a legitimate, nondiscriminatory reason for the treatment, or (2) seemingly neutral

policies, practices, or requirements have a disparate impact on employment, on-campus housing, or academic opportunities of a person's protected status without a valid business or academic reason. Discrimination includes failing to provide reasonable accommodations to a qualified individual with a disability and/or religious beliefs. (See WUPRPM Section A.13. Religious Accommodations.)

1.18.1 Sex Discrimination includes sexual harassment and sexual violence.

1.19 Domestic Violence. Felony or misdemeanor crimes of violence committed by a current or former family or household member.

1.19.1 Family or household member means persons 18 years of age or older who are spouses, former spouses, intimate partner, parents or stepparents and children or stepchildren, and persons who are presently residing together or who have resided together in the past, and persons who have a child in common regardless of whether they have been married or who have lived together at any time. Family or household member also includes a man and woman if the woman is pregnant and the man is alleged to be the father, regardless of whether they have been married or have lived together at any time.

1.19.2 Kansas Statutes define the crime of domestic violence as 1) knowingly or recklessly causing bodily harm by a family or household member against a family or household member; or 2) knowingly causing physical contact with a family or household member by a family or household member when done in a rude, insulting or angry manner. See K.S.A. 21-5414

1.20 Educational Environment. Includes but is not limited to: admission, academic standing, grades, assignments, etc.

1.21 Harassment. Harassment is a form of discrimination and is defined as unwelcome verbal, physical, electronic, or other conduct based on an individual's protected status. Harassment violates this policy when:

1. Enduring the offensive conduct becomes a condition of continued employment or education,
or
2. The conduct has the purpose or¹ effect of creating a work, education, or on-campus housing environment that a reasonable person would consider intimidating, hostile, or abusive **and**
3. The conduct must be sufficiently severe or pervasive to alter the terms, conditions or privileges of an individual's employment, education, or on-campus housing.

¹ For classroom instructional purposes, the behavior must have both the purpose **and** effect.

1.21.1 Discrimination and Harassment can be behavior that:

- May be overt or implicit, and involve a threat or that any educational or employment decision may be affected by an individual's unwillingness to tolerate or accept the behavior.
- May or may not include the intent to harm.
- May be offensive conduct that becomes a condition of continued employment, education, or residence in on-campus housing.

- May adversely affect an individual's educational or employment opportunities by an individual's refusal to comply with or tolerate the prohibited activity.
- May not be legitimately related to the subject matter of a course.
- May be a pattern of behavior or, if sufficiently severe, a one-time event.
- May take the form of threats, assault, property damage, economic abuse, violence, threats of violence, or stalking.
- May include harassing or retaliatory behavior directed to a sexual or romantic partner, family member, friend, or pet of the complainant.
- May be committed by anyone, regardless of protected status, position, or authority.

1.21.2 Examples include, but are not limited to the following: offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance, academics or on-campus housing.

1.22 Incapacitation. A mental or physical state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction).

1.22.1 Incapacitation can occur because of mental deficiency or disease or because of the effect of any alcoholic substance, narcotic, drug (prescription or over-the-counter), or another substance, or when someone is asleep or unconscious.

1.23 Protected Status. The University prohibits discrimination and harassment based on race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

1.24 Relationship Violence. Refers collectively to domestic violence, dating violence, and stalking in this policy and procedure. Relationship violence may be a form of sexual harassment prohibited by this policy.

1.25 Respondent. The individual against whom a complaint is filed for alleged violation(s) of this policy.

1.26 Responsible Employee. For purposes of this policy, "Responsible Employees" are deans, directors, chairpersons, administrators, supervisors, faculty, Washburn Institute of Technology Instructors, academic advisors, resident assistants, coaches, advisors to student groups, and any other individual meeting the definition under the implementing regulations for Title IX. Any University employee who accompanies students off-campus on a University-sponsored trip is considered a Responsible Employee. Responsible Employee includes anyone designated as a Campus Security Authority under the Clery Act, identified as such in Washburn University Campus Security Report (<https://www.washburn.edu/student-life/health-safety/police/required-reporting/annual-campus-security-and-fire-report.pdf>). Employees who have a legally recognized confidential relationship with the complainant, (professional counseling services provider, for example) do not constitute Responsible Employees.

1.27 Retaliation. Any attempted or completed adverse action taken against someone because he/she filed a complaint under this Policy, participated in the resolution of a complaint under this Policy, or opposed policies or practices he/she reasonably believed are discriminatory under this Policy.

1.27.1 This includes action taken against a witness (e.g. Bystander) who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct.

1.27.2 Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual's complaint or participation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

1.27.2.1 If the retaliatory behavior is taken by a third-party, acting for either to the Complainant or Respondent, against another person who is complaining or participating in this process, then the party for whom they are acting shall be deemed responsible for the retaliatory behavior by that third-person.

1.28 Sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or

1b. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual;

or

2. The conduct has the purpose or¹ effect of:

a. Unreasonably interfering with an individual's work, education, or on-campus housing; or

b. Creating an intimidating, hostile, or offensive work, educational, or on-campus housing environment;

and

3. The conduct must be sufficiently severe or pervasive to alter the terms, conditions or privileges of an individual's employment, education, or on-campus housing.

¹ For classroom instructional purposes, the behavior must have both the purpose and effect.

1.28.1 Examples include but are not limited to the following: telling sexual or dirty jokes, performing sexual gestures, making sexual propositions, displaying sexually explicit photos, spreading sexual rumors, touching of a sexual nature, sexual coercion, and sex-based cyber harassment.

1.28.2 Section 703 of Title VII of the Civil Rights Act of 1964 defines harassment on the basis of sex in the workplace.

1.28.3 Sexual harassment of students and employees at Washburn University is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education.

1.29 Sexual Violence. Physical sexual acts perpetrated against an individual's will or where the individual is incapable of giving consent due to the victim's use of drugs or alcohol or an intellectual or other disability. Examples include, but are not limited to, rape, sexual assault, sexual battery and sexual coercion.

1.29.1 Acts of sexual violence are a form of sexual harassment prohibited by this policy.

1.30 Stalking. A course of conduct directed at a specific person that would cause a reasonable person to either 1) fear for his/her safety or the safety of others or 2) to suffer substantial emotional distress.

1.30.1 This definition is used for these policy purposes and is also considered a crime for Clery reporting purposes.

1.30.2 Kansas Statutes defines the crime of stalking more broadly, so certain behavior may be a crime, but not specifically a violation of this policy, and will be investigated as such by law enforcement. See K.S.A. 21-5427

1.31 University Program or Activity. Includes but is not limited to: University housing, study abroad programs, university sponsored organizations, athletics, research, extracurricular, co-curricular activities, occupational training or other programs and activities sponsored by the University or occurring on University premises.

1.32 Unwelcome. Conduct is considered "unwelcome" if the individual did not consent to the conduct and considered the conduct to be undesirable or offensive.

1.33 Work Environment. Includes but is not limited to: hiring, promotion, job assignments, training opportunities, etc.

2. Complainant Resources and Reporting

2.1 Interim and Protective Measures. The University will provide individuals who are possible victims of relationship violence with options and assistance in maintaining safety and eliminating the hostile environment. Complainants should contact the EOD/Title IX Coordinator or University Police to request assistance. The EOD/Title IX Coordinator will meet with a Complainant to determine which measures are appropriate in each case and work with University personnel to provide assistance. Certain measures may only be available if a complaint is filed.

2.1.1 Possible interim and protective measures may include, but are not limited to, the following:

- Changes to campus housing, class or work schedules
- Rescheduling of class or work assignments and deadlines
- Transportation assistance, including police escorts to car
- Issuance of a campus "No Contact" or "Notice to Leave" order
- Obtaining civil Protection for Abuse or Stalking orders in Shawnee County or similar lawful orders issued by another court
- University imposed suspension or administrative leave
- Review of academic or behavioral issues
- Student financial aid services
- On-campus counseling and medical services
- Off-campus victim advocacy, mental health, medical services and counseling service
- Title IX resources
- Where to find legal assistance, visa and immigration assistance on and off-campus

2.1.2 All measures may be provided during and after an investigation has concluded.

2.1.3 Reasonable and appropriate interim and protective measures designed to eliminate the reported hostile environment and protect the campus and parties involved may be imposed regardless of

whether a formal investigation and/or disciplinary action is sought by the Complainant or independently pursued by the University.

2.1.4 On-campus counseling and medical services are also available to Respondents and witnesses.

2.2 Preserving Evidence. University Police can assist individuals with preserving evidence.

2.3 Confidential Resources. If an individual wishes to discuss a specific incident confidentially without filing a complaint, he or she should contact these areas that provide free services:

- University Counseling Services (on-campus)
- Student Health Services (on-campus)
- Center for Safety and Empowerment (YWCA) (off-campus)

The University can assist individuals with finding other confidential resources upon request and may designate further confidential resources as appropriate.

2.4 Reporting Complaints. Filing Options:

2.4.1 To file a complaint with the Equal Opportunity Director/Title IX Coordinator and initiate a **University (non-criminal) investigation**:

- Call: 785-670-1509
- Email: eodirector@washburn.edu
- In person: Morgan Hall Room 200 K
- www.washburn.edu/equal-opportunity (<http://www.washburn.edu/equal-opportunity/>)

2.4.1.1 Any employee who becomes aware of any type of harassment should report the matter to the Employee's supervisor and/or the EOD/Title IX Coordinator

2.4.1.2 You can also notify these individuals with sexual violence complaints; they will forward complaints to the EOD/Title IX Coordinator:

- Associate Vice President for Student Life: 670-2100
- Associate Dean for Student Affairs (School of Law): 670-1162
- Associate Dean for Student Services (WIT): 273-7140
- Human Resources Director: 670-1538

2.4.2 To report an incident to the police and initiate a **criminal investigation**, contact Washburn University Police Department:

- Call: 785-670-1153
- Email: police@washburn.edu
- In person: Morgan Hall Room 156

2.4.3 Call 911 in an Emergency!

2.4.4 To file a complaint outside of the University, contact the following agencies:

- Office of Civil Rights in the Department of Education (students): <http://www.hhs.gov/ocr/civilrights/complaints/index.html> (<http://www.hhs.gov/ocr/civilrights/complaints/>)
- Equal Employment Opportunity Commission (employees): <https://www.eeoc.gov/employees/howtofile.cfm>
- Kansas Human Rights Commission (any incident): <http://www.khrc.net/complaint.html>

2.4.5 A Complainant may file a complaint with the University and police concurrently or may choose to file one or the other.

2.5 Responsible Employees, as defined above in 1.26, are required to report an incident of sexual violence or relationship violence to the EOD/Title IX Coordinator, by any method listed above in 2.4.1., by the end of the next business day. Responsible Employees are only required to report the name of the Complainant, but may report more information at their discretion.

- The EOD/Title IX Coordinator will then contact the Complainant to determine if the Complainant wishes to file a complaint and agrees to provide information to initiate an investigation. A Responsible Employee is not to investigate an incident prior to reporting.

2.5.1 Responsible Employees should also make the Complainant or third-party aware of campus resources and options for assistance found in Section 2 above, including confidential resources.

- **Call 911 in an emergency**, if a crime or other emergency is in progress, or if there is an imminent or a continuing threat of harm to persons or property.
- Incidents of relationship violence are presumed to pose a "threat" for purposes of reporting an incident, so call the police (911 or x1153) immediately upon report of such an incident. After calling the police, report the incident to the Equal Opportunity Director/Title IX Coordinator as defined above.

2.6 Confidentiality of Complaints and Reports.

Parties in these processes, including the Complainant, Respondent, and witnesses, have privacy rights and reasonable expectations of confidentiality in the investigation of matters subject to this procedure. The EOD/Title IX Coordinator will maintain confidential, to the extent possible, the complaint, report, witness statements, and any other information provided by the Complainant, Respondent, or witnesses, and will disclose this information only to the following individuals:

- Complainant, Respondent, or witnesses, as necessary to give fair notice of the allegations and to conduct the investigation;
- Law enforcement consistent with state and federal law;
- Other University officials as necessary for coordinating interim measures or for health, welfare, and safety reasons; and
- Government agencies who review the University's compliance with federal law.

2.6.1 The investigation report and any written decision from the EOD/Title IX Coordinator will be disclosed only to the Complainant, Respondent, Conduct Code Officer, and University officials as necessary to prepare for subsequent proceedings (e.g., University President and University Legal Counsel).

2.6.2 Information about complaints and reports, absent personally identifiable information, may be reported to University officials, including the University Police, and external entities for statistical and analysis purposes pursuant to federal and state law and University policy (e.g. The Clery Act).

2.6.3 Complainant request confidentiality or no investigation be done. If a complainant request his or her name not be revealed to the accused or that the University not investigate, the University's ability to fully respond will be limited.

2.6.3.1 If such a request is made, the EOD/Title IX Coordinator will evaluate whether the request can be honored while still providing a safe and nondiscriminatory environment for the complainant and members of the campus community (all students and employees). The EOD/Title IX Coordinator will make the decision whether to conduct an investigation or take other action, and may confidentially consult with other University officials to assist in making such decision.

2.6.3.2 The EOD/Title IX Coordinator will investigate if he/she determines that the allegations, if true, would violate this policy. The Complainant will be informed of this decision.

2.6.3.3 If the University can honor the request for complainant confidentiality, it will still take reasonable steps to respond by offering support, increased security, education programs, and other appropriate measures.

2.7 Deadline for filing Complaints. Complaints should be filed with the EOD/Title IX Coordinator as directed above in Section 2.4.1.

2.7.1 Complaints of discrimination, other than sexual harassment, filed more than 180 days after the last incident may not be investigated. Upon receipt of such complaint, the EOD will determine whether to investigate the complaint considering these factors:

- Availability of evidence
- Alleged Respondent is a WU employee or student
- Alleged Respondent has continuing contacts with the Washburn University community, i.e. alumnus, vendor.

2.7.2 Complaints of sexual harassment can be filed at any time, there is no filing deadline. Members of the University community are encouraged to submit complaints of Sexual Harassment as soon as possible, preferably within six months of the incident or event that is the subject of the complaint. Delay in reporting an incident of Sexual Harassment may make it more difficult to secure evidence and witnesses to the incident, making it more difficult for the University to address the complaint. Delay in bringing a complaint also limits the University's ability to stop recurrence of the harassment and take interim steps to ensure the safety and well-being of the victim, complainant, and the University community.

2.7.3 The complaint procedure does not require the complainant to confront the alleged respondent in any manner or for any reason prior to filing a complaint under this Policy.

2.7.3.1 However, the complainant may choose to inform that person the conduct is unwelcome, offensive, violates University policy, and must stop. There are two methods by which this may be done. An individual may:

- Personally inform an individual that conduct is unwelcome or offensive; or,
- Ask a supervisor or the EOD/Title IX Coordinator to notify the alleged harasser.

2.8 Amnesty for alcohol violations in sexual violence cases. Students who report incidents of sex-based discrimination, sexual harassment, or sexual violence will not be sanctioned for violations of University alcohol or drug use policies that occurred during an incident involving a violation of this policy (Equal Educational and Employment Opportunity).

2.9 Retaliation Prohibited. University policy prohibits Retaliation, as defined in section 1.27 against a complainant and all persons

cooperating in the investigation of an allegation of Discrimination and/or Harassment.

2.9.1 Retaliation should be reported to the EOD/Title IX Coordinator, and is considered an independent allegation that may lead to additional interim measures or disciplinary action.

3. Complaint Procedures.

3.1 Role of EOD/Title IX Coordinator in Complaint Process. The EOD/Title IX Coordinator is charged with coordinating the University's compliance with federal civil rights laws and is available for questions about the laws or this policy and procedure. The EOD/Title IX Coordinator is an impartial fact finder and is not an advocate for either the Complainant or the Respondent. The EOD/Title IX Coordinator will explain the rights and resources to both parties, then request their consent before beginning an investigation.

3.1.1 The EOD/Title IX Coordinator will explain to both parties:

- The list of protected groups
- All relevant definitions, including discrimination, harassment, sexual harassment, and sexual violence
- Confidentiality provisions and expectations
- Prohibition of Retaliation
- Complaint and fair and impartial Investigation Procedure
- Rights of both parties during the Procedure
- Appeal rights of both parties
- University Resources and other Options for Assistance (Section 2).
- The individual who will determine sanctions if a policy violation is found

3.1.2 No Complaint Filed. The EOD/Title IX Coordinator may become aware of an incident of alleged discrimination/harassment even though not reported by the alleged victim. The EOD/Title IX Coordinator will conduct an investigation into alleged incidents of discrimination/harassment and take appropriate measures. This is true even if the alleged victim does not report the matter.

3.2 Initial Evaluation. The EOD/Title IX Coordinator will meet with the complainant and gather sufficient information to determine how to process the complaint.

3.2.1 Option One: The alleged conduct, if true, would violate this Policy and is a prohibited activity, then The EOD/Title IX Coordinator will begin the Complaint Procedure (Section 3.3. below).

3.2.1.1 Formation of Review Team. In certain cases, the EOD/Title IX Coordinator may determine that a Review Team should conduct the complaint procedure. The EOD/Title IX Coordinator will select an impartial individual from an annually trained pool of investigators and together those two will be a Review Team. The Review Team will conduct the fair, impartial and prompt investigation according to the Investigation Procedure found below in Section 3.3.

(Throughout the Complaint Procedure, the term EOD/Title IX Coordinator will mean the Review Team, if formed.)

3.2.2 Option Two: In cases of alleged sexual violence or relationship violence (dating violence, domestic violence, and stalking), the EOD/

Title IX Coordinator will meet with the WU Police and Conduct Code Officer to determine if sexual violence is alleged.

3.2.2.1 Sexual Violence. If the complainant alleges sexual violence in a domestic violence, dating violence, or stalking situation that occurred in a romantic relationship, the EOD/ Title IX Coordinator will investigate the complaint and follow the procedure explained below in Section 3.3.

3.2.2.2 NO sexual violence. If the complaint involves allegations of domestic violence, dating violence or stalking between roommates or strangers where there is no romantic relationship as defined by Kansas law, the Conduct Code Officer will investigate the complaint and follow appropriate disciplinary procedure. https://www.washburn.edu/student-life/services/files/Student_Conduct_Code.pdf

3.2.2.3 Coordination with WU Police. The EOD/ Title IX Coordinator or Conduct Code Officer will work with the Washburn University Police Department when situations also involve potential crimes. The WUPD may conduct their own criminal investigation and it is possible that the EOD/ Title IX Coordinator or Conduct Code Officer may briefly and reasonably delay their investigation to not hinder the criminal investigation. These parties will coordinate their investigations so as to not interfere with one another and may exchange written statements, conduct joint interviews or share evidence to minimize any burden on Complainant or witnesses and conduct the investigations in a timely manner.

3.2.3 Option Three: If the alleged conduct, even if true, would not violate this Policy, then the EOD/Title IX Coordinator will notify the Complainant in writing that the complaint does not warrant further review under this Policy. The EOD/Title IX Coordinator will also refer the Complainant to the appropriate University office and assist, if appropriate, in finding other on and off-campus resources.

3.2.4 As used in this procedure, the term “sexual harassment” encompasses all forms of sexual violence and relationship violence, as defined above in Sections 1.29 and 1.24.

3.3 Investigation Procedure. Upon determination under Section 3.2.1 or 3.2.2 above that an investigation should occur, the EOD/ Title IX Coordinator will normally begin an investigation of the Complaint within 10 business days of receipt of the complaint (the order of the procedure may vary if needed to conduct a thorough and impartial investigation):

3.3.1 Step One: Interview the Complainant and explain the EOD/ Title IX Coordinator’s (or Review Team) role, the process, rights of the parties and other information listed above in 3.1.1. Obtain the Complainant’s consent to begin the investigation.

3.3.2 Step Two: Communicate with the Respondent, advise him or her of the charge of discrimination, harassment, or retaliation, and request a response. The Respondent will have five business days to respond orally or within writing. The EOD/Title IX Coordinator will explain EOD/Title IX Coordinator’s role, the process, rights of both parties and other information listed above in 3.1.1. At the end of five business days, the review will proceed with or without a response. After the Respondent submits a response, the EOD/Title IX Coordinator may interview the Respondent and allow him or her the opportunity to explain what occurred from the Respondent’s perspective.

3.3.3 Step Three: Investigate the allegations by gathering relevant documents or evidence. (For example, such evidence may include emails, texts, performance reviews, etc.)

3.3.4 Step Four: Interview witnesses with first-hand knowledge of allegations.

3.3.5 Step Five: Take any other steps deemed appropriate and necessary by the EOD/Title IX Coordinator. This may include additional interviews with the parties or witnesses, visits to a relevant location, review of resources, or any other acts needed to conduct a thorough and impartial investigation.

3.3.6 Step Six: After the EOD/Title IX Coordinator has evaluated all relevant, available information, he/she shall determine, whether the policy was violated by a preponderance of the evidence.

- **3.3.6.1** If the determination is that no violation has occurred, the EOD/Title IX Coordinator, will issue a written report stating the finding and explaining the rationale. The EOD/ Title IX Coordinator will provide a copy of the report to both the Complainant and the Respondent. The investigation will then be considered completed.
- **3.3.6.2** If the determination is that a violation has occurred, then the investigation moves on to Step Seven below.

3.3.7 Step Seven: Upon determining that the policy was violated, the EOD/ Title IX Coordinator shall contact the appropriate Conduct Code Officer pursuant to Section 3.5 below.

3.3.7.1 After conferring with the EOD/Title IX Coordinator, the Conduct Code Officer, within three business days, shall advise the EOD/Title IX Coordinator, in writing, what sanction will be imposed as a result of the policy violation.

3.3.8 Step Eight: Upon receipt of the sanction determination by the Conduct Code Officer, the EOD/Title IX Coordinator will issue a written report stating the finding, explaining the rationale and stating the sanction to be imposed. The description of the sanction contained in the written report is subject to the limitations set out in Section 3.6 below. The investigation will then be considered complete.

3.3.8.1 The EOD/Title IX Coordinator will simultaneously notify both parties by email that the written report is complete and will be placed in the mail using the address on file.

3.3.8.2 If relevant to enforce sanctions, a coach or advisor may be informed to the extent necessary to make an appropriate decision regarding a respondent’s participation in an activity.

3.3.9 Content of the written report. The written report provided to both parties shall contain the following information:

- The allegations investigated.
- The information received and the source(s) of the information.
- Analysis of the information received.
- The determination as to whether or not the policy was violated.
- The Sanctions to be imposed, if appropriate.
- The parties rights to appeal.
- Statement of confidentiality relating to the written report and the investigation.
- Warning against Retaliation.

3.4 Complaint and Investigation Procedure Protocols.

3.4.1 Time Frames. The EOD/Title IX Coordinator will conduct the investigation in a prompt, thorough and impartial manner. An investigation will normally take 60 days from receipt of complaint to issuance of final report, but the EOD/ Title IX Coordinator has discretion to make reasonable adjustments to the deadlines as necessary to maintain the integrity of the investigation and to the overall safety of the campus community. Some possible reasons for delay are these examples: availability of witnesses; University breaks; and complexity of the complaint.

3.4.1.1 The EOD/Title IX Coordinator will make reasonable efforts to notify the Complainant and Respondent of the timing and progress of various stages of the investigation, as appropriate.

3.4.1.2 If timeframes are extended, both parties will be notified of the revised dates.

3.4.2 Rights and Roles of Parties: Both the Complainant and the Respondent have the following rights during the investigation:

- A notice of meeting times when parties can be present.
- An opportunity to submit the names of relevant witnesses or other evidence to the EOD/Title IX Coordinator.
- No evidence of the Complainant's prior sexual conduct with anyone other than the Respondent shall be considered by the EOD/Title IX Coordinator.
- Evidence of a prior consensual dating or sexual relationship between the parties does not imply consent or prevent a finding of a policy violation.
- The option to bring an advisor (maximum two per party) to any meeting during any stage of the investigation or sanctioning.
- The advisor is to serve as a support person for the individual. They cannot speak on behalf of the individual, but may confer privately or in writing with the individual during a meeting.
- If the advisor is an attorney, the party must notify the EOD/ Title IX Coordinator at least three business days in advance of the meeting so that Washburn's University Counsel can attend.
- The right to view information used in the investigation and sanctions, in accordance with FERPA

3.4.3 Standard of Review. The EOD/ Title IX Coordinator determines whether there is a preponderance of the evidence to believe that an individual engaged in a Policy Violation. This means that it is more likely than not that a policy violation occurred.

3.4.4 Complainant or Respondent withdraws. If either party chooses to withdraw at any stage of the investigation, the EOD/ Title IX Coordinator will continue the investigation to the best of his or her ability. The University is responsible for maintaining a safe campus environment for all individuals, so it will take steps to ensure the safety of all, the complained-of behavior does not continue, and individuals are supported with resources. See also Section 2.6.3.

3.4.4.1 The fact that any party chooses to withdraw at any stage of the investigation will not be used to determine credibility of information received or if the policy has been violated. However, withdrawal will impact the EOD/Title IX Coordinator's ability to have all relevant information when determining if the Policy was violated.

3.4.5 Conflict of Interest. The names of the EOD/Title IX Coordinator and the individuals who will serve on the Review Team for a particular matter will be readily accessible. In the rare situation in which an actual or perceived conflict of interest arises between the EOD/Title IX Coordinator or Review Team member and any party to the complaint, that conflict will be disclosed to both parties.

3.4.5.1 When a conflict becomes known, the complaint will be submitted to University Counsel to resolve the conflict of interest. If University Counsel determines there is no conflict of interest, the EOD/Title IX Coordinator will resume the investigation. If University Counsel determines a conflict of interest exists, the EOD/Title IX Coordinator or Review Team member will be asked to recuse him or herself.

3.4.5.1.1 The University Counsel's decision is final.

3.4.5.2 If the EOD/Title IX Coordinator is unable or unavailable to conduct an investigation, the President will assign another trained impartial investigator to address a complaint.

3.4.6 Training. All University officials who are involved in the discrimination complaint procedures, including the EOD/Title IX Coordinator, Review Team, Washburn University Police Department, and Conduct Code Officers, will have adequate training. Training will address, but is not limited to, recognizing and appropriately responding to allegations of discrimination, harassment, including hostile environment harassment, sexual violence, relationship violence, and retaliation, conducting investigations, protecting confidentiality, and recognizing the link between alcohol and drug use and sexual violence and sexual harassment.

Sanctions.

3.5 Collaboration with Conduct Code Officer. If the EOD/Title IX Coordinator determines the Respondent violated the policy, the EOD/ Title IX Coordinator will meet with the Conduct Code Officer responsible for issuing sanctions or other disciplinary action in his or her respective area. Together, they will discuss the appropriate sanctions for the policy violation, considering the severity of the violation, the individual's past conduct record, and effectiveness of prior sanctions given for similar violations.

3.6 Possible sanctions: Appropriate sanctions or disciplinary actions that most effectively prevent recurrence of any harassment and correct its discriminatory effects will be issued. If the EOD/Title IX Coordinator determines that a hostile environment has occurred based on sexual harassment, the University will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. The range of sanction for each group are found at the websites listed:

- Staff: <http://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/F.%20EmployeeLaborRelationsReg.pdf>
- Faculty: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/index.html> (<http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/>)
- Bargaining Unit members, see the Memorandum of Agreement
- Students: https://www.washburn.edu/student-life/services/files/Student_Conduct_Code.pdf
- Law School students: <http://www.washburnlaw.edu/policies/honorcode.html#pt2>

- Washburn Institute of Technology students: Student Handbook (<https://www.washburntech.edu/student-life/handbook-catalog/student-handbook.pdf>)

3.7 Protective Measures. The EOD/Title IX Coordinator will assist the Complainant with any assistance detailed above in Section 2, even after the resolution of the complaint.

3.8 Notification to Parties. After the sanctions have been determined, both parties will be notified in writing. The Respondent will be informed of all sanctions.

3.8.1 The Complainant will only be notified of Sanctions that relate to her/him.

3.8.2 Both parties will be notified of their right to appeal, the possible bases for appeal, and the appeal procedure, as found in Section 4, below.

4. Appeal Procedures

4.1 Appeal Request. Both the Complainant and Respondent have appeal rights under this Policy. All appeals must be in writing and must be submitted to the EOD/Title IX Coordinator within twelve business days from the date the final decision was issued. Failure to file such a request within the required time period will constitute and be construed as full acceptance by all parties of the findings.

4.1.1 Date of Final Decision. The date of final decision is the date of the written report by the EOD/Title IX Coordinator.

4.2 Basis for Appeal. Either party may appeal the Final Decision on any of these bases:

4.2.1 New evidence has been discovered that could have a direct bearing on the determination of a policy violation.

- Such evidence must not have been known or been available to the appealing party before the date of the Final Decision.
- The Appeal Request must include a description of the new evidence and how the party requesting the appeal believes the newly discovered evidence would change the decision.

4.2.2 The Complaint Procedure was not appropriately followed for one of these reasons:

1. The investigation was conducted inappropriately;
2. The investigation did not follow the process as set out in this policy; or
3. The EOD/Title IX Coordinator's decisions on evaluation of evidence were arbitrary and capricious; and this failure to follow appropriate procedure led to an incorrect finding.

4.2.3 The Sanction is inappropriate for the policy violation.

4.3 Appeal Panel and Notification to parties. The committee that will review appeal requests is the Vice President of Academic Affairs, the Vice President of Administration and Treasurer, and the Vice President for Student Life.

4.3.1 Upon receipt of the Appeal Request, the EOD/Title IX Coordinator will notify the other party involved in the complaint of the appeal within two days by sending them the written Appeal Request.

4.3.2 The other party has 10 business days to submit a written response to the EOD/Title IX Coordinator.

4.3.3 The EOD/Title IX Coordinator will provide all members of the Appeal Panel with the EOD/Title IX Coordinator's final report, including any sanctions determined by the Conduct Code Officer, if appropriate, the written Appeal Request, and the response to Appeal Request, if any.

4.3.4 The EOD/Title IX Coordinator will notify the parties of expected timeframe for the Appeal Panel's decision and update them if it changes.

4.3.5 If one of the committee members was involved with the earlier sanction of an individual, the President will appoint a replacement on the committee.

4.4 Review of Appeal Request. The Appeal Panel will review all submitted documents and determine whether any of the bases for appeal are valid. The Appeal Panel will accept the EOD/Title IX Coordinator's decision unless they are definitely and firmly convinced that a mistake has been made. There are four possible outcomes from the review:

4.4.1 New Evidence exists. The Appeal Panel reviewed the provided information and are convinced that the new evidence:

1. was not known or available to the appealing party prior to the date of the Final Decision and
2. that if the EOD/Title IX Coordinator considered such evidence, there is a likelihood the result would have been different.

4.4.1.1 The Appeal Panel shall direct the EOD/Title IX Coordinator to re-open the investigation, consider the new evidence, and prepare a new Final Report.

4.4.1.2 This decision to remand the investigation is not subject to appeal.

4.4.1.3 The new Final Report can be newly appealed as any other Final Report.

4.4.2 Complaint Procedure not appropriately followed. The Appeal Panel reviewed the provided information and determined that the processes used in the investigation was not appropriate for one of these reasons:

1. it failed to follow the policy; or
2. the EOD/Title IX Coordinator was arbitrary and capricious in his/her decisions.

4.4.2.1 The Appeal Panel will direct the EOD/Title IX Coordinator to resume the investigation at the point where the first error occurred and continue re-doing the investigation according to the procedure. They will provide a specific written basis for their determination to the EOD/Title IX Coordinator.

4.4.3 Sanction Inappropriate. The Appeal Panel will only hear appeals of sanctions for Respondents who are students. If the Respondent is an employee, the Appeal Panel will only address the appeal of sanctions if there is no other applicable process, by policy or contract, in place for such appeals, i.e. Faculty Handbook, MOU, etc.

4.4.3.1 The Appeal Panel reviewed the provided information and determined the sanction was inappropriate for the policy violation. The Appeal Panel shall then determine and impose the new appropriate sanction(s). Sanctions must be imposed within the appropriate range of available sanctions that discourage future acts of discrimination or harassment.

4.4.3.2 The determination to impose new sanctions by the Appeal Panel is final and cannot be appealed; the case will be closed.

4.4.4 Approve the EOD/Title IX Coordinator's Final Report. If the Appeal Panel finds no new evidence or that the new evidence would not change the result or that the Complaint Procedure was appropriately followed, no matters will be returned to the EOD/Title IX Coordinator to re-open an investigation and the case will be closed.

4.4.4.1 If the Appeal Panel finds that the Sanctions are appropriate, they will uphold the EOD/Title IX Coordinator and Conduct Code Officer's decision and the case will be closed.

4.5. Appeal Panel's Decision

4.5.1 The Appeal Panel will issue a written decision in a timely fashion, not more than 20 business days after receipt of the Appeal Request.

4.5.2 Copies of the decision will be given to the Complainant, Respondent, EOD/Title IX Coordinator, and University Counsel.

4.5.3 Matters directed back to the EOD/Title IX Coordinator. The EOD/Title IX Coordinator shall complete the re-opened investigation normally within 15, but no more than 30, business days from receipt of the Appeal Panel's decision.

4.5.3.1 If the case is not directed back to the EOD/Title IX Coordinator to re-open an investigation, the case is not subject to any further review by the University.

4.5.4 The decision of the Appeal Panel is final. There is no appeal of any decision made by the Appeal Panel.

4.5.5 No decision of the Appeal Panel will change any University policy or procedure.

Clery Annual Security Report

Clery Annual Security Report

The Washburn University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Washburn, and on public property within, or immediately adjacent to and accessible from, the campus. Other reports include institutional policies concerning campus security, such as policies concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report can be obtained by contacting the Office of Student Life (Morgan Hall, 785-670-2100) or by accessing the Annual Campus Security and Fire Report here (<https://www.washburn.edu/student-life/health-safety/police/required-reporting/annual-campus-security-and-fire-report.pdf>).

History of the University

Washburn University was established in February 1865 as Lincoln College by a charter issued by the State of Kansas and the General Association of Congregational Ministers and Churches of Kansas. A two-story brick building on the northeast corner of 10th and Jackson Streets was soon erected and the first classes began in January 1866. In 1868, the school was renamed Washburn College, in recognition of a \$25,000 donation by Ichabod Washburn, a church deacon and resident of Worcester, Mass.

The university was granted a permanent location in 1865 when Topekan Col. John Ritchie donated a 160-acre site, which at the time was a considerable distance southwest of the city. Construction on the first building began in 1872, with occupancy taking place in 1874. For the next two decades, college President Peter McVicar conducted an aggressive development campaign. His efforts resulted in the establishment of numerous Victorian limestone structures which characterized the campus for the next 90 years.

Expansion of the school was constant. The School of Law was organized in 1903, as was a School of Fine Arts and a medical school, which educated physicians until 1913. During the next three decades structures such as the Mulvane Art Museum, Benton Hall and Whiting Field House were added to the campus. In June 1966, a tornado struck Topeka and several historic buildings on campus were demolished. The Washburn community rallied and financial support from friends and alumni made possible the rebuilding of many school facilities during the coming years. Today, university facilities offer more than one million square feet of modern academic and support space.

In 1941, the citizens of Topeka endorsed Washburn by voting to establish a municipal university, supported in part by the city and governed by a local board of regents.

In 1952, the Washburn Board of Regents officially changed the name of the school to Washburn University of Topeka. In 1999, the university's primary funding was moved from city property tax to county sales tax sources, with the school retaining status as a municipal subdivision of the state. In addition to local financial support, Washburn has received state funds since 1961, which have been coordinated by the Kansas Board of Regents since 1991. Washburn is governed by its own nine-member Board of Regents.

Washburn provides broadly-based liberal arts and professional education through more than 200 certificate, associate, baccalaureate, master's, doctorate, and Juris Doctor programs through the College of Arts and Sciences and the Schools of Law, Business, Nursing and Applied Studies. Eighty-one percent of full-time faculty holds a doctorate or the highest degree available in their discipline.

University Assessment

The assessment of student learning is an integral part of the teaching and learning process and Washburn University strives to create a culture of assessment surrounding all of the curricular and co-curricular activities in which students participate.

Valid and reliable assessment is important for three reasons:

1. To improve student learning.
2. To provide accountability to stakeholders, such as students, parents, legislators, accrediting agencies, and the public.
3. To assist in the process of accreditation, both of the University and of individual programs.

In order to foster this culture of assessment, Washburn University has created a university-wide assessment committee. The Assessment Committee supports the university's commitment to excellence in teaching, scholarly work, and quality academic and professional programs through the collection, analysis, and dissemination of evidence of student learning. The committee is dedicated to ensuring that the entire university community collaboratively shares the responsibility for

student learning. To help the University Assessment Committee satisfy its mission, the following are shared expectations:

- Every program/unit/major has a mission statement.
- The program/unit/major ensures the mission statement is shared with all constituents.
- The program/unit/major periodically reviews the mission statement to ensure it is appropriate and compatible with the University's mission.
- Every program/unit/major has student learning goals.
- Each goal is supported by learning objectives (outcomes) which are measurable.
- Evidence is consistently collected and accessible to appropriate constituents.
- Evidence is regularly analyzed (i.e., the program/unit has an established a schedule for review of evidence).
- The program/unit/major has an appropriate mechanism to institute changes which are suggested by the evidence.
- Students share the responsibility for the evaluation of student learning by completing assessment activities which provide the data required for reliable analysis of the curricular and co-curricular activities which are undertaken.
- CAEP - Council for Accreditation of Teacher Preparation (Education – Master, Baccalaureate)
- CCNE - Commission on Collegiate Nursing Education (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- CEA - Commission on English Language Program Accreditation (Intensive English Program)
- CSWE - Council on Social Work Education (Social Work – Master, Baccalaureate)
- ICAR – Inter-Industry Conference on Auto Collision Repair (Auto Collision – Washburn Institute of Technology)
- JRC-DMS - Joint Review Committee on Education in Diagnostic Medical Sonography (Diagnostic Medical Sonography)
- JRCERT - Joint Review Committee on Education in Radiologic Technology (Radiation Therapy)
- JRCERT - Joint Review Committee on Education in Radiologic Technology (Radiologic Technology)
- KSBN - Kansas State Board of Nursing (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- KSDE - Kansas State Department of Education (Education - Master, Baccalaureate)
- NAACLS - National Accrediting Agency for Clinical Laboratory Sciences (Medical Laboratory Science in Conjunction with the University of Nebraska Medical Center)
- NAADAC – National Association for Addiction Professionals (MA Addiction Counseling Certificate, not an accreditation)
- NASAD - National Association of Schools of Art and Design (Art)
- NASM - National Association of Schools of Music (Music)
- NCCER – The National Center for Construction Education and Research (Carpentry, Cabinet/Millwork, Commercial)

University Accreditation

Washburn University is accredited or approved by the

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604

To file a complaint with the commission, please follow its stated procedures at this link (<https://www.hlcommission.org/Student-Resources/complaints.html>).

In addition, several academic programs are accredited or approved by the following accrediting bodies:

- AACSB-International (All Undergraduate and Graduate programs offered by the School of Business)
- ACJS - Academy of Criminal Justice Sciences (Certified – Master)
- ACOTE - Accreditation Council for Occupational Therapy Education (Occupational Therapy Assistant)
- AAM - American Alliance of Museums (Mulvane Art Museum)
- ABA - American Bar Association
- ACS - American Chemical Society (Certified BS Chemistry)
- ASE - National Institute for Automotive Service Excellence Foundation (Automotive Service Technician - Washburn Institute of Technology)
- CAHIIM - Commission on Accreditation for Health Informatics and Information Management Education (Health Information Technology)
- CAPTE - Commission on Accreditation in Physical Therapy Education (Physical Therapist Assistant)
- CoARC - Commission on Accreditation for Respiratory Care (Respiratory Therapy)
- CAAHEP – Commission on Accreditation of Allied Health Education Programs (Diagnostic Medical Sonography)
- CAAHEP – Commission on Accreditation of Allied Health Education Programs (Surgical Technology – Washburn Institute of Technology)

Open Meetings and Records

Washburn University is a public municipal institution of higher education organized and existing under the provisions of the Kansas Constitution (Article 6, Section 2) and the Kansas Statutes Annotated (K.S.A. 13-13a03 et seq). As a public institution, the meetings of its governing board are open to the public under the provisions of the Kansas Open Meetings Act (K.S.A. 75-4317 et seq) and the records of the University are subject to inspection as provided under the Kansas Open Records Act (K.S.A. 45-215 et seq).

Campus and Facilities

Website: <https://www.washburn.edu/about/visit/virtual-tour/index.html>
(<https://www.washburn.edu/about/visit/virtual-tour/>)

Washburn University is located on a spacious, attractive campus in the capital city of the state of Kansas. Washburn is a municipally supported, state assisted university comprised of five major academic units: the College of Arts and Sciences, the School of Law, the School of Business, the School of Nursing, and the School of Applied Studies. There are approximately 6,000 students enrolled in traditional undergraduate degree programs, two-year associate degree programs and professional graduate programs in Law, Business, Psychology, Education, Social Work, Criminal Justice, Liberal Studies, Communication and Leadership, and Nursing. Visit the website listed above to learn more about the campus.

Washburn Institute of Technology was officially established in 1964. The school has completed major remodeling projects, having grown from one building in 1966 to a 43-acre, multi-building campus providing today's

valued technical training. Washburn Tech has 110 full-time staff including 70 faculty members offering 39 certificate programs to approximately 1,250 students, more than 50% of whom are postsecondary. The school also has Continuing Education and a Business and Industry Center with 35 part-time faculty offering continuing education courses and customized training to area businesses. Technical education in Kansas is overseen by the Technical Education Authority, a division of the Kansas Board of Regents through which Washburn Tech receives supplemental funding. For more information about Washburn Tech, visit www.washburntech.edu (<http://www.washburntech.edu>).

Washburn University and Washburn Tech are governed by an appointed, independent, 9-member Board of Regents.

Special Facilities

Listed below are brief descriptions of special facilities available at Washburn. For information on classroom buildings please visit the website <https://www.washburn.edu/about/visit/virtual-tour/index.html> (<https://www.washburn.edu/about/visit/virtual-tour/>). (<http://washburn.edu/about/visit/virtual-tour/index.html.html>)

The **Andrew J. and Georgia Neese Gray Theatre**, seating 388, features a thrust stage, and is the site of productions by both the University Theatre Department and Community groups.

Athletic Facilities, The equipment and facilities for physical education provide an opportunity for every student to participate in Kinesiology activities. (See information on Petro Allied Health Center, Whiting Field House, and Student Recreation and Wellness Center.)

Carole Chapel was donated to Washburn in 2003 by the Menninger Foundation when the clinic relocated to Houston, Texas. Carole Chapel is open for meditation from 7:30 a.m. to 8:00 p.m. Monday through Friday and noon to 5:00 p.m. Saturday and Sunday when classes are in session. The chapel has reduced hours when classes are not in session and is closed on university holidays and when reserved for private events.

Whiting Field House, erected in 1928 and named for Albe G. Whiting, was renovated in 2009 and provides strength and conditioning facilities for varsity athletics and Kinesiology classes; a large playing floor for basketball, volleyball, wrestling, tumbling, and gymnastics work; office, classroom and laboratory space for the School of Nursing; and classroom space for other academic programs.

Yager Stadium at Moore Bowl was completely renovated in 2003. The first gift to the stadium renovation was from former Ihabod defensive end Bernie Bianchino, with substantial gifts from an anonymous donor and others. The **Bianchino Pavilion** includes six suites, media facilities, restroom and concession facilities, and meeting rooms. The new name of Yager Stadium at Moore Bowl is in honor of former Ihabod running back Gary Yager.

Opening in fall 2020 is a new **Indoor Athletic Center**. It will contain a 200 meter banked competition track, a 100 yard practice football field, as well as office space. The Center will be used for football, track, baseball, softball, and soccer varsity practice and as an indoor track and field competition space.

Other playing fields are provided for additional varsity sports, varsity practice, and intramural sports. A baseball diamond and two softball diamonds for intercollegiate competition are available, and there are six excellent cement tennis courts located near Petro Allied Health Center.

Petro Allied Health Center is a state of the art physical education and athletic facility. This facility includes a large gymnasium with basketball, volleyball and badminton courts, as well as a running track. There is also a weight-training room, dance studio, athletic training room, exercise physiology laboratory, and Physical Therapist Assistant laboratory.

Bradbury Thompson Alumni Center, which was funded entirely from private sources, opened in April 1996. The Center houses the operations of the Washburn Alumni Association, Strategic Analysis and Reporting office, and Office of Sponsored Projects as well as the offices of the Vice Presidents for Academic Affairs and Administration/Treasurer. The building was designed to serve the needs of alumni and Washburn University, as well as provide meeting space for many community groups and organizations.

Charles Bennett Computer Center, completed in 1988, houses the main offices of Information Technology and Services, and academic computing laboratories.

International House, located near the center of the campus, is situated between the Student Union and Benton Hall. This Spanish-style structure, built in 1931 by Dr. and Mrs. Parley P. Womer, was the private residence of the former university president and his wife. After their deaths, the home reverted to the University and serves now as the center of international activities.

The building features a magnificent great room, 44 by 22 feet with a balcony on two sides, huge fireplace and a beamed, vaulted ceiling. Hurricane shutters and wrought iron balustrade and chandelier enhance the Spanish architecture. The House is furnished with American antiques and artifacts from around the world.

KBI Forensic Science Center is a state-of-the-science facility on Washburn's campus that includes more than 10,000 square feet for academic use. Building spaces specially designed for Washburn students include a vehicle bay for in-depth study of crime scene processing, an outdoor laboratory for forensic anthropology study, a dedicated laboratory space for each concentration area (digital forensics, forensic anthropology, forensic chemical science, and forensic investigation) near the KBI scientists of the same discipline, and state-of-the-art interactive classroom and laboratory spaces.

KTWU is a non-commercial television station licensed to Washburn University and a member station of Public Broadcasting Service (PBS). It began broadcasting in 1965 as the first public television station in Kansas. KTWU's broadcast center is located at 19th & Jewell Ave. on the Washburn Campus. KTWU offers five digital destinations for unique content: KTWU (PBS) in High Definition on Channel 11.1; KTWU/MHz Worldview on Channel 11.2; KTWU ENHANCE on Channel 11.3; KTWU.ORG, online; and KTWU MOBILE TV.

The station serves a 70-mile radius in northeastern Kansas as well as a 30-mile area in southeast central Kansas. In addition, other communities in Kansas, Nebraska, Oklahoma and Missouri receive the KTWU signal over various cable systems. More information about KTWU is available on-line at www.ktwu.org (<http://www.ktwu.org>).

The **Law Library for Washburn University School of Law** is located in the law building on the northwest corner of the campus. The National Jurist (March 2010) ranked the library 40th among 198 U.S. law school libraries using a mix of categories measuring collection, facility and staff resources. The library contains over 406,000 volumes, including titles in microfiche, video, and digital formats. It is an official depository for materials published by the U.S. Government Printing Office and Kansas

state agencies. Appellate case reports and statutes from all fifty states are available as is an extensive collection of briefs from the U.S. and Kansas Supreme Courts. The online catalog provides direct access to selected Internet full text documents as well as to the holdings of the university's Mabee Library and the 200,000 volumes held by the Kansas Supreme Court Law Library (located a five-minute drive from the law school in the Judicial Center).

Washburn has a national reputation for leadership in the use of new legal research technologies. Its WashLaw Web Internet site www.washlaw.edu (<http://www.washlaw.edu>) is a nationally recognized legal research portal. The law library is host to a large number of law-related electronic discussion groups (listservs) on the Internet. The library's extensive selection of electronic research resources including Lexis and Westlaw is available for law student and faculty use. Instruction in the use of these tools is available to each student in the first year.

The **Washburn University School of Law** has been in continuous existence since 1903. The School was admitted to membership in the Association of American Law Schools in 1905 and in 1923 was one of 38 law schools (from among some 150 then in existence) on the American Bar Association's first approved list of law schools. For more information please visit www.washburnlaw.edu (<https://www.washburnlaw.edu/>).

The **Memorial Union** provides university students, faculty staff, alumni and guests with facilities, programs, and essential services to meet the needs of daily campus life. Dedicated in 1952 as a memorial to Washburn students and Shawnee County residents who lost their lives in foreign wars, it serves today as the "living room of campus."

One of the first stops for students arriving on campus is the **Ichabod Service Center** on the Union's main level. Students receive their identification cards and learn about all the services and programs offered.

Union Market food court is open for breakfast, lunch, and dinner and offers a variety of food options. **Outtakes C-Store**, the Union's convenience shop, serves coffees, smoothies, and frozen yogurt, among other popular and nutritious items.

The **Ichabod Shop**, located on the Union's lower level, provides a complete selection of new and used textbooks. The university community shops here for their Ichabod gear and computer and other technology supplies, as well as a wide choice of Washburn imprinted gifts.

Washburn Student Government Association offices are also located on the lower level of the Union, as well as the **Washburn Student Government Association offices** are also located on the lower level of the Union, as well as the **Campus Activities Board, Washburn Student Media, and Student Involvement and Development Office**.

Fifteen modern **conference rooms** of various sizes and numerous comfortable lounges guarantee the Memorial Union is the favorite meeting place for campus and public gatherings and student leisure activities.

The **Mulvane Art Museum**, founded in 1922 with a bequest from Joab Mulvane, is one of the oldest museums west of the Mississippi River.

Accredited by the American Association of Museums in 1988, the Museum houses a collection of approximately 4,000 objects from around the world including paintings, prints, drawings, sculptures, photographs and decorative art. While international in scope, the Museum's collection focuses on the works of artists from Kansas and the Midwest and has a

concentration in American art of the 20th century. In addition to showing works from the collection the Museum also hosts traveling exhibitions.

Following a tornado in 1966, that destroyed most of the buildings on campus, the present complex was built. Due to the nature of the Mulvane Trust, the original building's native limestone exterior was unchanged; however the severely damaged interior was gutted and connected to the new **Garvey Fine Arts Center** which also houses the Art History, Music and Theater Departments. The Mulvane Art Museum underwent another renovation project, completed in 2006, that increased exhibition space to 5,000 sq. ft., provided secure storage for the collection, art preparation areas, and significantly enlarged the art education program with the creation of **ArtLab**, a 1,500 sq. ft. hands-on art experience center and the renovation of four education classrooms.

In 2015, the Museum received a significant donation of paintings, drawings, sculpture, and archival material representing the lifework of Kansas artist, Rita Blitt. A separate gallery and outdoor area was constructed adjacent to the White Concert Hall that is used to exhibit the many collection. The hundreds of works offers unique opportunities to engage students and communities in the research, interpretation, and development of exhibitions and educational programs.

The Museum's education program provides extensive community outreach to children at after school sites, public and private school classrooms and preschool centers throughout the region. In-house art classes, public lectures, family events and community educational experiences for people of all ages and abilities are also offered.

Admission to the Museum and ArtLab is free and open to the public.

Student Recreation and Wellness Center, SRWC, facility components include a rock climbing wall, indoor track, gymnasium, cardiovascular and resistance training area, multi-purpose room, wellness suite, and locker rooms. Program offerings include informal, intramural, group exercise, climbing and wellness opportunities.

The **University Library: Mabee Library**, located in the center of campus, is the intellectual and cultural heart of the university. Its staff offers a wide variety of services, with a special focus upon educational programs that promote the intelligent use of information resources and information literacy, including an Information Literacy Minor. Mabee Library maintains multiple different learning spaces such as the Ichabod Reading Lounge, a space for quiet study and reflection, and the Information Literacy Suite, a traditional mediated digital classroom. On the third floor is the John and Barbara Stauffer Learning Center, which includes both the Philip H. Etzel Immersive Classroom, a Twenty-first Century learning space that allows instructors and students to create the learning environment that best serves their needs, and the Dr. Richard E. Shermoen Math Learning Lab, designed to promote student success in undergraduate mathematics. The Library hosts a variety of educational and informational events for the Washburn Community of Learning.

The Library has three floors: the first level is a collaborative study space that also houses bound journals, the third level contains the stacks and the **Washburn Tutoring and Writing Center**, while the main level is a mixed space that serves the Washburn Community as a learning commons - a space for students and faculty to engage each other and the world outside the formal classroom. Laptops and iPads are available for checkout at the Welcome Center. The Library website or digital branch (www.washburn.edu/mabee (<http://www.washburn.edu/mabee/>)) is designed for ease of use, and features the ENCORE search tool that allows researchers to access the collections of Mabee Library, the Carnegie Education Library, the Washburn School of Law Library, the

Kansas Supreme Court Library, and the Kansas State Historical Society Library. In addition to an extensive number of books and print journals, the Library also provides access to an expanding number of electronic resources. Librarians provide an online subject-specific set of help tools (libguides.washburn.edu (<http://libguides.washburn.edu>)), which extend public services beyond the 104 hours each week that in-person research assistance is available.

Special Collections in the Library include the Rare Book Collection, the University Archives, the William I. Koch Art History Collection, the Thomas Fox Averill Kansas Studies Collection and a growing Digital Institutional Repository that displays the scholarly work of both faculty and students.

Mabee Library is also the physical home of the **Center for Student Success and Retention**, which includes the following offices: Academic Advising, First-Year Experiences, Undergraduate Initiatives including the nationally recognized Ichabod Success Institute, and, the Center for Prior Learning and Testing.

The **Carnegie Education Library**, a branch of the Mabee Library, is located in Carnegie Hall. It specializes in teacher resources and is a representative pre k-12 library. The CEL enhances the teaching and learning initiatives of the Washburn Department of Education as it seeks to produce 21st century educators and to support its various communities. In addition to its physical collections, the CEL website (libguides.washburn.edu/celguide (<http://libguides.washburn.edu/celguide/>)) provides access to an increasing number of digital resources.

Information Technology Services

Information Technology Services (ITS) provides a variety of services and support options for students at Washburn University.

- You can find information on ITS services available to you at <http://washburn.edu/its> (<http://washburn.edu/its/>).
- Students may contact ITS support by calling 785-670-3000, email support@washburn.edu or stop by Bennett 104 window for assistance. Our current support hours can be found at <http://washburn.edu/its> (<http://washburn.edu/its/>).

Students admitted to Washburn University are given access to Washburn's Web portal, MyWashburn located at: <https://my.washburn.edu>. Tools available in MyWashburn include campus announcements, class registration, and connection to online classes or materials related to coursework. MyWashburn may be accessed from any Internet connection, on or off campus. You can access the portal at <https://my.washburn.edu>.

On campus, students may connect to the Internet and computing resources using equipment in classrooms, computer labs or via wireless using a personal device. Residential students have access to wired and wireless connections to the high-speed campus network from their rooms. Visit <https://washburn.edu/its/wireless> (<https://www.washburn.edu/its/internet-wifi-access/>) to learn how to connect to the wireless network. A quick start guide (<https://washburn.edu/its/files/ITS-Quick-Start-Guide.pdf>) is available on the main ITS webpage.

ITS will help guide you to the support you need. Contact ITS by calling (785) 670.3000 or email us at support@washburn.edu.

School of Applied Studies

- Criminal Justice Graduate Programs (p. 31)
- Master of Arts in Family and Human Services (MA) (p. 35)
- Master of Education (MEd) (p. 40)
- Master of Health Science (MHS) (p. 51)
- Post-Graduate Certificate in Health Care Education (p. 53)
- Social Work Graduate Programs (p. 54)

Criminal Justice Graduate Programs

Website: www.washburn.edu/mcj (<http://www.washburn.edu/mcj/>)

Mission

The Master of Criminal Justice (MCJ) degree meets the needs of criminal justice professionals and pre-professionals who desire to enhance their knowledge, skills, and talents in the field. The program dedicates itself to informing evidence-based best practices, advancing scholarship, and promoting responsible leadership through a variety of courses. The program provides students with the academic and administrative skills needed for designing policies, managing programs, directing scholarly research, and leading with integrity. MCJ Faculty foster an inclusive, collaborative community of students and faculty who share diverse practical experience and academic knowledge to advocate for justice and equality in local and global communities.

Nondiscrimination

It is the policy of Washburn University and the Criminal Justice and Legal Studies Department to assure equal educational and employment opportunity to qualified individuals without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation.

Life Experience

Under no circumstances will academic credit be awarded for life experience.

Continuous Enrollment

Students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour of CJ 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the CJ 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Academic Advising

Upon admission to the Master of Criminal Justice program, all students will complete the online student orientation program.

Likewise, all MCJ students are required to consult with the MCJ Program Director each semester to decide a course schedule for the coming

semester. Students are expected to inform Washburn University and the MCJ program of any changes of their permanent and current addresses and contact information.

General Admission Requirements

- Applicants for admission must have achieved a cumulative grade point average of 3.0 or better in the last two years (60 hours) of college course work from accredited institutions.
- Applicants who do not have a 3.0 GPA or better in the last two years (60 hours) of college coursework must submit evidence to the Criminal Justice and Legal Studies Department that they have achieved a cumulative score of 290 or better on the Graduate Record Examinations (GRE).
- Applicants who have not achieved a cumulative GPA of 3.0 in their undergraduate program, and do not earn the above minimum test scores on the GRE, may be considered for conditional admission.
- Applicants must obtain the recommendation of the MCJ Program Director/Advisor and the Graduate Admissions and Retention Committee.

Application Procedures

1. Complete the University Graduate Admission online application found at www.applyweb.com/washburn/index.ftl (<https://www.applyweb.com/washburn/>).
2. The application process requires the submission of the academic transcripts, letters of reference, personal statement, and collection of the \$40.00 application fee.
3. Applicants must submit a personal statement (2 page requirement) explaining:
 - a. personal philosophy of the criminal justice system and
 - b. reasons for entering the program.
4. Applicants must submit a completed Program of Courses form for the appropriate degree option indicating any transfer credit to be applied to the degree.

Non-Degree Students

Non-degree seeking students wishing to enroll in graduate criminal justice courses may do so with permission of the Department Chair.

Transfer Credits

Students admitted as “full-standing” status may transfer a maximum of 6 semester hours of relevant graduate course work from another university or another Washburn department. Students eligible for the dual degree program (see below) are allowed to transfer 12 hours of earned credit from the WU School of Law into the MCJ degree program. All transfer credit is considered on a case-by-case basis. The applicant must have received a grade of “B” or better in the course(s) being considered for transfer.

Programs

- Master of Criminal Justice (MCJ) (p. 33)
- Dual Juris Doctor - Master of Criminal Justice (J.D./MCJ) (p. 34)

Course Offerings

CJ 600 Seminar in Criminal Justice Systems (3)

This is a professional graduate seminar designed to engage the first-semester criminal justice graduate student in the analysis of the array of issues in the process of justice administration. Criminal Justice system operations are reviewed, and key issues impacting criminal justice theory and practice are explored. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 602 Criminal Justice Research (3)

The student will be able to develop and implement basic research designs and interpret findings. Both qualitative and quantitative methods will be examined. Instruction and application will focus upon criminal justice issues and the impact of criminal justice research upon the profession. Prerequisite: Admission to MCJ program or permission of MCJ Program Coordinator.

CJ 603 Issues in Criminal Procedure (3)

Current significant issues in criminal procedure will be addressed. Emphasis will be placed upon significance of recent judicial decisions to both enforcement and corrections. Additionally, the relationship between the judiciary and the other segments of the criminal justice system will be examined. Methods for conducting legal research will be examined. Prerequisites: Admission to MCJ program or permission of MCJ Program Coordinator.

CJ 604 Seminar in Criminal Justice Organization and Management (3)

This course will address the application of organizational, administrative and management principles in law enforcement, courts, and corrections. The course will examine issues in organizational structure, administration, problem solving, planning, and budgeting. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 605 Ethics in Criminal Justice (3)

The course will evaluate issues of professionalism and ethical behavior within the criminal justice profession. Key issues examined will include professional behavior of the individual and the agency. Current topics, such as sexual harassment, accreditation, and maintenance of standards, and community relations will be significant topics of focus. Prerequisite: Admission to MCJ program or permission of MCJ Program Coordinator.

CJ 610 Corrections in the United States (3)

This course will study the policies that affect modern correctional agencies in the United States. Corrections will be examined from a historical perspective to provide a benchmark for the analysis of current and future trends. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 620 Role of Law Enforcement in the United States (3)

Policies and human issues affecting law enforcement agencies in the United States will be addressed. Law enforcement will be examined from a historical perspective with analysis of current activities and expected future trends. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 625 Seminar In Criminological Theory (3)

Theories of crime causation and criminal behavior are discussed and researched. Theories are traced from the 1700's through modern times. Prerequisite: Admitted MCJ program.

CJ 630 Seminar in Correctional Administration (3)

The course will develop students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration arena. Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement will be examined. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 635 Organized and White Collar Crime (3)

This course examines organized crime, white collar crimes, and gang activity in the United States. Focus will be on the historical development of these criminal patterns with an evaluation of current activities as well as proposed intervention theories. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 640 Seminar in Legal Issues in Law Enforcement (3)

Current significant issues in enforcement administration will be addressed. Emphasis will be placed upon significance to federal, state, and local enforcement administrators, their agencies, and their communities. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 645 Comparative Criminal Justice Systems (3)

This course studies the criminal justice systems of four to six major countries. Each country's different philosophical and practical approaches to criminal justice will be evaluated and compared. Field study will be utilized when possible. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 650 Seminar in Community Corrections (3)

The course will examine the traditional practices of probation and parole, as well as newer community methods. The major focus will be on the organization and integration of community-based programs into the modern criminal justice system. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 655 Seminar in Juvenile Justice And Delinquency (3)

This course addresses delinquency prevention policies, investigation of juvenile crime, dispositions of offenders, and judicial waiver issues. The Seminar also examines the roles and interaction of juvenile agencies' operations and the administrative challenges to them as well as a review of the due process considerations mandated by courts. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 660 Seminar in Operational and Staff Planning (3)

This course will examine principles and practical applications of operational and staff planning as applied to law enforcement agencies. Emphasis will be placed on the development and implementation of organizational goals and objectives, strategic, and tactical planning and operational needs assessment. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 670 Seminar in Correctional Law (3)

This course studies correctional law as related to probation and parole, juvenile and adult institutions, local jails, legal liabilities, and legal research. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 675 Problems & Practices in Judicial Administration (3)

In this course, students will examine the problems that face judicial administration and how those problems affect other elements of the criminal justice system. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 680 Seminar in Staff Development (3)

This course examines the role of staff development in the management of human resources in criminal justice, and effective staff development methods and techniques. Emphasis will be placed on training and human resources development in criminal justice, organizationally determined outcomes, training needs assessment, performance standards, and assessment. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 685 Special Topics - Criminal Justice (1-3)

These courses offer an opportunity for students and faculty to explore topics of contemporary or historical interest that are not covered in regular course offerings. Prerequisite: Admitted to MCJ program or permission of MCJ Program Coordinator.

CJ 690 Directed Readings - Criminal Justice (1-3)

This course provides students with an opportunity to conduct an in-depth exploration of literature related to a particular criminal justice topic. Consent from the supervising professor is required. Directed readings courses must meet the Federal definition of a credit hour. Prerequisite: Admitted to MCJ program and Instructor consent or permission of MCJ Program Coordinator and instructor permission.

CJ 692 Analytical Research and Statistics (3)

Statistical methods and computer applications are covered as they relate to survey research, agency evaluation, and content analysis. Qualitative methods are also taught and include field methods, historical research, and legal bibliography. Prerequisite: Admitted to MCJ Program and CJ 602 or permission of MCJ Program Coordinator.

CJ 693 Capstone Experience (3)

A Capstone course is a graduate course that typically serves as a comprehensive assessment of the knowledge and skills of a graduate student in the major field of study. It is usually completed at the end of the degree program. This Capstone course is a self-directed, integrated, learning opportunity. It is designed to integrate and synthesize all coursework in the criminal justice graduate program and related areas so the student has a broad conceptual and practical understanding of the criminal justice career field. Prerequisite: Admitted to MCJ program, 24 hours of coursework completed (including all core coursework), and Instructor permission.

CJ 699 Thesis (1-6)

This course may be directed by any member of the criminal justice graduate faculty who accepts responsibility for supervising the thesis. The thesis topic must be pre-approved by the faculty advisor who serves as the student's graduate committee chair. The student normally conducts original empirical research which involves the collection and analysis of new data, or re-analyzing existing data to arrive at certain conclusions. The written Thesis report is submitted to the student's Thesis Committee for evaluation and approval. An oral defense of the Thesis is required for graduation. Prerequisite: Admitted to MCJ program, 24 hours of MCJ coursework (including all core coursework), and instructor permission.

CJ 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. Prerequisite: Instructor permission.

Master of Criminal Justice (MCJ)

Website: www.washburn.edu/mcj (<http://www.washburn.edu/mcj/>)

Student Learning Outcomes

Master of Criminal Justice students, upon graduation, are expected to:

- Formulate administrative principles and practices like those used in criminal justice agencies.
- Assess theories relating to crime causation and criminality.
- Explain the interdisciplinary nature of the criminal justice system.
- Produce scholarly criminal justice related research.
- Evaluate criminal justice operational problems that affect the delivery of criminal justice related services.
- Employ critical thinking, advanced writing, and verbal communication skills.

MCJ Degree Requirements

- **Thesis Option:** The completion of 36 hours of course work, which includes CJ 699 Thesis.
- **Capstone Option:** The completion of 36 hours of course work, which includes CJ 693 Capstone.
- Complete all required coursework while maintaining no less than a "B" (3.0) average.
- No more than two grades of "C" in the plan of study will count for credit. If a student receives more than two grades of a "C," the student must form a plan of completion, to include regularly scheduled performance check-ins with the MCJ Program Coordinator.
- At least 85% of the semester hours required for the degree must be earned at Washburn University.
- Maintain continuous enrollment each regular semester (fall and spring). A minimum of one (1) semester hour of graduate work will constitute continuous enrollments.
- Unless an earlier deadline is stipulated by the instructor of the course, incompletes must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of "F" will be recorded. Incompletes in the capstone or thesis course will remain I's until the capstone or thesis project is completed.
- Complete all program requirements within seven (7) years of the date of entry into the MCJ degree program.

Program Requirements

Thesis Option (36 Hours)

Students pursuing the "Thesis" option must complete 18 hours in the core curriculum, 12 hours of elective courses, and 6 hours of Thesis.

Code	Title	Hours
Core		
CJ 600	Seminar in Criminal Justice Systems	3
CJ 602	Criminal Justice Research	3
CJ 603	Issues in Criminal Procedure	3
CJ 610	Corrections in the United States	3
or CJ 620	Role of Law Enforcement in the United States	
CJ 625	Seminar In Criminological Theory	3
Subtotal		15
Electives		
Elective courses (p. 34)		
Subtotal		15
Thesis		
CJ 699	Thesis	6

Subtotal	6
Total Hours	36

Capstone Option (36 Hours)

Students pursuing the "Capstone" option must complete 15 hours in the core curriculum, 18 hours of elective courses, and 3 hours for the Capstone course. The Capstone course is typically offered once per year in the spring semester.

Code	Title	Hours
Core		
CJ 600	Seminar in Criminal Justice Systems	3
CJ 602	Criminal Justice Research	3
CJ 603	Issues in Criminal Procedure	3
CJ 610	Corrections in the United States	3
or CJ 620	Role of Law Enforcement in the United States	
CJ 625	Seminar In Criminological Theory	3
Subtotal		15
Electives		
Elective courses (p. 34)		
Subtotal		18
Capstone		
CJ 693	Capstone Experience	3
Subtotal		3
Total Hours		36

Electives

Code	Title	Hours
CJ 604	Seminar in Criminal Justice Organization and Management	3
CJ 605	Ethics in Criminal Justice	3
CJ 630	Seminar in Correctional Administration	3
CJ 635	Organized and White Collar Crime	3
CJ 640	Seminar in Legal Issues in Law Enforcement	3
CJ 645	Comparative Criminal Justice Systems	3
CJ 650	Seminar in Community Corrections	3
CJ 655	Seminar in Juvenile Justice And Delinquency	3
CJ 660	Seminar in Operational and Staff Planning	3
CJ 670	Seminar in Correctional Law	3
CJ 675	Problems & Practices in Judicial Administration	3
CJ 680	Seminar in Staff Development	3
CJ 685	Special Topics - Criminal Justice	1-3
CJ 690	Directed Readings - Criminal Justice	1-3
CJ 692	Analytical Research and Statistics	3

Dual Juris Doctor - Master of Criminal Justice (J.D./MCJ)

Dual J.D./MCJ Degree Program

This concurrent degree program allows matriculated students to complete the 90-hour Juris Doctor (J.D.) and the 36-hour Master of

Science in Criminal Justice (MCJ) in an accelerated period of study. Interested law students may obtain a Master's in Criminal Justice degree by taking 24 credit hours of MCJ courses and transferring 12 hours of law school credit. Reciprocally, the School of Law accepts 6 hours of MCJ course work toward the J.D. graduate degree. The accumulative 18 hours of academic credit reduces the total number of credit hours for students seeking the dual degree from 126 to 108 credit hours.

Master of Arts in Family and Human Services (MA)

Coordinator: Stacy Conner
Assistant Professor Stacy Conner

Emphasis in Addiction Counseling

Website: www.washburn.edu/ma-human-services (<http://www.washburn.edu/ma-human-services/>)

In line with, and support of, the overall University and School of Applied Studies mission statements, the Department of Family and Human Services helps students achieve their highest potential, encourages lifelong learning, and provides opportunities for career development. Accordingly, our mission and learning outcomes are as follows:

Mission Statement

The mission of the Family and Human Services Department is for students to attain the attitudes, skills and knowledge to become effective, ethical, and compassionate helping professionals who engage in creative approaches to meet diverse individual, family, community, and societal needs.

Program Description

The Master of Arts in Family and Human Services, Addiction Counseling emphasis, is approved by the Kansas Behavioral Sciences Regulatory Board (BSRB) to provide the educational curriculum required to become a Licensed Master's Addiction Counselor (LMAC) and Licensed Clinical Addiction Counselor (LCAC). The program is also approved by the National Association for Addictions Professionals (NAADAC).

Coursework emphasizes the application of theory and research to the delivery of family and human services with an emphasis in addiction counseling. All courses are offered online to meet the needs of working students. Part-time and full-time scheduling options are available.

Student Learning Outcomes

Upon graduation, Master of Arts in Family and Human Services students should be able to:

- Demonstrate an advanced integrative approach to the provision of family and human services.
- Use effective professional practice skills in applied settings, including prevention, assessment, treatment, and program monitoring.
- Display interpersonal and professional skills appropriate for leadership in the helping professions.
- Adhere to the profession's Code of Ethics.

Program Approval and Licensure Eligibility

Washburn University's Family and Human Services program is approved by the Kansas Behavioral Sciences Regulatory Board (BSRB) to provide the educational curriculum for becoming Licensed Addiction Counselors (LAC), Licensed Master's Addiction Counselor (LMAC), and Licensed Clinical Addiction Counselors (LCAC) in Kansas. The program is also an approved education provider of NAADAC indicating that the program meets nationally approved standards of education developed for the addiction counseling profession. Students seeking licensing/accreditation in other states may be able to meet requirements through our program. Please contact your licensing board for eligibility requirements.

The Kansas licensing board has additional substantial post-graduate requirements for licensure. Contact the Behavioral Sciences Regulatory Board for additional eligibility requirements.

Application for licensing may require a criminal background check or other personal information. Students should contact the licensing board for additional eligibility information.

Incompletes

If a student is given an incomplete in a class, the instructor will set the deadline (no more than two semesters, excluding summers) for completing all materials. If this deadline is not met, an "F" will be assigned for the course.

Admission Requirements

Application instructions are detailed in the Family and Human Services MA Information and Application Manual, available on the department website.

Admission to the MA in Family and Human Services is competitive. Faculty from the Family and Human Services Department carefully weigh all aspects of the completed application, including the applicant's academic performance, professional experience, communication skills, and assessments of the applicant's knowledge, skills, and attitudes from the three references. In addition, the department carefully considers the applicant's commitment to the ethics and values underlying the addiction counseling profession and personal qualities necessary for effective addiction counseling practice.

The applicant must present evidence of adequate preparation to engage in graduate study. The standard expectation for Regular Standing admission to the MA in Family and Human Services program is the completion of a Bachelor's degree from an accredited institution of higher education with an overall GPA of 3.0 (on a 4.0 scale) over the last two years (60 credits) of university coursework. However, students who do not meet these minimum standards may be granted Provisional Standing to take specific courses in order to demonstrate their potential for graduate work. The decision to grant Provisional Standing is made by Family and Human Services faculty.

Students who are currently pursuing a Bachelor's degree in Family and Human Services at Washburn University may apply to the Fast-Track program, which allows students to earn both the Bachelor's and Master's degrees in five years. Students should contact their advisor to learn more about the Fast-Track program.

Students who are or will be in their senior year of a Baccalaureate degree in a Helping Profession (e.g., Family and Human Services, Psychology, Social Work, etc.) can apply to take up to 6 credit hours of graduate coursework in addition to the courses required for completing the undergraduate degree. The senior student must submit a letter of interest to the MA Coordinator. The department will review the student's GPA and evidence of personal and intellectual qualities necessary to successfully pursue graduate course and fieldwork. Being approved for early coursework is not the same as being admitted to the MA program. Upon completion of the Bachelor's degree, the student may apply for admission to the MA program.

Students who wish to enroll in specific MA courses without completing the entire Master's Degree should contact the department.

Transfer Students

It may be possible for transfer students to substitute a portion of coursework (up to 9 credits hours) from other accredited graduate programs, but all requests for substitutions in coursework for the degree are reviewed on a case-by-case basis and must be approved by the MA Coordinator. The applicant must have received a grade of "B" or better in the course(s) under consideration for transfer credit. Applicants seeking to obtain credit for previous coursework must submit a syllabus for the course and solicit at least one of their three required letters of reference from a faculty member or department chairperson of the accredited program from which the applicant is transferring. If the applicant seeks to obtain transfer credit for a practicum, he/she must obtain a second letter of reference from his/her field practicum supervisor.

Degree Requirements

- Complete 36 credit hours of required coursework
- Successfully complete fieldwork requirements
- At least 75% of academic credits must be taken at Washburn University
- Must meet grade requirements
- Must meet continuous enrollment requirements

There are several deadlines that must be met in regards to graduation. It is the student's responsibility to see that all forms are filed and all deadlines are met. Students may obtain a copy of graduation deadlines for the semester in which they will graduate from the University Registrar's Office. Students must regularly check their Washburn email for important announcements from the university.

After students have completed the required graduation forms, recommendation that a Master of Arts in Family and Human Services be granted must be submitted by the faculty of the department to the Dean of the School of Applied Studies, the University Administration, and the Washburn University Board of Regents.

Grade Requirements

- A student earning a D or F in a course must retake the course for a higher grade in order to earn the degree.
- A student may have no more than two Cs on their transcript for a degree to be awarded. The Department may approve students to retake courses to meet this requirement.

Program Requirements

Required coursework

The 30 credit hours of core coursework includes:

Code	Title	Hours
Core Coursework		
HS 600	Integrative Family and Human Services	3
HS 604	Advanced Methods Individual Counseling	3
HS 605	Advanced Methods Group Counseling	3
HS 610	Professional Ethics/Practice	3
HS 615	Advanced Pharmacology and Substance Use Disorders	3
HS 635	Diagnosis of Substance Use Disorders	3
HS 640	Practicum I	3
HS 641	Practicum II	3
HS 660	Supervision and Leadership	3
HS 695	Applied Research	3
Subtotal		30
Elective Coursework		
Select six credit hours from the following:		6
HS 620	Integrative Approaches to Dual Disorders ¹	
HS 623	Addiction Service Coordination	
HS 625	Addiction/Recovery Services ¹	
HS 685	Special Topic Seminars	
Subtotal		6
Total Hours		36

¹ These elective courses are required for BSRB Clinical Licensing.

Practicum Requirements

Students must be able to secure a Practicum placement and complete fieldwork requirements (as described in the Practicum Manual) in order to earn the degree. Students must apply for admission to the Family and Human Services Practicum Program following the process provided by the department. If accepted for a practicum, students must also be accepted by an approved placement agency. Some agencies may require criminal background checks or other personal information. All agencies have complete discretion to accept or reject student applicants. Specific field work requirements are described in the course descriptions for Practica.

Trauma and Recovery Certificate

The Family and Human Services Department offers a graduate-level Certificate in Trauma and Recovery to students completing the Master's program in Family and Human Services – Addiction Counseling. Students must complete the required coursework and criteria to earn the MA-FHS/AC degree and complete six credit hours of additional coursework: HS 601 Working with Trauma and HS 602-Trauma and Recovery Services (or approved elective). Students must also complete a Trauma-informed Practice assignment during their second Practicum Seminar course (HS 641 Practicum II). There are no extra fieldwork hours required to earn this certificate.

Fast-Track Student Standing

It is possible for students to start coursework in the MA-BS program without their Bachelor's degree if they are on the fast-track plan for completing both the Bachelor of Applied Science- Family and Human Services/Addiction Counseling and Master of Arts- Family and Human Services/Addiction Counseling in 5 years. The application manual for the Master of Arts- Family and Human Services/Addiction Counseling includes details on how students apply for and remain in good standing for this fast-track program. Being on the fast-track allows students to efficiently use their required credits toward two degrees in less time than it would typically take for a student to complete an undergraduate and graduate degree in this field.

Continuous Enrollment

Students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class HS 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the HS 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Time Limit for Program Completion

All students have six (6) years from their date of entry to complete the program requirements. Any student who exceeds this time limit may petition for an extension. If an extension is granted, a departmental committee will determine which, if any, classes need to be repeated in order to ensure that the student has met current learning outcomes at the time the degree is conferred.

Course Offerings

HS 580 Internship: Addiction Counseling (3)

This internship is an internship prerequisite course for graduate level majors within the Family and Human Services Department. The internship consists of 200 clock-hours of experience at an addictions treatment agency under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Practice will focus on advanced-level skills specific to addiction counseling. The content of this course is based in part on TAP 21 competencies. This is a required course for addiction counseling licensure with the Kansas BSRB. Prerequisite: Department consent.

HS 581 Graduate Internship (3)

HS 581 is reserved for those graduate level students who need an internship to complete a certificate or emphasis area. The internship consists of a minimum of 150 clock-hours of experience in an agency or program in the community specific to the student's area of concentration, under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Prerequisite: Department consent.

HS 585 Special Topics (1-6)

Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester for variable credit. Prerequisite: Department consent.

HS 595 Research and Evaluation (3)

This course introduces students to applied research and evaluation in human services. The purposes and techniques of applied research and evaluation are explored, including qualitative and quantitative approaches. Students gain experience with the critical reading of research articles relating to the evaluation of human service programs. Projects give students direct experience with program evaluation and applied research. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. This is a summative course that requires students to synthesize knowledge learned across the curriculum. Prerequisite: Department consent.

HS 600 Integrative Family and Human Services (3)

This course uses an integrative lens to survey the profession and practice of family and human services, with an emphasis on addiction counseling. An advanced ecological approach will be used to examine various dimensions of professional practice, including historical and international contexts, family and community involvement, culture-informed practices, integrated treatment, and professional self-care. The content of this course is based on TAP-21 Competencies. Admission to Graduate Program or Department consent.

HS 601 Working with Trauma (3)

This course provides information on the concept of psychological trauma as well as an overview of the common responses to trauma in individuals and families, PTSD diagnostic criteria, and resilience. Current treatment practices, both evidence-based and alternative, are reviewed. Principles for working with trauma-exposed populations in Human Services/Addiction Counseling are emphasized.

HS 602 Trauma and Recovery Services (3)

This course provides an overview of prevention and intervention services available to persons and families who have experienced traumatic stress. Particular focus will be placed on trauma-informed strategies and ethical interventions. Topics will include various traumatic exposures that may be experienced across the lifespan, including child abuse, bullying, partner violence, sexual violence, human trafficking, hate crimes, homicide, elder abuse, military trauma, natural disasters, and vehicle accidents.

HS 604 Advanced Methods Individual Counseling (3)

This course provides the study of counseling theories and practical skills necessary for effective face-to-face and individual counseling. Students will learn a variety of evidenced-based and culturally sensitive techniques designed to facilitate the therapeutic relationship as well as the educational and psycho-social development of clients. Competence in counseling is built on an understanding of, appreciation of, and ability to appropriately use the contributions of various addiction counseling theoretical models as they apply to modalities of care for individuals, groups, families, couples, and significant others. The content of this course is based in part on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. Prerequisite: Admission to Graduate Program or Department consent.

HS 605 Advanced Methods Group Counseling (3)

This course is designed to provide knowledge and practical skills in management of psycho-educational and therapeutic groups. Students will learn a variety of techniques and strategies designed to facilitate educational and psycho-social development of groups of clients and significant others. This course will include information on criteria for cognitive-behavioral strategies and other evidence-based, culturally sensitive approaches to group counseling. Prerequisite: Admission to Graduate Program or Consent of Instructor.

HS 610 Professional Ethics/Practice (3)

This course covers major professional readiness issues, including code of ethics, privacy rights and confidentiality, legal responsibilities and liabilities of clinical supervision, and development of a professional attitude and identity. Cultural competence, professional organizations, and licensure and certification are also covered topics. The content of this course is based in part on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. Prerequisites: Admission to Graduate Program or Department consent.

HS 611 Family Issues (3)

This course will explore the role that family interaction plays in the various areas of Family and Human Services. Different theories of family functioning and intervention will be reviewed, as well as major risk and resiliency factors. Specific attention will be paid to family issues using a strengths-based approach to domestic violence, youth issues, aging family members, illness and disability, and addictions. For students preparing to work as addiction and recovery counselors, knowledge of ways to teach or facilitate discussions of how substance use and abuse affects families and concerned others will be emphasized. The content of this course is based in part on TAP 21 competencies. Prerequisite: Department consent.

HS 615 Advanced Pharmacology and Substance Use Disorders (3)

This course will address concepts of pharmacological properties and effects of psychoactive substances. The continuum of drug use will be discussed, such as initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery. Behavioral, psychological, social, and physical health effects of psychoactive substances, drug interactions, and medication-assisted therapies will be presented. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. Prerequisites: Admission to Graduate Program or Department consent.

HS 620 Integrative Approaches to Dual Disorders (3)

This course will discuss the collaborative approaches of psychopharmacology, psycho education, supported employment, and culturally sensitive/ integrated/recovery-oriented substance use and mental health treatment. . The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. Prerequisites: Admission to Graduate Program or Consent of Instructor.

HS 621 Women and Addictions (3)

Women with substance use disorders have serious and unique health concerns. Using a bio-psycho-social-spiritual framework, this course will examine how treatment services are changing to help women successfully navigate the road to recovery. Prerequisite: Department consent.

HS 623 Addiction Service Coordination (3)

This course focuses on the coordination of services for family and human services clients. Students will learn about intake, screening, assessment, diagnosis, client placement, treatment planning, discharge/transfer plans, report writing, referral and other aspects of service coordination. The course stresses a multidisciplinary approach to service coordination and examines the roles of professionals, agencies, families, community groups, and other support systems in the treatment process across the continuum of care. Students will learn effective, ethical ways to work with clients, with a focus on recovery-oriented systems of care. The content of this class is based in part on TAP21 competencies. Prerequisite: Department consent.

HS 625 Addiction/Recovery Services (3)

This course will cover the holistic theories and models of treatment which include the philosophies, practices, policies and outcomes of the most generally accepted and evidence-based models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Students will consider the neurobiological, psychological, sociological, and spiritual theories of addiction and recovery, including theories necessary for social change related to addiction and recovery. An emphasis in the course will be given to recovery-oriented systems of care. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. Prerequisites: Admission to Graduate Program or Department consent.

HS 630 Lifespan Development (3)

This course will focus on an integrative approach to wellness from before conception through the end of life. Students will learn about research-supported strategies for supporting biological, psychological, social, and spiritual health and well-being with a focus on meeting needs of the "whole person" throughout the lifespan. Prerequisites: Admission to Graduate Program or Department consent.

HS 635 Diagnosis of Substance Use Disorders (3)

The course will cover diagnosis of substance use disorders, including the established diagnostic criteria for culturally sensitive screening, assessment, treatment planning, referrals, service coordination, documentation, and consultation. The theories and principles that support the diagnosis and treatment of substance use disorders will be discussed, including indications and contraindications for use of each theory or technique, rationale for intervention, role of the counselor, and importance of incorporating gender and ethnicity in selecting and using assessment and treatment methods. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. Prerequisites: Admission to Graduate Program or Department consent.

HS 640 Practicum I (3)

This course includes a seminar and placement at an approved practicum site, providing the opportunity for applying clinical professional skills under supervision. Course completion will require satisfactory evaluation by the field supervisor, fulfillment of seminar course requirements, and completion of required fieldwork and supervision hours. The skills practiced in this practicum are based on TAP-21 competencies. This is a required course for addiction counseling licensure with the Kansas BSRB. Prerequisites: HS 604, HS 605, HS 610, HS 635.

HS 641 Practicum II (3)

This course includes a seminar and placement at an approved practicum site, providing the opportunity for further refinement of clinical professional skills under supervision. Course completion will require satisfactory evaluation by the field supervisor, fulfillment of seminar course requirements, and completion of required fieldwork and supervision hours. The skills practiced in this practicum are based on TAP-21 competencies. This is a required course for addiction counseling licensure with the Kansas BSRB. Prerequisites: HS 604, HS 605, HS 610, HS 635; concurrent or prerequisite HS 640.

HS 650 Multicultural Issues (3)

This course provides an overview of the major issues in providing family and human services to the increasingly pluralistic population of the United States. Themes to be discussed are: cross-cultural theories of intervention, communication styles, definitions of suffering and recovery, and working with diverse individuals and groups. The range of human service delivery systems, including mental health, alcohol and substance abuse, youth services, gerontology, and victim/survivor services, will be addressed from a multicultural perspective. Emphasis will be on exploring provider attitudes and competencies as well as developing practical applications and solutions. For students preparing to work as addiction and recovery counselors, special emphasis will be given to recognizing the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. Prerequisites: Department consent.

HS 655 Peacemaking (3)

The course will cover the need for peace education in our society. Peace education is pertinent for students majoring in family and human services with an interest in working with violence and poverty prevention, social justice, the environment, youth, and sustainable communities. Other students will find value in the course through the experiential component of designing a peace education presentation that can be used in their community. Topics include personal peacemaking, nonviolence, conflict resolution, compassionate intentional living, civil rights, equity, education and the environment. Prerequisites: Department consent.

HS 660 Supervision and Leadership (3)

This course will provide the knowledge and skills for successful clinical supervision and leadership/administration in family and human services. The content of this course is based on TAP-21 Competencies. Prerequisites: Admission to Graduate Program or Department consent.

HS 665 Integrative Residential Experience (3)

This course offers students the opportunity to practice integrative approaches in a group setting. This is a 5-day residential that involves intense immersion in creative, expressive, service, and routine activities to enhance the experiential learning of students to incorporate these aspects into addiction counseling and other residential treatment facilities. Prerequisites: Admission to Graduate Program or Department consent.

HS 670 Mass Victimization/Mental Health (3)

This course will provide an overview of interventions used with victims following mass violence and disasters. Additionally, compassion fatigue effects and methods used to assist emergency responders who become victims of disaster through their role in response and recovery will be thoroughly discussed. Attention will focus on mental health effects dealing with both immediate and long-term recovery issues for immediate victims and those responding to the incident. Prerequisites: Department consent.

HS 673 Disaster Response and Recovery (3)

This course will provide an overview of the hazard cycle, and basic concepts of disaster preparedness, response, and recovery. Additionally, this course will provide an overview of the helping professional's role during times of disaster, including the discussion of the specific emergency support functions assigned to groups and agencies as designated in the National Response Framework. Emphasis will also be paid to concepts used when working with direct and indirect victims of disaster. Prerequisites: Department consent.

HS 674 Eastern Therapies in Intervention and Treatment (3)

This course highlights Eastern therapies in intervention and treatment across the range of human service populations, including mental health, alcohol and drug abuse, crisis and post-trauma, and crime victimization. The focus will be on an understanding of Western adaptations, transcultural, and holistic approaches to suffering and healing. Special emphasis will be on the Western adaptations of Morita and Naikan therapies. The course is highly interactive and experiential. Prerequisites: Instructor consent.

HS 676 Morita Therapy Intensive (3)

This course is intended for those seeking to integrate Morita Therapy into their professional and personal lives. Through experiential/residential learning, students will be able to identify how the concepts of the Morita lifeway are actually practiced in daily living; how the principles are applied to specific life situations; and how immersion in observation, timeliness, and efficiency produces a healthier and more productive helping professional. Prerequisites: Instructor consent.

HS 677 Morita Methods in Counseling (3)

This course applies the methods, principles, and theories of Morita Therapy to individual and group counseling in a variety of human service settings, including addiction treatment, victim/survivor assistance, mental health, and grief and dying. Emphasis will be on intervention and counseling approaches for particular client populations. Prerequisites: Instructor consent.

HS 678 Morita Therapy Research Seminar (3)

This course offers the unique opportunity to conduct field research on the practice and efficacy of Morita Therapy as it is applied in a variety of outpatient, hospital, and residential treatment settings. The major component of the course may be a study abroad whereby students will participate in small group meetings with, and attend lectures by major Morita educators, researchers, and practitioners. This is a rare opportunity for students to learn first-hand from the leading Moritists. Current study abroad sites include Japan, Canada, Australia, the United Kingdom, and Russia. Prerequisites: Instructor consent.

HS 679 Narrative Practice (3)

This course explores the approach of narrative practice as a tool for healing and teaching. Students will become familiar with the basic goals, concepts, and approaches of narrative practice, and the potential contributions of narrative practice to create change. Narrative practice includes using poetry, letter writing, storytelling, journaling, and more, as tools to promote healing, recovery and personal growth. Students will read and discuss the literature relating to narrative practice and will study the implications of the narrative perspective for counseling. They will learn about the application of narrative practice through classroom based experiential exercises and other assignments. Students will learn how narrative practice helps individuals and groups rewrite their stories to transform their lives. Prerequisites: Admission to Graduate Program or Consent of Instructor.

HS 685 Special Topic Seminars (1-6)

Topics will vary by semester and will be announced in advance.
Prerequisites: Admission to Graduate Program or Department consent.

HS 695 Applied Research (3)

This course covers the purposes and techniques of applied research, including qualitative and quantitative approaches. Topics to be discussed include research methodology, data collection and analysis, computer research skills, critical evaluation of professional research reports, and practical application of research within cultural and historical context. . The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. Prerequisite: Admission to the Graduate Program or Department consent.

HS 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. Prerequisite: Instructor consent.

Master of Education (MEd)

Website: <https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/graduate/index.html> (<https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/graduate/>)

Mission

The Graduate Program is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. The goal is to ensure that all pre-service and in-service educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

The Graduate Program is primarily designed to provide regular and special education teachers with experiences that will directly improve instructional practice. The Department of Education also seeks to support the professional development of teachers who wish to pursue licensure for educational leadership. The goal is to nurture educational leaders whose chief and abiding concern is the improvement of instruction and who believe that administrative principles and procedures exist to facilitate instruction.

Program Description

The Department of Education offers graduate courses and clinical experiences for educators wishing to pursue the Master of Education degree. Teachers may also enroll in graduate courses to work toward additional teaching endorsements, licensure renewal, or professional development. Teachers holding a master's degree may enroll in coursework leading to recommendation for licensure-only in programs indicated below, without completing a second master's degree. Candidates do have the option to earn more than one master's degree in Education.

Students may pursue the MEd in:

Advanced Licensure Programs

- Reading Specialist
- Special Education

- High Incidence K-6
- High Incidence 6-12
- Building Leadership

Licensure-Only/Advanced Programs

Students holding a master's degree from a regionally accredited institution may pursue licensure-only in:

- Adaptive Special Education (K-6 or 6-12)
- Building Leadership
- District Leadership
- Reading Specialist

Curriculum and Instruction

- Educational Technology Emphasis
- Literacy Emphasis
- Educational Studies

Reading/ESOL Specialist

The graduate Reading/ESOL Specialist program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading and writing as well as working with second language learners. The recipient of this degree has the competencies necessary to act as a Reading and ESOL Specialist in Pre-Kindergarten through 12th grade classrooms. This program fulfills the standards set forth by the Kansas Department of Education for licensure as a Reading Specialist and ESOL endorsement and with the recommendations and guidelines of such professional groups as the International Literacy Association.

Students seeking the MEd in reading/ESOL must complete a thirty-one hour graduate program which includes a core curriculum of graduate courses and twenty-five credit hours of specialized coursework in reading/ESOL. Students apply for a school specialist license and ESOL endorsement upon completion of the MEd. All degree-seeking students must complete a capstone experience. See the advisors for details.

Student Learning Outcomes for MEd - Reading/ESOL Specialist

At the conclusion of the Reading Specialist program, candidates are expected to have:

- Acquired the ability to understand theories of the reading process and the variables that may impact students engaged in the reading process.
- Demonstrated the ability to select, administer, analyze, and use data from all forms of assessment instruments to understand the learner's literacy strengths and challenges.
- Acquired extensive knowledge of current, research-based instructional practices and interventions in literacy and be able to select and use them appropriately in meeting all struggling readers' needs.
- Demonstrated the ability to create and implement appropriate plans for all learners who struggle with reading and writing (P-12) and to monitor for student progress towards literacy goals, and adjust instruction as necessary.
- Developed the ability to provide staff development for teachers, paraprofessionals, administrators, school boards, parents, the

community, the media, and others who need to be informed about research and instructional practices in literacy.

- Acquired the tools and the desire to continue to grow professionally and to serve as a literacy leader.

Special Education

Washburn University offers a Master's Degree in High Incidence Special Education, K-6 and 6-12. The requirements for provisional endorsement by the Kansas State Department of Education may be met prior to completion of the Master's Degree. An added endorsement is granted following successful completion of the approved sequence of courses.

Provisional licensure may be obtained with the completion of nine specified hours of graduate credit, including an appropriate practicum experience and admission to the Graduate Program.

The Licensure-Only Program in Special Education is available for teachers with an elementary, secondary, or P-12 teaching license who wish to pursue a teaching license in adaptive special education without earning a master's degree. Candidates who already have a master's degree or those not interested in obtaining a master's degree will be required to submit:

1. an application to the Department of Education,
2. a copy of their current teaching license,
3. submission of a University/Professional Reference form,
4. declaration of graduate program form and
5. complete a plan of study with their advisor. Licensure-only candidates can earn a provisional license which will be good for two years and can reapply for a second provisional license with successful completion of coursework. Candidates completing all coursework can apply for an added endorsement in adaptive special education. Candidates who are pursuing licensure-only can opt to apply for the master program no later than the date at which they apply for the second provisional license. All degree-seeking students must complete a capstone experience. See the advisors for details.

Student Learning Outcomes for MEd – Special Education

At the conclusion of the High Incidence Special Education Program, candidates are expected to have:

- The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.
- The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.
- The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessments, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.
- The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.
- The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver

instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.

- The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.
- The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.
- The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

Building Leadership

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten – 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.

The Licensure-Only Program in Building Leadership is designed for students who already hold a Master's degree in other disciplines. To be eligible for admission to the Building Leadership program, applicants must hold a Master's degree from a regionally-accredited institution and a teaching license. Three years of teaching experience as a licensed teacher must be earned prior to the completion of the Licensure Program. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MEd - Leadership

At the conclusion of the Leadership Program, candidates are expected to have:

- The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community.
- The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.
- The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.

- The building level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Curriculum and Instruction

The Master's Degree in Curriculum and Instruction is designed for classroom teachers and other educators wanting to increase discipline specific knowledge and skills. As such, the Curriculum and Instruction degree offers a number of course options. Students may choose from three emphasis options: educational technology, literacy, or educational studies. A total of 36 credit hours is required for program completion. Students complete a graduate core of courses of 12-15 credit hours, and select the remaining hours in consultation and approval of an advisor. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MEd – Curriculum & Instruction

Candidates completing a Curriculum and Instruction program, upon graduation, are expected to have:

- Developed the ability to demonstrate the use of the central concepts, tools of inquiry, and structures of the specific discipline area to create meaningful learning opportunities for all students.
- Developed the ability to provide learning opportunities within the discipline that address different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
- Developed the ability to plan effective instruction based upon the knowledge of all students, community, subject matter, and curriculum outcomes.
- Acquired the ability to understand the role of technology within the discipline, and be able to demonstrate skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
- Acquired the ability to understand and use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Advising

All graduate students will be assigned to a faculty advisor. The purpose of advising is two-fold:

1. to provide professional guidance and
2. to assist in academic course selection. Students are required to consult with their advisor about course selection to ensure that the departmental requirements of their program will be met.

Grades

The symbols used in grading are as follows:

Grade	Description	Grade Points
A	Excellent	4 points
B	Above Average	3 points
C	Average	2 points
D	below average, but passing	1 point
F	Failure	0 points
I	Incomplete	

In graduate courses in Education, a mark of an Incomplete does not automatically convert to a grade of F. Incompletes must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of "F" will be recorded; however, all degree requirements must be completed within a six-year time limit.

A student who has earned a cumulative grade point average of 3.80 or better in a graduate degree program in Education is designated as a Stoffer Scholar at Commencement. Graduate students with a 3.80 cumulative grade point average in program course work will also receive the Graduate Reflective Educator Award.

Academic Status

Full-Time Graduate Student

Graduate students enrolled for 9 or more semester hours are considered to be full-time students.

Department of Education Scholarships

Students in the graduate program are eligible to apply for a department scholarship. Scholarship application forms are available online at our department website: <https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/scholarships.html>.

Students may view the suggested Program of Study for all MEd and licensure programs on the Department of Education website (<https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/graduate/index.html> <https://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/graduate/>).

Admission to Graduate Programs

Students should meet with either the advisor or the department chairperson as soon as they decide they would like to begin a program of study in the Department of Education.

Before enrolling in any graduate courses, the student must:

1. hold a bachelor's degree from a regionally-accredited institution, and
2. complete the online degree-seeking application for admission to Washburn University at www.applyweb.com/washburn/index.ftl (<http://www.applyweb.com/washburn/>). In addition, a Washburn University senior within six hours of graduation may apply to take graduate courses.

All requirements for formal admission to an advanced degree or licensure program must be completed no later than the completion of the first nine (9) semester hours of graduate course work taken at Washburn University.

Application Procedures

Admission requirements are subject to change. Candidates for advanced degree and licenses must check with their Graduate Program Advisor for requirements in effect at the time of admission to the Graduate Program. At the time of publication of this catalog, the requirements for formal admission to graduate degree and licensure programs were:

1. Submit the University online graduate application admission form.
2. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
3. Have a cumulative grade point average of 3.0 or better in graduate coursework or in the last 60 hours of undergraduate college coursework from accredited institutions.
4. Have achieved the required scores on the Graduate Admissions Test, Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. Submission of a University/Professional Reference.
6. Sign and submit the Professional Conduct and Dispositions form.
7. Provide a copy of current teaching license if appropriate.

The Graduate Program Committee carefully considers each application and makes the decision to formally admit or deny applicants. Students may reapply when all admissions criteria have been met. The student is notified in writing of the committee's decision. Students may appeal any adverse decision by submitting a written petition to the Chairperson of the Department of Education. Upon receipt of such a petition, the committee will review the case and inform the student of their decision.

Transfer Credit

A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received.

MEd - Reading Specialist Program Requirements

Code	Title	Hours
RD 628	Linguistics, Language Development, and Assessment	3
ED 650	Graduate Seminar (Methods and Cross-Cultural Comm)	3
RD 610	Literacy/ESOL Instructional Approaches	3
RD 622	Literacy/ESOL Instructional Strategies	3
RD 684	Literacy Instruction in the Middle and Secondary Content Areas	3
RD 612	Literature for Children, Adolescents, and Young Adults	3
ED 665	Introduction to Educational Research	3
RD 616	Teaching Writing in Classrooms	3
RD 620	Literacy and ESOL Assessment	3
RD 626	The Literacy/ESOL Specialist	3
RD 630	Literacy/ESOL Practicum	3
RD 6xx	Action Research Capstone	1
Total Hours		34

MEd - Special Education Program Requirements

Code	Title	Hours
Core Courses		
ED 665	Introduction to Educational Research	3
ED 668	Curriculum Development & Evaluation	3
RD 622	Literacy/ESOL Instructional Strategies	3
Subtotal		9
Adaptive Special Education Professional Courses		
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
SE 620	Educational Planning for Children and Youth with Mild-Moderate Disabilities (Pre-School/Elementary)	3
or SE 622	Educational Planning for Children and Youth with Mild-Moderate Disabilities (Middle/Secondary School)	
SE 630	Methods and Materials for Teaching Mild-Moderate Disabled Children/Youth (Pre-School/Elem School)	3
or SE 632	Methods and Materials for Teaching Mild-Moderate Disabled Children/Youth (Middle School/Secondary)	
SE 635	Conferencing and Consulting in Special Education	3
SE 640	Individual and Group Management for Children and Youth with Mild-Moderate Disabilities	3
SE 656	Special Education Practicum I (Pre-Elementary)	3
or SE 658	Special Education Practicum I (Middle/Secondary)	
SE 657	Special Education Practicum II (Pre-Elementary)	3
or SE 659	Special Education Practicum II (Secondary)	
SE 660	Assessment in Special Education (Pre-Elementary)	3
or SE 662	Assessment in Special Education (Middle/Secondary)	
SE 680	Resources for Families with Disabilities	3
Subtotal		27
Total Hours		36

MEd - Leadership Program Requirements

Code	Title	Hours
Core Courses		
ED 665	Introduction to Educational Research	3
ED 682	Leadership in Technology	3
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
ED 672	Issues in Modern American Education	3
ED 698	Action Research Capstone	1
Subtotal		13
Building Leadership Professional Courses		
ED 663	Advanced Social Studies	3

EA 664	Creating and Evaluating the Instructional Program	4
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
Total Hours		26

Licensure - Only Building Leadership Program Requirements

Code	Title	Hours
Core Courses		
Applicants must show evidence of completion of or enroll in the following core courses:		
ED 672	Issues in Modern American Education	3
ED 665	Introduction to Educational Research	3
ED 682	Leadership in Technology	3
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
Subtotal		12
Building Leadership Professional Courses		
ED 663	Advanced Social Studies	3
EA 664	Creating and Evaluating the Instructional Program	4
ED 665	Introduction to Educational Research	3
ED 667	Curriculum Development and Evaluation - Elementary Education	3
Subtotal		13
Total Hours		25

Licensure - Only District Level Leadership Program Requirements

Eligible candidates must hold a Building Level License

Code	Title	Hours
EA 673	Creating a Systemic District Learning Culture	4
EA 675	Creating and Evaluating a Systemic Instructional Program	4
EA 676	District Level Management	4
EA 677	Building a Systemic Collaborative District Environment	4
Total Hours		16

MEd - Curriculum and Instruction Educational Technology Emphasis

The Curriculum and Instruction program with an emphasis in Educational Technology is designed for educators interested in gaining knowledge about technology integration to support teaching and learning. The primary mission of the program is to develop educational leaders (teachers, administrators, and other educators) who are able to enhance curriculum and empower students using appropriate and effective instructional technologies. The program focuses on the appropriate, effective, and creative integration of technologies in all content areas and at all levels. Graduate students in the program develop skills and knowledge in the use of technology resources to support student

learning. They examine how technology is changing the face of education and how those technologies can address diverse learners and learning situations. Current and emerging technologies demand that educators be reflective in the choice of methods, materials, technologies, and assessments to enhance and improve the teaching and learning process. The program provides a broad range of experiences for developing the skills, attitudes, and values of a reflective professional. All degree-seeking students must complete a capstone experience. See the advisors for details.

Educational Technology Program Requirements

Code	Title	Hours
Core Courses		
ED 672	Issues in Modern American Education	3
ED 660	Advanced Educational Psychology	3
ED 665	Introduction to Educational Research	3
ED 668	Curriculum Development & Evaluation	3
Subtotal		12
Required Educational Technology Courses		
ED 685	Issues in Educational Technology	3
ED 680	Integrating Technology in Curriculum ¹	3
Subtotal		6
Elective Courses		
Recommended Electives:		18
ED 684	Multimedia in the Classroom	
ED 686	Integrating Internet Into Instruction	
ED 687	Emerging Technologies in Education	
ED 682	Leadership in Technology	
Others approved by advisor		
Subtotal		18
A capstone experience is required for all Curriculum and Instruction graduates.		
Total Hours		36

¹ ED 680 Integrating Technology in Curriculum requires a field experience that allows students to apply their skills and knowledge in a school or classroom setting.

MEd - Curriculum and Instruction Literacy Emphasis

The Curriculum and Instruction program with an emphasis in Literacy is designed for educators interested in gaining knowledge and skills about literacy to enrich classroom teaching and learning. Students pursuing this program may select between two strands: Literacy, and Literacy for National Board Certification (NBC). Students selecting the second strand would be working toward National Board Certification along with the MEd in Literacy. Courses would support students pursuing national certification using NBC Standards in Literacy. All degree-seeking students must complete a capstone experience. See the advisors for details.

Literacy Program Requirements

This program design is tailored to the specific needs of a student pursuing a Master's Degree in literacy. Students select courses approved by their program advisor to round out the 36 hour program. Independent

Study topics must be approved by the program advisor and Department Chair.

Code	Title	Hours
Core Courses		
ED 665	Introduction to Educational Research	3
ED 668	Curriculum Development & Evaluation	3
Subtotal		6
Area of Concentration		
Electives - must be approved by advisor (p. 45)		30
Subtotal		30
Total Hours		36

Area of Concentration

Electives to complete a total of 36 hours - must be approved by advisor.

Code	Title	Hours
RD 610	Literacy/ESOL Instructional Approaches	3
RD 612	Literature for Children, Adolescents, and Young Adults	3
RD 616	Teaching Writing in Classrooms	3
RD 684	Literacy Instruction in the Middle and Secondary Content Areas	3
RD 620	Literacy and ESOL Assessment	3
RD 622	Literacy/ESOL Instructional Strategies	3
RD 628	Linguistics, Language Development, and Assessment	3
ED 672	Issues in Modern American Education	3
ED 680	Integrating Technology in Curriculum	3
ED 684	Multimedia in the Classroom	3
ED 686	Integrating Internet Into Instruction	3
ED 687	Emerging Technologies in Education	3
ED 674	Special Topics/Education	3
ED 697	Independent Study in Education	3

MEd - Curriculum and Instruction

Educational Studies

The Curriculum and Instruction program with an emphasis in Educational Studies is designed for educators and others interested in studying education from multiple perspectives. This online program provides opportunities to develop an understanding of major issues influencing educational environments through the lenses of a broad range of discipline specific areas of education. Educational Studies in Education is appropriate for teachers and other school personnel who are not interested in an advanced teaching license, but who would like to focus on the interdisciplinary nature of education at the graduate level. All degree-seeking students must complete an Action Research project on an educational issue of their choosing, from an interdisciplinary perspective. The Educational Studies emphasis requires 31 credit hours. All courses listed are required. *Prerequisite: Graduate standing.*

Educational Studies Program Requirements

Code	Title	Hours
Core Courses		
The following seven semester hours are required:		
ED 672	Issues in Modern American Education	3

ED 665	Introduction to Educational Research	3
ED 698	Action Research Capstone	1
Subtotal		7

Additional Courses ¹

Literacy Courses

The following six semester hours are required:

RD 610	Literacy/ESOL Instructional Approaches	3
RD 622	Literacy/ESOL Instructional Strategies	3

Technology Courses

Select six credit hours from the following:

ED 680	Integrating Technology in Curriculum	3
ED 684	Multimedia in the Classroom	3
ED 686	Integrating Internet Into Instruction	3

Special Education Courses

The following six semester hours are required:

SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
SE 680	Resources for Families with Disabilities	3

English for Speakers of Other Languages Courses

The following six semester hours are required:

ED 651	Language Problems of non-English Speakers	3
ED 671	ESOL Teaching and Learning	3
Subtotal		24

Total Hours 31

¹ The courses listed below are recommended. However, other courses may be substituted with the permission of the student's advisor.

Degree and Licensure Requirements

To receive the Master of Education degree and/or license, the student must complete the approved Program of Study subject to the following conditions:

- All course work must be completed within six (6) calendar years.
- A cumulative GPA of 3.0 must be maintained in all graduate work.
- A maximum of six (6) semester hours of "C" credit may be counted.
- Any grade below C will not be accepted.
- Correspondence courses will not be accepted.
- A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received. At least three-fourths of the semester hours required for the degree must be earned at Washburn University.
- A maximum of three (3) semester hours of Independent Study credit may be counted.
- A minimum of twenty-one (21) semester hours of courses must be at the 500 level or above.
- Licensure candidates must have three years of full-time licensed employment to obtain Institutional Recommendation for licensure.

- Degree candidates must complete one of the following capstone experiences: written comprehensive examination, thesis, portfolio, comprehensive paper, or action research project.

Course Offerings

Courses at the 600 level are open only to graduate students.

Education

ED 614 Guidance in Elementary/Secondary Schools (3)

Role of the classroom teacher and administrator in guidance and counseling program of the elementary/secondary school. Emphasis on unique needs of elementary children in regular, mainstream, and special classes. Prerequisite: Permission of the instructor.

ED 633 Advanced Child Development (3)

Advanced course in theory and basic concepts of child development. Topics include assumptions and principles of five major approaches: normative-maturation, psychoanalytic, social learning, cognitive-development and behavior analysis. Includes historical background of developmental theory and cross cultural perspectives. Prerequisites: Graduate standing.

ED 641 Language and Literature Development in Early Childhood Education (3)

Students identify speech and language behaviors which are developmentally appropriate for young children birth to age eight. Students identify and practice methods and techniques necessary to foster listening, speaking, pre-writing, pre-reading, and pre-math skills in children birth to five years of age.

ED 644 Art in Elementary/Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Relates various art experiences to students' developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom.

ED 645 Introduction to Craft Techniques (3)

Lectures and demonstrations covering a variety of craft materials utilized in the elementary, middle, and secondary schools. Includes experience and practice with block printing, fabric art, casting and molding techniques, and safety standards associated with the craft production.

ED 647 PreKindergarten and Kindergarten Methods (3)

Focus on methods and materials that support physical, emotional, social and intellectual needs of the kindergarten and pre-kindergarten child.

ED 650 Graduate Seminar (3)

This course serves as an orientation to the Washburn Teacher Education Program as well as an exploration of the teaching profession for students pursuing an initial teaching license at the graduate level. Students will be introduced to the social, historical, and philosophical foundations of education, as well as a variety of teaching models, and the planning and assessment practices expected of all teachers. A review of influences on P-12 students' individual family, and community characteristics on the teaching and learning process will also be explored. The process for developing the education department required professional portfolio is included. A minimum of a 35 hour school/community field experience is required. Prerequisite: Concurrent enrollment in ED 660.

ED 651 Language Problems of non-English Speakers (3)

Emphasis on practical methods of teaching ESL and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. May be taken for undergraduate credit and EN 499 for graduate credit.

ED 652 Cognitive & Language Development (3)

Emphasizes study of two essential areas of human development as they apply to early childhood teaching and learning: theoretical perspectives and research on cognitive and language development and instructional knowledge which provides understanding of teaching and learning that demonstrate instructional strategies grounded in theory and research.

ED 653 Assessment & Evaluation in Early Childhood Education (3)

Students learn ways in which young children's development is assessed and evaluated. Typical assessment procedures appropriate to children to age eight are studied. Techniques are developed to record children's behavior individually and in group settings. Prerequisite: Graduate standing.

ED 660 Advanced Educational Psychology (3)

Explores advanced topics in educational psychology as they apply to teacher practice. Topics include learning theory, child and adolescent psychology, theories of motivation and achievement, and social and cultural influences on learning and development. Part of the graduate core curriculum. Prerequisite: Consent of instructor.

ED 661 Exceptional Infants & Young Children (3)

Survey of exceptionalities including etiology, curriculum, identification, adaptation of materials and environments, play, referral and development of an individual educational plan (IEP). Prerequisite: ED 343 or equivalent course in child development.

ED 662 Methods of Teaching English-Secondary (4)

Study of and practice in the methods of teaching literature, language, and writing in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students' progress in reading and writing. Students participate in a field-based experience at various secondary schools. Prerequisite: Admission to the Professional Teacher Education Program or consent of instructor.

ED 663 Advanced Social Studies (3)

Advanced survey and analysis of issues and practice of social studies education in elementary/middle school. Innovative approaches for teaching history, social issues, psychology, political science, anthropology, and/or philosophy in the classroom are explored. Emphasis on the content and materials of a variety of topics within the social science field. May be taken for undergraduate or graduate credit.

ED 665 Introduction to Educational Research (3)

Introduces graduate students to basic information needed to understand processes to plan, conduct, and report research on education-related issues and problems. Focus on increasing students' appreciation of the field of educational research, while increasing their ability to interpret and evaluate published research studies. Both qualitative and quantitative research methodologies are reviewed. Part of the graduate core curriculum.

ED 667 Curriculum Development and Evaluation - Elementary Education (3)

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice.

ED 668 Curriculum Development & Evaluation (3)

An examination of social and psychological influences upon curricula design and implementation. Emphasis is placed upon study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers of effective implementation, innovative curricula modification from a perspective of theory and practice.

ED 669 Curriculum Development and Evaluation - Secondary Education (3)

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice.

ED 670 Curriculum Development and Evaluation - Middle/Secondary School (3)

Examination of social and psychological influences upon curricular design and implementation. Emphasis on study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers on implementation of innovative curricula, and systematic evaluation of educational programs. Students review the process of curricular modification from a perspective integrating theory and practice. May be taken for undergraduate or graduate credit.

ED 671 ESOL Teaching and Learning (3)

This course will provide an overview of curriculum and instruction as it relates to ESOL learners. Candidates will learn appropriate teaching strategies and subject matter content relevant to this population. An emphasis will be placed on understanding language and literacy acquisition and working with students with special needs.

ED 672 Issues in Modern American Education (3)

Critical analysis of contemporary problems and issues in American education. Consideration of historical, sociological, and philosophical foundations affecting problems and issues included. This course is part of the graduate core. Prerequisites: Consent of instructor.

ED 674 Special Topics/Education (0-3)

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 674 may be repeated for credit. Prerequisites: Permission of Department Chairperson and the instructor.

ED 678 Organization & Administration of Early Childhood Education Program (3)

Organization and administration of early childhood programs. Emphasis on supervision of volunteers and paraprofessionals. Introduces the student to techniques for organizing staff as an instructional Early Childhood Education team.

ED 680 Integrating Technology in Curriculum (3)

Presents students with principles underlying selection and use of technology to enhance learning. Examines software and multimedia technologies contributing to the instructional process. Prerequisites: ED 667 or ED 669.

ED 682 Leadership in Technology (3)

Provides guidance regarding varying aspects of technology implementation, including software/hardware acquisitions, funding, and staff development. Prerequisite: Graduate standing.

ED 684 Multimedia in the Classroom (3)

Multimedia gives teachers and students powerful new tools for teaching and learning by combining technologies such as video, audio, graphics, interactivity and text. Students in this course will learn how to identify, choose, plan for, produce and integrate multimedia into instruction.

ED 685 Issues in Educational Technology (3)

Critical exam of historical, sociological, philosophical foundations and implications of the implementation and use of technology in an educational setting.

ED 686 Integrating Internet Into Instruction (3)

The Internet is providing many educational opportunities for the connected classroom. This course will investigate the various components of the Internet such as the World Wide Web, telecommunications and other resources for use in the classroom. Students will learn to find, identify, evaluate and utilize Internet resources for instruction.

ED 687 Emerging Technologies in Education (3)

Technology is a constantly changing and ever evolving process. Many new emerging technologies hold promise for application for learning in the classroom. Students in this course will explore new technologies, evaluate them and determine their applicability for the classroom.

ED 688 Using Technology with Special Needs Students (3)

Using technology, including computers to enhance education of students with exceptionalities. Prerequisite: ED 300, Graduate standing, and either ED 302, or SE 476.

ED 690 Tests and Measurements (3)

Evaluation procedures as an integral part of the teaching/learning process. Involves identifying and defining intended learning outcomes, writing educational objectives, constructing and selecting various evaluation instruments, and interpreting and using test results to improve instruction. Emphasis on criterion and norm-referenced tests of ability and achievement as well as tests of individual assessment. May be taken for undergraduate or graduate credit.

ED 694 Philosophy of Education (3)

Historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy. Emphasis on relationship between educational philosophy and practice. May be taken for undergraduate or graduate credit.

ED 696 Thesis (3-6)

Research design and analysis of action research or library research study. Culminating activity for graduate students interested in research or advanced study. Professional lab experiences in child study, innovative problems constitute the typical projects for thesis designs. Prerequisite: ED 665 and permission of Education chair.

ED 697 Independent Study in Education (1-3)

Independent research for graduate students investigating a special problem in a specific areas. Prerequisite: Chair consent.

ED 698 Action Research Capstone (1-2)

ED 698 Action Research Capstone (1-2) Students will identify a question about their own teaching or school practices, review the current research literature, develop a plan to collect data, collect and analyze their data, identify emergent themes, write an action research paper, and present their project and findings to the faculty committee. The objectives of the action research project are to help students understand the research process in an educational setting; provide students with the opportunity to study and improve their own teaching through an action research project; and to show students how research can have a positive effect on school improvement and change. Prerequisites: Admission to the graduate program, successful completion of at least 18 credit hours of course work and successful completion of ED 665 Educational Research.

Educational Administration**EA 663 Building a School Learning Culture (4)**

This course is designed as a foundational course for aspiring Building Level Administrators. The course will provide building leaders information to develop a school vision and to build an environment for a successful school learning culture. Course assignments will help future building administrators learn how to create and sustain a collaborative school vision, how to assess and encourage a healthy learning culture, and how to develop and maintain a rigorous and coherent instructional program. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental Permission.

EA 664 Creating and Evaluating the Instructional Program (4)

This course will prepare aspiring school building administrators to develop and revise curriculum and instruction within the building, including the differentiation of instruction to meet the needs of all students. Learning how to provide supports for all students will be an essential element of this course. Teacher evaluation models will be explored along with how professional development can be improved and enhance teacher performance. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 666 Building Level Management (4)

This course is one of the four courses required for building level leadership licensure. The course will cover topics regarding the management of a school building, including budgeting, facility management, instructional scheduling, building wide discipline management, and capacity for building leadership. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 667 Leading and Engaging a Collaborative Environment (4)

This course deals with communication within the school and the greater school community, including parents and community partners. Building relationships and practicing distributed leadership concepts are also a part of this course. All aspects of school improvement will be explored including the professional responsibility and ethics within the school community. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 673 Creating a Systemic District Learning Culture (4)

This course is designed as a foundational course for aspiring District Level Administrators. The course will provide district leaders information to develop a district vision and to build an environment for a successful district learning culture. Course assignments will help future district administrators learn how to create and sustain a collaborative district vision, how to assess and encourage a healthy learning culture, and how to maintain and support a rigorous and coherent instructional program. The course will include a one-credit hour practicum where the district level candidate will practice and implement the course objectives in a real life setting. Prerequisite: Departmental permission

EA 674 Spec Topics In Ed Admin (1-3)

Topics vary each semester & are announced in advance. May be repeated. Prerequisite: Chair & instructor consent.

EA 675 Creating and Evaluating a Systemic Instructional Program (4)

This course will prepare aspiring district administrators to review, evaluate, and lead revision of curriculum and instruction at a district level, including the differentiation of instruction to meet the needs of all students. District level supports of all students through special education, general education intervention, behavior interventions, and other supports will be addressed. Teacher and principal evaluation models will be explored along with how professional development can be improved and enhance teacher and principal performance. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 676 District Level Management (4)

This course is one of the four courses required for district level leadership licensure. The course will cover topics regarding the management of a school district, including district finances and budgeting, facility management and maintenance, human resources, and policies for district welfare and safety. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 677 Building a Systemic Collaborative District Environment (4)

This course deals with communication with the school district and the greater school community, including parents, community partners, and school board relations. A particular focus on district improvement plans and the involvement of district leadership in this process will be an essential element of this course. The course will include a one-credit hour practicum where the building level candidate will practice and implement the course objectives in a real-life setting. Prerequisite: Departmental permission.

EA 681 Basic Concepts of Educational Administration (3)

Introduction to basic concepts underlying school building administration. Theory and practice of educational administration is analyzed and major concepts of formal organization, motivation, authority, leadership, decision making, conflict in organization, and organizational change are analyzed. Prerequisite: Graduate standing.

EA 683 School Supervision and Staff Development (3)

Improves the instructional competencies of teachers and to help those in supervisor positions develop competencies necessary to help others improve instructional performance. Topics include the characteristics of effective instruction, alternative instructional strategies and alternative supervisory models. Prerequisite: Graduate standing.

EA 684 School Finance & Business Administration (3)

Describes forms of school revenue including ad valorem tax and bonded indebtedness; appropriate school accounting methods according to the Kansas Department of Education; and models for effective business management. Prerequisite: Graduate standing.

EA 686 School Law and Ethics (3)

The legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, pupils, and adults are addressed. A focus is also placed on the basic principles of ethical behavior established by legal and professional organizations, moral and legal consequences of decision making in schools, and the relationship between ethical behavior, school culture, and student achievement. Prerequisite: Graduate Standing

EA 688 Elementary/Middle School Principalship (3)

Role and responsibility of the principal in organizing, administering, and supervising the elementary school. Examines the multifaceted role of the building administrator. Prerequisite: Graduate standing.

EA 689 The Building Leader (3)

The role and responsibility of the school principal in organizing, administering, and supervising the pre-K-12 school. This course examines the multifaceted role of the building administrator. Prerequisite: Graduate standing.

EA 692 School Community Relationships (3)

Development of effective skills in communication, group facilitation, interpersonal relations, climate-building, conflict resolution, and relationships to the publics served. Prerequisites: Graduate standing.

EA 694 Practicum I Educational Administration (3)

Series of structured, field-based experiences in elementary, middle or secondary school to demonstrate competency in such administrative areas as: discipline, scheduling, counseling, financial management, line/staff relationships, professional personnel and other leadership skills. Prerequisite: Permission of instructor.

EA 695 Practicum II in Educational Administration (3)

Supervised field-based experience for the superintendent candidate to demonstrate competencies identified through the NCATE/ELCC categories. Field candidates will demonstrate competency in the area of finance, facilities, human resources, curriculum leadership, and other designated leadership skills. Candidates will develop an experience portfolio to validate job skills. Prerequisite: Building level licensure/certification.

EA 696 Human Resources Management (3)

This course deals with personnel policies and issues in the following areas of human resources: teacher recruitment, orientation, evaluation, promotion, termination, tenure, retirement, and related areas. Included will be an emphasis on adherence to legal aspects of the personnel function as well as dealing with professional organizations. Prerequisite: Building Level Licensure/Certification.

EA 697 School Planning/Facility Management (3)

This course is designed for aspiring school superintendents and central office leaders. This course will prepare school leaders to be proactive in developing educational specifications for school buildings thereby enhancing the educational process. This course includes the planning procedures for new buildings, remodeling and/or retrofitting buildings. Community and school surveys, site selection, design and maintenance and operations of school buildings are also components of the course. Prerequisite: Building Level Licensure/Certification.

EA 698 The District Leader (3)

This course is designed for individuals who wish to become central office administrators. The course emphasizes sound administration of financial, material, and human resources as necessary for optimal realization of the goals of the school district. Effective public school administrators must understand the systems principles and leadership potential which are found in the area of central office administration. Relationships with the board, community, staff, and students are a major focus. Prerequisite: Building Level Licensure/Certification.

Reading Specialist**RD 610 Literacy/ESOL Instructional Approaches (3)**

This course is designed to investigate theories and practices of reading instruction with the goal of improving literacy instruction in the classroom. Students learn various current theories of the reading and writing processes as well as the internal and external variables that affect the acquisition of literacy skills. From these theories students are encouraged to adopt a personal view of the literacy process upon which instructional decisions as critical and reflective professionals in classrooms with diverse cultural and learning needs can be made. Current literacy research that supports instructional decision-making for native English speakers and ESOL learners will be infused throughout the course. Theory, which forms the basis for the course, is balanced with concern for practical applications in the classroom. Prerequisite: Graduate Standing.

RD 612 Literature for Children, Adolescents, and Young Adults (3)

This course examines literature across P-12 levels with an emphasis on how literature can be used in the development of literacy skills, including with learners whose native language is not English. Students will explore a variety of literature, including multicultural books, picture books, award winning books, poetry, and non-fiction books. Students will explore trends and issues in literature, including censorship, gender bias, cultural representation, as well as others. Prerequisite: Graduate Standing.

RD 616 Teaching Writing in Classrooms (3)

Current approaches to teaching writing based on whole language philosophy across a K-9 curriculum. Instructional strategies for improving writing skills through a writing workshop and methods of evaluating writing including portfolio assessment will be emphasized. Explores current issues and recent research findings relating to teaching writing.

RD 618 Integrating Language Arts in Classrooms (3)

Current approaches to teaching communication skills based on whole language philosophy across a K-9 curriculum. Instructional strategies for developing oracy and literacy skills are based on an integrated language arts perspective and include the development of thematic planning and reading workshop. Explores current issues and recent research findings relating to teaching language arts.

RD 619 Literacy for Young Adults (3)

Study of books read by young adults between 12 and 18. Covers history of young adult literature, the relationship between children's and young adult literature, censorship and selection, and teaching methods.

RD 620 Literacy and ESOL Assessment (3)

Principles and techniques of assessment of literacy skills of learners whose native language is English and in ESOL settings. Students will examine purposes for assessment, types of assessments (including formal and informal assessment procedures), analyzing assessment data, and evaluating learners' strengths and areas of need to determine goals for instruction. Prerequisite: Graduate Standing.

RD 622 Literacy/ESOL Instructional Strategies (3)

The scope of this course includes the principles and techniques of literacy instruction for learners whose native language is English and for ESOL learners with diverse learning needs. Current research in literacy provides the basis for understanding the needs of learners and the best strategies for assisting them. Focus on learning will be on making critical and reflective decisions in selecting the most appropriate strategies, resources, and materials for readers who exhibit specific strengths and challenges in reading. Prerequisite: Graduate Standing.

RD 624 Practicum in Reading (3)

Supervised clinical experience with learners who exhibit reading problems. Students administer tests, analyze data, determine reader's strengths and weaknesses, develop an instructional plan, select and implement appropriate strategies and materials, and assess progress towards instructional goals. Prerequisites: RD 610, RD 620, and RD 622.

RD 626 The Literacy/ESOL Specialist (3)

A seminar in the role of the literacy specialist and ESOL specialist in elementary, middle, or secondary school settings with emphasis on the knowledge and skills necessary to think and act as a literacy/ESOL professional with students, teachers, paraprofessionals, administrators, professional colleagues, and the community. This course will focus on federal, state, and local literacy/ESOL programs, current research and curricular practices, historical and current trends and issues in the field of literacy and ESOL, and organizations which support and advocate for literacy, ESOL learners, and literacy/ESOL specialists.

RD 628 Linguistics, Language Development, and Assessment (3)

Principles of the processes of language development including factors which affect language development, the stages of language acquisition, and the relationship between oral language and literacy. Focus on developing assessment procedures and instructional strategies to facilitate language development. The course also focuses on language and linguistics in ESOL settings, including first and second language acquisition processes; English phonology, morphology, syntax, and discourse; and implications for teaching English language learners. Prerequisite: Graduate Standing.

RD 630 Literacy/ESOL Practicum (3)

A supervised clinical experience in which students work with learners to improve their literacy skills. Students administer assessments, analyze data, determine learners' strengths and weaknesses, develop instructional plans, select and implement appropriate strategies and materials, and assess progress towards instructional goals using skills developed as critical and reflective professionals. Appropriate conduct is maintained with parents and classroom teachers with oral or written reports as deemed appropriate. Prerequisites: RD 610 and RD 612 and RD 620 and RD 622 and RD 628

RD 656 Advanced Children's Literature (3)

Advanced survey and analysis of the literature written for children through middle school. A variety of literary forms are explored. Emphasis on evaluation and development of specific strategies to enhance reader comprehension and appreciation. Emphasis also on incorporating children's literature in instruction across the curriculum.

RD 684 Literacy Instruction in the Middle and Secondary Content Areas (3)

A study of the specific literacy skills relating to the various disciplines found in middle and secondary schools. Emphasis is given to the importance of text complexity and readability, academic vocabulary acquisition, comprehension skills, use of text-based evidence, critical & analytical reading and writing, reading strategies (both universal and discipline specific), and working with ESOL learners. Prerequisite: Graduate Standing.

Special Education**SE 610 Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities (3)**

Social, cognitive, behavioral, educational, medical aspects of development to establish etiology, characteristics, and best practice interventions for children and youth with learning and behavioral problems and theories of the causes of learning and behavioral problems. Emphasis on identifying disabilities according to state guidelines, utilizing appropriate assessment data, engaging in multi-disciplinary planning, and developing appropriate interventions. Prerequisite: ED 302 or SE 476.

SE 620 Educational Planning for Children and Youth with Mild-Moderate Disabilities (Pre-School/Elementary) (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. The Individual Educational Planning (IEP) process and training in development of computerized IEP included. Prerequisite: SE 610.

SE 622 Educational Planning for Children and Youth with Mild-Moderate Disabilities (Middle/Secondary School) (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for middle and secondary school students with learning and behavioral problems. Emphasis on establishment of procedures for regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. Prerequisite: SE 610.

SE 630 Methods and Materials for Teaching Mild-Moderate Disabled Children/Youth (Pre-School/Elem School) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular classroom. Prerequisite: ED 302 or SE 610.

SE 632 Methods and Materials for Teaching Mild-Moderate Disabled Children/Youth (Middle School/Secondary) (3)

Implementation of comprehensive Individualized Education Program (IEP). Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular classroom. Prerequisite: ED 302 or SE 610.

SE 635 Conferencing and Consulting in Special Education (3)

Introduction of counseling and communication skills to develop multidisciplinary approaches to work with parents and other professionals to secure supportive school/home environments for exceptional children. Prerequisite: ED 302 or SE 476 and SE 610.

SE 640 Individual and Group Management for Children and Youth with Mild-Moderate Disabilities (3)

Principles and applications of individual and group management techniques for youth with mild/moderate disabilities. Methods of targeting behaviors through positive management procedures stressed, various theoretical approaches and practical techniques.

SE 655 Special Education Practicum (4)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include elementary age children. Prerequisite: Admission to Student Teaching.

SE 656 Special Education Practicum I (Pre-Elementary) (2, 3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include pre-school/elementary age children. Prerequisite: SE 610, SE 620 (or concurrent).

SE 657 Special Education Practicum II (Pre-Elementary) (2, 3)

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisite: SE 656 and 18 hours of graduate coursework.

SE 658 Special Education Practicum I (Middle/Secondary) (2, 3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include middle school and secondary age children. Prerequisite: SE 610, SE 620 (or concurrent classified as educable mentally handicapped learning enrollment in SE 622).

SE 659 Special Education Practicum II (Secondary) (2, 3)

Interrelated teaching experiences with students with mild/moderate disabilities. Prerequisite: SE 658 and 18 hours of graduate coursework.

SE 660 Assessment in Special Education (Pre-Elementary) (3)

Survey and analysis of individual tests, curriculum-based and ecological measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis on development of individual portfolios through data collection, administration and interpretation of multi-sources educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of Individualized Educational Plans. (Fee may be assessed to cover the cost of consumable materials.) Prerequisite: SE 610, SE 620, and consent of instructor.

SE 662 Assessment in Special Education (Middle/Secondary) (3)

Survey and analysis of individual tests and curriculum-based measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis on developing individual portfolios through data collection, administration and interpretation of multi-sourced educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (Fee may be assessed to cover the cost of consumable materials.) Prerequisite: SE 610, SE 620, and consent of instructor.

SE 663 Exceptionals in Early Childhood Education (3)

Focuses on children with disabilities ages birth through grade 3. Emphasis is placed on understanding assessment, uses of technology, working with families, development of IEP.

SE 674 Special Topics in Special Education (3)

Topics vary from semester to semester and will be announced in advance. ED 674 may be repeated for credit. Prerequisites: Permission of Department Chairperson and Instructor.

SE 676 Psychology of the Exceptional Student (3)

Historical and current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis on procedure and strategies for teaching exceptional students in the classroom. Prerequisite: Graduate Standing.

SE 680 Resources for Families with Disabilities (3)

Study of the local, state and national resources available to assist children with disabilities and their families. Structural characteristics of families is presented to assist students in understanding the needs of individuals with disabilities. Prerequisite: ED 302 or graduate standing.

Master of Health Science (MHS) Health Care Education

Website: www.washburn.edu/mhs (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/allied-health/mhs/>)

Mission

The mission of the Master of Health Science (MHS) in Health Care Education is to prepare existing health care professionals to be effective teachers and leaders who are capable of serving diverse learners within health care organizations and allied health degree programs.

Program Description

The Department of Allied Health offers a master's degree designed specifically for health care professionals interested in building their knowledge and skills in education as well as health care administration. The education emphasis of the degree is relevant to all health care professionals given their role in patient education, mentoring of students, and continuing education. A background in education is also valuable for career advancement into higher education, medical applications training, and community outreach for example. All courses are offered online to meet the needs of adult learners. Part-time and full-time scheduling options are available.

Student Learning Outcomes

Upon completion of the program students will be able to:

- Apply sound strategies and methods in the development of learning experiences that meet the needs of learners.
- Develop assessments intended to guide instruction or evaluate effectiveness.
- Recognize ethical responsibilities of health care and education professionals.
- Analyze issues and trends relevant to healthcare and education practice.
- Synthesize information from credible and relevant sources for an applied purpose.

Life Experience

Under no circumstances will academic credit be awarded for life experiences.

Continuous Enrollment

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain

continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class AL 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the AL 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Nondiscrimination

It is the policy of Washburn University and the Department of Allied Health to assure equal educational and employment opportunity to qualified individuals without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation.

Admission Requirements

Candidates for admission to the Master of Health Science degree must have completed a bachelor's degree and have at least two years of work experience in a health care profession. Professional experience includes, but is not limited to the following areas: health care administration, health information technology, occupational therapy, respiratory therapist, physical therapy, radiology, and dentistry.

Candidates are expected to be familiar with Microsoft Office products and meet the technical expectations for online students as outlined at <https://www.washburn.edu/its/online-education/tech-tips.html>

Admission Procedures

1. Complete the University Graduate Admissions application. A link to the application can be found at www.washburn.edu/mhs (<https://washburn.edu/mhs/>).
2. There is no fee to apply.
3. When prompted select "Degree Seeking"
4. Applicants will be prompted to upload the following:
 - Unofficial transcripts demonstrating completion of a bachelor's degree. Official transcripts are required only after being admitted. Official transcripts may be sent electronically to etranscripts@washburn.edu or via U.S. mail to: Admissions, 1700 SW College Ave., Topeka KS 66621,
 - Resume demonstrating at least two (2) years of work experience in a health care profession.
 - One page educational goal statement addressing how the MHS program will support the candidate for future academic and/or career goals.
5. Applicants for unconditional acceptance must have achieved a cumulative grade point average of 3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
6. Applicants for conditional acceptance must have a cumulative grade point average of 2.75-2.99 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.

Transfer Credit

A maximum of 9 transfer credit hours may be approved on a case-by-case basis by the MHS Program Coordinator. Only relevant graduate

coursework coming from a regionally accredited institution for which a grade of "B" or better was earned will be considered.

Academic Advising

All MHS students are required to consult with the MHS Program Coordinator every semester to decide a course schedule for the coming semester. The student's Washburn University email address will be the official mode of electronic communication used by the University and Program.

Degree Requirements

- Complete 36 hours of course work.
- Maintain no less than a "B" (3.0) grade point average in the MHS coursework.
- No more than two grades of "C" in the plan of study will count for credit. A student may re-take a course to meet this requirement, but a course may only be retaken one time.
- Students will be placed on probation whenever the MHS grade point average falls below 3.0 or two courses grades of "C" have been recorded.
- Unless the instructor of the course stipulates an earlier deadline, an Incomplete Grade (I) must be completed by the end of two consecutive semesters, which excludes the summer session; otherwise a grade of "F" will be recorded. An incomplete Grade (I) in the practicum course will remain as an incomplete until the practicum course is completed.
- At least three-fourths of the semester hours required for the degree must be earned at Washburn University.
- Maintain continuous enrollment each regular semester (fall and spring). A minimum of one (1) semester hour of graduate work constitutes continuous enrollment.
- Complete degree requirements within six (6) years.

Program Requirements

Code	Title	Hours
AL 600	Foundations Health Care Education	3
AL 601	Legal/Ethical Issues in Health Care	3
AL 602	Special Populations in Health Care	3
AL 603	Health Care Decision Making	3
AL 620	Research Methods Health Care Profession	3
AL 622	Educational Program Administration	3
AL 624	Assessment Health Care Education	3
AL 626	Instructional Technology	3
AL 720	Curriculum/Instructional Methods Health Care	3
AL 722	Advanced Trends in Health Care	3
AL 724	Health Care Education Internship	3
AL 726	Health Care Education Practicum	3
Total Hours		36

Course Offerings

AL 600 Foundations of Health Care Education (3)

Introduces students to essential aspects of understanding and facilitating adult learning. Students will examine the characteristics, needs, and motivations of adult learners and uncover personal philosophical orientations toward teaching and learning.

AL 601 Legal/Ethical Issues in Health Care (3)

Provides foundational knowledge concerning legal and ethical concepts that guide health care professionals. The primary focus will be on applying ethical theories and legal principles to contemporary health care issues or cases.

AL 602 Special Populations in Health Care (3)

Includes a discussion and analysis of the impact of special populations on the health care delivery system. Major topics will include diverse ethnic populations, rural populations, migrant populations, minority populations and populations defined by diagnosis (e.g., diabetes, etc). This course is designed to acquaint the student with health care delivery implications of globalization in the context of cultural competence.

AL 603 Health Care Decision Making (3)

Decision making is the study of identifying and choosing alternatives based on reducing uncertainty and selecting a reasonable choice based on the values and preferences of the decision maker. Decision making theories, methods, and processes will be studied as well as the application of decision analysis and knowledge-based systems, including data mining, data warehouses, data marts, clinical data repositories, and data modeling. Prerequisite: None.

AL 620 Research Methods in Health Care Education (3)

Introduces students to the general principles of quantitative and qualitative research approaches and prepares students to become critical thinkers and responsible consumers of research. Emphasis is placed on the processes of planning, conducting, and reporting research results focused on the improvement of practice (action research).

AL 622 Educational Program Administration (3)

Focuses on the fundamental elements of educational health professions program planning, assessment, and troubleshooting by examining the activities of Program Directors and Clinical Coordinators. The impact of credentialing, accreditation, and licensure requirements is discussed along with issues related to higher education such as general education requirements, academic advising, grievance/appeal processes, and tenure and promotion.

AL 624 Assessment in Health Care Education (3)

Builds a foundation of classroom assessment literacy focusing on the accurate collection of information about student achievement and its effective use to improve teaching and learning. Students will develop skills and knowledge to formulate measurable learning targets, ensure a match between targets and assessment method, and design various classroom assessments.

AL 626 Instructional Technology (3)

Prepares students to apply theoretical frameworks to evaluate, select, and plan for instructional technology use to facilitate learning. Through practical application students will discover how to integrate technology into instruction and gain an awareness of the benefits and possible challenges of technology use.

AL 720 Curriculum/Instructional Methods in Health Care Education (3)

Explores various conceptualizations of curriculum and the role of educators in the curriculum development process. Instructional design models and various methods of instruction will be examined and applied.

AL 722 Trends in Health Care and Education (3)

Examines significant trends within health care and education practice including the influence of political, social, and economic variables.

AL 724 Health Care Education Internship (3)

This is the first of a two course sequence. Provides students with the foundation needed to develop an approved proposal for a comprehensive capstone project that draws upon skills and knowledge acquired in the MHS program and related experiences. The proposed project will be completed in the Capstone II course during the last semester of academic enrollment.

AL 726 Capstone II (3)

This is the last of a two course sequence. Provides the opportunity to integrate and apply knowledge and skills gained from the MHS course of study and other related experiences through the completion of a comprehensive capstone project.

AL 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. Prerequisites: Instructor Permission

Post-Graduate Certificate in Health Care Education

Website: www.washburn.edu/academics/college-schools/applied-studies/departments/allied-health/health-care-education/index.html
(<https://www.washburn.edu/academics/college-schools/applied-studies/departments/allied-health/health-care-education/>)

Mission

The mission of the Master of Health Science (MHS) in Health Care Education is to prepare existing health care professionals to be effective teachers and leaders who are capable of serving diverse learners within health care organizations and health professions programs.

Program Description

The Department of Allied Health offers a post-graduate certificate designed specifically for health care professionals interested in building their knowledge and skills in education. The post-graduate certificate in healthcare education focuses on education topics and meets many accreditation expectations for health professions educators. The certificate is a 9-credit hour, fully online program of study offered in 8-week courses.

This certificate, when paired with a master's or doctoral degree in nursing, fits the education eligibility requirements for the Certified Nurse Educator (CNE) exam.

Life Experience

Under no circumstances will academic credit be awarded for life experiences.

Continuous Enrollment

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class AL 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the AL 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on

the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Nondiscrimination

It is the policy of Washburn University and the Department of Allied Health to assure equal educational and employment opportunity to qualified individuals without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation.

Admission Requirements

Candidates for admission to the Master of Health Science post-graduate certificate program must have completed a master's or doctoral degree and have two or more years of work experience in a health care profession. Professional experience includes, but is not limited to, the following areas: health care administration, health information technology, occupational therapy, respiratory therapy, physical therapy, radiology and dentistry.

Candidates are expected to be familiar with Microsoft Office products and meet the technical expectations for online students as outlined at <https://www.washburn.edu/its/online-education/tech-tips.html>.

Admission Procedures

1. Complete the University Graduate Admissions application. A link to the application can be found at <https://washburn.edu/mhs> (<https://washburn.edu/mhs/>).
2. There is no fee to apply.
3. When prompted select "Certificate Seeking"
4. Applicants will be prompted to upload unofficial transcripts demonstrating completion of a bachelor's degree. Official transcripts are required only after being admitted. Official transcripts may be sent electronically to etranscripts@washburn.edu or via U.S. mail to: Admissions, 1700 SW College Ave., Topeka KS 66621.

Academic Advising

All MHS students are required to consult with the MHS Program Coordinator every semester to decide a course schedule for the coming semester. The student's Washburn University email address will be the official mode of electronic communication used by the University and Program.

Requirements

1. Complete 9-credit hours of required course work.
2. Maintain no less than a "B" (3.0) grade point average in the MHS certificate coursework.

Course Options

Students will select and complete three (3) of the four (4) courses listed:

AL 600 Foundations of Health Care Education (3)

Introduces students to essential aspects of understanding and facilitating adult learning. Students will examine the characteristics, needs, and motivations of adult learners and uncover personal philosophical orientations toward teaching and learning.

AL 624 Assessment in Health Care Education (3)

Builds a foundation of classroom assessment literacy focusing on the accurate collection of information about student achievement and its effective use to improve teaching and learning. Students will develop skills and knowledge to formulate measurable learning targets, ensure a match between targets and assessment method, and design various classroom assessments.

AL 626 Instructional Technology (3)

Prepares students to apply theoretical frameworks to evaluate, select, and plan for instructional technology use to facilitate learning. Through practical application students will discover how to integrate technology into instruction and gain an awareness of the benefits and possible challenges of technology use.

AL 720 Curriculum/Instructional Methods in Health Care Education (3)

Explores various conceptualizations of curriculum and the role of educators in the curriculum development process. Instructional design models and various methods of instruction will be examined and applied.

Social Work Graduate Programs

Website: www.washburn.edu/msw (<https://www.washburn.edu/msw/>)

Mission

The mission of the MSW Program at Washburn University is to prepare graduate-level students for the competent and ethical practice of professional social work, within the generalist and also the specialist model of clinical social work, via systematic attention to the core multidimensional competencies established by The Council on Social Work Education. The program is committed to providing a respectful, supportive approach to learning, while maintaining high academic standards. In so doing, the MSW Program is systematically linked to the core values of the social work profession.

MSW Program Description

The aim of Washburn University's Master of Social Work Program is to prepare graduate students for the competent practice of clinical social work in order to meet the multi-level needs of clients and others served by our graduates.

The MSW Program is committed to providing quality education for students with or without a baccalaureate social work degree. Therefore, the curriculum may include liberal arts components and generalist social work preparation to maximize each student's readiness for entry into the clinical concentration. In addition, the program focuses on providing a supportive environment for a diverse group of students, including those who may otherwise experience barriers to educational opportunities.

The MSW program has an overarching commitment to ensure that students understand, adhere to, and promote the value base of the social work profession within both generalist and clinical settings. The conceptual centerpiece of the Clinical Curriculum is the integration of the Empowerment and Ecological perspectives. The Clinical Curriculum emphasizes the extension of critical thinking skills and the expansion of practice skills to the specific demands of clinical practice. Upon completion of the MSW Program, graduates will be prepared and

committed to providing direct clinical social work services to individuals, families, and groups in inner-city, urban, and rural settings, with particular emphasis on those who are at-risk, unrepresented or under-represented, culturally diverse and oppressed.

Accreditation

The MSW program was granted full reaccreditation by the Council on Social Work Education (CSWE) in 2019 and has been reaccredited for eight years through 2026.

Licensure

All graduates of the MSW program are eligible to pursue licensure at the master's level in the State of Kansas and in all other states which require social work licensure or registration at the master's level. Social Work license, registration, certification, and/or credentialing requirements will vary from state to state.

Life Experience

The Council on Social Work Education (CSWE) specifically prohibits the social work department from granting credit for life experience.

Nondiscrimination

The Washburn University Department of Social Work maintains a policy that assures equal educational opportunity without regard to age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, political perspective, race, religion, sex, sexual orientation, gender, gender identity, and/or expression.

Academic Advising

Advisors play an important role in helping students select appropriate courses. All students are required to meet each semester with their Social Work faculty academic advisor.

Incompletes

All assignments must be completed to pass the class. In accordance with the Student Handbook, an Incomplete (I) grade will be given only in extraordinary circumstances, if 75% or more of the coursework has been completed and at the discretion of the instructor. The Incomplete must be approved and the Incomplete Grade Report Form completed and signed before the end of the semester. The student must complete course requirements before the end of the subsequent semester. If the coursework is not completed within the agreed-upon period, the Incomplete (I) grade will automatically convert to an "F."

Financial Assistance

Applications for financial aid are available in the Financial Aid Office. Applicants should contact the Financial Aid Office at (785) 670-1151; additional information is available on their website: www.washburn.edu/financial-aid (<https://www.washburn.edu/financial-aid/>). Applications for scholarships are available through the School of Applied Studies webpage www.washburn.edu/sasl (<https://www.washburn.edu/academics/college-schools/applied-studies/>). All admissions materials must be completed before a student may access any available scholarship opportunity. A limited number of field practicum stipends are available through some of the organizations that serve as field practicum settings (e.g., hospitals and clinics in the Veterans Administration Medical Center system).

Temporary or Permanent Withdrawal

Students planning to withdraw temporarily from the program for one or more semesters should send a letter requesting a leave of absence to the MSW Program Director. This letter should stipulate the reasons for the request and the semester in which the student plans to return. Any student who intends to withdraw permanently from the program should also send a letter to the MSW Program Director informing him/her of such intentions. If a student withdraws from the program for any reason without submitting written notification to the MSW Program Director, then he or she must reapply for admission to the graduate program.

MSW Student Handbook

All students, at the time of initial enrollment into the MSW Program, are expected to read the MSW Student Handbook completely and thoroughly. This handbook includes detailed information regarding the MSW Program and is available online. Policies for course schedules, grading, graduation requirements, academic retention and dismissal, and practicum determinations are included. Students are expected to carefully read this handbook and to comply fully with all of its provisions.

New MSW Student Orientation

As part of the admissions process, students newly admitted into the MSW Program are required to complete an online orientation. The MSW Student Orientation is located in your MyCourses section in D2L. After completion of orientation, students will be given the name of their academic advisor to begin the advising process.

Advanced Standing Program (ASP) applicants who have a baccalaureate degree within the past 10 years from a CSWE-accredited social work program will be granted advanced standing status in the MSW Program at Washburn University. Course and/or credit waivers are dependent on the equivalency of the course content as determined by the MSW Program Director in consultation with the department chairperson and Washburn social work faculty. Applicants may be asked to provide a course syllabus/outline for each course for which a waiver is being requested. Additional supporting materials may be requested.

Continuous Enrollment Requirement

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class SW 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the SW 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Online and Online-Assisted Courses

At present, the Social Work Department at Washburn University offers seated and online sections for most core foundation courses.

Social Work faculty members utilize online and the MyWashburn course development tools to offer some course content online, even in traditional seated classes. Students will meet face-to-face with the instructor, but in some cases, the seat time in a class may be reduced in lieu of online course work. For example, in a typical online-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or other media presentations, and reading materials. A number of faculty members frequently use the within-course email and bulletin board (i.e., messaging) functions. Some instructors prefer the course calendar, online quiz-test, and discussion forum components online as well.

Graduate Social Work Student Association

The primary purpose of the Washburn University Graduate Social Work Association (WUGSWA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WUGSWA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. WUGSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students' personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on MSW Program committees. Membership in this organization is open to all Washburn graduate social work students. For more information see the Social Work Student Organizations page on the Social Work Department's website: www.washburn.edu/sw-student-associations (<https://www.washburn.edu/sw-student-associations/>).

MSW Admission Requirements

Students seeking admission to the MSW program should complete the online graduate/MSW application at the Social Work degree link on the Social Work department website: www.washburn.edu/msw (<https://www.washburn.edu/msw/>). Admission to the MSW Program is competitive and applicants are encouraged to submit their completed applications well in advance of the initial review date (see Application Procedures below). Applicants must demonstrate that they possess the potential for professional development in clinical social work practice. To be admitted to the MSW Program, applicants must have a baccalaureate degree from a college or university accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, or a comparable accrediting body. Consistent with the importance ascribed to the liberal arts perspective by Washburn University and CSWE, the applicant must present evidence of adequate preparation to engage in graduate study, including the satisfactory completion of undergraduate coursework in each of the following areas: the natural sciences, social sciences, humanities, English composition, and mathematics. There must also be evidence of satisfactory completion of coursework in biology and cultural diversity. A minimum overall grade point average of 3.0 on a 4.0 scale is expected for admission to the MSW Program. Admission decisions are made by the MSW Admissions Committee, comprised of social work faculty members. The committee weighs all aspects of the completed application, including academic performance, communication skills, commitment to the values underlying the social work profession, and personal qualities necessary for effective clinical social work practice.

MSW Admissions-International Students

International students should contact the Office of International Programs with any questions regarding the university application process, English language proficiency requirement or immigration-related inquiries. The need to take English courses may delay an applicant's start in or extend the length of the MSW program.

MSW Application Procedures

Applicants should complete the online Washburn University/Master of Social Work degree application form at www.applyweb.com/washburn/index.ftl (<https://www.applyweb.com/washburn/>).

Instructions and deadlines for the MSW application are available, www.washburn.edu/msw (<https://www.washburn.edu/msw/>). Three letters of reference, a personal statement of interest, and a non-refundable \$40 application fee must be included when the online application is submitted.

The official bachelor's degree transcript needs to be sent to:

Washburn University
Department of Social Work
Benton Hall 412
1700 SW College Ave,
Topeka, KS 66621

It is the applicant's responsibility to submit all required materials for consideration for admission into the MSW Program. The application deadline for summer/fall enrollment is January 15. The application deadline for spring enrollment is October 15. Early submission of applications is encouraged.

Provisional Status

Individuals who have GPAs that do not meet the standards for regular admission may apply for provisional status. All other requirements must be met, including a bachelor's degree from an accredited university or college; a liberal arts background; coursework in the natural sciences (with human biology content); social sciences (with human diversity content); English composition, humanities, and mathematics; and evidence of potential for professional development in clinical social work.

Anyone accepted provisionally will be limited to part-time status. Provisional status will be maintained until the student has completed, at a minimum, 12 credit hours or two (2) semesters in the MSW Program.

Non-Degree Seeking Status

Depending on space availability, a person with a baccalaureate degree who is **not** formally admitted to the graduate social work program may enroll in MSW courses as a non-degree seeking student. Only individuals in the following two categories may be able to take graduate social work courses in the department as non-degree seeking students:

- A person who already has an MSW degree and who wants to return to graduate school at Washburn to complete the School Social Work concentration requirements as a non-degree seeking student; or
- A master's level social worker who wants to take a clinical core course or a clinical elective to earn continuing education units (CEUs) to satisfy LMSW or LSCSW license requirements. The Department Chair or the MSW Program Director may grant permission for such enrollment. For more information about this option, contact the Washburn University Department of Social Work (785) 670-1616.

MSW Transfer Credit

Transfer of credits from another MSW program is considered on a case-by-case basis. As a rule, only courses taken in a Council on Social Work Education (CSWE) accredited Master of Social Work program will be eligible for transfer. Typically, transfer credit will only be applied to the Generalist portion of the MSW program, which constitutes the first 33 credit hours of the full 66 credit hours in the MSW degree. The applicant must have received a grade of "B" or better in the course(s) being considered. In addition, each course must be substantially equivalent in content to an existing social work graduate course for which transfer credit is being considered.

All graduate transfer students must complete an application packet (see Application Procedures, *supra*). One of the three letters of reference must come from the dean/department chair of the CSWE-accredited program from which the student is transferring. If the student was in a practicum placement while in the other program, he/she should obtain the second letter of reference from his/her field practicum instructor. All other letters of reference should be from teaching faculty in the host program, who have had the student in his/her class. The MSW Admissions Committee will be convened to consider the application.

Programs

- Master of Social Work (MSW) (p. 60)
- Dual Juris Doctor - Master of Social Work (J.D./MSW) (p. 62)

Certificate Programs

Any applicant who would like to earn a certificate in Addiction Counseling or Victim/Survivor Services may do so while working on his/her MSW degree. These certificate programs are managed by the Department of Human Services at Washburn University. Some coursework in the MSW Program may count toward the certificate, but any waivers can only be approved by the chair of the Department of Human Services. More specific information about certificate programs can be found by contacting the Department of Human Services at (785) 670-2116. Under current State regulations, a person with a licensed masters of social work (LMSW) may become a licensed addiction counselor (LAC) by passing the national examination. Details on the LAC licensure can be obtained from the Behavioral Sciences Regulatory Board ([ksbsrb.ks.gov/professions/addiction-counselors](https://www.ksbsrb.ks.gov/professions/addiction-counselors) (<https://www.ksbsrb.ks.gov/professions/addiction-counselors/>)).

Course Offerings

Department consent, or admission to the MSW program, is required for enrollment in all graduate level courses.

SW 606 Micro Human Behavior in Social Environment (3)

Presents a bio-psycho-social perspective on the developmental processes of human personality and behavior. It also examines human interactions within the social environment, concentrating on interactions occurring within families and groups, while emphasizing the ecological perspective. Fall semester only. Prerequisites: Admitted MSW students only or consent.

SW 607 Macro Human Behavior in Social Environment (3)

Students are exposed to concepts and substantive information about persons-in-environment transactions. Emphasis is placed on the structure and dynamic processes of organizations, communities and societies. Spring semester only. Prerequisites: Admitted MSW students only or consent.

SW 608 Foundations of Social Policy (3)

The major purpose of this course is to prepare social work students as social work practitioners to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is the development of a conceptual map to focus the student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, some course content will focus on developing familiarity with the practice skills involved in policy analysis and advocacy. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. Fall semester only. Prerequisites: Admitted MSW students only.

SW 609 Social Policy and Advocacy (3)

The primary purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through advocacy in social policies and programs. A major feature of this course is the emphasis placed on developing knowledge about state legislative procedures and processes in the formulation of important social policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals (bills) currently before the state legislature in "real time." Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. Spring semester only. Prerequisites: Admitted MSW students only or consent.

SW 621 Quantitative Social Work Research (3)

Introduces students to the basic principles of quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of quantitative research. In addition, students will learn how to utilize various quantitative research strategies and methodologies to evaluate social service programs and practice outcomes. Fall semester only. Prerequisites: Admitted MSW students only or consent.

SW 622 Qualitative Social Work Research (3)

Introduces students to the basic principles of qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of qualitative research. In addition, students will learn how to utilize various qualitative research strategies and methodologies to evaluate social service programs and practice outcomes. Spring semester only. Prerequisites: Admitted MSW students only or consent.

SW 640 Fundamentals of Social Work Practice (3)

Presents concepts and skills of generalist social work practice and includes the ecological and empowerment framework. Attention is given to preparation for the clinical concentration. Included is an examination of multi-level systems practice, and development of cultural competency is emphasized and integrated throughout the course. MSW students must complete this course or its equivalent before enrolling in SW 690, SW 691, and SW 692. Fall semester only. Prerequisites: Admitted MSW students only or consent.

SW 680 Clinical Social Work Practice in Healthcare (3)

This course introduces students to clinical social work practice in healthcare settings, including the technological, social, political, ethical, and financial factors impacting patient care. This course emphasizes the relevant theories and models for healthcare practice at the micro, mezzo, and macro levels. Prerequisite: Enrolled MSW students only.

SW 681 Inclusive and Competent Social Work Practice in Healthcare (3)

The purpose of this course is to prepare social workers for clinical health care practice with clients with diverse backgrounds. The emphasis is on inclusive and culturally competent social work practice, to include the development of cultural awareness, humility, and knowledge about health and healthcare, as well as issues that can affect inclusive access, such as language and literacy, physical and cognitive ability, gender and sexuality, and macro, policy, and legal factors.

SW 682 Family Decisions in Healthcare (3)

The purpose of this course is to provide overall theoretical information and application about how families function and communicate during the process of health and long term care decision-making. This course allows students to develop clinical skills that assist families in making these difficult end of life and healthcare decisions. This course also addresses interdisciplinary communication skills and how these skills are necessary for working with others who have different professional backgrounds in a variety of healthcare settings.

SW 683 Human Sexuality and Social Work Practice (3)

The major purpose of this course is to provide a theoretical background for social work students to explore the physiological, psychological, and socio-cultural variables associated with sexual identify, sexual orientation, sexual behavior, as well as introducing a variety of theories explaining sexual behavior, development of sexual norms, and gender fluidity. Students will develop an understanding and appreciation of all aspects of human sexual behavior, and will then also learn theoretically-based clinical skills that they can apply in a wide variety of social work settings.

SW 685 Dimensions of Professional Social Work (3)

In this course, students will become familiar with the history and development of the social work profession, the history of social welfare, the work ethic of the social work profession, the various roles and related responsibilities of social workers in the many different fields of practice that the profession embraces, career opportunities in social work nationally and internationally, the practical aspects of the NASW Code of Ethics, and selected portions of state rules and regulations that govern the practice of social work in Kansas. In addition, students will have an opportunity to develop sensitivity to, and respect for, human diversity and the value base that underlies the social work professions. An advanced standing student may be required by the MSW Program Director to complete this course. MSW students must complete this course or its equivalent before enrolling in SW 690, SW 691, and SW 692. Prerequisites: Admitted MSW students only or consent. Required of all regular standing MSW students who have not taken an introductory course to social work and social welfare at the undergraduate or graduate level.

SW 690 Pre-Generalist Practicum Workshop (0)

In this mandatory one day workshop, regular standing MSW students will be oriented to the generalist field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 650, SW 791 and SW 651 is required. Spring semester only.

SW 691 Generalist Practicum I (3)

Students will gain supervised generalist level social work experience in selected community agencies. A minimum of 16 hours per week (240 clock hours) will be spent in mastering the knowledge and skills for multi-level client assessment, planning, intervention and evaluation. Concurrent enrollment in SW 690 and SW 692 is required. Spring semester only. Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW foundation including SW 640, and a practicum-director-approved placement in a field practicum.

SW 692 Generalist Practice Seminar I (3)

This seminar, taken concurrently with SW 691, provides students with the opportunity to integrate academic course-work, including values and ethics, with their field practicum experiences. Concurrent enrollment in SW 690 and SW 691 is required. Spring semester only. Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW foundation including SW 640, and a practicum-director-approved placement in a field practicum.

SW 693 Generalist Practicum II (3)

This Generalist practicum provides the student further opportunities to gain supervised social work experience in selected community organizations and programs for a minimum of 20 hours per week (160 clock hours). The focus is on refining generalist practice skills, and applying them to more complex social work situations, with multi-level systems. Concurrent enrollment in SW 694 is required. Summer only. Prerequisites: Admitted MSW students only and completion of SW 690, SW 691, and SW 692.

SW 694 Generalist Practice Seminar II (3)

This seminar, taken concurrently with SW 693, provides students with further opportunities to integrate academic coursework with the practice of generalist social work. Concurrent enrollment in SW 693 is required. Prerequisites: Admitted MSW students only and completion of SW 690, SW 691, and SW 692.

SW 700 Clinical Assessment and Diagnosis (3)

Presents an in-depth analysis of assessment techniques and diagnostic tools, including the DSM-IV, guided by social work values and ethics. Focus is on developing the knowledge and skills for competent, multi-cultural assessment of client functioning, within societal and environmental contexts. Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework or consent.

SW 705 Clinical Social Work Practice with Individuals (3)

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with individuals, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to individuals who are vulnerable and/or oppressed. Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.

SW 706 Clinical Social Work Practice with Families (3)

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with families, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to family units who are vulnerable and/or oppressed. Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.

SW 707 Clinical Social Work Practice with Groups (3)

Students are expected to develop an understanding of theories and development of skills relevant to assessment and facilitation of small group interactions, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to vulnerable populations. Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.

SW 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. Prerequisites: Instructor Permission

SW 779 Independent Study (1-3)

This opportunity for study is designed for students wishing to complete an in-depth project in a specific area. The study must be approved by and coordinated with an individual member of the core social work faculty.

SW 780 Special Topics (1-3)

Using a (1-3) credit hour format, a variety of clinical social work electives may be offered. These are meant to introduce a specific topic or intervention skill to students. Elective courses that are currently listed under the special topics number include but are not limited to: Applied Behavior Analysis, Multisystemic Family Therapy, Adult Mental Health, Play Therapy, and Social Work Policy Practice. Prerequisites: Admitted MSW students only and completion of MSW foundation coursework.

SW 781 Clinical Social Work Practice with the Exceptional Child (3)

In this elective clinical course within the MSW program, students are expected to develop an understanding of the historical and current social work practices relating to the educational characteristics, needs, and placement alternatives for exceptional learners. Prerequisites: Admitted MSW Students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a clinical field practicum.

SW 782 Clinical Social Work Practice in the Educational Environment (3)

Students in this content-driven course are expected to develop the knowledge and skills necessary for school social work practice or other forms of social work practice that might be influenced by the educational setting. In this course, students will gain a deeper understanding of the history, philosophy, and issues/trends of the American educational system. Students will be provided with an opportunity to critically analyze and discuss various historical, philosophical, and current trends in the education system, all the while juxtaposing social work philosophy, ethics, and practice principles against their findings. Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a clinical field practicum.

SW 783 Clinical Social Work Practice in Schools (3)

Students in this course are expected to develop the knowledge and skills necessary for effective practice of school social work. An emphasis on the impact of policies for student and family functioning is included. Concurrent placement in a school-based clinical practicum is suggested.

SW 784 Psychopharmacology (3)

Students in this course are expected to develop the conceptual background needed to understand current pharmacological interventions used with clients. An emphasis is placed on the social worker's role in direct service with the client, the family, and other providers. Ethical issues involved with medications and medication compliance are stressed.

SW 786 Clinical Social Work Practice with Trauma (3)

Students in this course are expected to develop the knowledge and skills necessary for effective clinical or systemic interventions for children, adolescents, and adults who have survived a traumatic event.

SW 787 Geriatric Social Work in Clinical Practice (3)

This course is designed to provide students with an overview of gerontological social work in clinical practice with an emphasis on the principles of practice, the application of research, and the formulation of policies as they relate to older adults. The course will define the role of the social worker from a gerontological perspective. It will introduce the student to special populations that are most vulnerable: aging people of color, the disabled, and gay and lesbian aged.

SW 788 Multicultural Social Work in Clinical Practice (3)

Students in this course are expected to develop the knowledge and skills necessary for effective assessment and treatment of ethnic minorities, women, and other disenfranchised groups. The psychological and sociological implications of discrimination are examined from a local, national and international framework, as well as the development of specific skills, including advocacy and empowerment, in working with disadvantaged groups.

SW 789 International Social Work (3)

This course is designed to provide clinical social work students with an overview of international aspects of social work and its global context. This course covers working with migration, refugees, natural disasters, terrorism, and human rights issues. It will look at the role of humanitarian groups worldwide. This course will challenge students to explore the various ways that different cultures perceive the role of social work and social workers. Students will learn to analyze social development and policy issues. The course will define the role of the social worker from a global perspective, and introduce the student to special populations worldwide with an emphasis on the most vulnerable.

SW 790 Pre-Clinical Practicum Workshop (0)

In this mandatory one day workshop, MSW students will be oriented to the clinical field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 791 and SW 792 is required. Fall semester only. Prerequisites: Admitted MSW students only; completion of all MSW foundation coursework, and a practicum-director-approved placement in a clinical field practicum.

SW 791 Clinical Practicum I (3)

This first semester of Clinical Practicum is taken concurrently with SW 792 Clinical Seminar. In this semester, students begin their professional development in community agencies. Small case load and close supervision is expected. Concurrent enrollment in SW 790 and SW 792 is required. Fall semester only.

SW 792 Clinical Practice Seminar I (3)

In this seminar, taken concurrently with the Clinical Practicum I, students are expected to integrate academic course work, including values and ethics, with the practice of clinical social work, and to analyze and evaluate their effectiveness with clients. Concurrent enrollment in SW 790 and SW 791 is required. Fall semester only.

SW 793 Clinical Practicum II (3)

This field experience is a continuation of Clinical Practicum I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Spring semester only.

SW 794 Clinical Practice Seminar II (3)

Clinical Seminar II must be taken concurrently with Clinical Practicum II. This online seminar/online course provides students with further opportunity to integrate academic course work, including values and ethics, with the actual practice of clinical social work, and to think critically about their clinical work with clients. The seminar/online course allows students to continue with peer clinical case consultation format. In addition, the seminar/online course permits students to focus on creating a portfolio that will be reviewed by peers and the instructor at the end of the semester. Spring semester only.

SW 795 Social Work International Service (3)

This course uses an international lens to provide MSW students the opportunity to learn about social work practice, including the effects of historical, social, psychological, physical, and environmental conditions on well-being at the micro, mezzo, and macro levels. The course will emphasize ways that culture and diversity intersect with social work practice. A portion of this course includes international travel.

Master of Social Work (MSW)

MSW Program Requirements

The primary goal of the Master of Social Work program at Washburn University is to prepare students to integrate the knowledge, values, and skills of the social work profession into the competent and ethical practice of clinical social work. The MSW curriculum consists of both Advanced Standing and Regular Standing Programs. For both programs, students enter the Clinical Concentration following successful completion of all Foundation course work. The Clinical Concentration provides students with the theoretical knowledge and methodological and technical skills necessary for the practice of entry level clinical social work. The Clinical Concentration is dedicated to maintaining a person-in-environment perspective for multiple levels of practice.

Advanced Standing Program (ASP) Students

Advanced Standing Program (ASP) applicants who have a baccalaureate degree within the past 10 years from a CSWE-accredited social work program will be granted advanced standing status in the MSW Program at Washburn University. Full-time advanced standing students typically begin their studies in the MSW Program in the summer semester. Part-time advanced standing students typically begin their studies in the fall term. However, all students have the option of beginning their studies in the spring semester.

Course and/or credit waivers are dependent on the equivalency of the course content as determined by the MSW Program Director in consultation with the department chairperson and Washburn social work faculty. Applicants may be asked to provide a course syllabus/outline for each course for which a waiver is being requested. Additional supporting materials may be requested. A grade of "B" or better in the undergraduate course considered for waiver is required.

Regular Standing Program (RSP) Students

Applicants who have a baccalaureate degree in a field other than social work may apply for regular standing status in the MSW Program at Washburn University. Regular standing students typically start taking classes in the MSW Program during the fall semester. Students have the option of beginning their studies in the spring semester.

Part Time and Full Time Schedules

Both part-time and full-time scheduling options are available. ASP students may begin the MSW Program in the summer semester. ASP students who elect to go full-time will complete the program in three semesters, including the initial summer semester. Part-time ASP students will complete the program in two full years and may take courses during the summer semester between the first and second year.

RSP students begin the MSW Program in the spring or fall semester. RSP students who elect to go full-time can complete the program in two academic years, including the summer semester between the first and second year. Regular standing students attending part-time must complete the program within four years.

MSW Student Learning Outcomes

MSW students at Washburn University, upon graduation, are expected to have developed nine core competencies (CSWE, 2015).

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

Upon graduation, all students will be able to:

- Engage clients and constituents with the highest level of ethical and professional behavior.
- Demonstrate the clinical competence to work effectively with individuals, families, and groups.
- Engage effectively with vulnerable, oppressed, and underserved populations to promote mental health wellness and economic justice.
- Pursue professional life-long learning.

MSW students are expected to have developed knowledge, skills, critical thinking, professional values and ethics, and cognitive/affective reasoning in relation to the nine core competencies (CSWE, 2015).

Continuous Enrollment Requirement

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class SW 777 Continuous Enrollment each semester until the program is completed. Credit hours completed through the SW 777 Continuous Enrollment will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

Degree Requirements

Completion of 66 credit hours or its equivalent, based on a combination of graduate hours and appropriate course waivers, is required for the awarding of the MSW degree. These hours include 54 credit hours (or equivalent) in the classroom and 12 credit hours, 1000 clock hours (or equivalent), in field practicum. Students must maintain a 3.0 grade point average on a 4.0 point scale. Students will not be allowed to graduate with a cumulative grade point average that is less than 3.0. Students

must complete their program of study within 4 years from the time of registration.

Foundation Curriculum

Foundation Curriculum courses are designed to prepare students for beginning generalist practice. These courses are taken prior to and concurrently with the generalist practicum. The Foundation Curriculum includes 27 credit hours of in-class instruction. Full-time regular standing students complete six (6) credit hours of field education in a community agency during the spring and summer semesters of the first year. A minimum of 400 hours of generalist field education must be completed over a two-semester period. Applicants should note that this translates into 16-20 hours per week spent at the field education site. Advanced standing students may have some or all of these courses waived.

Some foundation courses are sequential, offered in a fall-spring format. Students should work closely with their advisor to develop a plan of study.

Code	Title	Hours
Foundation Requirements		
SW 606	Micro Human Behavior in Social Environment ¹	3
SW 607	Macro Human Behavior in Social Environment ²	3
SW 608	Foundations of Social Policy ¹	3
SW 621	Quantitative Social Work Research ²	3
SW 622	Qualitative Social Work Research ¹	3
SW 640	Fundamentals of Social Work Practice ¹	3
SW 691	Generalist Practicum I	3
SW 692	Generalist Practice Seminar I	3
SW 693	Generalist Practicum II	3
SW 694	Generalist Practice Seminar II	3
Total Hours		30

¹ Offered in the fall semester
² Offered in the spring semester
³ First year graduate students may take SW 700 Clinical Assessment and Diagnosis, one of the four (4) clinical core classes, during the summer semester along with SW 691 Generalist Practicum I and SW 692 Generalist Practice Seminar I.

Foundation courses are offered in an all-day block format usually on Mondays. A typical class session runs for 2.50 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:30 am, 1:00-3:30 pm, and 5:30-8:00 pm). Every reasonable attempt is made to offer the second part of each foundation sequence course on the same day and at the same time during the spring semester.

Clinical Core Curriculum

Following completion of the Foundation Curriculum, all students begin the Clinical Curriculum. This consists of 24 credit hours of in-class instruction, including:

Code	Title	Hours
Clinical Core		
SW 700	Clinical Assessment and Diagnosis	3

SW 705	Clinical Social Work Practice with Individuals	3
SW 706	Clinical Social Work Practice with Families	3
SW 707	Clinical Social Work Practice with Groups	3
Clinical Social Work Electives ¹		9
SW 791	Clinical Practicum I	3
SW 792	Clinical Practice Seminar I	3
SW 793	Clinical Practicum II	3
SW 794	Clinical Practice Seminar II	3
Total Hours		33

¹ Classroom work
² A minimum of 600 clock hours are required for completion of the clinical field education. Applicants should note that this translates to approximately 24 hours per week spent at the field education site.

Clinical Core classes are offered in an all-day block format typically on Wednesdays. Classes usually run for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Compared to the fall semester, the order in which clinical core classes are offered in the spring may be different.

Clinical Elective Courses

Students should select elective courses in concert with their social work advisor and based on their particular area of practice interest. Nine credit hours of clinical social work electives are required.

Most elective courses will only be offered during one semester per year. Other clinical electives may be added to fit client/community needs.

School Social Work Concentration

Within the clinical MSW program, students may choose to receive specialty training in school social work. The concentration in School Social Work consists of three graduate level courses plus a clinical field education in an approved school social work setting. For students completing the School Social Work Concentration, their required nine (9) credit hours of clinical social work elective courses can be used to satisfy the course requirements for the concentration. The coursework in the concentration is consistent with the educational requirements of many states. The required courses in the concentration are as follows:

Code	Title	Hours
Concentration Requirements		
SW 781	Clinical Social Work Practice with the Exceptional Child	3
SW 782	Clinical Social Work Practice in the Educational Environment	3
SW 783	Clinical Social Work Practice in Schools	3
Total Hours		9

SW 783 Clinical Social Work Practice in Schools should be taken concurrently with SW 791 Clinical Practicum I and SW 792 Clinical Practice Seminar I. In addition, the two-semester clinical field education must be in a school setting under the supervision of a school social worker. Students other than those in the School Social Work concentration may take the SW 781 Clinical Social Work Practice with the Exceptional Child and/or SW 782 Clinical Social Work Practice in the

Educational Environment courses listed above to fulfill clinical elective requirements.

Detailed information about the School Social Work concentration, including course descriptions, NASW School Social Work Standards, links to organizations and resources, and employment opportunities can be found on the Social Work Department's website at www.washburn.edu/msw.

Graduates of an accredited MSW program wishing to demonstrate formal academic training in school social work may want to consider post graduate completion of the concentration in school social work.

Healthcare Social Work Concentration

Within the clinical MSW program, students may choose to receive specialty training in healthcare social work. The concentration consists of three graduate electives (9 hours) plus either a generalist or clinical field education in an approved healthcare setting. Students selecting the healthcare concentration should notify their advisor of their intentions in order to ensure appropriate academic advising to meet the requirements.

Code	Title	Hours
Concentration Requirements		
SW 680	Clinical Social Work Practice in Healthcare	
Select two of the following:		6
SW 681	Inclusive and Competent Social Work Practice in Healthcare	
SW 682	Family Decisions in Healthcare	
SW 787	Geriatric Social Work in Clinical Practice	
SW 794	Clinical Practice Seminar II	
Total Hours		6

Dual Juris Doctor - Master of Social Work (J.D./MSW)

The goal of the J.D./MSW Dual Degree Program is to prepare students with combined skills in both social work and law for professional practice with complex social and legal issues, in areas where social work and law converge. Although graduates of this program will be particularly well-prepared to work with clients having problems in the area of mental health, children and youth, family relations, and the elderly, they will also possess the knowledge and skills necessary to work in any area where the legal system interacts with the social services delivery system (e.g., criminal and juvenile justice administration, legal services to disadvantaged persons, housing and community development). The program curriculum meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines.

Every effort will be made to place students in field education settings that will contribute to their individual goals in the Dual Degree Program. Field education training opportunities are available through a variety of agencies, programs, and services offered at the local, county, state, and federal levels.

Program details and current information can be found in the J.D./MSW Dual Degree Program link at www.washburn.edu/msw (<https://www.washburn.edu/msw/>).

Admission

Students must separately apply to and be accepted by both academic programs. Students are asked to indicate to each program, at the time of application, that they are applying to the J.D.-MSW Dual Degree Program.

Degree Requirements

If pursued separately, the two-degree programs would require a total of 156 credit hours (i.e., 90 hours for Law and 66 hours for Social Work). However, in the Dual Degree Program, certain courses are accepted for credit by both schools. Each program will accept two 3-credit courses (total of 6 credits) from specified courses completed successfully in the other program. For an advanced standing student with all course waivers, this reduces the total number of credit hours to 111 (a reduction of 12 credit hours across both programs). For a regular standing student, the total number of credit hours required is reduced to 144 (a reduction of 12 credit hours). Students will typically complete most of their course work in the MSW Program before beginning the J.D. Program, although it is possible for a student to start in the Law School, complete most of the J.D. requirements, and then begin and complete the MSW degree requirements.

School of Business

- Accountancy Graduate Programs (p. 62)
- Business Administration Graduate Programs (p. 67)

Accountancy Graduate Programs

Website: www.washburn.edu/MAcc (<http://www.washburn.edu/MAcc/>)

Faculty

Henderson Learning Resource Center, Rooms 311L
 Program Director: Dr. Barbara W. Scofield
 Tel: (785) 670-1804
 Fax: (785) 670-1063
 E-mail: MAcc@washburn.edu

MAcc Program Mission

The Washburn University Master of Accountancy (MAcc) program provides a high-quality graduate accounting education. Supported by research and service activities, the program provides an individualized student-focused curriculum, connecting with the business community.

MAcc Program Description

Washburn's School of Business offers two graduate-level educational tracks in accounting to meet qualifying professional certification requirements while earning the Master of Accountancy (MAcc) degree. To be licensed as a certified public accountant (CPA) in every state, including Kansas, candidates for the qualifying exam must complete at least 150 credit hours of education. Becoming a CPA opens doors to opportunities not only in accounting firms but also across the business landscape. The program also prepares students for the requirements for other professional certification examinations such as the Certified Management Accountant Examination (CMA) and the Certified Internal Auditor Examination (CIA). Washburn's MAcc program prepares students to enter or advance careers in public accounting, corporate accounting, management accounting, and governmental accounting, as well as corporate finance, financial analysis, and law enforcement.

The 3+2 Program: This program is available to qualified currently enrolled Washburn undergraduate accounting majors who have reached senior status and have completed other specified requirements. These students complete their 124-hour undergraduate accounting degree while simultaneously fulfilling the 30-hour additional requirement for the MAcc. Please see the requirements for admission below. Students holding a Washburn Accounting degree can also be admitted to the 3 + 2 Program, if they meet the other admission requirements.

The 30-hour Flexible Program: This program is available to qualified students who have completed a bachelor degree equivalent to a Washburn University undergraduate accounting degree. This program of study can be completed in as little as twelve months or may be extended to be completed over a period of up to five years while taking one course per semester. Students who have a non-accounting degree are offered conditional admission while completing prerequisite courses.

Please see the requirements for admission below.

The Washburn University School of Business and its master degree programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

The MAcc Program

- Offers a student-centered graduate accounting degree program for students drawn primarily from the Northeast Kansas region. The program will prepare students for career success, professional certification, and life-long learning.
- Connects with the business community by focusing on both the traditional student and the working professional. The program facilitates internships and other collaborative business partnerships.
- Creates and applies research that enhances classroom teaching, assists accounting professional development, and advances knowledge in accounting.
- Fosters integrity, mutual respect, and ethical behavior as requisites to accounting practice.
- Provides curriculum flexibility to students with varied accounting course offerings and multiple elective MBA course choices.

Academic Advising

All academic advising for MAcc students is done by the Director of the MAcc Program. MAcc students are required to consult with the MAcc director every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available and to work toward timely graduation. Students are expected to inform Washburn University of any changes of their permanent and current address and contact information. International students must inform the International Programs Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

Academic Status: Full-Time and Part-Time Graduate Student

Full-time or part-time status of graduate students during the fall and spring semesters are calculated as follows:

Semester Hours	Status
9 or more	Full-time
8	Three-quarter time

5 to 7	One-half time
1 to 4	One-quarter time

Grades

The symbols used in grading are as follows:

Grade	Description	Grade Points
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0

- No grade below "C" is acceptable for graduate credit.
- To graduate, MAcc students are required to have at least a 3.0 grade point average in all graded upper-level courses.
- At least 30 upper-level hours (courses numbered 600 and above) must be taken on a graded basis, including all required upper-level courses.
- A student will be allowed to have a maximum of two courses with a grade of "C" included in his or her MAcc program.
- A student receiving a grade of "C" in a MAcc course may retake the course one time.

Incompletes

In accordance with Washburn University policy, incomplete grades ("I") may be given when most of the work for the course has been completed (approximately 75%). In order for a grade of incomplete to be turned into a letter grade, all the required course work must, at a maximum, be turned in by the end of the regularly scheduled classes within one regular semester of the date the incomplete was given. This is the maximum length of time allowed for a student to complete the specified course requirements. Otherwise, the incomplete grade will be converted to a grade of "F." Students must complete all "I" grades in order to graduate from the University. Faculty have the right to impose shorter completion time frames for courses in the MAcc program.

Probation and Dismissal

Students are placed on probation whenever their graduate grade point average falls below 3.0 or whenever the student has received two recorded course grades of C. Students on probation must work with the MAcc director to develop a plan of study to be restored to good standing in the next semester, subject to course availability. Students who continue on probation for more than one semester may be dropped from the MAcc program.

Students admitted to the 3+2 MAcc Program must maintain a cumulative WU grade point average of 3.0 or higher for all coursework completed subsequent to admission to be considered in good standing in the program.

Time Limits

A student may be awarded a Master of Accountancy degree after completing the requirements for the degree in effect the later of:

1. the semester when he/she first enrolled or
2. the semester when he/she was fully admitted to the MAcc program.
The student may choose any subsequent catalog in effect within six years prior to the date of graduation.

Admission Requirements

Admission will be granted to students showing high prospects of success in graduate accounting study as indicated by the applicant's previous academic record.

MAcc 3+2 Program

To be considered for admission, an applicant must:

- Currently be a senior undergraduate accounting student at Washburn University or have previously been awarded a Washburn University accounting degree and:
 - Have completed AC 224 Financial Accounting, AC 225 Managerial Accounting, AC 321 Intermediate Financial Accounting I, AC 322 Intermediate Financial Accounting II, AC 325 Cost Accounting and AC 330 Accounting Information Systems with a minimum of 2.8 GPA on a 4 point scale.
 - Have earned a minimum undergraduate grade point average of at least 3.0 on a 4 point scale.
 - Have been admitted to the Washburn University School of Business.
 - Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl (<https://www.applyweb.com/washburn/>). A waiver code for the application fee for 3+2 applicants is available in the School of Business office.
 - Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, for any coursework taken after graduation from Washburn.

MAcc 30-hour Flexible Program

To be considered for admission, an applicant must:

- Hold a baccalaureate degree from a U.S. regionally accredited institution of higher education equivalent to an undergraduate accounting degree, or hold a baccalaureate degree and:
 - Earned a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
 - Have completed AC 224 Financial Accounting, AC 225 Managerial Accounting, AC 321 Intermediate Financial Accounting I, AC 322 Intermediate Financial Accounting II, AC 325 Cost Accounting and AC 330 Accounting Information Systems (or equivalent from AACSB accredited colleges or universities) with a minimum of 2.8 GPA on a 4 point scale.
 - Submit a completed applications to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl (<https://www.applyweb.com/washburn/>). The application form will provide for the submission of the academic transcripts and collection of the \$40.00 application fee.
 - Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, from all previously attended institutions.

- Earned a minimum score of 500 on the Graduate Management Admission Test (GMAT), taken within the previous five years, administered by the: Educational Testing Service (ETS) Princeton, NJ 08541.
Request that scores be reported to the: School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
- Have an admission index of 1100 – computed as $(200 \times \text{GPA}) + \text{GMAT Score}$.

Provisional Admission

By individual application review and based on space availability and the applicant's previous academic record, a limited number of applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MAcc program for one semester while their application files are completed. During the semester of provisional admission, the applicant is required to complete the application file and may enroll in up to two MAcc courses for a total of no more than six semester hours. No further enrollment is possible without full admission to the MAcc program.

International Admission

1. In addition to the online graduate application form (<https://applyweb.com/washburn/>), a student attending Washburn University on an F-1 visa must submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at this website (<https://www.washburn.edu/academics/international-programs/international-students/>) under Admission Requirements for: Graduate Students.
2. Request that official transcripts be sent to the Director of Master of Accountancy Program, School of Business, Washburn University from all previously attended institutions. Transcripts from non-U.S. institutions submitted as part of an application for graduate study in the School of Business must be evaluated by a Washburn University-recognized evaluation service [e.g. Educational Credentials Evaluators (ECE) or World Educational Services (WES)]. A "course-by-course" report is required. Cost of this evaluation is borne by the student. Applications can be obtained from their respective websites (www.ece.org (<https://www.ece.org>) for ECE and www.wes.org (<https://www.wes.org>) for WES). Completed evaluations should be sent directly by the evaluation agency to the Office of International Programs. Washburn University, 1700 SW College Ave., Topeka, KS 66621.
3. Earn a score of 500 or higher on the Graduate Management Admission Test (GMAT), taken within the previous 5 years, administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
4. Earn a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
5. Have an admission index of 1100 – computed as $(200 \times \text{GPA}) + \text{GMAT Score}$.
6. Take the iBT TOEFL or IELTS test. Request that scores be reported directly to the School of Business, Washburn University by the testing agency. Washburn University requires a balanced iBT TOEFL score of 80, or the equivalent IELTS score of 6.5. Students without a TOEFL score or with a low TOEFL score should first seek admission to the

Intensive English Program. Native speakers of English or students who have earned a 4-year degree from a U.S. institution are exempt from the English proficiency requirement.

- In addition to the MAcc program application fee, submit the \$70 application and processing fee for international students. This fee can be deferred until the student reports to the Washburn University campus.

MAcc Application Procedures

MAcc 3+2 Program

- Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl (<https://www.applyweb.com/washburn/>). A waiver code for the application fee is available in the School of Business office.
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, for any coursework taken after graduation from Washburn.

MAcc 30-hour Flexible Program

- Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl (<http://www.applyweb.com/washburn/>). The application will require a \$40.00 application fee.
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, from all previously attended institutions.
- Request that GMAT scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.

Application Schedule

Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by November 15 (for spring enrollment); April 15 (for summer enrollment); and July 1 (for fall enrollment). Files are considered complete when the applications and all supporting documents have been received by the Director of the Master of Accountancy Program. International applicants, or applicants applying from outside of the United States, should start the application process early in order to meet the application deadlines.

Transfer Credit for Prerequisite Courses

For a prerequisite requirement to be met the course or courses offered for prerequisite credit must have been successfully completed with a grade of "C" or better at an AACSB accredited institution. We reserve the right to evaluate the equivalence of any course offered for prerequisite credit. Students offering courses taken outside the U.S. may be subject to specific course equivalency evaluation before courses can be accepted as prerequisites.

Graduate Transfer Credit

A maximum of 6 hours of graduate credit in the MAcc program may be transferred from AACSB-accredited business schools and posted to the candidate's Washburn transcript. Requests to transfer courses must be made in writing. Requests to substitute transfer credit for required courses will be evaluated by a designated faculty committee.

Programs

- Master of Accountancy (MAcc) (p. 66)
- Dual Degree - School of Law (J.D.) & School of Business (MAcc) (p. 66)

Course Offerings

MAcc Accounting Courses

AC 524 Accounting Concepts (3)

Accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic information system for communicating and measuring use of financial data for planning and control purposes. Primary focus is to provide background for upper-level graduate courses. Prerequisite: College Algebra

AC 616 Commercial Transactions (3)

Nature and sources of commercial law, legal process, common, and statutory law as they pertain to sales, negotiable instruments, secured transactions, suretyship, insurance and bankruptcy. (Not available to those who have taken BU 416.) Prerequisite: Admission to the Master of Accountancy program and BU 315.

AC 621 Advanced Financial Accounting (3)

Concepts and procedures related to business combinations - domestic and foreign, foreign currency transactions, partnerships, and other related financial reporting topics. Prerequisite: Admission to the Master of Accountancy program and AC 321 and AC 322.

AC 624 Tax for Business Entities (3)

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting. Prerequisite: Admission to the Master of Accountancy program and AC 224, AC 225, and BU 250.

AC 625 Advanced Auditing (3)

Concepts of, and approaches to, auditing & assurance services in a computerized environment, including skill development to apply the underlying concepts and approaches to these professional services. Development of professional judgment through analysis and discussion of real company cases covering complex topics in assurance services. Prerequisite: Admission to the Master of Accountancy program and AC 425.

AC 626 Contemporary Issues Accounting (3)

Current and emerging issues in accounting and accounting standards from theoretical and accounting practice perspectives. Topics vary by semester. May be repeated for credit. Prerequisite: Admission to the Master of Accountancy and AC 321 and AC 322.

AC 627 Advanced Managerial Accounting (3)

Assignment and control of organizational costs including decision making and reward structures. Application of concepts in academic readings to organizational case scenarios. Prerequisite: Admission to the Master of Accountancy program and AC 325.

AC 628 Government/Not for Profit Accounting (3)

Methods and procedures used in fund accounting with emphasis on state and local governmental units and not-for-profit organizations. Prerequisite: Admission to the Master of Accountancy program and AC 224, AC 225, and BU 250.

AC 629 Accounting Research Seminar (3)

Based on review of research literature in the diverse areas of accounting, the development and design of an accounting research project in the student's area of choice employing relevant technology and statistical analysis. Prerequisite: Admission to the Master of Accountancy program and AC 621, AC 624, and AC 627.

AC 630 Advanced Accounting Information Systems (3)

Integration of accounting systems in support of organizations in global business environments including end-to-end cross-functional business processes. Application and extension to the professional environment of technology knowledge and skills in Microsoft computer operating systems and applications. Prerequisite: Admission to the Master of Accountancy program and BU 250 and AC 330.

AC 639 Accounting Theory and Ethics (3)

Major and alternative ethical models and the historical development of financial accounting theory. Analysis of cases that illustrate ethical failures and dilemmas in accounting practice. Current and proposed accounting standards. Prerequisite: Admission to the Master of Accountancy program and AC 621.

AC 654 Management Accounting Analysis (3)

In-depth study of the uses of management accounting tools and their impact on the contemporary business organization. Includes evolution of cost and decision models and the management accounting function, as well as the application of fundamental methods. Emphasis on case studies and research and the development of written and oral communication skills in a management accounting context. Prerequisite: BU 522 and BU 526 or consent of instructor.

AC 699 Internship in Accounting (3)

Professional work experience in accounting with a business firm, governmental agency, or not-for-profit organization. The work experience must create a new learning experience for the student. Credit hours may only be used as elective hours and will not count toward the minimum 21 hours of accounting and economic hours required of the MAcc candidate. Grades for this class are awarded on a pass-fail basis. Prerequisite: Admission to the Master of Accountancy program, Consent, and AC 425.

Other Courses

See also MBA course list for more elective options.

EC 652 Managerial Economics (3)

Management problems from an economic point of view. The content focuses on the applications of economic theory to day-to-day managerial decision making. Prerequisite: EC 525 OR EC 200 and EC 201.

BU 616 Commercial Transactions (3)

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting. Prerequisite: Admission to the Master of Accountancy program and BU 315.

Master of Accountancy (MAcc)**MAcc Student Learning Outcomes**

Upon completion of the MAcc program a student will be able to:

- Prepare analytical review of complex business and accounting topics.
- Write clearly, effectively, and efficiently in an accounting context.
- Orally communicate ideas clearly and effectively.
- Demonstrate technical agility to manage accounting and management information systems.

- Demonstrate decision-making that values professional, ethical, and regulatory responsibilities.
- Demonstrate proficiency in technical topics commonly covered on professional certification examinations such as the CPA, CMA, and CIA examinations.

Assessment process for the above outcomes will be course-imbedded within the graduate accounting courses.

MAcc Program Requirements

Thirty graduate-level semester hours beyond the undergraduate degree must be completed by all students.

Degree Requirements

- A minimum of 30 semester hours of graduate credit.
- A cumulative grade point average of at least 3.0.
- All course work must be completed within six (6) calendar years.

Code	Title	Hours
Required Courses		
AC 621	Advanced Financial Accounting	3
AC 624	Tax for Business Entities	3
AC 627	Advanced Managerial Accounting	3
AC 629	Accounting Research Seminar	3
AC 630	Advanced Accounting Information Systems	3
AC 639	Accounting Theory and Ethics	3
EC 652	Managerial Economics	3
Subtotal		21
Elective Courses		
One additional 600-level accounting course		3
Two additional 600-level accounting or business courses		6
Subtotal		9
Total Hours		30

¹ Excluding AC 654 Management Accounting Analysis and any law courses included in the MBA curriculum.

Students should consult with the Director of the MAcc Program regarding availability of electives.

Dual Degree - School of Law (J.D.) & School of Business (MAcc)

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain Juris Doctor (J.D.) and Master of Accountancy (MAcc) degrees during their course of study at Washburn.

Admission

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

Degree Requirements

On its own, the J.D. program at Washburn University School of Law requires 90 credit hours; the MAcc program requires 30 master's level credit hours beyond the course prerequisites. Thus, pursued separately, the J.D. and MAcc together would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the MAcc and six credit hours of business school courses in the MAcc may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are core courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of MAcc (600 series) business school courses.

Students may choose to begin either their legal studies or their accounting studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association's standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

Business Administration Graduate Programs

Website: <https://www.washburn.edu/business/m> (<https://www.washburn.edu/academics/college-schools/business/MBA/>)ba (<https://www.washburn.edu/business/mba/>)

MBA Program Mission

To provide management education of recognized high quality through an evening MBA program for current and future business professionals in the area. Our goal is to assure that our students have the knowledge and skills to enable them to succeed in general management and leadership roles and to contribute to the success of their organizations and their local and regional economies. Specifically, Washburn MBA graduates will be able to identify, gather, and analyze relevant information, in order to make effective decisions and improve organizational processes.

MBA Program Vision

Washburn MBA graduates will be able to identify, gather, and analyze relevant information in order to make effective decisions and improve organizational processes.

MBA Program Description

The Washburn Master of Business Administration (MBA) program is designed for the business professional who desires to combine an existing career with formal educational development. The Washburn MBA program began in 1982 and presently graduates between 30 and 40

students per year. Washburn MBA students and graduates are employed at all of the major businesses in Topeka, throughout the region and internationally. International students comprise about 25% of the usual MBA cohort.

Broad in nature, the Washburn MBA program aims at producing general competence for overall management of corporate enterprises, public and governmental organizations, health and educational institutions, and entrepreneurial ventures. Courses are taught in state-of-the-art facilities by faculty who are academically and professionally qualified. Admission and initial enrollment can be for the fall, spring, or summer. Each in-person/virtual class meets one night a week (Monday – Thursday) for two and one-half contact hours. Students have the option to attend any in-person course virtually via live broadcast. The Washburn MBA program also offers select courses asynchronously online. If desired, a student could complete the entire MBA program from anywhere via a combination of virtual live broadcast and asynchronous online courses.

The Washburn University School of Business and its Master of Business Administration and Bachelor of Business Administration degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Inquiries should be directed to:

MBA Director School of Business Henderson Learning Resource Center, Room 114 1700 SW College Avenue Washburn University Topeka, Kansas 66621 or via email: mba@washburn.edu

Academic Advising

All academic advising for MBA students is done by the MBA Director. MBA students are required to consult with the MBA Director every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available as well as ensure a timely graduation. Permission for enrollment in any class for which the instructor/MBA Director feels the student's background and preparation are inadequate will be withdrawn. Foundation-level courses should be completed before upper-level courses are taken, unless special permission is granted. Students are expected to inform Washburn University and the MBA Director of any changes to their permanent and current address and contact information. International students must additionally inform the International Programs Office of these changes. Students are expected to check their Washburn University e-mail regularly, as official communications, including all enrollment information, will be sent to the Washburn University e-mail address.

Academic Status: Full-Time and Part-Time Graduate Student

Full-time and part-time status of graduate students during the fall and spring semesters are calculated as follows:

Semester Hours	Status
9 or more	Full-time
8	Three-quarter time
5 to 7	One-half time
1 to 4	One-quarter time

Grades

The symbols used in grading are as follows:

Grade	Description	Grade Points
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average	1
F	Failure	0

No grade below “C” is acceptable for graduate credit.

To graduate, MBA students are required to have at least a 3.0 grade point average in all graded upper-level courses. At least 30 upper-level hours (courses numbered 600 and above) must be taken on a graded basis, including all required upper-level courses. For all upper-level courses, a student will be allowed to have a maximum of two courses with a grade of “C” included in his or her MBA program. A student receiving a grade of “C” or below in an upper-level MBA course may retake the course, but only one time.

Incompletes

In accordance with Washburn University policy, incomplete grades (“I”) may be given when most of the work for the course has been completed (approximately 75%). In order for a grade of incomplete (“I”) to be turned into a letter grade, all the required course work must be turned in by the end of the regularly scheduled classes within one year of the date the incomplete was given. Otherwise, the incomplete grade will be converted to a grade of “F.” Students must complete all “I” grades in order to graduate from the University.

Probation and Dismissal

Students are placed on academic probation whenever the upper-level grade point average falls below 3.0, or whenever a grade below “C” is earned in a foundation-level or upper-level course. Only two “C” grades are permissible in the entire upper-level program (600 level courses). Students on academic probation must work with the MBA Director to develop a plan of study to be restored to good standing in the next semester(s), subject to course availability. Different, stricter academic standards exist for provisionally admitted students. These specific standards will be communicated to the student in the admissions award letter.

- A course withdrawal or grade of “D” or “F” in any course, including foundation-level, results in automatic academic probation and the course(s) must be retaken the following semester or the immediate next semester the course is offered. If a course withdrawal or grade of “D” or “F” is earned the second time during a course repeat, the student will be dismissed from the program.
- Each course, including foundation-level and upper-level MBA program (600 level courses), can be re-taken only once.
- Any foundation-level course (below 600 level) must be completed with the grade of “C” or better. There is no limit to the number of “C” grades a student can earn in foundation-level courses.
- MBA students are allowed no more than two “C” grades in the entire 10-course/30 credit hour upper-level MBA program (600 level courses). In addition, the overall upper-level GPA cannot fall below 3.0, otherwise a student will be placed on academic probation with the possibility of dismissal. Significant improvement must be demonstrated and the corrective steps outlined to the student by the MBA Director must be successfully completed to be removed from academic probation.

- Students who continue on academic probation for more than one semester, unless otherwise planned, may be dismissed from the program at the discretion of the MBA Director.

Program Time Limits

A student may be awarded a Master of Business Administration degree after completing the requirements for the degree in effect when the student was fully admitted to the MBA program. The student may choose any subsequent catalog in effect within six years of the date of graduation. All course work must be completed within six (6) calendar years from the date of program admission, full or provisional.

MBA Admission Requirements: Domestic Students

To be considered for MBA admission, a domestic student must:

- Submit official transcripts to Washburn University, from institutions granting the undergraduate degree or graduate degree. Official transcripts can be submitted digitally or by mail, but must come directly from the institution which granted the degree. Official transcripts for any prior Washburn University degree(s) are not required.
- Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant’s potential for success in graduate study in business.
- Submit a completed application to the Washburn MBA Program. This application also satisfies university admission and is completed online at: www.washburn.edu/mba (<http://www.applyweb.com/washburn/>) The application form will provide for the submission of the unofficial academic transcript and letters of reference.

Program Entry Competency

- Students are expected to enter the program with competency in College Algebra or an equivalent course. If no such competency exists, the student will be required to successfully complete a College Algebra or equivalent course prior to entrance into the MBA program.

Application Schedule

- Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by December 1 (for spring enrollment), May 1 (for summer enrollment), and July 31 (for fall enrollment). Files are considered complete when the application and all supporting documents, including reference letters, have been received by the MBA Director, School of Business.

Transfer Credit

- A maximum of nine hours of graduate credit in business-related disciplines from AACSB-accredited business schools may be transferred to Washburn University.

Law School Courses

- Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MBA requirement. The law school credit must be in business-related, non-required law school courses approved by the School of Business. Washburn University offers a dual J.D./MBA degree. A statement of that degree is provided at the following link: <https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html>

Admission will be granted to students showing high promise of success in graduate business study. Professional work experience, managerial experience, and professional certifications will be taken into consideration in the admissions decision at the discretion of the School of Business/MBA Director. Professional work experience is defined as business-relevant and typically consists of full-time, salaried work.

To be admitted, a domestic student must:

1.) Hold a baccalaureate or graduate degree from an accredited institution of higher education with a minimum 3.0 GPA (2.8 GPA for Washburn graduates/AACSB accredited business school graduates) on a 4.0 scale.

The GMAT or GRE will be waived for students that meet or exceed a 3.0 GPA (2.8 GPA for Washburn graduates/AACSB accredited business school graduates). Significant professional/managerial experience and/or prior graduate degrees earned may also be considered for a GMAT waiver decision. Students who do not meet the above GPA requirement could be eligible to apply for provisional admission. See below for provisional admission criteria due to GPA.

Students with a BBA Degree

2a.) Foundational-level courses are not required of students with a BBA degree who also meet or exceed the requirements for full admission listed above. These students will advance directly into the 10 course/30 credit hour upper-level core MBA program. MBA program general academic performance, probation, and dismissal policies for admitted students regarding 600-level courses apply.

Students without a BBA Degree

*Students in this category who otherwise meet or exceed a 3.0 GPA (2.8 GPA for Washburn graduates/AACSB accredited business school graduates) will be considered 'admitted' on contingency of satisfactory completion of any assigned foundational-level courses.

2b.) The student must complete up to nine credit hours/three foundational-level pre-MBA courses with a grade of 'C' or better prior to taking 600-level courses in the core MBA program. Foundational-level course requirements will be determined by the MBA Director through transcript analysis. Foundational-level courses (or equivalents) previously taken and successfully completed with a grade of 'C' or better will be waived. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be determined and assigned by the MBA Director. MBA program general academic performance, probation, and dismissal policies for admitted students regarding foundational-level and 600-level courses apply.

Provisional Admission: Domestic Students

Applicants of outstanding promise, but whose applications are incomplete or whose GPA is marginally below the minimum for full admission, could be granted provisional admission to the MBA program based upon successful completion of certain conditions communicated upon the offer of provisional admission. Upon successful completion of all conditions of provisional admission, the provisional student will be granted full admission to the MBA program. Definite statements as to the length of the applicant's MBA program, including final determination on waivers and transfer courses, cannot be made until after the applicant has been granted full admission to the MBA program. Professional work experience, managerial experience, and professional certifications may

be taken into consideration in a provisional admissions decision at the discretion of the School of Business/MBA Director. Professional work experience is defined as business-relevant and typically consists of full-time, salaried work.

Provisional Admission Due to GPA: Domestic Students

Students with a minimum 2.0 – 2.99 GPA (2.0 – 2.79 for Washburn Graduates/AACSB accredited business school graduates) on a 4.0 scale may obtain provisional admission based on the following:

1.) GMAT minimum score of 450 OR GRE minimum score of 300

AND

Students with a BBA Degree

2a.) The student must complete up to three foundational-level pre-MBA courses in which a grade below a 'B' was earned during undergraduate/graduate coursework. These courses will be determined via transcript analysis and assigned at the discretion of the MBA Director. Assigned foundational-level courses must be satisfactorily completed with a grade of 'B' or better prior to taking 600-level courses in the core MBA program. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be determined and assigned by the MBA Director. In this case, a grade of 'B' or better must be earned in any 600-level course. A 3.0 or greater GPA must be attained during the provisional semester(s) **and** in the first 18 hours of coursework, with no grade below 'B' permitted.

Students without a BBA Degree

2b.) The student must complete up to (3) foundational-level pre-MBA courses with a grade of 'B' or better prior to taking 600-level courses in the core MBA program. Foundational-level course requirements will be determined by the MBA Director through transcript analysis. Foundational-level courses (or equivalents) previously taken and successfully completed with a grade of 'B' or better will be waived. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be determined and assigned by the MBA Director. In this case, a grade of 'B' or better must be earned in any 600-level course. A 3.0 or greater GPA must be attained during the provisional semester(s) **and** in the first 18 hours of coursework, with no grade below 'B' permitted.

* Provisionally admitted students who do not meet the above academic performance requirements during the first provisional semester will be dismissed from the program at the end of that semester. Provisionally admitted students will not have the option to re-take any course assigned during the provisional semester(s). In the case that a second provisional semester is necessary, after satisfactorily completing the first, then the original academic performance standards must again be met during the second semester; otherwise the student will be dismissed from the program at the end of the second semester. Upon successful completion with a 'B' or better in any assigned foundational courses, a 'B' or better in any 600-level courses taken simultaneously (if applicable) during the provisional semester(s), and a 3.0 or greater GPA in the first 18 hours of coursework, the student will then be fully admitted and eligible to continue into further 600-level MBA courses.

MBA Admission Requirements: International Students

- Apply for and be approved for University Admission through the Office of International Programs.
- Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at the following website: www.washburn.edu/academics/international-programs/international-students/index.html (<http://www.washburn.edu/academics/international-programs/international-students/>).

To be considered for MBA admission, an international student must:

- Submit official transcripts to Washburn University, from institutions granting the undergraduate degree or graduate degree.
- Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business.
- Request an official ECE or WES course-by-course evaluation be sent to the Office of International Programs, unless applying through an approved partner program.
- Request the results of a TOEFL iBT or an IELTS or a Duolingo English proficiency examination be sent to the Office of International Programs.
- Submit a completed application to the Washburn MBA Program. This application is completed online and is found at: www.washburn.edu/mba The application form will provide for the submission of the unofficial academic transcript and letters of reference.
- The application to the Office of International Programs and application to the MBA program can be done simultaneously through a single application (link listed above); however, admission to the MBA Program will not take place until admission to Washburn University has first been granted through the Office of International Programs, the applicant's English proficiency has been determined (if applicable), and either an ECE or WES course-by-course evaluation of the applicant's transcripts has been completed (if applicable).

Program Entry Competency

- Students are expected to enter the program with competency in College Algebra or an equivalent course. If no such competency exists, the student will be required to successfully complete a College Algebra or equivalent course prior to entrance into the MBA program.

Application Schedule

- Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by November 15 (for spring enrollment), April 1 (for summer enrollment), and June 15 (for fall enrollment). Files are considered complete when the application and all supporting documents, including reference letters, have been received by the MBA Director, School of Business. International applicants, or applicants applying from outside of the United States, should start the application process early in order to meet the application deadlines.

Transfer Credit

- A maximum of nine hours of graduate credit in business-related disciplines from AACSB-accredited business schools may be transferred to Washburn University.

Law School Courses

- Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MBA requirement. The law school credit must be in business-related, non-required law school courses approved by the School of Business. Washburn University offers a dual J.D./MBA degree. A statement of that degree is provided at the following link: <https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html>

Admission will be granted to students showing high promise of success in graduate business study. Professional work experience, managerial experience, and professional certifications may be taken into consideration in the admissions decision at the discretion of the School of Business/MBA Director. Professional work experience is defined as business-relevant and typically consists of full-time, salaried work.

To be admitted, international students must satisfy the following:

1. Hold a university credential that is equivalent to a U.S. baccalaureate (Bachelor's) degree.
2. Achieve a minimum 3.0 GPA (2.8 GPA for Washburn graduates/AACSB accredited business school graduates) on a 4.0 scale in a baccalaureate or graduate degree program.
3. Balanced TOEFL iBT score of 80 or greater OR balanced IELTS score of 6.5 or greater OR Duolingo English Test score of 105 or greater.
*Note: Applicants from English speaking countries, as determined by the Washburn University Office of International Programs, are not required to provide English proficiency test scores.

The GMAT or GRE will be waived for students that meet or exceed the requirements for admission listed above. Significant professional/managerial experience and/or prior graduate degrees earned may also be considered for a GMAT waiver decision. Students who do not meet above requirements could be eligible to apply for provisional admission. See below for provisional admission criteria based upon low GPA and/or provisional admission due to English proficiency needs.

Students with a BBA Degree

4a.) Foundational-level courses are not required of students with a BBA degree who also meet or exceed English proficiency standards (if applicable) and GPA requirements listed above. These students will advance directly into the 10 course/30 credit hour upper-level core MBA program. MBA program general academic performance, probation, and dismissal policies for admitted students regarding 600-level courses apply.

Students without a BBA Degree

***Students without a BBA degree who otherwise meet or exceed English proficiency standards (if applicable) and GPA requirements listed above will be considered 'admitted' on contingency of satisfactory completion of any assigned foundational-level courses.**

4b.) The student must complete up to nine credit hours/three foundational-level pre-MBA courses with a grade of 'C' or better prior to taking 600-level courses in the core MBA program. Foundational-level course requirements will be determined by the MBA Director through transcript analysis. Foundational-level courses (or equivalents) previously taken and successfully completed with a grade of 'C' or better will be waived. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be

determined and assigned by the MBA Director. MBA program general academic performance, probation, and dismissal policies for admitted students regarding foundational-level and 600-level courses apply.

Provisional Admission: International Students

Applicants of outstanding promise, but whose applications are incomplete, whose GPA is marginally below the minimum for full admission, or whose English proficiency exam score is marginally below the minimum for full admission could be granted provisional admission to the MBA program based upon successful completion of certain conditions communicated upon the offer of provisional admission. Upon successful completion of all conditions of provisional admission, the provisional student will be granted full admission to the MBA program. Definite statements as to the length of the applicant’s MBA program, including final determination on waivers and transfer courses, cannot be made until after the applicant has been granted full admission to the MBA program. Professional work experience, managerial experience, and professional certifications may be taken into consideration in a provisional admissions decision at the discretion of the School of Business/MBA Director. Professional work experience is defined as business-relevant and typically consists of full-time, salaried work.

Provisional Admission Due to GPA: International Students

Students with a minimum 2.0 – 2.99 GPA (2.0 – 2.79 for Washburn Graduates/AACSB accredited business school graduates) on a 4.0 scale may obtain provisional admission based on the following:

- 1.) GMAT minimum score of 450 OR GRE minimum score of 300.

AND

Students with a BBA Degree

2a.) The student must complete up to three foundational-level pre-MBA courses in which a grade below a ‘B’ was earned during undergraduate/graduate coursework. These courses will be determined via transcript analysis and assigned at the discretion of the MBA Director. Assigned foundational-level courses must be satisfactorily completed with a grade of ‘B’ or better prior to taking 600-level courses in the core MBA program. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be determined and assigned by the MBA Director. In this case, a grade of ‘B’ or better must be earned in any 600-level course. A 3.0 or greater GPA must be attained during the provisional semester(s) **and** in the first 18 hours of coursework, with no grade below ‘B’ permitted.

Students without a BBA Degree

2b.) The student must complete up to nine credit hours/three foundational-level pre-MBA courses with a grade of ‘B’ or better prior to taking 600-level courses in the core MBA program. Foundational-level course requirements will be determined by the MBA Director through transcript analysis. Foundational-level courses (or equivalents) previously taken and successfully completed with a grade of ‘B’ or better will be waived. Under limited circumstances at the discretion of the MBA Director, 600-level courses may be taken simultaneously with any needed foundational courses. These simultaneous 600-level courses will be determined and assigned by the MBA Director. In this case, a grade of ‘B’ or better must be earned in any 600-level course. A 3.0 or greater GPA must be attained during the provisional semester(s) **and** in the first 18 hours of coursework, with no grade below ‘B’ permitted.

* Provisionally admitted students who do not meet the above academic performance requirements during the first provisional semester will be dismissed from the program at the end of that semester. Provisionally admitted students will not have the option to re-take any course assigned during the provisional semester(s). In the case that a second provisional semester is necessary, after satisfactorily completing the first, then the original academic performance standards must again be met during the second semester; otherwise the student will be dismissed from the program at the end of the second semester. Upon successful completion with a ‘B’ or better in any assigned foundational courses, a ‘B’ or better in any 600-level courses taken simultaneously (if applicable) during the provisional semester(s), and a 3.0 or greater GPA in the first 18 hours of coursework, the student will then be fully admitted and eligible to continue into further 600-level MBA courses.

Provisional Admission Due to English Proficiency Needs: International Students

*Note: Applicants from English speaking countries (<https://www.washburn.edu/academics/international-programs/ie-files/List-of-English-Speaking-Countries2.pdf>), as determined by the

Washburn University Office of International Programs, are not required to provide English proficiency test scores.

Students applying to the MBA program with the following OVERALL English proficiency score ranges may be considered for provisional admission: Overall Balanced TOEFL iBT Score Range: Minimum 72 – 79 **OR** Overall Balanced IELTS Score Range: Minimum 6.0 – 6.4 **OR** Overall Duolingo English Test Score Range: Minimum 95 – 104.

English Proficiency Exams

Section	Minimum Score
IELTS Listening	less than or equal to 6.4
IELTS Reading	less than or equal to 6.4
IELTS Writing	less than or equal to 6.4
IELTS Speaking	less than or equal to 6.4
TOEFL iBT Listening	less than or equal to 19
TOEFL iBT Reading	less than or equal to 19
TOEFL iBT Writing	less than or equal to 19
TOEFL iBT Speaking	less than or equal to 19
Duolingo Average of Conversation + Comprehension Scores	less than or equal to 104
Duolingo Average of Literacy and Comprehension Scores	less than or equal to 104
Duolingo Average of Literacy and Production Scores	less than or equal to 104
Duolingo Average of Conversation + Production Scores	less than or equal to 104

Some or all of the following three English proficiency preparatory courses could be required of a student scoring at or below the listed sub-scores for listening/speaking, reading, or writing listed in the table above. These courses will be determined and assigned by the MBA Director in conjunction with the Office of International Programs. Any assigned English proficiency preparatory course(s) must be satisfactorily completed with a grade of ‘B’ or better prior to taking 600-level courses in the core MBA program. A 3.0 or greater GPA must be attained during the provisional semester(s) **and** in the first 18 hours of coursework, with no grade below ‘B’ permitted.

English Preparatory Courses:

- a.) **Listening and/or Speaking** – CN150 – Public Speaking **or** TH103 - Voice, Diction & Interpretation
- b.) **Reading** - EN103 - Reading and Research **or** an appropriate upper level research methods course.
- c.) **Writing** - EN 101 – First Year Writing **or** EN 208 – Professional Writing

OR

2.) In place of English preparatory courses, a student may opt to take the GMAT or GRE exam with the following minimum scores: GMAT minimum score of 450 **OR** GRE minimum score of 300.

* Students admitted provisionally due to English proficiency needs who opt to take English proficiency courses and do not meet satisfactory academic performance requirements during the first provisional semester will be dismissed from the program at the end of that semester. Provisionally admitted students will not have the option to re-take any course assigned during the provisional semester(s). In the case that a second provisional semester is necessary, after satisfactorily completing the first, then the original academic performance standards must again be met during the second semester; otherwise the student will be dismissed from the program at the end of the second semester. Upon successful completion with a 'B' or better in any assigned English preparatory course(s) and any foundational-level business courses taken simultaneously during the provisional semester(s), and a 3.0 or greater GPA in the first 18 hours of coursework, the student will then be fully admitted and eligible to continue into 600-level MBA courses. Only foundational-level (below 600-level) courses can be taken simultaneously with any English preparatory course(s).

Programs

- Master of Business Administration (MBA) (p. 73)
- Dual Degree - MBA and MAcc (p. 75)
- Dual Degree - School of Law (J.D.) & School of Business (MBA) (p. 75)

Course Offerings**MBA Foundation-Level Program**

Admission requirements: Oral and Written Communications, College Algebra or equivalent

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

BU 522 Business Analysis Tools (3)

Quantitative methods in business decision making. Emphasis on the use of computer-based technologies in quantitative analysis, including the use of databases and spreadsheets. Prerequisite: College Algebra or equivalent.

EC 525 Economic Environment (3)

Nature and scope of economics, the firm in a market environment, level of economic activity, international aspects, and policy alternatives.

BU 526 Accounting and Finance for Managers (3)

The principles and concepts of accounting and finance. Emphasis on (1) the use of an accounting information systems for measuring and communicating financial information for planning, control, and decision-making, (2) applying time value of money concepts and trade-offs in risk and return in business decisions, and (3) analysis of financial information for capital structure formation, capital budgeting, and dividend policies. Prerequisite: College Algebra or equivalent.

MBA Upper-Level Program

Admission Requirements: Students are expected to have fulfilled all or most of the foundation-level requirements before taking upper-level courses.

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

Required Upper-level Courses**EC 652 Managerial Economics (3)**

Management problems from an economic point of view. The content focuses on the applications of economic theory to day-to-day managerial decision making. Prerequisite: EC 525 OR EC 200 and EC 201.

AC 654 Management Accounting Analysis (3)

In-depth study of the uses of management accounting tools and their impact on the contemporary business organization. Includes evolution of cost and decision models and the management accounting function, as well as the application of fundamental methods. Emphasis on case studies and research and the development of written and oral communication skills in a management accounting context. Prerequisite: BU 522 and BU 526 or consent of instructor.

BU 655 Financial Strategies (3)

Analytical skills in corporate financial management are developed. Topics include: security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis. Prerequisite: BU 522, and BU 526.

BU 656 Computer-Based Information Systems (3)

Computer-based systems for supporting management decisions. Prerequisite: BU 522, or consent.

BU 657 Strategic Marketing Management (3)

An analytical approach to the marketing function of a firm. Development of competitive marketing strategy in a dynamic environment. Prerequisite: BU 526.

BU 658 Managerial Skills/Professional Experiences (3)

Course will be composed of two components. In the first, managerial skills, students will acquire a set of skills to manage and group and individual dynamics in organizations. The second, Professional Experiences, will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations. Prerequisite: Admission to the MBA program.

BU 659 Strategic Analysis (3)

Study of approaches for defining, analyzing, and resolving complex strategic problems facing a profit and not-for-profit organization. Should be taken during the last two semesters of the program and after completion of most of the upper-level required courses.

Upper-Level Elective Courses

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

BU 616 Commercial Transactions (3)

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting. Prerequisite: Admission to the Master of Accountancy program and BU 315.

BU 630 Entrepreneurship/Creativity (3)

Entrepreneurship as a way of thinking and acting applicable to new ventures in any organizational setting. Explores creativity and innovation as sources of entrepreneurial opportunities and entrepreneurship as a manageable process that can be applied in the private and public sectors. Includes a mix of theory and practice applied to the real world situations and may be co-taught by a practitioner with specific industry experience. Prerequisite: Admission to the Doctor of Nursing Practice program.

BU 674 International Business (3)

Study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing and human resource management in the international context is addressed. Prerequisite: Completion of course-level requirements or consent of instructor.

BU 678 International Marketing (3)

The economic, political, legal, and cultural environments that affect a firm's international marketing program. Methods, policies, and organizations for marketing in various countries and cultures. Prerequisite: Admission to the Master of Business Administration program, completion of core requirements, or consent of instructor.

BU 679 Investments (3)

Introduction to theory of investment portfolio evaluation. Topics include: bonds, preferred stock, common stock, puts, calls, and mutual funds. Prerequisites: Completion of core requirements or consent of instructor.

BU 685 Business Intelligence Systems (3)

Business intelligence systems combine operational data with analytical tools to present complex and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of inputs to the decision process. Business intelligence is used to understand the capabilities available in the firm; the state of art, trends, and future directions in the markets, the technologies, and the regulatory environment in which the firm competes; and the actions of competitors and the implications of these actions. Prerequisite: Completion of foundation level requirements, BU 656, and admission to the MBA program.

BU 696 Research Project in Business (3)

Individual study of selected problems in business or economics as conducted through extensive reading and research. Approval of project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. Enrollment by consent of instructor only.

BU 698 Special Topics/Business (3)

Special topics announced in advance. May be taken more than once.

Master of Business Administration (MBA)

MBA Student Learning Outcomes

Communication Skills: Students completing the MBA program will be able to communicate effectively both orally and in writing.

Analytical and Problem-Solving Skills: Students completing the MBA program will be able to use analytical techniques and information technology to solve business problems.

Functional Knowledge: Students completing the MBA program will demonstrate knowledge of fundamental principles in business disciplines and the ability to integrate knowledge across disciplines.

Global Perspective: Students completing the MBA program will understand the impact of globalization on the business environment.

Ethical Awareness: Students completing the MBA program will be aware of ethical issues and responsibilities in business environments.

Teamwork and Interpersonal Skills: Students completing the MBA program will be able to work effectively in teams toward the achievement of a common goal.

Degree Requirements

- Completion of 10 courses/30 credit hours from the upper-level (courses number 600 and above) MBA program curriculum.
- Students without a BBA degree: Completion of up to nine hours/three foundation-level courses in addition to the 10 course/30 credit hour upper-level MBA program curriculum.
- A cumulative grade point average of at least 3.0 in the 10 course/30 credit hour upper-level MBA curriculum and a cumulative grade point average of at least 2.0 in the foundational-level course curriculum (if applicable).
- All course work must be completed within six (6) calendar years from the date of full or provisional admission

MBA Program Requirements

The MBA Program is composed of three distinct parts: an orientation, a curriculum, and a closure experience. Each of these three parts is explained in detail below.

MBA Program Orientation Experience

Before the start of the fall semester, all students admitted for the previous spring, summer and current fall semesters are required to attend the MBA Program Orientation. The purpose of this orientation is to set the expectations of students and faculty regarding the student's MBA experience. This is accomplished through the presentation of the MBA Vision Statement, the MBA Program Values Statement, and set of exercises designed to promote interaction among students and faculty. In addition, the students are encouraged to form a cohort group through participation in WMBAA, the Washburn MBA Student Association.

MBA Program Curriculum

The Washburn MBA program curriculum combines opportunities to develop one's skills in communication, quantitative analysis, computer technology, teamwork, and leadership through study of accounting, economics, finance, information systems, management, marketing, legal and ethical issues, and production and operations in the context of domestic and global environments of business. **MA 116 College Algebra or equivalent is a prerequisite to the program required prior to entry for all students.**

For students without a prior business degree (BBA) or related course work, up to 39 semester hours (13 courses) could be required, divided between the foundation-level (9 credit hours/3 courses) and the core upper level (30 credit hours/10 courses). Students are expected to

acquire basic competence in the business use of spreadsheets either by previous course work, previous work experience, or through foundation-level course requirements. The MBA Director will assess a student's past course work through transcript analysis and past/current work experience evaluation to determine which foundation-level courses, if any, are needed.

I. The Foundation-Level Program

All students must show proficiency, normally through course work, in quantitative methods, accounting, finance and the core areas of business, including financial analysis and markets, domestic and global economic environments, and the creation and distribution of goods and services. Students with baccalaureate degrees in business (BBA) from schools following the national pattern will not be required to complete any foundational level course work and will advance directly to the core upper-level 10 course/30 credit hour MBA program. Students with many other non-business undergraduate degrees can receive partial or full foundation-level credit. The MBA-level courses numbered 522 to 526 meet the foundation-level requirements.

Foundation-Level Courses

BU 522 Business Analysis Tools (3)
 EC 525 Economic Environment (3)
 BU 526 Accounting and Finance for Managers (3)

Total Foundation-Level Hours 9

The MBA Director will determine the suitability of undergraduate or past graduate course work via transcript analysis to satisfy these foundation-level (pre-MBA) course requirements. Initial determination as to whether or not past courses taken meet foundation-level requirements will be made and relayed to the student during the admission process to the MBA program. Students planning to take additional course work prior to application to the MBA program should consult with the MBA Director to determine which courses at Washburn University or elsewhere meet these requirements. Approved foundation-level courses taken outside of Washburn University do not need to be formally transferred to the university; review by the MBA Director of an updated official transcript will suffice.

II. The Upper-Level Program

Thirty semester hours beyond the foundation-level courses must be completed by all students. This is in addition to any foundation-level courses that could be required of non-business background or provisionally admitted students.

Code	Title	Hours
<i>Required Upper-Level Foundation Non-Elective Courses</i>		
EC 652	Managerial Economics	3
AC 654	Management Accounting Analysis	3
BU 655	Financial Strategies	3
BU 656	Computer-Based Information Systems	3
BU 657	Strategic Marketing Management	3
BU 658	Managerial Skills/Professional Experiences	3
BU 659	Strategic Analysis	3
Total Required Upper-Level Non-Elective Hours		21
<i>One Upper-Level Course in Global Perspectives chosen from:</i>		
BU 674	International Business	
BU 678	International Marketing	

Total Required Global Business Perspective Hours		3
<i>Two Upper-Level Elective Courses chosen from:</i>		
BU 616	Commercial Transactions	3
BU 630	Entrepreneurship/Creativity	3
BU 674	International Business	3
BU 678	International Marketing	3
BU 679	Investments	3
BU 685	Business Intelligence Systems	3
BU 696	Research Project in Business	3
BU 698	Special Topics/Business	3
AC 630	Advanced Accounting Information Systems	3
Total Required Elective Course Hours		6
*Students should consult the MBA Director as to the availability of these electives.		
Total Required Upper-Level MBA Program Credit Hours		30

MBA Program Closure Experience

The closure experience will take place in the final capstone course, BU 659 Strategic Analysis. This course has as its focus strategic decision making in a simulated business environment. The course requires students to produce both written and oral presentations requiring them to utilize the content of their prior MBA course work to explain the strategic decisions they made in the simulated business environment.

In addition to the written and oral presentations, students in BU 659 Strategic Analysis are required to take the Major Field Test for Master of Business Administration (MFT-MBA). The computerized exam contains 124 multiple-choice questions, half of which are based on short case-study scenarios. Most of the questions require knowledge of specific information drawn from four content areas: marketing, management, finance, and managerial accounting. Some questions require strategic integration skills—the ability to integrate knowledge of two or more content areas. The test also includes questions that focus on international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

A unique feature of MFT-MBA design is the capability of measuring critical thinking ability—that is, the test assesses the ability to:

- Analyze and interpret data.
- Apply concepts and ideas.
- Analyze theories and relationships deductively and inductively.

The exam is a standardized exam taken by students across more than 300 schools that offer the MBA degree. The MFT-MBA exam is used to provide information to both the MBA faculty and students on their level of academic achievement relative to the other MBA degree granting schools that participate in the MFT-MBA exam.

Reflective Essay

In addition to the capstone course, BU 659 Strategic Analysis and the MFT-MBA exam, each student is required to write a reflective essay during the final weeks of the student's graduation semester. This essay is a response to a series of questions in which the student evaluates MBA Program Goals. For each question, the student is required to write a paragraph to explain his/her response.

The purpose of the reflective essay is to help the student recognize that their work fits into a coherent whole. It helps the student appreciate that

upper-level courses had an overall purpose and were not simply random selections. The reflective essay also allows the student to evaluate how well the Washburn MBA experience met their expectations.

Career Services Employment Survey

A short online survey administered through the Washburn Career Services Office is the final item required prior to a student's graduation from the MBA program. Printed confirmation of completion of the survey will be turned in to the MBA Office with the reflective essay during the final weeks of the student's graduation semester. Data received from this survey is vital in gauging the effectiveness of the MBA program and the career successes of our graduates.

Dual Degree - MBA and MAcc

The Washburn University School of Business offers a dual degree program to enable students to obtain both a Master of Business Administration [MBA]¹ and a Master of Accountancy [MAcc]² degree during their graduate studies at Washburn.

- ¹ The MBA program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 500 level courses offered by the School of Business.
- ² The MAcc program requires the equivalent of an undergraduate degree in accounting prior to admission for the flexible program. See the 3 + 2 requirements in the MAcc section of the Washburn University catalog.

Admission

Students must apply separately to and be accepted by both the MBA and MAcc programs. Students will indicate on each application that they are applying to the dual degree program. Students may also choose to join the dual degree program during their course of study at Washburn. If students choose to join the dual degree program after they have started either the MBA or MAcc program, they must apply separately to the other program and be accepted in order to begin the dual degree program.

Degree Requirements

Within the dual degree, certain courses are accepted by both programs. Specifically, six credit hours of MBA course work count toward the MAcc degree and six credit hours of MAcc course work count toward the MBA. In addition, both programs share a common required course – EC 652 Managerial Economics. As a result, students could complete the MBA/MAcc dual degree program with 45 credit hours of graduate course work¹. If the MBA program is taken separately, 30 credit hours of graduate courses¹ are required. Thirty graduate hours are also required if completing the MAcc program separately. (The MAcc program can be completed in either the 3+2 format or the flexible format) Therefore, if these degrees are pursued separately, a total of 60 credit hours of graduate course work would be required.¹

- ¹ The MBA program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 500 level courses offered by the School of Business.

Dual Degree - School of Law (J.D.) & School of Business (MBA)

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain J.D. and MBA degrees during their course of study at Washburn.

Admission

Students must apply separately to and be accepted by both schools. Students will indicate to each school, at the time of application that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

Degree Requirements

On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the MBA program at the Washburn University School of Business requires 30 credit hours of upper-level courses.¹ Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the MBA, and six credit hours of business school courses may count toward the J.D. Therefore, students can obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are upper-level required courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (600 series) business school courses.

Students may choose to begin either their legal studies or their business studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association's standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

- ¹ The MBA program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 500 level courses offered by the School of Business.

School of Law

Washburn University School of Law has a long and proud history of training lawyers, judges, executive branch members, and business leaders who have made a deep and lasting impact in Kansas and the

nation. For more than a century, Washburn Law has demonstrated its commitment to academic excellence, innovation, and diversity.

Mission

Washburn Law has a multi-faceted mission:

Teaching and Student Development – Washburn Law provides an outstanding legal education for future leaders in our society. We combine innovative teaching approaches with individualized and focused attention in a collegial and collaborative learning environment. We ensure that our graduates have acquired the knowledge, skills, and values necessary to serve their clients and provide leadership in their local, national, and global communities. Washburn Law proactively assists in placing students on the path to success in a wide range of possible careers.

Scholarship – Washburn Law is committed to the development of scholarship. We recognize that scholarship not only informs and enriches our teaching, but also influences academic, judicial, and professional discourse on a wide range of legal issues, thereby contributing to the world of ideas and the development of the law and a more just society.

Service – Washburn Law's faculty, staff, and students build on a strong tradition of service, contributing in various ways to enhancing the strength, integrity, and dynamism of the legal system and the rule of law, at the local, national, and international levels.

Diversity – Washburn Law contributes to the development of a more diverse legal profession, and to the fostering of the principles of equality in our society more broadly, by striving to create a law school community that is itself diverse, inclusive, and sensitive to the diversity-related issues in law and society.

Program Requirements

Washburn Law offers a curriculum that combines breadth with depth and one that blends classroom instruction with real-world skills and experience. Students may commence their law studies in August or January and must take a minimum of nine credit hours each fall and spring semester. No student may enroll in more than sixteen hours in one semester without approval. Each summer, there are two six-week sessions, including a summer study-abroad program.

Student Learning Outcomes

Upon graduation from Washburn Law,

1. Graduates will demonstrate knowledge of the law and the legal system.
2. Graduates will demonstrate analytical and problem-solving skills.
3. Graduates will communicate effectively.
4. Graduates will demonstrate competency in legal practice skills.
5. Graduates will possess the requisite skills to recognize and resolve dilemmas in an ethical and professional manner.
6. Graduates will demonstrate knowledge of the importance of service to the profession and to the community at large, both nationally and internationally.

Transfer Credit

Students in good standing who have completed one semester of study at an American Bar Association accredited law school may be admitted to Washburn University School of Law with advanced standing on such terms and conditions as the faculty may impose. A maximum of 30 hours

may be transferred. A grade equivalent of C or better is required in order for course credits to be eligible for transfer.

Other than our established dual degrees (i.e., J.D./MAcc, J.D./MBA, J.D./MSW, JD/M.C.J.), and our Study Abroad Programs with the University of Maastricht in the Netherlands, the University of the West Indies Cave Hill Campus in Barbados, we have no agreements between schools governing the transfer of credit (articulation agreements).

Bar Examination Subjects

Each state determines the subjects to be tested on its bar examination. Students should not feel compelled to enroll in every course tested on a bar examination, but for the student who plans to practice law, bar examination subjects should be an important factor in course selection. Information about subjects tested by each state is available in Washburn Law's Professional Development Office, in the bar exam section of the Law School's website, washburnlaw.edu/career/barexam/index.html (<http://washburnlaw.edu/career/barexam/>), and online at www.barbri.com (<http://www.barbri.com>).

In addition to the bar examination, there are character, fitness and other qualifications for admission to the bar in every U.S. jurisdiction.

Centers for Excellence

washburnlaw.edu/students/centers/index.html (<http://washburnlaw.edu/students/centers/>)

Since 2002, Washburn Law has built upon its tradition of excellence in teaching with the establishment of the Centers for Excellence. The Centers enhance the educational experience by providing opportunities for students to interact with exceptional legal practitioners through programming, lectures, and discussion.

Business and Transactional Law Center

The Business and Transactional Law Center provides students with many innovative opportunities to expand their knowledge on business law subjects while developing the essential skills of the transactional lawyer.

Children and Family Law Center

The Children and Family Law Center prepares lawyers to address the vexing problems that arise in the field of children and family law and is a collaborative effort involving Washburn Law students, alumni, and faculty.

Center for Excellence in Advocacy

The Center for Excellence in Advocacy prepares law students and lawyers to be effective advocates by training them in the skilled use of advocacy techniques. Many of the advocacy courses are modeled after those offered by the National Institute for Trial Advocacy.

Robert J. Dole Center for Law and Government

The Center for Law and Government offers law students unique and varied opportunities to learn about lawmaking, judicial decision-making, administrative law, and the regulatory process.

Oil and Gas Law Center

The Oil and Gas Law Center brings students and practicing attorneys together to prepare law students for the contemporary practice of oil and gas law.

International and Comparative Law Center

The International and Comparative Law Center provides students with an understanding of international law and familiarity with foreign legal systems.

Washburn Law Clinic

Students enrolled in the Washburn Law Clinic are not merely law clerks performing support work; the clinical program is structured so that interns have primary responsibility for their clients' cases. The Kansas Supreme Court grants special permission to clinic interns to practice law and represent clients in court. This valuable opportunity gives clinic interns an advantage in the marketplace because by the time they graduate, they have already acquired real-world experience. While clinic interns are becoming effective lawyers, they are also providing free legal services to members of the community who cannot afford to hire private attorneys.

For more information about the Washburn Law Clinic, please see washburnlaw.edu/students/clinic/index.html (<http://washburnlaw.edu/students/clinic/>).

Honors at Graduation

The following honors are given at graduation:

Summa Cum Laude: GPA of 3.9 or above.

Magna Cum Laude: The top 5% of the class, with the exception of those students who receive Summa Cum Laude honors.

Cum Laude: The top 10% of the class, with the exception of those students who receive Magna Cum Laude or Summa Cum Laude honors.

Dean's Honors: The top 35% of the class, with the exception of those students who receive Cum Laude, Magna Cum Laude, or Summa Cum Laude honors.

Learn More

For more information about Washburn University School of Law, see washburnlaw.edu/ (<http://washburnlaw.edu/>). To apply, see washburnlaw.edu/admissions/ (<http://washburnlaw.edu/admissions/>).

Course Descriptions

For descriptions of all courses currently offered, see washburnlaw.edu/academics/courses/index.html (<http://washburnlaw.edu/academics/courses/>).

Programs

- Juris Doctor Degree (p. 77)
- LL.M. in Global Legal Studies (p. 79)
- Master of Studies in Law (p. 80)

Joint Degree Programs

Washburn Law currently offers two joint degree programs with the School of Business: the dual J.D./MBA program and the dual J.D./MAcc. The School of Law also offers a dual J.D./MSW with the Department of Social Work and a dual J.D./M.C.J. with the School of Applied Studies. These joint degree programs allow students to obtain the professional skills and knowledge to excel in their chosen professions in a shorter time and at a lower cost than if they pursued each degree separately. More information about these joint degree programs can be obtained

at: <http://washburnlaw.edu/academics/dualdegree/index.html> (<http://washburnlaw.edu/academics/dualdegree/>).

Juris Doctor Degree

The J.D. degree is awarded to all students who satisfactorily complete all academic requirements and complete 90 hours of credit in the Law School with a grade point average of at least 2.00 and a passing grade in all required courses. Normally, a minimum of 69 hours must be taken in courses in which a letter grade is received.

The course of study for the J.D. degree may be completed no earlier than 24 months and no later than 84 months after commencing law study at Washburn or a law school from which Washburn accepts transfer credit. At least two-thirds of the credit hours required for the degree must be earned at Washburn University. All students must comply with the rules pertaining to legal education prescribed by the Supreme Court of the State of Kansas, the American Bar Association, and the Association of American Law Schools.

Admission Requirements

To be accepted into the Juris Doctor program, students must have graduated from an accredited college or university with a baccalaureate degree and must have taken either the Law School Admission Test (LSAT) or the Graduate Record Examination (GRE).

Application Process

1. Apply Online Via LSAC (<https://www.lsac.org/>).
 - a. Complete Washburn Law application.
 - b. Attach personal statement and resume.
2. Submit to Credential Assembly Service (CAS) (<https://www.lsac.org/applying-law-school/jd-application-process/credential-assembly-service-cas/>):
 - a. Official Law School Admission Test (LSAT) scores. If applying to law school with GRE scores instead of LSAT scores, request that Educational Testing Services (ETS) sends scores to Washburn University School of Law.
 - b. Transcripts from all institutions of higher education attended.
 - c. At least one letter of recommendation is required. No more than three letters will be accepted.

Degree Requirements

First-Year Program: Success from the Start

Washburn Law's first-year program gives students a meaningful start to their legal education. The low student/faculty ratio allows for individualized attention and an interactive learning experience. Washburn Law has developed a program to help students maximize their potential for success in law school, on the bar exam, and in law practice. Incoming students take advantage of this program by starting law school a week earlier than second- and third-year students.

The Law School's rigorous First Week Program teaches strategies to develop the skills needed for academic success.

First-Year Courses

Students entering in the fall will take the following courses in their first year:

Course	Title	Hours
First Year		
Fall		
LW 875	Lgl Analysis Rsrch Writing I	3
LW 725	Torts	4
LW 732	Property	4
LW 729	Criminal Law	3
Hours		14
Spring		
LW 876	Lgl Analysis Rsrch Writing II	3
LW 863	Civil Procedure I	4
LW 861	Constitutional Law I	4
LW 700	Contracts	4
Hours		15
Total Hours		29

Students entering in the spring will take the following courses in their first year:

Code	Title	Hours
First Year		
Spring		
LW 875	Lgl Analysis Rsrch Writing I	3
LW 863	Civil Procedure I	4
LW 861	Constitutional Law I	4
LW 700	Contracts	4
Subtotal		15
Fall		
LW 876	Lgl Analysis Rsrch Writing II	3
LW 725	Torts	4
LW 732	Property	4
LW 729	Criminal Law	3
Subtotal		14
Total Hours		29

Note: The curriculum is subject to change.

Upper-Level Requirements

To graduate, students must complete:

Code	Title	Hours
Upper-Level Requirements ¹		
LW 770	Professional Responsibility	3
LW 862	Constitutional Law II	3
LW 868	Civil Procedure II	2,3
LW 757	Evidence	4
One Perspectives on Law course (See list)		3
Upper-level writing certification requirement ²		3
Oral presentation requirement ³		3
Skills courses (See list)		6
Total Hours		27-28

¹ Graduation requirements are subject to change

² Courses that meet this requirement vary from semester to semester. Additional information is available at the following link

(<http://washburnlaw.edu/academics/jurisdoctor/upperlevel/requirements.html#writing>).

³ All students are required, after completing at least 26 hours to make a substantial oral presentation. See additional details at the following link (<http://washburnlaw.edu/academics/jurisdoctor/upperlevel/requirements.html#oral>).

In choosing electives, students should understand that law school is an opportunity to obtain a broad foundation in the law. The faculty, therefore, encourages selection of courses across a wide range of topics. Even if students have an area of law in which they know they want to specialize, it is important to study other areas of law to understand their impact on the chosen specialty.

Upper-Level Electives

Perspectives on Law Courses

Code	Title	Hours
LW 735	Admiralty and Maritime Law	3
LW 743	Advanced Water Law	1
LW 792	Artificial Intelligence & Law	2
LW 891	Climate Change Crisis and Law	2
LW 852	Comparative Family Law	2
LW 754	Family Law Seminar	2
LW 934	Gender, Sexuality, and the Law	3
LW 872	Housing Law	2-3
LW 778	Intl Business Transactions	3
LW 812	International Human Rights	2-3
LW 919	Int'l Human Rghts/Indig People	3
LW 973	Int'l Petroleum Transactions	3
LW 948	Intern'l Intellectual Property	3
LW 973	Int'l Petroleum Transactions	3
LW 799	Jurisprudence	2
LW 927	Law of Armed Conflict	3
LW 853	Law and Economics	2,3
LW 883	Leadership for Lawyers	2
LW 798	Legal History Seminar	2
LW 990	Stdy Abroad, Univ. /Maastricht	6-15
LW 823	Tax Policy Seminar	2
LW 723	Torts: Product Liab. & Privacy	2

Skills Courses

Code	Title	Hours
LW 737	Adv Evidence: Expert Witnesses	1
LW 855	Advanced Oil and Gas Law	3
LW 724	Advanced Trial Advocacy	2
LW 753	Alternative Dispute Resolution	3
LW 767	Appellate Practice	2
LW 854	Arbitration	2
LW 913	Child Advocacy Training	1-2
LW 756D	Clinic: Advanced Litigation	1-3
LW 931	Collaborative Law	1-2
LW 871	Commercial Leasing	1
LW 903	Criminal Appeal Advocacy	3
LW 903D	Crim. Appeal Adv.-Adv. Topics	1-2
LW 906	Cross Examination Techniques	1

LW 716	Divorce Practice	2
LW 937	Evolution of a Business Trans.	1
LW 888	Financial Issues in Divorce	2
LW 859	Fundamentals of Oral Argument	1
LW 914	Interviewing and Counseling	2
LW 877	Jury Selection and Voir Dire	1
LW 702	Kansas Legal Research	2
LW 925	Law Practice Technologies	1
LW 965	LARW for the Government Client	2
LW 962	Legal Writing Clerkship/Extern	1
LW 912	Litigation Strategies	3
LW 952	Mineral Title Examination	1
LW 857	Negotiation	2
LW 966	Oil/Gas Conservation Law/Prac.	1
LW 856	Oil and Gas Joint Operations	2
LW 762	Moot Court	1-2
LW 768	Pretrial Advocacy-Criminal	3
LW 985	Renewable Energy: Wind/Solar	1
LW 858	Rural Practice Externship	3-6
LW 920	Spec. Legal Res: Bus & Tax Law	1-2
LW 949	Spec Leg Res: Statutory/Reg.	2
LW 907	Taking & Defending Depositions	1
LW 707	Transactional Drafting	3
LW 892	VITA and Compliance	1
LW 901	Writing for Law Practice	3

Recommended Foundation Courses

The faculty strongly encourages enrollment in the following foundation courses, which lay the ground work for other advanced electives and are considered part of the core of a well-rounded legal education. Students are urged to enroll in these electives, along with the required courses in the second year of law study. Enrolling in these courses in the second year will not only lay the foundation for more advanced courses in the third year, but also result in fewer conflicts in scheduling classes and exams in both the second and third years.

Code	Title	Hours
LW 780	Administrative Law	3
LW 703	Business Associations	4
LW 915	Decedents' Estates and Trusts	3,4
LW 728	Family Law	3
LW 765	Pretrial Advocacy-Civil	3
LW 768	Pretrial Advocacy-Criminal	3
LW 928	Public International Law	3
LW 733	Real Estate Transactions	3
LW 790	Taxation of Individual Income	3

Additional Course Suggestions

The following additional courses address material commonly tested on state bar examinations and are often studied in the third year of law school.

Code	Title	Hours
LW 755	Conflict of Laws	3
LW 739	Remedies	3
LW 963	Multistate Legal Analysis	3

Prerequisites

One factor students should consider in course selection is whether a desired course requires a prerequisite course. Prerequisites are listed at the end of each course description. For descriptions of all courses currently offered, see washburnlaw.edu/academics/courses/index.html (<http://washburnlaw.edu/academics/courses/>).

Legal Analysis, Research, and Writing Program

The Legal Analysis, Research, and Writing Program (LARW) provides a strong foundation in lawyering skills for first-year law students. Washburn Law's LARW program is consistently ranked among the top legal writing programs in the United States by U.S. News & World Report. All full-time Legal Analysis, Research, and Writing professors co-direct the first-year program and are members of the Association of Legal Writing Directors (ALWD) and the Legal Writing Institute (LWI). To assist with their writing projects, students and faculty have access to one of the nation's highest-ranked law libraries and professional library staff.

All first-year students complete six hours of graded Legal Analysis, Research, and Writing. Washburn Law's first-year program is one of only a handful nationwide that is staffed primarily by full-time, tenure-track faculty members. Classes are small and are taught by professors dedicated to legal writing as one of their primary fields for teaching, scholarship, and service.

The first-year curriculum is designed to give every student a strong foundation in both objective and persuasive legal reasoning, legal research skills, clear writing style, and oral advocacy. Legal writing students regularly observe oral arguments before state and federal appellate courts.

Students receive extensive written and oral feedback from faculty members on all major writing assignments. The feedback, consultation, and rewriting process enables law students to become increasingly proficient and independent in many of the core analytical and persuasive lawyering skills by the end of their first year. Furthermore, to introduce students to the rigors of the profession, the course is designed to simulate the demands of the actual practice of law. Washburn Law is among half of law schools that teach Legislative History and Administrative Law research in the first year.

Upper-level students also complete a rigorous writing experience reflecting the core values of supervised rewriting and individualized feedback. Washburn Law's regular upper-level courses include Writing for Law Practice and Transactional Drafting.

LL.M. in Global Legal Studies

[washburnlaw.edu/academics/llm/index.html](http://washburnlaw.edu/academics/llm/) (<http://washburnlaw.edu/academics/llm/>)

The LL.M. in Global Legal Studies is for the prospective student with a foreign law degree. This program prepares students to work with or across from U.S. counsel in a variety of transactions or disputes. Washburn Law's program consists of three broad areas or "tracks," which

offer specialization in corporate and commercial law; public law; and legal analysis, writing, and advocacy. LL.M. students work with the faculty program director to select courses consistent with individual interests and objectives. LL.M. students take classes alongside students enrolled in the J.D. program and develop relationships with future American lawyers.

Proof of English Proficiency

Proficiency in English is a requirement for all LL.M. candidates. Foreign students who speak English as a first language, or who obtained a law degree at an institution with instruction in English, may have the Test of English as a Foreign Language requirement waived. All other students must submit a TOEFL score report or an equivalent test. Each application will be evaluated on a case-by-case basis. When necessary, a student may be required to attend English language classes prior to and/or during their enrollment.

Learn More

For more information about Washburn University School of Law, see washburnlaw.edu/ (<http://washburnlaw.edu/>). To apply, see washburnlaw.edu/admissions/ (<http://washburnlaw.edu/admissions/>).

Admission decisions are made on a rolling basis beginning November 15th, so early application is encouraged.

Degree Requirements

LL.M. students must earn a minimum of 24 credits in order to graduate but may earn up to 30 credits. At least 12 credit hours will be comprised of electives. The Law School Admissions Test (LSAT) is not required for admission to the LL.M. Program.

Details of the LL.M degree can be found at: <https://www.washburnlaw.edu/academics/llm/>

Students interested in sitting for a U.S. bar exam will have additional required courses.

Master of Studies in Law

<http://washburnlaw.edu/academics/msl/index.html> (<http://washburnlaw.edu/academics/msl/>)

The M.S.L. degree at Washburn University School of Law is for the prospective student engaged in professional work in which formal exposure to the study of law would be beneficial. Interested students come from a wide range of professions including accounting, business, children and family services, criminal justice, environmental studies, government, healthcare, human resources, journalism, library services, oil and gas, real estate development, and tribal management. The goal of the program is to provide a legal background that will complement the professional interests of the participants, strengthen their ability to interact effectively with the legal community, and provide professional certification of these accomplishments. Students choose a curriculum pathway depending on their needs and interests.

The curriculum pathway selected for each student builds upon the particular strengths of Washburn Law, with the Centers and certificate programs of the school providing a framework for selection of courses. For example, masters level students who plan careers related to children and family services will be able to choose electives within a broad range of courses developed in support of the Children and Family Law

Center. Similarly, the current oil and gas industry employs individuals who, although not needing a law degree, would benefit from a legal background focused on those issues, and the Oil and Gas Law Center provides a course and resource base for those students. The same is true for students interested in other center-related legal studies. Individuals who are interested in obtaining an M.S.L. should have flexible schedules to enable them to take advantage of the program opportunities offered by the Law School.

Learn More

For more information regarding Washburn Law's M.S.L. program, see washburnlaw.edu/academics/msl/howtoapply.html (<http://washburnlaw.edu/academics/msl/howtoapply.html>). Applications are considered on a rolling basis. Students may begin their M.S.L. studies in fall or spring.

Degree Requirements

Students in Washburn's Master of Studies in Law program must:

- Have completed a four-year college course of study and hold a baccalaureate degree from an accredited college or university.
- Satisfactorily complete a minimum of 30 credit hours of approved work within the individualized professional pathway determined on the basis of the student's professional background and career goals.
- Complete all such credit hours within 4 calendar years beginning with the first semester after enrollment. Program requirements are subject to change.

School of Nursing

Website: www.washburn.edu/nursing (<http://www.washburn.edu/nursing/>)

Petro Allied Health Center, Room 203
785-670-1525
Fax: 785-670-1032

Programs:

- Doctor of Nursing Practice (DNP) (p. 87)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 91)

Mission

To prepare professional nurse leaders to provide person-centered care and enhance the quality of health across diverse populations in a dynamic global environment.

Philosophy

The nursing faculty believe each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals, families, and communities are open systems engaged in a mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, at all levels

of preparation, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/coordinator/manager of care, and as a member of the profession.

Nursing is a practice profession that values clinical expertise and the application of scientific knowledge. Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge, skills, and attitudes necessary for the student to become a professional nurse and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

The student who attains a graduate degree in nursing becomes a specialized practice expert who demonstrates expanded accountability and responsibility for the care of patients, populations, and systems. In addition to the direct practice role, the graduate also demonstrates expertise in the following competencies:

- Scientific underpinnings for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Interpersonal collaboration for improving patient and population health outcomes.
- Prevention of disease and promotion of population health.
- Advancing nursing practice.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for students to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. Students are responsible for learning.

The mission and philosophy of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

Accreditation

The Baccalaureate Degree program in Nursing, Doctor of Nursing Practice Degree program, and Post-Graduate APRN Certificate program at Washburn University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

All graduate APRN Programs are approved by the Kansas State Board of Nursing. The DNP program was accredited by the Higher Learning Commission in 2012 and re-accredited in 2019.

SON Policies for Graduate Programs

Unrealized Admissions

A student who has been admitted and subsequently does not enroll in the first semester after admission or drops classes prior to the first day of classes will have his/her admission revoked. This student will not be counted in the admission or dismissal numbers for the respective academic year.

Advisement

Following acceptance to a graduate degree program, students participate in an orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor in the School. Faculty advisors work with the Director of Graduate Student Services to support student progression through the program. Students meet in person or virtually either with his/her faculty advisor or the Director of Graduate Student Services at the time of each enrollment period. The Director of Graduate Student Services notifies students of the dates during which registration is to occur, assigns students their enrollment personal identification number (PIN) for each enrollment period, and provides other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) must be approved by the faculty advisor. Additional advising may be requested at any time and is arranged between the student and the faculty advisor. If at some point during his/her period of study, a student wants to change advisors, he/she must submit the request in writing to the Chair of the Graduate Admission Progression Retention (GAPR) Committee. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

Criminal Record

Students are advised that nursing licenses may be denied or disciplined by State Boards of Nursing (SBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the SBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the SBN before advanced practice licensure is granted or denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure. Students are asked to refer to their state nurse practice act for specific information regarding their state.

Part-time and Full-time Study

Part-time and full-time study options are available for most graduate programs. Please consult your academic advisor. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum hours. The University's requirement for full-time status as a graduate student is nine credit hours for any fall or spring semester, and three credit hours for any summer semester.

Grading Policies

Grades for School of Nursing graduate coursework are defined as:

Grade	Description
A	excellent performance
B	exceeds satisfactory performance
C	meets satisfactory performance

D	below satisfactory performance
F	failure

Academic Progression by Program

Following admission to a graduate program in the School of Nursing, the GAPR Committee evaluates a student's progress upon completion of each nursing course. To remain in good standing, graduate students must adhere to the academic progression policies as outlined below.

DNP Program:

1. Maintain a 3.0 GPA.
2. Receive no grades below a B in designated foundation courses.
3. Adhere to Washburn University's Student Conduct Code (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf)

PMHNP Certificate Program:

1. Maintain a 3.0 GPA.
2. Receive no grades below a B in designated foundation courses.
3. Adhere to Washburn University's Student Conduct Code (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf) (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf)

Foundational Courses by Program:

DNP Program

Code	Title	Hours
BSN to DNP, FNP Track and Post-Master non APRN Track		
NU 824	Advanced Health Assessment: Lifespan	
NU 830	Primary Care I	
NU 832	Primary Care I Practicum	

BSN to DNP, PMHNP Track and Post-Master non APRN Track

NU 824	Advanced Health Assessment: Lifespan	
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	
NU 828	Advanced Psychopharmacology/ Neurobiology	

Post-Master FNP/ANP*/AGNP* to PMHNP Track

NU 824	Advanced Health Assessment: Lifespan	
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	
NU 828	Advanced Psychopharmacology/ Neurobiology	

PMHNP Certificate Program

Code	Title	Hours
FNP Track		
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	
NU 828	Advanced Psychopharmacology/ Neurobiology	

AGNP/ANP Track

NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 824	Advanced Health Assessment: Lifespan	

MSN non APRN Track

NU 826	Advanced Psychiatric Interviewing Differential Diagnosis
NU 828	Advanced Psychopharmacology/ Neurobiology
NU 824	Advanced Health Assessment: Lifespan

Progression after Failing Grade or Non-Achievement of Requisite Grade in a Designated Foundational Course

Students who do not achieve a grade of "C" or better in any required course or who do not achieve a grade of "B" or better in a designated foundational course will not be allowed to proceed to the next course in that sequence or to further clinical courses until the course has been successfully completed. Given the design and structure of the graduate program, this may mean the student must wait an entire year before resuming classes in the graduate nursing program.

Academic Probation and Dismissal

Faculty will notify the GAPR Committee Chairperson when a grade of "D" or "F" has been earned by a student (or below a grade of "B" in a designated foundational course). A student whose cumulative grade point average falls below 3.0, calculated from grades received for Washburn courses taken to meet the requirements of the current degree program, will be placed on academic probation for a minimum of two semesters (when appropriate, summer semesters are included). The GAPR Committee will provide notification of probationary status to students in writing following review. Students are expected to raise their cumulative grade point average to 3.0 or higher during the probationary period. Students will be notified in writing if they are removed from academic probation based upon improvement in their academic standing.

DNP Program: Students who fail to raise their cumulative grade point average to 3.0 or higher in the two-semester period will be dismissed from the graduate nursing program. Academic probation is granted only one time. Any student whose cumulative grade point average falls below 3.0 a second time after being released from academic probation will be dismissed from the program.

PMHNP Certificate Program: Students who fail to raise their cumulative grade point average to 3.0 or higher in the following semester period will be dismissed from the graduate nursing program. Academic probation is granted only one time. Any student whose cumulative grade point average falls below 3.0 a second time after being released from academic probation will be dismissed from the program.

Grades of Incomplete

The course grade of incomplete is given under specific conditions as outlined in the University Graduate Catalog. Unless an earlier deadline is stipulated by the instructor of the course, incompletes in graduate courses must be completed by the last day of classes (and grades submitted to the University Registrar Office by the deadline of grade submission) of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes otherwise a grade of F will be recorded.

Students receiving an incomplete in any course will not be allowed to proceed to the next course in that sequence until the work has been completed and a change of grade has been submitted to the Registrar's Office. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program.

Continuous Enrollment

Students pursuing a graduate degree who have completed all degree requirements except practicum or project will be required to maintain continuous enrollment until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met.

If all other course work has been completed, students will be required to enroll in a 1-credit-hour class each semester until the program is completed. Credit hours completed through the continuous enrollment course will not count toward the credit hours required for graduation and may be recorded as a pass on the transcript. This requirement also applies to the summer session for students whose degrees are being awarded at the end of the summer session. Interruption of continuous registration due to a failure to follow this requirement will require readmission to the program.

Grade Appeal Procedure

Students wishing to appeal a grade must follow the School of Nursing and University or School of Business policies and procedures for grade appeal as outlined in the University Graduate Catalog and the School of Nursing Graduate Student Handbook.

Limits for Repeating Courses

If a student withdraws from or earns a letter grade of "D" or "F" in the same nursing course (or a letter grade of "C", "D", or "F" in a course that requires a grade of "B" or better) more than one time, the student will be academically dismissed from the program. Any combination of such grades that are received for the same course twice will result in academic dismissal. At that point, the student may not progress further in the graduate nursing program.

Withdrawal from Nursing Courses

A student may withdraw from an academic course any semester with a grade of "W" up to and including the date of the "last day to withdraw" as specified in the published Washburn University academic calendar. The faculty advisor should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admission, Progression, and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor.

If a student withdraws from or earns a letter grade of D or F in the same nursing course (or a letter grade of C, D, or F in course that requires a grade of B or better) more than one time, the student will be academically dismissed from the program. Any combination of such grades that are received for the same course twice will result in academic dismissal. At that point, the student may not progress further in the graduate nursing program.

If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate circumstances and take appropriate action.

The Dean has the authority to dismiss a student from the School of Nursing. Academic warning and dismissal shall not be recommended or imposed in the absence of compelling and substantial reasons.

Non-Academic Dismissal

To remain in good standing in the School of Nursing graduate programs at Washburn University, students must:

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in the Graduate Student Handbook.
- Adhere to the School of Nursing Universal Clinical Outcomes located in the Graduate Student Handbook.
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Nurse Practice Act in the student's state of licensure.
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Graduate Catalog and the Graduate Student Handbook.

Students are expected to exhibit professional behavior in all learning environments. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the graduate programs will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Graduate Catalog and the Graduate Student Handbook. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Withdrawal from/Readmission to School of Nursing Graduate Programs

A student who wishes to withdraw from a graduate program should submit a written statement of intent to withdraw to their faculty advisor and the Chairperson of the GAPR Committee. Re-application to the School of Nursing will be necessary should the student desire to re-enter the program. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to be successful, and available spaces in courses. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

Leave of Absence

Students who must interrupt their education due to personal or professional reasons should consult with their faculty advisor prior to submitting a request for a leave of absence to the Chairperson of the GAPR Committee. The request should be submitted as soon as the student realizes the need for a leave. The request should describe the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GAPR Committee and shall not exceed one academic year in length. If the time limit for completion of program requirements is exceeded, decisions about the student's placement and progression will be made by the GAPR Committee.

Appeal Procedure for Students Dismissed or Denied Admission/Readmission to the Graduate Program

A student who has been dismissed or who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the GAPR Committee, may seek recourse through the following procedure. The student submits a request to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. A letter to the GAPR Committee supporting this request should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success. If the decision of the

Committee is to deny the petition for re-admission, the student may seek mediation by the Dean of the School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Graduate Education Committee, which is comprised of all faculty who teach in the graduate programs. The decision of that body is final.

School of Nursing Course Offerings

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA based health care facility. Emphasis is on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs. Prerequisites: International students with an F-1 student visa only. Accepted into the graduate nursing program with a current RN license in Kansas.

NU 801 Theoretical Foundations (2)

Emphasis is placed on the philosophical, conceptual, and theoretical foundations of nursing practice. Students are introduced to the language of theory as it has developed over time and the patterns of knowing that have influenced the development of nursing theory. Selected theories and conceptual models are explored and related to contemporary nursing practice. Prerequisite: Admission to DNP program or consent of instructor.

NU 802 Population Health (3)

Explores population health principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of population health through the use of epidemiologic investigation, appropriate summaries and displays of data, and the use of statistical approaches to describe the health of populations. Aggregate data from a variety of sources will be used to demonstrate the use of epidemiological investigation to support and apply evidence-based practice to current population health concerns. The role of the advanced practice nurse in prevention of disease and injury will be a focus of this course. A basic understanding of the practices of community health and biostatistics is recommended. Prerequisite: Admission to DNP program or consent of instructor.

NU 804 Emerging Concepts Informatics (2)

Gives the advanced practice nurse the necessary computing skills to critically assess, plan, intervene, and evaluate health care delivery. Discussion topics will include how the advanced practice nurse gathers, stores, retrieves, and utilizes data. Content on utilization of the computer to search for information and data will be included. Prerequisite: Admission to DNP program or consent of instructor.

NU 805 Health Policy (2)

Focuses on dynamics of healthcare policy and its influence on complex health care systems and delivery of care. Prepares students to design, implement and influence health care policy formation and to develop skill in competent political action. Prerequisite: Admission to DNP Program or consent of instructor.

NU 807 Clinical Scholarship for Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture of EBP. Prerequisites: Admission to DNP and successful completion of approved graduate statistics program prerequisite course.

NU 809 Doctoral Leadership (2)

Emphasizes the role of doctoral nurse graduates as healthcare leaders in complex systems. Builds upon understanding personal values and vocational goals in relation to self-leadership strengths. Examines methodologies for expanding leadership competencies to promote innovation, collaborative problem-solving, and improved health outcomes. Prerequisite: Admission to DNP Program or consent of instructor.

NU 812 Innovations in Quality Care (2)

Emphasis is placed on quality improvement (QI) methods, tools, and strategies from the science of improvement and the science of safety. Students examine phases and steps of QI and tools for data analysis and display. They also examine strategies for improving teamwork, improving communication, preventing errors, and leading QI projects with an emphasis on ambulatory care settings. Prerequisite: Admission to DNP Program.

NU 813 Advanced Psychiatric Mental Health Roles (2)

Designed to familiarize students with the roles and scope of practice of the advanced practice psychiatric mental health nurse practitioner (PMHNP), including those of psychotherapist and psychopharmacologist. Developing roles in emerging delivery of care systems also will be explored. Integration of established scope and standards of advanced psychiatric mental health nurses into practice are examined. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP track or permission of instructor.

NU 819 Selected Topics of Sub-Relevance for Nursing (1-3)

Selected subjects of relevance for graduate students, announced in advance. Prerequisite: Admission to DNP Program and consent of instructor.

NU 820 Advanced Pathophysiology (3)

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age specific and clinical diagnosis and management must be made accordingly. Prerequisite: Admission to the DNP program or consent of instructor.

NU 821 Advanced Pathophysiology Family (1)

Pathophysiology related to children and infants for students in the family nurse practitioner track. Content includes conditions and diseases specific to pregnancy, post-partum, infancy and childhood. Application of principles from advanced pathophysiology course to age-appropriate case studies. Clinical diagnosis and management focuses on birth to eighteen years of age. Prerequisite: NU 820.

NU 822 Advanced Pharmacology: Lifespan (1-3)

Promotes understanding and application of advanced pharmacotherapeutic principles used for the management of selected acute and chronic conditions across the lifespan. Emphasis is placed on clinical decision-making as it applies to safe and effective prescribing and monitoring of medications appropriate for the client and clinical situation. Indications, pharmacologic actions, side effects, contraindications, appropriate dosing, and guidelines for use are addressed. Ethical, legal, and economic issues for diverse populations are also considered. Directed learning to achieve a lifespan perspective is accomplished through use of age-specific modular content and learning activities. Prerequisite: NU 820 or consent of instructor.

NU 824 Advanced Health Assessment: Lifespan (1-4)

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Systematic holistic approach to both history taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. Prerequisites: Admission to Doctor of Nursing Program, NU 820 or consent of instructor.

NU 826 Advanced Psychiatric Interviewing Differential Diagnosis (2)

Focuses on development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for diagnosis of psychiatric disorders. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP track, NU820 and NU824, or equivalent transfer courses.

NU 828 Advanced Psychopharmacology/Neurobiology (3)

Neurobiological processes are emphasized in the study of advanced psychopharmacological treatment of psychiatric symptoms and disorders. Medication selection, dosage and monitoring in the psychopharmacological treatment of individuals is covered including prescriptive issues associated with ethnicity and age. Prerequisite: Admission to PMHNP certificate or DNP-PMHNP program, NU 826 (may be taken concurrently) and NU 822 or equivalent transfer course.

NU 830 Primary Care I (3)

Develops knowledge and skill to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of cardiovascular, respiratory, endocrine, dermatologic and psychological alternatives and patient responses are considered. Prerequisite: Admission to DNP Program, NU 820, NU 822, and NU 824.

NU 832 Primary Care I Practicum (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience common acute and chronic health conditions. Utilization of diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care are emphasized. Primary, secondary, and tertiary levels of prevention are integrated. Emphasis is placed on advanced nursing roles and provision of ethical care. Prerequisite: Admission to the DNP Program, NU 820, NU 822, NU 824, and concurrent with NU 830.

NU 834 Primary Care II (3)

Builds upon knowledge and skills to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of urinary, renal, reproductive, genomic, immunologic, gastrointestinal, and psychological alterations and patient responses are considered. Prerequisite: Admission to DNP Program, NU 830, NU 832.

NU 836 Primary Care II Practicum (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience more complex acute and chronic health conditions. Builds upon advancing skills in diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care. Primary, secondary, and tertiary levels of prevention are integrated. Emphasis is placed on the integration of independent practice models, collaboration, and team-based care. Prerequisite: Admission to DNP program, NU 830, NU 832, and concurrent with NU 834.

NU 838 Primary Care III (3)

Builds upon and advances knowledge and skills to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of neurologic, musculoskeletal, sensory, and psychological alterations and patient responses are considered. Maternal and newborn health topics are discussed. Special topics are introduced to address emerging practice needs. Prerequisite: Admission DNP Program, NU 834 and NU 836.

NU 840 Primary Care III Practicum (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience complex acute and chronic health conditions. Utilizes advanced skills in diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care. Special emphasis is placed on patient- and family-centered care of healthy pregnant and post-partum women, newborns, and patients with complex health conditions. Primary, secondary, and tertiary levels of prevention are integrated. Prerequisite: Admission to DNP Program, NU 834 and NU 836, and concurrent with NU 838.

NU 850 Advanced Practice Psychiatric Nursing I (3)

Theoretical approaches are explored in addressing short-term and less complex illnesses. Evidence-based psychotherapeutic approaches are explored for the treatment of individuals, families, and groups and provide the foundation for clinical management of psychiatric mental health problems that are often time-limited as well as those that commonly occur across the life span. Health promotion and prevention measures are included in therapeutic interventions. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP program, and NU 826 and NU 828.

NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)

Theoretical approaches are explored in addressing chronic and complex illnesses. Evidence-based psychotherapeutic approaches are explored for the treatment of individuals, families, and groups experiencing complex and chronic mental illnesses and addictions. Differential diagnostic skills and interventional strategies are explored as well as the role of rehabilitation and psycho-educational approaches across the life span. Prerequisites: Admission to PMHNP certificate, or DNP-PMHNP program and, NU 826, NU 828.

NU 856 Advanced Psychiatric Mental Health Nursing II Practicum (3-4)

Provides opportunity for role development of the advanced practice psychiatric nurse in working with individuals, families and groups experiencing complex and chronic mental illnesses and addictions. Prerequisites: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 850, NU 852, Concurrent with NU 854.

NU 857 Advanced Practice Psychiatric Mental Health Nursing Practicum (1-4)

Provides opportunities for direct practice experience with individuals, families, and groups and development of the advanced practice psychiatric nurse. Students engage in activities involving assessment, diagnosis, and interventions including psychopharmacologic and psychotherapeutic skills in working with individuals experiencing short-term, commonly occurring, complex, chronic psychiatric illnesses and addictions. Prerequisites: Admission to PMHNP certificate, or DNP-PMHNP program, NU 826, NU 828, NU 850 or NU 854 (can be taken as a corequisite), and permission of instructor.

NU 859 Ad Pra Psyc Spec Focus Pract (1-3)

Provides opportunities for the student to focus on skill building in a particular practice setting or client population of interest as well as the synthesis of the knowledge into this advanced practice role. In this final practicum, students function in the role of the advanced psychiatric mental health nurse practitioner providing psychopharmacological and psychotherapy interventions.. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP program, 6 credits of NU 857, NU 826, NU 828, NU 850, NU 854, and permission of instructor.

NU 860 Special Topics: Advanced Psychiatric Nursing Child/Adolescent (1)

Designed to enhance students' knowledge of current evidence-based psychotherapeutic approaches in treatment of children and adolescents. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP program and, NU 826, NU 828, or permission of instructor.

NU 900 Philosophical World Views APN (2)

Emphasizes the philosophical orientations that serve as the basis for advanced nursing practice. Promotes philosophical reflection, understanding of evolutionary processes of nursing science, application of nursing and interdisciplinary philosophies and theories to simulated scenarios, and articulation of the student's philosophical worldview. Prerequisites: Admission to DNP Program or consent of instructor.

NU 902 Health Care Economics (3)

Focuses on economic theories and principles that can assist health care providers to be effective leaders and decision makers. Examines the economic and political environment in which health care is delivered in the United States and explores the role of regulation in protecting consumers. Provides frameworks for conceptualizing costs, risk, value, and strategic decision making in a competitive environment. Students explore economic analysis commonly used in health care decision making. Prerequisites: Admission to DNP Program, BU 526.

NU 903 Perspectives for the Advancement of Global Health (2)

Focuses on the complexities of contemporary global health issues within the context of social, cultural, economic, political, and environmental factors. Incorporates concepts of doctoral leadership to analyze, evaluate and promote collaborative strategies to advance health equity across cultures. Prerequisite: NU 809 Doctoral Leadership or permission of instructor

NU 904 DNP Residency: BSN-DNP (1-6)

Expands advanced nursing practice clinical knowledge and skills within the track. Synthesis of clinical knowledge and incorporation of evidence-based decision making is used to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients/families. Prerequisite: NU 840 or NU 859.

NU 905 DNP Residency: MSN-DNP (1-7)

Expands breadth and depth of current advanced practice nursing clinical knowledge and skills with a focus on delivery of sub-specialty care services and/or full spectrum health care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making is used to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients/families/populations. Prerequisite: NU 840 or NU 859.

NU 971 Practice Inquiry DNP Project I (2)

Provides an overview of methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice. Students complete an in-depth investigation of a practice-focused problem and prepare an evidence-based project proposal for a practice setting. Prerequisite: NU 807, NU 812, NU 902, NU 906.

NU 972 Practice Inquiry DNP Project II (2)

Prepares students to translate evidence into practice and implement evidence-based changes into a practice setting. Data are collected and analyzed to guide recommendations for practice change and hence to improve the quality and effectiveness of health care services. Prerequisite: NU 971.

NU 973 Practice Inquiry DNP Project III (2)

Provides the culminating experience for students to complete and defend the DNP Practice Inquiry Project. Project design, application of theory, implementation processes, analysis of financial implications, contributions to the profession of nursing, leadership skills, and interprofessional experiences are considered. Dissemination of the project findings to a targeted audience is an expectation. Prerequisite: NU 972.

NU 977 Continuous Enrollment (1)

This course is to allow students additional time to complete graduate practice inquiry DNP project requirements. Prerequisite: Instructor permission.

The following course may be taken by international graduate nursing students.

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA based health care facility. Emphasis is on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs. Prerequisites: International students with an F-1 student visa only. Accepted into the graduate nursing program with a current RN license in Kansas.

Accounting and Business Courses

Code	Title	Hours
Entrepreneurship Focus		
BU 526	Accounting and Finance for Managers	3
BU 630	Entrepreneurship/Creativity	3
Total Hours		6

Course descriptions for the accounting and business courses can be found in the School of Business Section Graduate Programs.

Doctor of Nursing Practice (DNP)

Washburn's Doctor of Nursing Practice degree program offers a strong focus on clinical preparation and practice readiness with an in-depth understanding of healthcare business and quality improvement.

The DNP program at Washburn University offers graduate experiences for nurses based upon educational level and practice interest:

- MSN to DNP (APRN status with national certification as a nurse practitioner¹).
- MSN to DNP (without APRN status or national certification as a nurse practitioner).
- BSN to DNP.

¹ as a family nurse practitioner, adult nurse practitioner, geriatric nurse practitioner, adult geriatric nurse practitioner, pediatric nurse practitioner, or psychiatric mental health nurse practitioner

The Doctor of Nursing Practice program prepares graduates for leadership and entrepreneurial roles in advanced practice nursing. All programs prepare graduates to sit for national certification as a family nurse practitioner or psychiatric mental health nurse practitioner. A generic track is available for nationally certified nurse practitioners seeking a DNP, and who are not seeking an additional certification. The DNP program requires completion of 44 to 76 credits depending on the track chosen. The program also requires a minimum of 1000 clock hours of practicum/residency experiences. Post-MSN students who are nationally certified as a nurse practitioner may be awarded up to 500 clock hours toward the minimum 1000 clock hour requirement. The DNP Program is offered online for MSN to DNP students and is offered predominantly online for BSN to DNP students. BSN to DNP students are required to attend up to three on-campus experiences per academic year (see SON website for detail about these experiences). A unique feature of the DNP program at Washburn University is the inclusion of substantial business content within the graduate program. For specific DNP course requirements/sequencing, please refer to www.washburn.edu/nursing/

DNP End-of-Program/Student Learning Outcomes

At the completion of the nursing program, the learner will be able to:

- Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.
- Support quality healthcare innovations through systems-level leadership.
- Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.
- Integrate technology with nursing practice to improve quality and accessibility of care.
- Advocate health care policies that seek to improve social justice, equity, and ethical treatment.
- Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.
- Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.

- Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

DNP Admission Requirements

Students who meet the requirements noted below may apply for admission to the DNP program. The requirements for admission to the DNP program include:

- Submission of the Washburn University graduate degree seeking application (available online).
- Official transcripts sent to the School of Nursing (BSN and MSN as applicable).
- Evidence of current licensure in the states of residence and practice as a registered nurse and APRN (post-Master's NP only).
- Successful completion of a graduate inferential statistics course (with grade of "B" or better within the last 10 years) or by the beginning of the third semester by BSN-DNP students.
- If MSN without FNP or NP without practice experience, advanced pathophysiology, advanced pharmacology, and advanced health assessment courses that have lifespan content and have been completed within the last 5 years.
- Submission of completed application recommended to include two references from current or past employers, faculty, or professional peers.
- National certifications through either ANCC or AANP (applies to post-Master's NP applicants only).
- Current resume.
- Minimum GPA of 3.0, with preference given for a GPA of 3.25 or above in previous undergraduate and graduate work preferred.

The School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee reviews all applicants. Potential applicants are required to attend an interview and complete a brief writing assessment as part of the application process. The GAPR committee will make admission decisions.

The School of Nursing seeks applicants who demonstrate honesty and personal integrity, who take responsibility for actions taken or omitted, who prioritize patient safety and confidentiality, who maintain professional boundaries with patients and colleagues, and who communicate respectfully and in a timely manner with faculty/staff, preceptors, and agencies that offer learning opportunities. Applicants should possess flexibility to deal with changing situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of the advanced practice nurse. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

Conditional Admission

Students may be "conditionally" admitted to the DNP program as a part-time student for one academic year. A student whose status is "conditional" may not have completed the prerequisite graduate-level inferential statistics course at the time of application. A student admitted as "conditional" is expected to complete the admission requirement within one year, preferably sooner. If the requirement is not met within the academic year of conditional admission, the student may not enroll in graduate coursework and will be suspended from the DNP Program until the requirement is successfully completed.

Non-Degree Seeking Option

Students may complete up to nine (9) credit hours of non-practicum coursework prior to acceptance to the DNP program. The completion of these courses prior to admission may affect future financial aid by decreasing the number of credit hours taken within a given semester. Please contact the Director of Graduate Student Services for enrollment assistance.

DNP Application Procedures

1. Submit the Washburn University graduate application at <https://applyweb.com/washburn/index.ftl> (<https://applyweb.com/washburn/>). The online application includes:
 - a. Two references from current or past employers, faculty, or professional peers are recommended for priority consideration.
 - b. Current resume.
2. Request official transcripts be sent directly to the School of Nursing (BSN and MSN if applicable).
3. For post-Master's NP applicants, submit
 - a. Evidence of current licensure in the states of residence and practice as a registered nurse and APRN.
 - b. National certifications through either ANCC or AANP.
4. Attend an interview and complete a brief writing assessment as part of the application process.

Transfer Credit

Transfer of credits from another graduate nursing program is considered on a case-by-case basis after review of appropriate course syllabi. The applicant must have received a grade of "B" or better in the course(s) being considered. Transfer of courses from another institution may affect future financial aid by decreasing the number of credit hours taken within a given semester. Academic credit is not given for life or work experience.

DNP Degree Requirements

- A minimum of 44 semester hours of credit and up to 76 semester hours.
- A cumulative grade point average of at least 3.0 in courses required for the current degree.
- At least two-thirds of the semester hours required for the degree must be earned at Washburn University.
- All course work must be completed within eight (8) calendar years.

Time Limit for Completion of the DNP Program

All students have eight years from their date of entry into the program to complete the requirements of the DNP program at Washburn University. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the advisor and sent to the Chairperson of the School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee. The student will be notified of the Committee decision in writing.

Requests to Change Track

The School of Nursing GAPR Committee admits qualified applicants to fill available positions within each track. DNP students admitted in one track may request to change to a different track by submitting a request to the Chairperson of the GAPR Committee. The letter should state the request

and indicate the reason for the request. The DNP Program Director and the GAPR Committee decision will be based on space availability, the student's reason for requesting the change, the student's prior academic performance, and the approval of the faculty in the requested track. The student and academic advisor will be notified of the committee decision in writing by the GAPR Committee. The student should be aware that making this change may affect progression in the program.

DNP Program Requirements

BSN to DNP Program

Depending on the specialty area chosen, the program is 75 to 76 credit hours which includes a minimum of 1000 clock hours of direct patient care. Students must be licensed as an RN in their residential state.

Required Family Track Courses

(total of 75 credit hours)

Code	Title	Hours
NU 801	Theoretical Foundations	2
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 805	Health Policy	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
NU 830	Primary Care I	3
NU 832	Primary Care I Practicum ¹	3
NU 834	Primary Care II	3
NU 836	Primary Care II Practicum ¹	3
NU 838	Primary Care III	3
NU 840	Primary Care III Practicum ¹	3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 904	DNP Residency: BSN-DNP ²	6
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ FNP Practicum hours are at a 5:1 ratio.

² DNP Residency hours are at a 5:1 ratio.

Required Psychiatric Mental Health Track Courses

(total of 76 credit hours)

Code	Title	Hours
NU 801	Theoretical Foundations	2
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 805	Health Policy	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6
NU 859	Ad Pra Psyc Spec Focus Pract ¹	1-3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 904	DNP Residency: BSN-DNP ²	5
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ PMH Practicum hours are at a 4:1 ratio. Offered as repeatable variable credit courses

² DNP Residency hours are at a 5:1 ratio.

MSN to DNP (with APRN-NP)

For students not seeking a second certification the program is 44 credit hours. For those seeking a second certification, additional credit hours are required depending on the specialty chosen. Clinical experiences are individually determined to add breadth and depth to advanced practice competencies.

Required Generic Track Courses

(total of 44 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2

NU 812	Innovations in Quality Care	2
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP	7
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ DNP Residency hours are at a 5:1 ratio.

Required Pediatric Nurse Practitioner (PNP) to PMHNP Track Courses

(Total of 61 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	2
NU 824	Advanced Health Assessment: Lifespan	1
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6
NU 859	Ad Pra Psyc Spec Focus Pract ¹	3
NU 900	Philosophical World Views APN	2
NU 903	Perspectives for the Advancement of Global Health	2
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

Required ANP/AGNP to PMHNP Track Courses

(total of 60 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 821	Advanced Pathophysiology Family	1
NU 822	Advanced Pharmacology: Lifespan	1
NU 824	Advanced Health Assessment: Lifespan	1
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6
NU 859	Ad Pra Psyc Spec Focus Pract ¹	3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ PMH Practicum hours are at a 4:1 ratio. Offered as repeatable variable credit courses.

² DNP Residency Hours are in a 5:1 ratio.

Required FNP to PMNHP Track Courses (total of 57 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6

NU 859	Ad Pra Psyc Spec Focus Pract ¹	3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ PMH Practicum hours are at a 4:1 ratio. Offered as Repeatable variable credit courses.

MSN to DNP (without APRN-NP)

This program is 70 to 72 credit hours depending on the specialty chosen with a minimum of 1000 clock hours of direct patient care.

Required Family Track Courses (total of 70 credit hours)

Code	Title	Hours
Required Family Track Courses		
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
NU 830	Primary Care I	3
NU 832	Primary Care I Practicum ¹	3
NU 834	Primary Care II	3
NU 836	Primary Care II Practicum ¹	3
NU 838	Primary Care III	3
NU 840	Primary Care III Practicum ¹	3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP	5
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

¹ FNP Practicum hours are at a 5:1 ratio. Offered as repeatable variable credit courses.

² DNP Residency hours are at a 5:1 ratio.

Required Psychiatric Mental Health Nurse Practitioner Track Courses

(total of 72 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6
NU 859	Ad Pra Psyc Spec Focus Pract ¹	3
NU 900	Philosophical World Views APN	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP ²	5
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3
Total Hours		72

¹ PMH Practicum hours are at a 4:1 ratio. Offered as repeatable variable credit courses.

² DNP Residency hours are at a 5:1 ratio.

MSN to DNP (with APRN-NP & PMHNP Certificate)

Required Generic Track Courses

(total of 39 Credit Hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 807	Clinical Scholarship for Evidence-Based Practice	3

NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 900	Philosophical World Views APN	2
NU 903	Perspectives for the Advancement of Global Health	2
NU 902	Health Care Economics	3
NU 905	DNP Residency: MSN-DNP ²	2
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
AC 524	Accounting Concepts	3
BU 526	Accounting and Finance for Managers	3
BU 527	Marketing Concepts	3
BU 630	Entrepreneurship/Creativity	3

² DNP Residency hours are at a 5:1 ratio.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

Description of the Program

The Post-Graduate PMHNP Program prepares graduates to function as psychiatric nurse practitioners. PMHNPs provide treatment of psychiatric disorders for individuals, families, and groups in a variety of clinical settings using therapeutic techniques and pharmacological treatments. This course of study will enable students to expand their abilities and employment opportunities and prepares them to sit for the American Nurses Credentialing Center (ANCC) certification as a Psychiatric Mental Health Nurse Practitioner (PMHNP).

Three tracks are available, one for applicants who are certified as FNPs, PNP's or ANP's with no psychiatric mental health experience, one for applicants who are Adult or Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialists (CNSs), and one for applicants who have an MSN without APRN status.

PMHNP Certificate End-of-Program/ Student Learning Outcomes

At the completion of the Post-Graduate PMHNP Certificate program, the learner will be able to:

- Integrate nursing knowledge and theory with the natural, social, and organizational sciences to support evidence-based advanced psychiatric mental health nursing practice.
- Collaborate with intraprofessional and disciplinary teams within systems of health care to deliver safe and equitable population-based care.
- Utilize judicious critical thinking and clinical reasoning within the scope of advanced psychiatric mental health nursing practice.
- Formulate holistic person-centered care that is culturally proficient with diverse individuals, groups, and communities..
- Demonstrate ethical and legal principles in advanced psychiatric mental health nursing practice.
- Model personal, professional and leadership skills for reflection, self-care, and lifelong learning within the advanced psychiatric mental health nursing practice.

- Integrate healthcare technologies and informatics with advanced nursing practice to improve the quality and accessibility of care.
- Evaluate interventions aimed to promote health and prevent disease.

PMHNP Certificate Admission Requirements

Students who meet the requirements noted below may apply for admission to the PMHNP Certificate program. The requirements for admission to the program include:

- Submission of the Washburn University graduate degree seeking application (available online).
- Official (MSN or DNP) transcripts sent to the School of Nursing.
- Evidence of current licensure in the states of residence and practice as a registered nurse and APRN (as applicable).
- Submission of completed application to include two references from current or past employers, faculty, or professional peers.
- Current resume.
- GPA of 3.25 or above in previous graduate work preferred.

The School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee reviews all applicants. The GAPR committee will make admission decisions.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of a professional. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

PMHNP Certificate Application Procedures

1. Submit the Washburn University graduate application at <https://applyweb.com/washburn/index.ftl> (<https://applyweb.com/washburn/>). The online application includes:
 - a. Two references from current or past employers, faculty, or professional peers.
 - b. Current resume.
2. Request official transcripts be sent directly to the School of Nursing (MSN and/or DNP as applicable).
3. Submit evidence of current licensure in the states of residence and practice as a registered nurse and APRN (as applicable).
4. National certifications if available.

Transfer Credit

Transfer of credits from another graduate nursing program is considered on a case-by-case basis after review of appropriate course syllabi. Up to 6 credit hours may be transferred from another program. The applicant must have received a grade of "B" or better in the course(s) being considered. Academic credit is not given for life or work experience.

Certificate Requirements

Course Requirements for FNP Applicants

Code	Title	Hours
Requirements		
NU 826	Advanced Psychiatric Interviewing Differential Diagnosis	2
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 850	Advanced Practice Psychiatric Nursing I	3
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	6
NU 859	Ad Pra Psyc Spec Focus Pract ¹	3
Total Hours		20

Additional Course Requirements for ANP Applicants ²

Code	Title	Hours
Requirements		
NU 821	Advanced Pathophysiology Family	1
NU 822	Advanced Pharmacology: Lifespan	1
NU 824	Advanced Health Assessment: Lifespan	1
NU 860	Special Topics: Advanced Psychiatric Nursing Child/Adolescent	1
Total Hours		4

Additional Course Requirements for Psychiatric CNS Applicants ²

Code	Title	Hours
Requirements		
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
NU 860	Special Topics: Advanced Psychiatric Nursing Child/Adolescent	1
Total Hours		11

Additional Course Requirements for Applicants without APRN Status ²

Code	Title	Hours
NU 813	Advanced Psychiatric Mental Health Roles	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 824	Advanced Health Assessment: Lifespan	4
Total Hours		12

Additional Course Requirements for Pediatric Nurse Practitioners (PNP) Applicants ²

Code	Title	Hours
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	2

NU 824	Advanced Health Assessment: Lifespan	1
Total Hours		6

- ¹ PMH Practicum hours are at a 4:1 ratio
² If needed as determined by gap analysis

Following review of the applicant's transcripts, additional course work or clinical practicum hours may be required.

Student Life

- Office of Student Life (p. 93)
- University Diversity and Inclusion (p. 93)
- Career Services (p. 94)
- Student Health and Counseling Services (p. 94)
- Washburn Student Government Association (WSGA) (p. 94)
- Honorary Organizations (p. 95)
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Office of Student Life

Student Life enriches the educational experience of the Washburn community with an appropriate balance of challenge and support, through a commitment to learning, student development and advocacy. We value all students and strive to create environments which foster the sustained development of well-balanced, civic-minded individuals.

The following Student Life units cooperate to play integral roles in achieving this mission: Career Services; Residential Living; Student Health and Counseling Services; Student Life Office; Student Recreation and Wellness; and University Diversity and Inclusion.

Resolving Problems

Faculty and staff at Washburn University are committed to student success which includes everything from efficient business processes to excellent experiences both inside and outside the classroom.

Despite this campus-wide commitment, however, it is inevitable that misunderstandings or disputes may arise periodically. Such misunderstandings can typically be resolved quickly, directly and informally at Washburn. For more information please visit <https://washburn.edu/student-life/services/resolving-problems.html>

The Washburn University of Code of Conduct is available at <https://www.washburn.edu/student-life/policies-forms/academic-policies.html>

Campus Resolution

If you want to visit with someone informally, privately and respectfully about a problem you are experiencing, you may contact the Student Life Office (785) 670-2100 or joel.bluml@washburn.edu. (joel.bluml@washburn.edu) This office can provide advice about the options available to you and also can assist in finding an informal way of resolving your problem.

Depending on the nature of your concern, a specialized procedure may apply. Policies and procedures designed to assist you in obtaining resolution to the issue you are dealing with exist in many areas within Washburn University. The Student Life Office can direct you to the

campus resources that are directly responsible for assisting students with the specific challenges you are experiencing.

University Diversity and Inclusion

diversity.inclusion@washburn.edu
 @diversitybods

Morgan Hall 105
 785-670-1629

The Office of University Diversity and Inclusion provides leadership and support to campus and the community to address issues, policies and potential barriers to creating a welcoming and respectful working and learning environment.

The Office of University Diversity and Inclusion also responds to accommodation requests for students with disabilities, manages Veteran's programs and provides resources to the campus LGBTQ+ community. University Diversity and Inclusion staff collaborate with the Office of Student Involvement and Development to create and present programming for the Multicultural Intersectional Learning Space (MILS) The Office of Diversity and Inclusion coordinates campus group affinity membership and coordinates responses to campus climate reports. For the 2022-2023 academic years, the Office of Diversity and Inclusion is responsible for planning and presenting the Kansas Board of Regents Michael Tilford Conference on Diversity and Multiculturalism. The Office of University Diversity and Inclusion collaborates with campus organizations and regional community organizations to develop, promote and host innovative training, programs that enhance the university climate, promote a culture of inclusion and demonstrate the universities commitment to excellence and diversity.

University Diversity and Inclusion - Student Accommodations, Campus Accessibility

Morgan Hall 105
 785-670-1629

University Diversity and Inclusion staff are responsible for assisting and arranging accommodations and for identifying resources on campus for students with disabilities. Students with disabilities must register with the office and provide appropriate medical documentation to be eligible for services. Documentation should include a statement identifying the disability, how and when it was diagnosed, and how it affects the student's academic performance. Accommodations are provided to meet the needs of individuals, based on their specific disabilities, e.g. depression, physical or learning disability, and may include in-class note takers, test readers/scribes, adaptive technology training, brailled materials, or other necessary accommodations. Requests for accommodations should be submitted at least 60 days before services should begin; however, students should contact the office immediately when they become aware of the need for an accommodation need. Instructors may be involved in the process of determining appropriate accommodations. Instructors are encouraged to contact the office immediately when students voluntarily identify disabilities or make accommodation requests.

University Diversity and Inclusion - Veterans Education Benefit Programs

Morgan Hall 105
785-670-1629

To apply for Veterans Administration (VA) educational benefit programs, the students should contact the Office of University Diversity and Inclusion, or call the VA at 1-888-442-4551.

Student recipients of Veterans related educational assistance must certify their enrollment each semester through the Office of University Diversity and Inclusion to assure continuous benefits. Students receiving Veterans assistance must contact the Office of University Diversity and Inclusion any time they drop or add classes. Changes in enrollment, such as dropping courses, adding courses, or formally withdrawing from the University, must be submitted to the VA. VA regulations require veterans to pursue an educational objective, file a degree plan, regularly attend classes, and make satisfactory progress. Students should contact University Diversity and Inclusion staff for detailed information regarding veteran educational programs, benefits and requirements.

Military Deployment Withdrawal

Students who are called to active duty and must withdraw from classes as a result should contact the Office of University Diversity and Inclusion, Morgan Hall 105. Phone 785-670-1629. Email diversity.inclusion@washburn.edu.

The Office of University Diversity and Inclusion provides leadership and support to campus and the community to address issues, policies and potential barriers to creating a welcoming and respectful working and learning environment.

Career Services

Morgan Hall 105
785-670-1470

Washburn University Career Services provides coaching and assistance to WU students in two basic areas:

- Career exploration – deciding on major and career path
- Preparing for and finding experience – part-time, full-time, and internship

Career Services staff members conduct class presentations, individual in-person and virtual coaching sessions, and workshops around all topics surrounding career development, from career assessments to resume writing to interview practice. Career events on campus include career fairs, resume review days, and employer interview sessions.

Handshake (washburn.joinhandshake.com (<https://washburn.joinhandshake.com/>)) is the primary tool for students to engage initially with employers and Career Services. Handshake hosts

- Job and internship postings for WU students
- Appointment scheduling with Career Services
- Student resumes and profiles
- Employer database
- Virtual fairs, event information and on-campus interview schedules

In addition, Career Services maintains a comprehensive website (washburn.edu/career-services) with helpful resources for every step

of the career development process, such as career exploration, resume writing, interviewing, LinkedIn, and choosing graduate school programs.

Current students can schedule individual appointments via Handshake. For more information for students or alumni, please call Career Services at 785-670-1450 or email career-services@washburn.edu. Career Services is open 8 a.m. – 5 p.m., Monday – Friday.

Student Health and Counseling Services

Student Health Services

Morgan Hall 140
785-670-1470

Washburn University Student Health Services exists to enhance the learning and development of University students (and staff/faculty), through provision of holistic health care, with a strong emphasis on education, prevention, affordability and patient advocacy. Immunizations, TB testing and urgent care are provided for students, faculty and staff. Additional primary care services include health promotion/ education, treatment of stable chronic conditions, physical exams, well woman exams, psychological care in collaboration with Counseling Services, and referrals to community resources if necessary. All clinic services are confidential, and provided at low cost to no cost by our nurse practitioner providers. For more information, please visit <https://www.washburn.edu/student-life/health-services/index.html>. A low cost health insurance program is available to all students registered for at least 5 credit hours. Information about this plan is available at Student Health Services and at the Student Life office. For more information, visit <http://www.washburn.edu/current-students/services/health-services/index.html>.

Counseling Services

Kuehne Hall 200
785-670-3100

College life can be very stressful. At times, students may want additional support to help manage stress and maximize success. Counseling is

a place to explore any area of life that a student may be concerned about or wish to improve. For instance, if a student is feeling depressed, anxious, or distracted, counseling may be helpful. Advocacy and case management are available through Counseling Services as well. All services are confidential and free for currently enrolled students. For more information, visit www.washburn.edu/counseling.

Additional services are available by phone 24 hours a day/ 7 days a week by calling 785-670-3100 and selecting option 2 to speak to someone immediately.

Washburn Student Government Association (WSGA)

The Washburn Student Government Association (WSGA) exists to serve the students and registered student organizations with any problems or concerns they may have. Members of the student body are automatically members of WSGA.

The WSGA Senate is the student government arm of the association. There are 34 senators: 27 that are elected by the student body in the

spring and 5 freshman senators that are elected by the freshman student body in the fall. One transfer senator and one international student senator is appointed by the executive staff throughout the year as vacancies occur. Applications for appointment are available in the WSGA office. Senators must maintain a 2.0 GPA and be enrolled in at least three hours as an undergraduate.

The president and vice president of WSGA are elected each spring by the student body. They, in turn, appoint an executive staff which is responsible for carrying out the decisions of the senate.

The senate is funded by a portion of student activity fees. These fees help provide student services such as the Collegiate Readership Program, the WSGA Lecture Series, Success Week events and the annual student planner. All registered student organizations are eligible to request funding for their group's activities from WSGA. For more information, please contact WSGA at 670-1169 or visit www.washburn.edu/wsga (<http://www.washburn.edu/wsga/>).

Honorary Organizations

An honorary organization often times offers a student recognition for academic excellence, leadership and service to the community. Washburn University sponsors a number of honorary organizations; many are connected to academic departments on campus. One such organization is the chapter of Phi Kappa Phi, a nonprofit honor society that promotes the pursuit of excellence in all fields of higher education and recognizes outstanding achievement by students, faculty, and others through election to membership, and through various awards for distinguished achievement. Please contact the Office of Student Involvement and Development for more information or see the complete list at www.washburn.edu/getalife (<https://www.washburn.edu/student-life/student-involvement/>).

Student Recreation and Wellness Center

The Student Recreation and Wellness Center provides individuals with the opportunity to build and belong to a community. The SRWC engages with students by providing programs and services that are fun, educational, promote healthy lifestyle habits, and enhance the student experience. For more details please visit Washburn.edu/getfit

Intercollegiate Athletics

Washburn University offers a variety of athletic programs for both men and women.

Men's sports:

- Baseball,
- basketball,
- cross country,
- football,
- golf,
- indoor and outdoor track and field, and
- tennis.

Women's Sports:

- Basketball,
- cross country,
- indoor and outdoor track and field,
- soccer,
- softball,
- tennis and
- volleyball.

Washburn is a member of the national Collegiate Athletic Association (NCAA) Division II and the Mid-American Intercollegiate Athletic Association (MIAA).

Student Services

- Admissions (p. 95)
- International Student Services (p. 95)
- Registration, Enrollment, and Residency Requirements (p. 96)
- Tuition and Fees (p. 98)
- Financial Aid (p. 100)

Admissions

Graduate Admission Procedures

To apply for any Washburn University graduate degree or certificate program (other than the Master of Studies in Law, Juris Doctor, or the L.L.M. degree programs) you must complete the online application, the link to which can be found in the relevant program information at <https://washburn.edu/academics/graduate-programs/index.html> (<https://washburn.edu/academics/graduate-programs/>) Students currently enrolled in a baccalaureate degree program at Washburn University also need to complete the online application for admission to any of the graduate programs. Some of the graduate programs also require an essay, letters of recommendation, or other materials as part of the online application. International Students should complete the application at the link above. Students wishing to transfer from one graduate program at Washburn University to another at Washburn must submit a new application.

An official transcript of your baccalaureate degree must be sent directly from the regionally accredited institution that awarded the degree to the Washburn University academic unit that offers the graduate degree program to which you are seeking admission (i.e., the School of Business, the School of Nursing, or the applicable department in the School of Applied Studies and the College of Arts and Sciences). Graduates of Washburn University baccalaureate degree programs do not need to have a copy of their transcript sent to the academic unit.

International Student Services

Website: www.washburn.edu/international (<http://www.washburn.edu/international/>)

Administrative Staff

Heidi Staerkel, Coordinator, International Student Services

Dr. Andy Vogel, Coordinator, International Student Recruitment/Retention

International Students: Graduate Admission

Please contact the graduate program about requirements before completing the international student application process for university admission, which includes the following:

1. A completed on-line Washburn University Graduate Application Form (<http://www.applyweb.com/washburn/>)
2. \$70 (USD) non-refundable application fee.
3. A balanced iBT TOEFL score of at least 80 or 6.5 on the IELTS with balanced sub-scores for students from non-English speaking countries. Please note that certain academic departments may have higher TOEFL/IELTS requirements.
4. Completed and signed Financial Disclaimer form (<https://www.washburn.edu/academics/international-programs/international-students/financial-disclaimer-form.pdf>) and original financial supporting documentation of the student's/sponsor's ability to finance studies while in the U.S.
5. Official transcripts of completed secondary education and of any university-level course work evaluated by either Education Credential Evaluators (<https://www.ece.org/>) (ECE) or World Education Services (<https://www.wes.org/>) (WES). An official course-by-course report is required, and must be submitted to the address below:

W.U. Office of International Programs
1700 S.W. College Ave.
Topeka, KS 66621

Graduate Admission for Transferring International Students (from another U.S. University to Washburn)

In addition to the items mentioned above, graduate applicants applying to transfer to Washburn University from another U.S. university/college must submit the following:

1. A completed Washburn University Transfer Eligibility Form (<https://www.washburn.edu/academics/international-programs/international-students/transfer%20eligibility%20form/>), completed by the applicant and an international student advisor at the current school.
2. A copy of the I-20 form (pages 1 and 2) issued by the current school.
3. A copy of the student's current visa and passport ID page.
4. Official transcripts of any university-level work, sent by the issuing university to the Office of International Programs directly. The address is:

W.U. Office of International Programs
1700 S.W. College Ave.
Topeka, KS 66621

International Students: School of Law Admissions

Please contact the School of Law about admission requirements using the contact information below, and then submit to the Office of International Programs requirements #2-4 under "Graduate Admission."

Washburn School of Law
1700 College Ave.
Topeka, KS 66621, U.S.A.

Tel. 785-670-1185
Fax. 785-670-8087
www.washburnlaw.edu (<http://www.washburnlaw.edu>)
admissions@washburnlaw.edu

E-transcripts can be sent by the issuing school to Washburn directly to international@washburn.edu.

Registration, Enrollment, and Residency Requirements

Advance Registration

The University offers advance registration. Students who are currently enrolled will have the first opportunity to register for the following semester/summer term. The respective Registration Information Guide (<https://www.washburn.edu/academics/course-schedule/>) will have the advance registration dates, instructions, and regulations. Current students will be able to register during their classification schedule provided they have no holds.

Open Registration

Open registration is available to all currently enrolled Washburn students who did not advance register during their classification time frame, and to all new and former students who are eligible for admission and have completed the application or reapplication process. New and returning students will need to have obtained their WIN (Washburn Identification Number) and their MyWashburn Account information before they can register on the web. Specific dates will be in the Registration Information Guide (<https://www.washburn.edu/academics/course-schedule/>) for each semester and summer term.

Late Enrollment

Late enrollment is available for returning or admissible students who did not enroll before the first day of classes. Students may enroll online during the first week of class. During the second and third weeks of class, new enrollments and added courses will require permission of the instructor. No student may begin an enrollment schedule after the third week of semester classes. See the respective semester Registration Information Guide (<https://www.washburn.edu/academics/course-schedule/>) for details.

The summer session will have its own specific deadlines according to the length of session or class. See the Summer Registration Information Guide (<https://www.washburn.edu/academics/course-schedule/>) for details.

Kansas Residency and Tuition Assessment

Policy

The University charges two residency rates of tuition for undergraduate, graduate, and law courses: 1) a resident of Kansas rate for students who can meet the University's residence requirements and 2) a non-resident of Kansas rate for those who do not qualify as a resident of Kansas. No refund shall be made if residence qualifications are met after the end of the fifth week of the semester.

Definitions

“Residency” or “Resident Status” shall mean that status which is achieved when sufficient proof of a domicile within a state is presented.

“Domicile” shall mean presence within a state with intent of making the state a permanent home for an indefinite period.

Factual Criteria in Determination of Resident Status

1. A resident’s attendance at an institution of higher education outside of Kansas shall be regarded as a temporary absence from the state; therefore, a student neither gains nor loses resident status solely by such attendance.
2. The burden of proof of establishing eligibility for Kansas resident status shall rest with the student.
3. In determining resident status for the state of Kansas, the following shall be sufficient proof of domicile of a person and their dependents within the state of Kansas:
 - a. Presence within the state of Kansas for a minimum of the six (6) consecutive months prior to the start of the period of attendance coupled with proof of an intent to make the state of Kansas a permanent home for an indefinite period;
4. In determining whether a student holds an intent to make the state of Kansas a permanent home for an indefinite period, the following factors, although not conclusive, shall be given heavy weight:
 - a. Continuous presence in the state of Kansas during those periods not enrolled as a student.
 - b. Presence within the state of Kansas upon marriage to a Kansas resident and the maintenance of a common domicile with the resident spouse.
 - c. Substantial reliance on sources within the state of Kansas for financial support.
 - d. Former domicile within the state and maintenance of significant connections while absent.
 - e. Ownership of a home within the state of Kansas.
 - f. Employment within the State of Kansas.
The six- (6) month period of presence within the state, as stipulated in paragraph 3 of this rule, in and of itself, does not establish resident status in the absence of the required proof of intent.
5. The following factors indicate intent to make the state of Kansas a permanent home for an indefinite period shall be given equal weight than those in subsection above and include:
 - a. Voting or registration for voting.
 - b. Part-time employment.
 - c. Lease of living quarters.
 - d. Automobile registration or operator’s license obtained in Kansas.
 - e. Acquisition of Kansas driver’s license.
 - f. Payment of income, personal and property taxes in Kansas.
 - g. The factors listed in this subsection have applicability only as they support the intent to make the state of Kansas a permanent home for an indefinite period.
6. The following criteria shall be sufficient to establish eligibility for Kansas resident status pursuant to Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”):
 - a. A Veteran who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
 - b. A spouse or child (as defined in the Choice Act) using transferred benefits who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor’s discharge from a period of active duty service of 90 days or more.
 - c. A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the Service member’s death in the line of duty following a period of active duty service of 90 days or more.
 - d. Any person who qualifies for Kansas resident status pursuant to this Section 6 shall retain that status as long as the person remains continuously enrolled at Washburn University.
7. A student who transfers to the Washburn University campus from another Kansas public college or university without an interruption in enrollment, except for a summer term, and who possessed resident status at the prior institution shall be granted resident status at Washburn University.

Educational Fee Assessment Rules

1. **Rates Assessed.** Residents of Kansas as defined in the residence rules will be assessed tuition at the resident rates. Students who are not residents of Kansas as defined by these rules will be assessed the tuition at the nonresident rates.
2. The **exception of the payment** of out-of-state tuition rates granted in paragraphs 4, 5, 6, and 7, shall be applicable only for the first six months such person is residing in the state of Kansas. Thereafter, he or she shall be eligible for in-state residence tuition rates only if he/she has established domiciliary residency in the state and can provide the indicia of residency in Kansas.
3. **Education Employment Tuition Waiver** - Persons who are full-time employees of a state educational institution.
4. **Active Duty Military Tuition Waiver** - Persons who are in active military service.
5. **Military Tuition Waiver** - For persons who do not already qualify for in-state tuition pursuant to The Choice Act, Section 6 above, persons who are domiciliary residents of the state, who were in active military service prior to becoming domiciliary residents of the state, who were present in the state for a period of not less than two years during their tenure in active military service, whose domiciliary residence was established in the state within thirty (30) days of discharge or retirement from active military service under honorable conditions, but whose domiciliary residence was not established at least six months prior to the first day of enrollment for the semester in which the students are enrolling.
6. **Employment Tuition Waiver** - Persons who are domiciliary residents of the state, who are employed on a full-time basis and whose employment requires at least 1,500 hours of work per year, whose domiciliary residence was not established at least six (6) months prior to the first day of enrollment for the semester in which the students are enrolling.
7. **Alumni Tuition Waiver** - Persons who are not domiciliary residents of Kansas, but are the dependent children (legal children, stepchildren or wards) of a graduate of Washburn University. For the purposes of this policy a graduate is any person who has earned a Certificate, Associate, Bachelor’s, Master’s, or Doctorate degree at Washburn University.

Appeals

Any student wanting to appeal a residency relative to his or her current residency status shall complete the Resident Status Appeal Form and submit to the campus residency officer (Associate University Registrar). The Resident Status Appeals Committee will review the appeal and all provided documentation.

The Resident Status Appeals Committee shall review the appeal and provide such student with a decision based upon submitted materials. The committee will also notify the University Registrar's Office, the Financial Aid Office, and the Business Office of their final decision.

The student may appeal an adverse ruling with new or additional information to the Executive Director, Enrollment Management, whose decision shall be final.

Resident Status Appeal Committee Procedures

1. Student needs to submit completed appeal form with supporting documentation to Associate University Registrar within 30 days after the start of a semester. Students will be encouraged to submit the form and all documentation at once not separately.
2. The committee will meet as needed to review appeals.
3. All residency status changes will be reviewed as a group.
4. Once the committee decision has been made the student will be notified by their MyWashburn email.
5. Students wanting to appeal the committee's decision will be directed to the Executive Director of Enrollment Management only if new or additional information can be provided.

Tuition and Fees

Financial Obligations

Tuition and fees are established by the Washburn University Board of Regents and are subject to change. Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from all classes before the end of the 100% tuition refund period (fees are non-refundable after the term begins). Financial aid eligibility may change upon withdrawal from one or more classes, leaving a balance due on the student account. If receiving financial aid and/or scholarships, students are encouraged to contact the Financial Aid Office prior to withdrawing from classes. Payments can be made online in WU-VIEW which can be accessed through MyWashburn, Financial Services tab. Payments may also be made by mail or in person at the Cashier Window in Morgan Hall 103. The Cashier Window is open between 8:00 AM and 5 PM, Monday through Friday, except on Wednesday, when office hours are 9 AM to 5 PM. A depository is located next to the Cashier Window to receive payments after office hours. Washburn University accepts cash, checks, and debit cards at the Cashier Window, and electronic checks, debit, and credit cards (VISA, MasterCard, Discover and American Express) online for the payment of tuition and fee charges. The processor charges a convenience fee of 2.85% for each credit card transaction submitted online.

All tuition and fee charges must be paid, or an installment plan set up, by the published "last day to pay without a late fee" to avoid penalties (more below). An installment plan may be set up in WU-VIEW, accessed through MyWashburn, Financial Services tab. There is a \$30 setup fee for the installment plan and a \$25 late fee for each installment not paid on time. Installment payments may be made online in WU-VIEW, by mail, or in person at the Cashier Window in Morgan 103. Students or an authorized

user may set up scheduled payments in WU-VIEW to automatically pay installments from a bank account or card. E-mail reminders will be sent to students and authorized users who schedule payments.

Electronic bills will be generated on a monthly basis and may be viewed in WU-VIEW. NO PAPER BILLS ARE SENT. A Financial Obligation Letter is mailed to students with a balance in mid-January or mid-August, but may not be sent if a student enrolls after that date. No obligation letters are sent for the Summer term.

Academic Status: Full-Time and Part-Time Students

Students are defined as full-time in the Fall and Spring semesters if they are:

- Graduate students enrolled in at least 9 hours.
- Law students enrolled in at least 9 hours.

Students are defined to be half-time in the Fall and Spring semesters if they are not full-time and are:

- Graduate students enrolled in at least 5 hours.
- Law students enrolled in at least 5 hours.

During the summer session, any student enrolled in at least 6 hours is considered full-time, while students enrolled in at least 3 but fewer than 6 hours are considered half-time. For financial aid purposes, full-time enrollment in the summer is 5 hours for graduate and law students.

Tuition

The tuition charge is applicable to all terms of work such as regular semester, evening program, etc., whether taken for credit or as an audit.

Categories of Charges

Tuition and fees vary by category of student. Current rates may be viewed on the Business Office website at (<https://washburn.edu/student-life/business-office/index.html>) (<https://washburn.edu/student-life/business-office/>).

Existing categories of graduate students:

- Traditional Graduate (resident)
- Traditional Graduate (nonresident)
- Traditional Online GR
- Graduate Distance Education
- School of Business MBA/MAcc GR (resident)
- School of Business MBA/MAcc GR (nonresident)
- School of Business MBA/MAcc GR Online
- School of Nursing MSN GR (resident)
- School of Nursing MSN GR (nonresident)
- School of Nursing MSN GR Online
- School of Nursing PMHNP GR Online
- School of Nursing DNP GR Online
- School of Law (resident)
- School of Law (nonresident)
- School of Law LLM

Information on tuition residence categories may be obtained from the section, "Residence Qualifications (p. 96)."

Fees

Current fee structure may be viewed at the Business Office website: <https://washburn.edu/student-life/business-office/index.html> (tuition and fees link (<https://washburn.edu/student-life/business-office/tuition-fees.html>)).

Student Fee

The Student Fee is required of all students attending the University who are enrolled during the regular Fall and Spring semesters. Student fees are charged regardless of whether the courses are on-campus or off-campus. Student fees are non-refundable after the term begins and are not charged during the Summer term.

Miscellaneous Charges

Late Fees will be charged to those students who have not completed the payment for tuition and fees, or set up an installment plan, by the date set and published as the last day to pay without a late fee. A single late fee, based upon the number of credits in which they are enrolled, will be charged.

Credit Hrs.	Late Fees
0.5-3.0	\$25.00
3.5-6.0	\$50.00
6.5-9.0	\$75.00
9.5+	\$100.00

Cap and Gown Use

The student is responsible for making arrangements and for paying the Ichabod Shop for use of cap and gown during commencement exercises.

Laboratory Usage

The student is expected to compensate the University for laboratory breakage or damage to other University property due to negligence, carelessness, or failure to follow instructions.

Course Materials Charge

Certain courses may have materials or other course-related fees in addition to tuition charges. Information on specific course fees can be obtained from the academic department offering the course.

Housing Payments

If a resident of University housing fails to make payments or enroll in a term payment plan according to the published payment deadline for the term (see Business Office website (<https://washburn.edu/student-life/business-office/>)), a hold will be placed on the person's records. Advance registration and enrollment in subsequent terms will not be permitted until the financial obligation is paid in full.

Parking Fines

Failure to pay a University parking fine within five days of the due date results in a late payment fee of \$10.00. If the student does not pay the fine and the late payment fee, a hold will be placed on the student's records, restricting registration in courses, the ability to obtain transcripts and/or diploma. Enrollment in subsequent terms will not be permitted until the financial obligation is paid in full. Parking and traffic regulations are distributed each semester.

Library Fines/Other University Financial Obligations

Failure to pay a library fine or any other University financial obligation which has not been discussed above will result in a hold being placed on the student's records, restricting registration and the ability to obtain transcripts and/or diploma. Enrollment in subsequent terms will not be permitted until the financial obligation has been paid in full.

Liability for Institutional Charges

(Tuition, Fees, Housing, Fines, etc.)

Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from classes via the web. Tuition charges for full-term classes from which a student has withdrawn will be removed from the student account according to the published refund schedule. Tuition charges for classes that are less than full term from which a student has withdrawn will be removed according to a pro-rated schedule. Refund dates by course are available on the Business Office website (<https://washburn.edu/student-life/business-office/>), Tuition Refunds section.

Having tuition charges removed from the student account does not necessarily mean there will be a refund. In fact, if withdrawal from one or more classes results in having financial aid removed as well, the student may owe a balance. Students considering withdrawing from one or more classes need to be sure that the financial implications are clearly understood before withdrawing.

If a student withdraws from one or more classes in which she or he has enrolled, it may be necessary to return all or a portion of the Title IV financial aid (e.g. loans and/or grant aid) that were received for the semester/term, as required by federal regulations. Based on this calculation and the refund period, the student may have to repay Washburn University up to the amount of aid that has been returned.

Please note that the student fee is refundable up to the first day of class and is non-refundable once class begins, even if the student withdraws from all classes. Refunds and/or charges that are due to a student leaving campus housing are governed by the terms of the housing contract.

Failure to pay any tuition, late fees, or other charges when due may subject the student to:

- Holds and non-release of the student's records, including transcripts.
- Holds and non-release of diplomas/certificates.
- Restrictions on advance registration and enrollment in subsequent semesters.
- Placement of the balance due with the Kansas Debt Recovery System (setoff program) and/or other collection agencies.
- Collection charges, including attorney fees, incurred as part of collection efforts.

Holds will be lifted only after the student has made full payment.

A student with a history of returned checks paying an outstanding balance with a personal check will not have a hold lifted from the student's account until the check has cleared. Post-dated checks will not be accepted for payments. **Returned checks are subject to a \$30 fee.**

Refunds

A student permitted to withdraw from a course or courses in an academic session in which he or she is enrolled may be eligible for a refund of

the University tuition paid for that course or courses. No refunds will be made of the late fee unless the failure to settle the account balance in a timely manner was due to an error on the part of Washburn University. In the event the student is a financial aid recipient, the refund will first be made to the financial sources used to pay such tuition, including but not limited to scholarships, grants, and Federal Title IV funds. Withdrawal from a course or courses making the student ineligible for the grant, aid or scholarship paid shall require the student to make repayment of the grant, aid or scholarship pro-rated on the basis of the amount of the student's participation in the activity for which the grant, aid or scholarship was awarded. If the student has any unpaid account with the University, any refund from withdrawal may be applied to such an account. Any amount paid to the University that exceeds tuition and fees paid by these other sources, and any amounts due to the University, shall then be paid to the student. For students who completely withdraw from classes and have received Federal Title IV funds, please refer to the Federal Return of Title IV funds policy available in the Financial Aid office or on the web at www.washburn.edu/financial-aid (<http://www.washburn.edu/financial-aid/>) and select "Policies & Consumer Information." For students required to make repayment of a grant, scholarship or aid under this policy, please refer to the formula available at www.washburn.edu/financial-aid-refunds (<http://www.washburn.edu/financial-aid-refunds/>).

If a student account has a refundable credit balance, a refund will be generated. The preferred method of disbursement of excess financial aid is via direct deposit to a student checking or savings account, (which the student sets up via MyWashburn, Financial Services tab, WU-VIEW, Electronic Refunds). The University reserves the right to refund credit balances to credit card(s) used to make payment(s) on the student account. Parents will normally receive any excess funds for Parent PLUS loans by mail.

Students may request that a check be mailed, or they may pick up a check – specific dates, times and places for that process will be posted on the Business Office website (<https://washburn.edu/student-life/business-office/index.html>). The student is responsible for ensuring that all contact information is correct and up to date. Students can change their mailing address and other contact information through their MyWashburn account. It is important to make sure address information is correct and up to date. Checks are normally mailed to the current address on file with the Business Office.

Due to the unique nature of the various programs offered, cancellations and refunds for non-credit offerings may be different depending on the program or course. If a student is unable to attend a course, she or he should refer to the cancellation and refund policies established for each program as indicated in the program brochure, on the program web page, or by contacting the coordinator responsible for the program.

The first official day of classes constitutes the beginning of the semester for tuition refunds. For courses which are scheduled out of sequence of the regular Fall and Spring Semesters and Summer Session, the day published as the official first class meeting for the course constitutes the beginning of the course for tuition refund purposes, assuming the course is for a term of five or more weeks and is subject to tuition refund. Withdrawal from a course and enrollment in another course are treated as separate transactions and there may be fees attached. Information about Refunds Dates by Course is available on the Business Office website: <https://washburn.edu/student-life/business-office/tuition-refunds.html>.

Refund Due to Death of a Student

If a student should die during a semester/session in which the student is duly enrolled, the student's estate will be refunded the tuition and fees based on the above stated policies, providing the student has no other outstanding University financial obligations. To initiate this process, the family may contact the Associate Vice President of Student Life, Morgan Hall.

Financial Aid

Website: <https://www.washburn.edu/financial-aid> (<https://www.washburn.edu/admissions/paying-for-college/financial-aid/>) (<https://www.washburn.edu/financial-aid>)

Graduate students qualify for financial aid in the form of federal loans. For more information about federal loans, visit "Types of Aid (<https://www.washburn.edu/admissions/paying-for-college/financial-aid/types-of-aid/>)." <https://www.washburn.edu/admissions/paying-for-college/financial-aid/types-of-aid/index.html> (<https://www.washburn.edu/admissions/paying-for-college/financial-aid/types-of-aid/>) In addition, scholarships may be available to students through their academic department, based on their program of study. Information may be found on each department's webpage or by contacting those individual academic departments directly.

Federal loans are awarded for one year with their continuance based upon financial aid eligibility as determined by the Free Application for Federal Student Aid (FAFSA) and Satisfactory Academic Progress. Washburn University's Satisfactory Academic Progress Policy can be reviewed online at washburn.edu/sap.

Students must apply for financial aid each year by completing the FAFSA on the web at www.studentaid.gov (<http://www.studentaid.gov/>). Washburn's federal school code is 001949. The FAFSA becomes available each year on October 1 for the following academic year. Students are encouraged to complete their FAFSA by Washburn University's November 15 priority date. Admission to Washburn University is a prerequisite for consideration of financial aid.

Summer financial aid is based on remaining annual federal aid eligibility (i.e., federal funds that were unused during the fall and spring semesters of the academic year). To be considered for summer financial aid, students must have a valid FAFSA on file and complete the Summer Financial Aid Application, which becomes available in late spring each year.

All financial aid and scholarships must first apply to students' tuition and fee charges. Any excess financial aid may be issued to the student as a refund. Please see the "Refunds (<https://www.washburn.edu/student-life/business-office/financial-aid-refunds.html>)" (<https://www.washburn.edu/>) (<https://www.washburn.edu/student-life/business-office/financial-aid-refunds.html>) (<https://www.washburn.edu/student-life/business-office/financial-aid-refunds.html>)" section for more information on receiving a refund from financial aid funds.

Washburn University has partnered with the i3 Group to assist current and former students. The i3 Group is a financial aid counseling service that answers questions and assists current and former students with their Federal Student Loans. The i3 Group's goal is to provide quality customer service while helping students stay informed of the status of their loan, provide alternative repayment options, and to promote solutions to every student to avoid default. Each current and

former student will have the ability to register for their own Iontuition account at www.iontuition.com (<http://www.iontuition.com/>) (<http://www.iontuition.com> (<http://www.iontuition.com/>)). Iontuition is a self-help web tool that allows the student to review their loan status, payment amount, due date, and servicer in one user-friendly location. Iontuition also includes budgeting tools and repayment calculators to assist students with all of the repayment options available. Both are free services provided to the students on behalf of Washburn University.

For more information, contact the Financial Aid Office at 785-670-1151, or stop by the Student One Stop in Morgan Hall.

Welcome

There are many reasons to come to Washburn.

A great one is small class sizes taught by faculty who are experts in their field. Classes offered in flexible learning modes allow teachers to give individualized attention to each student and offer a more relaxed yet mentally challenging atmosphere for learning. Our small class sizes and easy access to your professors allow you to get to know other students in your program as well as your course instructors on a one-on-one basis. Our professors genuinely care for each student and go the extra mile to help our students become successful.

Washburn is small enough that you will always be able to find a familiar face, but still large enough that you can meet new people every day. Washburn also provides a variety of entertainment as a welcome break from your studies; we have had comedians, magicians, and musicians come to campus and students get free admission to athletic events.

Other benefits to students include the career services office, the health services and counseling offices, and a Recreation and Wellness Center with a rock climbing wall. These services and more are available to help you throughout your college career. The best part is that all of these activities are easily accessible through the free parking provided for students pursuing on-campus programs!

Mabee Library becomes an important resource accessible on-line 24/7 with reference librarians available to assist you. The library even offers extended, late-night hours for student convenience during finals week. Popular areas in the library are the white board wall and the coffee shop that provides a great place to take a study break and recharge. The new Student Welcome Center conveniently holds frequently visited offices such as admissions, the business office, and the registrar all in one place.

There are a number of reasons to attend Washburn, many that you will find out for yourself when you begin your program studies. Make the most of pursuing your advanced degree and get involved with all that Washburn has to offer you. As Teddy Roosevelt said, "Nothing in the world is worth having or worth doing unless it means effort, pain, or difficulty." Higher education involves all three, but Washburn is here to help and I assure you it will be worth it. Welcome to Washburn!

Dr. Jerry Farley, President

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