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GRADUATE

Welcome to the Washburn University 2025-2026 Graduate catalog!

Sitemap

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Welcome

There are many reasons to come to Washburn.

A great one is small class sizes. Smaller classes allow teachers to give individualized attention to each student, providing for a more relaxed atmosphere for learning, and making students feel more comfortable asking questions. Our small class sizes and office hours for professors allow students and educators alike to get to know each other on a one-on-one basis. Teachers know your name and something about you! Our teachers 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 will meet new people every day.

Washburn offers a number of organizations to fit many interests, from the Washburn Student Government Association, which advocates and delegates funds for and to students, to the Washburn Bowling Club, which meets every month for a relaxing game of bowling. Washburn also provides a variety of entertainment events every semester; such as comedians, magicians, and musicians come to campus and students get free admission to athletic events.

Other benefits to students include career services, student health services, counseling services, and the Recreation and Wellness Center. You will find our services help you to have a smooth transition to college and lots of support once you are settled into college life. The best part is that all these activities are easily accessible with free parking for students!

The Student One Stop is located on the first floor of Morgan Hall Welcome Center. Staff at the One Stop can help you take care of a range of school-related business including questions related to enrolling and financial aid. It also conveniently holds frequently visited offices such as admissions, the business office, and the registrar all in one place.

The Plass Learning Resources Center becomes a second home for students. It houses the University Library, which offers late-night hours for student convenience during Success and Finals weeks. The Library and the lower level of Plass offer many different types of study spaces, complete with plenty of white boards, and comfortable spaces for students to study and work as a group or individually. Plass also houses

a number of other offices that focus upon student success, such as: Academic Advising, the Aleshire Center for Leadership & Community Engagement, Azura Financial Literacy, Career Engagement, First-Generation Student Success, Honors Program, Military Student Success, the Shermoen Mathematics Learning Lab, Student Accessibility Services, Study Abroad, Student Success Coaching, and the University Writing Center.

Our campus offers great residence halls to enhance your living and learning experience. Our Living Learning Center (LLC) is set apart from larger campuses by features such as an enclosed hallway connecting students to the Union while protecting them from the weather. Lincoln Hall offers new dining options in an all-you-care-to-eat dining hall. It is a popular place to live and fills up quickly. The residential areas allow students to create a community with lounges and study areas that allows students to learn and live together in a social and relaxing environment.

There are several reasons to attend Washburn, many that you will find out for yourself when you arrive on our campus. Make the most of your college experience and get involved with all that Washburn has to offer! 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!

JuliAnn Mazachek, Ph.D., President

General Information

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Strategic Framework - Vision, Mission, Values

Strategic Framework

Our Strategic Framework is a collaborative effort through which administrators, faculty, staff and students created a living document for moving Washburn forward. This six-month process led to the identification of our mission, vision and values followed by priorities, objectives and initiatives. With guidance from the Washburn Board of Regents, Washburn implemented its Strategic Framework in February 2024.

Mission

Washburn creates educational pathways to success for everyone.

- Educational - Rigorous and intellectually stimulating. Washburn will provide learners with quality opportunities to learn from expert faculty, engage in critical thinking and explore new ideas. Curriculum content includes skill development for life and career readiness.
- Pathways - A variety of options for learners to pursue their educational, civic and career goals. This includes two-year and four-year degrees, Masters and Doctorate degrees, continuing education, technical certificates, diplomas and apprenticeships. Pathways also means learners will have flexibility to choose the path that best meets their individual needs and interests, including inter-university and K-12 partnerships.
- Success - As determined by each learner's unique perspective, dreams and journey.
- Everyone - People of all backgrounds and life experiences.

Vision

A premier community of higher learning focused on life and careers.

- Premier - Providing outstanding academic quality, teaching excellence, learner success and community engagement; qualifying as an Employer of Choice.
- Community of Higher Learning - A supportive and collaborative environment where learners, faculty and staff can come together to learn from each other and to grow intellectually.
- Focused on Life and Careers - Committed to preparing learners for success in both their personal and professional lives. This includes providing learners with the knowledge, critical thinking and problem-solving skills and civic values to develop to their full potential as individuals, citizens and professionals.

Values

Creating positive **IMPACT**. Inclusion. Modernization. Partnership. Achievement. Community. Transformation.

- Inclusion - Creating a welcoming and supportive environment for all learners, faculty, staff and visitors, regardless of their background or identity.
- Modernization - Ensuring financial stability while developing new ideas, methods and technologies that improve teaching and learning, scholarship and the lives of others.
- Partnership - Fostering collaboration among learners, faculty, staff and external partners to solve problems and achieve common goals.
- Achievement - Demonstrating excellence by providing high-quality teaching and learning, conducting meaningful scholarship and producing graduates who are prepared to make a difference in the world.
- Community - Becoming a valued community asset and an Employer of Choice.
- Transformation - Helping learners to develop knowledge, skills and values.

Priorities, Objectives & Initiatives

Priority A: Expand learner success opportunities and pathways

- Objective: Enhance current offerings and develop new and innovative academic pathways and programs
 - optimize academic portfolio of program offerings to attract learners and prepare graduates for success
 - increase number of experiential learning opportunities beyond the classroom
 - meet needs of adult learners in the community we serve
- Objective: Increase number of Northeast Kansans who participate in postsecondary education.
 - expand outreach and opportunities to Northeast Kansans to make postsecondary education a possibility for more learners
 - increase postsecondary attending rates of Northeast Kansans at Washburn
 - increase number of pathways with Kansas postsecondary institutions
- Objective: Enable equitable opportunities.
 - increase academic success of all Washburn learners
 - grow number of learners from unrepresented groups
 - increase the number of students in targeted learning populations (first-generation, military, corrections, concurrent enrollment program and high school)

Priority B: Enhance our environment to learn, work and thrive.

- Objective: Optimize campuses to offer superior learning and working environments.
 - develop a master plan for all campuses to 2030 and beyond
 - emphasize development of gathering spaces for learners, faculty and staff to learn, work and build community
 - execute the planned and funded building and renovation projects
- Objective: Enhance work environment in order to become an employer of choice.

- evaluate, develop and maintain competitive compensation and benefits for all employees
- enhance training, orientation and ongoing professional development for all employees
- evaluate and improve key operational processes
- Objective: Foster an engaging and energetic environment of vibrancy, belonging and safety.
 - optimize engagement opportunities for all learners with academic, athletic, cultural, organizational and community activities
 - develop programs and activities that enhance a culture of wellness and belonging for all
 - foster safety of campus and engage city and county partners to improve safety in our surrounding community and on routes to campus

Priority C: Accelerate partnerships to grow the community.

- Objective: Fortify interdependent relationship among Washburn, Topeka and Shawnee County.
 - tell Washburn's story in our community and across the state to increase awareness and support of Washburn and its educational and cultural opportunities
 - promote Washburn in Topeka and Shawnee County, leveraging our partnership and programs to further develop a thriving college-town environment
 - support success of the community's strategic plan - Momentum 2027
- Objective: Expand collaboration with education, business, industry and government to serve the needs of learners and employers.
 - further develop and formalize effective advisory boards with employers and leaders to inform and support curricula and programs
 - expand apprenticeship and internship opportunities for learners with regional employers
 - implement a best-practices, career-engagement model to provide comprehensive Career Engagement for learners and employers
- Objective: Implement new state-of-the-art programs to support industry needs and enable economic growth.
 - collaborate and strengthen partnerships with K-12 schools in our community to support students in their learning journeys and paths to careers
 - develop interprofessional health-related educational programs and opportunities
 - create programs anticipating regional and state needs in manufacturing and aviation

Belonging at Washburn

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, please visit:

- Equal Opportunity (<https://www.washburn.edu/statements-disclosures/equal-opportunity/>)
- Non-Discrimination Regulations (<https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/A.%20GeneralTopicsRegs.pdf#page=2>)
- Title IX Regulations (<https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/A.%20GeneralTopicsRegs.pdf#page=46>)

Clery Annual Security Report

Website: <https://www.washburn.edu/statements-disclosures/clery-act.html>

Washburn University is committed to maintaining a safe and secure learning environment for the campus community. In 1998, the federal government passed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, formerly the Student Right to Know Act of 1990. (Clery Act) This law requires colleges and universities receiving federal funding to disclose the reported instances of certain categories of criminal activity on their campuses. As part of our ongoing commitment to public safety Washburn University maintains compliance with the Clery Act.

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 on the following website: www.washburn.edu/securityreport (<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. Washburn University strives to create an inclusive, holistic, and collaborative culture of assessment surrounding all curricular and co-curricular activities in which students participate.

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.

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.

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 objectives (outcomes), which are measurable.
- Evidence is consistently collected and accessible to appropriate internal and external constituents, who are given opportunities to collaborate on assessment practices.
- 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.

University Accreditation

Washburn University is accredited by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. To file a complaint with the commission, please follow its stated procedures (<https://www.hlcommission.org/for-students/file-a-complaint-against-an-institution/>).

Program accreditations

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

- AACSB (<https://www.washburn.edu/academics/college-schools/business/quality-indicators-and-accreditation.html>) - International (All Undergraduate and Graduate programs offered by the Brennenman School of Business)
- ACJS (<https://www.acjs.org/>) - Academy of Criminal Justice Sciences (Certified – Master)
- ACOTE (<https://www.aota.org/career/state-licensure/learn-the-steps-to-licensure/>) - Accreditation Council for Occupational Therapy Education (Occupational Therapy Assistant)
- AAM (<https://www.aam-us.org/programs/accreditation-excellence-programs/accreditation/>) - American Alliance of Museums (Mulvane Art Museum)
- ABA (<https://www.abarequireddisclosures.org/requiredDisclosure/>) - American Bar Association
- ACS (<https://www.acs.org/>) - American Chemical Society (Certified BS Chemistry)
- CAHIIM (<https://www.cahiim.org/>) - Commission on Accreditation for Health Informatics and Information Management Education (Health Information Technology)
- CAPTE (<https://www.capteonline.org/>) - Commission on Accreditation in Physical Therapy Education (Physical Therapist Assistant)
- CoARC (<https://coarc.com/>) - Commission on Accreditation for Respiratory Care (Respiratory Therapy)
- CAAHEP (<https://www.caahep.org/>) - Commission on Accreditation of Allied Health Education Programs (Surgical Technology - Washburn Institute of Technology)
- CAEP (<https://caepnet.org/>) - Council for the Accreditation of Educator Preparation (Education – Master, Baccalaureate)

- CCNE (<https://www.aacnnursing.org/ccne-accreditation/>) - Commission on Collegiate Nursing Education (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- CEA (<https://www.cea-accredit.org/>) - Commission on English Language Program Accreditation (Intensive English Program)
- CSWE (<https://www.cswe.org/>) - Council on Social Work Education (Social Work – Master, Baccalaureate)
- ICAR (<https://www.i-car.com/>) - Inter-Industry Conference on Auto Collision Repair (Auto Collision - Washburn Institute of Technology)
- JRC-DMS (<https://www.jrcdms.org/>) - Joint Review Committee on Education in Diagnostic Medical Sonography (Diagnostic Medical Sonography)
- JRCERT (<https://www.jrcert.org/>) - Joint Review Committee on Education in Radiologic Technology (Radiologic Technology)
- KSBN (<https://ksbn.kansas.gov/>) - Kansas State Board of Nursing (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- KSBN - Kansas State Board of Nursing (Practical Nursing Certificate - Washburn Institute of Technology)
- KSDE (<https://www.ksde.gov/Home/Default/>) - Kansas State Department of Education (Education - Master, Baccalaureate)
- NAACLS (<https://www.naacls.org/about.aspx>) - National Accrediting Agency for Clinical Laboratory Sciences (Clinical Laboratory Science in Conjunction with the University of Nebraska Medical Center)
- NAADAC (<https://www.naadac.org/>) - National Association of Alcohol and Drug Abuse Counselors (MA Addiction Counseling Certificate)
- NASAD (<https://nasad.arts-accredit.org/>) - National Association of Schools of Art and Design (Art)
- NASM (<https://nasm.arts-accredit.org/>) - National Association of Schools of Music (Music)
- NATEF (<https://automechanicschools.com/natef/>) - National Automotive Technicians Education Foundation (Automotive Service Technician - Washburn Institute of Technology)
- NCCER (<https://www.nccer.org/>) - The National Center for Construction Education and Research (Building Technology, Cabinet/Millwork, Commercial and Heavy Construction - Washburn Institute of Technology)
- NCFR (<https://www.ncfr.org/>) – National Council on Family Relations

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

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 Brennenman School of Business, the Hines 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. Washburn University is governed by an appointed, independent, 9-member Board of Regents. For more information about Washburn, visit: <https://www.washburn.edu/>

Special Facilities

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

The **Andrew J. and Georgia Neese Gray Theatre**, seating 330, features an acoustically-designed thrust stage, and is the site of sophisticated plays and musicals, from classical to contemporary both the University Theatre Department and Community groups.

Carole Chapel was moved to campus in 2004. The building was located at the former Menninger Foundation site in northwest Topeka. The chapel has numerous functions for students, faculty, staff and the community, including hosting meditation classes and special events. Further, the facility is a practice and performance site for music students, as it features a piano at the west end of the chapel, along with several chairs for observers. Alumnus John Whitfield designed the stained glass window in the chapel.

Whiting Fieldhouse is one of the most historic and oldest buildings on Washburn's campus. Built in 1928, it served as the home for Washburn men's and women's basketball and volleyball until 1984, when both teams began playing in Lee Arena. The Fieldhouse underwent a renovation in 2008, including a state-of-the-art conditioning center and large practice court for the basketball and volleyball teams. The **Capitol Federal Student Athlete Strength and Conditioning Center** is a 12,500 square foot weight training facility. Whiting Fieldhouse houses the Washburn football locker room. The Fieldhouse also contains Washburn's Hall of Fame Room.

Lee Arena is home to the Washburn men's and women's basketball teams, as well as the volleyball team. Multiple IChabod teams who played in the arena have won national championships, including men's basketball in 1987 and women's basketball in 2005. The 2021 volleyball team finished as the national runner-up. The building, which holds 4,150 people, features two large video boards, offices and meeting rooms. Lee Arena opened in 1984 and is named after former Washburn baseball player and coach Bob Lee and his wife, Sallee. The building also serves as the location for commencement. A Hydroworx aquatic therapy pool is located in the Washburn Natatorium south of Lee Arena.

Yager Stadium is a 7,200-seat facility and home to the IChabod football and women's soccer teams. It serves as one of the finest stadiums in NCAA Division II. The facility, built in 1928 and originally named Moore Bowl, exclusively hosted football until the addition of women's soccer in 2006. The **Bianchino Pavilion Suites** were constructed in 2002 as an area to host boosters and alumni before and during games. The football team began play in 1891 and has won several conference titles since 1974. Washburn played in the first college football game to include a forward pass and the 10-yard first down requirement in 1905 during an experimental game against Fairmount College.

Washburn's Indoor Athletic Facility is one of the newest buildings on campus and provides our student-athletes with a competitive advantage rarely seen at Division II schools. The facility has two main sections, including one with a 200-meter, six-lane banked track and another with a 110-yard synthetic turf practice field. The latter is 50 yards wide and provides a practice field for football, soccer, baseball, softball, cross

country and track and field. The banked track is the only one in Division II and one of the few in the Midwest at any level. The building is also used for some intramural events, providing you with an opportunity to compete in our new digs.

Gahnstrom Field is home to Washburn's softball team, which won the MIAA Conference championship in 2022 and 2018. The Ichabods play in a 500-seat facility that includes two fields with the fence 200 feet from home plate down the left- and right-field lines and 210 feet from center field. Then named the Washburn Softball Complex, the facility opened in 1970 and has undergone renovations in 2000, 2019, 2020 and 2021. Gahnstrom Field, named for benefactors Bill and Emilie Gahnstrom, has a press box, concession stand, training tables and a turf field.

In 2025, the newly monikered **Steve Anson Stadium** features more than \$1.5 million in transformative renovations, including padded outfield fencing, a new Daktronics scoreboard, LED field lights and an upgraded full-turf field to enable post-season play on **Falley Field**. The stadium is home to Washburn's baseball team and seats 800 spectators and includes bullpens, hitting cages, and a press box with space for 10 media outlets.

Petro Allied Health Center is a multi-purpose facility for the training of students majoring in Kinesiology and Nursing. The Kinesiology Department focuses on the study of movement and has a wide array of potential career pathways, from sports management and coaching to rehabilitation of sports injuries to teaching physical education. The Harmony J. Hines School of Nursing offers several pathways for students to earn their Bachelor of Science degree in Nursing, including articulation pathways for current practical/vocational nurses and registered nurses. The school provides two graduate degrees. The Washburn Athletics Department also is located within Petro.

Bradbury Thompson Alumni Center houses the operations of the Washburn Alumni Association and Foundation. 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.

International House, located near the center of the campus, is a Spanish-style structure, built in 1931 by Dr. and Mrs. Parley P. Womer. It was the private residence of the former university president and his wife. The office of the College of Arts & Sciences has moved temporarily to this building. The College team supports 17 departments and the Mulvane Art Museum.

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 **Robert J. Dole Hall**, which opened in July 2023, houses the **Washburn University School of Law**. The School 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 (<http://www.washburnlaw.edu>).

The **Law Library for Washburn University School of Law** is located in the law building on the southeast 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 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).

The **Memorial Union** serves as the hub of campus life, providing cultural, social and recreational services integral to your campus experience. 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." Washburn added the Union Café food court in Stauffer Commons, which connects to the Living Learning Center residence hall, in 2001. The Union is home to numerous offices, student organizations and spaces for students, faculty and community members. You can purchase books for classes and Washburn gear in the **Ichabod Shop** or grab lunch in the **Café** or **Union Market**. Fifteen 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.

Washburn Student Government Association offices are also located on the lower level of the Union as well as the **Washburn Student Media**. The **Student Involvement and Development Office** is located on the main floor of the Union.

Henderson Learning Resources Center is set to begin renovations this summer and is expected to reopen as **Advisors Excel Hall** in Spring 2027. The building currently houses the largest number of classrooms of any building on campus. The building is currently home to the Brenneman School of Business and several College of Arts & Sciences departments, including Anthropology & Sociology, History, Mass Media, Political Science and Psychology. The business school and five College departments will be temporarily relocated to other campus buildings while construction of their new, innovative spaces is underway.

The former home of the University Libraries, the Mabee Building, is now home to the **School of Applied Studies**.

White Concert Hall serves as the nucleus for the arts in Topeka. It is home to all music department concerts, Topeka Symphony Orchestra, Community Concert Series, Festival Singers, Sunflower Music Festival and countless university and civic events. It is considered to be one of the finest concert halls in the country, with incredible acoustics and a 1,200-person seating capacity. The iconic hall has hosted performances by Broadway star Jeff Kready, b music '04; rock band Kansas, which features former Washburn students; jazz musician Dizzy Gillespie; and conductor Leonard Slatkin.

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 Mulvane Art Museum received a significant donation of paintings, drawings, sculptures and archival material representing the lifework of Kansas artist Rita Blitt. Those pieces are on display at the **Rita Blitt Gallery and Sculpture Garden**. Sorting through and cataloging the hundreds of works is a monumental task that creates unique opportunities to engage students and communities in the research, interpretation and development of exhibitions and educational programs for many years to come.

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.

Completed in 2025, the **Dr. James Hurd Recital Hall** stands next to the Rita Blitt Gallery and Sculpture Garden, just north of White Concert Hall. The hall boasts a suite of state-of-the-art livestreaming and recording technology, and a smaller space suited for more intimate performances than those hosted at White Concert Hall.

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.

Plass Learning Resources Center: Plass Learning Resources Center is the physical home of the University Libraries, Career Engagement, Aleshire Center for Leadership and Community Engagement, Washburn Transformational Experiences, Study Abroad, the University Honors

Programs, the Department of Education, the John and Barbara Stauffer Learning Center, which includes 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 Richard E. Shermoen Math Learning Lab, designed to promote student success in undergraduate mathematics, and the Center for Student Success and Retention, which includes the following offices: Academic Advising, First-Year Experiences, First Generation Student Success Services, Military Student Success, ITS Help Desk, TRIO: Upward Bound, Azura Financial Literacy Program, International Student Success Programs, Student Success Coaching, and the Center for Prior Learning and Testing.

The University Library: The University Library is the intellectual and cultural heart of the university. Its staff offers a wide variety of services, with a special focus on educational programs that promote the intelligent use of information resources and information literacy, including an Information Literacy Minor. The Library has four floors: the first level is a quiet study space that also houses the Washburn University Archives and Special Collections, while the second floor is a mixed space that serves the Washburn Community as a learning commons – a space for faculty and students to engage one another and the world outside the formal classroom. The third level contains the Curriculum Resources Center, a space for aspiring Pre-K – 12 educators to access the information resources they need to prepare for becoming educators. The stacks are located on the fourth floor.

The Library website or digital branch (www.washburn.edu/library (<https://www.washburn.edu/library/>)) features the Encore search tool that allows researchers to access the collections of the Washburn University Libraries, the Curriculum Resources 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 electronic resources. Librarians provide an online subject-specific set of help tools (<http://libguides.washburn.edu>), which extend public services beyond the 88.5 hours each week that in-person research assistance is available.

Information Technology Services

Information Technology Services (ITS) provides Technology Support for all students at Washburn University. Services include free computer assistance, virus removal, updating, and recommendations as needed.

You can find information on hours and services available to you at <https://washburn.edu/its> (<http://washburn.edu/its/>). Our walk-up support center is located at 104 Bennett Computer Center, by telephone at (785) 670-3000, and by email support@washburn.edu.

Students admitted to Washburn University are given a standard username, and password for access to the following primary resources:

- **MyWashburn** - <https://experience.elluciancloud.com/mywashburn/> (<https://experience.elluciancloud.com/mywashburn/>) - Includes campus announcements, course registration, financial information, links to online class content, etc.
- **Desire2Learn (D2L)** - <https://d2l.washburn.edu> - D2L is our Learning Management System where students access online course content
- **Office 365 (Outlook)** - <https://outlook.washburn.edu> - Student email, and Microsoft 365 access including 5 licenses of Office for installation on your computers, or tablets.

On campus, students may connect to the internet, student accessible printers, and other computing resources in classrooms, computer labs, or wirelessly on personal devices. Students living on campus may also connect devices using a wired connection. More information can be found at <https://washburn.edu/its/internet-wifi-access> (<https://washburn.edu/its/internet-wifi-access/>)

ITS is here to provide the support you need for access to university resources. If you should require any assistance stop by the Technology Support Center at 104 Bennett Computer Center, Call (785) 670-3000, or email support@washburn.edu.

Student Services

- Admissions (p. 11)
- Registration and Enrollment (p. 11)
- Location Policy and Residency Requirements (p. 11)
- International Student Services (p. 13)
- Tuition and Fees (p. 13)
- Financial Aid (p. 15)

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 Brenneman School of Business, the Hines 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.

Registration and Enrollment

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 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. The summer session will have its own specific deadlines according to the length of session or class. See the respective semester Registration Information Guide (<https://www.washburn.edu/academics/course-schedule/>) for details.

Location Policy and Residency Requirements

Student Address and Location Policy

For the purposes of disclosures related to professional licensure programs, a student's location will be considered their residence hall address, if one exists. If this address does not exist, the student's location will be considered their current address, if one exists. If this address does not exist, the student's location will be considered their permanent address. If all of the student's listed addresses are inaccurate (by evidence of returned mail), the student's location will be considered to be in the state of Kansas. This policy is distinct from Washburn University's residency criteria, described below.

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. Acquisition of Kansas driver's license.
 - b. Voting or registration for voting.
 - c. Part-time employment.
 - d. Lease of living quarters.
 - e. Automobile registration or operator's license obtained in Kansas.
 - 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 (<https://www.washburn.edu/admissions/paying-for-college/Residency/full-residency.html>) 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 of Strategic 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 Strategic Enrollment Management only if new or additional information can be provided.

International Student Services

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

Baili Zhang, Director of International Student Recruiting
Heidi Staerke, Associate Director, International Programs
Michala Stokes, International Student Advisor

Email: international@washburn.edu

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 Washburn University Office of International Admissions directly.

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 Washburn University Office of International Admissions directly.

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 Admissions 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.

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. 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 in WU-VIEW, accessed through MyWashburn, Payment Portal card. Payments may also be made by mail or in person at the Cashier Window in Morgan Hall. 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. During University observed Summer hours, the cashier will close at noon on Fridays. A depository is located next to the Cashier Window to receive payments outside of 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 student accounts. The processor charges a convenience fee of 2.95% 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, Payment Portal card. 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 Hall. 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
- Brenneman School of Business MBA/MAcc GR (resident)
- Brenneman School of Business MBA/MAcc GR (nonresident)
- Brenneman School of Business MBA/MAcc GR Online
- Hines School of Nursing MSN GR Online
- Hines School of Nursing PMHNP GR Online
- Hines School of Nursing DNP GR Online
- School of Law (resident)
- School of Law (nonresident)
- Master of Studies in Law (resident)
- Master of Studies in Law (non-resident)
- School of Law LLM

Information on tuition residence categories may be obtained from the graduate catalog section titled Location Policy and Residency Requirements (p. 11).

Fees

Current fee structure may be viewed at the Business Office website: <https://washburn.edu/student-life/business-office/index.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 100% tuition refund date 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

All housing and meal plan charges are part of the term balance on a student account are included in the University policy regarding term payment deadlines, holds, and late fees.

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.

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. 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 100% tuition refund date, 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.

For payments made by personal or electronic check, a hold will remain in place for 7 to 10 days to allow time for the payment to clear the bank. Post-dated checks will not be accepted for payments. **Returned checks are subject to a \$30 fee.**

Students receiving Military Educational Benefits may defer financial obligation to Washburn University if they have an approved Certificate of Eligibility for entitlement to educational assistance under Chapter 31, 33, or 35 on file with the University Registrar's Office. Financial obligation will be deferred until the date on which the Military Educational Benefits pay for such course of education, or the date that is 90 days after the date on which Washburn University certifies the students' charges for tuition and fees following receipt from the student such Certificate of Eligibility.

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 website (<https://www.washburn.edu/admissions/paying-for-college/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 <https://www.washburn.edu/student-life/business-office/financial-aid-refunds.html>.

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, Payment Portal card, 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/admissions/paying-for-college/financial-aid/index.html> (<https://www.washburn.edu/admissions/paying-for-college/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/). 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. Current and admitted students can also match with external and internal scholarships through our new scholarship matching tool, Scholarship Universe - <https://www.washburn.edu/admissions/paying-for-college/scholarships/scholarshipuniverse.html>

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.

All financial aid and scholarships must first apply to students' tuition applicable charges assessed to their account. 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>)" 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 Ion tuition account at www.iontuition.com (<http://www.iontuition.com/>) (<http://www.iontuition.com> (<http://www.iontuition.com/>)). Ion tuition 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. Ion tuition 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.

Student Life

- Office of Student Life (p. 17)
 - Career Engagement (p. 17)
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Office of Student Life

Website: <https://www.washburn.edu/student-life/services/student-life.html>

Morgan Hall 240
(785) 670-2100
studentlife@washburn.edu

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: Campus Spirit, Career Engagement, Residential Living, Student Accessibility Services, Student Health and Counseling Services, Student Recreation and Wellness, Veterans Transitions and the Office of Student Life and Development.

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 studentlife@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.

Career Engagement

Website: <https://www.washburn.edu/student-life/career-engagement>
(<https://www.washburn.edu/student-life/career-engagement/>)

Plass Learning Resources Center, Room 219
785-670-1450
career-services@washburn.edu

Washburn University Career Engagement 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 Engagement 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 Engagement. Handshake hosts

- Job and internship postings for WU students
- Appointment scheduling with Career Engagement
- Student resumes and profiles
- Employer database
- Virtual fairs, event information and on-campus interview schedules

In addition, Career Engagement maintains a comprehensive website (<https://www.washburn.edu/student-life/career-services/index.html> (<https://www.washburn.edu/student-life/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 Engagement at 785-670-1450 or email career-services@washburn.edu. Career Engagement is open 8 a.m. – 5 p.m., Monday – Friday.

Student Accessibility Services

Website: <https://www.washburn.edu/studentaccessibility/index.html>
(<https://www.washburn.edu/studentaccessibility/>)

Plass Learning Resources Center, Room 316
(785) 670-1629
accommodations@washburn.edu

The Student Accessibility Services office is responsible for assisting in arranging reasonable accommodations and for identifying resources on campus for students with disabilities.

Documentation Requirements

Qualified students with disabilities must register with our office to be eligible for services. The office **MUST** have current documentation on file in order to provide services.

Documentation includes:

- diagnosis of a specific disability by a professional qualified in the area of the disability (i.e. licensed therapist, primary care provider, or tester)
- states how the disability substantially limits a major life activity
- explains how the disability affects the students academic performance
- Additional documentation guidelines can be found in our helpful documentation guide (<https://www.washburn.edu/studentaccessibility/files/helpful-documentation-guide.pdf>)

Services are identified to meet the needs of individuals based on their specific disability. Accommodations can include: note takers, test readers/scribes, adaptive technology training, braille materials, or other necessary accommodations.

Requests for accommodations should be submitted at least TWO MONTHS before the services will be needed. However, if you have a current accommodation need, please contact the Student Accessibility Services staff immediately.

Service Request Forms

In order to provide appropriate accommodations for students with disabilities, individuals (new and returning students) must complete a Accommodation Request Form every semester services are needed. New students additionally must request their medical provider, physician or therapist to complete the Disability Impairment and Assessment form. For more information and forms, go to the Student Accessibility Services (<https://www.washburn.edu/studentaccessibility/>) website.

Student Health and Counseling Services

Student Health Services

Website: <http://www.washburn.edu/current-students/services/health-services/index.html>

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, LGBTQ+ care, including Hormone Replacement Therapy, and psychological care in collaboration with Counseling Services. Student Health Services will make referrals to community resources as necessary. Psychiatric Mental Health Nurse Practitioner services are available on a limited basis. All clinic services are confidential, and provided at low cost to no cost by our nurse practitioner providers. For more information, please visit Student Health Services (<https://www.washburn.edu/>)

student-life/services/health-services/) website. 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 the Student Health Services (<http://www.washburn.edu/current-students/services/health-services/>) website.

Counseling Services

Website: <https://www.washburn.edu/student-life/services/counseling/index.html> (<https://www.washburn.edu/student-life/services/counseling/>)

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 the Counseling Services (<https://www.washburn.edu/student-life/services/counseling/>) website.

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.

Student Recreation and Wellness Center

Website: <https://www.washburn.edu/student-life/recreation-wellness/index.html> (<https://www.washburn.edu/student-life/recreation-wellness/>)

The Student Recreation and Wellness Center (SRWC) 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 information, visit the SRWC (<https://www.washburn.edu/student-life/recreation-wellness/>) website.

Veterans Transitions

Website: <https://www.washburn.edu/student-life/military/index.html> (<https://www.washburn.edu/student-life/military/>)

Plass Learning Resources, Room 113
(785) 670-1629

Washburn University is here to help you make the most of your opportunities as a veteran. No matter whether you want some guidance for your career or need help navigating your benefit options, we've got your back.

Reach out to the Military-Student Success Center (<https://www.washburn.edu/student-life/military/military-student-success-center.html>) to take advantage of assistance and benefits available to you at Washburn University.

Prior to enrollment, students must schedule a meeting with:

- Chris Bowers, Military Transitions Coordinator, Military Student Advisor & (ESO), Military-Student Success Center, Plass Learning Resources Center, Room 113, wuveterans@washburn.edu or (785) 670-1983. Create a degree plan with a Military-Student advisor (a list of all the courses needed to complete your degree) before registering for classes.
- If Military student Advisor is unavailable, meet with Academic Advising, Plass Learning Resources Center, advising@washburn.edu or with Yvette Montgomery, School Certifying Official, Morgan Hall, yvette.montgomery@washburn.edu, (785) 670-2329.
- Meet with the Center for Prior Learning & Testing, Plass Learning Resources Center, Room 226, testing@washburn.edu or (785) 670-1227. Discuss military transcripts and earning credit for military training/experience through DSST and CLEP exams which are funded for qualified military service members

Remember, you will have to recertify for your VA benefits at the **beginning of each semester** through the Registrar's Office. 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.

If you have questions or need help with the certification process, please contact the Military Benefits Specialist at Morgan Hall or (785) 670-2329.

Military Deployment Withdrawal

Students who are called to military active duty and must withdraw from classes as a result should contact the Military Transitions Coordinator or Veterans Certifying Official prior to deployment at militarybenefits@washburn.edu. The Vice President for Enrollment Management requires that the student submit a copy of the military orders and a written request to withdraw. Those items are forwarded to the University Registrar for complete withdrawal.

Office of Student Involvement and Development

Website: <https://www.washburn.edu/student-life/student-involvement>
(<https://www.washburn.edu/student-life/student-involvement/>)
Facebook: facebook.com/cabatwu

Main Level, Memorial Union
(785) 670-1723
student.involvement@washburn.edu

The Office of Student Involvement and Development, in conjunction with the Student Life area, supports the Washburn community through the creation of co-curricular experiences that encourage collaboration and inclusivity to enhance student learning, through leadership development, and campus engagement. It provides a wide range of services and activities at Washburn designed to enhance campus life through recreational, leisure, social, entertainment, cultural, and service programs.

With over 125 student organizations and clubs (<https://www.washburn.edu/student-life/student-involvement/>), the Office of Student Involvement and Development provides an opportunity to serve and get connected to the University and community. The office assists student groups in program planning and leadership development. It provides information on existing student groups; establishes guidelines for developing new organizations; offers advice on setting organizational

goals and objectives, fund-raising, or developing a constitution; assists in scheduling speakers, events and meetings.

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 a complete list (<https://www.washburn.edu/student-life/student-involvement/>).

Washburn Student Government Association (WSGA)

Website: <https://www.washburn.edu/student-life/wsga/>

Lower Level, Memorial Union
(785) 670-1169
wsga.office@washburn.edu

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 six credit hours.

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 WSGA Lecture Series, Success Week events and Homecoming. All registered student organizations are eligible to request funding for their group's activities from WSGA.

Athletics

Website: <https://wusports.com/>

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,
- golf,
- 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-America Intercollegiate Athletics Association (MIAA).

Academic Policies and Programs

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Academic Policies

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- Grade Appeal Procedure (p. 27)

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 <https://www.washburn.edu/student-life/services/>

[files/Student_Conduct_Code.pdf](#) 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, <https://www.washburn.edu/faculty-staff/faculty-resources/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 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. 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
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, Morgan Hall
4. Admissions Records: Director of Admissions, Morgan Hall
5. Business Records: Bursar, Morgan Hall
6. Career Services: Director of Career Engagement, Plass Learning Resources Center 219
7. Testing and Placement Records: Center for Student Success and Retention, Plass Learning Resources Center 315
8. Financial Aid Records: Director of Financial Aid, Morgan Hall

9. International Student Records: Plass Learning Resources Center 220
10. Medical Records: Director of Student Health Services, Morgan Hall
11. Residence Hall Records: Director of Residential Living, Living Learning Center
12. Student Disciplinary Records: Student Life Office, Morgan Hall
13. Traffic and Security Records: Chief of Police, Morgan Hall
14. Veteran Records: University Registrar's Office, Morgan Hall

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.

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.
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.

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:

The University Registrar
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 Directory Information card on MyWashburn.
- Currently enrolled students may choose to withhold information from the online university directory.

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 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 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. 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. To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account online. 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 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 thirteenth week a "W" is recorded for any dropped course. Beginning with the start of the fourteenth 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 (<https://www.washburn.edu/academics/course-schedule/>). 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 Registration/Student Information card and clicking on the Last Day Deadline for Courses link.

For information on medical withdrawals, see the sections 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 through their MyWashburn account until the last day to withdraw. The date of withdrawal is determined by the day the withdrawal is processed 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 Registration/Student Information card and then selecting Last Day Deadline for Courses. 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 Provost or their designee.

Administrative retroactive withdrawals based on extenuating circumstances other than medical require 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 found at <https://www.washburn.edu/student-life/policies-forms/forms/index.html> (<https://www.washburn.edu/student-life/policies-forms/forms/>). 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 Military Transitions Coordinator or Veterans Certifying Official prior to deployment at militarybenefits@washburn.edu. The Vice President for Enrollment Management requires that the student submit a copy of the military orders and a written request to withdraw. 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. Visit www.washburn.edu/registrar/online-degree-audits.html (<https://www.washburn.edu/registrar/online-degree-audits.html>) for instructions for completing a 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 (<https://www.washburn.edu/student-life/student-one-stop/>). 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 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 (<https://tsorder.studentclearinghouse.org/>). 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 University Registrar Links card.

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 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.

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.

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.

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.

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).

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.

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.

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 (SARR) office via email at SARR@washburn.edu. For more information, please visit the SARR (<https://www.washburn.edu/about/facts/institutional-research/>) website.

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

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 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) (eodirector@washburn.edu).

Consultation with the Faculty Member

A student must first attempt to resolve the 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 the 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 their 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 10 working days. The instructor shall make available to the 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 the 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 the 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 10 working days. The instructor shall make available to the Dean all of the materials in their 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, the student 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 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 Provost and Vice President of Academic Affairs, the faculty member, and the student. The Provost and Vice President of 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 Provost and Vice President of 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 Provost and Vice President of 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 Provost and Vice President for Academic Affairs. Any clarifying information gathered by the Provost and Vice President of 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 Provost and Vice President of Academic Affairs not later than five business days prior to the date of the hearing. The Provost and Vice President of 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 the notice of appeal and the student's grade be changed. The committee shall report its decision in writing to the Provost and Vice President of 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 Provost and Vice President of 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 a 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 Graduation and Beyond card on MyWashburn. Additional information and ceremony details can be found at <https://www.washburn.edu/student-life/commencement/index.html> (<https://www.washburn.edu/student-life/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 Graduation and Beyond card on 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.

Diploma Distribution

Diplomas are available approximately two months after each semester/term concludes. The Office of the Registrar mails, upon completion of degree requirements, one complimentary diploma. Diplomas are mailed to the address provided at the time the student applied to graduate. Diplomas are not issued if the student has outstanding financial obligations to the University.

Diploma Replacement

A diploma is replaced providing a request is made in writing. The Diploma Replacement request is located at www.washburn.edu/registrar (<http://www.washburn.edu/registrar/>). 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 Bonner Scholar honors are only posted on the transcript.v

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. 31)
- Graduate Certificate in Communication and Leadership (p. 34)
- Master of Arts - Psychology (p. 35)

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.

This program is in collaboration with the Aleshire Center for Leadership and Community Engagement (<https://catalog.washburn.edu/undergraduate/academic-institutes-programs/aleshire-center/>).

Student Learning Outcomes

Upon completion of the program students will be able to:

- Apply communication knowledge to improve core competencies, including problem-solving, facilitating dialogue, listening, managing conflict, and persuading.
- Combine theoretical knowledge and practical skills to resolve organizational, civic, and professional issues and improve decision-making in real-world situations.
- Demonstrate advanced knowledge in sub-fields of communication, such as community dialogue, persuasion, conflict, negotiation, and team communication.
- Evaluate the implementation of resources needed to achieve strategic organizational leadership within complex systems.
- Evaluate the role of authentic leadership (including values and ethics) in creating change within systems.
- Design policy and system-level change for organizational/community improvement at the personal and community levels.

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 2.5 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 (<https://www.washburn.edu/academics/college-schools/arts-sciences/communication/Masters-Communication-Leadership.html>). You can access the form from the Master of Arts in Communication and Leadership webpage.
- A resume.
- Other items needed to complete the application are based on your undergraduate GPA as follows:
 - Students with at least a 3.5 undergraduate GPA (cumulative or in their last 60 hours) can just fill in the application and submit transcripts and resume to be accepted.

- Students with a 3.0-3.49 undergraduate GPA (cumulative or in their last 60 hours) must submit the application, transcripts, resume, and a writing sample from an undergraduate class.
- Students with a 2.5-2.99 undergraduate GPA (cumulative or in their last 60 hours) must submit the application, transcript, resume, a writing sample from an undergraduate class, and at least one recommendation as currently facilitated via CollegeNet.
- Students with an undergraduate GPA below a 2.5 (cumulative or in their last 60 hours) must submit the application, transcript, resume, a writing sample from an undergraduate course, and contact information for 3 persons who can provide a recommendation as currently facilitated via CollegeNet.
- NOTE: Students with an UG GPA below a 2.5 GPA will be considered for conditional admission provided all other aspects of their application check out. This will require the student to maintain a 3.0 GPA in their first two courses in the program.

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 Admissions. 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.

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 645	Community Dialogue & Deliberation	3
CN 650	Persuasion	3
CN 698	Capstone	3
or LE 698	Communication/Leadership Capstone Experience	
Total Hours		30

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 645 Community Dialogue & Deliberation (3)

This course examines how communication can help students navigate differences in their professional and personal lives. Given the political polarization and exacerbation of structural inequities in the United States, this course will grant special attention to the ways public dialogue (1) encourages diverse groups and identities to discuss their differences, (2) helps local citizens to discover their similarities, and (3) further promotes equity and inclusivity in their communities. Prerequisites: CN 601

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 organizations 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.

Graduate Certificate in Communication and Leadership

Contact: Jim Schnoebelen at jim.schnoebelen@washburn.edu or communication@washburn.edu.

The Graduate Certificate in Communication and Leadership offers students the opportunity to develop in-demand skills for today's dynamic organizational environment. Degree-seeking students may pursue this certificate in tandem with another Washburn graduate degree or as a stand-alone academic credential. The 12-hour program allows students to complete this certificate in as little as two semesters. This program is in collaboration with the Aleshire Center for Leadership and Community Engagement (<https://catalog.washburn.edu/undergraduate/academic-institutes-programs/aleshire-center/>).

Certificate Requirements

Code	Title	Hours
CN 601	Introduction to Graduate Study - Communication Study	3
LE 601	Self and Systems Leadership	3
Select one Communication course from the following:		3
CN 630	Communication-Conflict/Negotiation	
CN 642	Team Communication in Organizations	
CN 645	Community Dialogue & Deliberation	
CN 650	Persuasion	
Select one Leadership course from the following:		3
LE 620	Leadership/Resource Stewardship	
LE 630	Organization Improvement & Innovation	
LE 640	Public Policy & Global Leadership	
Total Hours		12

Master of Arts - Psychology

Emphasis in Clinical Skills

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

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

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 must 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 (<https://www.washburn.edu/academics/college-schools/arts-sciences/psychology/graduate-degree/>) page of the Psychology Department website.
- Unofficial copies of all undergraduate transcripts.
- 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.

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 email psychology@washburn.edu and request a special student application.

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 602	Advanced Physiological Psychology	3
PY 603	Advanced Health Psychology	2
PY 604	Social Emotional Foundations	3
PY 605	Psychology of Learning and Cognition	2
PY 610	Intermediate Statistics	3
PY 611	Graduate Research Design	1
PY 612	Scientific Writing	2
PY 635	Ethics Psychological Practice	2
PY 638	Seminar in Multicultural Psychology	1.5
PY 720	Seminar in Psychology	1.5
Subtotal		21
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 700	Child and Family Therapy	3
Subtotal		18
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 701	Child and Family Therapy Practicum	1.5
Subtotal		9

Internship Courses

PY 780	Internship (courses)	6
Subtotal		6
Thesis/Case Study		6
Complete an acceptable thesis or empirically supported case study:		
PY 799	Thesis	
Subtotal		6
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 (2-3)

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 604 Social Emotional Foundations (3)

Social-Emotional Foundations integrates an academic group and societal orientation with an applied individual emotion focus to examine current social psychological and affective theory and research on topics such as social cognition and beliefs; social institutions; social identities; group dynamics; prejudice and discrimination; attitude formation and change; temperament, affect, mood, and emotion; emotion regulation; emotional processing; and social-emotional determinants of health. Prerequisites: Graduate Standing

PY 605 Psychology of Learning and Cognition (2)

This course provides an in-depth examination of key theories and empirical research in the fields of learning and cognition, focusing on how individuals acquire, store, and utilize information. We will explore foundational and contemporary theories of learning, memory, perception, language, problem-solving, and decision-making. Prerequisites: Graduate standing

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 (1-2)

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 (1-2)

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 638 Seminar in Multicultural Psychology (1.5)

Students will develop multicultural competencies (i.e., knowledge, awareness, and skills) and cultural humility (i.e., openness, curiosity, perspective taking) to prepare them to work with individuals from diverse backgrounds. Prerequisites: Graduate student 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 and Family Therapy (3)

Theory and practice of family and child management interventions. Prerequisite: PY 670.

PY 701 Child and Family Therapy Practicum (1.5)

This practicum will focus on the application of child and family therapy theory and skills acquired in PY 700 Child and Family 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 (1.5)

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.

School of Applied Studies

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 - Graduate Certificate in Trauma and Recovery (p. 67)
- Social Work Graduate Programs (p. 68)
 - Master of Social Work (MSW) (p. 73)
 - Dual Juris Doctor - Master of Social Work (J.D./MSW) (p. 76)

Allied Health Graduate Programs

- Master of Health Science, MHS (p. 39)
- Medical Dosimetry, MS (p. 42)
- Post-Graduate Certificate in Health Care Education (p. 43)

Master of Health Science, MHS MHS with Health Care Education Emphasis

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/allied-health/mhs/index.html> (<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.

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://www.washburn.edu/admissions/apply.html>
2. There is no fee to apply.
3. When prompted select "Degree Seeking"
4. Applicants will 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 course 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 in Health Care Education	3
AL 622	Educational Program Administration	3
AL 624	Assessment in Health Care Education	3
AL 626	Instructional Technology	3
AL 720	Curriculum/Instructional Methods in Health Care Education	3
AL 722	Trends in Health Care and Education	3
AL 724	Capstone I	3
AL 726	Capstone II	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 630 Foundations of Radiation Oncology (3)

This course is a review of radiation oncology practices that will prepare students for a successful clinical experience. Topics include patient care techniques, radiation safety, information technology, and radiation oncology equipment. Prerequisites: Admission to the Medical Dosimetry program.

AL 632 Cross-sectional Anatomy in Medical Dosimetry (3)

This course will provide students with an understanding of cross-sectional anatomy that is necessary for accurate radiation oncology treatment planning. At the end of the course, students will be able to identify the location and function of various anatomical structures in multiple modalities, including radiographs, CT, MRI, and PET-CT. Prerequisites: Admission to the Medical Dosimetry program.

AL 634 Oncology Principles I (3)

This course will introduce students to the role of radiation oncology in cancer care. Topics include a review of radiobiology principles, etiology and pathophysiology of cancer, and the multidisciplinary approach to cancer treatment. Prerequisites: Admission to the Medical Dosimetry program, AL 630, AL 632.

AL 636 Radiation Oncology Treatment Planning I (4)

In this course, students will review basic dosimetry principles such as isodose distributions, factors that influence dose distribution, beam arrangements and treatment techniques, electron beam dosimetry, and monitor unit calculations. Prerequisites: Admission to the Medical Dosimetry program, AL 630, AL 632.

AL 638 Radiation Physics (3)

This course is a review of radiation physics principles and their application in radiation oncology treatment planning. Topics covered include atomic structure, radiation interactions, radioactive decay, and dose measurement. Prerequisites: Admission to the Medical Dosimetry program, AL 630, AL 632.

AL 640 Ethics & Professionalism in Medical Dosimetry (2)

In this course, students will explore accreditation requirements and professional expectations for practicing medical dosimetrists. Topics include ethical principles, legal considerations, the continuum of care in radiation oncology, and professional development. Prerequisites: Admission to the Medical Dosimetry program, AL 630, AL 632.

AL 644 Oncology Principles II (3)

In this course, students will learn about the epidemiology, diagnosis, and management of specific cancer disease sites. Topics include clinical presentation, detection and staging, multimodality treatment options, and radiation oncology considerations. Prerequisites: Admission to the Medical Dosimetry program, AL 634, AL 636, AL 660.

AL 646 Radiation Oncology Treatment Planning II (4)

This course covers the properties and therapeutic use of radionuclides, brachytherapy treatment planning, and special applications of radiation oncology including but not limited to proton therapy, stereotactic radiotherapy, total body irradiation, and intra-operative radiation therapy. Prerequisites: Admission to the Medical Dosimetry program, AL 634, AL 636, AL 660.

AL 648 Research Methodology in Medical Dosimetry (3)

This course will introduce students to research methods, including how to identify a research topic, types of research studies, and data collection and analysis. By the end of the course, students will be able to write a literature review on a topic that is relevant to radiation oncology practice. Prerequisites: Admission to the Medical Dosimetry program, AL 634, AL 636, AL 638, AL 640, AL 660.

AL 650 Quality Improvement in Radiation Oncology (2)

This course emphasizes the importance of continuous quality improvement measures in radiation oncology. Topics include quality assurance methods for personnel, equipment, and treatment planning software. Special attention will be given to Task Group Reports that guide quality assurance of radiation equipment. Prerequisites: Admission to the Medical Dosimetry program, AL 634, AL 636, AL 638, AL 640, AL 660.

AL 660 Medical Dosimetry Clinical I (2-4)

Throughout this course, students will gain practical experience in the radiation oncology clinic. Imaging, data acquisition, and treatment planning concepts are introduced, and students will begin practicing anatomical contouring and basic treatment calculations. This course may be repeated, up to a total of 4 credit hours. Prerequisites: Admission to the Medical Dosimetry program, AL 630, AL 632.

AL 665 Medical Dosimetry Clinical II (2-4)

In this course, students will continue developing practical skills in the radiation oncology clinic. Students will practice more advanced treatment planning methods, including site-specific and brachytherapy procedures. This course may be repeated, up to a total of 4 credit hours. Prerequisites: Admission to the Medical Dosimetry program, AL 634, AL 636, AL 660.

AL 670 Medical Dosimetry Clinical III (3)

In this clinical rotation, students will focus on enhancing professional skills such as effective communication, time-management, and participating in clinic workflows. This course will also introduce students to the role of clinical trials in cancer management. Prerequisites: Admission to the Medical Dosimetry program, AL 644, AL 646, AL 665.

AL 675 Medical Dosimetry Capstone (3)

This course serves as the final, comprehensive experience for students in the Medical Dosimetry program. Students will complete either an action research study in their clinic or a comprehensive mock board exam. Additional details can be found in the Medical Dosimetry Program Manual. Prerequisites: Admission to the Medical Dosimetry program, AL 644, AL 646, AL 648, AL 650, AL 665.

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 Capstone I (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 students with 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

Medical Dosimetry, MS

Overview

This program has a start date of July 2026.

Medical dosimetrists apply knowledge of anatomy, physics, oncology, radiobiology, and mathematics to create radiation treatment plans that aid in the management of cancer and other diseases. In this program, students will gain knowledge and skills through a combination of online coursework and in-person clinical training. Graduates will earn a Master of Science degree and will be eligible to take the national Medical Dosimetry Certification Board exam.

Mission

The Medical Dosimetry Program at Washburn University provides quality education and support to develop medical dosimetrists who are confident, competent, and compassionate radiation oncology professionals.

Program Outcomes

Program Effectiveness

Medical dosimetry faculty and program affiliates will:

1. Provide a comprehensive medical dosimetry curriculum that prepares graduates to pass the national certification exam.
2. Ensure a supportive clinical experience that prepares graduates to serve the radiation oncology community as a practicing medical dosimetrist.
3. Model a commitment to lifelong learning and service to the profession.

Program Student Learning Outcomes

Medical dosimetry students will:

1. Demonstrate clinical competence and treatment planning abilities.
2. Demonstrate professional written and verbal communication skills.
3. Apply critical thinking to complex treatment plans and clinical situations.
4. Demonstrate professionalism and a commitment to lifelong learning.

Admission Requirements

For application information, please contact the Medical Dosimetry Program Director:

Amanda Lisher, MS, CMD
amanda.lisher@washburn.edu
785-670-3103

Admission to the Master of Science in Medical Dosimetry requires prior completion of a bachelor's degree or higher in a health or science field. Radiation Therapy experience is preferred but not required. Applicants must have a minimum cumulative GPA of 3.0 (on a 4.0 scale).

Program courses are only offered in an online format. Applicants 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>

Prerequisite Coursework:

- Human Biology (BI 100 or equivalent)
- Human Anatomy & Physiology (BI 250 & BI 230 or equivalent), no lab required
- College Algebra (MA 116 or equivalent) or higher
- Radiation Physics
- Medical Terminology (AL 141 or equivalent)
- Introductory Writing (EN 100 or equivalent)
- Communication (any course in verbal or public speaking)
- 8+ hours of documented on-site observation in Medical Dosimetry

Degree Requirements

Code	Title	Hours
Required Courses Inside Department		
AL 630	Foundations of Radiation Oncology	3
AL 632	Cross-sectional Anatomy in Medical Dosimetry	3
AL 634	Oncology Principles I	3
AL 636	Radiation Oncology Treatment Planning I	4
AL 638	Radiation Physics	3
AL 640	Ethics & Professionalism in Medical Dosimetry	2
AL 644	Oncology Principles II	3
AL 646	Radiation Oncology Treatment Planning II	4
AL 648	Research Methodology in Medical Dosimetry	3
AL 650	Quality Improvement in Radiation Oncology	2
AL 660	Medical Dosimetry Clinical I ¹	4
AL 665	Medical Dosimetry Clinical II ¹	4
AL 670	Medical Dosimetry Clinical III	3
AL 675	Medical Dosimetry Capstone	3
Total Hours		44

¹ Part-time students would be given the option of taking AL 660 and AL 665 for 2 credit hours and would take each of those two separate times in different years.

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, nursing, 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://www.washburn.edu/admissions/apply.html>
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.

Criminal Justice Graduate Programs

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/criminal-justice-legal-studies/master-criminal-justice/index.html> (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/criminal-justice-legal-studies/master-criminal-justice/>)

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. A link to the form (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/criminal-justice-legal-studies/master-criminal-justice/>) can be found on the Criminal Justice and Legal Studies Department webpage.
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. 48)
- Dual Juris Doctor - Master of Criminal Justice (J.D./MCJ) (p. 49)

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 678 Educational Practicum in Criminal Justice (3)

Students will be given the opportunity to apply what they have learned in their graduate level criminal justice and education courses, in modeling the higher education practices in the context of current criminal justice courses. Specific requirements will include: (1) serving as a peer educator for one semester; (2) preparing and presenting course content for at least three topics in ongoing criminal justice courses; and (3) participating in action research. Prerequisites: ED 601, ED 665, ED 672, ED 680

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)

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 30 hours of course work, which includes CJ 699 Thesis.
- **Capstone Option:** The completion of 30 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

Code	Title	Hours
Core Courses		15
CJ 600	Seminar in Criminal Justice Systems	
CJ 602	Criminal Justice Research	
CJ 605	Ethics in Criminal Justice	
CJ 610	Corrections in the United States	
or CJ 620	Role of Law Enforcement in the United States	
CJ 625	Seminar In Criminological Theory	
Capstone or Thesis		6
CJ 693	Capstone Experience	
or CJ 699	Thesis	
Electives		9
Select nine credit hours from the following:		
CJ 604	Seminar in Criminal Justice Organization and Management	

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

Total Hours	30
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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.

Education Graduate Programs

- Master of Education (MEd) (p. 50)

Master of Education (MEd)

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

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

- Special Education
 - High Incidence K-6
 - High Incidence 6-12
- Building Leadership (not accepting students during 2025-2026)
- Reading Specialist (not accepting students during 2025-2026)

Licensure-Only/Advanced Programs

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

- Special Education High Incidence (K-6 or 6-12)
- Educational Studies
- Building Leadership (not accepting students during 2025-2026)
- District Leadership (not accepting students during 2025-2026)
- Reading Specialist (not accepting students during 2025-2026)

Curriculum and Instruction

- Educational Technology Emphasis (not accepting students during 2025-2026)
- Literacy Emphasis (not accepting students during 2025-2026)

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 upon completion of the MEd. All degree-seeking students must complete a capstone experience. See the advisors for details.

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 Special Education High Incidence, 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 special education high incidence 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 special education high incidence. 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 Special Education High Incidence 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>. Applications are due February 1st for the next academic year.

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. A link to the form can be found on the Graduate Education (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/graduate/>) webpage. 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. Submission of a University/Professional Reference.
5. Sign and submit the Professional Conduct and Dispositions form.
6. 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

(not accepting students during 2025-2026)

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		3
RD 622	Literacy/ESOL Instructional Strategies	3
Subtotal		9
Special Education Professional Courses		
SE 610	Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities	3
SE 620 or SE 622		3
SE 630 or SE 632		3
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

(not accepting students during 2025-2026)

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

(not accepting students during 2025-2026)

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 667	Curriculum Development and Evaluation - Elementary Education	3
or ED 669	Curriculum Development and Evaluation - Secondary Education	
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.

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 667	Curriculum Development and Evaluation - Elementary Education	3
or ED 669	Curriculum Development and Evaluation - Secondary Education	
Subtotal		6
Area of Concentration		
Electives - must be approved by advisor (p. 55)		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

Educational Studies Emphasis

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		
<i>Literacy Courses</i>		
The following six semester hours are required:		
RD 610	Literacy/ESOL Instructional Approaches	3
RD 622	Literacy/ESOL Instructional Strategies	3
<i>Technology Courses</i>		
Select six credit hours from the following:		6
ED 680	Integrating Technology in Curriculum	
ED 684	Multimedia in the Classroom	
ED 686	Integrating Internet Into Instruction	
<i>Special Education Courses</i>		
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
<i>English for Speakers of Other Languages Courses</i>		
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 601 Adult Learning Theory and Practice (3)

This is a stand-alone course for individuals who seek to develop and/or deepen their knowledge of Andragogy (method of practice of teaching adult learners) to effectively teach adults through the use of Best Teacher Practices. This course will provide and/or strengthen a teaching foundation for individuals who are currently, or will soon to be, professional educators.

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 621 Educational Planning (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for 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. Prerequisites: SE 610

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 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 55 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 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 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 614 Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles I (3)

This course provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application are supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6, and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards.

RD 615 Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles II (3)

This course provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application are supported through personalized coaching throughout the course. The course is aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (which align with Standards 5, 6, and 7 of the Kansas Elementary Education (PK-6) Educator Preparation Program Standards. Prerequisites: RD 614

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

SE 621 Educational Planning (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for 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 631 Methods & Materials (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. Prerequisites: 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 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 621 (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 621 or concurrent.

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 621, 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 621, 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.

Family & Human Services Graduate Programs

- Master of Arts in Family & Human Services - Addiction Counseling Emphasis (MA) (p. 63)
- Graduate Certificate in Trauma and Recovery (p. 67)

Master of Arts in Family & Human Services - Addiction Counseling Emphasis (MA)

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/human-services/ma-human-services.html>

Program Director: Zenova Williams, Associate Professor

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.
- Demonstrate the foundational values of the Family and Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.
- 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.

DISCLOSURE: LICENSURE/CERTIFICATION IN OTHER STATES

Students who wish to pursue a license in another state are responsible for learning that state's requirements. Our Addiction Counseling coursework is based solely on Kansas educational requirements. Students attempting to meet educational regulations of other states should check with their state to ensure that Washburn University offers the courses they need to be eligible for licensure in their home states. Any student hoping to start our program in addiction counseling while living in another state must sign an attestation form regarding licensure expectations.

The Kansas licensing board has additional substantial post-graduate requirements for licensure at the clinical level. 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 Director. 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, they must obtain a second letter of reference from their practicum field 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 36 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 620	Integrative Approaches to Co-Occurring Disorders	3
HS 625	Addiction/Recovery Services	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
Total Hours		36

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.

Graduate Certificate in Trauma and Recovery

The Family and Human Services Department offers a Graduate Certificate in Trauma and Recovery to students completing the Master's program in Family and Human Services – Addiction Counseling. See the Graduate Certificate in Trauma and Recovery (p. 67) catalog page for more information.

Fast-Track Student Standing

It is possible for students to start coursework in the MA-HS 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.

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. Prerequisite: 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 Department consent.

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 Co-Occurring 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 Department consent.

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: Admission to Graduate Program or 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: Admission to Graduate Program or 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: Admission to Graduate Program or 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: Admission to Graduate Program or 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: Admission to Graduate Program or 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: Admission to Graduate Program or Department 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 Department consent.

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: Admission to the Graduate Program or Department consent.

Graduate Certificate in Trauma and Recovery

Graduate students are eligible to apply for the Graduate-level Certificate in Trauma and Recovery. Requirements are outlined below. This curriculum emphasizes the need for helping professionals to appropriately address people and practices with a trauma-informed lens. Exposure to trauma is common and our care systems must account for this. All courses are offered online to meet the needs of working students. Part-time and full-time scheduling options are available.

Certificate Requirements

Code	Title	Hours
Required Courses ¹		
HS 601	Working with Trauma	3
HS 602	Trauma and Recovery Services	3
HS 604	Advanced Methods Individual Counseling	3
HS 605	Advanced Methods Group Counseling	3
HS 610	Professional Ethics/Practice	3
HS 640	Practicum I ²	3
or HS 641	Practicum II	
Total Hours		18

¹ Awarding of the certificate requires a prior or concurrent Master's degree

² Minimum 200 clock hours with requirement of trauma-informed care instruction; student must apply one semester in advance.

Social Work Graduate Programs

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/social-work/msw.html>

Mission

The mission of the MSW program at Washburn University is to prepare students to provide inclusive, collaborative, empowering, and ethical clinical social work practice with diverse clients and groups utilizing a person-in-environment framework, critical inquiry, and cultural humility. Cultivated through rigorous curricular alignment to the nine core competencies of the Council on Social Work Education and building on the foundation of the profession's purpose and core values of service, social justice, integrity, and respect for human diversity, the program fosters a community of collaboration and reciprocity which embraces an anti-racist and anti-oppressive framework enabling students to develop the competence, knowledge, and skills necessary to advocate for social, racial, economic, and environmental justice within clinical practice through a commitment to human rights in a diverse and dynamic world. Students are trained to use scientific inquiry and new and emerging technologies to understand and address the conditions that contribute to inequality and to work toward the elimination of poverty and oppression in the northeast Kansas region and beyond.

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: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/social-work/msw.html>.

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 Admissions 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

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: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/social-work/msw.html>.

Instructions and deadlines for the MSW application are available, www.washburn.edu/msw (<https://www.washburn.edu/msw/>).

Three letters of reference and a personal statement of interest 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
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 LCSW 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. 73)
- Dual Juris Doctor - Master of Social Work (J.D./MSW) (p. 76)

Certificate Programs

Any applicant who would like to earn a certificate in Addiction Counseling or Trauma and Recovery may do so while working on his/her MSW degree. These certificate programs are managed by the Department of Family & 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 Family & Human Services. More specific information about certificate programs can be found by contacting the Department of Family & 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/>)).

Course Offerings

Department consent, or admission to the MSW program, is required for enrollment in all graduate level courses.

SW 606 Person in Environment I: Individuals & Families (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 between individuals and families, while emphasizing the ecological perspective. Fall semester only. Prerequisite: Admitted MSW students only or consent.

SW 607 Person in Environment II: Groups, Organizations, & Communities (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 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)

This practice course focuses on the development of core social work skills at the generalist level with individuals, families, groups, organizations, and communities, and in preparation for clinical study at the advanced level. Client concerns and case conceptualization throughout the course will be explored through the lenses of person-in-environment, social justice and human rights, trauma-informed practice, systems theory, and the strengths perspective. Students will be introduced to the history of social work and the current contexts in which social workers practice. Students will reflect on professional use of self as a necessary component of competent and ethical practice. This experiential, action-driven course provides students the opportunity to investigate the reciprocity between academic learning, skill development, and social work practice in the field education setting. MSW students are expected to take this course concurrently with SW 690 and SW 691. Fall semester only. Prerequisites: Admitted MSW students only. Corequisites: SW 690 and SW 691

SW 641 Fundamentals of Social Work Practice II (3)

This practice course builds on social work skills gained in SW 640 Fundamentals of Social Work Practice at the generalist level with individuals, families, groups, organizations, and communities in preparation for clinical study at the advanced level. Students will be expected to develop skills in generalist social work case conceptualization and treatment planning of diverse populations at the micro, mezzo, and macro levels with particular emphasis on inclusive, anti-oppressive practices that build on the resiliency and strengths of human beings. Students will be expected to demonstrate an integration of academic learning, skill development, and social work practice in the field education setting. Prerequisites: MSW students are expected to take this course concurrently with SW 693. Spring semester only. Admitted MSW students only. SW 640, SW 691. Corequisites: SW 693

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 identity, 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 Diversity and Justice in Social Work (3)

This course presents an overview of key concepts and theories related to oppression, diversity, equity, inclusion, anti-racism, human rights, and justice, in the context of social work practice with individuals, families, groups, organizations, and communities. Students will develop self-awareness of their personal biases and values in the context of cultural humility, and practice strategies for managing their influence on working with diverse clients and constituencies. 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 Generalist Field Education Workshop (0)

In this mandatory one day workshop, regular standing MSW students will be oriented to generalist field education, expectations regarding professional comportment, duties/responsibilities in completing tasks, required field education program paperwork, and other aspects of the field education experience. Concurrent enrollment in SW 691 and SW 640 is required. Fall semester only. Prerequisite: Admitted MSW students only and a field education-director-approved field education placement.

SW 691 Generalist Field Education 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. Fall semester only. Prerequisite: Admitted MSW students only and a field education-director-approved field education placement. Concurrent enrollment in SW 690 and SW 640 is required.

SW 693 Generalist Field Education II (3)

This Generalist field education placement 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 641 is required. Spring semester only. Prerequisite: Admitted MSW students only and completion of SW 640, SW 690, and SW 691. Corequisites: SW 641

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 Clinical Field Education Workshop (0)

In this mandatory one day workshop, MSW students will be oriented to clinical field education, expectations regarding professional comportment, duties/responsibilities in completing tasks, required field education program paperwork, and other aspects of the field education experience. Fall semester only. Concurrent enrollment in SW 791 and SW 792 is required. Prerequisite: Admitted MSW students only; completion of all MSW foundation coursework, and a field education-director-approved field education placement.

SW 791 Clinical Field Education I (3)

This first semester of Clinical Field Education 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. Prerequisite: Admitted MSW students only; completion of all MSW foundation coursework, and a field education-director-approved field education placement.

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 Field Education II (3)

This field experience is a continuation of Clinical Field Education I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Spring semester only. Prerequisite: SW 791.

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 following successful completion of all Foundation course work. The Clinical provides students with the theoretical knowledge and methodological and technical skills necessary for the practice of entry level clinical social work.

Advanced Standing Program (AS) Students

Advanced Standing Program (AS) 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 (RS) 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. Advanced Standing students may begin the MSW Program in the summer semester. Advanced Standing students who elect to go full-time will complete the program in three semesters, including the initial summer semester. Part-time Advanced Standing students will complete the program in two full years and may take courses during the summer semester between the first and second year.

Regular Standing students begin the MSW Program in the spring or fall semester. Regular Standing 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

Upon graduation, MSW students are expected to demonstrate knowledge, skills, professional values and ethics, and cognitive/affective reasoning in relation to nine core competencies (CSWE, 2022):

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

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 63 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. 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 24 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 fall and spring 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	Person in Environment I: Individuals & Families ¹	3
SW 607	Person in Environment II: Groups, Organizations, & Communities 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 641	Fundamentals of Social Work Practice II ²	3
SW 685	Diversity and Justice in Social Work	3
SW 690	Generalist Field Education Workshop ¹	0
SW 691	Generalist Field Education I ¹	3
SW 693	Generalist Field Education II ²	3
Total Hours		30

¹ Offered in the fall semester

² Offered in the spring semester

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 790	Clinical Field Education Workshop	0
SW 791	Clinical Field Education I	3
SW 792	Clinical Practice Seminar I	3
SW 793	Clinical Field Education 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 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). 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 Field Education 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	3
Select two of the following:		6
SW 681	Inclusive and Competent Social Work Practice in Healthcare	
SW 682	Family Decisions in Healthcare	
SW 683	Human Sexuality and Social Work Practice	
SW 784	Psychopharmacology	
SW 787	Geriatric Social Work in Clinical Practice	
Total Hours		9

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 153 credit hours (i.e., 90 hours for Law and 63 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.

Gregory D. and Ronda K. Brenneman School of Business

- Accountancy Graduate Programs (p. 77)
 - Master of Accountancy (MAcc) (p. 82)
 - Dual Degree - School of Law (J.D.) & School of Business (MAcc) (p. 83)
 - Dual Degree - MAcc and MBA (<https://catalog.washburn.edu/graduate/school-business/business-administration-graduate-programs/dual-degree-mba-macc/>)
- Business Administration Graduate Programs (p. 83)
 - Master of Business Administration (MBA) (p. 91)
 - Dual Degree - MBA and MAcc (p. 93)
 - Dual Degree - School of Law (J.D.) & School of Business (MBA) (p. 94)

Accountancy Graduate Programs

Website: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>)

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 accounting education of recognized high quality through an evening MAcc program for current and future accounting and financial management professionals in the area. Our goal is to assure that our students have the knowledge and skills for them to succeed in accounting certification exams and to use their skills in analysis and evaluation to be a trusted financial and information professional.

MAcc Program Vision

Washburn MAcc graduates will have opportunities to be leaders in accounting, auditing and financial management in local and regional accounting firms, businesses, not-for-profits and governmental entities.

MAcc Program Description

Washburn's Brenneman 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 most states, including Kansas and Missouri, 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 Washburn alumni and currently enrolled Washburn undergraduate accounting majors who have reached senior status and have completed other specified requirements. These students complete their 120-hour undergraduate accounting degree while simultaneously fulfilling the 30-hour additional requirement for the MAcc. Please see the requirements for admission below.

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 Brenneman 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.
- Offers courses in-person and using synchronous remote technologies.
- 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 may be 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 Brenneman School of Business.
- Submit a completed application to the Washburn MAcc Program. This application is completed online. A link to the application can be accessed via the Master of Accountancy webpage: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>). There is no application fee.
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, Brenneman 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:

- 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. Students who need to complete undergraduate accounting prerequisites prior to graduate accounting study may be offered conditional admission until the accounting requirement is met.
- Earned a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
- Submit a completed application to the Washburn MAcc Program. This application is completed online. A link to the application can be accessed via the Master of Accountancy webpage: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>). The application form will provide for the submission of the academic transcripts.
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, Brenneman School of Business, Washburn University, from the institution conferring your bachelor's degree.
- Evidence for the potential for success in the MAcc program based on the applicant's professional and managerial experience, superior academic achievement, or previous graduate degree.
- Students not meeting the GPA requirements may achieve admission based on additional evidence for the potential for success in the MAcc program such as references from academic mentors or work supervisors, a statement of intent, or satisfactory GMAT, GRE, or LSAT 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.

MAcc Application Procedures

MAcc 3+2 Program

- Submit a completed application to the Washburn MAcc Program. This application is completed online. A link to the application can be accessed via the Master of Accountancy webpage: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>).
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, Brenneman 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. A link to the application can be accessed via the Master of Accountancy webpage: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>).
- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, Brenneman School of Business, Washburn University, from the college conferring the bachelor's degree. For students with international transcripts, but who have a visa other than F-1 or J-1, request an official ECE or WES course-by-course evaluation be sent to the MAcc Director.
- Request that GMAT scores be reported to the Brenneman School of Business, Washburn University, if necessary. 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.

International Admission and Application Procedures

- Apply for and be approved for University Admission through the Office of International Admissions.
- Submit the required international application materials to the Office of International Admissions. 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/index.html>).

www.washburn.edu/academics/international-programs/international-students/).

To be considered for MAcc admission, an international student must:

- Submit official transcripts to Washburn University, from institutions granting the undergraduate degree or graduate degree.
- Request an official ECE or WES course-by-course evaluation be sent to the Office of International Admissions, 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 Admissions.
- Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at: <https://www.washburn.edu/academics/college-schools/business/MAcc/index.html> (<https://www.washburn.edu/academics/college-schools/business/MAcc/>). The application form will provide for the submission of the unofficial academic transcript.
- The application to the Office of International Admissions and application to the MAcc program can be done simultaneously through a single application (link listed above); however, admission to the MAcc Program will not take place until admission to Washburn University has first been granted through the Office of International Admissions, 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).

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 Brenneman School of Business/MAcc 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 on a 4.0 scale in a baccalaureate or graduate degree program.
3. 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) with a minimum of 2.8 GPA on a 4-point scale. *Students who need to complete undergraduate accounting prerequisites will be classified as undergraduate students until foundation classes are completed.*
4. 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 (<https://www.washburn.edu/academics/international-programs/ie-files/List-of-English-Speaking-Countries2.pdf>), as determined by the Washburn University Office of International Admissions, 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 the above requirements could be eligible to apply for provisional admission. See below for provisional admission criteria based upon English proficiency needs.

Foundational-level courses are not required of students with a BBA Accounting degree that is equivalent to the Washburn BBA Accounting and 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 MAcc program.

Students may need foundational-level coursework in business or accounting, based on the student's incoming transcripts. The MAcc Director will determine the additional requirements needed prior to taking 600-level courses in the MAcc program with these prerequisites.

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 Admissions, are not required to provide English proficiency test scores.*

Students applying to the MAcc 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 + Comprehension Scores: less than or equal to 104*
- *Duolingo Average of Literacy Scores + 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:

- Listening and/or Speaking: CN150 – Public Speaking **or** TH103 - Voice, Diction & Interpretation
- Reading: EN103 - Reading and Research **or** an appropriate upper level research methods course.
- Writing: EN 101 – First Year Writing **or** EN 208 – Professional Writing

OR

- 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.

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 9 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.

Law School Courses

Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MAcc requirement. The law school credit must be in business-related, non-required law school courses approved by the Brennenman School of Business. Washburn University offers a dual J.D./MAcc degree. A statement of that degree is provided at the following link: [https://www.washburn.edu/academics/college- \(https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html\) schools/business/MBA/Dual-MBA-Degrees.html \(https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html\) schools/business/MBA/Dual-MBA-Degrees.html](https://www.washburn.edu/academics/college- (https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html) schools/business/MBA/Dual-MBA-Degrees.html (https://www.washburn.edu/academics/college-schools/business/MBA/Dual-MBA-Degrees.html) schools/business/MBA/Dual-MBA-Degrees.html)

Programs

- Master of Accountancy (MAcc) (p. 82)
- Dual Degree - School of Law (J.D.) & School of Business (MAcc) (p. 83)
- Dual Degree - MAcc and MBA (<https://catalogedits.washburn.edu/graduate/school-business/business-administration-graduate-programs/dual-degree-mba-macc/>)

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 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 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. Prerequisites: BU 522, BU 526 (Accounting) or equivalent, and admission to the MBA program or admission to the Master of Accountancy program.

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. Prerequisites: Admission to the Master of Accountancy program and AC 621 and AC 624.

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. Prerequisites: Admission to the Master of Accountancy program and BU 250 and AC 330 or Admission to the MBA program, BU 522, BU 526 (Accounting) and AC 627.

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 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 and Consent to Internship Director.

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 and Admission to the MBA program or Admission to the MAcc program.

BU 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 or Admission to the MBA program and BU 526.

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 625	Advanced Auditing	3
AC 627	Management Accounting Analysis	3
AC 630	Advanced Accounting Information Systems	3
AC 639	Accounting Theory and Ethics	3
Subtotal		18
Elective Courses		
One additional 600-level accounting course ¹		3
Three additional 600-level accounting, business, or economics courses		9
Subtotal		12
Total Hours		30

¹ Excluding AC 699 Internship in Accounting

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/academics/college-schools/business/MBA/index.html> (<https://www.washburn.edu/academics/college-schools/business/MBA/>)

MBA Program Mission

To provide management education of recognized high quality through an evening hybrid flexible modality 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 MBA 3+2 Option: This option is available to qualified, currently enrolled students meeting certain criteria and pursuing an undergraduate BBA degree within the Brenneman School of Business to start taking graduate-level MBA courses in their senior year. Students with a declared major within the Brenneman School of Business may apply and be accepted to the MBA program during their junior year at Washburn. After completion of 90 undergraduate credit hours and achieving senior status, students may begin taking graduate courses in the MBA program along with their final 30 hours of undergraduate coursework. The Bachelor of Business Administration degree and the Master of Business Administration degree will be granted upon completion of each program's respective requirements. Please see MBA 3+2 option requirements for admission below.

Note: In certain cases, at the discretion of the MBA Director, it is possible for non-business current undergraduate students to begin taking select MBA courses simultaneously with remaining undergraduate courses during their senior year, including and if applicable, 500-level foundational Pre-MBA courses intended for the non-business undergraduate minor.

The Washburn University Brenneman 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
Brenneman School of Business
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

MBA 3+2 Option

Students can apply for the MBA 3+2 option during their undergraduate Junior year in the semester in which they will have met the following requirements:

Admission Requirements Include:

- Admission to the Washburn Brenneman School of Business with a declared major.
- Completion of 90 undergraduate credit hours by the semester beginning the MBA 3+2 option.
- Completion of MA 116 College Algebra or equivalent, MA 140 Statistics, EC 200 Principles of Microeconomics, EC 211 Statistics for Business and Economics, AC 224 Financial Accounting, AC 225 Managerial Accounting, BU 250 Management Information Systems, BU 342 Organization & Management, BU 360 Principles of Marketing and BU 381 Business Finance prior to beginning the MBA 3+2 option.
- 3.0 or higher cumulative undergraduate grade point average at the point of applying for the MBA 3+2 option.
- Note: In certain cases, at the discretion of the MBA Director, it is possible for non-business current undergraduate students to begin taking select MBA courses simultaneously with remaining undergraduate courses during their senior year, including and if applicable, 500-level foundational Pre-MBA courses intended for the non-business undergraduate minor.

How to Apply:

- Submit a completed online MBA program application for the term in which a student intends to begin the MBA 3+2 option.
- Arrange for one letter of reference to be submitted by academicians, employers, or other individuals who can attest to the applicant's potential for success in graduate study in business.
 - MBA 3+2 option applicants automatically qualify for a Graduate Management Admission Test (GMAT) waiver.
 - MBA 3+2 option applicants are not required to submit an unofficial or official undergraduate transcript as part of the MBA application process.
 - MBA 3+2 option applicants are not required to pay an MBA program application fee.

Admitted 3+2 Student Requirements:

Prior to enrollment opening for each upcoming semester, MBA 3+2 option students must consult with the MBA Director to determine MBA course selection. Undergraduate course/BBA program requirements are prioritized before MBA program requirements. All necessary undergraduate courses must first be confirmed with the undergraduate advisor prior to enrolling in MBA courses. Prior to the upcoming semester's enrollment, MBA course selection and allowable number of 600-level credit hours is at the discretion of and requires the approval of the MBA Program Director. Students cannot deviate from the course plan without prior approval from the MBA Program Director.

Students admitted to the MBA 3+2 option must maintain a cumulative undergraduate Washburn grade point average of 3.0 or higher for remaining undergraduate coursework taken simultaneously with graduate-level MBA courses to be considered in good standing. Additionally, a cumulative 3.0 or higher graduate-level cumulative grade point average must also be maintained in all 600-level MBA courses

taken to be considered in good standing. If a student's cumulative undergraduate grade point average after admission to the MBA 3+2 option falls below the 3.0 minimum, the student is placed on academic probation and given a specified amount of time, usually one semester, to return to good standing. In certain cases, the MBA Program Director may grant additional probationary semesters. A student who fails to return to good standing/meet the terms of academic probation is subject to dismissal from the program.

Prospective 3+2 students are advised to meet with the University Financial Aid Office to discuss any potential impacts to undergraduate financial aid prior to applying to the 3+2 MBA program.

Prior to applying, students athletes must first seek clearance from the Washburn Athletics compliance office to ensure 3+2 early admission is possible due to undergraduate NCAA regulations. Additionally, athletics undergraduate scholarship/aid could be impacted if a 3+2 student is enrolled in fewer than 12 undergraduate hours.

In addition to the undergraduate cumulative GPA requirements listed above, students are placed on academic probation whenever the upper-level (600-level MBA course) grade point average falls below 3.0, or whenever a grade below 'C' is earned in an upper-level 600-level MBA course. Only two 'C' grades are permissible in the entire upper-level program (600-level MBA 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.

- A course withdrawal or grade of 'D' or 'F' in any course, including undergraduate-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 upper-level MBA program (600 level courses), can be re-taken only once.
- MBA 3+2 option students are allowed no more than two 'C' grades in the entire 10-course upper-level MBA program (600 level courses). In addition, the overall upper-level 600-level and the undergraduate 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 approved, may be dismissed from the program at the discretion of the MBA Director.

Financial Aid Implications for 3+2 Students:

- 3+2 students must be enrolled in 6+ undergraduate hours in order to receive any undergraduate-specific federal aid or loans. Student must be enrolled in 12+ undergraduate hours to receive any general university academic scholarship awarded through the Financial Aid Office or certain departmental scholarships outside the Brenneman School of Business. If the student is enrolled in 6-11 undergraduate hours only, regardless of the number of graduate hours enrolled, the financial aid awards and possibly certain departmental scholarships will be reduced to a pro-rated amount based on a less than full-time undergraduate course load.
- Brenneman School of Business departmental scholarship award amounts will not be based solely on undergraduate hours. **Note:** Brenneman School of Business departmental scholarships will be

pro-rated to a reduced amount only if a student is enrolled in fewer than 12 undergraduate and graduate hours combined.

Standard MBA Program Admission Requirements

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 one letter 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 (<https://www.washburn.edu/academics/college-schools/business/MBA/>). The application form will provide for the submission of the unofficial academic transcript and letter 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 letter, have been received by the MBA Director, Brenneman School of Business.
- Note: A summer start is not always possible for applicants applying without an undergraduate BBA degree or equivalent/those needing foundational pre-MBA course work. Applicants will be reviewed on a case-by-case basis to determine summer start eligibility.

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 Brenneman 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 Brenneman 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 Brenneman 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 Admissions.
- Submit the required international application materials to the Office of International Admissions. A complete list of the required documentation can be viewed on-line at the following website: [www.washburn.edu/academics/international-programs/international-](http://www.washburn.edu/academics/international-programs/international-students/index.html)

[students/index.html](http://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 Admissions, 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 Admissions.
- 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 Admissions 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 Admissions, 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, Brennen 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 Brennen 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 Brenneman 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 115 or greater.
- *Note: Applicants from English speaking countries, as determined by the Washburn University Office of International Admissions, 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 Brenneman 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 Admissions, 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 105 – 114.

English Proficiency Exams

Section	Minimum Score TOEFL	Minimum Score IELTS
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 114
Duolingo Average of Literacy + Comprehension Scores		less than or equal to 114
Duolingo Average of Literacy + Production Scores		less than or equal to 114
Duolingo Average of Conversation + Production Scores		less than or equal to 114

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 Admissions. 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. 91)
- Dual Degree - MBA and MAcc (p. 93)
- Dual Degree - School of Law (J.D.) & School of Business (MBA) (p. 94)

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. Any prerequisite course numbered below 600 only applies to students who entered the MBA program without a BBA degree or equivalent. Any foundational course requirements (courses numbered below 600) will be communicated to the student prior to MBA program admission.

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 and Admission to the MBA program.

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. Prerequisites: Admission to the MBA program.

BU 526 Accounting and Finance for Managers (3)

Accounting is taught during the first 8 weeks of the semester and finance is taught during the second 8 weeks of the semester. 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 and Admission to the MBA program.

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.

Required Upper-level Courses**AC 627 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. Prerequisites: BU 522, BU 526 (Accounting) or equivalent, and admission to the MBA program or admission to the Master of Accountancy program.

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, BU 526 (Finance) and Admission to the MBA program.

BU 656 Computer-Based Information Systems (3)

Computer-based systems for supporting management decisions. Prerequisite: BU 522 and Admission to the MBA program.

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 (Accounting) and Admission to the MBA program.

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. Prerequisites: Admission to the MBA program. The course should be taken during the last two semesters of the MBA program after completion of most of the upper-level required 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 and Admission to the MBA program or Admission to the MAcc program.

Upper-Level Elective Courses

In the following, a prerequisite of consent means issued a PIN by the MBA Director.

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. Prerequisites: Admission to the Master of Accountancy program and BU 250 and AC 330 or Admission to the MBA program, BU 522, BU 526 (Accounting) and AC 627.

BU 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 or Admission to the MBA program and BU 526.

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. Prerequisites: Admission to the MBA program or admission to the MAcc program.

BU 671 Legal and Ethical Issues (3)

The influence of legal, ethical, political, social, and regulatory issues in organizations. Prerequisites: Admission to the MBA program or admission to the MAcc 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. Prerequisites: Admission to the MBA program or admission to the MAcc program, BU 526 (Accounting) or equivalent, or consent.

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. Prerequisites: Admission to the MBA program or admission to the MAcc program, BU 526 (Accounting) or equivalent, or consent.

BU 679 Investments (3)

Introduction to theory of investment portfolio evaluation. Topics include: bonds, preferred stock, common stock, puts, calls, and mutual funds. Prerequisites: Admission to the MBA program or admission to the MAcc program; BU 526 (Finance) or equivalent, BU 655 Financial Strategies or consent.

BU 683 Venture Creation (3)

Covers the entrepreneurial process from conception to implementation of a venture. Concentrating on attributes of entrepreneurs and entrepreneurial teams, their search for and assessment of opportunities, and the gathering of resources to convert opportunities into businesses. Students learn how to evaluate entrepreneurs and their plans for new businesses. While the heart of entrepreneurship is opportunity assessment, a holistic approach to venture creation is taken. Students work in teams to write a business plan for a new venture. Prerequisites: Admission to the MBA program or admission to the MAcc program.

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. Prerequisites: Completion of foundation level requirements, BU 656, and admission to the MBA program or admission to the MAcc 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 MBA Program Director and faculty sponsor. Enrollment by consent of faculty sponsor and MBA Program Director only. Prerequisites: Admission to the MBA program or admission to the MAcc program and completion of all foundational courses. Cannot be taken during a student's first semester in the MBA or MAcc program.

BU 697 Internship Experience (3)

Professional work experience in a business-related area pertaining to the MBA program curriculum with a business firm, governmental agency, or not-for-profit organization. The work experience must create a new learning experience for the student. Approval of the internship and its terms must be obtained from the MBA Program Director prior to enrolling in the course. Prerequisites: Enrollment by consent of instructor/MBA Program Director only. Admission to the MBA program or admission to the MAcc program.

BU 698 Special Topics/Business (3)

Special topics announced in advance. May be taken more than once. Enrollment by consent of instructor and MBA Program/MAcc Program Director. Prerequisites: Admission to the MBA Program or Admission to the MAcc Program.

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

All admitted MBA students are required to attend an orientation session prior to beginning their first semester in the program. The MBA Orientation event for Summer and Fall-start students will be held in-person on a date 1-2 weeks prior to the beginning of the Fall semester. Spring-start students will attend orientation separately in January, usually on a Saturday. The MBA office will reach out to admitted students with further information in advance of the orientation session. A Zoom attendance option and alternative distance assignment will be available for long-distance-students (defined as living 85+ miles from campus based on your permanent address on-file with the University).

The purpose of 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

and networking among new MBA students, current MBA students, faculty and School of Business Alumni.

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 from previously completed undergraduate/graduate applicable course work. The MBA-level courses numbered 522 to 526 meet the foundation-level requirements. Depending on a student's specific circumstance and academic background, none, some or all foundation-level courses could be required.

Foundation-Level Courses - Non-Business-Background (BBA degree or equivalent) Students

- 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 credit hours of upper-level courses (numbered 600 or greater) 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 (up to nine credit hours).

Code	Title	Hours
<i>Required Upper-Level Non-Elective Courses</i>		
EC 652	Managerial Economics	3
AC 627	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 Elective Course in Global Business Perspectives chosen from:</i>		
BU 674	International Business	
BU 678	International Marketing	
Total Required Global Business Perspective Hours		3
<i>Two Upper-Level Elective General Courses chosen from:</i>		
BU 616	Commercial Transactions	3
BU 630	Entrepreneurship/Creativity	3
BU 671	Legal and Ethical Issues	3
BU 674	International Business	3
BU 678	International Marketing	3
BU 679	Investments	3
BU 683	Venture Creation	3
BU 685	Business Intelligence Systems	3
BU 696	Research Project in Business	3
BU 697	Internship Experience	3
BU 698	Special Topics/Business (International Business and Entrepreneurial Experience - travel locations vary)	3
AC 630	Advanced Accounting Information Systems	3
Total Required General Elective Course Hours		6
*Students should consult the MBA Director as to the availability of these electives. Dual JD/MBA students are not required to complete the two general elective courses described above.		
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 Brenneman 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.

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 after beginning either the MBA or the MAcc program individually during their course of study. 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.

Note: A dual degree reduction of certain courses/credit hours is still possible if the applicant has previously completed either the MBA or MAcc program separately and wishes to begin the secondary program at a later date.

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 degree. In addition, both programs share a common required course – AC 627 Management Accounting Analysis. As a result, students could complete the MBA/MAcc dual degree program with 15 courses/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

Completion of the MBA program is not required to coincide with completion of the MAcc program or vice-versa. All MBA and MAcc coursework must be completed within six calendar years from the point the first MBA/MAcc course is taken.

Dual degree students are required to participate in various orientation and assessment activities of both programs.

¹ Depending on individual circumstance, applicants without a prior undergraduate business degree (BBA) or related business coursework, could be required to take up to 3 additional classes/9 credit hours of foundational-level MBA coursework in addition to upper-level program requirements. This requirement is met either through the completion of undergraduate courses or by taking up to three-500 level foundational courses offered by the Brenneman School of Business. Each applicant is evaluated on an individual basis to determine any foundational course needs. MA 116 College Algebra or equivalent is a prerequisite of the MBA program required prior to entry for all applicants.

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.

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.

Note: The reduced dual degree 8 course/24 credit hour core MBA program is still available to students who have finished or will soon finish most or all of the J.D. curriculum already. Additionally, those who have already graduated with their J.D. are eligible to retroactively take advantage of the reduced credit hour dual degree MBA program.

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 Brennenman School of Business requires 30 credit hours of upper-level courses. The upper-level MBA program consists of 8 courses/24 credit hours for dual degree students.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 first, 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. Completion of the MBA program is not required to coincide with completion of the J.D. requirements. All MBA coursework must be completed within six calendar years from the point the first MBA course is taken.

could be required to take up to 3 additional classes/9 credit hours of foundational-level MBA coursework in addition to upper-level program requirements. This requirement is met either through the completion of undergraduate courses or by taking up to three-500 level foundational courses offered by the Brennenman School of Business. Each applicant is evaluated on an individual basis to determine any foundational course needs. MA 116 College Algebra or equivalent is a prerequisite of the MBA program required prior to entry for all applicants.

¹ Depending on individual circumstance, applicants without a prior undergraduate business degree (BBA) or related business coursework,

School of Law

Website: <https://www.washburnlaw.edu>

Washburn University School of Law is a public law school that offers a curriculum that combines classroom instruction with real-world skills and experience. Our student-centered faculty, a mix of esteemed scholars and seasoned practitioners, is dedicated to nurturing the next generation of legal leaders. Our students gain essential practice-ready skills through externships, clinical work and internships preparing them not only for the bar exam, but also to launch successful legal careers. Our values are embedded in our history, notably in Washburn Law's role in the landmark *Brown v. Board of Education* case, showcasing our dedication to justice in the community. If you are seeking an environment where a well-rounded legal education begins with a nationally recognized faculty and a student body that ranks among the highest in student satisfaction, Washburn Law is an excellent choice for you.

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

At Washburn University School of Law, we take pride in our student-centered approach to teaching, and we want you to thrive in a supportive learning environment. Classes are designed to include wide-ranging perspectives yet remain small enough to foster interaction among you, your classmates, and professors. Our open-door policy encourages you to connect with professors outside of class, creating a friendly and supportive atmosphere that values the free exchange of views.

As you embark on your legal journey at Washburn Law, you'll have the freedom to choose from nearly 150 courses, seminars, and clinical offerings. From your first year to graduation, our comprehensive curriculum and innovative programs are tailored to prepare you for success in the legal profession. 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

Website: <https://www.washburnlaw.edu/academics/centers/index.html> (<https://www.washburnlaw.edu/academics/centers/>)

At Washburn Law, our seven Centers for Excellence serve as dynamic hubs for advancing legal scholarship, providing skills-based training and presenting enriching programs. These Centers are not just academic programs; they bring together students, alumni, faculty and the broader legal community to collaborate and innovate in specific areas of law. By fostering these connections, our Centers enhance the educational experience for students while contributing significantly to the development of the legal profession. Explore our Centers to discover how they can enhance your legal education and career.

Center for Excellence in Advocacy

Dedicated to fostering skilled advocates, the Center for Excellence in Advocacy offers unparalleled training and opportunities, empowering students and practitioners to excel in the legal arena.

Business and Transactional Law Center

The Business and Transactional Law Center equips aspiring transactional lawyers and practitioners with the skills necessary to succeed in today's complex business environment, bridging theory and practice through collaborative learning experiences.

Children and Family Law Center

The Children and Family Law Center prepares future lawyers to make a significant impact on families and children through rigorous training, advocacy and scholarship, enhancing the quality of justice for these groups.

Robert J. Dole Center for Law and Government

This Robert J. Dole Center for Law and Government is a hub for advancing the study and practice of law in the public sector, offering practical training, dynamic programming and fostering new scholarly opportunities for those passionate about public service.

Intellectual Property and Technology

The IP and Technology Law Center prepares students for the evolving fields of intellectual property and technology law, providing a robust platform for skills-based training, cutting-edge programming and scholarly opportunities.

International and Comparative Law Center

The International and Comparative Law Center equips students with the skills and knowledge to excel in the international legal arena, fostering an environment where rigorous academic inquiry meets practical application.

Oil and Gas Law Center

Located in the heart of a region rich in natural resources, the Oil and Gas Law Center provides cutting-edge skills-based training and insightful programming to prepare students for careers in the dynamic field of energy law.

Community-Focused Learning

At Washburn Law, we believe that one of the best ways to learn complex principles is through practice. Our community-focused programs offer students an unparalleled opportunity to step into the role of a client advocate, handling real cases for real clients under the close supervision of experienced faculty.

Gaining hands-on experience in the Washburn Law Clinic, the VITA program or our Criminal Appellate Advocacy Clinic is a game-changer. Rather than simply observing faculty interactions with clients or acting as an assistant, these programs allow student legal interns to work directly with clients. Through those interactions you'll build skills and confidence while leaving a tangible impact on the lives of community members. These highly valued experiences show prospective employers that—as a Washburn Law grad—you can "hit the ground running" when you start practice as a licensed attorney. On top of it all, you'll make a real difference, providing assistance to those who might otherwise not have access to help.

For more information, please see <https://www.washburnlaw.edu/academics/experience/client-experience.html>

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. 97)
- LL.M. in Global Legal Studies (p. 99)
- Master of Studies in Law (p. 100)

Joint Degree Programs

Washburn Law currently offers two joint degree programs with the Brennenman 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 778	Intl Business Transactions	3
LW 812	International Human Rights	2-3
LW 919	Int'l Human Rgts/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 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 859	Advanced Oral Arguments	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 857	Negotiation	2
LW 856	Oil and Gas Joint Operations	2
LW 762	Moot Court	1-2
LW 768	Pretrial Advocacy-Criminal	3
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/>)

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.

Harmony J. Hines School of Nursing

Website: <https://www.washburn.edu/academics/college-schools/nursing/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/>)

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Fax: 785-670-1032

Programs

- Doctor of Nursing Practice (DNP) (p. 108)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 113)

Mission

To prepare professional nurse leaders to provide quality healthcare for everyone.

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 Hines School of Nursing are consistent with the mission of Washburn University. The Hines 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 provides 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 Hines School of Nursing and the graduate program. Each student is assigned a faculty advisor. 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 Hines 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 five credit hours for any summer semester.

Grading Policies

Grades for Hines 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 Hines 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 foundational 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 foundational 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:

(grade of B or better required):

DNP Program

Code	Title	Hours
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BSN to DNP, FNP Track and Post-Master's non-NP Track

NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	
NU 830	Primary Care I	
NU 832	Primary Care Practicum I	

BSN to DNP, PMHNP Track and Post-Master's non-NP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

Post-Master's FNP/ANP*/AGNP* to PMHNP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

PMHNP Certificate Program

Code	Title	Hours
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FNP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	

AGNP/ANP/PNP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

MSN non-NP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the 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 Hines School of Nursing policies and procedures for grade appeal as outlined in the University Graduate Catalog and the Hines 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 Hines 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 Hines School of Nursing graduate programs at Washburn University, students must:

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the Hines School of Nursing Code of Professional Conduct for Nursing Students located in the Graduate Student Handbook.
- Adhere to the Hines 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 Hines School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Withdrawal from/Readmission to Hines 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 Hines School of Nursing will be necessary should the student desire to re-enter the program. Applicants must meet the current admission requirements of the Hines 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 Hines School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the Hines 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.

Hines 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 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 or consent of instructor.

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 consent of instructor.

NU 815 Research Methods for Practice Scholarship (3)

Provides an overview of research terminology and methods used in quantitative and qualitative research. Content is selected to enhance the ability of students to evaluate the strength and value of empirical evidence for application to practice. Emphasis is placed on the critical appraisal of scholarly products for their scientific merit and ability to provide quality evidence for advanced nursing practice. Prerequisites: Admission to the DNP Program and a graduate-level inferential statistics course or consent of instructor.

NU 817 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: NU 815 or consent 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 regimes. Application situations will be age specific and clinical diagnosis and management must be made accordingly. Prerequisites: Admission to the DNP program or Post-graduate PMHNP Certificate 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. Prerequisites: Admission to the DNP program or Post-graduate PMHNP Certificate Program or consent of instructor.

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: Admission to the DNP program or Post-graduate PMHNP Certificate Program or consent of instructor and NU 820 or consent of instructor.

NU 827 Psychiatric Differential Diagnosis & Diagnostic Interviewing (3)

Focuses on the development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for the differential diagnosis of psychiatric disorders. Prerequisites: Admission to the DNP Program or Post-graduate PMHNP Certificate Program or consent of the instructor. NU 828 may be taken concurrently.

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, NU 827 (may be taken concurrently) and NU 822 or equivalent transfer course.

NU 829 Advanced Health Assessment and Differential Diagnosis Across the Lifespan (1-3)

Provides opportunity to gain advanced health assessment skills essential for diagnostic reasoning and clinical decision making across the lifespan. Builds on knowledge of anatomy and physiology to discriminate between normal and abnormal physical and psychological states. Emphasis is placed on accurately collecting, analyzing, and interpreting patient/client data to guide evidence-based health promotion, disease prevention, and disease management. Directed learning to achieve life-span assessment skills is accomplished through use of age specific modular content and learning activities. Simulation Description: Students use virtual patients to apply a systematic approach to diagnostic reasoning, treatment plan development, patient-family education, and follow-up evaluation plans. No clinical hours will be required. Prerequisites: Admission to the DNP Program or Post-graduate PMHNP Certificate Program or consent of the instructor; NU 820 Advanced Pathophysiology

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 or NU 829.

NU 832 Primary Care Practicum I (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: 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 Practicum II (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: 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 Practicum III (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: Concurrent with NU 838.

NU 843 Basic Office Procedures and Assessment (1)

Develops knowledge and skill to perform office procedures and advanced health assessments common to the primary care and behavioral health settings. Identifies indications, contraindications, potential complications, equipment, patient preparation, proper technique, and procedure codes for topics covered. Demonstrates documentation reflective of procedures completed. Prerequisites: Admission to the Doctor of Nursing Practice program or consent of instructor.

NU 851 Advanced Practice Psychiatric Nursing I with Lab (4)

This course introduces evidence-based psychotherapeutic approaches for treating individuals, families, and groups across the lifespan. Theoretical frameworks are explored for addressing commonly occurring episodic, short-term psychiatric disorders, and crisis management. Emphasis is placed on integrating nonpharmacological and pharmacological treatments. Therapeutic interventions incorporate health promotion and illness prevention measures. Psychotherapeutic lab activities provide structured opportunities for students to apply theoretical concepts, develop core psychotherapy skills, and practice therapeutic communication techniques through virtually simulated and guided experiences. The course includes asynchronous content delivery with strategically scheduled synchronous class sessions to support skill development. Prerequisites: Admission to PMHNP certificate, or DNP-PMHNP program, 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 or NU 827 and NU 828.

NU 857 Advanced Practice Psychiatric Mental Health Nursing Practicum (1-5)

This course provides opportunities for role development of the advanced practice psychiatric nurse practitioner through supervised direct practice experiences with individuals, families, groups. Students engage in activities involving assessment, diagnosis, and interventions including psychopharmacologic and psychotherapeutic skills in working with individuals experiencing a range of commonly occurring psychiatric illnesses and addictions. Students will complete at total of 4 or 5 credit hours depending on track. Advisor approval is required to ensure course requirements are met. Clinical hours are calculated at a 1:5 clock hour ratio. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU 828. Prerequisites/Corequisites: NU851 or NU854

NU 859 Advanced Psychiatric Nursing Special Focus Practicum (3)

In this final practicum, students synthesize advanced knowledge into the psychiatric mental health nurse practitioner (PMHNP) role, transitioning toward greater independence in clinical decision-making related to the diagnosis and treatment of psychiatric disorders across the lifespan. Students apply psychopharmacological, psychotherapeutic, and related interventions under the guidance of preceptors and faculty. Opportunities to refine clinical skills within a chosen practice setting or client population of interest are facilitated to support individualized professional development. Students demonstrate mastery through comprehensive competency-based assessments and participate in structured certification exam preparation activities designed to support readiness for national board certification. Must complete NU 851, NU 854, NU865, and 4 or 5 credits of NU 857 (dependent on track) to be eligible to take NU 859. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU851, NU854, NU865, NU857, and consent 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 827, NU 828, or consent of instructor.

NU 865 Psychotherapeutic Interventions Practicum (2)

This practicum course provides supervised clinical experiences for PMHNP students in delivering psychotherapeutic and related mental health interventions. Students will apply evidence-based models, demonstrate therapeutic communication skills, integrate ethical and cultural considerations into treatment planning, critically evaluate and adapt therapeutic effectiveness based on client progress. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP-PMHNP program, NU 851

NU 870 Data Driven Practice (2)

Challenges students to better understand systems thinking and its application to managing dynamic, uncertain, and complex problems in the healthcare environment. Through this lens, students will explore, apply, and integrate data collection and analysis methods and strategies to use as a basis for initiating system-level change to improve healthcare outcomes. Prerequisites: NU 804 and NU 807 or NU 817 and NU 812; or consent of instructor.

NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2)

Builds upon an understanding of diagnostic reasoning to generate actual and differential diagnoses for the treatment and management of selected acute and chronic conditions encountered during the lifespan. Integrates advanced pathophysiology, advanced health assessment, and advanced pharmacotherapy principles to inform diagnoses and clinical decision-making. Emphasis is placed on quality and safety in developing an evidence-based approach for the clinical application of drug therapy and other treatment modalities. Prerequisites: NU 820 and NU 822 and NU 824 or NU 829; or equivalent transfer courses.

NU 876 Advanced Office Procedures (2)

Builds on foundational knowledge and skills needed to perform office procedures commonly encountered in primary care and urgent/emergency care settings. Focuses on selection of appropriate equipment or tools, patient education and preparation, and correct procedural technique. Provides opportunities for application of knowledge and for proficiency demonstration of procedural skills in simulated clinical situations. Emphasizes accurate documentation to support coding and billing. Prerequisites: Admission to the Doctor of Nursing Practice program and prior completion of NU 843; or equivalent transfer course.

NU 900 Philosophical Worldviews for Doctoral Nursing Practice (2)

Emphasizes the philosophical orientations that serve as the basis for doctoral nursing practice. Promotes philosophical reflection, understanding of evolutionary processes of nursing science, application of nursing and interdisciplinary philosophies and theories to advanced nursing practice, 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.

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: Consent 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 870 and NU 902.

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: Consent of instructor

NU 980 Professional Role Development and Transition to Practice (1)

Prepares students to transition to practice through self-assessment of nurse practitioner role competencies and evaluation of data from previous coursework and clinical experiences. Focuses on strategies to meet requirements for advanced practice licensure, certification, and employment. Key concepts related to practice philosophy, career goals, and ongoing professional role development are explored. Prerequisites: Concurrent enrollment in NU 904 or NU 905 or consent of instructor.

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.

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 systems thinking 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 35 to 76 credits depending on the track chosen. The program also requires a minimum of 1000 direct patient care clinical hours in 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 and MSN to DNP students without NP are required to travel to campus at the conclusion of the advanced health assessment course, and if pursuing family nurse practitioner certification, at the conclusion of the primary care courses, to participate in hands-on skills training. BSN to DNP students attend three required virtual on-campus experiences per academic year (see SON website for detail about these experiences). For specific DNP course requirements/sequencing, please refer to <https://www.washburn.edu/academics/college-schools/nursing/index.html> (<https://www.washburn.edu/academics/college-schools/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 Hines 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).
- 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.
- Receipt of a minimum of two references from current or past employers, faculty, or professional peers.
- Evidence of 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 Hines 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 Hines 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 Hines 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 a Washburn Hines School of Nursing graduate program. A student whose status is "conditional" may have requirements such as licensure, certification, or another degree to complete prior to starting the program. If a graduate level statistics course was a required prerequisite at the time of application, then the student is expected to complete the admission requirement within one year. If a conditional admission requirement is present and is met at the time the program is scheduled to start, the student will be considered a degree or certificate-seeking student in the program. If a conditional admission requirement is not met at the time when the program is scheduled to start, the prospective student will be allowed to take one

or more courses in the program only with the consent of the program director and each course instructor.

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. A link to the application can be found on the DNP program webpage (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/apply-now.html>). The online application includes:
 - a. Three 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 Hines 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 35 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-DNP FNP Track (1)

(total of 74 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 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3
NU 830	Primary Care I	3
NU 832	Primary Care Practicum I ¹	3
NU 834	Primary Care II	3
NU 836	Primary Care Practicum II ¹	3
NU 838	Primary Care III	3
NU 840	Primary Care Practicum III ¹	3
NU 843	Basic Office Procedures and Assessment	1
NU 870	Data Driven Practice	2
NU 874	Applied Diagnostic Reasoning and Clinical Decision-Making	2
NU 876	Advanced Office Procedures	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 904	DNP Residency: BSN-DNP ²	4
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
NU 980	Professional Role Development and Transition to Practice	1
PY 610	Intermediate Statistics	3
Total Hours		74

¹ FNP Practicum hours are at a 5:1 ratio.

² DNP Residency hours are at a 5:1 ratio.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

BSN-DNP PMHNP Track (2)

(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 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ^{1,3}	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
NU 870	Data Driven Practice	2
NU 874	Applied Diagnostic Reasoning and Clinical Decision-Making	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	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
NU 980	Professional Role Development and Transition to Practice	1
PY 610	Intermediate Statistics	3
Total Hours		75

¹ PMH Practicum hours are at a 5:1 ratio. Offered as repeatable variable credit courses

² DNP Residency hours are at a 5:1 ratio.

³ NU 857 is variable credit with a required total of 2 credit hours needed before progressing to NU 859.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

MSN-DNP (with NP) Generic Track (3)

(total of 40 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 870	Data Driven Practice	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP ¹	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
PY 610	Intermediate Statistics	3
Total Hours		40

¹ DNP Residency hours are at a 5:1 ratio.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

MSN-DNP (with NP): FNP/ANP/AGNP/PNP to PMHNP Track (4)

For nurse practitioners with prior lifespan advanced pathophysiology, pharmacology, and health assessment, the program is 53 credit hours. Additional credit hours may be needed if lifespan gaps exist in any of these courses.

(total of 53 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/Neurobiology	3

NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ^{1,2}	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
NU 870	Data Driven Practice	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	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
PY 610	Intermediate Statistics	3

Total Hours **53**

¹ PMH Practicum hours are at a 5:1 ratio. Offered as Repeatable variable credit courses.

² NU 857 is variable credit with a required total of 2 credit hours needed before progressing to NU 859.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

MSN to DNP (without NP)

This program is 70 credit hours depending on the specialty chosen with a minimum of 975 clock hours of direct patient care.

MSN-DNP (without NP) FNP Track (5)

(total of 70-credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3
NU 830	Primary Care I	3
NU 832	Primary Care Practicum I ¹	3
NU 834	Primary Care II	3
NU 836	Primary Care Practicum II ¹	3
NU 838	Primary Care III	3
NU 840	Primary Care Practicum III ¹	3
NU 843	Basic Office Procedures and Assessment	1
NU 870	Data Driven Practice	2

NU 874	Applied Diagnostic Reasoning and Clinical Decision-Making	2
NU 876	Advanced Office Procedures	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP ²	4
NU 971	Practice Inquiry DNP Project I	2
NU 972	Practice Inquiry DNP Project II	2
NU 973	Practice Inquiry DNP Project III	2
NU 980	Professional Role Development and Transition to Practice	1
PY 610	Intermediate Statistics	3
Total Hours		70

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.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

MSN-DNP (without NP) PMHNP Track (6)

(total of 71 credit hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ^{1,3}	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
NU 870	Data Driven Practice	2
NU 874	Applied Diagnostic Reasoning and Clinical Decision-Making	2

NU 900	Philosophical Worldviews for Doctoral Nursing Practice	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-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
NU 980	Professional Role Development and Transition to Practice	1
PY 610	Intermediate Statistics	3
Total Hours		71

¹ PMH Practicum hours are at a 5:1 ratio. Offered as repeatable variable credit courses.

² DNP Residency hours are at a 5:1 ratio.

³ NU 857 is variable credit with a required total of 2 credit hours needed before progressing to NU 859.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

MSN-DNP (with APRN-NP & PMHNP Certificate)

MSN-DNP (with FNP/ANP/AGNP/PNP plus PMHNP) Generic Track (7)

(total of 35 Credit Hours)

Code	Title	Hours
NU 802	Population Health	3
NU 804	Emerging Concepts Informatics	2
NU 809	Doctoral Leadership	2
NU 812	Innovations in Quality Care	2
NU 815	Research Methods for Practice Scholarship	3
NU 817	Evidence-Based Practice	3
NU 870	Data Driven Practice	2
NU 900	Philosophical Worldviews for Doctoral Nursing Practice	2
NU 902	Health Care Economics	3
NU 903	Perspectives for the Advancement of Global Health	2
NU 905	DNP Residency: MSN-DNP ¹	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
PY 610	Intermediate Statistics	3
Total Hours		35

¹ DNP Residency hours are at a 5:1 ratio.

Program Plan of Study: <https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/grad/dnp/>)

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).

All eligible applicants must have a graduate nursing degree. Three tracks are available:

- Licensed APRNs (e.g. FNP, AGNP)
- Licensed RNs without APRN status,
- Licensed Psychiatric Mental Health Clinical Nurse Specialists (CNS)

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, PhD, or DNP) transcripts sent to the Hines 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 Hines School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee reviews all applicants. The GAPR committee will make admission decisions.

The Hines School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others. Applicants seeking admission shall demonstrate respectful, timely communication, emotional stability, personal integrity, and ethical responsibility. Applicants must possess the ability to balance personal, work, and school obligations, the flexibility to deal with unexpected situations, and a willingness to utilize constructive feedback to develop behaviors characteristic of a professional psychiatric nurse practitioner. The Hines 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. A link to the application can be found on the PMHNP program webpage (<https://www.washburn.edu/academics/college-schools/nursing/grad/pmhnp/apply-now.html>). 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 Hines School of Nursing (MSN, PhD, 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 / Prerequisites

Prior coursework from another graduate nursing program may be considered for transfer credit or to satisfy prerequisite on a case-by-case basis after review of transcripts and related 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.

Please note that all tracks require 3 separate advanced practice nurse practitioner graduate level core courses:

1. Advanced pathophysiology lifespan with nurse practitioner focus.
2. Advanced Health Assessment lifespan with differential diagnosis content and with nurse practitioner focus.
3. Advanced pharmacology lifespan with nurse practitioner focus.

Combined courses (e.g., advanced pathophysiology and pharmacology) are not eligible for transfer or to meet prerequisite requirements as they do not meet eligibility criteria to sit for ANCC national board certification.

Courses from a non-US accredited school or from a non-nursing graduate program in a different health related discipline (e.g. medical school) are not eligible for transfer or to meet prerequisite requirements as they do not meet eligibility criteria to sit for ANCC national board certification.

Certificate Requirements

Course Requirements for FNP Applicants

Code	Title	Hours
Requirements		
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
Total Hours		20

Course Requirements for ANP Applicants

Code	Title	Hours
Requirements		
NU 821	Advanced Pathophysiology Family	1
NU 822	Advanced Pharmacology: Lifespan	1
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	1
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 860	Special Topics: Advanced Psychiatric Nursing Child/Adolescent	1
NU 865	Psychotherapeutic Interventions Practicum	2
Total Hours		24

Course Requirements for Psychiatric CNS Applicants

Code	Title	Hours
Requirements		
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3

NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 860	Special Topics: Advanced Psychiatric Nursing Child/Adolescent	1
NU 865	Psychotherapeutic Interventions Practicum	2
Total Hours		23

Course Requirements for Applicants without APRN Status

Code	Title	Hours
NU 813	Advanced Psychiatric Mental Health Roles	2
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	3
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	3
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
Total Hours		31

Course Requirements for Pediatric Nurse Practitioners (PNP) Applicants

Code	Title	Hours
NU 820	Advanced Pathophysiology	3
NU 822	Advanced Pharmacology: Lifespan	2
NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	3
NU 828	Advanced Psychopharmacology/ Neurobiology	3
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	1
NU 851	Advanced Practice Psychiatric Nursing I with Lab	4
NU 854	Advanced Practice Psychiatric Mental Health Nursing II	3
NU 857	Advanced Practice Psychiatric Mental Health Nursing Practicum ¹	2
NU 859	Advanced Psychiatric Nursing Special Focus Practicum ¹	3
NU 865	Psychotherapeutic Interventions Practicum	2
Total Hours		26

¹ PMH Practicum hours are a 1:5 ratio. One credit hour equals 75 clock hours. NU 857 can be taken in 1-4 credit hour increments, and two (2) to five (5) credit hours are required to progress to NU 859 depending on track. Students should discuss with their advisor the total number of credit hours required for their circumstances.

- Following review of the applicant's transcripts, additional course work or clinical practicum hours may be required.
- All coursework must be completed within four (4) calendar years.

Transfer Between Graduate Programs

A transfer between graduate programs (DNP to PMHNP-Certificate or PMHNP-Certificate to DNP) can be requested by the student or recommended by faculty. When this occurs, an advising session will be conducted in which the rationale for the transfer is discussed, determination is made that the student is in good standing in the current program, and a recommendation communicated to the GAPR Committee regarding the transfer request. A new program application is not required if one has previously been completed and the student is active in a current SON graduate program.

OFFICERS OF THE UNIVERSITY

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Bradbury Thompson Alumni Center
1700 SW Jewell Avenue
Topeka, Kansas 66621
(785) 670-4483

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- Barbara K. Clark**, B.A., M.N., Ph.D., Associate Dean and Associate Professor of Nursing, 1981-2003, 2004-2009.
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- Maureen Godman**, B.A., M.A., Ph.D., Associate Professor of English, 1999-2013.
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