

2026–27

Bulletin

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About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; Public Health; and Social Work & Social Policy.

The *WashU Continuing & Professional Studies Bulletin* is the catalog for WashU Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree or taking courses through CAPS.

The 2026-27 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF) (*to come*)
- Art Bulletin (PDF) (*to come*)
- Arts & Sciences Bulletin (PDF) (*to come*)
- Business Bulletin (PDF) (*to come*)
- Engineering Bulletin (PDF) (*to come*)
- Law Bulletin (PDF) (*to come*)
- Medicine Bulletin (PDF) (*to come*)
- Public Health Bulletin (PDF) (*to come*)
- Social Work & Social Policy Bulletin (PDF) (*to come*)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF) (*to come*)

The degree requirements and policies listed in the 2026-27 *Bulletin* apply to students entering Washington University during the 2026-27 academic year. For more information, please visit the Catalog Editions (p. 8) page.

Every effort is made to ensure that the information, applicable key policies, and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2026). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2027. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin*. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 8) in the About This Bulletin section.

For the most current information about registration, visit the Plan for Next Semester Overview page of the Workday@WashU website. To view current semester course listings, consult the Class Schedule Search on the Office of the University Registrar website.

Degree progress is monitored in Workday based on program requirements as published in the *Bulletin* in the year of the student's matriculation. Students are responsible for reviewing their academic progress for accuracy and remaining credential requirements. Questions about degree requirements and course applicability should be directed to advisors.

Please email the Bulletin editor (bulletin@wustl.edu), Jennifer Etling Gann, with any questions concerning the *Bulletin*.

Bulletin Policies

Policies related to this catalog include the following:

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the *Bulletin*, please visit the Catalog Editions page (p. 8).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Students enrolled in programs that discontinue admitting new students during their tenure are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school. Students who leave the university may not be allowed to return to a discontinued program depending on the time frame the university has established that the program will teach out remaining students.

Students are held to other policies in effect and as published for the current academic year.

For more information, please visit the Prior Bulletins page (p. 8).

Year of Matriculation

Students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school.

For more information, please visit the Catalog Editions page (p. 8).

Course Numbering

Washington University adopted a new course labeling structure in Fall 2025. The first part is the subject code indicating the area of study: for example, ANTHRO for Anthropology or MEMS for Mechanical Engineering and Materials Science. The second part is a four-digit course number. Course numbers demonstrate a progression of difficulty and/or depth in coursework.

- 1000 to 1999 indicates an introductory undergraduate course, usually without prerequisites.
- 2000 to 2999 indicates an introductory or intermediate undergraduate course, sometimes with prerequisites.
- 3000 to 3999 indicates an upper-level undergraduate course, often with a prerequisite of a prior course or class standing (e.g., junior standing).
- 4000 to 4999 indicates an undergraduate course or seminar with advanced content, in which a graduate student may be eligible to register.
- 5000 to 9999 indicates a graduate course, in which advanced undergraduates may request to register.

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration.

Curriculum Designators

The subject codes shown below are used in Washington University's course records and are listed here alphabetically.

A

Code	Name
AAS	Asian American Studies
ACCT	Accounting
AFAS	African & African American Studies
AHBR	Applied Health Behavior Research
AMCS	American Culture Studies
ANESTH	Anesthesiology
ANTHRO	Anthropology
APL	Applied Linguistics
ARAB	Arabic
ARC	Archaeology
ARCH	Architecture
ART	Art
ARTARCH	Art History & Archaeology
ASGS	Arts & Sciences Graduate Studies

B

Code	Name
BBS	Biology & Biomedical Sciences
BDSAI	Biomedical Data Science and AI
BEYOND	Beyond Boundaries
BIOCHEM	Biochemistry & Molecular Biophysics
BIOL	Biology & Biomedical Sciences
BME	Biomedical Engineering
BMI	Biomedical Informatics
BSDC	Brown School Doctoral

C

Code	Name
CAPS-AFAS	CAPS - African & African American Studies
CAPS-AMCS	CAPS - American Culture Studies
CAPS-ANTHRO	CAPS - Anthropology
CAPS-ARAB	CAPS - Arabic
CAPS-ART	CAPS - Art
CAPS-ARTARCH	CAPS - Art History & Archaeology
CAPS-BIO	CAPS - Biology
CAPS-BUS	CAPS - Business
CAPS-CHEM	CAPS - Chemistry
CAPS-CHINESE	CAPS - Chinese
CAPS-CIM	CAPS - Computers & Information Management



CAPS-CLASSICS	CAPS - Classics
CAPS-COMM	CAPS - Communications
CAPS-COMPLIT	CAPS - Comparative Literature
CAPS-CRM	CAPS - Clinical Research Management
CAPS-CS	CAPS - Computer Science
CAPS-DANCE	CAPS - Dance & Somatic Movement Studies
CAPS-DATASTUDIES	CAPS - Data Studies
CAPS-DRAMA	CAPS - Drama
CAPS-EASIA	CAPS - East Asian Studies
CAPS-ECOMP	CAPS - English Composition
CAPS-ECON	CAPS - Economics
CAPS-EDUC	CAPS - Education
CAPS-ELIT	CAPS - English & American Literature
CAPS-ELP	CAPS - English Language Programs
CAPS-EPSC	CAPS - Earth & Planetary Sciences
CAPS-FILM	CAPS - Film & Media Studies
CAPS-FR	CAPS - French
CAPS-GERMAN	CAPS - Germanic Languages & Literatures
CAPS-GIS	CAPS - Geographic Information Systems
CAPS-GS	CAPS - General Studies
CAPS-HCARE	CAPS - Health Care
CAPS-HEBR	CAPS - Hebrew
CAPS-HINDI	CAPS - Hindi
CAPS-HIST	CAPS - History
CAPS-HRM	CAPS - Human Resources Management
CAPS-IA	CAPS - International Affairs
CAPS-IRISH	CAPS - Irish Studies
CAPS-IS	CAPS - International Studies
CAPS-ISLA	CAPS - Integrated Studies in Liberal Arts
CAPS-ITAL	CAPS - Italian
CAPS-JAPAN	CAPS - Japanese
CAPS-JME	CAPS - Jewish, Islamic, & Middle East Studies
CAPS-JRN	CAPS - Journalism
CAPS-KOREAN	CAPS - Korean
CAPS-LAS	CAPS - Latin American Studies
CAPS-LING	CAPS - Linguistics
CAPS-MATH	CAPS - Mathematics & Statistics
CAPS-MUS	CAPS - Music
CAPS-NPM	CAPS - Nonprofit Management
CAPS-PHIL	CAPS - Philosophy
CAPS-PHYS	CAPS - Physics
CAPS-POLSCI	CAPS - Political Science
CAPS-PORT	CAPS - Portuguese

CAPS-PSYCH	CAPS - Psychological & Brain Science (Psychology)
CAPS-RELST	CAPS - Religious Studies
CAPS-RUSS	CAPS - Russian
CAPS-SCAN	CAPS - Scandinavian
CAPS-SCI	CAPS - Science
CAPS-SOC	CAPS - Sociology
CAPS-SPAN	CAPS - Spanish
CAPS-SPCH	CAPS - Speech
CAPS-SUST	CAPS - Sustainability
CAPS-WGSS	CAPS - Women, Gender, & Sexuality Studies
CFH	Center for the Humanities
CHEM	Chemistry
CHINA	Chinese
CHST	Children's Studies
CLASSICS	Classics
CLNV	Clinical Investigation
CNST	Construction Management
COMPLITHT	Comparative Literature & Thought
CSE	Computer Science & Engineering
CWP	College Writing Program
CYBER	Cybersecurity Management

D

Code	Name
DANCE	Dance
DAT	Data Analytics
DCDS	Division of Computational & Data Sciences
DESIGN	Design
DRAMA	Drama

E

Code	Name
EALC	East Asian Languages & Cultures
ECON	Economics
EDUC	Education
EECE	Energy, Environmental, & Chemical Engineering
EEPS	Earth, Environmental, & Planetary Sciences
EGS	Engineering Graduate Studies
ELIT	English Literature
EMED	Emergency Medicine
EMGT	Engineering Management
ENGR	General Engineering
ENST	Environmental Studies
ESE	Electrical & Systems Engineering
ETEM	Engineering Management



F

Code	Name
FASHION	Fashion Design
FILM	Film & Media Studies
FIN	Finance
FRENCH	French

G

Code	Name
GENETICS	Genetics
GENST	General Studies
GERMAN	Germanic Languages & Literatures
GLOBAL	Global Studies
GNCOUN	Genetic Counseling
GREEK	Greek

H

Code	Name
HBRW	Hebrew
HCO	Health Care Operations
HINDI	Hindi
HISTORY	History

I

Code	Name
IMSE	Institute of Materials Science & Engineering
INFO	Information Management
INTERD	Interdisciplinary Studies
INTL	International Studies
IPMS	Movement Science
ITAL	Italian

J

Code	Name
JAPAN	Japanese
JCE	Joint Civil Engineering
JCHE	Joint Chemical Engineering
JCS	Joint Intro to Computing
JEC	Joint Engineering Communications
JEE	Joint Electrical Engineer
JEMT	Joint Engineering Math
JIMES	Jewish, Islamic, & Middle East Studies
JME	Joint Mechanical Engineering

K

Code	Name
KOREA	Korean

L

Code	Name
LANDARCH	Landscape Architecture
LATAM	Latin American Studies
LATIN	Latin
LAW	Law
LAWO	Law Online
LING	Linguistics
LWST	Legal Studies

M

Code	Name
MAIR	Military Aerospace Science
MARM	Military Science
MATH	Mathematics & Statistics
MBIO	Molecular Biology
MBIOPHARM	Molecular Biology & Pharmacology
MEC	Managerial Economics
MEDH	Medical Humanities
MEDICINE	Internal Medicine
MEDINTER	Medicine Interdisciplinary
MEDPHASE1	Medicine Phase 1
MEDPHASE2	Medicine Phase 2
MEDPHASE3	Medicine Phase 3
MEDPHYS	Medical Physics
MEDRSRCH	Medicine Research
MEMS	Mechanical Engineering & Materials Science
MGS	Medicine Graduate Studies
MGT	Management
MKT	Marketing
MSB	Biostatistics & Genetic Epidemiology
MUSIC	Music

N

Code	Name
NEUROL	Neurology
NEUROSCI	Neuroscience
NEUROSUR	Neurological Surgery
NRSSCI	Nursing Science



O

Code	Name
OB	Organizational Behavior
OBGYN	Obstetrics & Gynecology
OPHTH	Ophthalmology & Visual Sciences
ORTHO	Orthopedic Surgery
OSP	Overseas Programs
OT	Occupational Therapy
OTO	Otolaryngology

P

Code	Name
PACS	Audiology & Communication Sciences
PATH	Pathology
PBPMSTUDY	Biological & Physical Sciences for PBPM
PE	Physical Education
PEDS	Pediatrics
PHCC	Public Health Concentration Courses
PHDC	Public Health Doctoral
PHEL	Public Health Electives
PHFN	Public Health Foundation
PHIL	Philosophy
PHPC	Public Health Practicum
PHRS	Public Health Research
PHS	Population Health Sciences
PHSL	Public Health Skill Lab
PHTPS	Public Health Transdisciplinary Problem Solving
PHYSICS	Physics
PHYSTHER	Physical Therapy Program - Grad
PNP	Philosophy-Neuroscience-Psychology
POLSCI	Political Science
PORTUG	Portuguese
PRJM	Project Management
PSY	Psychiatry
PSYCH	Psychological & Brain Sciences
PUBHLTHSOC	Public Health & Society

R

Code	Name
RADIOL	Radiology
RADONC	Radiation Oncology
RELPOL	Religion & Politics
REPRSCI	Reproductive Science
RESEARCH	Research
REST	Religious Studies
RUSS	Russian

S

Code	Name
SCOT	Supply Chain, Operations, & Technology
SDS	Statistics & Data Science
SLU	Saint Louis University
SOC	Sociology
SPAN	Spanish
SPCN	Social Policy Concentration
SPFN	Social Policy Foundation
SPGN	Social Policy General
SPHR	Speech & Hearing
SURGERY	Surgery
SWCP	Social Work Concentration Practicum
SWDT	Social Work Doctoral
SWEL	Social Work Electives
SWEV	Social Work Evaluation
SWFN	Social Work Foundation
SWHS	Social Work History & Professional Theme
SWLM	Social Work Leadership & Management
SWPM	Social Work Practice Methods
SWSL	Social Work Skill Lab
SWSP	Social Policy
SWTH	Social Work Theory

T

Code	Name
TIPM	Industrial Management

U

Code	Name
UMSL	University of Missouri-St. Louis
URBDES	Urban Design
URST	Urban Studies

W

Code	Name
WGSS	Women, Gender, & Sexuality Studies
WRITING	Writing

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing coursework, and new policies are initiated by the appropriate institutional departments, committees, or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements, such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of what information is needed.

2025-2026

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Public Health Bulletin (HTML) (PDF)

- Social Work & Social Policy Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2024-2025

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF)
and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the About WashU page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge, and the treatment of patients for the betterment of our region, our nation, and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching, and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care, and service
- to welcome students, faculty, and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning, and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Current members of the board include the following:

Andrew Bursky
Chair

Andrew E. Newman
Vice Chair

Penny Pennington
Vice Chair

Nick Barto (*Ex Officio*)

Chris Boerner

Blackford F. Brauer

Corinna Cotsen

Lori Coulter

Arnold W. Donald

Jeffrey L. Fox

Gaurav Garg

Avram A. Glazer

John Hamilton

Stacey Hightower

Thomas Hillman

Carrie A. Johnson

Lal Karsanbhai

David W. Kemper

Jerald Kent

Alaina Maciá

Andrew D. Martin (*Ex Officio*)

Vicki Match Suna

Susan B. McCollum

Alicia S. McDonnell

James M. McKelvey, Jr.

Steven "Cash" Nickerson

Michael W. Riney

Anthony W. Ryan

Craig D. Schnuck

Nicholas Somers

Mary Danforth Stillman

Kurt A. Summers

Barbara Schaps Thomas

Lawrence E. Thomas

David A. Ulevitch

Eric B. Upin

Henry D. Warshaw

Joseph F. Wayland

Dean Yamamoto

Nicholas S. Zeppos

Please visit the Board of Trustees website for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Andrew D. Martin

Chancellor

Mark D. West

Provost

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. The dates listed here are the outline of the standard semester calendar, applicable to traditional undergraduate and many graduate programs. Certain schools or programs may have varying calendars due to the nature of particular fields of study. Please refer to the Academic Calendar page of the Office of the University Registrar's website for more information.

Fall Semester 2026

Date	Day	Description
August 24	Monday	First day of classes
September 7	Monday	Labor Day holiday (no classes)
October 3-6	Saturday-Tuesday	Fall Break (no classes)
November 25- November 29	Wednesday-Sunday	Thanksgiving Break (no classes)
December 7	Monday	Last day of classes
December 8-9	Tuesday-Wednesday	Reading days
December 10-16	Thursday-Wednesday	Final exams

Spring Semester 2027

Date	Day	Description
January 18	Monday	Martin Luther King, Jr. holiday (no classes)
January 19	Tuesday	First day of classes
March 14-21	Sunday-Sunday	Spring Break (no classes)
May 3	Monday	Last day of classes
May 4-5	Tuesday-Wednesday	Reading days
May 6-12	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 21	Friday	Class of 2027 Commencement

Summer Semester 2027

Date	Day	Description
May 24	Monday	First Summer Session begins
May 31	Monday	Memorial Day holiday (no classes)
July 5	Monday	Independence Day holiday observed (no classes)
August 19	Thursday	Last Summer Session ends

Religious Holiday Class Absence Policy

As home to students, faculty, and staff of all the world's major religions and as a non-sectarian institution, Washington University in St. Louis values the rich diversity of spiritual expression and practice found on campus. It is therefore the policy of the university that students who miss class, assignments, or exams to observe a religious holiday should be accommodated as follows:

1. Absences should be counted as excused in any course in which attendance is a measure of academic performance;
2. Reasonable extensions of time should be given, without academic penalty, for missed assignments; and
3. Exams should be reasonably rescheduled without academic penalty.

To ensure that accommodations may be made, students who plan to miss class for a religious holiday must inform their instructors in writing *before the end of the third week of class* or as soon as possible if the holiday occurs during the first three weeks of the semester. Instructors should inform students on their syllabus and/or at the start of the class how they would like students to notify them of any accommodation needs related to religious observance.

Absence for religious reasons does not lessen students' responsibility for coursework or material covered during their absence. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that class period. If a student believes that they have not received a reasonable accommodation despite engaging with their instructor on the topic, they should follow the course grievance process outlined by their school.

The Office for Religious, Spiritual & Ethical Life provides a list of Religious & Spiritual Holidays that fall within the academic year. This list is not a designation of religious holidays recognized by the university, and it is not meant to be comprehensive; it is simply a guide to help students and instructors plan their courses and assignments.

For Faculty

Every effort should be made to avoid scheduling exams on religious holidays, particularly those with work restrictions as noted on the holiday calendar.

Faculty should be supported in establishing a teaching schedule that allows them to avoid conflict with their observance of religious holidays. Where this is not possible, faculty should make up any missed class(es) in the method most appropriate to student learning in their course (e.g., rescheduling for an alternate time, providing asynchronous material, engaging a guest lecturer). Appropriate advance notice should be provided to students.

Any instructor with concerns regarding either a given holiday or the academic implications of a particular student's religious observance of holidays may seek guidance from the chair of their department, the dean of their school, or the Director for Religious, Spiritual & Ethical Life.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are

considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) is dedicated to fostering an inclusive environment that celebrates our international students' and scholars' diverse experiences, cultures, and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty, and staff through immigration sponsorship. OISS commits to ensuring a seamless integration process for those who are admitted, appointed, or employed by Washington University. Grounded in the belief that education can shape global perspectives, the OISS mission is to empower the Washington University international community with the knowledge and resources needed to navigate U.S. immigration compliance while guiding them with care and compassion at every step.

OISS has locations on both the Danforth Campus and the Medical Campus. For information about OISS locations, office hours, staff, and services, visit the Office for International Students and Scholars website, email oiss@wustl.edu, or call 314-935-5910.

Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.

- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center & Speaking Studio

The Writing Center & Speaking Studio — a free service — offers writing and public speaking support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available. Dedicated Undergraduate Walk-in Hours are held in the second half of each semester (after fall break and spring break) on Tuesday and Wednesday afternoons. Questions? Email writing@wustl.edu.

Student Health and Well-Being Services, Danforth Campus

The Student Health Center – Danforth Campus provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Student Health Center – Danforth Campus website for more information about Health Center services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Student Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Student Health Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. The Health Center accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Student Health (except in an emergency). Call 314-935-6666 or visit the Student Health Center – Danforth Campus website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

The Student Health Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Student Health is completed by LabCorp. LabCorp serves as Student Health's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Student Health Center providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine on or after the age of 16 is

required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that before beginning their studies at WashU, all students will have received the tetanus diphtheria pertussis immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Student Health Center website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center, consult the Health and Wellbeing Digital Library, follow us on Instagram (@washu_healthpromotion), and/or email wellness@wustl.edu. In 2018, this department launched the WashU Recovery Community to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access the TimelyCare app and request a "Talk Now" visit.

Located in the Student Health Center-Danforth Campus, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking WashU students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of *every year* in which they wish to be removed from the Student Health Insurance Plan. The Student Health Center provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Student Psychiatric Services; these fees are billable to the students' insurance plans. More information is available on the Student Health Center – Danforth Campus website.

In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. This fee helps support membership to the Summers Recreation Center, health education/prevention efforts, the Center for Counseling and Psychological Services, and TimelyCare.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police

Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — within these boundaries:

- North – Olive Blvd
- South – Clayton Road
- East – Union Blvd
- West – Hanley Road

Shuttles will run from 7:00 p.m. to 4:00 a.m. seven days a week during academic sessions. Rides should be requested via the TripShot app. Pickup locations to choose from are the Mallinckrodt Center, the Summers Welcome Center, and the Knight Center. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

WashU PD also has comfort dogs — Bear, Brookie, Misty, and Archie — on campus to support our students, faculty, and staff. In addition, there is a decompression/comfort room inside the police station at 6615 Shepley Drive on the South 40. This room offers a supportive, stress-free, and welcoming environment designed to promote wellness and connection with the officers and the comfort dogs. Students are welcome to walk in at any time, or they can schedule a visit by emailing wupddogs@wustl.edu to secure a dedicated time with the dogs.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, 6615 Shepley Drive, Clayton, MO 63105, 314-935-5555.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Student Complaints

WashU provides students with different processes to handle complaints depending on the nature of the complaint. The Student Feedback & Complaint Form provides information on the different avenues available, as well as a web-form for submitting complaints. Complaints submitted through the form are reviewed by the Office of the Vice Chancellor for Student Affairs and forwarded to the University office or department that would be responsible for addressing the complaint. Complaints may be made anonymously, but students have the option of providing contact information to receive a response regarding steps taken to resolve the complaint. The University's Whistleblower Protection Policy applies to students making good-faith complaints regarding violations of policy or unethical acts.

If a student has a complaint related to distance education, as a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), WashU follows the SARA policy that provides for the resolution of complaints resulting from distance education courses, activities, and operations delivered by WashU to students who participate in such courses outside of the state of Missouri (including the District of Columbia, Puerto Rico, and the US Virgin Islands, but excepting California, which is not a member of NC-SARA). Under NC-SARA Policy Section 4.5 (Process for Resolving Complaints), students are asked to seek resolution of complaints first through WashU, as described above. If the complaint is not resolved, distance education students should contact the Missouri State Portal Entity:

Joshua Fischer, Program Specialist
Email: joshuafischer@dhewd.mo.gov
Phone: 573-751-2361
Missouri Department of Higher Education and Workforce
Development
PO Box 1469
Jefferson City, MO 65102-1469

Students who participate in distance education courses and who reside in California may contact the Bureau for Private Postsecondary Education.

University Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the University Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices, and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Application to Graduate

Students are required to apply for program completion in Workday, by the deadline relevant to the semester in which they intend to graduate, in order to be eligible for degree conferral. Additional information is available from the Office of the University Registrar.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester, each spanning 16 calendar weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and

a summer term of 13 weeks, including sessions of half-term length, an intercession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as “units” based on the University Statement on Credit, which is in alignment with the Federal definition found in 34 CFR 600.2.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.

- a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.
2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

International Travel

WashU is concerned with the health, safety, and security of all members of our community while they are traveling outside of the United States of America.

The WashU International Travel Policy has been adopted to ensure a consistent set of travel standards to be followed by all units of the university. The policy applies to all international travel that is sponsored by, that is funded in any part by, or that involves registered academic experiences at Washington University in St. Louis.

The full text of the International Travel Policy is available on the WashU Global website.

Involuntary Leave

Policy Statement

The primary goals of this Involuntary Leave Policy (“policy”) are to protect the well-being and safety of Washington University students and the university community and to preserve the integrity of the university's academic, residential and administrative functions.

An involuntary leave under this policy will not be invoked unless the student's behavior is of such a serious nature that the continued presence of the student at the university is judged to threaten the safety, well-being or health of that student and/or others in the WashU community, or the ability of that student or others to engage in customary functions and activities at the university.

Examples of circumstances where this policy may be invoked include: suicidal threats; self-starvation or purging behavior; substance abuse or addiction; threats of harm to self or others; or disturbing, disruptive or destructive behavior.

This policy is not intended to replace disciplinary actions taken in response to violations of other university policies, including the university Student Conduct Code (SCC). A student who commits a violation of any university policy before taking voluntary leave or being placed on involuntary leave may be required to defend such charges before being considered for re-admission. Temporary suspension may also be issued in accordance with the SCC and this policy.

Policy Procedures

The vice chancellor for student affairs, the dean of any school or the designees of any of the aforementioned (referred to herein as "administrator") may be alerted to a student's concerning behavior from a variety of sources on campus including the student's advisor, a college dean, residential life staff, student affairs staff, health care providers or other faculty members. If the administrator deems it appropriate, the following procedures may be initiated.

1. **Notification:** Whenever possible, the administrator will notify the student that involuntary leave is under consideration and attempt to meet with the student to discuss his or her behavior. The administrator will provide the student with a copy of this policy. During the meeting, the administrator may choose to encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the procedures for involuntary leave. If the administrator believes that the student's well-being may be in imminent danger, he or she may proceed with a case conference without notifying and/or meeting with the student.
2. **Assembly of Case Conference Committee:** If the student is unable or chooses not to meet with the administrator, or if the student chooses not to take a voluntary leave of absence and the administrator still believes that involuntary leave may be appropriate, the administrator will convene a Case Conference Committee ("committee") of appropriate individuals or their designates to conduct a case conference regarding the need for an involuntary leave of absence. The committee may include the following:
 - The dean of the student's college or school
 - The assistant/associate vice chancellors for student affairs
 - Student conduct administrator
 - Director of the Student Health Center, Danforth Campus
 - Director of Counseling and Psychological Services
 - Assistant director of sorority and fraternity life
 - Executive director of Campus Life

- Chief of police
- Residential Life staff
- Director of the Office of International Students & Scholars
- Office of the General Counsel
- The student's advisor(s) or academic dean
- Professors, instructors, or staff who have observed the student's behavior of concern

3. **Committee Consideration:** The administrator should convene a Case Conference as soon as possible. During this conference, the committee should address whether and to what extent the student engages in, or is judged to be likely to engage in, behavior described in this policy. Where deemed necessary by the committee to facilitate a more informed recommendation, the committee may consult with other university administrators, faculty or staff familiar with the student. The committee may seek additional information from the student or enlist the assistance of other university faculty or staff members familiar with the student to consult with the student on behalf of the committee. If contacted, the student may refuse to provide information, but such refusal shall not limit the right of the committee to make a recommendation under this policy, nor limit the right of the university to mandate an involuntary leave.
4. **Committee Recommendation:** Following the Case Conference and the review of relevant information, the committee will make a written recommendation to the administrator. In lieu of recommending involuntary leave, the committee may make recommendations as to other conditions and/or requirements under which the student may remain at the university.
5. **Decision:** After review of the committee's recommendation, the administrator will decide whether to mandate an involuntary leave of absence, to mandate other requirements if the student remains at the university, or to permit the student to remain at the university with no additional requirements. The administrator will give the student written notice of this decision. This notice will provide (1) a brief summary of the reasons for decision, (2) the duration of the leave or a description of the requirements for the student to remain on campus, and (3) the steps that the student must take to request readmission if involuntary leave is invoked. The administrator may notify a parent or guardian, in accordance with the Family Educational Rights & Privacy Act ("FERPA"). Pursuant to FERPA, the administrator may also notify a spouse or partner upon obtaining the student's consent. Where an involuntary leave is mandated, the student must leave campus within the time frame established in the notice. In that event, the student's parent(s), guardian(s) or other persons may be asked to make arrangements for the safe removal of the student from the university community.

Option of Voluntary Leave

At any time prior to the administrator's decision, the student may choose to take voluntary leave. The university expects students to notify family members when they voluntarily withdraw from the university. However, when permitted by FERPA, the university retains the discretion to notify parents, guardians, spouses or partners if the student chooses to leave.

Records and Tuition

Leave may affect academic grades, credits and access to university housing or other facilities. Tuition, financial aid, and housing costs will be refunded in accordance with university policy. Regardless of whether leave is voluntary or involuntary, the student's status at the university will be updated in student systems to reflect a leave of absence, which includes a notation on the transcript indicating: "Leave of Absence" and the start date. When involuntary leave is not mandated, but a student is required to fulfill certain requirements to remain on campus, the student's in-progress status is unchanged and no notation will be made on the transcript.

Safety and Security

In cases involving serious and imminent threat to the safety, well being or health of the student or other members of the campus community, or to the ability of others in the university community to conduct their customary university functions and activities, the administrator may take immediate action to remove the student from the university community. In such event, the administrator may immediately notify the student's parent, guardian, spouse, partner, or other relevant individuals in accordance with FERPA. The parent, guardian or other person may be asked to make arrangements for the safe removal of the student from the university community pending a decision on involuntary leave.

Request for Re-Enrollment

When a student is placed on involuntary leave or accepts voluntary leave, a letter from the administrator to the student will outline the conditions for re-enrollment. Conditions for re-enrollment are at the discretion of the administrator. If the leave was for health or medical reasons, the administrator will work with the director of health services or his/her designate to formulate appropriate conditions of return, which may include requirements and/or guidance regarding treatment. A copy of this letter will be forwarded to the academic dean of the student's college or school and, where health-related, to the director of the Student Health Center.

When a student's voluntary or involuntary leave is not health-related, the procedures to request re-enrollment will be outlined in the administrator's letter.

The following process will guide re-enrollment for all students taking involuntary or voluntary leave of absence for a health-related reason:

1. The student must contact in writing both the academic dean and the director of the Student Health Center to request re-enrollment between June 1 and July 1 for the upcoming fall semester or November 1 and December 1 for the spring semester.
2. The student's health status must be reviewed by the director of the Student Health Center or his/her designate. As part of the review, the student may be asked to present written evidence that the student has been evaluated and completed follow-up measures recommended by the student's treating health care professional. This evidence may include a recitation of the health care professional's credentials, a description of their contact with the student, the evaluation method, the diagnosis, the recommended follow-up measures and the student's efforts to complete them. The student's efforts to complete those follow-up measures will be evaluated to determine whether the student used the time away from the university to address the issues that led to the separation and to acquire skills to facilitate a successful return to the university.
3. A recommendation regarding medical eligibility for re-enrollment will be made by the director of the Student Health Center or his/her designate and forwarded to the student's academic dean and the administrator. The academic dean, in consultation with the administrator, will determine academic eligibility for re-enrollment and will communicate in writing the final decision and any conditions to the student.

Appeal of Administrator Decisions

A student may submit, within 24 hours of receiving the written decision from the administrator, a written appeal to the provost who will review the written record only. A decision to affirm or reverse the administrator's decision will be rendered within 48 hours. The decision of the administrator will be affirmed if supported by substantial information appearing in the record of the case. The decision of the provost is final.

Confidentiality

The university will strive to protect, to the greatest extent possible, the confidentiality of students involved in matters of voluntary or involuntary leave. Because the university has an obligation to preserve the security of its community, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully matters which may threaten a student's health or safety or the safety and security of the university community. When some disclosure of the university's information or sources is necessary, that disclosure will be limited to the extent possible. Medical records of a student will be protected in accordance with the WashU Student Health Center Notice of Privacy Practices. The university will, to the extent permitted by law, keep confidential all records of committee reviews. The records maintained by the Case Conference Committee will be available only to the administrator.

and other university officials in accordance with FERPA. All records will be destroyed after a period of ten (10) years from the date of final decision on involuntary leave or the student's decision to take voluntary leave.

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, national origin (including shared ancestry or ethnic characteristics), citizenship (where prohibited by federal law), age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability, or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty, and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin (including shared ancestry or ethnic characteristics), citizenship (where prohibited by federal law), veteran status, disability, or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state, or local law. A copy of the Discrimination and Harassment Policy is available on the Human Resources website.

Conduct Prohibited by Title VI

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs that receive federal financial assistance. Discrimination on the basis of race, color, or national origin includes discrimination or harassment based on a person's actual or perceived 1) shared ancestry or ethnic characteristics; or 2) citizenship or residency in a country with a dominant religion or distinct religious identity (such as individuals who are Hindu, Jewish, Muslim, Buddhist, or Sikh). Such conduct is prohibited by the Discrimination and Harassment Policy.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinators

Apryle Gladney, Vice Chancellor and Chief Human Resources Officer
Phone: 314-935-1252
apryle.gladney@wustl.edu

Gillian Lawson, Director of Investigations, Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130
WashU University Reporting Hotline

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost
Phone: 314-935-3118
jwkennedy@wustl.edu

Office: Umrath Hall, Room 001
Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts of their academic records from the Office of the University Registrar. Current students may print unofficial transcripts for their personal use from Workday. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

Academic records may not be altered after degree conferral, at which time records are considered closed or sealed.

Student Conduct

The Washington University in St. Louis Student Conduct Code (“the Code”) sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university’s academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University’s Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University’s Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty, and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free and Smoke-Free Policy is available on the Washington University Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Student Health Center – Danforth Campus. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they must obtain the required vaccinations and tests at the Student Health Center – Danforth Campus or in the community. Students will be assessed the costs of the vaccinations and/or tests. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student health portal on the Student Health Center – Danforth Campus website. All students who have completed the registration process should access the student health portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Student Health Center – Danforth Campus. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the WashU Medicine Student Health Services website.

Student Status: Expulsion and Dismissal

The terms *expulsion* and *dismissal* are used to indicate distinct types of involuntary separation of a student from the university or from their program of study.

- *Expulsion* refers to a permanent removal from the university. A student who is expelled is not eligible to return to a prior program of study nor to enter a new program of study.
- *Dismissal* refers to a permanent separation from a specific program of study or school. A student may apply to begin a different program of study and may or may not be admitted according to the standards and practices of that program or school.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit

students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will retain access to their Washington University email addresses, and to Workday to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to request to re-enter their programs. In these cases, additional items may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product, and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments Without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.

5. Other Forms of Deceit, Dishonesty, or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.

- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

Reporting Misconduct

Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity coordinators in the Office of the Provost in a timely manner (normally within five business days of discovery) so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants and assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic integrity violations in their courses.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources staff, if applicable.

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Academic Integrity Board made up of faculty and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Academic Integrity Board panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision resulted in suspension or expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

*Endorsed by the Faculty Senate Council on March 16, 2010
Effective July 1, 2010
Updated December 4, 2014*

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Updated April 18, 2024*

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity
- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Accreditation — Office of Graduate Studies

- American Psychological Association Commission on Accreditation
- Psychological Clinical Science Accreditation System

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium

- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA CAA)
- Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)
- Liaison Committee on Medical Education
- Council on Education of the Deaf (CED)
- Missouri Department of Elementary and Secondary Education (DESE)
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (ACOTE)
- American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)
- Accreditation Council for Genetic Counseling (ACGC)
- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Pharmacy Education (ACPE)
- American Nurses Credentialing Center (ANCC)
- Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education (ARBO/COPE)
- Joint Accreditation for Interprofessional Continuing Education
- Accreditation Council for Graduate Medical Education (ACGME)

Membership

- Association of American Medical Colleges

School of Public Health

Accreditation

- Council on Education for Public Health

Affiliation

- Association of Schools and Programs of Public Health

Brown School

Accreditation

- Council on Social Work Education



School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Graduate Policies

Please expand the sections below for more information about WashU's graduate policies and guidelines.

Academic Load Status for Financial Aid, Immigration, and Enrollment Verification

Graduate (Fall, Spring)

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer)

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 consecutive calendar days (8 weeks) and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by WashU, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both WashU and the students admitted/enrolled. WashU typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship (OCF), the McDonnell International Scholars Academy (p. 147), or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2026-27 academic year is \$37,853 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award *may not* combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

* Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment

Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending WashU on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit WashU's Financial Services website for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at WashU, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate in Workday Student. **Note:** Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

As part of the university-wide degree requirements, PhD students and some master's students (i.e., MFA in Writing and MFA in Dance) at WashU must complete a department-/program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each department/program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career and professional outcomes). Students enroll in Mentored Teaching Experience courses and/or Mentored Professional Experience courses to signify progression toward completing the MER.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope

and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.

Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students

to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Washington University in St. Louis doctoral students may initially request to embargo the public release of their dissertation for a specified period of six months, one year, or two years. Renewals beyond the initial embargo may be granted by the Vice Provost for Graduate Education. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a time line for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to

their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

The Mentored Experience Requirement (MER)

As part of the university-wide degree requirements, PhD students and students in certain master's programs (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career, and professional outcomes). Students enroll in Mentored Teaching Experience (MTE) courses and/or Mentored Professional Experience (MPE) courses to signify progression toward completing their MER.

Mentored Experience Implementation Plan (MEIP)

An MEIP is a program-defined plan for students to complete their MER and engage in mentored teaching activities and/or mentored professional activities. MEIPs include the philosophy related to the role of teaching or professional experiences within the discipline, the program's plan for preparatory engagement, the normal sequence of opportunities for a student, and the number of MER units required. Each of these terms are defined within this section.

MEIPs were updated by programs during the 2024-25 academic year, and new plans are available under each program's "Mentored Experience Implementation Plan" tab in the *Bulletin*. Plans were effective as of Fall 2025 and applied to all students who had not yet completed their MER. Any revised plans in this Bulletin would be effective for students entering their program in Fall 2026.

Preparatory Engagement

Preparatory Engagement activities represent an introduction to the foundational skills associated with teaching or communication. Preparatory Engagement represents an important foundational component to training in pedagogy. As such, all MEIPs contain required pedagogical preparation before students are permitted to engage in assisting or teaching in a classroom.

Mentored Teaching Experiences (MTEs)

An MTE represents a collaborative engagement between a student and a faculty mentor wherein the student reflects on and interprets disciplinary knowledge; identifies multiple ways to represent disciplinary content; adapts content to students' abilities and prior knowledge; and develops methods to assess and improve the teaching and learning process in a discipline. A student engaged in an MTE will have an assigned faculty mentor supporting the student's development into an educator able to communicate and/or evaluate disciplinary knowledge.

Two categories of MTE exist at WashU: Assistantships in Instruction (AI) and Mentored Independent Teaching (MIT). Each MTE engagement is weighted by MER units to recognize the different levels of effort involved.

Assistant in Instruction (AI)

An AI experience is one in which the student is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. During the AI, the student receives mentorship from the faculty member in best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students receive regular informal feedback or evaluation from the mentor throughout the semester, as well as a final evaluation from the mentor and course evaluations from students enrolled in the course as part of the normal course evaluation process.

The student is formally listed as instructional support via Workday in the course listings. In general, AI assignments connect to undergraduate courses or to lower-level graduate courses that the student has taken previously.

MER units for AI experiences are determined by the program based on the level of activity needed for each assignment:

- 5 MER units are equivalent to an average of 5 hours per week of engagement; students enroll in their program's course numbered 8005 during the semester of engagement.
- 10 MER units are equivalent to an average of 10 hours per week of engagement; students enroll in their program's course numbered 8010 during the semester of engagement.
- 15 MER units are equivalent to an average of 15 hours per week of engagement; students enroll in their program's course numbered 8015 during the semester of engagement.

Mentored Independent Teaching (MIT)

An MIT is a semester-long experience for students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of their MER. Throughout the semester, students receive regular feedback from a faculty mentor based on classroom observation conducted a few times per semester or other acceptable review mechanisms. The student should ask for guidance and support from the faculty mentor while navigating the responsibilities of independent teaching. Faculty mentors are also required to complete the final evaluation for the student.

An MIT experience may not be a requirement or option under every program's MEIP. Each MIT engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and consultation each PhD student needs to engage in as part of this introductory experience toward acquiring the skills required for independent teaching. Students enroll for the semester of engagement under their program's course numbered 8020.

Mentored Professional Experiences (MPEs)

MPEs are unpaid experiences that allow students to develop skills and experiences relevant to their intended career outcomes. These experiences could include, for example, opportunities in industry, communication and outreach, government or policy, consulting, or higher education administration. The duties and responsibilities of the MPE should be intellectually substantive and offer opportunities for the student to develop new skills and experiences.

An MPE experience may not be a requirement or option under every program's MEIP. Each MPE engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and time needed for this engagement. An MPE should involve at least 150 hours (and not more than 180 hours) per engagement. Students enroll for the semester of engagement under their program's course 8120.

Optional MER Activities

Some programs allow for students to participate in additional, optional MTE or MPE engagements. If allowed, the program's MEIP will list the requirements for a Teaching Intensive Pathway (TIP) or a Professional Intensive Pathway (PIP).

Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended MTEs. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field.

Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or want to benefit from MPEs. An MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Similar to normal MPE experiences, students who participate in the PIP do not receive compensation associated with their MPE.

Post-MER Completion Teaching Activities

To be eligible to participate in an additional teaching activity at WashU, students must complete their MER as defined by their program's MEIP prior to undertaking optional elective instructional activity. Any independent teaching for pay that occurs after the completion of the MER must meet the spirit of the part-time employment policy or otherwise students must request an exception.

Instructional Support

At the completion of the student's MER as defined in the MEIP, students may elect to pursue additional instructional opportunities at WashU as a non-MTE AI or a similarly situated role. These additional opportunities are subject to the approval of their primary advisor and their department/program as well as the existence of such a position. These students will be paid an hourly rate.

Instructor or Co-Instructor of Record

At the completion of a student's MER requirements as defined in the MEIP, the student may elect to pursue instructor opportunities at WashU as an independent instructor. These opportunities are subject to the approval of the student's primary advisor and their department/program as well as the existence of such a position. Students who have completed their MERs must demonstrate the requisite experience and training in pedagogy to engage in teaching at the fully independent level. These students are eligible for compensation in accordance with the adjunct professor collective bargaining agreement.

Current MEIPs

Arts & Sciences

- Anthropology, PhD, Archeology Concentration
- Anthropology, PhD, Biological Anthropology Concentration
- Anthropology, PhD, Sociocultural Anthropology Concentration
- Art History & Archaeology, PhD
- Chemistry, PhD
- Classics, PhD
- Comparative Literature, PhD
- Dance, MFA
- Earth, Environmental, and Planetary Sciences, PhD
- East Asian Languages and Cultures, PhD
- Ecology and Evolutionary Biology, PhD
- Economics, PhD
- Education, PhD
- English and American Literature, PhD
- English and Comparative Literature, PhD
- French and Francophone Studies and Comparative Literature, PhD
- French and Francophone Studies, PhD
- German and Comparative Literature, PhD
- Germanic Languages and Literatures, PhD
- Hispanic Studies and Comparative Literature, PhD
- Hispanic Studies, PhD
- History, PhD
- Mathematics, PhD
- Music, PhD, Music Theory Concentration
- Music, PhD, Musicology Concentration
- Philosophy, PhD
- Philosophy-Neuroscience-Psychology, PhD
- Physics, PhD
- Political Science, PhD
- Psychological & Brain Sciences, PhD
- Sociology, PhD
- Statistics and Data Sciences, PhD
- Writing, MFA

Business

- PhD Program

Engineering

- Biomedical Engineering PhD
- Biomedical Engineering PhD-MD
- Computational & Data Sciences, PhD
- Computer Engineering, PhD

- Computer Science, PhD
- Electrical Engineering, PhD
- Energy, Environmental, & Chemical Engineering, PhD
- Imaging Science, PhD
- Materials Science & Engineering, Interdisciplinary PhD
- Mechanical Engineering, PhD
- Systems Science & Mathematics, PhD

Medicine

- Division of Biology & Biomedical Sciences Programs
 - Biochemistry, Biophysics & Structural Biology, PhD
 - Biomedical Informatics & Data Science, PhD
 - Cancer Biology, PhD
 - Computational & Systems Biology, PhD
 - Developmental, Regenerative, & Stem Cell Biology, PhD
 - Immunology, PhD
 - Molecular Cell Biology, PhD
 - Molecular Genetics & Genomics, PhD
 - Molecular Microbiology & Microbial Pathogenesis, PhD
 - Neurosciences, PhD
 - Plant & Microbial Biosciences, PhD
- Medical Physics, PhD
- Movement Science, PhD
- Nursing Science, PhD
- Rehabilitation and Participation Science, PhD
- Speech and Hearing Sciences, PhD

Public Health

- Public Health Sciences, PhD

Brown School

- Social Work, PhD (p. 78)

Additional information including forms, resources, and FAQs are available on the Mentored Experiences page of the Office of the Provost website.

Brown School at Washington University in St. Louis

Our Vision

A better and more equitable society.

Our Mission

To engage multidisciplinary faculty, staff, and students to create a better and more equitable society through leading rigorous science, transformative education, and authentic partnerships.

Message from the Dean



For more than a century, the Brown School has been a nexus for people called to improve lives through social work and social policy. We are a close-knit community where students, faculty, and partners come together to take on society's most urgent challenges through teaching, practice, and evidence-based research.

We believe *social work* is a verb. It is a daily commitment to creative problem-solving and a refusal to look away when people are left behind. Our faculty and students use rigorous science and real-world experience to turn knowledge into action, shaping policy, strengthening communities, and advancing equity. Whether you are a prospective student, an alum, or a community partner, you belong in this work with us.

What we do is grounded in optimism and guided by evidence. From economic mobility and child well-being to international development and health equity, our research and practice are changing lives. When you join the Brown School, you become part of a community dedicated to a simple, powerful idea: society works best when everyone has a fair chance to thrive.

Sincerely,

Dorian Traube
Neidorff Family and Centene Corporation Dean of the Brown School
and Professor

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For further information, please visit the Faculty & Research page of the Brown School website.

Courses

Courses include the following:



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- SWCP (p. 45): Social Work Concentration Practicum
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Brown School Doctoral

BSDC 8000 Introduction to Advanced Research

This course provides an introduction to the basic and central concepts in social scientific research. It also addresses the skills needed to conceptualize and plan a research project. The research process is presented as a means to scientifically and systematically advance social work and social science knowledge. This course also examines some of the current issues concerning scientific research. Students prepare a framework for a critical review of research in a selected area and prepare a full research proposal, suitable for submission to external funders.

Credit 3 units.

Typical periods offered: Fall

BSDC 8001 Conceptual Foundations of Social Science Research

This is an introduction to the conceptual and philosophical foundations of social science research. Through readings and in-class exercises, students will explore a diversity of topics integral to doctoral level scholarship, including reliability and validity, causal inference, research epistemology, the nature of social phenomena, the role of agency, rationality and its consequences, and other assumptions inherent in the conceptualization of, and study of, social phenomena.

Credit 3 units.

Typical periods offered: Fall

BSDC 8002 Seminar in Social Work Theory and Knowledge

Properties of theories, other knowledge formulations, and strategies for knowledge development are considered in relation to their role in informing accountable practice and generating practice-relevant research. These same criteria are used in review of epistemological and methodological debates in our profession. Relationships between formal properties of knowledge statements, practice-relevant research, accountability criteria, and utilization of knowledge in practice will be explored.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 8003 Foundations of Data Analysis

This course provides some of the mathematical and conceptual tools essential to data analysis in social science research. A wide range of statistics are covered. The focus of the course is principally upon the development of arithmetic and conceptual tools needed for advanced work in research design, model development, model fitting and estimation, hypothesis testing, and interpretation of data. The

course revolves around the systematic establishment of scientifically meaningful comparisons and relationships. The course will evolve from simple bivariate to more complete multivariate forms of data analysis. Basic principles are illustrated through exercises.

Credit 3 units.

Typical periods offered: Fall

BSDC 8004 Foundations of Data Management

This course focuses on the practical skills of data management that the PhD student will need to complete their dissertation and early career research. The course will cover techniques in importing data from commonly used platforms into statistical packages, data manipulation, variable creation, and documentation. This didactic course includes syntax-based learning and the analysis of case study examples of actual data management challenges.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 8005 Applied Linear Regression Analysis

This course is a seminar in multiple regression (MR) analysis. There is an emphasis on both conceptual and procedural aspects of MR. Conceptually, multiple regression is approached as a general model with extensive applications in social work research and knowledge building. The procedures of multiple regression are understood as extensions of simple regression and correlation. Statistical formulas for various facets of multiple regression are presented; examples from the literature are critiqued; and experience in working with multiple regression is gained through computer exercises.

Credit 3 units.

Typical periods offered: Spring

BSDC 8006 Generalized Linear Models

Generalized linear models are a collection of statistical methods used to analyze categorical and limited dependent variables. In this course, students will learn fundamental concepts and skills to conduct generalized linear models, and know how to apply these techniques to social, behavioral, and health research. The course covers the following topics: the Nelder and Wedderburn framework of generalized linear models and the key concept of link function, maximum likelihood estimator, a review of logistic and probit models, multinomial logit model, ordered logistic regression, Poisson regression, negative binomial regression, quasi-likelihood functions, and model fit/validation. This course is designed to fulfill part of the core quantitative methods requirements for doctoral students at the Brown School. Prior enrollment in BSDC 8005 Applied Linear regression Analysis or a similar course is encouraged.

Credit 3 units.

Typical periods offered: Fall

BSDC 8008 Structural Equation Modeling

This course introduces the analysis of general structural equations. Topics include causal models and path analysis structural equation models with observed variables, confirmatory factor analysis, consequences of measurement error, the relation between latent and observed variables, and combined latent variable and measurement models. Linear Structural Relations (LISREL) software will be learned.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 8009 Interpretive Methodology in Social Research

This course provides a doctoral-level introduction to interpretive methodology in social research. The course will begin with an introduction to social research that recognizes multiple epistemological and ontological perspectives on social inquiry and

scientific methods. We will then situate the interpretive paradigm with respect to this philosophical landscape and consider the aims of social work, public health, and social justice-oriented research. The course will highlight dominant interpretive methodologies used to conceptualize, design, and carry out research using qualitative data and attention will also be given to mixed methods research design. Students will have opportunities to consider issues in the generation of interview-based and observation-based data, to learn how to use qualitative data analysis software, and to analyze qualitative data firsthand. Throughout the course students will be encouraged to seek out and critique interpretive-qualitative research in a substantive domain of their choice.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 8010 Multilevel and Longitudinal Modeling

This course is an advanced statistics seminar intended for graduate students in social work, public health, health or social sciences. This course covers hierarchical linear modeling techniques that are used to build and test multilevel and longitudinal statistical models. This course will be of interest to anybody who wants to know how to analyze contextual, ecological, and longitudinal data. The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working with several real public health and social science data sets. Topics include: fitting and testing two-level and three-level models; evaluating model fit; generalizing multilevel models to binary and other special data; building simple longitudinal models; advanced error covariance structures. Prior enrollment in a graduate level regression or general linear modeling class is strongly encouraged.

Credit 3 units.

Typical periods offered: Spring

BSDC 8011 Propensity Score Analysis

Propensity score analysis is a relatively new and innovative class of statistical methods that has proven useful for evaluating the effects of treatments or interventions when using nonexperimental or observational data. This PhD course focuses on three closely related, but technically distinct propensity score methods: (1) Propensity score matching and related methods, including greedy matching, optimal matching, propensity score subclassification, and propensity score weighting using Stata `psmatch2`, `pweights` and R `optmatch`; (2) Matching estimators using Stata `nnmatch`; and (3) Propensity score analysis with nonparametric regression using Stata `psmatch2` and `lowess`. The examination of these methods will be guided by two conceptual frameworks: the Neyman-Rubin counterfactual framework and the Heckman scientific model of causality. The course also covers Heckman's sample selection model and Rosenbaum's approaches of sensitivity analysis to discern bias produced by hidden selections. The course uses Stata software to demonstrate the implementation of propensity score analysis. PhD students enrolled should be familiar with descriptive and inferential statistics. Students not meeting this prerequisite should contact the instructor to determine their eligibility to enroll in this course.

Credit 3 units.

Typical periods offered: Fall

BSDC 8017 Mixed Methods Research: Foundations and Applications

Mixed methods research is becoming critically important for the fields of social work, public health, medicine, and behavioral health. This diverse methodology focuses on pragmatically conceptualizing, collecting, analyzing, and mixing quantitative and qualitative data and approaches in a single or series of studies (Creswell & Clark, 2007). The fundamental strength of mixed methods designs is that using and mixing quantitative and qualitative approaches can produce a better and more comprehensive understanding of the area of study

than using a single method. Mixed methodologies are also suitable for capturing the multi-faceted and dynamic complexities of social phenomena and have the potential to advance the generation of knowledge and actions to find practical and sustainable solutions to real-world problems. This doctoral-level course introduces students to the fundamental elements, characteristics, debates, approaches and designs of mixed method research and its applications to real-world problems. In this course students will develop and apply skills to critically appraise the quality and rigor of mixed methods studies and write a mixed method grant proposal.

Credit 3 units.

Typical periods offered: Fall

BSDC 8018 Designing for Dissemination, Implementation & Sustainability: How to Maximize Impact & Equity

This course will introduce students to modern concepts in design thinking and how they affect dissemination, implementation, and sustainability of health interventions in clinical and public health translational research practice. This course will provide students with methods in all stages of the design thinking process: 1) empathize; 2) define; 3) ideate; 4) prototype; and 5) test. The goal of this approach is to ensure that the products of research (interventions, materials, and findings) are developed in ways that match well with the needs, resources, workflows, and contextual characteristics of the target audience and setting to maximize impact and equity.

Credit 3 units.

BSDC 8020 Issues and Directions in Intervention Research

Addresses methodological issues in conducting and evaluating behavioral intervention research in the student's area of interest through writing a systematic review. Emphasis will be on evaluating the strength of the evidence and methodological rigor of the interventions. Course products will include a conference abstract and a draft of a publishable manuscript.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 8021 T32 Seminar in Mental Health and Addictions Services Research

This seminar focuses on methodological issues in mental health services research and on components of a quality research proposal.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BSDC 8022 Mental Health Services Research

This course will cover the history and trends in public and private mental health services, seminal studies in mental health service, and such methodological issues as measurement of services, operationalization and measurement of mental health service intervention, and alternative data sources. Particular attention will be directed to methodological issues and knowledge needs with regard to service needs of special populations, including the elderly, children, adolescents, the poor, and ethnic minorities. Research methods for investigating the organization and financing of mental health services will also be addressed. Course reading will include published studies and government documents addressing methodological issues.

Credit 3 units.

Typical periods offered: Spring

BSDC 8023 Introduction to Agent-Based Modeling

This is an advanced (PhD-level) seminar providing an introduction to and hands-on experience with agent-based computational modeling (ABM), a prominent complex systems science methodology. The course will draw on examples of the application of ABM from public health



and social policy. Topics will include the background and history of ABM, the multiple roles ABM can play as part of a broader research agenda, core concepts in the design and application of ABM, best practices for using ABM effectively, an introduction to software packages commonly used for ABM work, and the use of ABM as a tool to inform policy and intervention design.

Credit 3 units.

Typical periods offered: Fall

BSDC 8024 Introduction to Dissemination & Implementation Science

This course will introduce students to modern concepts in design thinking and how they affect dissemination, implementation, and sustainability of health interventions in clinical and public health translational research practice. This course will provide students with methods in all stages of the design thinking process: 1) empathize; 2) define; 3) ideate; 4) prototype; and 5) test. The goal of this approach is to ensure that the products of research (interventions, materials, and findings) are developed in ways that match well with the needs, resources, workflows, and contextual characteristics of the target audience and setting to maximize impact and equity.

Credit 3 units.

BSDC 8025 Survival Analysis

Survival analysis is a collection of statistical methods used to address questions that have to do with whether and when an event of interest takes place. It is the analysis of data that correspond to the time from a well-defined time origin until the occurrence of some particular event or end-point (Collett, 1994). In this course, students will learn fundamental concepts and skills to conduct survival analysis, and know how to apply these techniques to social, behavioral, and health research. The topics covered by this course include types of censoring mechanisms, descriptive methods for survival data including the life table and Kaplan-Meier methods, the discrete-time models, the Cox proportional hazards model, the parametric regression models, competing risks survival analysis, and multivariate analysis of autocorrelated time-to-event data. Students taking this course are assumed to have taken statistics courses on inferential statistics and regression analysis, and know how to run Stata or SAS software package to perform statistical analysis.

Credit 3 units.

Typical periods offered: Spring

BSDC 8026 Developing and Evaluating Implementation Strategies in Health and Social Services

Internationally, there is a substantial gap between the establishment of effective interventions and their delivery in routine practice. Implementation research has emerged as a means of addressing that gap. It is defined as the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices to improve the quality of service delivery in routine care settings (Eccles & Mittman, 2006). It includes the study of influences on professional and organizational behavior that impact implementation effectiveness. This course focuses on developing and evaluating implementation strategies or the methods and techniques that are used to enhance the adoption, implementation, sustainment, and scaling up of effective interventions. It is intended for graduate students, postdoctoral students, staff, and faculty in public health, social work, medicine, and other areas of health science who are interested in developing and/or testing strategies to promote improved implementation of effective health and social service interventions.

Credit 3 units.

Typical periods offered: Spring

BSDC 8027 Foundations of Qualitative Methods

This doctoral-level course provides a comprehensive foundation in the philosophical, theoretical, and methodological traditions in qualitative research. Students will critically examine the assumptions that shape qualitative inquiry while exploring both traditional and emerging research approaches. The course emphasizes the alignment of research questions, theoretical frameworks, methodological choices, data collection strategies, and analytic approaches. Students will develop competencies in designing rigorous qualitative studies, conducting ethical and culturally responsive research, collecting and managing qualitative data, and applying systematic approaches to coding, analysis, and interpretation. Attention will be given to issues of trustworthiness, reflexivity, researcher positionality, and the role of ethics and social justice throughout the research process. Students will engage critically with contemporary qualitative scholarships, evaluate the quality of published research, and explore the use of qualitative data analysis software to support analytic rigor. Across assignments, students will gain practical hands-on experience in all aspects of qualitative research design from research conceptualization to writing for publication.

Credit 3 units.

Typical periods offered: Spring

BSDC 8500 Independent Study I

Doctoral students only

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

BSDC 8501 Independent Study II

Doctoral students only

Credit 1-3 units.

Typical periods offered: Fall, Spring

BSDC 8502 Independent Study III

Doctoral students only

Credit 1-3 units.

Typical periods offered: Spring

BSDC 8800 Professional Development Seminar I

Acquaints PhD students with school and campus resources, allows them to get to know school and university faculty, and prepares them for next steps in selecting advisors, teaching, and research practicums.

Credit 1 unit.

Typical periods offered: Fall

BSDC 8801 Professional Development Seminar II

This seminar furthers specific skills related to teaching and preparation of academic products (e.g., understanding authorship, how to design an effective lecture, grant applications, etc.) for PhD students.

Credit 1 unit.

Typical periods offered: Spring

BSDC 9000 Practicum in Research I

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

BSDC 9001 Practicum in Research II

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

BSDC 9002 Practicum in Research III

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

BSDC 9003 Practicum in Teaching I

This is the first of three courses in which students complete three required teaching practicums under the guidance of an experienced faculty member. Adequate knowledge of the subject matter is a prerequisite for a TP experience to earn practicum credit. This requirement can be met by the student having completed the course they wish to choose, or by the faculty supervisor for the teaching practicum certifying that the student has adequate knowledge of the subject matter.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

BSDC 9004 Practicum in Teaching II

This is the second of three courses in which students complete three required teaching practicums under the guidance of an experienced faculty member. Adequate knowledge of the subject matter is a prerequisite for a TP experience to earn practicum credit. This requirement can be met by the student having completed the course they wish to choose, or by the faculty supervisor for the teaching practicum certifying that the student has adequate knowledge of the subject matter.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

BSDC 9005 Practicum in Teaching III

This is the third of three courses in which students complete three required teaching practicums under the guidance of an experienced faculty member. Adequate knowledge of the subject matter is a prerequisite for a TP experience to earn practicum credit. This requirement can be met by the student having completed the course they wish to choose, or by the faculty supervisor for the teaching practicum certifying that the student has adequate knowledge of the subject matter.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

BSDC 9500 Mentored Assistant Teaching Experience

Students assisting in the course instruction under the supervision of the course instructor.

Credit 0 units.

Typical periods offered: Fall, Spring

BSDC 9501 Mentored Independent Teaching Experience

Eligible doctoral students teach independently with the guidance of faculty.

Credit 0 units.

Typical periods offered: Fall, Spring

BSDC 9502 Area Statement and Qualifying Exam

Second-year doctoral students enroll in this course and successfully pass the area statement and qualifying exams before August 1 of their fourth year.

Credit 3 units.

Typical periods offered: Fall, Spring

BSDC 9900 Doctoral Research

This zero-credit course allows students to continue research with advisors or engage in new research with other faculty mentors to build skills & working relationships. Students are expected to engage in mentored research experience with faculty through the entirety of their doctoral studies.

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

BSDC 9901 Doctoral Nonresident

This zero-credit course allows students to continue research with advisors or engage in new research with other faculty mentors to build skills & working relationships. Students are expected to engage in mentored research experience with faculty through the entirety of their doctoral studies.

Credit 0 units.

Typical periods offered: Fall, Spring

Social Policy General

SPGN 5009 Foundations of Field Education - MSP

This workshop is designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members of the field education team. After the workshop, students will be required to follow up with a field advising appointment to discuss their practicum/internship search process. This is a required course for all students prior to entering practicum.

Credit 0 units.

Typical periods offered: Spring

SPGN 6014 Policy and Advocacy in the Three Branches of Government

This course focuses on the advocacy, development and implementation of policy knowledge and practice skills in all three branches of government, producing policy professionals who will be ready to create solid change. This is a hands-on course with direct applicability to policy practice. Grading for Law Students is modified pass/fail: HP (3.94), P, LP (2.98), F (2.50).

Credit 3 units. Law: LCU

Typical periods offered: Spring

SPGN 6016 Benefit-Cost Analysis

This course prepares students to design, interpret, and conduct a fundamental type of economic evaluation for a variety of policy settings: the benefit-cost analysis (BCA). Students also compare BCA with other common techniques of economic evaluation, including cost-effectiveness, cost-utility analysis, and budget impact analysis.

Credit 3 units.

Typical periods offered: Spring



SPGN 6019 Political Negotiation and Strategy

Students will be introduced to the finer points of negotiation, one of the vital tools in policy work. Students will learn the core skills for successful negotiations: 1) theoretical understanding; 2) interpersonal and intrapersonal awareness; 3) planning; 4) drafting; and 5) reflection. This course provides students with a set of conceptual frameworks and practice experiences that will enhance understanding and skill level in these areas, preparing them for real world policy negotiations.

Credit 2 units.

Typical periods offered: Fall

SPGN 6021 Economics of Social Welfare

Examines the economic aspects of social welfare policy, problems, and programs. Micro and macro economic theories are applied to understanding the behavior of individuals and the government in the context of social welfare.

Credit 3 units.

Typical periods offered: Fall

SPGN 6022 MSP Internship I

The MSP internship is an essential component of the social policy degree program. The internship is designed to provide authentic practice situations in which theoretical knowledge and concepts from the classroom and literature can be applied to the concrete demands of the social policy setting. The learning that occurs in this context complements academic courses with the application of theories and concepts. The 3-credit-unit internship is designed to allow students to gain practical experiences involving policy making. Students will experience the application of policy in the environment.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SPGN 6025 Statistical Analysis for Social Policy

The purpose of this course is to give students the knowledge of basic statistical logic and statistical analysis, while also providing students with an understanding of ethical data practices and effective policy communication approaches. Students will be encouraged to develop their own social policy research questions, conduct independent analyses of those questions, and to identify ways of communicating their findings to different policy audiences and stakeholders.

Credit 3 units.

Typical periods offered: Fall

SPGN 6026 Management and Leadership for Policy and Practice

Policy management work, like in many other professions, requires skills in communications and leadership to be successful. The purpose of this course is to prepare students in the knowledge and with the application of skills in the broad policy arena. Students will be encouraged to develop, practice and revise their own leadership philosophies and managerial styles based upon the vision of their professional role in the policy ecosystem.

Credit 3 units.

Typical periods offered: Spring

SPGN 6028 The Politics of Food: A Policy Ecosystem Approach

This course examines U.S. food policy and politics through a policy ecosystem framework, which includes legislative, executive, judicial, advocacy, evaluation, lobbying, negotiation, strategy, elections, and community arenas. Students will explore how food security, nutrition programs, and food justice debates move across these arenas and how power is exercised and influenced to shape outcomes. Utilizing food and food security as the primary areas of focus, the course introduces

formal government processes and informal political practices that can apply to numerous policy areas and issues, preparing students to engage with and influence policy debates that directly impact communities.

Credit 2 units.

Typical periods offered: Fall, Spring

Social Work Concentration Practicum

SWCP 6000 MSW Concentration Practicum I

Concentration practicum builds on foundation skills and prepares students for advanced practice in concentration areas.

Credit 1-5 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6001 MSW Concentration Practicum II

Concentration practicum builds on foundation skills and prepares students for advanced practice in concentration areas.

Credit 1-4 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6002 MSW Concentration Practicum III

Concentration practicum builds on foundation skills and prepares students for advanced practice in concentration areas.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6003 MSW Concentration Practicum IV

Concentration practicum builds on foundation skills and prepares students for advanced practice in concentration areas.

Credit 1-2 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6004 MSW Elective Concentration Practicum I

Elective concentration practicum is available only after students have completed concentration practicum.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6005 MSW Elective Concentration Practicum II

Elective concentration practicum is available only after students have completed concentration practicum.

Credit 1-2 units.

Typical periods offered: Fall, Spring, Summer

SWCP 6006 MSW Elective Concentration Practicum III

Elective concentration practicum is available only after students have completed concentration practicum.

Credit 1 unit.

Typical periods offered: Fall

SWCP 6007 MSW Concentration Practicum V

Description

Concentration practicum builds on foundation skills and prepares students for advanced practice in concentration areas.

Credit 1 unit.

Typical periods offered: Fall, Summer

Social Work Electives

SWEL 8000 Independent Study I

The purpose of an independent study is to enable a student to gain an in-depth knowledge of an area germane to a student's course of study, which is not offered in a course at the Brown School. The need for and value of an independent study will be evaluated very carefully to determine if an independent study is justified. The student and the supervising full-time Brown School faculty member will arrange objectives for the content of each independent study. All independent studies should result in a tangible output as a basis for evaluation, e.g., a notebook, written paper, web pages or media presentation. All independent studies are evaluated using letter grades. Independent Study credit can **only** be applied towards elective credits.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SWEL 8001 Independent Study II

The purpose of an independent study is to enable a student to gain an in-depth knowledge of an area germane to a student's course of study, which is not offered in a course at the Brown School. The need for and value of an independent study will be evaluated very carefully to determine if an independent study is justified. The student and the supervising full-time Brown School faculty member will arrange objectives for the content of each independent study. All independent studies should result in a tangible output as a basis for evaluation, e.g., a notebook, written paper, web pages or media presentation. All independent studies are evaluated using letter grades. Independent Study credit can **only** be applied towards elective credits.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

Social Work Evaluation

SWEV 6000 Social Policy Analysis and Evaluation

Evaluates the effectiveness of various state and federal policies regarding health, mental health, child welfare, aging, and income maintenance.

Credit 3 units.

Typical periods offered: Fall, Spring

SWEV 6001 Evaluation of Programs and Services

Examines issues and methods for evaluation of programs and services in both organizational and community contexts. Strengths and weaknesses of various evaluative models are discussed. Concurrent enrollment with Developing Programs In Health and Social Service Settings is NOT allowed due to extensive applied learning assignments in both courses.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

SWEV 6002 Human Services: Design and Evaluation for Impact

In this course, students will gain understanding, knowledge, and skills in ambidextrous modes of program design, implementation, and evaluation to lead and sustain high-performing human service organizations-be they nonprofit, for-profit, government, or hybrid organizations-dedicated to addressing some of the most challenging problems facing the world today. This requires applying a variety of processes, tools, and techniques such as a) Identifying underlying needs and conditions in the community through quantitative and qualitative data collection; b) designing an organization's mission, theory of change, and strategy in order to deliver social results; c) determining and implementing key core processes and performance management systems for learning and quality improvement at the micro, mezzo, and macro levels; and d) developing performance measurement systems for the evaluation of outcomes and practice effectiveness, impact reporting, and external accountability to diverse stakeholders.

Credit 3 units.

Typical periods offered: Spring

Social Work Foundation

SWFN 5001 Research Methods with Statistical Applications

Focuses on the basics of social work research including developing a statement of the research problem and a literature review, specifying research questions, identifying the sample and measures, conducting data collection and analysis, and interpreting findings. Attention will be given to understanding the ethical issues and guidelines in human subjects research.

Credit 3 units.

Typical periods offered: Fall

SWFN 5002 Human Behavior

Focuses on understanding, explaining, and predicting human behavior in relation to the social environment by examining human development and lived experiences through theoretical frameworks. The course assesses several influences on life course development and human behavior including: biology, psychology, spirituality, cognition, genetics, family history, community dynamics, societal influences and cultural contexts. The impact of age, race, ethnicity, socioeconomic status, religion, gender, sexual orientation, national origin, physical and mental ability, and other identities will be emphasized. The underlying values, strengths, and challenges of different theoretical perspectives will be critiqued based on empirical evidence, cultural relevancy, and practice applicability.

Credit 3 units.

Typical periods offered: Fall



SWFN 5003 Social, Economic and Political Environment

Focuses on the dynamic relationship between individuals and society and explores history, theories, ideologies, and evidence concerning the social, economic and political forces that impact human well-being and the practice of anti-oppressive social work.

Credit 3 units.

Typical periods offered: Fall, Spring

SWFN 5004 Social Justice and Human Diversity

Focuses on knowledge and skills for social work practice with economically disadvantaged and oppressed groups, particularly people of color, women, people with disabilities, gay men and lesbians, and other at-risk populations.

Credit 3 units.

Typical periods offered: Fall, Spring

SWFN 5005 Social Work Practice with Individuals, Families and Groups

Focuses on the introductory knowledge and skills needed for social work practice with individuals, families, and groups, with an emphasis on the development of helping skills that are relevant to work with diverse populations. Familiarizes students with evidence supported assessment and intervention approaches utilized in social work practice with individuals, families, and groups. Introduces students to the Brown School's FLAIR model of evidence-based practice and how this model supports effective social work practice. Explores and applies the values and ethics that characterize the profession.

Credit 3 units.

Typical periods offered: Fall

SWFN 5006 Social Work Practice with Organizations and Communities

Focuses on the knowledge, skills and values needed for effective social work practice within community settings and organizational structures. Beginning with a strong foundation of the professional values and guiding principles of practice, students will gain an understanding of the relationship between direct practice and the mezzo and macro interventions that needed to improve client well-being. Grounded in an equity framework, the course is structured around the Planned Change process to build skills needed to holistically engage, assess, and plan interventions accounting for organizational capacity and community assets and needs. Emphasis is placed on skill building and problem solving through group work, case studies, relevant social research, and experiential assignments in the community and within the student's practicum site. Students should expect integration with professional experiences in humans service settings for assignments.

Credit 3 units.

Typical periods offered: Spring, Summer

SWFN 5007 Social Welfare Policies and Services

Presents a historical view of social work practice and explores historical and contemporary developments in social welfare policies within the U.S. social welfare system. Students gain insights into how political and social conditions, as well as values and ideologies influence the articulation of social problems, the policy development process, and the implementation of social welfare policies. Students also acquire skills to comprehend the impact of these changes in the lives of marginalized populations.

Credit 3 units.

Typical periods offered: Fall, Spring

SWFN 5008 BSW Intensive: Bridge to Brown

The course is designed to give BSW graduates a refresher on important concepts from Research Methods; Social Justice and Human Diversity; and Social, Economic and Political Environment as well as to introduce them to the Brown School's FLAIR model of evidence-based practice.

Credit 4 units.

Typical periods offered: Fall

SWFN 5050 MSW Foundations of Field Education

Foundations of Field Education is a three-hour workshop designed to provide students with the information needed for the practicum/ internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members the field education team. After the workshop, students will be required to follow-up with a field advising appointment to discuss their practicum/ internship search process. This is a required course for all students prior to entering practicum.

Credit 0 units.

Typical periods offered: Fall, Summer

SWFN 5051 MSW Foundation Practicum I

In practica, students will translate the theories and skills learned in the classroom into real-world practice.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SWFN 5052 MSW Integrative Foundation Field Seminar

This seminar provides an opportunity for students to integrate theoretical and research-based knowledge gained in the classroom with the applied knowledge gained from social work practice. It is designed to provide additional integration of coursework and daily practice, enhance student knowledge and provide a safe and supportive environment for students to debrief on practice challenges and ethical issues.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

SWFN 5053 MSW Foundation Practicum II

In practica, students will translate the theories and skills learned in the classroom into real-world practice.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

SWFN 5054 MSW Foundation Practicum III

In practica, students will translate the theories and skills learned in the classroom into real-world practice.

Credit 1-2 units.

Typical periods offered: Fall, Spring, Summer

Social Work Leadership & Management

SWLM 6000 Management & Leadership of Organizations

Examines organizational behavior and the management of human service organizations. Students study a variety of theories, concepts and functions including organizational structure, organizational culture, human resource and financial management, leadership and strategic planning. The course provides a foundation for all management practice courses.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

Social Work Practice Methods

SWPM 6001 Addressing and Preventing Intimate Partner Violence in Practice

Explores social work practice to understand, address, and prevent the incidence and impact of intimate partner violence (IPV) on individuals, families, communities, organizations, and society with a focus on the intersection of IPV with other forms of oppression.

Credit 3 units.

Typical periods offered: Spring

SWPM 6002 Child Maltreatment Prevention

The purpose of this course is for students to develop an understanding of transdisciplinary perspectives and apply systematic problem solving approaches to the prevention of child maltreatment.

Answers to complex questions about child maltreatment requires a transdisciplinary problem-solving approach with public health, social work, and medical practitioners analyzing perspectives from diverse fields, and coming together to integrate knowledge across these disciplines.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6003 Clinical Interventions in Health and Integrated Health Settings

This course will familiarize students with practice methods such as cognitive behavioral, psychosocial, applied group work and behavioral therapy with a special focus on health services. Special emphasis will be given to developing crisis intervention, brief therapy, decision-making, negotiation, advocacy, and teamworking skills.

Credit 3 units.

Typical periods offered: Fall

SWPM 6004 Cognitive Behavior Therapy

Emphasis on the acquisition of direct practice skills using case examples, video and role-plays, with patients with depression, anxiety and personality disorders.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6005 Dialectical Behavior Therapy

An introduction to Dialectical Behavioral Therapy (DBT), an evidence based practice.

Credit 3 units.

Typical periods offered: Spring

SWPM 6006 Interpersonal Psychotherapy

This course will help students gain knowledge and basic skills in Interpersonal Psychotherapy (IPT), an evidence-based treatment for depression. The course will include theoretical underpinnings of IPT, understanding the use of IPT in specific populations, and adaptations across cultures and psychiatric disorders. The course will review IPT techniques, common issues, and therapeutic skills. Specific opportunities to practice skills and techniques will be provided throughout the course.

Credit 3 units.

Typical periods offered: Spring

SWPM 6007 Applied Group Work Practice

Builds on the theoretical foundation and focuses on the basics of group work practice, including how to select members, how to begin and terminate group sessions, and how to evaluate group member outcomes.

Credit 3 units.

Typical periods offered: Spring

SWPM 6008 Principles of Clinical Interventions in Behavioral Health

This course expands generalist practice competencies of engaging, assessing, intervening, and evaluating individuals in mental health settings and practice.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

SWPM 6009 Principles and Practices of Differential Diagnosis

This course will explore and extend generalist social work assessment skills to include the differential diagnosis process, with a specific focus on contextualizing behavior within sociocultural contexts.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

SWPM 6010 Harm Reduction Community Practice

This course will focus on the systems, policies, and programs essential for implementing harm reduction in community settings. The course will explore the rationale for implementing harm reduction services, the role of community organizing to support harm reduction services, and essential public policy changes needed to save lives and foster client self-determination through harm reduction policies and practices.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6011 Global Mental Health

This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to, social work, public health, sociology and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to think globally but act locally when debating and addressing mental health issues in an international context.



Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6012 Contemporary Family Therapy

Addresses contemporary family therapy, theory and practice, along with the therapists use of self. Approaches include the work of Susan Johnson (Emotionally Focused Therapy), Dan Wile (Collaborative Couple Therapy), John and Julie Gottman (Sound Relationship House) and other newer family therapy systems approaches. This course prepares students to work with families in all ages and stages of life.

Credit 3 units.

Typical periods offered: Fall

SWPM 6013 Social Work Practice in Early and Middle Childhood

This course focuses on child development, major intervention approaches used with children, beginning practice skills for working with children, and the assessment and treatment of major psychosocial problems experienced by children.

Credit 3 units.

Typical periods offered: Fall

SWPM 6014 Social Work Practice with Youth in Families

Focuses on social work with youth, including assessment, relationship-building and intervention skills. Areas of conceptual emphasis include adolescent development, adolescent peer relations, and relationships with parents.

Credit 3 units.

Typical periods offered: Spring

SWPM 6015 Social Work Practice in Suicide Prevention, Intervention and Postvention

This course will provide the critical knowledge and skills relevant to understanding, engaging, assessing, intervening, and developing programs with individuals and communities at risk for suicidal behavior. The course begins by laying the theoretical groundwork by reviewing and synthesizing leading theories in suicidal behavior, ultimately landing on a behavioral definition of suicidal behavior. Additionally, identification of at-risk populations and exploration of how risk and protective factors transact to generate risk profiles will set the stage for comprehensive suicide risk assessment and management procedures, including best-practice guidelines and documentation of risk and safety planning. Guidelines for working with clients who present with suicidal ideation, including frequent and chronic suicidality will be explored. Finally, a review of evidence-based prevention and postvention programs will provide students with a strong understanding of the spectrum of suicidal behaviors and broad-based interventions available.

Credit 3 units.

Typical periods offered: Spring

SWPM 6017 International Child Welfare

This course aims to provide students with knowledge and skills about child well-being, child development and child care from an international perspective. The historical context of child and family services in Europe, North America, Australia, New Zealand and low and middle income countries in Asia, Africa and Latin America will be covered. Students will gain knowledge about the UN Convention of Child Rights and its role in bringing child-centered approaches and policies to the forefront in international child welfare. The importance of international perspectives of child development from both a system-centered and life span perspective will be highlighted. International approaches related to child safety and security, and child protection will be analyzed. Ways in which poverty, war, disasters, and globalization affect the lives of children will also be considered. How

international policies, laws and programs facilitate or hinder children achieving optimal development will be discussed. Furthermore, the role of state, international non-government organizations and local agencies will be examined.

Credit 3 units.

Typical periods offered: Spring

SWPM 6018 Principles, Practices and Services in Substance Use Disorder Treatment

This course explores evidence-based principles, practices, and services in substance use disorder treatment.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6020 Indigenous Mental Health Practice

This course aims to provide an understanding of Indigenous mental health conceptualizations, delivery systems, programs and interventions available to those working with Indigenous populations. Students completing this course will learn competencies in conducting culturally inclusive psychosocial assessments, case conceptualization, treatment planning, progress monitoring and termination.

Credit 3 units.

Typical periods offered: Fall

SWPM 6022 Practice with Refugees and Immigrants

Familiarizes students with the basic knowledge and skills for social work practice with refugees and immigrants. An historical view of international refugee policy and immigration is presented as context for present day issues. Recent policies impacting immigrants presented as basis for advocacy and social and economic justice. Systems thinking, with an emphasis on application to multicultural oppressed and disadvantaged populations are discussed. Special emphasis given to the development of ethnographic assessment and intervention skills for practitioners relevant to empowerment, capacity building and social change with refugees and immigrants.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6023 Intervention Approaches to Address Gender-Based Violence

Focuses on nonsexist ways to counsel women. Explores power and politics in the therapeutic relationship. Examines treatment modalities and skills for working with women.

Credit 3 units.

Typical periods offered: Spring

SWPM 6026 Sex, Society and Social Work: Issues and Interventions

Researchers and theorists identify sexuality as a significant problem and important human potential across the life course but note it remains an infrequent area of intervention for social workers. While this course studies rape, sexual assault and coercion, incest, double standards, sexism, heteronormativity, trans- and homophobia as tools of oppression, it also examines sexual pleasure as a source of empowerment. Drawing on strengths-based developmental theories, models of health belief, literary hermeneutics, and principles of experiential and transformative learning, this course focuses on developing skills in designing and implementing positive sexuality interventions at the micro, mezzo, and macro levels. The course introduces principles and best practices in sexuality counseling, education, and therapy, while theoretical, empirical, and literary knowledge about sexuality provide a transdisciplinary problem

solving perspective. Interventions aim to counter sexual oppression by transforming clients' knowledge, attitudes, and behavior and by shifting community perspectives toward greater sex/gender inclusiveness.

Credit 3 units.

Typical periods offered: Spring

SWPM 6027 Sexual Health Across the Life Course

Using a biopsychosocial perspective, this course will trace sexual development across the life course, examining sexual issues typical in childhood through the ninth decade. Looking at the ways sexuality is used oppressively will be balanced with views of sexuality as a source of empowerment. While rape, sexual assault and coercion, gender stereotyping, homophobia, and transphobia will be addressed, so will sexual sources of pleasure and agency. Students will familiarize themselves with tailoring sexual history taking and interventions to fit clients' identities, strengths, and vulnerabilities. A spectrum of sexualities will be studied, including straight, bi, intersexed, asexual, queer, gay, lesbian, transgendered, and fluid. The course also considers how disability, race, class, ethnicity, and other statuses intersect with sexualities. Theoretical articles, films, short stories, newspaper articles, and explicit material serve as catalysts for learning and classroom discussion. Tools and techniques studied include narrative therapies, motivational interviewing, asset and needs mapping, the sexual genogram, the sexual ecosystem questionnaire, solution focused therapy, coaching, photovoice, intravention work, and critical incident analysis. Students examine how developing skills, knowledge and attitudes needed to discuss and work with sexuality are critical to personal freedom, human rights, social work ethics, and social work practice. This course is designed for the social work professional either preparing for a specialization in sexuality education and/or therapy or wanting to address sexual health issues in other social work specialties.

Credit 3 units.

Typical periods offered: Fall

SWPM 6029 Designing Sexual Health Education Curriculum

In this course, students will design and implement holistic, gender-neutral/gender-inclusive sex education sessions for individuals who wish to deepen their knowledge on sexuality. The class is designed to improve sexual self-efficacy, as well as to develop expertise in teaching sexuality education. It will provide participants with opportunities for engaging in intergroup dialogue, expanding knowledge of sexuality, developing skills in creating learning experiences, clarifying values and attitudes toward sexuality and gender, and enhancing shared social support around positive sexuality. Students will adapt evidenced-based sexuality education programs to the populations with which they will be working. The first few weeks of the semester, students will concentrate on developing skills, knowledge, and attitudes needed to teach sexuality education and peer counseling. While continuing their own study in sexuality education, during the following weeks, students will facilitate small groups of undergrad students. The course involves three hours of class time and up to two hours of practice teaching time each week. Students and their participants will read articles, journal, and participate in brief homework exercises weekly. Students may also enroll for supervision hours for American Association of Sexuality Educators, Counselors and Therapists (AASECT) certification as sexuality educators.

Credit 3 units.

Typical periods offered: Spring

SWPM 6035 Core Components and Skills for Trauma-Informed Practice

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter. In addition to the course hours, students will be expected to complete an asynchronous 11-hour online training and accompanying assignments. The cost is \$35.00.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6037 Social Work Practice with LGBTQIA+ Populations

Focuses on developing the knowledge and practice skills necessary for effective, evidence-based practice with lesbian, gay, bisexual, transgender, queer/questioning, intersex, and ally/asexual/agender (LGBTQIA+) persons and their families. Covers five major domains of practice with LGBTQIA+ persons: (a) theoretical and empirical knowledge to understand LGBTQIA+ persons across the life span; (b) the unique psychosocial concerns and issues of LGBTQIA+ clients and their families of choice/origin. Particular attention paid to issues of race/ethnicity, culture, age, disability, religion, and class as they impact sexual minority populations; (c) identification and implementation of capacity-building interventions with LGBTQIA+ persons; (d) social work values, ethics and social justice concerns surrounding LGBTQIA+ population; and (e) intervention strategies for building inclusive agencies, organizations, and institutions. Student actively examine their own values and attitudes and their professional use of self in their practice with LGBTQIA+ populations.

Credit 3 units.

Typical periods offered: Spring

SWPM 6038 Leading and Managing Employees, Volunteers and Teams

This course will examine paid and volunteer personnel at the micro level including concepts of motivation, engagement, morale, satisfaction and the impact of organizational level factors such as structure, culture and compensation strategy on performance. Students will develop knowledge of key legal issues, best practices and skills in each aspect of the human resource management cycle from job design to supervision and performance evaluation. Students will develop knowledge, self-knowledge and skills necessary to effectively lead and manage individuals, groups and teams, including skills in decision-making, conflict resolution and meeting management.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6039 Financial Management

This course provides an understanding of accounting (non-profit and for-profit), financial reporting, budgeting processes and financial management. Students will learn to read and interpret financial reports, to prepare and manage line, functional and program budgets, and to conduct assessments of financial health. Students will learn best practices regarding financial controls, cash management, risk management, auditing, and the roles of key financial players. Students will become familiar with financial management tools.

Credit 3 units.

Typical periods offered: Fall, Spring



SWPM 6040 Special Topics: Brown Consulting

This is an integrative experience for qualified MSW Management Specialization students and others with permission of the instructor. Working as a consulting team with group and individual assignments, students perform a broad and detailed leadership, management and organizational assessment of a local St. Louis human service organization; and present recommendations for change or improvement to the client's governing board. Enrollment is by permission of the instructor.

Credit 3 units.

Typical periods offered: Spring

SWPM 6043 Leadership and Management of Human Service Organizations

Building on the required theory and practice courses, this course will explore a series of functions and processes central to the management and leadership of human service organizations, especially nonprofits. Content will cover organizational strategy and strategic planning, organizational capacity and strategic management, change management, board governance and board-staff relations, policy practice and external relations, ethics, and key issues facing the sector.

Credit 3 units.

Typical periods offered: Spring

SWPM 6044 Social Entrepreneurship

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies, classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally.

Credit 3 units.

Typical periods offered: Fall

SWPM 6046 Social Innovation

Social innovation focuses attention on the ideas and solutions that create social value, as well as the processes through which people generate and capture them. This year's theme is community wealth building: cooperatives, collective entrepreneurship, worker-owned businesses, and trusts. Community wealth building is a bottom-up approach to economic development based on greater democratic ownership, participation, and control that we can begin to develop and scale. The goal is to create a democratic economy and displace the extractive economy. We will review the latest literature and policy documents then meet with practitioners and communities driving this work forward across our St. Louis region. We will learn and apply innovation methods like design thinking, Google sprints, and asset mapping. Graduate students from across campus (MSW, MPH, MBA, MSP, and more) will work together as teams to develop a pitch or policy brief applying community wealth building and shared prosperity approaches to the Greater St. Louis area.

Credit 3 units.

Typical periods offered: Fall

SWPM 6049 Developing Programs in Health and Social Service Settings

This course will focus on the knowledge, skills and tools necessary to develop client-need driven programs within a broad array of health and social service agency settings. Includes applied learning experiences.

Credit 3 units.

Typical periods offered: Spring

SWPM 6050 Revenue Development and Communication

This course will explore and develop skills in the full range of revenue development strategies, from fees-for-service models to those fully funded by government or philanthropy. Students will understand the strengths, weaknesses, and implications of varied revenue streams and how to assess the market feasibility of any particular revenue strategy. Students will develop skills in grant writing, individual solicitation, and the development of effective case statements and presentations. The course will also explore how the public relations, marketing, and branding functions support revenue development.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6052 Community Development Practice: Basic Concepts and Methods

Community Development Practice studies the intersection of social work at mezzo, and macro-levels, by working with community residents and supportive stakeholders to develop and enhance community assets needed to make communities livable, equitable, and sustainable. Our goal is to recognize residents as leaders positioned to lead change, thrive, and actualize their vision for an equitable community with a focus on anti-racism and equity. The course utilizes applied learning techniques requiring students to engage with community stakeholders-residents, service providers, and developers to understand the skills and abilities needed for effective practice. The course validates a participatory process that elevates learning by listening to the community. While the course focuses on St. Louis, its principles apply to community development practice in rural and international settings.

Credit 3 units.

Typical periods offered: Spring

SWPM 6053 State Level Lobbying

Offers an opportunity to investigate the practical application of such beliefs, explores how social workers can use community organizing, coalition building and lobbying to relate personal problems to public issues, link individual change to social change, and apply some of the problem-solving skills learned for working with individuals to addressing the larger political and community concerns of groups.

Credit 3 units.

Typical periods offered: Spring

SWPM 6054 Community Development with American Indian and Other Indigenous Communities

Student will become familiar with conceptual models for community development. The course will focus on the study and assessment of impoverished communities: their physical, social and institutional characteristics. Students will gain skills in application of Geographical Information Systems. Study will include the development of a conceptual framework for community analysis, move to an overview of conceptual models for intervention, and then will focus on the strategies and tactics specifically related to Indian reservation and other impoverished rural communities.

Credit 3 units.

Typical periods offered: Fall

SWPM 6056 Fundamentals of Community Organizing

This course will draw from Gamaliel's curriculum to provide students an understanding of the basics of community organizing. Students will learn to plan effective meetings, discern their own and others' self-interest, make a one-to-one fundraising ask, and create a plan to develop a team of leaders. Students will complete a power analysis on an issue of choice and create short-term tactical and longer-term strategic campaign plans.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6057 Financial Capabilities and Consumer Protections

This course will provide a skills-focused overview of financial capability and asset building policy and practice strategies, with a particular emphasis on consumer services and protections. Financial capability and asset-building practice include anti-poverty strategies, personal household finance, and financial access. Course content will cover how financial capability and asset building strategies are delivered in programs and services to families and communities. Case studies will be employed to help students understand the unique challenges that people of color and low-income families encounter on their journey to financial well-being, caused in part by credit discrimination and predatory lending.

Credit 3 units.

Typical periods offered: Fall

SWPM 6059 Development Practice in International Settings

Building on topics covered in International Social Development and Domestic Social Development Policy courses, this course focuses on international development practice. Students will gain a deep understanding of contemporary approaches in the field such as participatory development and community driven development, and related interventions in a range of substantive fields and contexts.

Credit 3 units.

Typical periods offered: Fall

SWPM 6060 Social & Economic Development, Redevelopment: East St. Louis Seminar

This course provides a theoretical and experiential understanding of the basic forces, factors, and institutional dynamics that interact and persist to keep low-income people in poverty, generationally. Students will learn the "nuts and bolts" of how to build a depressed area and rise it to the status of an economically and socially sustainable community. Students will be taught to function in multiple roles, from consultants to city managers, and to engage with neighborhood community groups as advocates and facilitators where that need is so urgently present.

Credit 3 units.

Typical periods offered: Fall

SWPM 6063 Race, Inequality and Social Justice in American K-12 Education

This course exposes students to racial injustices in the K to 12 education system in the US. In this course, students will learn how to use a critical racial lens to understand the educational experiences of children, youth, and families in the US. Students will learn to center critical research on racism that involves drawing on a social science lens to provide a theoretical, historical, and empirical overview when developing interventions, curriculum, and engaging in community organizing efforts. Students will also learn how to address the needs of

marginalized and oppressed children, youth, and families in the K to 12 education system. This course is intended to prepare students to think critically about how racism impacts children, youth, and families when working with stakeholders who serve this population.

Credit 3 units.

Typical periods offered: Spring

SWPM 6066 Equitable Economic Development

How can we create a more just economy: one that offers equitable opportunities for economic mobility and wealth creation? Toward that goal, this course will support skill-building in the field of economic development practice. Students will be introduced to the set of local economic development tools, including workforce development, support for co-ops and small businesses, and investment in the green economy.

Credit 3 units.

Typical periods offered: Spring

SWPM 6074 Community Based System Dynamics

This course introduces students to community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or "scripts"; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings.

Credit 3 units.

Typical periods offered: Spring

SWPM 6076 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences

This course will familiarize students with the basic knowledge of geographic information systems (GIS) and their application to social work practice and research. The course is organized around three primary areas: 1) conceptual; 2) technical; and 3) data management. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Students will develop critical thinking skills necessary to devise research questions appropriate for a GIS, to develop a GIS, interpret the findings, and to evaluate the spatial relationships between variables.

Credit 3 units.

Typical periods offered: Fall

SWPM 6077 System Dynamics Modeling for Strategic Design

This class focuses on the application of model-based systems thinking and system dynamics simulation modeling for strategy development in social work, public health, and social policy for the design of programs, interventions, and organizations. The course supports students to apply mathematical simulation modeling as a pragmatic tool for the design of program and policy interventions as well as organizational strategies. The course covers the foundations of the systems thinking perspective; problem scoping and definition; model structure formulation, the role of mixed methods to build confidence in models,



and model-based analysis to inform design options. Application areas include organization and community practice, with examples from domestic and international settings. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings.

Credit 3 units.

Typical periods offered: Fall

SWPM 6078 Social Work Practice Across Systems Serving Children, Youth and Families

Social workers who support children and youth are likely to work in a variety of community-based systems, including child welfare, family support, K-12 education, health, and juvenile justice settings. This course familiarizes students with trauma informed and cross-systems collaboration frameworks as well as introduces them to a number of evidence-based practice models that are applicable in two or more child, youth, or family service system settings.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6081 Foundations of Psychedelic Healing in Clinical Social Work

Though psychedelic plants and compounds have been used in a wide spectrum of healing practices throughout human history, they have quickly been gaining recognition and acceptance in conventional western healthcare in recent years, along with a growing popularity of underground and international ceremonial plant medicine work. With the prevalence of ketamine practices, anticipated rescheduling of MDMA and psilocybin, state-level legalization efforts, and increased access to underground communities, a high-demand for psychedelic therapists has been projected by leaders across the field. This course is designed to provide foundational knowledge of contemporary psychedelic healing and integration practices, as is relevant to clinical social work.

Credit 3 units.

Typical periods offered: Fall

SWPM 6082 Psychedelic Assisted Therapy

Psilocybin, MDMA, and LSD have all received a "Breakthrough Therapy" designation from the FDA, with anticipated rescheduling in the near future. Additionally, the prevalence of ketamine-assisted psychotherapy practices and increased access to these medicines overall make it important for social work clinicians to be familiar with Psychedelic-Assisted Therapy (PAT) practices. This course offers an in-depth overview of PAT practices and protocols, including session types, best-practices, safety, and consent. This will include the use of PAT in work with specific diagnostic presentations and in conjunction with other clinical interventions. In addition, this course will examine models of community-based healing and peer-support. This course is designed for students who are planning to use PAT in their clinical practice.

Credit 3 units.

Typical periods offered: Spring

SWPM 6083 Environmental Justice & Macro Mental Health

Students in this course will develop praxis (a theory-based approach to practice) for a sustained, collective commitment to ecological stewardship and environmental justice. Employing a "macro mental health" lens, the course will provide practical tools for developing individual- and community resilience, including nature-based practices for healing and care. Part I of the class will address affective issues such as climate anxiety that may deter individuals' involvement in environmental work. We will examine the environmental movement's historical use of fear-based messaging and consider more productive

and evidence-based framing strategies. Part II of the class will draw from a variety of disciplines to envision communities of care in the service of environmental justice. Central themes will include ethics of stewardship and maintenance, place attachment and ecological connectedness, and anticolonial paradigms. In Part III of the class, students will apply these concepts and strategies in hands-on, outdoor activities in partnership with one or more local organizations. Accessible and inclusive opportunities could include ecological stewardship in the form of tree maintenance or urban gardening, and/or nature-based mindfulness activities. Readings in this section of the course will discuss the on-going history of environmental racism and anti-racism in our St. Louis context.

Credit 3 units.

Typical periods offered: Spring

Social Work Skill Lab

SWSL 6000 Skill Lab: Grant Writing: Foundation Grants

This course will provide the knowledge and specific skills to prepare a foundation grant proposal. It will examine how grantmakers operate, trends in foundation giving, the different types of foundations, how to research their interests and priorities, basic writing skills, how to build a working relationship with a foundation, elements of a strong grant proposal and customizing a grant proposal to various types of foundations.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

SWSL 6001 Skill Lab: Grant Writing: Government Grants

This course will provide the knowledge and specific skills to research and prepare a grant proposal to a local, state or federal government funder. It will examine the different types of government funders, how to research their interests and priorities, basic writing skills, how to build a working relationship with funder staff, elements of a strong grant proposal and customizing a grant proposal to various types of government funders.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6003 Skill Lab: Motivational Interviewing Fundamentals

Motivational Interviewing (MI) is a clinical method to help people resolve ambivalence about change by evoking intrinsic motivation and commitment. This course will review the basic spirit, principles, and strategies of MI, particularly ways to evoke change talk and handle resistance. Students will be given the opportunity to practice the skills in the classroom setting. The use of MI in conjunction with other counseling styles and interventions will also be discussed.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

SWSL 6004 Skill Lab: Cognitive Processing Therapy

Cognitive Processing Therapy (CPT) is an evidence-based treatment for Posttraumatic Stress Disorder. This course will provide students with a basic working knowledge of the theoretical underpinnings of CPT, the structure of the treatment, and the empirical support for the protocol. Students will be given the opportunity to practice the basic clinical skills in the classroom.

Credit 1 unit.

Typical periods offered: Spring, Summer

SWSL 6008 Skill Lab: Prolonged Exposure Therapy

Prolonged Exposure Therapy is an evidenced-based intervention shown to be effective in addressing post-traumatic stress disorder (PTSD) and the anxiety, depression, and/or anger that PTSD often causes. Students in this skills lab will learn about current theories explaining the development and maintenance of PTSD, how to diagnose PTSD in children, youth and adults, and the broad spectrum impact of exposure to traumatic events. Prolonged Exposure as a viable treatment option for PTSD will be introduced and students will learn about Emotional Processing Theory upon which this cognitive and behavioral intervention for PTSD is based, the specific component of PE, and how to implement this with clients.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6010 Skill Lab: Exposure and Response Prevention Therapy

This skills lab will provide an understanding of when and how to use exposure and response prevention (ERP), an evidence-based exposure therapy that is useful for addressing anxiety and obsessive-compulsive disorder (OCD). The course will consider current research support for ERP. We will explore implementing ERP as in vivo exposure, imaginal exposure, and interoceptive exposure. Implementation with specific diagnoses such as OCD, social anxiety disorder, and generalized anxiety disorder will be considered.

Credit 1 unit.

Typical periods offered: Spring

SWSL 6011 Skill Lab: Acceptance and Commitment Therapy

Acceptance and Commitment Therapy (ACT) is an evidence-based behavioral treatment for depression, anxiety, substance abuse, psychosis, and numerous other psychological problems and stressors. It teaches people to accept difficult thoughts, feelings, sensations, and memories, build mindfulness skills, identify core personal values, and commit to behaviors that are consistent with those values. Participants will learn about the model of psychological flexibility, upon which ACT is based, and engage in basic skill development in the implementation of ACT.

Credit 1 unit.

Typical periods offered: Summer

SWSL 6014 Skill Lab: Self-Care for Helping Professionals

The Self-Care for Helping Professionals skills lab will provide students with knowledge of the occupational risks of the helping professions, provide opportunities to explore four domains of self-care, including physical, social, spiritual, and mental as means to mitigate the occupational risks. Students will examine obstacles to practicing self-care and practice strategies to overcome said obstacles. Also, students will consider self-care across the lifespan, including individual self-care and self-care in an organizational/institutional context, with skills to advocate for wellness within workplaces.

Credit 1 unit.

Typical periods offered: Spring, Summer

SWSL 6015 Skill Lab: Managing and Leading Teams and People

This course will provide the basic skills and best practices in managing people and leading teams. It will focus on task supervision include designing jobs and job descriptions, selecting and orienting job applicants, motivating and supporting employees, measuring work performance. It will provide best practices in building effective, empowered engaged teams.

Credit 1 unit.

Typical periods offered: Summer

SWSL 6017 Skill Lab: Program & Project Management

This course focuses on key program and project management competencies and principles that are critical to executing successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts using case studies and small group projects.

Credit 1 unit.

Typical periods offered: Summer

SWSL 6019 Skill Lab: Fundraising Design and Management

This course will provide skills in developing and implementing a strategic fundraising program, including setting goals, choosing fundraising techniques, interfacing with staff and volunteers, data management and evaluating results.

Credit 1 unit.

Typical periods offered: Summer

SWSL 6020 Skill Lab: Budget Management

This course will provide skills in budgeting, budget management and reporting, using commonly available software. It will include both line item and program budgeting models, and the basics of grant reporting. It will connect budgeting to the overall process of financial management.

Credit 1 unit.

Typical periods offered: Spring

SWSL 6023 Skill Lab: Strategic Planning and Execution

This course will help students gain knowledge and basic skills in strategic planning and execution. The course will include an examination of models of strategic planning; assessing strengths, weaknesses, opportunities and threats. developing a vision, goals, and strategies for mission achievement and then translates them into action plans, dashboards, staff and board responsibilities.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

SWSL 6031 System Dynamics Applied Practice I: Designing Responsive Community Based System Dynamics Approaches

This course focuses on supporting students to apply concepts, skills, and tools of SWPM-6074: Community Based System Dynamics to applied community contexts. Students are invited to bring a dynamic problem related to their ongoing community-based work as an input to course activities. The course will focus on skill building in identifying community priorities and concerns; translating narratives and research evidence into preliminary model structure; and on skills of designing community-specific and culturally relevant group model building workshops. This course applies a strength based, resource-based view of individuals, organizations and communities through reflective work on individual practice and through design of approaches to engaging communities and organizations. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6032 System Dynamics Applied Practice II: Simulation Model Translation and Adaptation

This course focuses on supporting students to apply concepts, skills, and tools of SWPM 6077 System Dynamics Modeling for Strategic Design to applied community contexts. This course will help students learn how to identify relevant system dynamics model structures and adapt those models for use in new problem domains to support community-based planning and dialogue. The course will focus on



skills in development of model structure from equations; identification of generic structures; model confidence building, sensitivity analysis and critique; parameter estimation and model calibration. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6033 System Dynamics Applied Practice III: Developing Interactive Model Interfaces

This course will help students learn and apply techniques for model analysis and translation of insights to new audiences. Specific attention will be on using model analysis to explore structural explanations for policy and program behavior, and on developing interactive model interfaces to communicate system insights. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6034 Introduction to System Dynamics for Advancing Equity

This course exposes students to a systems approach to understanding equity in health, education and general well-being in complex social systems spanning individuals and families to organizations, communities, and the global context. The course covers the foundations of system dynamics: endogenous or feedback perspective, accumulations, rates of changes, and the role of computer models to understand systems. The course introduces students to causal loop diagramming, stock and flow representations of systems, system dynamics modeling software tools, and the distributional and structural inequalities in social systems.

Credit 1 unit.

Typical periods offered: Fall, Spring

SWSL 6046 MSW Research Seminar I

This seminar is for Research specialization students only.

Credit 1 unit.

Typical periods offered: Fall

SWSL 6047 MSW Research Seminar II

This seminar is for Research specialization only.

Credit 2 units.

Typical periods offered: Spring

SWSL 6049 Pharmacology for Social Workers

Acquaints students with the major categories of pharmacological agents used in medical practice. Emphasizes the mechanism, action, and common side effects associated with the administration of specific medications and the parameters used to monitor the clinical progress of disease and drug therapy.

Credit 1 unit.

Typical periods offered: Spring

Social Work Social Policy

SWSP 6002 American Indian Social Welfare Policies and Administrative Practices

Studies United States policies on American Indian education, health, and mental health from early treaty provisions to the present. Discusses the impact of policy on service delivery and implications for the future.

Credit 3 units.

Typical periods offered: Spring

SWSP 6003 Policy and Services for Children and Youth

Explores social policies and practice affecting the development and delivery of social services to children and youth. Explores limitations in current programs and points to the development of alternative policies and services.

Credit 3 units.

Typical periods offered: Spring

SWSP 6004 Social Policies, Services and Programs in Aging

In this course, we will cover issues related to aging societies—particularly in the U.S. but with flexibility to pursue issues in other countries and regions—and explore how social and organizational policies and programs can influence the health and well-being of current and future older adults. This course reviews foundational knowledge regarding Social Security and retirement savings programs, healthcare and health insurance, employment, housing, and more. Students will develop skills relating to retirement income planning, policy analysis, and strategic communication and advocacy. Throughout this course, we will focus on the intersectionality of age with gender, race, ethnicity, and class, among other factors. Students from all fields of practice and degrees are welcome, as older adults play an important role in the lives of people throughout the lifespan.

Credit 3 units.

Typical periods offered: Spring

SWSP 6005 Regulating Sex: Law, Policy and Advocacy

This course focuses on the historical and current implications of policy and legal principles related to the regulation of sex, sexual orientation, gender identity, and reproductive health in the United States. With subject matter grounded in constitutionally based rights, students will explore how ideals of liberty, equal protection and freedom of expression are expanded or contracted. Active review of current statutes and bills, case law, administrative regulations and ballot initiatives is at the forefront of class content and discussion. By understanding laws and cases, students will learn the nuances of policy practice and advocacy to preserve human rights and individual health and well-being.

Credit 3 units.

Typical periods offered: Spring

SWSP 6008 Domestic Social and Economic Development Policy

Focuses on selected topics in development policy in the United States at local, state, and national levels, emphasizing implications of alternative policy approaches.

Credit 3 units.

Typical periods offered: Fall, Spring

SWSP 6009 International Social and Economic Development Policy

Focuses on selected topics in international development policy emphasizing implications of alternative policy approaches.

Credit 3 units.

Typical periods offered: Fall, Spring

SWSP 6010 Human Rights Policy

In this course, we will explore the history, key theoretical debates, policy implications, and advocacy strategies related to the human rights movement. The class will approach human rights issues and situations from the perspective of a social worker. We will examine the different formal and informal institutions that work to promote, as well as hinder, the realization of human rights using case studies. Finally, the class will explore the effectiveness of different advocacy tools to address human rights violations in various contexts.

Credit 3 units.

Typical periods offered: Spring

SWSP 6011 Substance Use Policy

This course will provide an overview of drug policies in the United States ranging from the criminalization of drug use through sanctions and mandated services, the policies behind the drug treatment system in the United States, and evolving drug law reforms reflecting settings at the local, national and global levels. The course will cover the historical contexts of criminalization of drug use through the passing of laws that were unevenly enforced. Students will apply policy analysis skills to better understand the consequences of policy decisions surrounding drug treatment and enforcement of drug interdiction laws in the United States on health and social equity.

Credit 3 units.

Typical periods offered: Fall

SWSP 6012 Behavioral Health Policies and Services

Acquaints students with current state and national laws and regulations that affect mental health service delivery. Future trends in mental health policy are also examined.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

SWSP 6013 Local and Municipal Policy and Advocacy

This course is designed to bridge knowledge of the technical workings of local and municipal governmental structures with the skills needed to influence policy making decisions at this level. Students will initially focus on the different aspect of the policy making process including creation of local ordinances, budgets and administrative regulations. Progressively, students will gain skills in locally focused advocacy, such as coalition building, lobbying, and testimony, as well as long term community relationship building.

Credit 3 units.

Typical periods offered: Spring

SWSP 6017 Washington D.C. Lab: Advocacy in the Federal Ecosystem

Students must apply and be accepted at sa.wustl.edu. Students are responsible for travel to D.C., housing, meals, and public transportation. Scholarships are available for travel for Brown School students. Good social welfare policy involves professionals working in all aspects of the policy ecosystem, including advocacy, evaluation, implementation, strategy and negotiation. This laboratory class will expose students to the people doing this work in the U.S. federal government and enable students to participate in advocacy. The course take place in two phases. Phase one takes place in the classroom in St. Louis where we will learn federal policy advocacy skills and prepare for our trip. The second phase will be an immersive learning experience in Washington, D.C., where we will meet with policy professionals, including many of our alumni. The class will culminate with a trip to the Hill for you to advocate with legislators, allowing you to make an impact on an issue that matters to you.

Credit 3 units.

Typical periods offered: Spring

SWSP 6018 Health Administration and Policy

This course provides an overview of the structure and functions of the U.S. Health Care System, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed domestically and internationally. The course also introduces key concepts in health care management. Finally, the course provides students with the tools necessary to evaluate and analyze health policy and health care systems in the U.S.

Credit 3 units.

Typical periods offered: Fall, Spring

Social Work Theory, Problems & Issues

SWTH 6000 Theoretical and Empirical Bases for Practice with Children, Youth and Families

This course exposes students to theoretically based, empirically supported interventions that guide the assessment, treatment planning, intervention selection, implementation, and evaluation of outcomes in social work practice with children, youth and families (CYF).

Credit 3 units.

Typical periods offered: Fall, Spring

SWTH 6001 Theoretical Approaches to Interpersonal Violence Across the Life Course

This course examines theoretical approaches to understanding interpersonal violence across the life course in the United States. The course uses a multidimensional theoretical approach to explore: the causes of interpersonal violence; the impact of interpersonal violence on the individual (both victim/survivors and perpetrators), families, communities, and society; how theory informs intervention and prevention approaches to interpersonal violence; and evaluation of intervention and prevention approaches. The course will also examine the prevalence of interpersonal violence, risk and resiliency factors, the impact of polyvictimization, the connections between interpersonal violence and suicide, and the intersection of power and oppression in the experiences of interpersonal violence, focusing on marginalized identities. After a review of key theories and perspectives, students will apply theoretical lenses to examine experiences of interpersonal violence across the life course including child abuse, bullying, sexual harassment, sexual violence, intimate partner violence, and elder abuse. Students will also apply theoretical lenses to understand evidence based individual interventions and macro level policies that address interpersonal violence across the life course. Consideration will be given to various trauma and strategies to promote sustainability in the field.

Credit 3 units.

Typical periods offered: Fall

SWTH 6002 Contemporary Perspectives on Aging

Examines the theoretical and service issues connected to the study of the elderly from the multidisciplinary approach of gerontology. Considered are the biological, social, and psychological aspects of aging, and the nature and extent of service delivery systems for the aged and their families.



Credit 3 units.

Typical periods offered: Spring

SWTH 6003 Health Behavior and Health Promotion

The purpose of this course is to present fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing individual, families, and population health issues. Students will learn the role of social determinants of health problems, and theoretical approaches to guide the design and evaluation of health interventions.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

SWTH 6006 Poverty and Inequality in America

Focuses on the extent and causes of poverty in the United States, the effects of poverty on individuals and families, and the search for solutions.

Credit 3 units.

Typical periods offered: Spring

SWTH 6009 International Social and Economic Development Theory

A comparative study of international social development, including patterns and issues in cross-national collaboration, selected problems in international social development, and a conceptual framework for analyzing social change.

Credit 3 units.

Typical periods offered: Spring

SWTH 6010 Theories of Racial, Social and Economic Justice

The objective of this course is to provide an overview of theories of racial, social, and economic justice in advancing equitable outcome of communities throughout the U.S. This course will explore the intersections of social, political, and economic structures, systems, and institutions that promote or inhibit people's abilities to thrive. This course will approach topics through theory, policy, and practice with an emphasis on dismantling white supremacy and promoting an anti-racist lens. Students will (un)learn and challenge theories, policies, and practices that are harmful to marginalized and oppressed populations.

Credit 3 units.

Typical periods offered: Spring

SWTH 6011 Contemporary Theories and Issues in Behavioral Health

This course examines a range of theories and contemporary issues in mental health that relate to social work practice in mental health.

Credit 3 units.

Typical periods offered: Fall, Spring

SWTH 6012 Human Service Organizations: Theory, Concepts & Issues

This course provides the theoretical and conceptual underpinnings of the concentration. It will examine the landscape and current state of the organizational system to achieve social impact, including strengths, weaknesses, opportunities and threats as well as the manner in which legal, social, economic and cultural forces shape organizational behavior. It will introduce the meaning, scope and rationale of the four interlinked concentration foci (leadership, management, innovation and entrepreneurship) and introduce key theories, concepts and frameworks that inform the entire curriculum, in particular organizational and leadership ambidexterity.

Credit 3 units.

Typical periods offered: Spring

SWTH 6013 Indigenous Knowledge, Values and Cultures

Surveys several major themes in the history and modern evolution of American Indian societies, cultures, values, and laws. Examines indigenous societies and cultures before the arrival of Europeans. Explores the history of American Indians and Indian nations in the US and their treatment by the US. Examines modern Indian governments, and legal systems, and the status of Indian nations as sovereign political entities within the US.

Credit 3 units.

Typical periods offered: Spring

Master of Social Work

The Brown School at Washington University in St. Louis offers a top-ranked Master of Social Work (MSW) program. Through coursework and fieldwork, students gain the knowledge and skills needed to tackle some of society's greatest challenges and to succeed in a variety of professional settings.

Our program has trained our graduates for work across an incredible breadth of professional positions in more than 50 countries around the globe. Our customizable curriculum allows students to design their own course of study tailored to the type of work that they will do and the communities with which they will work.

Students have remarkable flexibility to shape their MSW experience at the Brown School. Our curriculum is structured to ensure that students will be prepared to make a positive impact in their field of choice. To this end, students are able to do the following:

- Choose from several concentrations (p. 58) or declare their own individualized concentration.
- Add an optional specialization (p. 61) to increase their skills.
- Broaden their knowledge with a dual degree (p. 72).

Students can also tailor their experiences beyond the classroom:

- Choose from more than 300 MSW practicum sites locally, nationally and internationally.
- Conduct research with our renowned faculty.
- Develop their skills internationally through a practicum or research assistantship.
- Join some of the Brown School's student groups that raise awareness and advocate for social change.

Website:

<https://brownschool.wustl.edu/academics/master-of-social-work>

Degree Requirements

Our two-year, 60-credit degree provides students with the fundamentals needed to have an impact on the field of social work while also providing them with opportunities to advance their analytical, leadership and team-building skills.



Our flexible curriculum includes outstanding research opportunities, real-world learning experiences through practica, and the opportunity to personalize their MSW. If students have earned a Bachelor of Social Work from a school accredited by the Council on Social Work Education, they may also be eligible for advanced standing credit.

Required Courses

The list below includes the required courses that students use to build their course of study. Because of the flexibility and customization of each MSW degree at the Brown School, the order in which students take their courses may vary.

Requirements	Units
FOUNDATION COURSES	21 credits
SWFN 5001 Research Methods with Statistical Applications	3
SWFN 5002 Human Behavior	3
SWFN 5003 Social, Economic and Political Environment	3
SWFN 5004 Social Justice and Human Diversity	3
SWFN 5005 Social Work Practice with Individuals, Families, and Groups	3
SWFN 5006 Social Work Practice with Organizations and Communities	3
SWFN 5007 Social Welfare Policies and Services	3
FOUNDATION PRACTICUM	4 credits
SWFN 5050 Foundations of Field Education	0
SWFN 5051 MSW Foundation Practicum I	3
SWFN 5052 MSW Integrative Foundation Field Seminar	1
CONCENTRATION COURSES*	15 credits
Theory, Problems, and Issues	3
Social Policy	3
Practice Methods	9
CONCENTRATION PRACTICUM	5 credits
SWCP 6000 MSW Concentration Practicum I	
SWCP 6001 MSW Concentration Practicum II	
OTHER REQUIREMENTS	
Evaluation	3 credits
SWEV 6000 Social Policy Analysis and Evaluation (Required if in Policy specialization)	
or SWEV 6001 Evaluation of Programs and Services	
SWEV 6002 (Required if in Social Impact Leadership concentration)	
Leadership and Management	3 credits
SWLM 6000 Management and Leadership of Organizations (Required for most)	
SWTH 6012 (Required if in Management or Social Entrepreneurship specialization)	
SWPM 6050 (Required if in Social Impact Leadership concentration)	
Electives**	9 credits

* Specific course options vary according to the concentration (p. 58) that a student pursues.

**Students use elective credits during years one and two to earn an optional specialization (p. 61) or to take other graduate course work.

Dual degree students fulfill their MSW elective course requirements with their non-MSW program coursework.

Our curriculum emphasizes an evidence-based approach to problem solving. As such, our faculty have found that an understanding of statistics analysis is critical to every student's success. Foundation courses will allow students to develop this competency.

Curriculum and required credits are subject to change.

MSW Concentrations

Students will orient their course of study around a concentration to deepen their knowledge in a particular area. Concentrations include the following:

- American Indian and Alaska Native (p. 58)
- Children, Youth and Families (p. 59)
- Health (p. 59)
- Mental Health (p. 59)
- Social and Economic Development — Domestic (p. 60)
- Social and Economic Development — International (p. 60)
- Social Impact Leadership (p. 61)

American Indian and Alaska Native

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		
SWTH 6013	Indigenous Knowledge, Values and Cultures	3
Social Policy (3 credits)		
SWSP 6002	American Indian Social Welfare Policies and Administrative Practices	3
Practice Methods (9 credits)		
SWPM 6020	Indigenous Mental Health Practice	3
SWPM 6054	Community Development with American Indian and other Indigenous Communities	3
One additional practice course based on selected track		3
Total Units		15



* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

Children, Youth and Families

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6000	Theoretical and Empirical Bases for Practice with Children, Youth and Families	
Social Policy (3 credits)		3
SWSP 6003	Policy and Services for Children and Youth	
Practice Methods (9 credits)		9
<i>Required:</i>		
SWPM 6078	Social Work Practice Across Systems Serving Children, Youth and Families	
<i>One of the following is required:</i>		
SWPM 6013	Social Work Practice in Early and Middle Childhood	
or SWPM 6014 Social Work Practice with Youth in Families		
<i>One of the following is required**:</i>		
SWPM 6013	Social Work Practice in Early and Middle Childhood	
or SWPM 6014 Social Work Practice with Youth in Families		
or SWPM 6017 International Child Welfare		
or SWPM 6002 Child Maltreatment Prevention		
or SWPM 6035 Core Components and Skills for Trauma-Informed Practice		
or SWPM 6049 Developing Programs in Health and Social Service Settings		
Total Units		15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

**SOC WK 6640 School Social Work Practice in Public Schools at UMSL is also an option for this requirement.

Health

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6003	Health Behavior and Health Promotion	
Social Policy (3 credits)		3
SWSP 6018	Health Administration and Policy	
Practice Methods (9 credits)		9
<i>Required:</i>		
SWPM 6003	Clinical Interventions in Health and Integrated Health Settings	3
SWPM 6009	Principles and Practices of Differential Diagnosis	3
<i>One of the following is required:</i>		3
SWPM 6004	Cognitive Behavior Therapy	
or SWPM 6007 Applied Group Work Practice		
or SWPM 6018 Principles, Practices and Services in Substance Use Disorder Treatment		
or SWPM 6049 Developing Programs in Health and Social Service Settings		
Total Units		15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

Mental Health

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6011	Contemporary Theories and Issues in Behavioral Health (If Child Behavioral Health Track, take SWTH 6000 Theoretical and Empirical Bases for Practice with Children, Youth, and Families)	
Social Policy (3 credits)		3
SWSP 6012	Behavioral Health Policies and Services (If Substance Use Disorder Treatment Track, take SWSP 6011 Substance Use Policy)	
Practice Methods (9 credits)		9
Clinical Social Work Track		
<i>Required:</i>		
SWPM 6008	Principles of Clinical Interventions in Behavioral Health	
SWPM 6009	Principles and Practices of Differential Diagnosis	



SWPM 6018 Principles, Practices and Services in Substance Use Disorder Treatment	
Child Behavioral Health Track	
<i>Required:</i>	
SWPM 6009 Principles and Practices of Differential Diagnosis	
SWPM 6012 Contemporary Family Therapy	
SWPM 6035 Core Components and Skills for Trauma-Informed Practice	
Clinical Social Work in Substance Use Disorder Treatment Track	
<i>Required:</i>	
SWPM 6009 Principles and Practices of Differential Diagnosis	
SWPM 6018 Principles, Practices and Services in Substance Use Disorder Treatment	
SWPM 6010 Harm Reduction Community Practice	
Total Units	15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

Social and Economic Development — Domestic

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6010 Theories of Racial, Social and Economic Justice		
or SWTH 6006 Poverty and Inequality in America		
Social Policy (3 credits)		3
SWSP 6008 Domestic Social and Economic Development Policy		
Practice Methods (9 credits)		9
<i>Three of the following are required:</i>		
SWPM 6052 Community Development Practice		
or SWPM 6053 State Level Lobbying		
or SWPM 6056 Fundamentals of Community Organizing		
or SWPM 6057 Financial Capabilities and Consumer Protections		
or SWPM 6060 Social and Economic Development, Redevelopment: East St. Louis Seminar		
or SWPM 6063 Race, Inequality, and Social Justice in American K-12 Education		
or SWPM 6066 Equitable Economic Development		

or SWPM 6074 Community Based System Dynamics	
or SWPM 6083 Environmental Justice and Macro Mental Health	
Total Units	15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

Social and Economic Development — International

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6009 International Social and Economic Development Theory		
Social Policy (3 credits)		3
SWSP 6009 International Social and Economic Development Policy		
Practice Methods (9 credits)		9
<i>Required:</i>		
SWPM 6059 Development Practice in International Settings		
<i>Two of the following are required:</i>		
PHTPS 6001 Global Mental Health (through School of Public Health)		
or SWPM 6017 International Child Welfare		
or SWPM 6022 Practice with Refugees and Immigrants		
or SWPM 6049 Developing Programs in Health and Social Service Settings		
or SWSP 6010 Human Rights Policy		
or various field-based courses (as approved)		
Total Units		15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).



Social Impact Leadership

Code	Title	Units
CONCENTRATION COURSES*		
Theory, Problems, and Issues (3 credits)		3
SWTH 6012	Human Service Organizations: Theory, Concepts, Issues	
Social Policy (3 credits)		3
<i>One of the following is required:</i>		
SWSP 6002	American Indian Social Welfare Policies and Administrative Practices	
or SWSP 6003 Policy and Services for Children and Youth		
or SWSP 6008 Domestic Social and Economic Development Policy		
or SWSP 6009 International Social and Economic Development Policy		
or SWSP 6011 Substance Use Policy		
or SWSP 6012 Behavioral Health Policies and Services		
or SWSP 6018 Health Administration and Policy		
Practice Methods (9 credits)		9
Leadership and Management Track		
SWPM 6038	Leading and Managing Employees, Volunteers and Teams	
SWPM 6039	Financial Management	
SWPM 6043	Leadership and Management of Human Service Organizations	
Innovation and Entrepreneurship Track		
SWPM 6038	Leading and Managing Employees, Volunteers and Teams	
SWPM 6039	Financial Management	
SWPM 6044	Social Entrepreneurship	
Total Units		15

* All MSW students must complete the same required 21 credits of foundation coursework and 4 credits of foundation practicum and seminar. They must also complete 5 credits of concentration practicum, a leadership and management course, an evaluation course, and 9 credits of electives. The list of these requirements can be found on the Master of Social Work Degree Requirements tab (p. 57).

MSW Specializations

With the use of elective courses, students can choose to develop additional skills by declaring a focused specialization that can be used in combination with any concentration. Specialization options include the following:

- Management (p. 61)
- Older Adults and Aging Societies (p. 61)
- Policy (p. 62)
- Research (p. 62)
- Sexual Health and Education (p. 62)
- Social Entrepreneurship (p. 62)
- System Dynamics (p. 62)
- Violence and Injury Prevention (p. 63)

All specializations require students to complete one of their five concentration practicum credits (120 hours) on their specialization-related tasks and activities. Students must work with their field advisor and field instructor to ensure relevant content.

Management

Code	Title	Units
SWPM 6038	Leading and Managing Employees, Volunteers and Teams	3
SWPM 6039	Financial Management	3
SWPM 6043	Leadership and Management of Human Service Organizations	3
Other Notes:		
Students take SWTH 6012 Human Service Organizations: Theory, Concepts, Issues for their Leadership and Management requirement.		
Students may choose to take SWEV 6002 Human Services: Design and Evaluation for Impact for their Evaluation requirement.		
Total Units		9

Older Adults and Aging Societies

Code	Title	Units
SWTH 6002	Contemporary Perspectives on Aging	3
SWSP 6004	Social Policies, Services and Programs in Aging	3
<i>One of the following is required:</i>		3
SWPM 6008	Principles of Clinical Interventions in Behavioral Health	
or SWPM 6009 Principles and Practices of Differential Diagnosis		



or SWPM 6018 Principles, Practices and Services in Substance Use Disorder Treatment	
or SWPM 6010 Harm Reduction Community Practice	
or SWPM 6078 Social Work Practice Across Systems Serving Children, Youth and Families	
or SWPM 6012 Contemporary Family Therapy	
or SWPM 6003 Clinical Interventions in Health and Integrated Health Settings	
or SWPM 6004 Cognitive Behavioral Therapy	
or SWPM 6007 Applied Group Work Practice	
or SWPM 6049 Developing Programs in Health and Social Service Settings	
or SWPM 6026 Sex, Society and Social Work: Issues and Interventions	
or SWPM 6027 Sexual Health Across the Life Course	
or SWPM 6029 Designing Sexual Health Education Curriculum	
or SWPM 6001 Addressing and Preventing Intimate Partner Violence in Practice	
or SWPM 6035 Core Components and Skills for Trauma-Informed Practice	
Total Units	9

Policy

Code	Title	Units
SWSP 6013 Local and Municipal Policy and Advocacy		3
SWPM 6053 State Level Lobbying		3
<i>An additional 3 credits of Policy coursework are required. We suggest one of the following for the most robust Policy experience:</i>		3
SPGN 6021 Economics of Social Welfare		
or SPGN 6014 Policy and Advocacy in the Three Branches of Government		
or SWSP 6017 Washington D.C. Lab: Advocacy in the Federal Ecosystem		
or SPGN 6009 Public Administration, Finance, and Government Budgeting		
Other Notes:		
Students take SWEV 6000 Social Policy Analysis and Evaluation as their Evaluation requirement. Exception: SIL concentration students take SWEV 6002 Human Services: Design and Evaluation for Impact as their Evaluation requirement.		
Total Units		9

Research

Code	Title	Units
PHFN 5001 Biostatistics (through the Bursky School of Public Health)		3
PHRS 6001 Applied Linear Modeling (through the Bursky School of Public Health)		3
SWSL 6046 MSW Research Seminar I		1
SWSL 6047 MSW Research Seminar II		2
Total Units		9

Sexual Health and Education

Code	Title	Units
SWPM 6026 Sex, Society and Social Work: Issues and Interventions		3
<i>Two of the following are required:</i>		6
SWPM 6027 Sexual Health Across the Life Course		
or SWPM 6029 Designing Sexual Health Education Curriculum		
or SWSP 6005 Regulating Sex: Law, Policy and Advocacy		
Total Units		9

Social Entrepreneurship

Code	Title	Units
SWPM 6039 Financial Management		3
SWPM 6044 Social Entrepreneurship		3
MGT 5240 Business Planning for the New Enterprises: The Hatchery (through Olin Business School)		
Other Notes:		
Students take SWTH 6012 Human Service Organizations: Theory, Concepts, Issues for their Leadership and Management requirement.		
Students may choose to take SWEV 6002 Human Services: Design and Evaluation for Impact for their Evaluation requirement.		
Total Units		6

System Dynamics

Code	Title	Units
<i>One of the following is required:</i>		1
SWSL 6031 System Dynamics Applied Practice I: Designing Responsive Community Based System Dynamics Approaches		
or SWSL 6034 Introduction to System Dynamics for Advancing Equity		
<i>Required:</i>		



SWPM 6074 Community Based System Dynamics	3
SWPM 6077 System Dynamics Modeling for Strategic Design	3
SWSL 6032 System Dynamics Applied Practice II: Simulation Model Translation and Adaptation	1
SWSL 6033 System Dynamics Applied Practice III: Developing Interactive Model Interfaces	1
Total Units	9

Violence and Injury Prevention

Code	Title	Units
SWTH 6001	Theoretical Approaches to Interpersonal Violence Across Life Course	3
<i>Two of the following are required:</i>		6
SWPM 6001	Addressing and Preventing Intimate Partner Violence in Practice	
	or SWPM 6002 Child Maltreatment Prevention	
	or SWPM 6017 International Child Welfare	
	or SWPM 6035 Core Components and Skills for Trauma-Informed Practice	
Total Units		9

MSW Practicum

MSW Practicum education at the Brown School is an integral part of professional social work education and the signature pedagogy of the MSW Program. It is designed to provide authentic practice situations in which theoretical knowledge and concepts from the classroom and literature can be applied to the concrete demands of the practicum.

The learning that occurs in the practicum setting complements academic coursework with the practical application of theory, concepts, and specific practice behaviors – thus the term *practicum*. Practicum education acts in accordance with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) competencies and associated practice behaviors. Practicum education is the opportunity for students to apply the skills and knowledge gained in the classroom in actual practice settings.

Purpose of Practicum Education

The purpose of the MSW Practicum at the Brown School is threefold:

1. To offer challenging, innovative, and meaningful learning experiences to students;
2. To prepare students for responsibilities as social work professionals who demonstrate ethical and professional conduct; and
3. To ensure expert supervision by experienced Practicum Instructors (PIs) who have demonstrated knowledge in the practicum and who have been affiliated with the Brown School.

The experiential learning process that occurs in practicum encourages students to integrate the theory, knowledge, and skills learned in the classroom with real-world experiences and to actively participate in their own career development. Applied learning is essential in the process of educating, informing, advising, nurturing, and mentoring the development of competent social work professionals.

Role of Practicum Faculty

Practicum Faculty serve as the primary advisors for the MSW Practicum experience. They are responsible for orienting students to the practicum process, guiding student learning, and assessing progress across all areas of practicum education. Practicum Faculty work in close collaboration with practicum agencies and bring expertise aligned with their areas of concentration. Practicum advising includes helping students identify, secure, and prepare for practicum placement, as well as supporting socialization into the profession and overall professional development. Throughout the MSW Practicum, Practicum Faculty collaborate with students, PIs, and Academic Advisors to ensure students are meeting all required competencies and practice behaviors. Practicum Faculty conduct the midpoint site visit to monitor student progress in the practicum. The Foundations of Field Education and MSW Integrative Foundation Field Seminar are taught by Office of Practicum Education (OPE) faculty and provide a supportive learning environment that includes information via readings, lectures, facilitated discussions, and practical examples.

Practicum Levels

Foundation Practica

The foundation-level practicum provides students with opportunities to gain a generalist's perspective on social work practice and is the first practicum experience students are required to complete. Students must complete 3 practicum credits (120 hours per credit) for a total of 360 practicum hours at the foundation level at an approved practicum site.

It is recommended that full-time students in the two-year cohort begin their MSW Foundation Practicum in the spring of their first year of the program. Students who are part-time can begin their MSW Foundation Practicum in their second year of the program. Students who are Advanced Standing do not complete the MSW Foundation Practicum.

Students may begin MSW Foundation Practicum in the summer with approval from their Practicum Faculty advisor before registration. Students are required to complete their MSW Foundation Practicum at one site, barring special circumstances.

Concentration Practica

A student in the two-year cohort must complete any prerequisite courses for their concentration-level practicum. Students complete 5 practicum credits (120 hours per credit) for a total of 600 practicum hours of MSW Concentration Practicum at a site that aligns with their advanced area of study. Students may take up to 3 credits of practicum each semester to not exceed 360 hours per semester. Concentration practicum hours may not be completed concurrently with foundation practicum hours. Students will register their MSW Concentration Practicum with the Practicum Faculty member who oversees the practicum experience for their concentration. Practicum Faculty have practice experience in or adjacent to the Social Work Concentration, which allows them to help guide students in their site selection.

Students who are full-time typically complete their MSW Concentration Practicum during their second year of the program. Students in the part-time program begin their MSW Concentration Practicum in the semester after completion of their MSW Foundation Practicum (varies). Advanced Standing students (BSW-degreed students) can begin the MSW Concentration Practicum during their first semester at the Brown School. These students are required to complete only the concentration-level practicum for 5 credits (600 Practicum hours) and are exempt from the foundation-level practicum and the MSW Integrative Foundation Field Seminar course.

Elective Practica

Students can take 1 to 5 additional credits (120 hours per credit) of elective practica upon satisfactory completion of their required 600 hours of concentration practicum. Students may complete these hours at the organization where the concentration practicum was completed or at a different practicum site. Students may not exceed 600 elective credit hours of practicum nor take more than 3 credits (360 hours) in one semester.

Practicum Options

Out-of-State Practicum

Special consideration will be made on a case-by-case basis for the affiliation of out-of-state (through OPE) and potential PIs. Upon approval from the OPE, students who have completed the MSW Foundation Practicum with a passing grade can apply to complete a concentration-level practicum outside of the Greater St. Louis metropolitan area in any U.S. city or state. Out-of-state sites and PIs must meet the same criteria to affiliate as local sites and PIs. We encourage students to consult with OPE Faculty about the Brown School's affiliation process in their planning for an out-of-state practicum.

Students are required to submit two references to the OPE, which can verify their ability to complete and thrive in an out-of-state practicum. The student must submit the same practicum documents that are required for a local practicum to OPE by the specified due dates. Students must also comply with all of OPE's policies and procedures during out-of-state practicum experiences.

Global Practicum

The OPE collaborates with the Global Programs Office (GPO) to assess the feasibility of international practica for students. A global practicum is defined as a placement that is completed in a Core Affiliated Practicum (CAP) site in a country outside of the United States. Global practicum students are required to comply with all OPE requirements, guidelines, and timelines. Students must also adhere to the mandated competencies and behaviors outlined in the Educational Learning Agreement (ELA) in their area of concentration. Students interested in completing an international practicum must receive joint approval from the OPE and the GPO.

Global Practicum Approval

The approval for a global practicum must meet the following conditions:

- The student submits the application for global practica to the OPE.
- The student is in good academic standing at the time of application, with a cumulative GPA of 3.0 or higher and with no academic or disciplinary concerns.
- The student has completed the MSW Foundation coursework and practicum.
- The student has successfully completed, with a B or better, at least one course in international practice.
- Dual degree students have completed the prerequisite courses, the MSW Foundation courses, and the MSW Foundation Practicum.
- Advanced Standing MSW students will have completed at least one semester of courses at Brown School.

Individualized Plan of Study Practicum

A student with an approved Individualized Plan of Study from the Assistant Dean of Social Work must also receive a practicum site from the OPE that fulfills the rationale for the plan. The OPE works in concert with the Assistant Dean for Social Work for approval. Students create an individualized ELA specifying how the selected site meets the CSWE 2022 EPAS Competencies for social work practice.

Employment-Based Practicum

The MSW program recognizes that students — particularly those attending part-time — may have unique circumstances and professional commitments that make completing a practicum at their place of employment a practical and more equitable option. While the MSW Program generally encourages students to seek placements



that broaden their experience, it also provides a pathway for work-based practicum placements through a formal application process. This approach ensures flexibility while maintaining the integrity of practicum education and compliance with accreditation standards.

The program permits students to apply for a work-based practicum placement under specific conditions designed to uphold the integrity of practicum education and to ensure compliance with CSWE accreditation standards. This option is intended to support students who are employed in organizations that can provide meaningful learning experiences aligned with social work competencies. Students must complete the Application to Complete Practicum at Place of Employment Form and provide detailed information about their current role, the proposed practicum activities, and how these activities differ from their routine employment tasks. The application process is designed to ensure that the practicum experience is distinct from the student's regular job duties, offers meaningful learning opportunities, and aligns with the nine CSWE social work competencies; it also indicates whether the practicum will occur at the foundation or concentration level. OPE Faculty work collaboratively with students and employers to create a plan that supports professional growth, competency development, and inclusive practice.

Alignment With Social Work Competencies and Level of Practice

To maintain academic rigor, the program requires that all work-based practicum assignments be distinct from routine employment tasks and explicitly linked to the nine CSWE social work competencies. Students must submit a detailed application that outlines proposed practicum activities and demonstrates how these tasks correspond to competency-based learning objectives at the appropriate level of practice (foundation or concentration). The application is reviewed by OPE Faculty, who collaborate with the student and the employer to ensure that assignments provide opportunities for assessment, intervention, policy practice, research-informed decision-making, and engagement across relevant system levels.

Distinct Supervision for Practicum Education

All supervisors in employment-based settings must meet the criteria for practicum supervision with the MSW Program. If the student's direct supervisor does not meet these qualifications, an alternative on-site PI may be assigned that meets these criteria within the organization. All PIs must go through training with the OPE before they are approved to provide supervision toward the student's accumulation of practicum hours. Practicum education supervision must be separate and identifiably different from employment supervision, even when it is provided by the same individual. The MSW Program requires that employment-based PIs allocate dedicated time for competency-based field instruction, including weekly supervision sessions focused on integrating theory into practice, reviewing learning

agreements, and evaluating progress toward ELA objectives. This distinction is reinforced through orientation and training for PIs to ensure that supervisory roles for employment and education remain clearly delineated.

Continuation or Change in Case of Employment Disruption

If a student becomes unemployed during a work-based practicum, OPE has a structured process to ensure continuity toward the completion of practicum hours. OPE Faculty work closely with the student to identify an alternative placement that meets program requirements and supports timely completion of practicum hours. The program prioritizes a seamless transition by leveraging its network of approved practicum sites and, when necessary, assigning an alternative PI (e.g., a Brown School faculty member) to provide supervision until a new placement is secured. This approach safeguards student learning and compliance with accreditation standards while minimizing disruption to the student's academic progress.

Approval and Documentation

When the student's application meets all criteria, the MSW Program documents approval of the student's ELA and enters the approval in the practicum education database. If any gaps are identified, faculty collaborate with the student and the employer to revise the application before final approval.

Contingency Planning

As part of the evaluation, OPE faculty ensure that the application includes a continuity plan in case the student's employment ends during the practicum. This plan outlines how the program will assist the student with securing an alternative placement and, if necessary, assign an alternative PI to maintain compliance and support the timely completion of practicum hours.

Required Practicum Coursework

Foundations of Field Education

SWFN 5050 MSW Foundations of Field Education is required the semester prior to starting the practicum and serves as one of many points of orientation for students. This mandatory course is designed to help students prepare for practicum; it is a 0-credit (asynchronous and synchronous) requirement for students prior to entering practicum placement. The course is designed to orient students to the process of field education at the Brown School and to provide students with an overview of the historical and cultural context of our region's practice environment. Activities strongly emphasize the skills of generalist social work practice, emphasizing the CSWE 2022 EPAS Competencies for Practice. During the course, information on practicum selection, practicum requirements, and procedures is provided.

MSW Integrative Foundation Field Seminar

SWFN 5052 MSW Integrative Foundation Field Seminar, a 1-credit course, is taken concurrently with the MSW Foundation Practicum, either in the spring or summer semester. The seminar integrates theoretical constructs and evidence-based practices with hands-on skill application and exposure to the social work profession's varied professional roles, values, and ethics. In the seminar, students utilize large and small group discussion, case presentations, group exercises, writing, and other assignments to process their experiences with supervision and client interactions. This course provides students with a forum to debrief practice challenges in a supportive environment and to begin honing professional development skills through an applied, peer-to-peer learning experience. Activities strongly emphasize the skills of generalist social work practice, especially the CSWE 2022 EPAS Competencies for Practice.

BSW Intensive: Bridge to Brown

SWFN 5008 BSW Intensive: Bridge to Brown is a required 4-credit course designed to support Advanced Standing students in making a confident and successful transition into graduate-level social work education. The course is intentionally structured not to repeat generalist content but rather to build upon students' prior BSW training by reinforcing core knowledge and introducing new frameworks that deepen understanding and support readiness for advanced coursework. Key areas of focus include research methods; social, economic, and political environments; social justice and human diversity; and the evidence-based practice model. Bridge to Brown ensures a strong academic foundation for all incoming Advanced Standing students and equips them for success in the concentration-level curriculum and advanced field education. This bridge experience ensures that Advanced Standing students are fully prepared for the rigor and expectations of specialized MSW coursework while reinforcing the program's commitment to equity and inclusion in student development.

Practicum Site and Instructor Criteria

Students must complete their practicum experience with an affiliated practicum organization. Affiliated practicum organizations are those that have been determined and approved to fulfill the requirements of the CSWE 2022 EPAS Competencies for Social Work practice and to provide consistent and exemplary learning experiences for students. The MSW Program employs a structured process to verify that all PIs meet the qualifications outlined by the CSWE. This verification occurs during the site approval process and is documented through the completion of a Brown School Affiliation Application, which can

be found on the Brown School website. This form requires instructors to document their academic credentials, graduation year(s), and professional experience details. Supporting documentation, such as copies of diplomas or transcripts, may also be requested.

For specialized practice placements in which task supervisors may not hold an MSW degree, the review process includes evaluation of the instructor's résumé or CV, verification of degree conferral, and assessment of relevant practice experience. In addition, the program ensures that these supervisors complete orientation and training modules designed to align their supervision with the nine CSWE competencies, guaranteeing that students receive high-quality, competency-based learning experiences.

All qualification reviews are documented in the program's practicum education database. Compliance is monitored by the OPE.

Site Requirements for Foundation Practica

Foundation-level practicum sites must meet all of the following requirements to be affiliated with the Brown School:

1. Located in the Greater St. Louis metropolitan area (within a 60-mile radius of the WashU Campus)
2. Have an approved and affiliated on-site PI who has an MSW degree
3. Have the capacity to provide students with a minimum of 50 hours of direct client contact, as defined by the practicum organization (Client contact may be in person, over the phone, or via an online platform.)

Site Requirements for Concentration Practica

Concentration practicum hours can be completed in the Greater St. Louis area, out of state, or internationally.

Practicum Instructor Criteria

To provide practicum supervision, a PI must meet the minimum qualifications:

- MSW degree from a CSWE-accredited program plus two years post-master's experience for the supervision of foundation and concentration students (Concentration students who want to complete a concentration practicum at a site without an MSW can apply for an alternative PI placement.*)
- Minimum of one year employment at the practicum site
- Ability to provide a minimum of one hour per week of individual supervision
- Ability to attend Social Work Practicum Education Collaborative trainings



* Task supervisors at the concentration level must have a master's degree or higher plus two years of post-master's experience in their area of specialized practice.

Practicum Instructor Responsibilities

- Orienting the student to the staff, clients, culture, policies, and procedures of the organization
- Defining the role and scope of the practicum experience
- Mentoring the student in professional development
- Assisting the student with the preparation and completion of the ELA
- Conducting a minimum of one hour of individualized supervision time each week
- Reviewing the student's self-evaluation
- Completing a final student evaluation submitted to the OPE upon completion of the practicum
- Communicating with the OPE if any problems/concerns arise
- Communicating changes in contact information for the PI or practicum site

Practicum Supervision Requirements

Weekly Supervision

PIs provide one hour individualized supervision (face-to-face or virtual) each week. In the event that this cannot occur, OPE Faculty can step in as needed to provide supervision. Topics discussed in supervision may include the following:

- Updates on the student's progress with tasks and projects as related to social work competencies and the ELA
- Challenges or problems faced by the student
- Accomplishments and goals the student has achieved
- Issues of cultural awareness, racial equity, and diversity (within the organization and with clients or constituents)
- Processing of the organizational culture and politics
- Identification of training opportunities for the student
- Discussion and mentoring regarding the student's professional development and career goals
- Discussion of social work news and trends relevant to the practicum site, the population served, and the student's interests

Group Supervision

Organizations hosting more than one practicum student or other interns may offer group supervision to students as a supplement to individual supervision. Group supervision may orient a group of students to the organization, allow students to meet other interns and

coordinate student projects, or provide a forum for guest speakers and professional development to enhance students' practicum experience. Group supervision is encouraged, but it is not meant to replace weekly individual supervision.

Alternative Practicum Instruction Supervision

The MSW Program has a structured process to ensure that students receive qualified supervision even when a practicum setting cannot provide an instructor who meets CSWE requirements. When a practicum site cannot provide a qualified instructor who meets the program's requirements, the OPE implements an alternative supervision process to ensure compliance and to maintain the integrity of student learning. In these cases, the program will do the following:

- Work to assign an alternative on-site PI who holds the required credentials and expertise.
- Provide the onboarding and training necessary for the new instructor to provide practicum supervision.
- If an on-site instructor is not available, the OPE will engage a faculty member from the MSW Program. OPE Faculty may themselves serve in this role. If both of these options are unavailable, an approved external supervisor with advanced knowledge in the student's area of practice will be assigned.

These efforts provide a seamless experience for students to continue the accumulation of required hours and to receive high-quality supervision of their work.

Safety and Security of Students in Practicum

The OPE prioritizes the safety of all practicum students. If they are not proactively addressed, concerns about personal safety can significantly impact learning opportunities for students. While the Brown School aims to prepare students for real-world professional practice, it recognizes that off-campus experiences have potential risks to safety and security that are outside of the protection of the campus. PIs and sites are expected to do the following:

- Discuss safety and security matters students during the interview process and throughout the practicum experience.
- Disclose to students the prevalence of or potential for personal safety concerns during practicum hours.
- Explain and enforce organizational safety protocols with students, including building and office security, emergency procedures, managing clients, and home visit safety procedures.
- Provide a tour of the site's surrounding community (and any off-site locations where hours are counted) and address any concerns the student may have.
- Allow students to observe staff members.
- Allow students to be observed while engaged in learning activities.
- Provide students with all security resources (i.e., safety training, cellular phones) available for the site.

Practicum Grades

Students receive grades for their practicum experiences from their PIs based upon their performance. Grades for practicum are High Pass, Pass, and No Pass. If a grade is No Pass, the student must re-register and pay to retake the required practicum credits for completion of their degree. Students will receive no credit for previously accrued practicum hours if they received a non-passing grade.

Incomplete Practicum Grade Policy

An interim placeholder of IP (In Progress) will appear on the student's transcript if the student did not complete all practicum requirements for a semester and/or submit the required practicum-related documentation mentioned above.

If the student has not met the required semester deadlines to replace the IP in the semester in which they plan to graduate, Brown Academic Records & Registration will assign a No Pass for the registered practicum credits. Students will be required to complete their required practicum hours to receive their degree, at their own expense.

Final grades are determined by OPE Faculty upon review of all required documentation for the completion of the practicum.

Practicum Requirements for Students

International Students

Prior to beginning of practicum, all international students on a visa must obtain the appropriate forms for work authorization from the Washington University in St. Louis Office for International Students and Scholars.

Students' Activities in Compliance with the NASW Code of Ethics

The Brown School supports the policies of affiliated practicum organizations. However, because practicum students are not employees of these organizations, students are encouraged to pay special attention to the requirements of their practicum tasks and duties to comply with the National Association of Social Workers (NASW) Code of Ethics. This Code of Ethics provides the values and beliefs that serve as the foundation for morally responsible social work practices that should guide students in their professional behavior as agents of the organization while in a practicum.

Completing Hours Across Multiple Semesters

In agreement with their PIs, students may elect to complete a practicum over a period of one to three semesters. Students who choose to do this should plan to allocate their practicum hours on a weekly basis and submit the required documents at the end of the practicum.

Students should provide an approved copy of their ELA to the PI during the first semester of a multiple-semester practicum. Students are required to submit only one ELA during their practicum experience. The Self-Evaluation of Competencies and Performance (completed by the student), the Practicum Instructor Evaluation of Practicum (completed by the PI), and the Practicum Timesheet are due at the end of the practicum.

If a student is registered for more than one semester at any one agency, the grade of IP (In Progress) will appear on their transcript. The final grade will be posted upon the completion of all practicum hours and the submission of all required documents to the student's Practicum Faculty.

Organizational Policies

Students are required to comply with the rules, policies, procedures, and other requirements (i.e., background checks and certifications) of the practicum organization insofar as they pertain to students' activities during practicum. It is the responsibility of the student to ensure that they are informed of such policies and to discuss with their PI specific aspects of policies and rules that impact their practicum duties.

Lobbying Activities

Students who engage in formal lobbying activities as part of the practicum experience should discuss with the practicum organization and the OPE the necessity of registering as a lobbyist with the appropriate governmental entity. If the student and their PI determine that registration is appropriate, the student must register as a lobbyist for the practicum organization and not as an agent for Washington University in St. Louis. It is the responsibility of the student and the organization to comply with all laws and regulations relevant to lobbying.

Sharing Sensitive Information

The OPE prioritizes student, organizational, and client confidentiality. However, there may be instances when relevant information must be shared for the protection and well-being of students, organizations, or clients. Relevant information is defined as information that may have an impact on a student's well-being, practicum site selection, or learning experiences. Relevant information can also include information that could impact clients, PIs, and organizational staff. Such information will be shared to enable informed choices by PIs and to protect and facilitate the learning process for students. PIs are



also expected to share relevant information with the OPE. Practicum organizations may require students to sign a Release of Information statement, if relevant. The OPE reserves the right to share all relevant information with appropriate persons, including but not limited to the student's Academic Advisor, the PI, and the Brown School administration.

Mandatory Reporting

As emerging social work professionals, it is an expectation that all students adhere to the NASW Code of Ethics as well as state laws and regulations by reporting incidents of suspected neglect or abuse, as required. The OPE encourages students to discuss these situations with their PIs to gain a full appreciation and knowledge of the mandated reporting process. Students should familiarize themselves with the laws of the state in which they are completing practicum and/or the laws of the state where they intend to practice after graduation that define the mandated reporter process and requirements.

Professional Liability Insurance

Washington University provides professional liability insurance for all students or practicums while participating in required clinical experiences, including social work students. This program covers duly registered Brown School students for events that may occur while these students are performing duties in their practicum. Students can obtain proof of coverage by contacting the OPE. Students wishing to obtain additional coverage at their own expense may contact the NASW Insurance Trust at 800-638-8799, extension 387.

Automobile Insurance

Washington University in St. Louis does not provide automobile liability coverage for students. Students who will use their personal vehicles or a practicum site's vehicle to fulfill the requirements of their role (e.g., transporting clients, conducting home visits) are encouraged to discuss required automobile use and coverage needs during the interview process.

Special Accommodations

Prior to beginning a practicum search, students who require special accommodations in their practicums should discuss those needs with the Office of Disability Resources at Washington University in St. Louis to ensure that reasonable accommodations can be identified and recommended. Reasonable accommodations are assistive tools or arrangements that facilitate the performance of a student with a disability or special need to meet the responsibilities required to complete their practicum. Accommodations from the Office of Disability Resources should be discussed between the student and their PI during the interview process, with facilitation and support from the OPE.

Drug Screenings

A drug screening for illicit drugs may be required for certain practicum sites. This may include testing for — but is not necessarily limited to — cannabis (THC), cocaine, opiates, amphetamine, and phencyclidine (PCP). Drug screenings can be performed by BarnesCare/BJC Healthcare or at a location recommended or required by the practicum organization. Students are responsible for obtaining the required screenings and all associated costs and fees. It is the student's responsibility to confirm with sites regarding the need for drug screenings during the interview process.

Strategies to Address Unanticipated Practicum Challenges

There are occasions when challenges arise during the practicum involving the site that affect the student's overall experience. It is crucial that any problems or concerns associated with a student, a PI, or the practicum organization are brought to the attention of the OPE Faculty liaison as soon as they become apparent. This provides the student and the PI with the opportunity to initiate timely corrective steps to remedy the situation, as described below.

All affiliated practicum organizations are expected to provide high-quality placements and supervision to students. These expectations are communicated through the affiliation process and PI training. There are times when challenges may occur during practicum that are due to changes beyond the student's or PI's control. Examples include changes in the PI (e.g., the PI leaves or is terminated), changes within the organization (e.g., internal restructuring or loss of funding), or changes in the student's personal life (e.g., student illness, death in the family). The student and/or the PI are required to notify the OPE Faculty liaison as soon as possible when circumstances necessitate a change in supervision or if a practicum must be terminated. If a student experiences challenges with their practicum, they should contact the OPE Faculty to work toward resolution.

Change in Practicum Instructor

Because social service organizations often face turnover, affiliated PIs may leave a site, thus requiring the student to change their practicum plan. Whenever possible, the PI or the organizational representative (if the PI is no longer employed by the organization or otherwise incapacitated) is encouraged to explore all options that might allow the student to remain at the practicum site under different supervision. If another professional from the organization is available to replace the PI, that individual must complete the affiliation paperwork and the required PI training. The OPE will only approve a supplemental supervisor in this case if the proposed professional is able to meet the requirements for affiliation. On a case-by-case basis, the OPE will work with the practicum organization to determine an alternative plan for supervision.

Student-Requested Termination of Practicum

Students may find the Petition to Terminate Practicum Form on the OPE webpage. The form must be signed by the student, the PI, and the OPE. The OPE Faculty liaison completes a review of the practicum situation. The practicum is still in effect until final OPE approval of the termination is granted. If the approval for termination is granted, the student will receive a grade for the hours completed, if the number of hours is equal to at least 1 credit (120 work hours) toward their degree. Students who have accumulated less than 120 practicum hours will be expected to complete *all* 120 hours in their next practicum placement.

Unsatisfactory Practicum Performance

All Brown School students are expected to conduct themselves professionally, ethically, and morally during their practicum experience. This expectation is emphasized throughout the academic year in various trainings and coursework, and it is mandated within the practice behaviors and professional competencies in the ELA. There may be times when a student's behavior (intentional or unintentional) impedes successful performance in the practicum or is detrimental to the mission and/or operations of the practicum organization. When such behaviors occur, PIs have several courses of action available to remedy the situation.

Practicum Support Plan

When challenges arise in the practicum on the part of the student, the PI, or both, the OPE may recommend or require the use of the Practicum Support Plan (PSP) to assist with addressing these challenges. The PSP can be initiated by the student, the PI, and/or OPE the Faculty liaison and completed by the PI and the student. The PSP can be completed in conjunction with the OPE Faculty liaison. The PSP should be signed by the student, the PI, and the OPE Faculty liaison. The plan contains a narrative of the identified concern/challenge, a description of attempts to address the concern, and a roadmap for resolution of the concern, including the following:

- Specified deadlines
- Clearly stated objectives for all involved parties (i.e., the student, the PI, and the task supervisor) and their related responsibilities
- Measures of success used to evaluate the improvement plan

A copy of the PSP must be provided to the student, the PI, and the OPE Faculty liaison. The OPE Faculty liaison should be kept informed of any new challenges involving the student and the PI and may become directly involved at any point in the process of implementation. Communications and/or a meeting between the student, the PI, and the OPE Faculty liaison or the Director of Practicum Education may be required to address the goals of the plan. If challenges continue following the implementation of the PSP, the student may fail the practicum.

Termination From Practicum

If the PI initiates a PSP to address problematic student behavior and the student's behavior does not improve, consultation between the student, the PI, and Practicum Faculty will occur. As a result, the student may be terminated from the practicum. A student may not be terminated from the practicum prior to approval from the OPE. The OPE Faculty liaison will consult with the student and the PI regarding the specifics and requirements of the termination and initiate the process. Evidence that a student is failing to meet expectations may reflect many behaviors, including the observation of student behavior at the practicum site; the student's interactions with fellow students, faculty, and staff; personal statements and self-assessments, recorded interview situations; and feedback from students, staff, community members, and other sources.

Practicum termination may result in referral to the Associate Dean for Academic Affairs & Enrollment Management for a violation of the Professional Integrity Policy, likely resulting in a referral to the Professional Integrity Committee. Recommendations from the Professional Integrity Committee will be considered by the OPE to determine if future practicum placement is appropriate or possible.

Incident Reporting

Although Washington University in St. Louis is not responsible or liable for incidents that occur at a practicum site, the OPE will assist students with documenting any incidents in which they are involved during their practicum experience. To have a more comprehensive and ongoing assessment of student personal risk issues in practicum and to initiate risk management planning, students are asked to complete the Practicum Incident Reporting Form if they experience any personal threat or assault or the risk of personal threat or assault for any incidents related to practicum. The form is available for students in the Practicum Education section of the Brown School website.

This form in no way substitutes for the forms, processes, or actions used by the practicum organization, the Brown School, Washington University in St. Louis, or any other authorities responding to an incident. Students, PIs, and/or Practicum Faculty liaisons can use the Practicum Incident Reporting Form to document the details of the incident and to assist with determining any action required. This form should be completed in addition to reporting documents required by the practicum organization, Washington University in St. Louis, the Brown School, or other investigating officials. However, this form in no way substitutes for the forms, policies, or procedures that are required by any parties affected by or responding to the incident. Completed forms should be returned to the OPE Faculty liaison.

Examples of activities that warrant special concern and discussion with the PI and the OPE before beginning practicum include the following:



- Physical restraint of clients
- Transportation of clients or other persons in the student's or organization's vehicle
- Transportation of a client with a history of violent behavior
- Work in the organization at times when or in areas where other staff will not be present/the student is isolated

MSW/MPH Practicum

MSW/MPH students have three practicum opportunities: a 360-hour Foundation practicum, a 240-hour MSW Concentration practicum, and a 360-hour Dual Concentration practicum. During practica, students apply the knowledge and skills learned in the classroom in real-world settings, as well as connect with outstanding professionals within their area of interest. Our diverse list of national and international partner organizations offers students flexibility when choosing their practicum site.

For more information, please visit the MSW/MPH Dual Degree page of the Brown School website.

MSW Advanced Standing

Students who have earned a bachelor's degree in social work from a program accredited by the Council on Social Work Education (CSWE) within the last six years are eligible to enter the Brown School with Advanced Standing status. These students may waive up to 19 credit units for BSW coursework.

Eligibility

For a required course to be waived, the following conditions must be met:

- The student earned a BSW from a CSWE-accredited institution or program.
- The content of each course is consistent with the Brown School's MSW coursework.
- The student received a grade of B or higher in the course.

Courses That May Be Waived

The following courses are eligible to be waived for Advanced Standing Students (up to 19 credits):

Code	Title	Units
SWFN 5001	Research Methods with Statistical Applications	3
SWFN 5002	Human Behavior	3
SWFN 5005	Social Work Practice with Individuals, Families and Groups	3
SWFN 5006	Social Work Practice with Organizations and Communities	3
SWFN 5007	Social Welfare Policies and Services	3
SWFN 5051	MSW Foundation Practicum I	1-3
SWFN 5052	MSW Integrative Foundation Field Seminar	1
Total Units		17-19

Advanced Standing MSW Curriculum

MSW students who are awarded Advanced Standing complete at least 39 credits of coursework at the Brown School, depending on the number of Advanced Standing credits waived. The curriculum includes a required 4-credit Bridge Course that occurs in the month of August prior to the fall semester.

The curriculum listed below is based on a student having 19 Advanced Standing credits waived from the list of courses above. If a student does not qualify for an Advanced Standing credit waiver for a course, it will be added to their required coursework and may extend the timeline to program completion.

Requirements	Units
BSW Intensive: Bridge to Brown - In August prior to fall start	4 credits
Concentration Courses:*	15 credits
Theory, Problems, and Issues	3
Social Policy	3
Practice Methods	9
Concentration Practicum:	5 credits
SWCP 6000 MSW Concentration Practicum I	
SWCP 6001 MSW Concentration Practicum II	
Other Requirements:	
Evaluation	3 credits
SWEV 6000 Social Policy Analysis & Evaluation or SWEV 6001 Evaluation of Programs and Services	
SWEV 6002 (Required if in Social Impact Leadership concentration)	
Leadership and Management	3 credits
SWLM 6000 Management & Leadership of Organizations (Required for most)	

SWTH 6012 (Required if in Management or Social Entrepreneurship specialization)
SWPM 6050 (Required if in Social Impact Leadership concentration)
Electives**
9 credits

* Specific course options vary according to the concentration a student pursues.

**Electives may be used to earn an optional specialization or to take other graduate coursework. Dual degree students fulfill their MSW elective course requirements with non-MSW program coursework.

Note: The MSW Advanced Standing curriculum and required credits are subject to change.

MSW Dual Degrees

We feature structured dual-degree programs that allow students to earn a Master of Social Work degree in combination with one of the following degrees from the top-ranked schools of Washington University in St. Louis:

- Master of Public Health (MPH) (p. 72)
- Master of Architecture (MArch) or Master of Urban Design (MUD) (p. 73)
- Master of Business Administration (MBA) (p. 74)
- Law (JD) (p. 74)

We also offer two additional dual degrees in partnership with Eden Theological Seminary:

- Master of Divinity (MDiv) (p. 74)
- Master of Arts in Pastoral Studies (MAPS) (p. 75)

Note: To enter a dual-degree program, students must apply to each school separately and be admitted to both.

Additional Degree Option

The Brown School also offers a standalone Master of Social Policy (MSP) degree. Interested students must apply to the social work and social policy programs separately.

- Master of Social Policy (MSP) (p. 76)

For more information about any of these programs, contact Brown School Admissions.

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees>

MSW/Master of Public Health (MPH)

Students in the MPH/MSW program earn a Master of Public Health (MPH) degree from Bursky School of Public Health and a Master of Social Work (MSW) degree from the Brown School. This dual degree integrates public health, social justice, and policy to address complex relationships on local, state, national, and international scales.

The program of study requires the completion of 86 credit units, typically taken over the course of three years. Dual MPH/MSW students must choose an MSW concentration (p. 58) within the Brown School and must declare the MPH Generalist concentration within Burksy School of Public Health.

Note: To enter a dual degree program, an applicant must apply to each school separately and be admitted to both.

Required MSW Courses

Specific requirements for the MSW degree can be found on the Degree Requirements tab of the Master of Social Work page (p. 57) of this Bulletin. Students complete three 1-credit skill labs to meet the MSW requirement for Leadership & Management. These skill labs, Research Methods and 3 credits of Dual Practicum count toward both degrees. Students should work with their academic advisors to be sure they are meeting all requirements for both degrees.

Required MPH Courses

The list below includes courses required to build a student's course of study. The order in which students take their courses may vary.

Code	Title	Units
Foundation Courses (15 credit units)		
PHFN 5000	Epidemiology	3
PHFN 5001	Biostatistics	3
PHFN 5002	Environmental Health	3
SWSP 6018	Health Administration and Policy	3
SWTH 6003	Health Behavior and Health Promotion	3
Research Methods (9 credit units)		
PHRS 6000	Research Methods	3
PHRS 6001	Applied Linear Modeling (ALM)	3
PHRS 6002	Planning, Implementation, & Evaluation Evidence-Based Programs & interventions (PIE)	3
Cross-Cutting Themes (1 credit unit)		
PHFN 5003	Cross-Cutting Themes in Public Health	1
Public Health Seminar (2 credit units)		



PHFN 5004	Public Health Seminar I	1
PHFN 5005	Public Health Seminar II	1
Practicum (3 credit units)		
PHFN 5010	Foundations of Applied Practice	0
PHPC 6007	MSW/MPH Dual-Concentration Practicum I	3
Concentration Courses (9 credit units)		
Students will take three 3-credit courses to fulfill Generalist Concentration requirements, one of which must be a Transdisciplinary Problem Solving course		9
Skill Lab (3 credit units)		
Students complete three 1-credit skill labs to meet the MSW requirement for Leadership & Management.		
Integrated Learning Experience (2 credit units)		
PHCC 6011	Capstone I	1
PHCC 6012	Capstone II	1
Total Units		41

For more information, please visit the Admissions FAQ page or the MPH/MSW page of the WashU Bursky Public Health website.

Note: The MPH curriculum and required credits are subject to change.

Website: <https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/MSW-MPH-Dual-Degree/Pages/default.aspx>

MSW/Master of Architecture (MArch) or MSW/Master of Urban Design (MUD)

MSW/Master of Architecture (MArch)

Students from this program earn a Master of Social Work degree from the Brown School and a Master of Architecture degree from the Sam Fox School of Design & Visual Arts.

The Master of Architecture program is typically three years in length (MArch 3), although students with a background in architecture may be admitted to the MArch 2 programs. Required credit units for the MArch dual degree programs vary accordingly and range from 99 to 144 units, with 51 of these units completed at the Brown School.

The major goal of the program is to educate and prepare professional architects with social work knowledge, values, and skills. The program links physical design with social dimensions of planning and spatial design. Architecture courses in areas such as urban planning, decision theory and design methods, and social and behavioral factors in planning and design may be applied toward the social work degree.

MSW/Master of Urban Design (MUD)

Students from this program earn a Master of Social Work degree from the Brown School and a Master of Urban Design degree from the Sam Fox School of Design & Visual Arts.

The Master of Urban Design is a degree program for individuals who hold professional or pre-professional degrees in architecture, landscape architecture, or planning. The MSW/MUD dual degree program requires the completion of 78 credit units, with 51 of these units completed at the Brown School.

Graduates of these dual degree programs are prepared for work in urban planning, housing redevelopment, teaching, and community and enterprise development.

Application Information

New students applying to one of these dual degree programs must apply to the MSW program through the WashU Graduate Admissions Portal. They must also submit a separate application for the MArch or MUD program through the Sam Fox School of Design & Visual Arts. Current Washington University graduate students currently enrolled in the MArch or MUD program who wish to add the MSW should apply through the WashU Graduate Admissions Portal; these students are eligible for an application fee waiver when they submit their application.

Learn more about the MArch program and apply on the Sam Fox School website.

Learn more about the MUD program and apply on the Sam Fox School website.

Learn more about the MSW program and apply on the Brown School website. Specific requirements for the MSW degree can be found on the Degree Requirements tab of the Master of Social Work page (p. 57) of this Bulletin.

MSW/Master of Business Administration (MBA)

This dual degree program awards a Master of Social Work degree from the Brown School and a Master of Business Administration degree from Olin Business School. The three-year, 100-credit curriculum (48 credits at the Brown School and 52 credits at Olin Business School) equips students with 21st-century leadership skills essential for building lasting impact through the intersection of business acumen and commitment to social welfare.

The MSW program prepares students to analyze effective outcomes, adapt to context, and lead implementation that makes a difference across processes, organizations, and systems. The MSW degree connects theory with policy and practice, provides hands-on practicum experiences, and positions students to solve social problems in creative, fundable, and sustainable ways.

Olin Business School's MBA program includes a full academic year of on-campus experiential learning that prepares future business leaders for purposeful action. Students solve complex problems and develop principled management skills alongside the world's best and brightest business minds. Graduates are equipped with mastery in the fundamentals of business along with vital interpersonal skills and a values-first perspective.

Specific requirements for the MSW degree can be found on the Degree Requirements tab of the Master of Social Work page of this Bulletin (p. 57).

The following MBA courses fulfill the 3-credit MSW Leadership and Management requirement:

- Foundations for Impactful Teamwork: 1.5 credits
- Introduction to Management and Strategy: 1.5 credits

Application Information

New students applying to this dual degree program must apply to the MSW program through the Brown School and also submit a separate application for the MBA program through Olin Business School. Current WashU graduate students enrolled in the MBA program who wish to add the MSW should apply through the Brown School; they are eligible for an application fee waiver when they submit their application.

Learn more about the MBA program and apply on the Olin Business School website.

Learn more about the MSW program and apply on the Brown School website.

MSW/Juris Doctor (JD)

Students in this program earn a Master in Social Work degree from the Brown School and a Juris Doctor degree from Washington University School of Law. The four-year curriculum comprises 125 credit units, and it prepares students for advanced interdisciplinary practice at the intersection of law and social work. Areas of focus include community development, housing and rehabilitation, mental health, criminal and juvenile justice administration, family mediation, and legal aid to underserved populations and communities.

Application Information

New students applying to this dual degree program must apply to the MSW program through the Brown School and also submit a separate application for the JD program through the School of Law. Current WashU graduate students enrolled in the JD program who wish to add the MSW should apply through the Brown School; they are eligible for an application fee waiver when they submit their application.

Learn more about the JD program and apply via the WashU Law website.

Learn more about the MSW program and apply via the Brown School website. Specific requirements for the MSW degree can be found on the "Degree Requirements" tab of the Master of Social Work page (p. 57) of this Bulletin.

MSW/Master of Divinity (MDiv)

Students in this program earn a Master of Social Work degree from the Brown School and a Master of Divinity from Eden Theological Seminary. The program of study requires 114 credit units, typically taken over the course of four years.

The goal of the program is to prepare students with combined skills and values in both social work and leadership in faith-based organizations. The areas for which this dual degree knowledge is most appropriate are leadership and development of sponsored social services, therapeutic and counseling services with concern about spiritual care, the development of the life cycle, and family issues in the context of community. Students will seek practice in faith-based organizations and in policy implications with a call for justice.

Application Information

New students applying to this dual-degree program must apply to the MSW program through the WashU Graduate Admissions Portal. They must also submit a separate application for the MDiv program through Eden Theological Seminary.



Learn more about the Eden MDiv program and apply on the Eden Theological Seminary website.

Learn more about the MSW program and apply on the Brown School website. Specific requirements for the MSW degree can be found on the Degree Requirements tab of the Master of Social Work page (p. 57) of this Bulletin.

MSW/Master of Arts in Pastoral Studies (MAPS)

Students in this program earn a Master of Social Work (MSW) degree from the Brown School and a Master of Arts in Pastoral Studies (MAPS) degree from Eden Theological Seminary. The program of study requires 90 credit units, typically taken over the course of three years.

The basic goal of the social work and professional studies dual degree is to prepare students with the combined skills and values in both social work and leadership ministry. The areas for which the dual degree knowledge is most appropriate are in youth ministry, church administration, pastoral care, social justice ministry, health care, lay ministry, and therapeutic and counseling services in religious-based settings.

Application Information

New students applying to this dual-degree program must apply to the MSW program through the WashU Graduate Admissions Portal. They must also submit a separate application for the MAPS program through the Eden Theological Seminary.

Learn more about the Eden MAPS program and apply on the Eden Theological Seminary website.

Learn more about the MSW program and apply on the Brown School website. Specific requirements for the MSW degree can be found on the Degree Requirements tab of the Master of Social Work page (p. 57) of this Bulletin.

3-2 MSW Program

Designed specifically for Washington University undergraduate students, this program allows students to earn both their undergraduate degree and a Master of Social Work (MSW) degree in a total of five years.

The 3-2 MSW program is available to students pursuing any major in Washington University's College of Arts & Sciences. We encourage interested students to take courses relevant to preparation for graduate studies in social work. Examples of disciplines related to social work include (but are not limited to) the following:

- African & African American Studies
- American Cultural Studies
- Anthropology
- Economics
- Education
- Global Studies
- Political Science
- Psychological & Brain Sciences
- Sociology
- Women, Gender, and Sexuality Studies

To be eligible to apply to the 3-2 program, applicants must complete all distribution and major requirements by the end of their junior year, with elective credits available to be applied toward MSW course credit during their senior year (i.e., the first year of the MSW program).

Applicants to the 3-2 program must also adhere to the following requirements:

- Complete the Certification for 3-2 Program Eligibility form (PDF), with signatures from the undergraduate advisor(s) and Jennifer Romney, associate dean in the College of Arts & Sciences, to be submitted with the application to the MSW program.
- Review the Application Instructions and the 3-2 Application Instructions and submit all required materials.
- Apply to the MSW program by March 1 of their junior year.

Although all admission requirements for the MSW program apply to 3-2 applicants, special consideration will be given for the level of field experience due to the undergraduate status of the applicants. We strongly encourage applicants to highlight all leadership and service experiences, such as internships, volunteer work, work with social service organizations, study abroad, service learning courses, and so on to demonstrate a commitment to social work and the mission of the Brown School.

3-2 Program Enrollment and Financial Aid

In the fall and spring semesters, tuition and fee charges are based on the student's primary, full-time enrollment, which is referred to as the student's Program of Study (POS). Students accepted into the 3-2 MSW program will remain coded to their undergraduate POS in university systems for their fourth year of study, even though the student will be completing graduate-level coursework at the Brown School.

3-2 MSW students will continue to be charged the standard full-time undergraduate tuition rate for the fourth year of study. They will receive financial aid for the fourth year based on their eligibility for undergraduate financial aid awards, including Pell Grants.

In the fifth year, 3-2 students will have their POS switched to the Brown School and will be charged at the MSW tuition rate applicable to that academic year. Any Brown School scholarship awarded at admission to the 3-2 program will only apply to the fifth year.



Master of Social Policy

To amplify its ability to make a significant and lasting impact, the Brown School offers a Master of Social Policy (MSP). By completing coursework and an internship, students build a toolkit of skills to be successful in the U.S. policy ecosystem. Our alumni are currently working in all levels of government or in policy careers such as election compliance, evaluation and implementation, and community advocacy.

Our MSP curriculum is structured to ensure that students will be prepared to make a positive impact in their chosen area of policy work, and the 3-credit internship allows them to hone their new skills prior to graduation.

Website: <https://brownschool.washu.edu/academics/master-of-social-policy/>

Degree Requirements

Course Requirements

Total Units Required: 31 MSP credits offered by the Brown School. To fulfill the MSP degree requirements, students must complete the following:

- Five required courses (15 credit units)
- Short intensive courses (4 credit units), such as the following:
 - Political Negotiation and Strategy (2 credit units)
 - The Politics of Food: A Policy Ecosystem Approach (2 credit units)
- One of two specialized policy courses (3 credit units)
 - State Level Lobbying *or*
 - Local & Municipal Policy and Advocacy
- Two elective courses (6 credit units)
- One internship (3 credit units)

Program Requirements

Students take at least one course from each foundation area. The minimum core requirement for each area must have been taken before a student may enroll in another course option by approval of the dean.

Statistics (3 credits)

Code	Title	Units
Minimum Requirement:		
SPGN 6025	Statistical Analysis for Social Policy	3
Additional options by approval of dean		

Economics (3 credits)

Code	Title	Units
Minimum Requirement:		
SPGN 6021	Economics of Social Welfare	3
Additional options by approval of dean		

Politics (3 credits)

Code	Title	Units
Minimum Requirement:		
SPGN 6014	Policy and Advocacy in the Three Branches of Government	3
Additional options by approval of dean		

Policy Analysis (3 credits)

Code	Title	Units
Minimum Requirement:		
SWEV 6000	Social Policy Analysis and Evaluation	3
Additional options by approval of dean		

Management (3 credits)

Code	Title	Units
Minimum Requirement:		
SPGN 6026	Management and Leadership for Policy and Practice	3
Additional options by approval of dean		

Specialized Policy Course (3 credits)

Code	Title	Units
One of two specialized policy courses:		
SWPM 6053	State Level Lobbying	3
or SWSP 6013	Local and Municipal Policy and Advocacy	

Elective Courses (6 credits)

Students can draw from elective course options and skill labs. Electives generally fall into the areas of skills and analysis, current issues and policy topics, program and policy development, and economics and business. Please note that some electives may require instructor approval or have prerequisites, corequisites, or sequencing that must be completed.



Short Intensive Courses (4 credits)

MSP short courses engage students in foundational skills and theory. Short courses may change from year to year.

Internship (3 credits)

A key component of the MSP program is a culminating internship during which students apply their course work and prior field experience toward identifying and completing significant opportunities for policy practice. To ensure a substantive experience that provides students with a quality practice experience while meeting the needs of diverse policy partner organizations, students complete 3 credits (360 hours) in a full-time policy role, typically over the summer as either 36 hours per week for 10 weeks or 30 hours per week for 12 weeks. Students are supported in their internship search by working with our Field faculty and through a 0-credit Foundations of Field Education workshop.

PhD in Social Work

The objective of the PhD in Social Work is to prepare scholars for teaching and research careers in social work and related social and behavioral sciences. The program is highly interdisciplinary, and students have the opportunity to learn from faculty at the forefront of advances in practice and policy impact in areas such as social and economic development, gerontology, health disparities, mental health, child and family welfare, violence prevention and intervention, and international social work. Our PhD program combines intensive study with personalized mentoring to prepare the next generation of scholars across the nation and around the world with the skills needed to effect change and advance social justice.

We have a very high completion rate. Most of our graduates go on to academic positions, where they pursue a rigorous research agenda while teaching and providing service and leadership to the school and the profession. Thus, we prepare doctoral students with the advanced quantitative and qualitative methodological training and professional skills needed to conduct research projects, successfully publish findings, present at highly regarded academic conferences, and apply the latest knowledge and instructional strategies in the classroom. The Brown School's collaborative community is strongly committed to providing an exciting and supportive learning environment.

A completed master's degree in social work or a related field is required of all applicants for admission. Post-master's experience in social work at the micro, mezzo, or macro level is highly valued.

Phone: 314-935-6605
Email: phdsw@wustl.edu
Website: <https://brownschool.wustl.edu/academics/PhD-in-social-work>

Degree Requirements

A completed master's degree in social work or a related social science field is required of all applicants for admission; a minimum of two years of post-master's practice and/or research experience is strongly recommended. The deadline for applications to the PhD in Social Work is December 1 of the year preceding enrollment.

Students need a minimum of 74 graduate credits for a PhD from the Brown School. This total includes 21 master's-level credits. While in the program, the student takes a variety of theory and research methods courses, plus 15 units of elective credits, at least 3 units of which must be taken outside of the Brown School. Electives may include classes in psychology, psychiatry, public health, anthropology, education, law, economics or political science. Teaching practica, research assistantships, and the writing of an "area statement" round out the required credits. Competence is assessed through a qualifying examination and the defense of the dissertation. We are unable to offer distance learning or part-time study.

The curriculum at the Brown School emphasizes substantive, theoretical and methodological preparation. Courses may include the following:

- Introduction to Advanced Research
- Conceptual Foundations of Social Science Research
- The Role and Use of Theory in Applied Social Research
- Foundations of Data Analysis
- Applied Linear Regression Analysis
- Data Management
- Professional Development

The first year of study includes basic principles of research, statistics and measurement as well as theoretical orientations and content underlying the knowledge base of social work and social welfare.

The second year turns to a more individualized program of study. A curriculum plan is developed by each student and their advisor, and it focuses on an area of specialization within the field of social work.

The orientation of the PhD program is interdisciplinary, requiring 15 credits of coursework in the social sciences. Social science courses related to the student's developing area of specialization are selected. Courses in research methodology, research and teaching practica as well as specialized courses also help to build the student's expertise as a social work scholar.

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as the *MER*.

Mentored Experience Requirement (MER)

Philosophy of Teaching

The Social Work PhD program provides students with practical mentored research and teaching experiences. Students develop methodological and analytical skills in courses that provide discipline-specific historical context, theoretical and conceptual underpinnings, and philosophy. The programs also foster professional acculturation, soft-skill development, and network building.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

PhD students fulfill the Preparatory Engagement through a sequence of teaching activities. Students in their first year achieve basic instructional competencies through the following experiences:

1. New student orientation
2. Professional Development Course: BSDC 8800 Professional Development Seminar I (fall, first year)
3. Professional Development Course: BSDC 8801 Professional Development Seminar II (spring, first year; can be concurrent with the first AI engagement)

Students are introduced to the WashU Center for Teaching and Learning, where they can engage in optional skill workshops.

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Students complete three required AIs via teaching practicum courses (BSDC 9003 Practicum in Teaching I, BSDC 9004 Practicum in Teaching II, and BSDC 9005 Practicum in Teaching III) under the guidance of an experienced faculty, starting in the spring of the first year.

AI/Teaching practicum (TP) experiences may vary in regard to tasks; however, the minimum is one credit hour for each. Adequate knowledge of the subject matter is a prerequisite for a TP experience to earn practicum credit. This requirement can be met by the student having completed the course they wish to choose, or by the faculty supervisor for the teaching practicum certifying that the student has adequate knowledge of the subject matter. PhD students working with a social work Foundations of Practice I or II must meet the CSWE qualifications (MSW degree and two-year post-MSW experience).

AI/Teaching practicums require that the student be involved in a variety of teaching tasks. The minimum involvement includes the following:

- Giving at least one full lecture based on notes developed by the student and approved in advance by the professor
- Providing course-relevant consultation for students who are having problems learning the material
- Grading or critiquing student assignments

Students should consult the Doctoral Handbook for more information and details.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MER. Students register during the normal registration period for courses in accordance with one of these approved pathways.

Students complete three required AIs via teaching practicum courses under the guidance of an experienced faculty, starting in the spring of the first year.



BSDC 9003	Take one time
BSDC 9004	Take one time
BSDC 9005	Take one time

Optional Activity: Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended teaching experiences. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Students have two options to complete the TIP:

1. One Mentored Independent Teaching Experience (MITE)
After completing all three required teaching practicums, eligible doctoral students may enroll in BSDC 9501 Mentored Independent Teaching Experience, with approval. The unpaid MITE fulfills the requirements of the TIP and allows full-time students to teach their own masters-level course under the guidance of an experienced faculty member. The student leads all aspects of the course development and implementation, including developing and finalizing the syllabus, preparing all lectures and class activities, planning and conducting student assessments, and effectively managing student communications. Faculty mentors support students by offering course materials, advising on course design and implementation, and providing consultation on classroom issues that arise during the semester. Consult the Doctoral Handbook for more details and information.
2. Two Mentored Assistant Teaching Experiences (MATEs)
After completing the required AI/Practicum teaching experiences, students may seek additional experience assisting in the teaching of core courses. The unpaid BSDC 9500 Mentored Assistant Teaching Experience exists to meet school needs, not just the learning needs of the students. Students have the option to complete two MATEs to meet the requirements of the optional TIP.

Optional Pathway #1

BSDC 9501	Take one time
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Optional Pathway #2

BSDC 9500	Take two times
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Brown School Staff

Looking to contact a member of the Brown School staff? Please visit Washington University's online directory.

Admissions

Master's Programs

To learn about the curricula, application processes, and financial aid opportunities for our master's programs, visit the sites below. Each site will introduce you to the program's practicum options, research opportunities, student resources, international programs, and student life.

- Master of Social Work
- Part-Time Master of Social Work
- Advanced Standing Master of Social Work
- 3-2 Master of Social Work
- Dual Degree Master of Social Work
- Master of Social Policy

Visit our Admissions website for application information.

Doctoral Programs

To learn about the curricula, application processes, and financial supports for our doctoral programs, explore the pages below.

- PhD in Social Work

Visit our Admissions website for application information.

Academic Policies

Master's Programs

Please review the sections below for more information about the Brown School's master's program policies.

Admissions Policies

The Brown School welcomes students from a wide range of academic backgrounds and considers each applicant holistically. Students entering the MSW program must hold a bachelor's degree or equivalent from an accredited college or university.

Admission and scholarship decisions are based primarily on a review of the following criteria:

- The applicant's commitment to the mission of the Brown School and their ability to introspectively articulate their reasons for pursuing a Master of Social Work degree.
- The applicant's academic performance, particularly their grade point average over the last 60 to 75 semester credit units, as reflected in transcripts submitted at the time of application. A minimum cumulative GPA of 3.0 on a 4.0 scale is preferred.
 - **Note:** If applicable, applicants may use the optional field in the Academic History section of the application to describe any significant or extenuating circumstances related to their academic record.
- The applicant's human service-related experience, including paid work, volunteer service, research, and internships.
- Any specialized training relevant to the applicant's academic or professional background.
- The applicant's leadership experience and/or potential.
- The applicant's capacity for critical analysis of social work concepts and complex social issues.
- Letters of recommendation from the applicant's academic and/or professional references.

Application Timeline

Masters Application Deadline

Applications are accepted on a modified rolling basis; however, applicants are strongly encouraged to apply early.

- **December 1 – Early Review Deadline:** Applications completed by this date will receive first consideration for admission and scholarship. Early review decisions will be released no later than February 1.
- **March 1 – Priority Review Deadline & Final Deadline for International Applicants:** Applications completed by this date will receive priority consideration for admission and scholarship. This is also the final deadline for international applicants. Decisions are released within four to eight weeks of application completion.



- *After March 1:* Applications from domestic applicants only will be considered on a space-available basis until the final deadline of June 1.
- *WashU 3-2 Applicants:* Applications should be submitted early in the spring semester of the junior year, between January 1 and March 1.
- *Admission Offer Response:* Admitted students must respond to their offer of admission by May 1 (or within two weeks if admitted in late April or after).

A non-refundable \$200 tuition deposit is required to accept admission and confirm intent to enroll.

Some scholarship offers may require accelerated responses from candidates.

International students must be prepared to immediately submit the WashU Affidavit of Financial Support to complete their intent to enroll.

Federal Student Loan & FAFSA Deadlines

Domestic students who are U.S. citizens, U.S. permanent residents, or eligible non-U.S. citizens wishing to be considered for Federal Financial Aid (work-study and student loans) should complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year as soon as it is available.

Students will need their most recent tax return, their Federal Student Aid ID, and WashU's school code of 002520.

Graduate students file as independents. No parent application is needed.

Once a student's FAFSA has been processed and that student has confirmed their intent to enroll, the Brown School Office of Student Financial Services will provide a financial aid package, which will include loans and any federal work-study. **Note:** The applicant's FAFSA results will *not* impact their Brown School Scholarship award.

Admitted Student Important Deadlines

- April 10 and 11 – Admitted Students Weekend
- May 1 – Intent to enroll deadline
- May 15 – Suggested deadline for international students to submit visa documentation
- July 1 – Deadline to submit a deferral request
- July 31 – Deadline to submit final official transcript
- August 1 – Suggested visa appointment deadline for international students
- August 24 – First day of classes Fall 2026

Additional deadlines and dates will be added throughout the spring semester.

Application Requirements

The applicant should review the following instructions carefully prior to beginning their application. The Brown School promotes a self-managed application process; it is the applicant's responsibility to monitor the status of their application and to ensure the timely submission of all required materials.

Applications will be considered complete and ready for review once all application requirements have been received. Applicants should plan accordingly to ensure that all components — including their video interview, letters of recommendation, and transcripts — are submitted by their intended deadline.

Transcripts

Applicants must demonstrate the successful completion of a bachelor's degree (or degree in progress*) from a regionally accredited college or university.

- * If the applicant's prerequisite degree is still in progress at the time of application, they should upload unofficial transcripts reflecting all coursework completed to date. Any offer of admission will be contingent upon the successful completion of the applicant's undergraduate degree.

Submitting Unofficial Transcripts

Unofficial electronic or scanned student-issued copies of transcripts must be submitted with the application. Applicants should record their academic institution(s) and upload their unofficial transcript(s) in the *Academic History* section of the application. Applicants must report all institutions where 6 or more credit units have been completed toward the applicant's primary undergraduate degree.

Unofficial transcripts must include the institution name, the applicant's name, dates of attendance, grades received for each course taken in all terms attended, degree information, and transcript key or interpretation guide.

Official Transcripts

Admitted students are required to provide a final official transcript from the institution that conferred their undergraduate degree. *The Brown School reserves the right to revoke an offer of admission if discrepancies are found between the uploaded unofficial documents and official educational records.*

Foreign Transcript Evaluation

Applicants who have earned (or will earn) their prerequisite degree outside of the United States and English-speaking Canada must provide a certified foreign credential evaluation.

Evaluations must be completed by aNACES® member organization. Brown School applicants are eligible for a discounted rate and expedited review through our recommended partner, The Evaluation Company.

Additional information about the foreign credential evaluation requirement can be found on the International Master's Program Applicants page of the Brown School website.

Personal Statement

The applicant must provide a personal statement that describes their interest in social work and demonstrates their understanding of social work concepts. The essay should be two pages single-spaced and should include the following:

- Significant factors influencing the applicant's decision to pursue a Master of Social Work degree
- Relevant leadership experiences that will contribute to the applicant's overall success as a graduate student and in the social work profession
- The applicant's career goals and commitment to social work and social change
- Specific reasons the Brown School is a good fit for the applicant's educational and professional goals

Upload this statement to the *Application Materials* section of the application.

Résumé or Curriculum Vitae

The applicant must submit a comprehensive resume or curriculum vitae highlighting their experiences, skills, awards, and accomplishments.

Upload these documents to the *Application Materials* section of the application.

Video Interview

As part of the application process, the applicant is required to complete a brief asynchronous video interview.

After the applicant has submitted their application, a personalized link to our video interview platform, Kira Talent, will appear in the applicant's Application Checklist.

Additional information about the interview format and what to expect is available on the Video Interview Instructions page of the Brown School website.

Letters of Recommendation

Two letters of recommendation from professional and/or academic references are required.

The applicant will be asked to provide contact information for their recommenders in the *Recommenders* section of the application. After this information has been entered, each recommender will receive an email with instructions for completing the recommendation form and uploading a letter through our online system.

All recommendations must be submitted through the online system. Applicants should monitor the status of their recommendations to ensure they are received by the application deadline.

\$50 Application Fee

A *non-refundable application fee of \$50* is required at the time of submission and must be paid online.

Automatic fee waivers are granted to current Washington University students, U.S. military service members, and members of federally or state-recognized Native American tribal nations.

A limited number of additional fee waivers are available for eligible U.S. applicants and are considered on a case-by-case basis. Supporting documentation may be required. *International applicants are not eligible for fee waivers.* Applicants who believe they may qualify should contact the Brown School Office of Admissions at brownadmissions@wustl.edu.

Scholarship Consideration Form

The Brown School offers a range of partial-tuition scholarships to assist students with funding their graduate degree.

To be considered for a Brown School scholarship, applicants must complete the Scholarship Consideration Form in the *Application Materials* section of the application.

Standardized Testing

The Brown School *does not* require a graduate entrance exam, such as the Graduate Record Exam (GRE), for admission to the MSW program.

International applicants are required to provide official English language proficiency test scores. Additional information about the language proficiency requirement can be found on the International Master's Program Applicants page of the Brown School website.

Additional Application Instructions for Specific Groups

Part-Time MSW Applicants

The Part-Time MSW option is designed for working professionals and students who need to take courses at times that do not interfere with work and other commitments. Students complete 60 credit units over three years, including summer semesters.

Applicants must indicate their intention to pursue the Part-Time MSW in the *Program Information* section of the application.

Visit the Part-Time MSW page of the Brown School website for detailed information about the Part-Time MSW option, including curriculum and course format.

Part-time MSW students may only pursue the Mental Health concentration due to course sequencing, scheduling constraints, and cohort-based curriculum design.

Advanced Standing MSW Applicants

If the applicant has earned a bachelor's degree in social work from a program accredited by the Council on Social Work Education (CSWE) within the last six years, they may be eligible to enter the Brown School with Advanced Standing status.

The applicant must indicate their eligibility for Advanced Standing in the *Program Information* section of the application.

Visit the Advanced Standing MSW Curriculum page of the Brown School website for detailed information about the Advanced Standing MSW option, including eligibility requirements, curriculum, and program timelines.

3-2 MSW Program Applicants

The 3-2 MSW program application is available *exclusively to current WashU undergraduate students in their junior year of study* in the College of Arts & Sciences. The program allows students to earn their bachelor's degree and a graduate degree in social work in five years.

Applicants must be on track to complete all of their undergraduate distribution and major requirements by the end of their junior year, with elective credits available to be applied toward MSW course credit during their senior year (i.e., their first year of the MSW program).

Additional information about the 3-2 MSW program and eligibility requirements can be found on the 3-2 MSW Program page of the Brown School website.

Special Instructions for 3-2 MSW Applicants

In addition to carefully reviewing the MSW application requirements, 3-2 MSW applicants must take note of the following instructions:

- 3-2 applicants should apply early in the spring of their junior year so that fall coursework can be considered; the application should be submitted by March 1 of junior year.
- WashU undergraduate students must apply to the MSW program through the Washington University Graduate Admissions portal.
- Select *Current WashU undergraduate student for Washington University Affiliation* in the *Additional Applicant Information* section of the application.
- Select *Bachelor's/Master's Program* for Intended Level of Study in the *Program Information* section of the application.
- A link to initiate the Brown School 3-2 Program Eligibility Form through DocuSign will be available in the *Program Information* section of the application.
- 3-2 applicants are responsible for initiating the DocuSign eligibility form during the application process; the form must be completed and signed electronically by the applicant's undergraduate advisor(s) and Associate Dean of the College of Arts & Sciences to confirm the student's eligibility for the 3-2 program and to complete their application.

Dual Degree MSW Applicants

In partnership with other schools and programs at WashU, the Brown School offers structured dual degree programs that allow students to earn a Master of Social Work (MSW) degree alongside another graduate degree.

Dual degree options are available in a variety of disciplines, including public health, business administration, education, law, architecture, and urban design. Through a partnership with Eden Theological Seminary, students may pursue a dual degree in professional studies or divinity.

Separate applications are required for each program and are reviewed independently according to the admissions criteria of the respective schools. The applicant must indicate their intention to pursue a dual degree in the *Program Information* section of the MSW application and apply separately to the other program through the appropriate school:

- MSW/MPH: School of Public Health
- MSW/MBA: Olin Business School
- MSW/MAEd: Office of Graduate Studies, Arts & Sciences
- MSW/JD: School of Law
- MSW/MArch or MSW/MUD: Sam Fox School of Design & Visual Arts
- MSW/MDiv or MSW/MAPS: Eden Theological Seminary

If the applicant is currently enrolled in any of these programs, they may also apply to add the MSW and pursue a dual degree.

MSW students enrolled in an approved dual degree program are not eligible to pursue optional specializations due to cross-program credit requirements and limited elective capacity.

Visit the Dual Degrees page of the Brown School website for additional information about our dual degree offerings.

MSW Graduate Credit Transfer Applicants

The Brown School welcomes applications from students who wish to transfer from another graduate institution, subject to the school's policies for evaluating graduate-level credit earned prior to enrollment.

Eligibility Requirements

Applicants who have completed graduate-level coursework may request to have their previous coursework evaluated for transfer credit toward MSW program requirements.

- Applicants who have completed coursework in a Master of Social Work program accredited by the Council on Social Work Education (CSWE) may be eligible to transfer up to 19 credit units. These courses may be considered toward foundation-level, concentration-level, or elective requirements.
- Applicants who have completed graduate coursework in a related discipline may be eligible to transfer up to 9 credit units, which will be considered for elective credit only.

Courses are evaluated independently and must meet the following criteria to be considered for transfer credit:

- The course must have been completed at the graduate level at a regionally accredited U.S. college or university (courses completed at international institutions are not eligible).
- The course must have been delivered in person (online courses are not eligible).
- The course must have been completed within six years prior to matriculation at the Brown School.
- The course must not have been used toward the completion of another graduate degree.
- The applicant must have received a minimum grade of B (3.0 on a 4.0 scale), as shown on an official transcript.
- The applicant must provide a course description and syllabus.
- Academic credit will not be granted for life or work experience.

Meeting the eligibility requirements does not guarantee that transfer credit will be granted.

Evaluation Process

Applicants interested in receiving graduate transfer credit must contact the Brown School Office of Admissions & Recruitment after submitting their application to initiate the evaluation process. Instructions for completing the MSW Transfer Credit Request Form will be provided upon inquiry.

It is the applicant's responsibility to submit the Transfer Credit Request Form and all required supporting documentation as early as possible in the admissions process. Requests will not be accepted after September 1 of the applicant's first term of enrollment. Incomplete submissions will not be evaluated.

Courses are reviewed in consultation with the MSW Program Office. Applicants will be notified of evaluation results via email within two to three weeks of submission.

Failure by any student to be truthful or honest in their application materials will result in rescission of admission and termination from the program. Students should answer all questions truthfully, and if questions arise throughout the application process, they should be addressed proactively with the Office of Admissions or the Associate Dean for Academic Affairs & Enrollment Management.

Attendance/Preparation

Active participation and preparation are expected of all students. Faculty members may — and often do — establish their own specific attendance, participation, and preparation requirements. Failure to meet these requirements may result in the lowering of a grade or failure of the course. Repeated unexcused absences may result in referral to the Assistant Dean of the program.

1-Credit Course Attendance Requirements

Due to the condensed nature of short courses and skill labs, students should not enroll in these courses unless they can attend all class sessions. Because of the intensive and participatory nature of short courses/skill labs, student absences are extremely disruptive to the learning process.

Attendance is required. If a student misses any part greater than half a day, they will receive an F for the course. With the exceptions of death in the immediate family, severe illness, or injury, any student who is absent for one full day of class or its equivalent will receive a failing grade.

Enrollment

Once a student has been admitted to the Brown School, their Primary Program of Study is the degree program to which they are admitted. Every admitted student is required to follow the policies as set by the Brown School. Following policies is especially important in situations regarding enrollment for courses at other schools within Washington University while a Brown School degree-seeking student.

Students who are seeking dual degrees with one program outside of the Brown School (e.g., MSW/MBA or MSW/JD program) will have their Primary Program of Study dependent on enrollment and the agreement of each school. Students may contact the academic records office of either school for clarification.

Student IDs are coded to a student's Primary Program of Study. A Primary Program of Study with the Brown School affords a student evening and weekend access to Brown School buildings. Dual degree students who have a Primary Program of Study with another Washington University program will have their IDs coded to allow access.

Pre-Enrollment Policies

Tuition/Scholarship Assessment

A student's Primary Program of Study semester designation determines how tuition and fees are assessed, as well as scholarship eligibility. Tuition varies between the Social Work and Social Policy programs in the Brown School and among the various graduate and professional schools at Washington University.

During semesters that dual-degree students have their Primary Program of Study with the Brown School, they are assessed tuition according to their Brown School program's tuition and fee structure. They are also eligible to receive their scholarships from the Brown School. During semester that dual-degree students have their Primary Program of Study with another Washington University



school or partner University, they are assessed tuition according to the program's tuition and fee structure, and are eligible to receive scholarships from the partner program. A dual-degree student cannot receive scholarships from both programs in a single semester.

Full-Time Status

Students who meet the following criteria are considered full time:

- Fall and Spring Semesters
 - Enrolled in 9 or more credit units of coursework, which may include practicum credits, *or*
 - Enrolled in 3 or more credit units of practicum
- Summer Semesters
 - Enrolled in 6 or more credits units of coursework which may include practicum credits, *or*
 - Enrolled in 3 or more credit units of practicum

Fall and Spring semester enrollment caps: 15 units*

Summer semester enrollment cap: 6 units*

* If a full-time student enrolls in a number of units that exceeds the semester enrollment cap, the student will be charged additional tuition at the per-credit-unit rate for those additional units.

International students must maintain full-time status and work closely with the Office for International Students & Scholars to maintain their student status.

Students adding another degree after matriculation will adhere to the credit enrollment caps for the new degree for the year in which they start the new degree.

Full-time status at the Brown School allows students to enroll in Washington University health insurance and to obtain a Metro U-Pass.

Part-Time Status

A student is part-time under the following enrollment criteria:

- Fall and Spring Semesters
 - Enrolled in 4.5 to 9 credit units of coursework, *or*
 - Enrolled in 2 or fewer credit units of practicum
- Summer Semesters
 - Enrolled in 3 to 5 credit units of coursework, *or*
 - Enrolled in 2 or fewer credit units of practicum

If a student drops below full-time status in the Fall or Spring semesters, the student will be ineligible for their Brown School scholarship until they are once again enrolled full-time. If, however, Student Health Services or Disability Resources approves a student for a reduced course load, the student can receive a portion of their scholarship as long as they maintain part-time enrollment at the Brown School.

Part-time status at the Brown School does not allow students to enroll in Washington University health insurance nor to obtain a Metro U-Pass, and it may affect financial aid and/or scholarships.

Employee and Student Status

The Brown School defers to Washington University policy regarding employee/student status.

It is the responsibility of the employee/student to refer to their department of employment and consult with their appropriate Human Resources representatives regarding University benefits, the Employee Tuition Assistance program, and any information related to earnings and employee/student taxation, such as student FICA exemptions. *Individuals should seek the counsel of an informed tax preparer or adviser regarding potential employee/student tax implications.*

Criminal Records and Background Check Notice for Social Workers

In Missouri, persons who have been convicted of certain felonies and misdemeanors cannot be licensed to practice social work. In addition, some agencies require criminal background checks as a condition of working as a practicum student. The ability to obtain a license or to complete the practicum requirements for a social work degree could be compromised for persons with a criminal record. It is expected that students evaluate their situation before enrolling in a professional social work degree program by consulting the rules and statutes, which can be found on the Missouri Division of Professional Registration website.

If it is determined that an admitted student was not truthful on their admissions application pertaining to a criminal background or other relevant information which may affect their ability to become licensed or work with our community partners, the student will be immediately dismissed from the program by the Dean.

Prerequisites

Foundation Course Proficiency Examinations

All Foundation course materials are considered a necessary basis for further study and practice. Students with relevant experience or study are invited to take proficiency exams for the following Foundation courses:

- Research Methods for MSW Students
- Human Behavior

Proficiency Exams are given prior to New Student Orientation.

For study and test preparation, course overviews describing the content of the courses are available on the Brown School external website.

A student may take a proficiency exam only once, prior to the beginning of the semester in which the student would enroll for the course. Students who pass a proficiency exam are exempt from taking the course associated with that proficiency exam but receive no course credit. Passing a proficiency exam makes additional elective credits available in the student's degree program.

Exam results will be sent to each student's Brown School email address. Per Brown School proficiency exam policy, proficiency exams may not be viewed by the student after they have been scored. Only proficiency exams passed are entered into student records. No record of exams a student attempted but did not pass will appear in their student record.

The following are passing scores for the proficiency exams:

- Research Methods (MSW) = 70%
- Human Behavior = 70%

Degree Requirements

Master of Social Work

The formal requirements for the MSW degree are as follows:

1. Completion of a minimum of 60 credits beyond the baccalaureate degree
2. Evidence of satisfactory performance, defined as a B average or better (3.0 or higher cumulative grade point average) for all courses, and the completion of Foundation and Concentration fieldwork with a grade of Pass
3. Satisfactory completion of 21 credits of Foundation course requirements through course credit or through proficiency exam procedures
4. Completion of a minimum of 9 credits (960 hours) in practicum, comprised of the following:
 - 1-credit Integrative Foundation Practicum Field Seminar
 - 3 credits (360 hours) of Foundation level practicum
 - 5 credits (600 hours) of Concentration level practicum
 - A maximum of 14 practicum credits may be counted toward the degree, including any elective practicum credits
5. Satisfactory completion of 30 credits of Concentration course requirements for one of the approved Concentrations or an approved individualized program of study (see Individual Planning Forms for required courses for each Concentration and/or Specialization)
6. Completion of all components of the Master of Social Work Foundation and Concentration Assessment. The Master of Social Work Assessment has three components assessed at both the Foundation and Concentration levels: 1) a Comprehensive Knowledge Assessment; 2) a Case Study; and 3) a Practicum Education Assessment of Practice Behaviors.
7. Completion of all requirements for the degree within four years of initial matriculation

8. Apply for Program Completion in Workday and receive approval by the deadlines announced by the Brown School Office of Academic Records & Registration. Failure to Apply for Program Completion by the deadline will negate the student's ability to graduate in that semester; they then must wait until the next graduation date and meet the deadlines for the Application for Program Completion. These are hard deadlines.

Learn more about declaring a concentration or specialization on the Academic and Course Related Policies and Procedures page of the Brown School website.

Master of Social Work (Advanced Standing)

See MSW requirements and, in addition, upon admission to the Brown School, applicants with a BSW from a CSWE-accredited program are eligible for a maximum of 19 waived credit hours of Foundation curriculum, based on submitted transcripts. Advanced Standing is awarded only for coursework completed in a CSWE-accredited baccalaureate social work program.

Advanced Standing requests are expected before matriculation but must be received and approved prior to the end of the second week of the fall semester.

In order to be considered for Advanced Standing credit, BSW courses must be equivalent to Brown School MSW Foundation courses. Only courses with a grade of B or better will be eligible for credit. BSW graduates are eligible to take the proficiency exams for BSW courses in which they did not receive a B or better. Advanced Standing is not awarded for coursework in other undergraduate disciplines or for life or work experiences.

All students entering the MSW program with a BSW will be required to take a two-week course, SWFN 5008 BSW Intensive: Bridge to Brown, held in August prior to the school year starting. The intensive will introduce students to essential skills for completing an accelerated MSW Program, such as evidence-based practice, social justice and human diversity, social, economic, and political environment, and research methods.

Students who are awarded the maximum of 19 waived credits will complete 39 credits for their MSW degree.

Learn more about declaring a concentration or specialization on the Academic and Course Related Policies and Procedures page of the Brown School website.

Master of Social Policy

The formal requirements for the MSP degree are as follows:

1. Completion of a minimum of 31 credits beyond the baccalaureate degree
2. Completion of five required courses covering the five core areas of social policy: statistics, economics, politics of public policy, policy analysis, management
3. Successful completion of 3 credits of specialized policy



4. Successful completion of 6 credit hours of preapproved elective courses
5. Successful completion of 3 credits (minimum of 360 hours) of practicum
6. Successful completion of two short courses (4 credit hours)
7. Evidence of satisfactory performance defined as a B average or better (3.0 or higher cumulative grade point average) across all courses and the successful completion of fieldwork
8. Apply for Program Completion in Workday and receive approval by the deadlines announced by the Brown School Office of Academic Records & Registration. Failure to Apply for Program Completion by the deadline will negate the student's ability to graduate in that cycle; they then must wait until the next graduation date and meet the deadlines for the Application for Program Completion. These are hard deadlines.

Degree Requirements for Practicum

Please refer to the Field Education Handbook for all policies:

- MSW Field Education Handbook [PDF]

Maximum Period to Complete Studies

The MSW program allows for a maximum of four academic years from matriculation to complete the degree. This maximum period to complete studies includes any time away from the university and includes Advanced Standing students.

Students in the dual MSW/MPH program have a maximum of six academic years from matriculation to complete the degree.

The maximum period to complete studies for other dual degrees varies by program due to the different requirements of each program.

Graduation Policies

In order to graduate, a student must have a minimum 3.00 Cumulative GPA, and all students must file an Apply for Program Completion task in Workday Student, prior to the anticipated degree date. A student may apply more than once if their anticipated degree date changes.

Deadlines for completing the Apply for Program Completion task in any given semester are set by the Office of the University Registrar. Anticipated degree date deadlines are as follows:

- Anticipated May graduation: March 1 by 11:59 p.m.*
- Anticipated August graduation: July 1 at 11:59 p.m.*
- Anticipated December graduation: November 1 at 11:59 p.m.*

* If a deadline falls on a weekend or university holiday, it will be extended to the next business day.

When the deadlines are confirmed, students will be notified via WashU email.

If a student does not Apply for Program Completion, they are in jeopardy of not graduating in their intended semester and will have to delay to the subsequent semester. Their name may not be listed in the Commencement program, and they may not be able to participate in the ceremony.

Completing this task will also be the student's only opportunity to provide a pronunciation for their name to be used at Commencement.

Commencement Participation

Washington University hosts one Commencement ceremony each academic year, held in May. The University honors December graduates with a recognition ceremony. The Brown School is required to follow University policy and protocol with regard to Commencement events.

Students who graduated in December of the previous year and those who will graduate in May or August of the current academic year are eligible to participate in the May Washington University Commencement and Brown School Recognition Ceremony.

In order to participate, students must RSVP for either event.

For dates and more information please refer to the Commencement Website.

Elective Credit for Work in Other Schools, Departments, Programs or Institutions

If a student would like to transfer graduate courses from institutions they attended prior to their enrollment at the Brown School, they should refer to these policies.

With preapproval, students may take up to 9 credits of graduate coursework outside of the Brown School at another Washington University school. Students should consult their advisor when choosing electives in order to make sure the set of electives meets the student's long-term career objectives and that courses are consistent with achieving competencies.

Elective coursework completed at another school or institution can be considered if all of the following conditions are met:

- The form and documentation must be submitted prior to enrolling in the course and by the semester deadline to ensure that coursework will be accepted:
 - Required documentation includes the course syllabus and a statement from the student indicating the course's relevance to their education.
 - Preapproval transfer requests must be submitted by the following deadlines to be considered:



- Fall semester: six weeks prior to the first day of the Fall semester
- Summer semester: four weeks prior to the first day of the Summer semester
- Spring semester: six weeks prior to the first day of the Spring semester
- The course is at the graduate level.
- A grade of B or better is earned.
- A transcript for the coursework must be submitted to the Brown School Registrar upon completion.
- No online courses are allowed.

Degree Candidates

Students may enroll in a course at another university during their final semester in the program. If that course is required to fulfill graduation requirements, the Brown School's Office Academic Records & Registration must receive a transcript indicating successful completion of the course prior to the grade deadline. Adherence to this deadline allows the student to be approved for graduation. Should an official transcript not be available until after that date, a letter on university letterhead must be sent directly to the Brown School Registrar indicating successful completion of course and received prior to the grade deadline. Once final grades are made available, an official transcript must be submitted to the Office of the Registrar. If the student does not end up enrolling or completing the approved course, the Brown School's Office Academic Records & Registration should be notified.

Taking Courses at Other Schools

Students at the Brown School are assessed tuition based on enrollments caps and their Primary Program of Study every semester. If a student wishes to take a course at Washington University but outside of the Brown School, and they are within their credit cap for the semester, they may do so. If the Primary Program of Study is with the Brown School, they will be assessed Brown School tuition and any financial aid, including scholarships will be applied with the following stipulations:

Graduate Courses Counting Toward Graduation Requirements

Students must request that the courses count toward graduation credit by submitting an Elective Credit request through the Brown School Hub, and this must be approved by the Assistant Dean of the program.

Notes:

- During their first year, 3/2 students are allowed to take up to 21 credit units (but the cap for Brown School courses applies) by submitting an Student Registration Exception form on the website of the Office of the University Registrar, which must then be approved by the Assistant Dean of the program.

- 4000-level courses taken in an undergraduate school may be counted as elective credit as long as the student works with the teaching professor to add additional work to bring the course to graduate-level requirements.

Courses Not Eligible

The programs within the university that are *not* eligible under this policy are the GX, PB, and PM divisions of the Olin School, the TG division and T courses in Engineering, Architecture A44 courses, and those offered by WashU Continuing & Professional Studies.

Washington University Courses

For graduate courses outside of the Brown School but within Washington University in St. Louis, a student must contact the other school's Academic Records office for relevant approval processes and registration dates. Information about graduate courses offered at each school within Washington University can be found in Workday.

Tuition for a course taken outside the Brown School but within Washington University is included in the Brown School semester tuition calculations.

WashU Continuing & Professional Studies* and/or Washington University undergraduate courses do not count toward a student's degree requirements.

* Students will be charged additional per-credit-hour tuition for any WashU Continuing & Professional Studies credits. In addition, any credits taken through WashU Continuing & Professional Studies will not be counted toward the Brown School semester cap nor toward full-time enrollment.

Inter-University Exchange Program

With preapproval, students can take graduate-level courses toward elective or graduation requirements that are not offered at the Brown School, in the accredited social work programs at SLU and UMSL through the Inter-University Exchange Program. Please review the Inter-University Exchange Program page of the University's Registrar's website for more information about the program.

The following provisions apply to all coursework taken by Washington University students at Saint Louis University (SLU) or the University of Missouri-St. Louis (UMSL) through the Inter-University Exchange (IUE) program:

- Such courses can be used in the fulfillment of degree requirements and for elective credit only.
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval from the Brown School's Office Academic Records & Registration and course instructor, with the required documentation submitted through the Brown School Hub.
- Students at the home institution have first priority on course enrollment (i.e., a desired course at SLU or UMSL may be fully enrolled and unable to accept WashU students).



- Academic credit earned in such courses will be considered as resident credit, not transfer credit.
- Online courses are not eligible for credit.
- Tuition for such courses will be paid to Washington University at the prevailing WashU rates; there is no additional tuition cost to the student who enrolls in IUE coursework on another campus. However, students are responsible for any and all fees charged by the other school.
- Every University Library has a unique set of privileges accessible to guest students. Students are advised to ask the library what privileges they will be granted during the course.

Enrollment Instructions

1. Washington University students must be enrolled full-time in order to participate in the IUE program and have no holds, financial or otherwise, on their academic record at WashU or at the host institution.
2. The student must complete the Inter-University Exchange application form which is located on the Brown School Hub.
3. The student must complete an elective credit request also located on the Brown School Hub, if the course is to count as an elective.
4. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
5. The student must obtain the approval signature of the professor teaching the class (or department chair) at SLU or UMSL, preferably in person, but it can be done via email and attach it with the submission on the Hub request.
6. IUE Hub submissions must be submitted prior to registering for the semester in which the course will be taken.
7. Course enrollment is handled administratively by the university registrar's office of the home and host institutions. WashU students registered for IUE coursework will see these courses on their class schedule and academic record in Workday under Subject Codes SLU and UMSL.

Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IUE coursework at WashU.

Work/Life Experience

The Brown School does not grant academic credit for life or work experience.

Other Institutions

Once a course is approved prior to enrollment, an official transcript must be sent to the Brown School's Office Academic Records & Registration for final credit/course satisfaction from any outside institution. A grade of B or better is required for transfer credit.

Taking coursework outside of the Brown School in a student's final semester is not recommended as an official transcript may not be received by the grade deadline for graduation.

The Brown School does not accept courses offered online as transfer credit.

Class Information

Registration

Students register for classes via Workday Student. Once registered, students can see their registration under the Current Classes tab. For all matters pertaining to registration, timing is critical. Students should pay close attention to any pre-registration deadlines set by their advisors or the Brown School Office of Academic Records & Registration and to the online registration dates noted on the Registration Policies and Procedures page of the Office of the University Registrar website.

Adding/Dropping/Withdrawing From Individual Courses

Students may add or drop courses via Workday Student for Fall and Spring semesters within a specified time frame as established by the Brown School Office of Academic Records & Registration.

If a course is dropped prior to the drop deadline, the course will no longer appear on the student's record.

Course Add/Withdrawal Deadlines

In advance of requesting a withdrawal, students should discuss any decisions with the course instructor and/or their Academic Advisor as well as the Financial Aid Office in to determine any curricular and/or financial implications. Students who are terminated from their practicum after the drop deadline, will receive a Withdraw on their transcript and have to retake their practicum requirements in a subsequent semester. For all full-semester add/drop deadlines, please check the Academic Calendar on the website of the Office of the University Registrar for exact dates.

Notes:

- All deadlines are 11:59 p.m. on the day listed.
- Drop = Not visible on transcript
- Withdrawal = Withdrawal ("W") noted on transcript

Full Semester Courses (2-4 credits)

- Add/Drop Deadline: second Thursday of the semester
- Withdrawal Deadline: after the previous Drop Deadline until the Friday of the fourth week of the semester

Intersession Courses (2-4 credits) where the start and end dates are before the first day of the semester:

- Add Deadline: the day before the first class
- Drop Deadline: the first day of class
- Withdrawal Deadline: the second day of class

Intersession Courses (2-4 credits) where the start date is after the first day of the semester but before the second Thursday of the semester:

- Add/Drop Deadline: second Thursday of the semester
- Withdrawal Deadline: after the previous Drop Deadline until the Friday of the fourth week of the semester

Intersession Courses (2-4 credits) where the start date is after the second Thursday of the semester:

- Add/Drop Deadline: the day before the first class
- Withdrawal deadline: the first day of class

Intersession Courses (1 credit):

- Add/Drop Deadline: the day before the first class
- Withdrawal deadline: the first day of class

One-day Courses (0 credit):

- Add/Drop Deadline: the day before the class
- Withdrawal deadline: the day of class

Brown School Waitlist Overview

The waitlist feature in Workday allows students to place themselves in line to enroll in a waitlisted course (maximum enrollment reached) as seats become available. This tool is designed to give students a chance to get into these courses. It is not intended to assist students in getting a "preferred" schedule.

Students are placed on the waitlist in the order in which they requested to waitlist the class. The first person to submit a waitlist request will be first on the waitlist. When a seat in the class becomes available, the registration system will fill the opening with the first eligible person on the waitlist.

Once on a waitlist, students are responsible for monitoring their active waitlist requests via Workday Student. Visit the Waitlists in Workday Student page for more information.

Waitlist Tips

- Waitlist positions are displayed on the student's "My Waitlisted Courses" table in Workday Student. Workday will send a notification to the first student on the waitlist if a spot opens in the course. The student will have 72 hours to enroll themselves. After the 72 hours, the student will drop to the end of the waitlist and the spot will be offered to the next student on the waitlist. It is highly recommended that students turn on notifications so they are alerted when a spot opens in a waitlisted course.
- After the last day of waitlist processing (end of the second week), all waitlisted students (for full semester courses) will expire and students will be removed from the waitlist.
- Waitlist requests may be added or dropped, but they cannot be modified.
- If a student no longer wishes to take a course that they are waitlisted for, they must drop the waitlist request in order to be certain that they will not be enrolled into the course. Waitlists may be dropped via the "My Waitlisted Courses" table in Workday Student.
- Students on a waitlist may gain access to the course content in Canvas, including communication from the professor. *This is not an indication that the student has been enrolled in the class.* Students should refer to Workday to determine whether or not they are enrolled. In addition, students who attend a class for which they have been waitlisted will be asked to leave. A student attending a class for which they are waitlisted will not improve their chances of being removed from a waitlist. It will be considered a violation of the professional integrity policy for a student to attend a class for which they are waitlisted when they have not yet been enrolled from the waitlist.

Cancellation of Classes

Whenever possible, professors will send students an email notification regarding class cancellation and make-up sessions. Especially in the event of severe weather, students are encouraged to check their email for updates on class cancellations.

Classes: Start and End Times

Unless otherwise noted, all Brown School classes begin and end at the time published in the WashU course listings and via their Workday Student schedule.

Classroom Location Assignments

Classroom location assignments are finalized within the week before courses begin. Once finalized, students may log into Workday Student where they can view and print their schedules.



Off-Campus Locations for Courses

If a course is being offered at an off-campus location, this information will be listed in course listings and on the course syllabus. Students are expected to arrange their own transportation to and from the specified off-campus location. Students who elect to carpool to courses taught off campus are not covered by WashU insurance, and a student's personal automobile insurance will be the primary coverage. Washington University's automobile policy provides no coverage for students driving their personal vehicles. Students are encouraged to seek alternate transportation.

Course Conflicts and Overlaps

Students are not permitted to take courses whose class meeting times conflict or overlap. It is the student's responsibility to make sure courses do not conflict.

Electronic Devices in the Classroom

Computers or other electronic devices, including "smart pens" (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the internet. Work on other coursework may include, but is not limited to, use of the internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Auditing Courses

The Brown School allows *only* authorized visiting scholars and field instructors to audit courses. Field instructors may request to audit a course and must work with the professor to define expectations; they may not audit Intensive Trainings.

Disability Resources

The Brown School is committed to making its programs accessible to students with disabilities.

Students with disabilities who wish to request academic accommodations are advised to complete a request for academic adjustments or services form as early as possible. Students are also welcome to contact Disability Resources (DR) to discuss any questions.

In order to create an effective accommodation plan, students must provide documentation of the disability, including information from a health care provider and schedule a meeting with DR to discuss their request. This information is used to clarify the functional impact of disability, which in turn helps DR develop an effective accommodation plan.

Once an accommodation plan is determined, DR will create a letter of accommodation, known as a VISA letter. Students are advised to share the VISA with each course instructor and discuss how accommodations can be implemented in each course. Students are encouraged to let DR know if an accommodation needs a change or revision.

While students work with DR to have accommodations approved, it is advised that students also speak with the Director of Student Affairs at the Brown School to discuss accommodation and accessibility needs.

Declaring a Concentration or Specialization

Students can declare and/or change their concentration and/or specialization in Workday Student. Students should declare their concentration as soon as possible, as some courses that may be taken in the second semester have eligibility requirements associated with concentration declarations. Students may change their concentration at a later date.

Master of Social Work

MSW students are encouraged to declare a concentration prior to completing their first semester. Students may declare a specialization any time prior to their final semester. MSW Advanced Standing students must declare a concentration prior to their first semester.

Concentrations (not requiring approval) and Specializations can be declared via Workday Student.

Part-time students may be able to specialize if they are able to align their courses such that they meet the criteria for specialization. Unfortunately, this is rare considering the time at which many of these courses are offered (i.e., during the day). Most part-time students will not specialize.

Concentrations: Seven Options (Required)

1. American Indian and Alaska Native
2. Children, Youth and Families
3. Health
4. Mental Health
5. Domestic Social and Economic Development
6. International Social and Economic Development
7. Social Impact Leadership

- Individualized Plan of Study*

* Through a structured application process, students are able to develop a plan of study that draws on content from our existing seven concentrations. This is an application process that requires approval from the Assistant Dean of the MSW Program. MSW students who plan to individualize will need to complete the Individualized Program of Study Approval Process, located in the Brown Hub, adhering to the same deadlines outlined above.

Specializations (Optional)

- Management
- Older Adults and Aging Societies
- Policy
- Research
- Sexual Health and Education
- Social Entrepreneurship
- System Dynamics
- Violence and Injury Prevention

Master of Social Policy

There are no concentrations or specializations for the Master of Social Policy degree. Students are encouraged to use their elective course requirement (six credits) to select courses that build knowledge and skills in-line with their academic and professional objectives.

Grades

Academic achievement at the Brown School is measured by letter grades. The Brown School utilizes a 4.0 GPA scale. Students pursuing a degree are graded accordingly to the following classification and point scale. A plus (+) or minus (-) sign after a grade indicates a greater or lesser degree of the assigned grade, based on the merit of the work.

Grade Scale	Grade Points per Unit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0
HP	High Passing grade for Practicum
IP	In Progress, for Practicum
NP	No Pass
P	Passing grade for Practicum and Integrative Seminar

Grade Policies

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress.

The MSW and MSP programs at the Brown School require that students maintain a minimum cumulative grade-point average of 3.0 (on a 4.0 scale). Failing to meet the minimum 3.0 GPA places a student on academic probation for the subsequent semester. If a student is only enrolled in practicum for the subsequent semester (during which they are on academic probation), which is calculated on a pass/fail basis, then the student's grades will be reviewed after the following semester, when grades are earned.

Students will be notified by the Associate Dean for Student Affairs and Enrollment Management regarding academic probation.

- a. Students can monitor their semester and cumulative GPA in Workday.
- b. A minimum GPA of 3.0 is required for graduation.
- c. If a student is placed on academic probation, there are financial aid implications. Students in this situation should discuss their options with the assistant director of financial aid.



A student on academic probation for more than one semester will have their case reviewed by the Assistant Dean of their program. The Assistant Dean may recommend continued academic probation or a remediation plan, or they may choose to refer the case to the Academic Progress Committee.

The Academic Progress Committee is responsible for reviewing students' academic progress and making decisions regarding appropriate actions, which may include continued academic probation, a required leave of absence, or termination from the program. More specific and up-to-date information about the Academic Progress Committee for students can be found on Inside Brown.

Pass/No Pass Courses

Few courses offered at the Brown School are strictly Pass/No Pass, and students are not permitted to choose whether to take a course Pass/No Pass. The only courses offered as Pass/No Pass are Practicum, Integrative Seminar, and CACE.

Courses taken outside of the Brown School that are approved to count toward a degree must be for Quality Graded Credit (letter grade).

Viewing Grades

Students can view their grades in Workday Student by clicking on Academic History. Grades will be displayed as soon as they have been recorded but the GPA calculation is performed overnight. The GPA shown on Workday Student will not reflect any grades recorded that day. Grades are not mailed.

Grade Appeals

Upon receipt of a failing grade, a student may wish to request a regrade with the instructor. Students may initiate grade change requests for the following reasons:

- Criteria used in grading were not consistent with stated learning expectations in the syllabus.
- Criteria established for evaluation of student performance were not communicated to the student.
- Sufficient opportunities for student learning were not available or provided.
- Opportunities for remedial action regarding learning problems were not made available to the student.
- A discrepancy between the student's evaluation of their performance and the instructor's evaluation exists.

If, after consultation, the instructor maintains the grade, the student may then make a written appeal to the Assistant Dean of their program using the procedure outlined below. If the Assistant Dean is the faculty member who evaluated the grade, then the Associate Dean for Educational Programs will consider the appeal.

Appeal Procedure to Assistant Deans

1. The student will present a written appeal to the Assistant Dean, describing their wish to appeal the failing grade accompanied by specific reasons for the appeal, based on any of the five criteria outlined above.
2. The Assistant Dean will review the appeal and may render a final decision or can refer the case to the Academic Progress and Professional Integrity Committee (APPIC), which is a standing committee of three full-time faculty members. Faculty appointed to this committee shall not have a conflict of interest with the student (instructor, advisor, employer, supervisor).

Academic Progress and Professional Integrity Committee (APPIC)

1. The Academic Progress and Professional Integrity Committee (APPIC) will examine materials demonstrating the student's performance, stated learning expectations, stated evaluative comments, and statements of the instructor's and student's position and recommendations. The Committee will call the instructor and/or the student into the review session. Evidence must be limited to what can be made available and is relevant to the course in which there has been a pending grade of failure or as determined by the Committee.
2. Following the examination of materials and discussion with the involved parties, the Committee, in a session closed to the involved parties, will deliberate and will make a written recommendation to the Assistant Dean.
3. After receipt of the Committee's recommendation, the Assistant Dean will communicate their decision in writing to the student, the instructor, and the student's advisor.

Grade Assignment for Withdrawals

If a student withdraws from either program or course after a semester's Add/Drop deadline, a W (Withdraw) is recorded on their transcript.

Final Grade Deadline

The final date to enter grades is generally the Monday after the last day of the semester. Final grades are due by noon. This date is subject to change depending on holidays. Please refer to the Academic Calendar for the current year for specific dates.

All courses are required to have grades posted by this date with no exceptions.

Practicum Grades

The Office of Field Education will submit grades of IP (In Progress) for practicum grades at the end of each semester by the grade deadlines outlined by the Office of the University Registrar. These grades will be updated to HP or P when the student has completed their practicum requirements. All grades are required to be updated to a passing grade prior to graduation.

Incomplete Course Grade Policy

An interim placeholder of I, for Incomplete, is used by an instructor when a student experiences an extenuating circumstance preventing completion of the course requirements by the conclusion of the semester. The Incomplete Course Grade Policy is managed by the Brown School Office of Academic Records & Registration.

Incomplete Request Procedure

- Students must first discuss an Incomplete with their faculty.*
- If an Incomplete is agreed upon, a faculty member will submit an "I" grade for that semester.
- An Incomplete Course Completion Plan, crafted by both the faculty member and student is encouraged.

Students cannot graduate with an Incomplete on their record.

* MSW Students must have completed and received a grade for Human Behavior, Social Work Practice with Individuals, Families & Groups (Practice II), and Social Justice & Human Diversity in order to begin their Foundation Practicum. If students receive an Incomplete in one of these courses, their Foundation Practicum start date will be delayed.

Timeline for Satisfying Course Requirements

- Students have 60 days from when semester grades are due, or the date the instructor sets (whichever comes first), to complete any outstanding work and submit it to the instructor.
- It is the student's responsibility to communicate with their instructors on the progress of their work.
- Incompletes will turn to Fs after the 60th day. If work is submitted at the deadline, the instructor still needs time to grade. The F grade will be changed once the instructor grades the work. Once the deadline has passed, the instructor will grade whatever has been submitted and post a final course grade.
 - This could result in a failing grade if outstanding work is not submitted by the deadline.

Incompletes and Restricted Registration/Enrollment

Students cannot enroll in a class if the prerequisite is incomplete.

Students with two or more incomplete grades, who are enrolled in practicum, are required to be on a Practicum Support Plan in collaboration with their Field Faculty Advisor. Additionally, students are only allowed to be enrolled in 1 credit of practicum until at least one of the incompletes is satisfied.

Students cannot start a new semester with 7 or more credits of incompletes; the deadline to clear below 7 credits is 11:59 p.m. on the Friday of the first week of the new semester.

- If incompletes do not fall below 7 credits by the deadline, the Brown School Office of Academic Records & Registration will withdraw the student from all semester courses.

Students with an incomplete who are scheduled to go on a Leave of Absence (LOA) must have a grade posted prior to the first date of leave. Whatever work is completed will be graded and any work not submitted will receive a zero. Based on this, an appropriate grade will be assigned with full acknowledgement that the final grade may result in an F grade.

- Students are encouraged to have their LOA officially start on the first day of the subsequent semester so that they can take the time in between the two terms to complete as much outstanding work as possible, prior to losing access to WashU systems.
- **Note:** Barring any extenuating circumstances, students who take an LOA prior to the completion of the semester will be withdrawn from all classes and will need to retake said classes upon return to the university.

Incomplete Practicum Grade Policy

An interim placeholder of IP (In Progress) is assigned by the instructor for the semester when a student has not completed all practicum requirements and/or the following practicum-related documentation:

- Student Self-Evaluation of Competencies and Performance (Accessible on Inside Brown)
- Student Assessment of Practicum Experience (Accessible on Inside Brown)
- Field Instructor Evaluation of Practicum
 - *Student:* Send to Field Instructor after Self-Evaluation is completed.
- Practicum Timesheet (Accessible on Inside Brown)
 - *Student:* This document requires student and field instructor signatures.

If a student is completing practicum credits at the same organization for more than one semester, the IP grade will stand until the end of that experience and all documentation has been completed. A grade will then be assigned for all semesters.



If an interim placeholder of IP has been assigned, it is the student's responsibility to ensure the completion of all registered practicum hours and the submission of all practicum-related documentation to OFE by the following deadlines:

- Practicum Credits registered for Fall Semester: May 1 of the current academic year
- Practicum Credits registered for Spring Semester: August 1 of the current year
- Practicum Credits registered for Summer Semester: December 1 of the subsequent academic year

If a student has not met the required semester deadlines to replace the IP, the Brown School Office of Academic Records & Registration will assign an NP (No Pass) for the registered practicum credits. Final practicum grades are HP (High Pass), P (Pass), and NP (No Pass).

If the grade is NP, the student must re-register and pay for the required practicum credits. No credit for previously accrued practicum hours will be counted. Students cannot graduate with an incomplete or an In Progress grade on their record.

Repeating a Course

Students who have done poorly in a course have the opportunity to repeat it, in accordance with these guidelines:

- There must be space in that course.
- Courses taken at the Brown school may only be repeated at the Brown School.
- This option may only be applied once for the same course. A student may only attempt a single course two times. If the student takes a course (one that is a graduation requirement) for the second time and receives a failing grade, the student will be withdrawn from the program.
- Students must register for the same course number (instructor may be different). If a course is no longer offered, students may not substitute an alternative course.
- Tuition will be assessed. This may mean students will need to pay additional tuition for course credits above the program credit requirements.
- On the transcript, the original course will remain on the transcript, but be designated with a note indicating that the course was repeated. The grade for the second and final attempt of the course will be recorded on the transcript as a letter grade.
- A repeated course will not be included in grade point average calculations in the first instance.
- The letter grade earned in the most recent attempt will be included in cumulative credit totals and a new grade point average will be calculated.
- All subsequently repeated courses and grades will be recorded on the transcript and noted that the course has been repeated.
- A course taken for undergraduate credit may not later be changed to graduate credit (Washington University undergraduate students only).

- Courses taken for credit towards an undergraduate degree may not be taken for graduate credit (Washington University undergraduate students only).
- If a student repeats a course after their degree has been awarded, the original course grade will not be excluded from the degree GPA.
- Students who have been dropped from a degree program may not use the course repeat process to gain readmission to that degree program.

Minimum GPA Policy and Academic Progress

All degree programs at the Brown School require that students maintain a minimum cumulative GPA of 3.0 (on a 4.0 scale). The first semester that a student fails to meet the minimum 3.0 cumulative GPA, they will automatically be placed on Academic Probation for the next semester. If the student is only enrolled in practicum credit (Pass/Fail) for the next semester, then the student's grades will be reviewed the following semester, when grades are earned. Students will be notified by the Associate Dean for Academic Affairs & Enrollment Management regarding Academic Probation.

There may be financial aid implications for a student placed on Academic Probation. Students should discuss their options with the Assistant Director of Financial Aid.

A student on Academic Probation for more than one semester will have their case reviewed by the Assistant Dean of their Program. The Assistant Dean may recommend continued Academic Probation, a remediation plan or may choose to refer the case to the Academic Progress and Professional Integrity Committee.

Academic Progress Committee

The Academic Progress and Professional Integrity Committee (APPIC) is a standing faculty committee responsible for reviewing matters related to students' academic progress and making decisions regarding appropriate actions, which may include but is not limited to continued academic probation, a remediation plan, a required leave of absence, or termination from the program. When acting under this policy, APPIC functions in its Academic Progress capacity and applies the procedures and academic actions outlined herein.

Student Rights and Responsibilities

If a student's case is being sent to the Academic Progress Committee, they are entitled to the following:

- Receive written notice of the hearing meeting
- Be advised of the relevant evidence of their case and access to relevant academic records
- Ask any questions

- Offer an explanation as to what occurred
- Present relevant material that would be helpful in understanding the circumstances under which their GPA fell below a 3.0 or they are not meeting other satisfactory academic progress

After the student has been advised of the hearing and the relevant accompanying evidence, the student has several options:

- Agree to attend the hearing
- Decline to attend the hearing
- Request a leave of absence from the university
- Request to withdraw permanently from the university

The student may request to delay their response to the complaint by up to three business days. If no response is obtained within that time period, they will be referred for a hearing.

If the student refuses to respond or refuses to participate in the hearing, the Assistant Dean and/or the Academic Progress Committee may immediately proceed to recommend actions in accordance with this Policy.

Academic Progress Committee Procedures

The Academic Progress & Professional Integrity Committee (APPIC) is composed of three full-time faculty members. The Associate Dean of Academic Affairs & Enrollment Management will be responsible for scheduling hearings at the next scheduled meeting of the APPIC and for notifying the person(s) who are to appear before the committee. A copy of the procedures for the conduct of the hearing will be provided in writing to the person(s) who are scheduled to appear, together with notification of the time and place of the hearing. A copy of these documents will be provided to the Assistant Dean of the Program.

A student may decline to attend the hearing. In such a case, a student may advise the Associate Dean in writing of any mitigating circumstance(s) that should be weighed by the committee in its consideration of its decision. Any student who does not appear at the formal hearing retains the right to appeal any actions imposed by the Academic Progress & Professional Integrity Committee.

The formal hearing will be held as a closed hearing. The hearing may include the committee, the Associate Dean, the Assistant Dean of the Program, the faculty member (if applicable) the student, and one additional faculty or staff advisor chosen by the student respondent or witness and/or the person making the complaint. All advisors must respect the confidentiality of the disciplinary process and are there only for support. Advisors must be part of the Washington University in St. Louis community as staff or faculty members. Individuals external to the university are not allowed to serve as advisors. Ex officio members of the committee may include the academic deans, academic advisors, members of the Academic Affairs team, or others as deemed appropriate by the committee and the Associate Dean for Academic Affairs & Enrollment Management. Additional participants may be called upon by the committee to provide information as needed.

The Academic Progress & Professional Integrity Committee will employ the following specific procedures in hearing a case:

- Prior to the hearing, documents to be considered by the committee will be made available to the committee, the student, and any other parties who need to be involved in the committee as determined by the Associate Dean. Any materials made available are considered confidential for the members of the committee and the student. Failure to maintain the confidentiality of the materials within this process may be considered a violation of this policy.
- If the committee wishes to have other individuals present to provide information to the committee, they may request that participation. Such other individuals are invited but not obligated to be present.
- If the complainant (faculty member in many cases) chooses to participate in the hearing, they may outline the basis of their complaint. If they choose not to or are unavailable, the complaint will be provided in writing and referenced during the hearing and will have been provided to the student ahead of time per these procedures.
- The committee will meet with the student and ask the student to present a statement summarizing the case/charge against the academic circumstance that brought them to the Academic Progress Committee and any additional information relevant for the committee to know.
- During the hearing, the Committee may ask questions of the student as it pertains to their academic circumstances or any previous circumstances in which the student has been involved. Questions should be made to ascertain what happened, to determine credibility, and to help inform outcomes.
- At the end of the hearing, students may make closing remarks to the committee but are not obligated to do so.

Immediately following the hearing, the Academic Progress & Professional Integrity Committee will meet in closed session to consider all of the information presented. The committee will determine next steps for the student based on the academic progress issue that led to the committee meeting. The Associate Dean or designated representative will notify the student within five business days of the determination of the committee. The Associate Dean will also notify the Assistant Dean of the program concerning the committee's decision.

Actions

The following academic actions may be taken if a student's case is sent to the Academic Progress Committee:

- Continuing in the program on academic probation
- Continuing in the program if certain conditions are met
- Counseling the student to voluntarily withdraw from the program
- Dismissing the student from the program
- Other actions as deemed appropriate by the committee



Appeals

- For cases resulting in suspension or dismissal from the program, the student will have the right to appeal in writing to the Dean of the Brown School (or their designee) within five business days after being notified by the Associate Dean. Such appeal shall be made in writing to the Dean and shall be limited to the following grounds:
 - There was a material deviation from the procedures outlined in the Academic Progress Policy that would significantly impact the outcome of the case or may have resulted in a different finding.
 - New or relevant information, not available at the time of the hearing, has arisen that would significantly impact the outcome of the case.
- The appeal must outline the reason for the appeal and provide all information relevant to the case for consideration of the appeal. The Dean will have the opportunity to request additional information, if needed. The Dean will determine whether a material deviation from the procedures occurred or if new information has been made available that would significantly alter the outcome of the hearing.
- If the Dean grants the appeal, they may order a new hearing or may reduce or modify the outcomes imposed.
- The Dean may uphold the decision of the committee and choose not to grant the appeal.
- The Dean will inform the student, in writing, of their determination.
- All decisions are final.

Record Keeping

It is the responsibility of the Associate Dean to maintain the records concerning academic progress. When a student has been sent to an Academic Progress Hearing, a letter summarizing the case, the outcome, and the recommendation will be placed in the student's official file in the Brown School's Office of Academic Records & Registration.

Student Support

- This policy recognizes the inherent stress associated with engaging in a process like this. Students are encouraged to get support via on-campus or off-campus resources.
- Student confidentiality throughout this process is required. However, students should seek support of friends, family, and advisors, as needed. This should be a limited group of people who can also maintain the confidentiality and privacy of the professional integrity process, and documents designated as confidential in the process should not be shared.
- Students should contact the Associate Dean for Academic Affairs and Enrollment Management or a member of the Student Engagement team if they need support as they manage this process.

GPA Requirements to Maintain Scholarships/Financial Aid

Brown School Scholarships

If a student drops below full-time status in the Fall or Spring semester, the student will be ineligible for their Brown School scholarship until they are once again enrolled full-time. If, however, Student Health Services or Disability Resources approves a student for a reduced course load, the student can receive half of their scholarship as long as they maintain part-time enrollment at the Brown School.

Students who have been given scholarships must maintain a GPA of 3.0* each semester, fulfill any additional eligibility requirements, and enroll full time in the Fall and Spring semesters. Failure to meet a 3.0 GPA requirement after each semester places the scholarship at risk.

If a student fails to meet the GPA requirement, they will receive a one-semester probation period. During the semester of probation, the student will continue to receive scholarship funds. If the student fails to meet the GPA requirement at the end of the probation semester, the scholarship may be rescinded. The Assistant Dean of the Program will do a holistic review of the student's progress and with consultation from the Assistant Director of Financial Aid, may approve continuation of scholarships after a second semester below a 3.0 cumulative GPA, based on demonstrated academic improvement.

Once a student attains the required 3.0 cumulative GPA, their scholarship will be reinstated.

* Students receiving the full-tuition Buder Foundation Scholarship must maintain a cumulative GPA of at least 3.1.

Federal Financial Aid

The Department of Education (DOE) requires students to meet Satisfactory Academic Progress (SAP) standards in order to receive federal financial aid (loans and Work-Study). In order to maintain SAP, students must maintain minimum requirements for cumulative GPA and pace. Students must also complete their degree within the maximum time frame allowed for the program, as defined below:

- The DOE SAP cumulative GPA requirement is 3.0 for a Fall or Spring semester. Summer semesters are not included.
- The pace requirement for maintaining SAP requires students earn credit for at least 67% of the credits attempted. Pace is defined as the number of credits earned divided by the number of credits attempted.

If a student does not meet either the semester DOE GPA requirement or the pace requirement, federal financial aid is cancelled for the following semester. An appeal may be submitted to the Assistant Director of Financial Aid and must include the following:

- An explanation of why the SAP requirements were not achieved
- How the student's situation has changed in order to achieve SAP requirements in the following semester

Students will be notified by the Assistant Director of Financial aid regarding the decision on the appeal within two weeks of the appeal submission.

Transcripts

- Requests for an official transcript must be submitted online through the Office of the University Registrar.
- Online orders are submitted through Workday Student via the "Request Official Transcripts for Students" task, or through the public access webpage (access with consent form and signature).
- Students are encouraged to review their Unofficial Transcript in Workday Student before requesting an official transcript, particularly when final grades are being posted; an unofficial transcript report is available in Workday Student for this purpose.
- There is a \$10 fee per official transcript, payable upon submission of an order.

Record Retention

The Brown School's Office of Academic Records & Registration maintains a record for each enrolled graduate student, along with the Office of the University Registrar. Records generally contain the student's application to the Brown School at Washington University in St. Louis (excluding letters of recommendation), the student's transcripts from other universities, and, when applicable, various records from the student's tenure at Washington University in St. Louis. The Brown School's Office of Academic Records & Registration also stores historical evidence of student completion of forms such as grade change requests, registration commitment forms, graduation applications, student submitted forms, and final transcripts after graduation.

Academic Integrity

Academic Integrity in the Office of the Provost aims to create a fair, consistent, clear, effective, and timely process to address academic integrity violations, to bolster trust in the process, to provide structured takeaways for students, and to increase overall support for faculty, staff and students regarding academic integrity. The Academic Integrity Coordinators are dedicated to encouraging responsible community behavior, educating students, and facilitating accountability in situations where violations of academic integrity policies have occurred. These standards and intervention efforts contribute to a positive university climate that encourages students to take responsibility for their actions, learn conflict resolution skills, enhance decision-making ability, and advance the development of social awareness and ethical values.

The success and effectiveness of the academic integrity process will rely on a community committed to upholding a culture of honesty, responsibility, and integrity. Our community must prioritize this commitment by incorporating the values of academic integrity into our daily interactions including course lessons, group meetings, and beyond.

Policy

Academic or professional misconduct includes but is not limited to cheating, plagiarism, unauthorized use of artificially generated content, fabrication of data or records, unauthorized collaboration, resume or credential falsification, unauthorized use of resources, violation of test-taking conditions, or otherwise engaging in activity prohibited by the University or Academic Integrity policy.

Cheating

The term *cheating* includes but is not limited to the following: 1) the use of any unauthorized assistance or source in taking quizzes, tests, examinations, or other assessments; 2) the use of or referral to sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) the acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or 4) knowingly providing any unauthorized assistance to another student on quizzes, tests, examinations, or other assessments.

Plagiarism

The term *plagiarism* includes but is not limited to the following: 1) the use by paraphrase or direct quotation of the published work of another source without properly crediting the author or source with footnotes, citations or bibliographical reference; 2) the unacknowledged use of materials prepared by another person or by an individual or company engaged in the selling of term papers or other academic materials; or 3) the unacknowledged use of original work/material that has been produced through collaboration with others.

Unauthorized Use of Artificially Generated Content

The term *unauthorized use of artificially generated content* includes but is not limited to the following: 1) the use of artificial intelligence tools or other tools that generate artificial content in taking quizzes, tests, examinations, or other assessments without permission from the instructor; 2) submitting work for evaluation as one's own that was produced in material or substantial part through use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor; 3) using artificial intelligence tools or other tools that generate artificial content in a manner contrary to instructions from the instructor; or 4) using artificial intelligence tools or other tools that generate artificial content in a manner that violates any other provision of these rules concerning academic dishonesty.

Fabrication or Falsification of Data or Records

Fabrication or falsification could include but is not limited to the following: 1) altering information on any exam, problem set, or class assignment being submitted for a re-grade; 2) altering, omitting, or inventing laboratory data to submit as one's own findings (this includes



copying laboratory data from another student to present as one's own, modifying data in a write-up, and/or providing data to another student to submit as one's own); or 3) falsification of experiential learning records, including practicum/internship hours, feedback forms and evaluations, and authorizing signatures.

Other Forms of Academic Misconduct

- Knowingly make false allegations of academic misconduct against another student.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade, or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set, or class assignment being submitted for a re-grade.
- Willful sabotage or damage to the efforts or work of others. The term sabotage includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.
- Steal, deface, or damage academic facilities or materials. Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than one's own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

Procedures

Provided here is a step-by-step explanation of the academic integrity conduct process to help clarify expectations.

1. When a faculty, student, or staff member is made aware of an alleged academic integrity violation, they should file a report online with Academic Integrity in the Office of the Provost within five business days of becoming aware of the incident.
2. The report is reviewed by an Academic Integrity Coordinator (AIC) to determine whether there is enough information to move forward with the academic integrity process. If there is insufficient information, the AIC may choose to investigate the report further, including if the AIC deems appropriate, conducting meetings with the parties and witnesses in an informal manner to obtain relevant information.
3. The student who has been accused of the academic integrity violation will receive an email with a notice of the alleged violation and a request to meet with an Academic Integrity Coordinator to discuss the allegation. This meeting is an opportunity to respond and share their perspective on the allegation that was reported. Failure to attend a meeting with the AIC will not prevent the case moving forward in the academic integrity process.
4. After the meeting the student will receive a letter via email outlining possible next steps. The responding student will choose to move forward with one of the following options, as stated in the Option Letter:
 - Accepts responsibility for the violation and agrees to the proposed sanctions: If the student chooses to accept the responsibility for the violation, the process ends here. Non-response to the notification email after five business days will be considered as acceptance of responsibility for the alleged violation and proposed sanctions.
 - Requests to participate in a facilitated conversation with the reporting party: This conversation provides the reporting party with the opportunity to explain why the student's actions led to an allegation of academic misconduct and the student the chance to provide context for their actions in a more informal environment than that of a hearing. As a result of this meeting, the allegation may be resolved with either the student accepting responsibility for the violation and consequence or the reporting party dropping the allegation, or progressing to a hearing panel with members from the Academic Integrity Board. (**Note:** Although a student may request a facilitation, the reporting party may decline to participate. In that circumstance, the case will be resolved via an AIB panel hearing.)
 - Requests a panel hearing with members of the Academic Integrity Board (two faculty members and one student member).
5. The Academic Integrity Board Panel Hearing:
 - If the responding student chooses to move forward with an AIB panel hearing, three members of the Academic Integrity Board (AIB) will convene to hear the academic integrity case. The AIB panel hearing will be chaired by a Student Conduct Officer or an Academic Integrity Coordinator. The reporting party will be asked to share information and respond to questions. The student will be asked to share information and respond to questions. At the conclusion of the hearing, the Panel will determine whether the responding student is more likely than not responsible for the alleged academic integrity violation. If the Panel finds a violation, the Panel will assign sanctions. The sanctions assigned by the Board may be different than those included in the Option Letter.
 - The responding student and reporting party will be requested to provide witness names and contact information, documentation and evidence, relevant communication documents, a written statement, and other materials pertinent to the case five business days prior to the hearing. Please send all information to academicintegrity@wustl.edu.
 - All parties involved in the hearing panel will receive the evidence packet three business days prior to the scheduled hearing panel.

- Please note that the student may bring a support person to an Academic Integrity hearing panel with the AI Board. A support person is any one person chosen by a Respondent, Complainant or Witness to accompany them at any meeting or interview throughout the student conduct procedure. A Support Person will serve at the student's own expense and may include, for example, a friend, faculty member, advisor, or parent. The function and role of the Support Person is to provide support, advice, or assistance to the person requesting their presence. The Support Person shall not be permitted to actively participate in any part of the procedure and may not serve as a fact Witness or a party in the proceedings. Therefore, if the individual personally witnessed the events at issue or has other information relevant to the factual circumstances, they may not serve as the Support Person.
- Faculty always hold the authority to assign the grade they deem appropriate.
- If you need accommodations, including translation services, please alert the Academic Integrity Coordinator as soon as possible. You may also access English Language Support for Academic and Professional Communication.

6. Appeal Process:

- If a student believes the Panel did not conduct a fair hearing, or if a student believes the sanction imposed is excessive, they may seek an appeal within 14 days of the original decision. In cases in which the decision resulted in suspension or expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Outcomes

If a student is found responsible for an academic integrity violation, they will receive a grade penalty and one or more sanctions.

Grade Penalty Recommendation

The Academic Integrity Coordinator and/or the AI Board may recommend a grade penalty that corresponds with the level of infraction; a level one violation may result in a lowered grade on the assignment, a level two violation may result in a failing grade on the assignment, a level three violation may result in a lowered grade or failing grade in the class. The course faculty will determine grade penalties for the assignment and/or the course.

Sanctions

- *Educational Remedy:* In addition to potential grade penalties, students responsible for an academic integrity violation will participate in an educational remedy to strengthen their understanding of academic integrity, identify the circumstances

which led to their violation, and develop behaviors that will reduce the likelihood of future violations. The educational remedy will not negate or replace a grade penalty, which recognizes the coursework that was not authentically completed by the student.

- *University Warning:* A warning is a written notice of a Code violation finding and that a continuation or repetition of violations under the Code will result in more severe Sanctions.
- *University Probation:* A specific period of time during which the Student may be expected to complete an additional Sanction or may be restricted from participating in specified University events and activities. A continuation or repetition of Code violations may result in a more severe Sanction.
- *University Suspension:* Suspension is the removal from student status in the University for a specified period of time. This sanction will be permanently noted in a student's University record and on a student's official transcript.
- *University Expulsion:* Expulsion is the permanent removal from student status in the University. This sanction will be permanently noted in a student's University record and on a student's official transcript.
- For more information about the process, visit the Office of the Provost's Academic Integrity website.

Professional Integrity Policy

As local, national, and international leaders in social work and social policy, the faculty, administration, and staff of the Brown School at Washington University in St. Louis are strongly committed to professional integrity. Professional integrity involves behaviors that are consistent with the professional and ethical expectations of one's field. Brown School students must understand the unconditional imperative for honesty and ethical behavior in all professional endeavors as well as in everyday conduct within and beyond the Brown School community.

Social work and social policy are practice professions involving the management of complex systems and interpersonal relationships with people of varied backgrounds and identities, many of whom are vulnerable for a myriad of reasons. Brown School students entrusted with practicum responsibilities are expected to be cognizant and respectful of all agency personnel and clients with whom they become associated. We require that students entering our professions possess the skills to manage these relationships responsibly.

The Brown School faculty has developed a statement of expectations and procedures to help address issues of conduct that raise serious concerns about a student's capacity for responsible social work or policy practice.

The Brown School defines *professionalism* as the demonstration of behaviors, attitudes, and skills that embody integrity, responsibility, and excellence. For social work students at the Brown School, this includes maintaining ethical standards, demonstrating cultural



competence, engaging in continuous learning, showing respect and empathy towards clients and colleagues, and committing to the highest standards of practice in both academic settings and community fieldwork.

These Professional Integrity Standards and procedures apply to students enrolled in a graduate program at the Brown School, as well as to graduate students from other Washington University schools or colleges who enroll in courses within the Brown School. They also apply to dual degree students whose primary status is as a Brown School graduate degree student. These policies also apply to Brown School students taking courses in other schools or colleges at Washington University if those schools do not have an applicable policy governing their students or courses.

Professional Integrity Standards and Violations

Professional Integrity Standards

The Brown School minimally expects that students will do the following inside and outside the classroom (including online coursework and any online engagement in the curriculum) when engaged with colleagues, faculty, staff, fellow students, practicum supervisors, clients, and other constituents in university-sponsored programs and/or activities.

1. Conduct themselves in a manner consistent with the Code of Ethics adopted by the National Association of Social Workers.
2. Conduct themselves in a manner consistent with the university's Student Code of Conduct and Code of Conduct.
3. Demonstrate an ability to speak, listen, and engage in a manner that is respectful, professional, and not harmful. This includes emotional self-regulation when frustrated or upset. Students are expected to respond to feedback and academic criticism professionally, including as it relates to their behaviors in and out of the classroom and at any practicum site.
4. Demonstrate clarity of thinking, including an ability to process information, conceptualize, and integrate knowledge. This is best demonstrated through in-class participation, attending class on time, and the timely completion of all assignments and projects.
5. Demonstrate honesty and responsibility in interactions and commitments with students, staff, and faculty and at the practicum agency. For example, this includes accurately recording and reporting practicum hours, keeping appointments, and attending class regularly and punctually in accordance with instructors' policies.
6. Demonstrate an ability to recognize personal biases in professional interactions and refrain from imposing personal, religious, or cultural values on others.
7. Represent personal backgrounds, experiences, and qualifications honestly.

8. Seek and use help for physical and mental health barriers that interfere with scholastic and professional performance, including engaging in treatment for substance abuse and mental health conditions when needed. Failure to care for oneself is a professionalism concern and may be addressed within this policy.
9. Respond to communication and outreach from Brown School and Washington University faculty and staff within a timely manner.
10. Respect and maintain the appearance and the functionality of all buildings, classrooms, and other facilities.
11. Engage with Brown School administration, faculty, and staff professionally at all times and assume the ethical and well-meaning intent of any individual with whom you engage.
12. Treat all members of the Brown School community, including fellow students and faculty, as professional colleagues to whom respect, grace, and kindness are warranted.
13. Communicate effectively with the Brown School community, which includes (but is not limited to) the following: reading and answering all emails in a timely fashion, preferably within 24 to 48 hours; emailing faculty at appropriate hours; using professional language in emails; responding to classmates for group work in a timely manner; and responding to outreach from any Brown School staff, administration, or your advisor as soon as you receive it.
14. Maintain the confidentiality of any documents and information that is to be treated as confidential. This may include any documents and information shared via the professional integrity process outlined in this document.
15. Students are prohibited from recording class or other interactions with Brown School faculty or staff without the express consent of the faculty or staff member (exceptions for disability accommodations) overseeing the class or meeting. Any recording made (with prior consent from all parties) should be maintained privately and not shared elsewhere.

Evidence that a student is meeting or failing to meet these expectations may come from a variety of sources, including observations of student behavior in the classroom and the field practicum; interactions with fellow students, faculty, and staff; personal statements; self-assessments; recorded interview situations; and feedback from students, staff, community members, or other sources.

Violations of the Professional Integrity Standards set forth above are taken seriously at the Brown School, and such behaviors may result in disciplinary action.

Reporting Student Misconduct

Faculty Responsibility

Faculty and instructors must report incidents of alleged student misconduct to the Associate Dean of Academic Affairs and Enrollment Management in a timely manner so that the incident may be handled fairly and consistently. Additionally, faculty may report directly to the Assistant Dean for their academic program. Assistants to the instructor are expected to report instances of student misconduct to their

supervising instructors. If a student comes to a faculty member with information about a professional integrity violation, faculty members are expected to follow up on the issue and report or consult with an Assistant/Associate Dean as necessary.

Student Responsibility

If a student observes others violating these Professional Integrity Standards or other university policies, they are encouraged to report their concerns to the Assistant Dean of their program or the Associate Dean for Academic Affairs and Enrollment Management. Some students may also wish to address their concerns directly with the student of concern to facilitate an opportunity to resolve the matter.

Field Instructor Responsibility

Field Instructors who believe that a student is not meeting the Professional Integrity Standards or other university policies or practicum expectations should notify their contact in the Office of Field Education who will consult with the Assistant Dean of Field Education.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Office of Disability Resources Disability Resource Center, if applicable.

Professional Integrity Procedures

Identification of Offense

Upon receipt of a report of an alleged violation of Professional Integrity, the Associate Dean or designated representative may investigate the matter, including but is not limited to gathering relevant information and communicating with instructor(s), student(s) involved, witnesses, and others as necessary. The Associate Dean for Academic Affairs and Enrollment Management will include or consult with the academic deans as needed.

Depending on the seriousness of the report, the Associate Dean may choose to refer the matter directly to the Academic Progress & Professional Integrity Hearing Committee (APPIC) and/or the Office of Student Conduct and Community Standards.

Student Rights and Responsibilities

If a student is alleged to have violated the Professional Integrity Policy and the student is facing potential disciplinary action, they are entitled to the following:

- Receive written notice of the complaint allegations and the relevant policy offenses at issue.
- Ask questions relevant to the allegations or procedures.
- Offer a response to the allegations or other explanation as to what occurred.
- Present relevant material that would cast doubt on the complaint or the correctness of the charged policy violation.

Students must provide truthful information regarding the allegations. It is a violation of the student code of conduct, and this policy, to provide false information to the University or anyone acting on its behalf.

After the student has been notified of the complaint, the student has several options:

- Admit to the charges and accept the recommended sanctions and waive their right to a hearing, as determined by the Associate Dean for Academic Affairs and Enrollment Management.
- Deny the charges and request a hearing in front of the Academic Progress & Professional Integrity Committee.
- Request a leave of absence from the university, in which case a notation will be added to the transcript indicating that there is a pending matter. The professional integrity matter will have to be resolved prior to re-enrollment.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved professional integrity matter pending.

As students in a professional, graduate program, participating in a professional integrity process is required if allegations are made that the student violated professional integrity standards. Students who fail to respond or refuse to participate in the professional integrity process or a hearing are not engaging in their academic pursuits in line with the standards of the profession or the Brown School. In these cases, students may be removed from their program via an administrative withdrawal. The Academic Progress & Professional Integrity Committee reserves the ability to proceed and make a decision regarding the complaint allegations without the participation of the student respondent. Any student who does not appear at the formal hearing retains the right to appeal any sanction imposed by the Academic Progress & Professional Integrity Committee. Failing to appear before a committee will not be considered a basis for appeal under this policy.

Allegations of a second professional integrity offense at any point in the student's program may automatically be referred to the Academic Progress & Professional Integrity Committee.

If a student is found in violation of the Professional Integrity Policy, the student's entire academic and student conduct history may be considered in determining sanctions.

Academic Progress & Professional Integrity Committee Procedures

- The Academic Progress & Professional Integrity Committee is a standing faculty committee of no less than three faculty members and will be chaired by the Associate Dean for Academic Affairs and Enrollment Management. Participating faculty will not have been involved in the allegation or have a conflict of interest that would preclude the instructor from participating in a non-biased manner.



- The Associate Dean for Academic Affairs & Enrollment Management or designated representative will be responsible for scheduling hearings at the earliest convenient time and for notifying the person(s) who are to appear before the committee. A copy of the procedures for the conduct of the hearing will be provided in writing to the person(s) who are scheduled to appear, together with notification of the time and place of the hearing.
- The formal hearing will be held as a closed hearing. Hearing attendees may include the committee, ex officio members described below, the student(s) charged, and one (1) additional faculty or staff advisor chosen by the student respondent or witness and/or the person making the complaint. All advisors must respect the confidentiality of the disciplinary process and are there only for support. Advisors must be part of the Washington University in St. Louis community as staff or faculty members. Individuals external to the university are not allowed to serve as advisors. Ex officio members of the committee may include the academic deans, academic advisors, members of the Academic Affairs team, or others as deemed appropriate by the committee and the Associate Dean for Academic Affairs & Enrollment Management. Additional participants may be called upon by the committee to provide information as needed.
- The Academic Progress & Professional Integrity Committee will employ the following specific procedures in hearing a case:
 - Prior to the hearing, documents to be considered by the committee will be made available to the committee, the complainant, and the student respondent. Any materials made available are considered confidential for the members of the committee and the student respondent. Failure to maintain the confidentiality of the materials within this process may be considered a violation of this policy.
 - If the committee wishes to have other individuals present to provide information to the committee, they may request that participation. Such other individuals are invited but not obligated to be present.
 - If the complainant chooses to participate in the hearing, they may outline the basis of their complaint. If they choose not to, or are unavailable, the complaint will be provided in writing and referenced during the hearing, and will have been provided to the respondent ahead of time per these procedures.
 - The committee will meet with the student and ask the student to present a statement summarizing the case, charge against them, and any additional information relevant for the committee to know.
 - During the hearing, the Committee may ask questions of the student as it pertains to the case, or any previous cases the student has been involved in. Questions should be made to ascertain what happened, to determine credibility, and to help inform sanctioning.

- Students participating in a committee hearing may choose to take responsibility for their actions. Students may also provide their insights into sanctions they think may benefit their remediation in this process.
- At the end of the hearing, students may make closing remarks to the committee but are not obligated to.

Immediately following the hearing, the Academic Progress & Professional Integrity Committee will meet in closed session to consider all the information presented. The committee will, by majority vote of the faculty members, first determine whether the evidence establishes that it is more likely than not that the student respondent is in violation of all or part of the charges at issue. If the committee finding is “not in violation,” the Associate Dean or designated representative will notify the student within five business days. The chair also will notify the Assistant Dean of the program concerning the committee's decision.

If the committee finds the student respondent in violation for all or part of the charges brought against the student(s), the Academic Progress & Professional Integrity Committee will then decide by majority vote on appropriate sanctions for the offense in question. The committee will notify the Assistant Dean of the program regarding the outcome of the hearing and the recommended sanctions. The Associate Dean for Academic Affairs & Enrollment Management will notify the student in writing within five business days from the date of the hearing.

Sanctions

Sanctions will be imposed if a student is found to have violated or accepted responsibility for having violated the professional integrity policy. Sanctions may include any of the identified sanctions in the University Student Conduct Code.

In order to protect the safety of any student or other member of the Brown School community, the University Student Conduct Code sets forth procedures for temporary suspension of students that may preclude a student from being present on campus, attending classes, and/or other School and University functions.

Appeals

- In cases resulting in suspension or expulsion/dismissal, the student respondent will have the right to appeal in writing to the Dean of the Brown School (or their designee) within five business days after being notified by the Associate Dean. Such appeal shall be made in writing to the Dean and shall be limited to the following grounds:
 - There was a material deviation from the procedures outlined in the Professional Integrity Policy that would significantly impact the outcome of the case or may have resulted in a different finding.
 - New or relevant information, not available at the time of the hearing, has arisen that would significantly impact the outcome of the case.

- The appeal must outline the reason for the appeal and provide all information relevant to the case for consideration of the appeal. The Dean will have the opportunity to request additional information, if needed. The Dean will determine whether a material deviation from the procedures occurred, or if new information has been made available, that would significantly alter the outcome of the hearing.
- If the Dean grants the appeal, they may order a new hearing or may reduce or modify the sanctions imposed.
- The Dean may uphold the decision of the committee and choose not to grant the appeal.
- The Dean will inform the student, in writing, of their determination.
- All decisions are final.

Record Keeping

- It is the responsibility of the Associate Dean and their designees to maintain the records concerning professional integrity violations. When a student has been found to have violated this policy, the decision will be placed in the student's official educational file.
- The Associate Dean or designated representative may also report the outcome to the University's Office of Student Conduct and Community Standards.
- Record retention will follow the Student Conduct Record Retention policy.

Student Support

- This policy recognizes the inherent stress associated with engaging in a process like this. Students are encouraged to get support via on-campus or off-campus resources.
- Student confidentiality throughout this process is required. However, students should seek the support of friends, family, and advisors, as needed. This should be a limited group of people who can also maintain the confidentiality and privacy of the professional integrity process, and documents designated as confidential in the process should not be shared.
- Students should contact the Associate Dean for Academic Affairs and Enrollment Management or a member of the Student Engagement team if they need support as they manage this process.

Time Away: Leave of Absence (LOA)

Degree-seeking students may request a leave of absence/time away for health or personal reasons. The process and requirements for requesting a leave are outlined on the Office of the University Registrar's website. Leaves may not exceed two years from the effective date of the leave, although individual programs may impose shorter limits.

Students are responsible for verifying their school and program policies, as well as any relevant immigration, financial aid, or institutional support requirements. Students who do not request and receive approval for reentry after two years will have their records withdrawn.

For federal reporting purposes, an approved leave of absence is reflected as such for 180 days. Any leave exceeding this duration is recorded as a withdrawal in federal systems.

The Brown School accepts two types of leaves: Personal and Medical.

- Personal leave* is used for any non-medical reasons (e.g. pregnancy, family obligations, military service, religious missions).
- Medical leave is used for medical purposes such as evidence-based treatment, management of a health condition, and so on. Students must be approved by WashU Cares for a Medical LOA

A student who takes a Medical or Personal LOA after the 12th week of classes may have to take the subsequent semester off, which can include summer. The Brown School does not approve LOA paperwork submitted on or after the last day of classes of the semester.

A student who anticipates being on leave in any semester should discuss their situation with their academic advisor to consider all options and assess the potential consequences to their academic record. The timing of a Leave of Absence (LOA) may impact both academic credits and tuition charges. Prior to a student taking a LOA they should meet with their academic advisor and someone in the Brown School Student Financial Services department to discuss how taking a leave may affect them.

- * International students requesting a personal leave of absence must leave the country within 15 days after submitting their request and are responsible for their visa. They must also meet with a staff member in the Office for International Students and Scholars.

Access During Time Away

Students on an approved leave will retain their Washington University email accounts and access to Workday to review records. However, access to university resources — including recreation facilities, libraries, and participation in activities — is paused during the leave.

Voluntary Withdrawal

A student may request a voluntary withdrawal if they no longer wish to pursue their degree at the Brown School.

Before initiating a voluntary withdrawal, students should do the following:

- Consult with their academic advisor to discuss all available options and understand the potential consequences for their academic record.
- Consider how the timing of their withdrawal might affect academic credits and tuition charges.



If a student decides to proceed with the voluntary withdrawal, the following formal procedure must be followed:

1. Complete the Time Away form in Workday.
 - The effective date of withdrawal will determine the student's grades and any potential tuition refund.
2. Meet with a Student Financial Services Advisor.
 - Schedule a meeting with a student financial services advisor to understand the impact of the withdrawal on any financial aid or scholarships.
3. Tuition Refund Policy
 - Refer to the tuition refund policy for details on potential tuition reimbursement based on the timing of the withdrawal.

Administrative Withdrawal

Enrollment and Attendance Requirement

- Students who fail to enroll in Fall or Spring courses or do not attend classes for which they are enrolled, without initiating a Leave of Absence or Voluntary Withdrawal, will be administratively withdrawn from the Brown School.
- This withdrawal will occur by the fourth week of the current semester if no corrective action is taken.

Unresponsiveness

- Students who fail to attend classes and become unresponsive to the Brown School or WashU administration may also be subject to administrative withdrawal.
- The Brown School or WashU will make reasonable efforts to contact the student.

Final Warning

- A final warning will be sent to the student if they remain unresponsive.
- If no response or corrective action is taken after the warning, the student may be administratively withdrawn from their program.

Termination

A student may be terminated from the Brown School for the following reasons:

1. Failure to meet academic standards
2. Inability to meet or maintain satisfactory academic progress

Expulsion

1. Academic Dishonesty
 - Acts of academic dishonesty, including but not limited to cheating, lying, and plagiarism
2. Ethics Violations
 - Behavior deemed to violate the NASW Code of Ethics
3. Policy Violations
 - Breach of University or School policies and procedures, including standards of professionalism.

The Academic Progress & Professional Integrity Committee may be convened to address concerns regarding a student's capacity, suitability, or appropriateness for studies or practice in social work or social policy. Academic Integrity concerns will be addressed by the Office of Academic Integrity within the Office of the Provost, in collaboration with Dean's Staff.

Students who have been expelled from the Brown School are not eligible for reinstatement or readmission.

Refund Policy

Withdrawal From All Courses: Fall and Spring Full-Semester Courses

In order to qualify for any tuition refund as listed below, courses must be dropped before 11:59 pm on Friday of the week indicated. This policy applies only to students who withdraw (or take a Leave of Absence) from all semester courses.

- 100% tuition refund: Courses dropped before end of second week
- 70% tuition refund: Courses dropped before end of fourth week
- 50% tuition refund: Courses dropped before end of eighth week

Courses dropped after the end of the eighth week will receive no tuition refund.

Withdrawal From All Courses: Summer

In order to qualify for any tuition refunds, students must meet the following deadlines:

- 100% tuition refund: Courses dropped by 11:59 p.m. of the first day of class.
- 80% tuition refund: Courses dropped by 11:59 p.m. of the second day of class.*

* If the second day of class is the next day (i.e., if the course is a week-long intensive), then the student must drop the class by 11:59 p.m. on that second day to get a refund. If the second class is the following week, then the course must be dropped by 11:59 p.m. on the date of that second class.

Courses dropped after 11:59 p.m. of the second day of classes will receive no tuition refund.

Withdrawal From Individual Courses

- For students who withdraw from one or more courses but remain enrolled in the minimum number of credits required for full-time enrollment, there is no tuition adjustment/refund.
- The Brown School Offices of Academic Records and Registration and Financial Aid will inform students about any financial aid and scholarship implications if their enrollment falls to less than full time.

Reentry/Readmission After Time Away

Students seeking to resume their studies must request reentry through the process outlined in the Brown School Bulletin and on the Office of the University Registrar website. A reentry application is required, and, depending on the nature of the leave, additional steps or documentation may be necessary.

Reinstatement Guidelines

Return From Time Away

Applies to students who:

- Are returning from an approved personal or medical leave of absence
- Voluntarily withdrew from the program
- Returning *within* 180 days of separation

Reentry (Reenter)

Applies to students who:

- Are returning from an approved personal or medical leave of absence
- Voluntarily withdrew from the program
- Returning *after* 180+ days of separation
- Returning *within* the maximum time to degree completion

Readmission (Reapply)

Applies to students who:

- Were administratively withdrawn
- Were unable to complete the program within the required time frame from their original matriculation date
- Returning *after* 180+ days of separation
- Requesting to return outside the maximum time to degree completion

Ineligible to Return

Applies to students who:

- Were academically withdrawn
- Were expelled or terminated from the program

Maximum Time for Degree Completion

Degree requirements must be completed within the following timelines, measured from the *new* matriculation semester:

Program Length/Maximum Time Allowed

- Two-year program: Four years
- Three-year program: Five years
- Four-year program: Six years
- Five-year program: Seven years
- Six-year program: Eight years

Reinstatement Request Process

To be considered for reentry or readmission, students must first initiate the request for reinstatement on the Office of the University Registrar's website and then complete the Brown School Reinstatement Request application. Upon submission, the Brown School's Office of Academic Records & Registration will conduct an academic record audit and notify the student via email regarding next steps.

Reentry and Readmission Outcomes

Based on the review, one of the following outcomes will be determined:

Outcome 1: Return From Time Away

Students returning *within 180 days* must complete the Request to Return from Time Away form in Workday.

- The application must be submitted at least six weeks before the semester start date.
- Late applications may be considered for the following semester.
- The Brown School only reinstates students for Fall and Spring semesters (not Summer).
- Students returning from a Medical Leave of Absence (MLOA) must follow WashU Cares' reentry policies and deadlines.



Outcome 2: Request to Reenter

Students returning *after 180 days* must complete the Request to Re-Enter form in Slate.

- The application must be submitted at least six weeks before the semester start date.
- Late applications may be considered for the following semester.
- The Brown School only reinstates students for Fall and Spring semesters (not Summer).
- Students returning from a Medical Leave of Absence (MLOA) must follow WashU Cares' reentry policies and deadlines.

Outcome 3: Request for Readmission

Students who were voluntarily withdrawn and have exceeded the maximum time allowed for degree completion, must reapply for admission as a new student.

- Students must complete an admission application in Slate for a Brown School program.
- Applicants must follow admissions deadlines, policies, and requirements set by the Office of Admissions & Recruitment.
- If accepted, students will be enrolled as new students.

Outcome 4: Ineligible to Return

Students who were academically withdrawn or expelled are not eligible to return.

If a reinstatement request is denied, the student will receive an official email notification from the Brown School's Office of Academic Records & Registration or the Associate Dean of Student Affairs & Enrollment Management.

Decision-Making Factors

Decisions are based on the following:

- The student's academic standing at the time of last enrollment.
- Activities undertaken during the time away.
- The length of absence from the program.
- Potential for successful completion of the program, as determined by the Brown School.
- Availability of academic and financial resources to support the student's return.
- Any other relevant factors.

Approval for Reentry or Readmission is not guaranteed. The student will receive an email with detailed instructions based on their assigned outcome. Some conditions may apply.

Additional Requirements

Resolving Accounting Holds

- Students with outstanding balances must resolve their Student Accounting holds before their application for Reentry or Reapplication can be considered.

Credits for Previous Coursework

- Credits for Brown School coursework taken before a student's return are not automatically counted toward the degree. They require review by the Office of Admissions & Recruitment and/or the Brown School's Office of Academic Records & Registration.
- Coursework completed more than six years prior to Reentry or Readmission will not be considered for credit toward the degree.

Returning from Medical Leave of Absence (MLOA)

- Students requesting return from a Medical LOA must follow the WashU Cares reentry policies and deadlines and obtain approval from Washington University Student Health Services (SHS) before returning.
- Deadlines for Medical LOA Reinstatement:
 - Fall Semester: Submit request to SHS between June 1 – July 1
 - Spring Semester: Submit request to SHS between Nov. 1 – Dec. 1
 - Summer reinstatement is not permitted by SHS.

Students Approved for Reentry

- Within the first two weeks of the semester in which the student returns from a Leave of Absence (LOA), the student is required to meet with the Associate Dean of Student Affairs and Enrollment Management (or designee) to develop an academic success plan for the remainder of their program.
- Students must complete degree requirements within the original time frame for degree completion based on their original matriculation date.

Changes in Course Offerings

- If course offerings or degree requirements have been revised, the program may require the student to complete additional courses, exams, or other requisites to fulfill degree completion.

Scholarships/Tuition

Reentry

1. Scholarship Eligibility
 - Students approved for re-entry will retain eligibility for any remaining funds from the scholarship award granted at the time of their original admission to the program.
2. Tuition and Fees
 - Reinstated students will be assessed tuition and fees based on the current tuition rate and fee structure in effect for the academic year in which they return to the Brown School.

Readmission

1. Scholarship Eligibility
 - Students approved for readmission are no longer eligible to receive scholarships previously awarded by the Brown School.
2. Scholarship Reconsideration
 - Students will be reconsidered for merit-based scholarships by the Office of Admissions & Recruitment. This process will follow the same criteria and procedures as for new applicants to the Brown School.
3. Financial Assistance
 - Students should contact the Brown School Office of Student Financial Services for information on available financial aid and funding options.
4. Tuition and Fees
 - Returning students will be assessed tuition and fees according to the current tuition rates and fee structure in effect for the academic year of their return to the Brown School.

Holds

The University and the Brown School can place a Hold on a student's record for various reasons. If you have a Hold on your record you will not be allowed to register for classes in the following semester, order a transcript, or use Bear Bucks. Holds should be cleared with the department that placed it (such as by paying your bill at Student Financial Services).

The University Registrar's Office places holds on records of students who do not enter current address (Home and Local) and telephone information.

The Brown School's Office of Academic Records and Registration can place holds on the records of students for the following reasons:

- Online orientation
- 3/2 students for registration purposes
- Entering emergency contact in Workday Student
- Having over 6 credit units marked Incomplete
- Declaring a concentration (MSW only)
- Submitting completed Advancing Standing paperwork (MSW Advanced Standing only)

Other university holds may include past due balances, parking tickets, student conduct, not completing required university processes (e.g., immunizations, Title IX training), and other issues.

Students can find specific details about any holds on their account within Workday Student.

Independent Study

The Brown School allows for Independent Study credits to be earned, in accordance with the following policies.

The purpose of an independent study is to enable a student to gain an in-depth knowledge of an area germane to a student's course of study, which is not offered in a course at the Brown School. The need for and value of an independent study will be evaluated very carefully to determine if an independent study is justified. The student and the supervising full-time Brown School faculty member will arrange objectives for the content of each independent study. All independent studies should result in a tangible output as a basis for evaluation (e.g., a notebook, written paper, webpage, or media presentation).

- Independent Study can only be applied toward fulfilling elective credit requirements credits.
- Independent Study must be taken for a letter grade.
- Only full-time Brown School faculty are eligible to serve as the faculty of record/independent study supervisor/liaison.
- Students must have a cumulative GPA of 3.0 or higher in their graduate program and must have completed a minimum of five courses at the Brown School.
- No more than 6 Independent Study credits may be applied towards satisfying elective credit degree requirements at the Brown School.
- No more than 3 credits of independent study may be taken in a single semester.
- 1 credit unit is equal to 15 hours of contact between the student and faculty member. Long-distance independent studies may be permitted with the approval of the program's Assistant Dean.
- No more than two students may work on the same independent study simultaneously and there must be a clear delineation of tasks.
- The content of an Independent Study course, and the reason for requesting it, must be detailed in an Independent Study proposal developed by the student and the instructor (graduate full-time Brown School faculty member).



- Before the proposal is submitted to the Brown School's Office of Academic Records and Registration for approval by the Associate or Assistant Dean of the student's program, the instructor who will direct the study must approve it.
- The scope and rigor as well as the intellectual demands of an Independent Study proposal must equal or exceed those of regular graduate courses offered at the Brown School.
- A student may not audit or sit in on a course to receive independent study credit.
- Independent Studies may not be done retroactively. That is, the agreement for Independent Study is to be completed, signed, and approved by all parties prior to the initiation of the project, and no later than the add deadline.
- Independent Studies adhere to the add deadline of full semester courses. Students may not add or drop an independent study course after these posted deadlines.

You may request an Independent Study through the Brown School Hub.

Faculty Responsibilities

The faculty member has several major roles, including teacher, scholar-researcher, and citizen in the school, University, and community. The role of faculty carries clear responsibilities to students and the institution.

Students are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the teacher-student relationship. Faculty members may not refuse enrollment or refuse to teach students on the grounds of students' beliefs or the possible uses to which they may put the knowledge to be gained in a course. A faculty member may not use the authority inherent in the instructional role to sexually harass, to discriminate against by reason of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information, or to compel a student to make particular personal choices as to political action or their role in society.

Grading, Testing, and Evaluation

Evaluation of students and awarding of credit must be based on academic performance, professionally judged, and not on matters irrelevant to that performance, such as personality, race, color, age, religion, gender, sexual orientation, gender identity or expression, national origin, veteran status, disability information or genetic information, or personal beliefs.

Tests must be designed to cover only the subject matter and material that the faculty member has assigned. The faculty member should take reasonable steps to prevent student cheating such as plagiarism, copying from other students, or use of other types of unfair aids.

Regularly Scheduled Classes

Faculty members have a responsibility to provide instruction during regularly scheduled classes. When illness or other factors necessitate absence from class, the faculty member is responsible for rescheduling the canceled class or providing some type of substitute. When professors cancel a class, an email will be sent to enrolled students whenever possible. Professors also use email to notify students of cancellations and make-ups. When severe weather occurs, some professors may cancel class. Students should check the WashU website and their email before traveling to campus when the weather is particularly severe.

Adherence to Curriculum

It is a faculty member's position, based on mastery of their subject and scholarship that entitles them to freedom in the presentation of subject matter. Thus, it is improper for a faculty member to include material that has no relation to the subject or to fail to present the subject matter of courses as approved generally by the faculty in its collective responsibility for the curriculum and in adherence to Council on Social Work Education (CSWE) accreditation standards. Students enroll in courses on the basis of descriptions provided in course listings. Thus, it is important that faculty members adhere to them in teaching their courses.

Accessibility

Faculty members have a responsibility to make themselves accessible to students at times other than class periods. They should provide regularly scheduled office hours and procedures through which students can schedule appointments as well as timely response to email.

Office Hours

All full-time faculty teaching during a particular semester should post their office hours each semester. In addition, faculty may be available by appointment during the academic year. To meet with an adjunct faculty member, students should speak with the instructor after class or email them to arrange an appointment.

Course Descriptions and Outlines/Syllabi

Course descriptions for the Brown School and all other Washington University colleges and schools are available in Workday.

Course syllabi are available to enrolled students via the Canvas course page.

Course Evaluations

Students are expected to complete a confidential online course evaluation at the middle and/or end of each course. These evaluations are used by the faculty and Assistant Deans of Social Work & Social Policy to improve course content and quality of instruction. Online course evaluation results for recent semesters can also be viewed at the evaluation website.

Application for Program Completion

In order to graduate, a student must have a minimum cumulative GPA of 3.00 (*GPA's are never rounded up*), complete all program requirements, and fill out the Application for Program Completion in Workday Student. The student must be registered for *all* required credits to complete their Program of Study in this final semester in order to complete the application.

The deadline to submit this form will be listed on the University's Academic Calendar. Students who miss this deadline *will not* graduate in that semester.

If a student does not file an Application for Program Completion:

1. They will not graduate in their intended semester and will have to delay to the subsequent semester.
2. Their name may not be listed in the Commencement program.
3. They may not be able to participate in the ceremony.

Filling out this application will also be the student's only opportunity to provide a pronunciation for their name to be used at Commencement.

Statement of Student Rights

The Brown School Faculty has developed and approved the following list of student rights. Students have:

- The right to organize in their own interests as students.
- The right to have representation and participation on approved standing committees of the Brown School.
- The right, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to formally represent the Brown School or Washington University during these activities.
- The right to establish and issue electronic or print publications free of any censorship or other pressure aimed at controlling editorial policy. Such publications shall not claim to represent the Brown School or Washington University.
- The right to petition through proper channels for changes in curriculum, professional practicum, faculty/concentration, academic and/or field advisor, and failing grades and to petition through proper channels in cases of grievance.

- The right to receive appropriate recognition for their contribution to the process of research or scholarly endeavors under faculty direction as part of their formal academic program.
- The right of equal opportunity to enjoy these rights without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; exercise of these rights falls within more general Washington University-wide policies.

Student Grievances

From time to time, students may have concerns regarding a peer, faculty or staff member's conduct within or beyond the classroom. It is important that students, faculty, and staff have a common understanding of how such concerns may be expressed.

Addressing Concerns to an Individual

Some concerns students have regarding interactions with peers, faculty classroom conduct or meetings with staff result from poor communication or misperceptions of interactions. Many such problems can best be resolved through discussion between individuals. If a student has a concern and they feel comfortable, they should contact the student, faculty or staff member as quickly as possible to request a meeting to respectfully discuss the matter. Everyone should be willing to listen to legitimate concerns and to rectify the problems.

Students may choose to consult with another faculty or staff member for advice prior to any conversation.

Addressing Concerns to Administration

Some concerns may not be appropriate for discussion with the individual student, faculty or staff member, may be related to larger systemic issues, or may not be resolved through discussion with the student, faculty or staff member. In these cases, students may report a concern using any or all of the following processes:

- Student of Concern Report
- Mid and Final Course Evaluations
- Exit Survey given at time of graduation
- Student Experience Survey in the spring
- Academic and Student Affairs and other departmental surveys
- Utilizing the Tell Brown online submission form available 24/7



- Assistant or Associate Dean for Social Work or Social Policy (for faculty concerns)
- Associate Dean for Student Affairs & Enrollment Management (for staff concerns)
- The Bias Report and Support System

Additional resources can be found on the Reporting Options page of the WashU website.

Student concerns are taken seriously by the administration. In no circumstances will retaliatory actions against a student for submitting such a concern be tolerated. Once a concern is received, an administrator will review and determine whether it should be referred to another administrator or department. If the student submitting the concern has identified themselves and indicates a wish to meet to discuss further, an administrator will contact the student to discuss the matter further, discuss the student's formal and informal options to address the concern and, if appropriate, refer the student to additional resources.

Doctoral Programs

Please review the sections below for more information about the Brown School's doctoral program policies.

PhD Course-Related Policies

Course Level

To count toward a graduate degree, courses must be offered at the graduate level, taken for a grade, and approved in advance by the student's advisor and program as eligible to count toward the student's degree. Graduate-level work includes Brown School courses, School of Medicine courses, and other program courses numbered at the 4000 or 5000 level. Audited courses and courses taken on a Pass/No Pass basis cannot be counted toward the degree. Students should consult their advisors regarding these options. Brown School courses cannot be taken for audit or Pass/No Pass grade option.

Brown School doctoral programs require a combination of coursework and research units to be completed for a degree. The minimum for the PhD in Social Work is 74 credits. Students should consult their program handbooks for courses specific to their programs. 21 credits from a master's program can be applied toward the 74 credit total.

Grading

Credit-conferring grades for PhD students are as follows: A, outstanding; B, good; and C, conditional. An A, B, or C grade may be modified by a plus or minus. Other grades are F, Failing; P, Pass; I, Incomplete; W, Withdrawal; IP, In Progress; and NP, No Pass. The mark of I reverts to an F grade 60 days after the grading deadline of the semester in which the I grade was given. The Brown School uses a 4-point scale for calculating grade-point averages tabulated as follows:

Grade	Points per Unit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0
P	Pass
F	Fail
I	Incomplete
W	Withdrawal
NP	No Pass
IP	In Progress

Course Retake

Brown School doctoral students may choose to retake a course with the permission of their advisor. If a course is repeated, only the second grade is included in the calculation of the GPA. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. The R option may be invoked only once per course, and the original grade option must be retained.

Transfer Credit

A maximum of 21 units of graduate credit earned during a doctoral student's masters program at Washington University or another university may be applied toward the PhD required credit total of 74. Transfer credit must be recommended by the program director and approved by the registrar with receipt of an official transcript. No graduate courses carrying grades lower than B can be accepted for transfer toward any graduate degree. Other transfer credit scenarios will be reviewed on a case by case basis with a review of syllabi and transcripts needed before approval.

PhD Registration and Enrollment Policies

Full-Time Enrollment

Students admitted to a PhD program in the Brown School must maintain full-time continuous enrollment throughout the approved length of the program. Brown School PhD programs are to be completed within five years under normal conditions. During those years, students will be considered full-time with one or a combination

of the following enrollments: 1) registered for 9 or more course units (including doctoral research units); or 2) registered for BSDC 9900 Doctoral Research (see In-Absentia Enrollment (p. 112) below). These courses indicate the student's full-time engagement in research or academic writing and should be used once a student has completed the total credit unit requirement for the program. PhD students who are not registered as described above may find themselves carrying a part-time status and could be in jeopardy of losing certain benefits or be in violation of their visa status. Part-time enrollments will be permitted only in extraordinary circumstances. BSDC 9900 Doctoral Research can be used for enrollment in circumstances requiring an eighth year of study.

Program Length Limit

The Brown School PhD maximum number of semesters of continuous enrollment is 14 (seven years). Students in one of the PhD programs who have not completed their terminal degrees and who have not withdrawn will be dismissed at the end of 14 semesters. An exception may be granted by the Brown School Dean on request by the program director if the student is expected to complete their degree during an eighth year of enrollment. Enrollment for a ninth continuous year will not be allowed. Semesters during which the student is on an approved leave of absence are not included on the enrollment clock.

Enrollment Extension

Students may be permitted to register for one additional year beyond their seven-year program length, when approved by their program. The advisor must submit a letter to the program director explaining the rationale for the extension and specifying a timeline for the student's completion of the dissertation. The program director presents the request to the PhD Administrative Committee; a majority vote is needed for final approval of the extension. Students approved for extension must enroll in BSDC 9900 Doctoral Research, which confers full-time enrollment status. Students registered for BSDC 9900 Doctoral Research may or may not receive financial support, but they are eligible to receive other benefits available to full-time PhD students, including health insurance and wellness fee subsidies.

Degree Candidacy Extended

In very rare circumstances, Degree Candidacy Extended Status allows PhD candidates who have not completed degree requirements within the program length to leave the full-time program but remain degree candidates. Extended degree candidates are not registered for any courses, have no enrollment status, and receive none of the benefits available to registered Washington University students, including student loan deferment. Advisors must submit to the program director the rationale for the student leaving the full-time program; the PhD Administrative Committee must approve the request by a majority vote. If approved, the student may remain a doctoral candidate for up to five years. If the PhD requirements are not completed, the candidate is immediately dismissed from the program.

In-Absentia Enrollment

During a student's period of regular registration, they may have a need or opportunity to study away from Washington University. Students, with their advisors, should submit a request for in-absentia enrollment to the program director. Directors consider requests on a case-by-case basis. If approved, the student will be registered for BSDC 9900 Doctoral Research for up to four consecutive or nonconsecutive fall/spring semesters. Semesters in which a student is registered in absentia are counted as part of the student's program length.

Leaves of Absence (Medical and Personal)

The Brown School accepts two types of leaves of absence (LOAs): personal and medical.

- Personal leave is used for any nonmedical emergency (e.g., pregnancy, death in the family).
- Medical leaves must be authorized by Student Health Services. Policies and procedures are listed on the Student Health Services website.

For either a personal or medical LOA from the Brown School, prior to leaving, the student must complete the Student Time Away Request in Workday. The Brown School does not approve LOA paperwork submitted after the last day of classes of the semester.

A personal LOA can be approved for up to one academic year. If a student anticipates being on leave for longer than one academic year, they must request an extension of their leave for up to one additional academic year and must complete a new LOA form with the new anticipated date of return.

A student who anticipates being on leave in any semester should discuss their situation with their academic advisor to consider all options and assess the potential consequences to their academic record. The timing of an LOA may impact both academic credits and tuition charges. Taking a leave may therefore adversely affect loan deferment, visa status, the right to rent university-owned housing, and so on. Most visa types would prevent international students from remaining in the United States while taking an LOA; such students should consult the Office for International Students and Scholars as well as their faculty advisor. Prior to a student taking an LOA, they should meet with the program manager and the Assistant Director of Financial Aid to discuss how taking a leave may affect their record.

A student who takes a medical or personal LOA after the 12th week of classes may have to take the subsequent semester off, which can include summer. Depending on the length of the leave and the structure of the current curriculum, previous credits may not count toward the degree being sought.



International students requesting a personal leave of absence must leave the country within 15 days after submitting their request, and these students are responsible for their visas. They must also meet with a staff member in the Office for International Students and Scholars.

Voluntary Withdrawal

A student may request a voluntary withdrawal if they no longer wish to pursue a doctoral degree at the Brown School. Before withdrawing, students should consult with their faculty advisor and program director to consider all options and assess the consequences to their academic record. The timing of a withdrawal may impact both academic credits and tuition charges, and the effective date of withdrawal will determine grades. If a student then wishes to voluntarily withdraw from the Brown School, the following formal procedure is required:

- Request and complete the PhD Request to Withdraw form, including a written statement of withdrawal. The form is available on InsideBrown. Additionally, complete the Student Time Away Request in Workday.
- Meet with the Office of Academic Records & Registration, who will advise the student on implications resulting from a voluntary withdrawal.

Involuntary Leave of Absence

The Washington University Involuntary Leave Policy (p. 17) applies to all undergraduate and graduate students.

Reinstatement

If the leave of absence has been less than two years, the student will have an active academic record and can request to return from leave within Workday. If it has been over two years, the student will have to submit an application for re-entry to WashU.

Doctoral students on leave from the Brown School must submit the Student Return from Time Away request in Workday if their absence has been less than two years. Students whose absence has been longer than two years should contact the Brown School Office of Academic Records & Registration. Decisions regarding reinstatement or readmission may be based on the applicant's academic status when last enrolled, their activities while away from campus, the length of their absence, the potential for successful completion of the program as determined by the Brown School, the ability of the department to support the applicant both academically and financially, as well as other relevant factors or considerations. An Application for Reinstatement must be completed 6 weeks prior to the first day of the term in which enrollment is requested. After this date, the application will be reviewed for reinstatement in the subsequent term. Once the application has been reviewed and a decision has been made, the student will receive notification via email.

Students returning from medical leaves of absence must follow the deadlines described above and obtain approval from Washington University Student Health Services prior to returning. Student Health Services authorizes reinstatement based on the student demonstrating the adequate resolution of the conditions that required the leave. Reinstatement for the summer session is not allowed. Detailed information about reinstatement after a medical leave of absence can be found on the MLOA Information and Procedures page of the WashU Cares website.

Doctoral students who do not register in one of the scenarios as described under the full-time enrollment policy may have to apply for reinstatement if they wish to re-enroll at a future time.

PhD Academic Progress/ Probation/Dismissal

Satisfactory Academic Progress

Satisfactory academic progress for students in PhD programs is monitored by the Brown School and the degree program. Failure to maintain satisfactory academic progress may result in a student's immediate dismissal or in their placement on academic probation for the ensuing year. Most financial awards — and all federally funded awards — are contingent on the maintenance of satisfactory academic progress. The following timetable presents key milestones by completion year in the program:

Program Requirements	Target Year	Limit Year
Secure faculty advisor	1	2
Coursework completed	2	3
Area statement completed and qualifying exam passed	3	4
Approval of dissertation proposal	3	4
Dissertation defended	4	7

The following are minimal standards of satisfactory academic progress for PhD students:

- PhD students must adhere to the Washington University Academic and Professional Integrity Policy for PhD Students for honesty and ethical behavior in all scholastic endeavors and in everyday conduct outside of the scholarly community.
- Students are expected to proceed at a pace appropriate to enable them to finish within the time limits and milestone markers of their programs. Students are expected to have completed all PhD requirements except for the dissertation by no later than the end of the fourth year of full-time graduate study.
- Students must secure a faculty advisor by the beginning of their second academic year.
- Students are expected to maintain a cumulative GPA of at least 3.0.
- Students are expected not to carry at one time any more than 9 credit units for which grades of I (Incomplete) are recorded.

- Students must satisfactorily pass the area statement and qualifying exam by August 1 following the third academic year.
- After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Dissertation Committee are not considered to be making satisfactory academic progress. The Title, Scope and Procedure form must be filed before August 1 of the end of the fourth year in order to identify the membership of the student's Dissertation Committee.
- Students may take up to seven years to complete the PhD by August 1 at the end of the seventh year. A one-year extension is available if circumstances warrant (consult Enrollment Extension (p. 112)). Extensions are obtained by application by the student to the degree program and approved by the PhD Administrative Committee.

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy (PDF) applies to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Probation for Academic Reasons

Except for circumstances justifying immediate dismissal (see Dismissal for Academic Reasons (p. 114)), a student cannot be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation. The purpose of probation is to do the following: 1) explicitly warn the student of their status; 2) provide the student with clear guidelines of the performance that will be necessary to return to good standing; and 3) provide the student with reasonable time to meet these expectations. To meet these objectives, probation normally should be designated for a minimum of three months. When the probation criteria involve coursework, then the probation period would normally correspond to the semester duration. A student on probation must receive a detailed letter from the program director stating the reasons for the probation and explicitly identifying the steps necessary for the student to return to good standing by the end of the probation period. A copy of this letter should be sent to the Brown School Dean. If a student does not meet all criteria for good academic standing but the department does not wish to place the student on probation, an appeal for this exception can be made to the PhD Administrative Committee.

At the end of a first probation, the student may 1) be returned to good standing; 2) be placed on a second consecutive probation; or 3) be dismissed from the program. A second consecutive probation must be accompanied by a new letter identifying the steps required to return to good standing. Although the purpose of the probationary period is to provide the student with time to improve, the decision of the program at the end of a probationary period could involve immediate notification of dismissal. At the end of a second continuous probation, the student will be either returned to good standing or dismissed.

A third probation will be allowed only if it is not continuous. A fourth probation will not be allowed. A student whose performance would result in a fourth probation will be dismissed immediately. A leave of absence cannot be used by a student to delay or nullify the consequences of a third consecutive or fourth probation.

Stipend support should continue during a probationary period unless the student is failing to meet the basic expectations of their position (e.g., repeatedly missing classes, repeatedly absent from faculty mentor meetings, failing to carry out research tasks). If a program or school decides to suspend stipend support under these circumstances, the student must be given a minimum of two weeks' notice prior to the withholding of such support. If the student's performance improves and they begin meeting the basic expectations of the program, stipend support should resume at that time. During all probationary semesters, tuition remission will remain as offered at initial enrollment.

The appeal of probation or dismissal by a student should follow the guidelines for Student Grievance procedures (p. 115) in that it should begin at the most local level. In cases of probation or dismissal, a student may appeal within 14 calendar days to the program director or another designated faculty representative from the PhD Administrative Committee. Appeals of probation end with the program director or the designated faculty representative (i.e., placement on probation cannot be appealed to the Brown School Dean). In cases where there is a perceived conflict of interest with the program director or the PhD Administrative Committee, another Brown School faculty member can be designated to address the appeal process for probation or dismissal.

Dismissal for Academic Reasons

Academic dismissal is distinct from withdrawal (initiated by the student), deactivation of a student's record by a failure to register, and dismissal or other sanctions associated with the University Academic and Professional Integrity Policy or the University Student Judicial Code. Dismissals are recommended by the degree program and are not final until approved by the PhD Administrative Committee. Students may be dismissed immediately for extreme academic underperformance (see Satisfactory Academic Progress (p. 113)). Students who encounter personal situations that contribute to academic underperformance during a semester should be informed of the option to request a leave of absence rather than continuing enrollment with poor performance. The ability to complete mentored teaching responsibilities is not a sufficient basis for remaining enrolled.

For academic dismissal decisions, a graduate student may submit a final appeal of the dismissal to the Brown School Dean. Appeal requests must be initiated with the program director within 14 calendar days of formal notification of probation or dismissal, and appeals to the Dean must be made within 14 calendar days of a decision by the program director to uphold a student's dismissal. Responses to appeals generally occur within the next 14 calendar days after the appeal is requested. Stipend support is discontinued at the time the student is notified of dismissal. The student is not eligible to receive stipend support during an appeal of dismissal; however, if the



appeal is upheld, the student is eligible for stipend support covering the period of the dismissal appeal process. Students who have chosen to withdraw from their program (as opposed to taking an authorized leave) cannot appeal or seek reconsideration of this decision.

Student Grievance

From time to time, students may feel that they have legitimate complaints regarding academic matters or interactions with faculty members. It is important that students and faculty have a common understanding of how such complaints may be expressed and resolved. Students with complaints regarding academic matters should initially seek resolution from their faculty advisor and then then from their program director. Complaints that remain unresolved may be addressed to the PhD Administrative Committee. The final court of appeal for all doctoral students is the Brown School Dean.

Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff and outside organizations working on campus are required to abide by specific policies prohibiting harassment. An allegation of discrimination or harassment may be appealed to the Vice Chancellor for Human Resources, who will determine whether to convene the Title IX Grievance Committee to hear the case. Visit the university's Discrimination and Harassment page for more information.

Dissertation Dissenting Votes

For the rare cases in which faculty raise concerns about a student's dissertation that cannot be resolved through subsequent revisions and that therefore result in dissenting (negative) vote(s), the Committee Chair will refer the case to the program director. If the program director is on the committee, they will designate an outside faculty to mediate. In the case of one or more dissenting votes, the Committee Chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the program director or designee. After consulting with these and other members of the Committee, the director or their designee may accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the director or their designee must approve or decline the dissertation. Failure to enlist a designee will be tantamount to a rejection of the dissertation.

Advisor/Advisee Relationship

The relationship between an advisor and an advisee is critical to the success of a student in a PhD program. If a situation arises in which it is determined that the existing advisor/advisee relationship should be terminated, either by the advisor or the advisee, the student will enter into a three-month probationary period so that the student can identify a new thesis research advisor. The student will continue to receive the customary stipend (if appropriate) and allowances until an advisor for the thesis research is identified or for three months, whichever comes first. After the three-month period, the student will either have established a new advisor/advisee relationship or, at the discretion of the program, be provided with a second three-month probationary period. At the end of either probationary period, the

student may be dismissed from the program as not having made the appropriate academic progress. A third probationary period will not be permitted. A student is able to appeal the probation decision following the appropriate procedures as outlined earlier in these policies.

PhD Financial-Related Policies

Minimum Stipend Award

All Brown School PhD students receive a monthly stipend beginning in August of the first academic year of their full-time enrollment.

For the 2026-27 academic year, the minimum 12-month stipend is \$37,853. The stipend amount is detailed in the admission offer letter for each first-year admitted student. Stipends are eligible for renewal for a period of five years for full-time enrolled students making satisfactory progress in the PhD program. International students will have higher stipends during their first year only due to visa supplements; for years two through five, the base stipend will go back to the school's base stipend amount.

Tuition and Fees

The maximum tuition fee is the equivalent of 9 semester units. Students who enroll for 9 or more units per semester are automatically regarded as full-time students and are charged a flat full-time rate. Students must enroll in at least 9 units of coursework and in BSDC 9900 Doctoral Research or Full-time Graduate Study in Absentia to maintain full-time status. Failure to register risks satisfactory academic progress. The tuition rate and fees are subject to annual change; however, Brown School doctoral students receive remission for these charges. Please note that students who do not register for two consecutive semesters could lose university benefits and will be considered candidates for dismissal.

Tuition Remission

The Brown School provides tuition remission for the length of the student's program as long as academic progress is being made. To be eligible for tuition remission, courses must be taken at the graduate level. These include most Brown School and School of Medicine courses and skill labs and, depending on the program, courses numbered in the 4000s and 5000s in other schools. Courses offered through the School of Continuing & Professional Studies are non-remissible, and Brown School students cannot audit these courses.

Students who wish to enroll in courses outside of these parameters and to receive tuition remission must submit justification of relevancy to their program with approval from their advisor to the program director. Likewise, doctoral students should discuss and receive permission from the program in advance if seeking remission for the cost of educational or training opportunities besides courses (e.g., summer institutes, professional development, external trainings, unrelated master's degrees). Tuition remission is not guaranteed for

the non-program-related coursework. Students pursuing a certificate or an unrelated master's degree in addition to their PhD must consult their program director and advisors about credit sharing between the programs.

Refunds

In the event that a PhD student is responsible for the tuition of a course, they should consult the school refund timeline and policies for information.

Insurance and Health-Related Subsidies

All full-time students on the Danforth Campus are charged a mandatory health fee that gives them access to the Student Health Center. In addition, they must either enroll in the student health insurance plan or present proof of comparable coverage. International students are not allowed to waive health insurance. Both the health fee and the health insurance premium are subject to annual change. The Brown School covers both costs plus 100% of the optional dental insurance through an enhancement added to students' monthly stipend. Students are then responsible for paying the balance for the cost of these items as they appear on the students' billing. Students receiving special fellowship support may have different arrangements for covering their health fees and insurance. Information about healthcare coverage can be found on the Washington University Human Resources site. Please consult the program manager for specific questions.

All students receiving the stipend for dental insurance will automatically be enrolled in the dental insurance plan. The charge for this plan will be on the student accounting bill. Students may elect to opt out of the dental coverage by contacting studentinsurance@wustl.edu. If the request to opt out of the dental insurance has been received before the deadline listed on the student health services website, the student account charge will be reversed within seven working days. Students can view the dental benefits on the UnitedHealthcare Student Resources site (select the "Dental/Vision" tab). More information may be found on the Washington University Student Health Insurance Plan Information page.

Please note the following:

1. Students will only be eligible to remain on the dental plan if they are on the medical plan. If a student waives the medical plan, they are not eligible to remain on the dental plan.
2. Students may enroll dependents on the dental plan by contacting UnitedHealthcare directly. Students must be on the dental plan in order to enroll dependents.
3. This stipend does not include vision insurance. Students may enroll in vision insurance directly through UnitedHealthcare.

Reimbursement for Professional Development Expenses

Full-time doctoral students may request up to \$1,000 in support for professional development. Professional development entails presenting papers or posters at scholarly and professional conferences or attending workshops and classes on statistics or other topics of relevance to the dissertation. Students may also apply to use these funds for other dissertation-relevant expenditures, including computers, software, clerical assistance, and research-related incentives.

Part-Time Employment

If a full-time supported doctoral student wishes to accept part-time employment within or outside of Washington University, the following guidelines must be followed. The Internal Revenue Service, the Washington University Human Resources Office, and U.S. Citizenship and Immigration Services all make important distinctions between students and employees. These guidelines are designed to assist doctoral students with retaining their status as students.

Brown School doctoral students receiving stipends or fellowships are allowed a maximum of 10 hours per week on average of additional part-time employment while maintaining their status as full-time students. Working up to 20 hours a week is approved on a case-by-case basis after consultation with the faculty advisor and approval from the program director. International students should consult with the Office for International Students & Scholars regarding requirements, and all students must consult and receive approval from their advisor and program director in order to accept an additional position outside of the stipend or fellowship. Fully supported students engaged in part-employment may have a reduction or even a cease in their stipend from the program.

Brown School doctoral students *not* receiving stipends or fellowships and who have yet to complete their PhD requirements must enroll in BSDC 9900 Doctoral Research. Enrollment confers full-time student status and continuing access to health insurance, university resources, and loan forbearance (see Enrollment Extension (p. 112) and In-Absentia Enrollment (p. 112)). Unfunded continuing students may work up to 20 hours per week on average if approved by their faculty advisor and program director. The request for outside employment may be denied for any reason related to research or academic progress. If approved, the student must abide by all applicable university, IRS, and immigration policies. The student also must keep their advisor and program director apprised of all extra activities. PhD students who are not registered or who are not compliant with the policies as described above may find themselves in a part-time status and thus could be in jeopardy of the loss of certain benefits or be in violation of their visa status. Part-time enrollments will be permitted only in extraordinary circumstances (refer to Degree Candidacy Extended (p. 112)).



Child Day Care Subsidy

The Child Day Care Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help the families of PhD students meet the costs of child day care while the student pursues their studies.

The amount of child day care subsidy awarded to eligible applicants depends on their financial need, the number of children they have enrolled in child day care facilities, their child day care expenses, and available funding.

Requirements for Eligibility

To be considered for the Child Day Care Subsidy, a student should meet the following qualifications:

- Be enrolled full-time in a Washington University PhD degree program at the start of the award period
- Be the parent of a child under the age of 5, a child between 5 and 6 years old who is currently ineligible to attend kindergarten due to their date of birth, or a child with special needs under the age of 19
- Incur child day care expenses from a facility, center, or provider
- Apply for any available scholarships and aid at their chosen provider before applying for the Washington University child day care subsidy
- Be making satisfactory academic progress, as defined by their school/program
- Utilize child day care services because they are a single student or, if they are married or have a partner, because their spouse or partner is either a student (enrolled full time in an undergraduate or graduate degree program) or employed outside the home for a minimum of 20 hours per week (The student may be asked to attest to their spouse's or partner's employment or student status.)
- Complete the day care subsidy application by the deadline for each semester.

Day Care Subsidy Process

PhD students interested in receiving the child day care subsidy will complete a centralized application form found on the Vice Provost for Graduate Education (VPGE) website each fall or spring semester. The subsidy is not available during the summer term. Applications will route to the appropriate representative in the student's selected school based on information communicated to the provost office staff. A financial administrator from each school/program will be responsible for reviewing the application to ensure the student meets the stated criteria. Eligible students will receive subsidy payments via Workday.

The application will request the initial information necessary to make most determinations. On occasion, school administrators may need to request supplemental information from the student in order to make a determination regarding eligibility. Questions not addressed in this document may be posed to the VPGE/Office of the Provost for clarification.

The provost's office will be responsible for gathering and maintaining data for reporting purposes. Schools are requested to keep track of requests and payouts.

As students are approved for the subsidy, the school is responsible for notifying the student of their award and ensuring the payout. The subsidy will be paid as a lump sum. Students' applications must be received by the end of the term in which they are requesting the subsidy.

Award Amounts

As of 2025, any PhD student who meets the eligibility requirements (see above) will receive the subsidy based on the following parameters:

- One eligible child: \$3,550 per semester (FL/SP)
- Two eligible children: \$4,550 per semester (FL/SP)
- Three or more eligible children: \$5,550 per semester (FL/SP)

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days while they receive their current stipend support. Additional time off without receiving a stipend for up to a full semester will ordinarily be granted by the student's home school if approved by the student's department.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's birth or adoption. Students should contact their department to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor.

PhD General Requirements

Residence Requirement

Brown School PhD students are required to remain in residence until they have successfully completed the area statement and qualifying exam. Brown School students are strongly encouraged to remain in residence throughout their entire time in the program, with the exception of those students doing fieldwork to collect dissertation data. In all cases, a student receiving a fellowship must maintain full-time student status or forfeit the fellowship, and they may not accept other employment unless it has been specifically preapproved by the Brown School.

Area Statement and Qualifying Examination

Brown School PhD students demonstrate readiness to begin dissertation research by completing an area statement and passing a qualifying examination in their third or fourth year in the program. The area statement outlines an area of intellectual concern, reviews the literature, and highlights the importance of this area to practice and/or policy. Students work with their faculty advisor to develop the scope of the statement and to identify two additional doctorate-level Brown School or program-authorized faculty to serve on the Area Statement and Qualifying Exam Committee. In the spring of the second year in the program, students register for BSDC 9502 Area Statement and Qualifying Exam under their advisor, who serves the committee chair. The chair coordinates with the committee to approve the final draft and generate questions to be answered over a two-day closed-book or a seven-day open-notes exam. Each Committee member independently grades the answers to each question as “No Pass” or “Pass.” The advisor submits a grade of “Pass” for BSDC 9502 Area Statement and Qualifying Exam to indicate successful completion. If the committee agrees that one or more questions on the exam has received an overwhelming grade of “No Pass,” the student must rewrite the answer to a particular question or a substitute question of the committee’s choice.

Students are expected to pass the area statement and qualifying exam by August 1 following their third year in the program. Exceptions for extraordinary extenuating circumstances are made only with an application to the program director along with confirmation from the advisor in regard to the rationale and reasonable deadline for completion. Failure to pass the area statement and qualifying exam by August 1 following the fourth year requires program review of the student’s academic standing. A student may retake a failed exam once. Failure the second time requires withdrawal from the program. Within one year, the student may petition the program director of the appropriate doctoral program for a third and final opportunity to be examined. The program director, in collaboration with the Area Statement and Qualifying Exam Committee chair, will decide if a third attempt is warranted.

Mentored Experience Requirement

Brown School PhD students fulfill the university’s mentored experience requirement through a sequence of teaching activities outlined in their Mentored Experience Implementation Plan. During their first year, students achieve basic competencies in teaching during new student orientation training and professional development courses by completing BSDC 8800 Professional Development Seminar I in the fall and BSDC 8801 Professional Development Seminar II in the spring.

Students also must complete three teaching practica: BSDC 9003 Practicum in Teaching I, BSDC 9004 Practicum in Teaching II, and BSDC 9005 Practicum in Teaching III. These may be taken beginning in the spring semester of the first year, and they are designed to give students experience with lecture preparation and delivery, grading,

and other aspects of course management under the guidance of an experienced faculty member. Supervising faculty may be adjuncts, teaching faculty, professors of practice or tenure-track faculty. Students may serve as assistants for any Brown School course and are encouraged to select courses that may become part of their own teaching repertoire in the future. The minimum involvement includes the following: 1) giving at least one full lecture based on notes developed by the student and approved in advance by the professor; 2) providing course-relevant consultation for students who are having problems learning the material; and 3) grading or critiquing student assignments. Faculty who agree to work with students to meet their teaching practicum requirements must hold supervisory meetings during the course of the semester, provide a short statement to the student that summarizes the student’s major strengths and primary weaknesses as a teacher, and submit a letter grade for the practicum. Students cannot teach independently or be teaching assistants for pay until the teaching practica are completed.

Upon completion of the required professional development and teaching practica, Brown School PhD students can seek an Independent Teaching Experience. Non-credit teaching practica or independent paid teaching experiences (i.e., teaching fellowships) exist to meet school needs, not just the learning needs of students. Teaching fellows are PhD students appointed by the Brown School. They are answerable directly to the assistant deans for academic programs for the the MSW and MSP programs, who may not renew the contract of a teaching fellow who fails to make adequate progress toward the completion of the PhD.

Several factors determine the need for a non-credit teaching fellow. These include a request from the instructor, the associate deans for the master’s program (for MSW or MPH courses), or the director of the social work or public health doctoral program (for PhD courses). The need for a teaching practicum student is also based on student demand, class size, lab sections and the instructor’s release time. The instructor should seek a teaching practicum student to teach another course section or a paid lab after approval has been gained. Students who have not accomplished program milestones in a timely manner may not be allowed to do teaching practica or at least be restricted in regard to the number allowed during a given semester or summer.

Finally, the Graduate Teaching Citation is an optional program for Washington University PhD students who would like to gain teaching experience and expertise beyond the minimum requirements of their departments and of their graduate program. See the complete description on the website of the Washington University Center for Teaching and Learning.

Research practicums (BSDC 9000 Practicum in Research I, BSDC 9001 Practicum in Research II, and BSDC 9002 Practicum in Research III) may be taken beginning the spring semester of the first year. Students work with a faculty member and may or may not be paid according to whether they are working with a funded study or center. Students and the supervising faculty outline a plan for the practicums along with completing an electronic form that is approved by the advisor and PhD Program Director.

Dissertation

Brown School doctoral students must complete a dissertation to demonstrate their mastery of a specific field of knowledge and their capacity for original scholarly work. Students form a Dissertation Committee of faculty authorized by the program to mentor PhD students. The Dissertation Committee approves the subject and approach of the dissertation as evidenced by the student's completion of the Title, Scope and Procedure requirement.

The Dissertation *Proposal* Committee consists of at least four full-time Washington University faculty members who are authorized to supervise PhD students in their respective doctoral program of study (i.e., social work or public health sciences) and who have appropriate expertise in the proposed field of study. One of the faculty members must be the student's faculty advisor, who will chair the Dissertation Committee; for social work, the chair must be tenure-track faculty in the Brown School. One of the four may be a member of the emeritus faculty. The Dissertation *Defense* Committee must include a fifth committee member external to the student's doctoral program of study. The external member could be inside or outside Washington University but must have a doctoral degree and an active research program at another university, in government, or in industry. Additional faculty member(s) may be added in cases where additional expertise is required.

A Notice of Title, Scope and Procedure form for the dissertation must be completed by the Dissertation Committee members and the program director. It must be submitted at least six months before the degree is expected to be conferred or before the beginning of the fifth year of full-time enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period.

Faculty Departures

The programs maintain lists of authorized faculty advisors who may chair and serve as internal members of student committees. Committee chairs and members who go on sabbatical or who take leaves of absence and are temporarily non-residents at Washington University may continue their roles as chairs with approval of the program director. If a committee chair ceases to be employed by the university, the student may request that the faculty continue to serve as co-chair of the committee. Another member of the committee must agree to serve as the co-chair, with the consent of the original chair, student, and program director. Then, the new co-chair should take the responsibility of providing the day-to-day guidance and decision making for the student's research and writing process. The co-chair structure is reserved for exceptional cases, and the normative structure continues to be a sole chair. A co-chair who is not able to

commit sufficient time to the role should step down as chair and allow a different committee member to take their place. A co-chair arrangement must always benefit the student, who has the freedom to choose their advisor, as well as the faculty members involved. If an authorized committee member ceases to be employed by the university, the student may request that the faculty continue to sit on the committee. Consent from the faculty member and approval by the program director will include a decision on whether the departing faculty should be one of the four authorized members or an external member.

Dissertation Defense

At least three weeks prior to the preferred defense date, the candidate's dissertation committee chairperson and/or the student's program director or manager must provide information regarding the preferred date, time and place of the oral defense of the dissertation and indicating the exact dissertation title. The notification should include the student's curriculum vitae. The terminal dates for scheduling the final oral dissertation examination in time to receive the degree within a semester are set by the Office of the University Registrar.

The student assumes responsibility for making the full text of the dissertation accessible to all members of the final examination panel for their review at least two weeks in advance of the examination. The final oral examination is concentrated on the subject matter of the candidate's dissertation. The examination of the student (i.e., the oral presentation) is treated as a confidential assessment of the student's achievement. An open defense is permitted and highly encouraged by the Brown School, but it is not required. In consultation with the chair, students can choose to allow any or specific audience members to attend. The audience members are not allowed to speak during the presentation and must exit the room with the student after the presentation while the committee members deliberate after the presentation and discussion.

The defense consists of an oral presentation of the study, its results and its implications followed by a discussion/question-and-answer period with the committee members. Once this is completed, the student exits the room while the committee deliberates regarding the success of the defense and renders one of the following four decisions:

1. Pass with no recommended changes;
2. Pass with changes that are to be made in concert with the chair's approval;
3. Pass with changes that an individual committee member wants to view before submission of the document; or
4. Did not pass as the student has not met sufficient standards and must do further work and attempt a second defense.

The Dissertation Defense Exam Approval Form available on InsideBrown should be completed by of all the Dissertation Defense Committee members after the defense.

Dissertation Submission

After successfully defending the dissertation and making any requested changes, the student must create an online account at ProQuest and submit the final text. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students who defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted. Students should plan to submit their dissertations and paperwork before the deadline; they may need to make corrections to their formatting or complete additional paperwork.

In addition, the following must be completed:

1. The Survey of Earned Doctorates. Students are encouraged to complete the Survey of Earned Doctorates prior to the dissertation deadline. They should do this as soon as possible so that a record of the survey arrives in time for graduation requirements to be met. Brown School administrators are notified automatically once the survey is completed. Electronic submission of the student's dissertation will not be processed or approved until this email arrives.
2. The Doctoral Exit Survey. The survey administered by the Office of Institutional Research gives graduating students an opportunity to evaluate Washington University, their doctoral program, faculty advising and professional development and to report on their plans for the future. The survey is sent via email from the Office of Institutional Research to PhD graduates each season (i.e., May, August, and December). If a student does not plan to graduate and receives this survey in error, they should email institutionalresearch@wustl.edu to have their name removed from the mailing list.

Students are highly encouraged to read the Dissertation Guide on the Vice Provost for Graduate Education website.

Degree Certification

If a student requires verification of a degree prior to the degree date and before the degree appears on the official transcript, the Brown School Registrar can prepare a degree certification on Brown School letterhead. Note that, to receive this certification, the student must have successfully completed all requirements for the degree, including the submission of the dissertation. Requests for degree certification are made via email to the Brown School Office of Academic Records & Registration.

Financial Information

Master's Degrees

The Brown School offers generous scholarships — more than \$6 million was awarded last year. We take both merit and need into account when awarding scholarships.

Brown School students typically cover their educational expenses through a combination of the following:

- Scholarships from the Brown School
- Scholarships from external organizations
- Brown School fellowships
- Yellow Ribbon Post-9/11 GI Bill benefits
- Federal work-study
- Federal student loans
- Part-time employment
- Out-of-pocket payments

The MSW tuition rate for the 2026-27 academic year is \$25,220 per semester. Learn more about MSW tuition, scholarships, and fellowships on the Brown School website.

The MSP tuition rate for the 2026-27 academic year is \$25,220 per semester. Learn more about MSP tuition, scholarships, and fellowships on the Brown School website.

Doctoral Degree

All Social Work students admitted into the Brown School's doctoral program receive a financial package that consists of tuition coverage and five years of stipend support.

Base stipends for 2026-27 will be \$37,853 per year for five years. Receipt of this stipend is not tied to work responsibilities. In some cases, students may be awarded competitive fellowships upon admission, which supplement or replace the base stipend. Students also receive \$1,000 per year that can be used toward professional development, which may include computer hardware, software, professional travel, and society memberships.

Students are encouraged to apply for additional funding opportunities in the form of research and teaching fellowships as well as dissertation grants. Fellowship opportunities may occur as early as the first semester of satisfactory academic progress. For more information, see the Social Work program websites.

Our programs are full time, and students are expected to be physically present in St. Louis until the Area Statement is completed.

The Ann W. and Spencer T. Olin-Chancellor's Fellowship (OCF) is an elite cohort of outstanding graduate students representing a rich tapestry of backgrounds and varied disciplines. Aligned with WashU's goals of fostering excellence in teaching, research, scholarship, and



service, the OCF is dedicated to nurturing a wide array of distinctive perspectives and disciplines. This program aims to empower future scholars and leaders who will contribute to advancing knowledge and addressing challenges in our global society through innovation, integrity, and intellectual endeavors.

The OCF offers a competitive award package and a best-in-class graduate fellowship experience. Fellows receive exceptional professional development opportunities, access to unique resources, networking, programming, and mentorship opportunities that will empower them to demonstrate all-round excellence. Our Fellows will reinforce the ethos of the program through sustained engagement as students and alumni.

To learn more about the program, application process, and deadlines, visit the OCF website.

Training Fellowships in Mental Health Services Research

These fellowships offer three years of tuition and stipend support from the National Institute of Mental Health. The fellowship is designed to prepare researchers to investigate such issues as the access, organization, and effectiveness of mental health services, particularly for clients in social service sectors of care. Visit the Center for Mental Health Services Research website for more information.

The Social Work Training in Addictions Research (STAR) Program

This program offers tuition, three years of stipend support, and a travel allowance from the National Institute on Drug Abuse (NIDA). Recipients conduct research on services for and treatment of substance-abusing and comorbid populations (particularly those who are underserved). The STAR Program will produce social work researchers who have state-of-the-art knowledge of addiction services, prevention and intervention, and service delivery system costs and burdens. For more information, call 314-935-6685.

Additional Funding

The Brown School provides additional financial support to doctoral students, such as travel subsidies for professional conferences. Advanced doctoral students are encouraged to apply for both internal and external dissertation awards.

Students who would like to be considered for Federal Financial Aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. The FAFSA is available on October 1 of each year and should be completed with the student's prior year federal tax return. *The Washington University school code is 002520.* For any questions regarding the borrowing process, please contact the Brown School Office of Financial Services. (brown-financialaid@email.wustl.edu)

Note: Students working toward completing a doctoral degree are automatically considered Independent for FAFSA purposes. No parent income information will need to be included. Before borrowing a loan, students are encouraged to utilize a loan repayment calculator to estimate monthly repayments, which will go into effect after a six-month grace period.

Note: International students may receive a university fellowship and stipend. However, they are not eligible for federal financial aid loans and are asked to contact the PhD Office and/or the Brown School Office of Financial Services (brown-financialaid@email.wustl.edu) for more information on non-federal assistance. Students are urged to apply to the program early so that awards may be secured well in advance of the fall term.

Postdoctoral Training

Postdoctoral appointments at WashU are full-time academic positions focused on mentored research and professional development under the guidance of faculty mentors. They are supported through research grants, individual fellowships, or institutional training programs. Their primary purpose is to help highly trained individuals acquire the professional skills needed for their chosen career path.

Because of this focus, postdoctoral appointments are inherently time-limited; they are capped at five years including any experience at other institutions following the doctoral degree. All postdoctoral appointees are eligible for university-sponsored benefits, and the postdoctoral experience is regulated by postdoc-specific policies and institutional normative.

WashU is proud to be an institutional member of the National Postdoctoral Association, which reflects our commitment to excellence in postdoctoral education.

Postdoc Categories

At WashU, there are two categories of postdocs:

1. *Postdoctoral Research Scholars* receive external funding in the form of a stipend and are considered non-employees.
2. *Postdoctoral Research Associates* receive a salary from the university and are considered employees.

Office of Postdoctoral Affairs

The Office of Postdoctoral Affairs (OPA), under the Office of the Vice Chancellor for Research, serves postdoctoral research associates and scholars across both the Danforth and Medical campuses. The OPA provides comprehensive resources to help postdocs achieve their career and professional development goals, advocates for postdoctoral issues, and offers guidance on recruitment and postdoctoral life. It also fosters a vibrant and inclusive postdoctoral community through networking, social events, and peer support.

The OPA postdoc curriculum includes signature programs in the following areas:

- *A career development series* to equip postdocs with essential skills for navigating diverse career pathways and achieving success in both academic and industry settings;
- *Leadership and communication training* to advance leadership capabilities while strengthening grant writing, publishing, and science communication skills;
- *Wellness and community engagement* that promotes holistic development, well-being, and meaningful integration into the WashU community;

- *Fellowships and awards* that recognize excellence and provide competitive opportunities for research and professional growth; and
- *An annual postdoc symposium and research seminars* that showcase innovative research and foster interdisciplinary collaboration across campuses.

Postdoc Organizations

The OPA supports recognized postdoc-led groups, including three major organizations:

1. WashU Postdoc Society (WUPS)
2. WashU Black Postdoctoral Association
3. Postdoc Peer Mentoring Program

Additional Information

For more information about programs, resources, and upcoming events, visit the OPA website.

Cross-School Interdisciplinary PhD Programs

There are certain graduate programs that span more than one school at Washington University. Please visit the following pages to learn more about these programs:

- Division of Biology & Biomedical Sciences (p. 123)
- Division of Computational & Data Sciences (p. 136)
- Institute of Materials Science & Engineering (p. 139)

Division of Biology & Biomedical Sciences

The Roy and Diana Vagelos Division of Biology & Biomedical Sciences at Washington University offers exceptional doctoral education at one of the nation's preeminent biomedical research centers. The Division includes 11 doctoral programs:

- Biochemistry, Biophysics, & Structural Biology
- Biomedical Informatics & Data Science
- Cancer Biology
- Computational & Systems Biology
- Developmental, Regenerative, & Stem Cell Biology
- Immunology
- Molecular Cell Biology
- Molecular Genetics & Genomics
- Molecular Microbiology & Microbial Pathogenesis
- Neurosciences
- Plant & Microbial Biosciences

A collaborative, interdisciplinary approach to research and education is a hallmark of Washington University and the Division. As a university-wide consortium, the Division transcends departmental lines and removes traditional boundaries of scientific fields. Faculty and graduate students regularly cross disciplines, devising novel questions and approaches that might otherwise go unexplored. The Division consists of over 700 PhD and MD/PhD students, with more than 700 faculty members from 39 departments.

Washington University in St. Louis provides unique opportunities for translating basic science into practical application. In addition, the Division's associations with internationally prominent local institutions provide exciting opportunities. Students in the biomedical sciences enrich their work with the clinical perspective of our outstanding

medical school; students also benefit from our close affiliation with the internationally renowned Missouri Botanical Garden, as well as the Saint Louis Zoo, the Tyson Research Center, the National Great Rivers Research & Education Center, and the Donald Danforth Plant Science Center.

To help prepare graduates for careers in academia, government, industry or another field of their choice, educational opportunities are offered for skill development and career exploration. The Division offers a career-planning curriculum where students can pursue noncredit elective credentials to build transferable professional skills in four areas that apply to a wide variety of scientific careers: leadership, entrepreneurship, science communication, and teaching. Through the Next Generation of Science Scholars, students are provided networking and community-building events, professional development seminars, and scientific community outreach opportunities. Professionals from a variety of fields (e.g., biotech startups, patent law) provide presentations and Q&A sessions to students throughout the year. In addition, the DBBS holds partnerships with groups such as the Center for Teaching and Learning, the Center for Career Engagement, and student organizations such as ProSPER, InPrint, the Balsa Group, and the Young Scientist Program. Students have multiple opportunities to develop experiences relevant to their future career goals.

DBBS students can reference the DBBS Student Handbook for student guidelines across all Division programs.

Email: DBBS-Info@email.wustl.edu

Website: <http://dbbs.wustl.edu>

Faculty

Associate Dean for Graduate Education

Steven Mennerick

John P. Feighner Professor of Neuropsychopharmacology, Professor of Psychiatry, Associate Dean for Biology and Biomedical Sciences, Professor of Neuroscience
PhD, Washington University in St. Louis

Associate Directors

Eric Herzog

Professor of Biology, Professor of Neuroscience, Viktor Hamburger Distinguished Professor
PhD, Syracuse University

Heather True

Professor of Cell Biology and Physiology, David English Smith Professorship in Medicine
PhD, University of Illinois-Urbana-Champaign

Faculty Program Directors: Biochemistry, Biophysics, & Structural Biology

Thomas Brett

Associate Professor of Medicine, Associate Professor of Biochemistry and Molecular Biophysics, Associate Professor of Cell Biology and Physiology

PhD, University of Nebraska – Lincoln

Eric Galburt

Associate Professor of Biochemistry and Molecular Biophysics
PhD, University of Washington

Faculty Program Directors: Biomedical Informatics & Data Science

Philip Payne

Professor of Medicine, Director, Institute for Informatics, Professor, Professor of Computer Science and Engineering, Associate Dean for Health Information and Data Science for the School of Medicine, Chief Scientist for the School of Medicine, Janet and Bernard Becker Professor of Medicine

PhD, Columbia University

Po-Yin Yen

Associate Professor of Medicine, Division of General Medicine & Geriatrics, Associate Professor, Goldfarb School of Nursing, Barnes Jewish College

PhD, Columbia University

Faculty Program Directors: Cancer Biology

Grant Challen

Professor, Division of Oncology, Department of Medicine
PhD, University of Queensland, Brisbane, Australia

Jason Weber

Professor, Departments of Medicine, Cell Biology & Physiology, and Biology
PhD, Saint Louis University

Faculty Program Directors: Computational & Systems Biology

Gautam Dantas

Professor of Pathology and Immunology, Co-Division Chief - Division of Laboratory and Genomic Medicine, Professor of Biomedical Engineering, Professor of Molecular Microbiology, Professor of Pediatrics, Conan Professorship in Laboratory and Genomic Medicine
PhD, University of Washington – Seattle

Nancy Saccone

Associate Professor of Genetics
PhD, Brown University

Faculty Program Directors: Developmental, Regenerative, & Stem Cell Biology

Mayssa Mokalled

Associate Professor of Developmental Biology
PhD, UT Southwestern Medical Center at Dallas

Andrew Yoo

Phil and Sima Needleman Distinguished Professor of Developmental Biology
PhD, Columbia University

Faculty Program Director: Immunology

Eynav Klechevsky

Associate Professor of Pathology and Immunology
PhD, Israel Institute of Technology, Haifa, Israel and The Baylor Institute for Immunology Research

Faculty Program Directors: Molecular Cell Biology

Ben Major

Alan A. and Edith L. Wolff Professorship in Cell Biology and Physiology, Professor of Cell Biology and Physiology, Professor of Otolaryngology
PhD, University of Utah

Maria Remedi

Professor of Medicine and Cell Biology & Physiology
PhD, National University of Cordoba, Argentina

Faculty Program Directors: Molecular Genetics & Genomics

John Edwards

Associate Professor of Medicine
PhD, Columbia University

Jim Skeath

Professor of Genetics, Assistant Dean Academic Pathway Programs
PhD, University of Wisconsin – Madison

Faculty Program Directors: Molecular Microbiology & Microbial Pathogenesis

Megan Baldrige

Associate Professor of Medicine, Associate Professor of Molecular
Microbiology
MD/PhD, Baylor College of Medicine

Andrew Kau

Associate Professor, Division of Allergy and Immunology, Associate
Division Chief - Research
MD/PhD, Washington University in St. Louis

Faculty Program Directors: Neurosciences

Martha Bagnall

Associate Professor of Neuroscience
PhD, University of California – San Diego

Alexxai Kravitz

Associate Professor of Psychiatry, Interim Division Director for
Basic Neuroscience, Associate Professor of Neuroscience, Associate
Professor of Anesthesiology
PhD, University of Pennsylvania

Faculty Program Directors: Plant & Microbial Biosciences

Barbara Kunkel

Professor of Biology, Associate Chair of Undergraduate Education
PhD, Harvard University

Xuehua Zhong

Professor of Biology, Dean's Distinguish Professorial Scholar
PhD, The Ohio State University

DBBS mentors and educators are key to our training mission. Those who serve as primary mentors are DBBS Program Members, and others who participate in the educational mission are General Members.

Visit the DBBS website to learn about DBBS Faculty Membership or to search DBBS Faculty by last name, program, or expertise.

Degree Requirements

- Biochemistry, Biophysics, & Structural Biology, PhD
- Biomedical Informatics & Data Science, PhD
- Cancer Biology, PhD
- Computational & Systems Biology, PhD
- Developmental, Regenerative, & Stem Cell Biology, PhD
- Immunology, PhD
- Molecular Cell Biology, PhD
- Molecular Genetics & Genomics, PhD
- Molecular Microbiology & Microbial Pathogenesis, PhD
- Neurosciences, PhD
- Plant & Microbial Biosciences, PhD

Courses

For questions about course listings, please email
dbbscurriculum@wustl.edu.

BBS 5011 Ethics & Research Science

This course prepares DBBS graduate students to analyze and address ethical and professional issues across the range of their professional roles and responsibilities. The primary goals are for students to recognize complex situational dynamics and ethical issues and to develop professional and ethical problem-solving skills. The course examines ethical challenges related to research design and data collection, management, ownership, security, sharing, analysis, interpretation, and reporting while providing practical guidance on these issues. The course also examines the fundamentals of the broader research environment, including principles of ethics in genetics and human and animal subjects research, regulatory issues in biological and biomedical research, publication and authorship, and collaboration in science.

Credit 1 unit.

Typical periods offered: Spring Half B, Spring Half A, Spring, Spring Intersession, Summer

BBS 5014 Biotech Industry Innovators

Late one Friday afternoon in April 1976, the late venture capitalist Robert Swanson met with biochemist Herb Boyer, PhD, at his UCSF lab. Swanson had requested 10 minutes of Boyer's time; when the meeting ended, three hours later, the foundations had been laid for the formation of Genentech, the first biotechnology company, and the beginnings of the biotechnology industry. This course, The Basics of Bio-Entrepreneurship, investigates issues and choices that inventor/scientists encounter when considering the applications and commercialization of early stage scientific discoveries. This course is intended for anyone interested in working in the medical device, life-, bio-, or pharma-sciences industries as a founder, scientist, entrepreneur, manager, consultant, or investor. It focuses on the decision processes and issues that researchers and their business partners face when considering how a discovery might best be moved from academia to successful commercialization.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5053 Immunobiology I

Immunobiology I is taught by the faculty members of the Immunology Program. This course covers in depth modern immunology and are based on Janeway's Immunobiology 10th Edition textbook. The topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors.

Credit 4 units.

Typical periods offered: Fall

BBS 5054 Immunobiology II

Immunobiology II is taught by the faculty members of the Immunology Program. This course covers in depth modern immunology and are based on Janeway's Immunobiology 10th Edition textbook. The topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response.

Credit 4 units.

Typical periods offered: Spring

BBS 5068 Fundamentals of Molecular Cell Biology

This is a core course for incoming graduate students in Cell and Molecular Biology programs to learn about research and experimental strategies used to dissect molecular mechanisms that underlie cell structure and function, including techniques of protein biochemistry. Enrolling students should have backgrounds in cell biology and biochemistry. The format is two lectures and one small group discussion section per week. Discussion section focuses on original research articles.

Credit 4 units.

Typical periods offered: Fall

BBS 5075 Introduction to Coding and Statistical Thinking for Genetics and Genomics

This course is designed for first-year DBBS students who have had little to no prior experience in programming or statistics. The course will cover common statistical practices and concepts in the life sciences, such as error bars, summary statistics, probability and distributions,

and hypothesis testing. The class will also teach students basic programming skills for statistical computation, enabling them to retrieve and analyze small and large data sets from online databases and other sources.

Credit 2 units.

Typical periods offered: Fall

BBS 5084 Single Molecule Biophysics Journal Club

Molecular motors in the cell harness chemical energy to generate mechanical work in a host of processes including cell motility, DNA replication and repair, cell division, transcriptional regulation, and intracellular transport. The purpose of this course is to discuss recent advances in the field of molecular motors. Special emphasis will be placed on understanding and critically evaluating single molecule studies. The course will consist of both journal club presentations and small group discussions.

Credit 1 unit.

Typical periods offered: Spring

BBS 5098 Graduate Research Fundamentals

This course introduces first-year Ph.D. students to the foundational skills, knowledge, and habits of mind required of successful independent biological scientists: 1) Social dynamics in the scientific research enterprise 2) Epistemology and ethics of bioresearch methods 3) Development and communication of research questions and results 4) Interdisciplinary scientific thinking. Class sessions and homework introduce these topics; major assignments prompt student to connect them with the broader scope of graduate training in lab rotations, course work, and interdisciplinary scientific seminars. The interactive, student-driven class structure facilitates autodidactic development while integrating small group activities and peer mentoring from advanced DBBS students.

Credit 0.5 units.

Typical periods offered: Fall

BBS 5123 Experimental Hematopoiesis Journal Club

Journal club in which papers that describe significant advances in the field of experimental hematopoiesis are discussed. Students are expected to present one paper per semester and attend the weekly (1 hour) session.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5137 TriMED: Membrane Excitability and Disease

TriMED consists of seminars, work-in-progress talks and journal club presentations. It meets Monday lunchtime (1-2pm, with lunch provided) from Jan - end April and from Sept - end November (1 credit each semester). Any student signed up for credit has to attend regularly and make one half hour presentation (either of their own research, or of a paper). The attendees are a mix of students, post-docs and faculty, but the goal is for trainee experience. The course is designed to fulfil interest in membrane proteins or signaling, ion channels, electrophysiology, neurobiology or excitability more broadly.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5138 Journal Club for the Molecular Mechanism of Aging

Why do we age? What causes aging? How is our life span determined? This journal club will address such fundamental, but challenging questions of aging and longevity. Recent studies on aging and longevity are now unveiling regulatory mechanisms of the complex biological phenomenon. We'll cover the latest progress in this exciting field

and stimulate discussions on a variety of topics including aging-related diseases. One hour of paper presentation or research talk and discussion per every two weeks. Registered students are expected to have at least one presentation for 1 unit credit.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5146 Principles and Applications of Biological Imaging

Principles and Applications of Biological Imaging will introduce the interdisciplinary nature of the imaging sciences and conduct a comprehensive survey of the array of interrelated topics that define biological imaging. The course will cover the basics of the optical, magnetic resonance, CT, SPECT and PET imaging modalities, and microscopy, while focusing on applications of imaging to different disease states, such as oncology, neurology, cardiology and pulmonary diseases.

Credit 3 units.

Typical periods offered: Fall

BBS 5147 Contrast Agents for Biological Imaging

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. One year of general chemistry, one semester of organic chemistry required.

Credit 3 units.

Typical periods offered: Spring

BBS 5148 Metabolism Journal Club

The purpose of the Metabolism Journal Club is to introduce the graduate students to advanced topics spanning the biochemistry, cell biology and genetics of cellular and whole body metabolism. Under the guidance of the course directors, students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5152 Rad Journal Club (Regeneration, Aging, and Development)

Focuses on developing a dialog around current topics in developmental and regenerative biology at the molecular, cellular and systems levels.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5191 Pathobiology of Human Disease States

Three human disease states will be discussed in detail. Topics will include background clinical and epidemiological information, followed by a detailed examination of the molecular and cellular events that underlie the disease state. Examples of pertinent topics include Alzheimer's disease, AIDS, leukemia, cystic fibrosis, sickle cell anemia, diabetes, etc.

Credit 2 units.

Typical periods offered: Fall

BBS 5192 Cancer Biology Journal Club

This journal club covers current papers in molecular oncology, cancer genetics and contemporary molecular biology. Presentations will be given by students, post-docs and faculty, then discussed.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5196 Special Emphasis Pathway in Cancer Biology

This course is designed to present pre- and postdoctoral trainees with an organized educational format to explore major contemporary topics in cancer biology. The elective will provide an integrated view of cancer research including basic science, translational science, and clinical investigation. Approximately 60 minutes will be devoted to a didactic presentation by a faculty member with interaction by the participants. The remaining 30 minutes will be used to discuss a pivotal research paper from this field, preselected by the faculty member. Outside reading (30-60 min/week) will be required.

Credit 2 units.

Typical periods offered: Spring

BBS 5201 Membrane Protein Biophysics Journal Club

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of chalk-talks.

Credit 1 unit.

Typical periods offered: Spring

BBS 5217 Special Topics in Microbial Pathogenesis

Primarily for graduate and MSTP students, this course involves oral presentation and discussion of current research articles on pathogenic microorganisms (bacteria, viruses, parasites, and fungi). Discussion will include design of specific aims for research proposals. Emphasis will be on literature that addresses the cellular and molecular basis of host-pathogen interactions. Students are expected to prepare all articles covered and to participate actively in each discussion. Class meets twice per week for 1.5 hours each.

Credit 2 units.

Typical periods offered: Spring

BBS 5224 Molecular, Cell and Organ Systems

This course will introduce Ph.D. and MSTP students to fundamental problems in cell and molecular biology at the systems level. The course is divided into 5 themes: 1) microbial systems; 2) organ development and repair; 3) cardiovascular system and disease; 4) tumor & host systems; and 5) metabolic systems and disease. Topics within each theme highlight current research concepts, questions, approaches and findings at the molecular, cellular and physiological levels. Students will write an original research grant proposal on a topic of their choosing in one of the 5 themes. Students will critique proposals anonymously in an NIH-like study section.

Credit 3 units.

Typical periods offered: Spring

BBS 5235 Genetics Journal Club

This journal club will be focused on the Genetics department seminar series. Students will present one or a few recent papers by the seminar speaker scheduled for that week. Students will provide a brief written evaluation (on a form that will be provided) of their peers' presentations, and the faculty advisors will meet with each student after the presentation to provide feedback.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5255 Experimental Skeletal Biology Journal Club

The journal club, which meets weekly, focuses on cellular and molecular biology of the skeleton. Emphasis is placed on gaining insights into normal skeletal homeostasis as well as systemic disorders of bone. Papers presented for review are selected from the most competitive journals. Participants are encouraged to think outside of the box and discuss novel molecular discoveries that may impact bone cell function.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5272 Advanced Topics in Immunology

This course uses a journal club format to discuss contemporary issues in the cell and molecular biology of the immune system. Discussions focus on the use of current approaches to analyze the cellular and molecular basis of immunity. Topics include mechanisms of antigenic specificity, diversity, cell communication, differentiation, activation, and effector activity.

Credit 2 units.

Typical periods offered: Fall

BBS 5282 Chromatin Structure and Gene Expression

This special topics course will use *Epigenetics* ed. by Allis, Jenuwein, Reinberg, and Caparros (2007, Cold Spring Harbor Laboratory Press) as the organizing text. Each week a faculty member will provide a background lecture on an important topic or model system, and a student will present and lead discussion of a paper from the current scientific literature related to the previous week's background lecture. Topics to be considered will include background on chromatin structure, histone modifications and histone variants; epigenetic regulation in yeast, other fungi, ciliates, flies, mammals and plants; dosage compensation in different systems; DNA methylation and imprinting in mammals; stem cells, nuclear transplantation and reprogramming; and the epigenetics of cancer and other human diseases (some variation in topics in different years). Students enrolled in the course will be required to present one paper and to come prepared to each session, with a question for discussion.

Credit 2 units.

Typical periods offered: Spring

BBS 5284 Current Research in Chromatin, Epigenetics and Nuclear Organization

This journal club considers papers from the current literature on chromatin structure and function, with an emphasis on regulation of transcription, epigenetics and genomics. Presentations are given by students, postdocs and faculty, with discussion by all. Students enrolled for credit are expected to attend regularly, and to present a minimum of one paper during the term, with consultation and critique from the faculty.

Credit 1 unit.

Typical periods offered: Spring

BBS 5285 Current Topics in Human and Mammalian Genetics

This course aims to provide both biologists and those with mathematical backgrounds with a basis in mammalian genetics. The course will include the following modules: Nucleic acid biochemistry; Gene and chromosome organization; Introduction to Human Genetics; Mutations and DNA repair; Cancer Genetics; Genomic methodologies; Biochemical genetics; Murine Genetics; Epigenetics; Neurodegenerative diseases; Mitochondrial disorders; Pharmacogenetics; Introduction to human population genetics; Applications of modern human genetics; Introduction to web-based informatics tools for molecular genetics. One of the required courses in the Quantitative Human Statistical Genetics graduate program.

Credit 3 units.

Typical periods offered: Fall

BBS 5288 Special Topics in Molecular Genetics

A special topics course with lectures and discussion on the molecular basis of cancer including cell cycle regulation, tumor suppressor genes, tumor invasion, angiogenesis, immune evasion, resistance to apoptosis, signaling, imaging, gene expression, chromosomal translocations, and viral oncology.

Credit 2 units.

Typical periods offered: Spring

BBS 5303 Protein NMR Journal Club

This journal club covers the recent literature on protein NMR with a focus on using NMR to study protein function, NMR dynamics, and novel methods that expand the range of systems accessible to solution NMR studies. Students, postdocs and faculty discuss a recent paper and present background information on the relevant technical aspects of NMR. Students receive 1 credit for participation and presenting one paper.

Credit 1 unit.

Typical periods offered: Fall

BBS 5311 Dynamics in Mesoscopic Molecular Systems

This course will provide a background in the theory of the dynamics of mesoscopic systems and introduction to methods for measuring the dynamics of these systems. It will include measurement methods, some of which are in common use and others that have only recently been introduced. This course would be useful for biophysics students and others that are interested in molecular processes and mechanisms in small systems such as cells.

Credit 3 units.

Typical periods offered: Spring

BBS 5312 Macromolecular Interactions

This course will cover equilibria, kinetics and mechanisms of macromolecular interactions from a quantitative perspective. Thermodynamics, multiple binding equilibria (binding polynomials), linkage phenomena, cooperativity, allostery, macromolecular assembly, analysis of binding isotherms, enzyme catalysis and mechanism, steady-state and pre-steady-state kinetics, kinetic simulation, and isotope effects.

Credit 3 units.

Typical periods offered: Spring

BBS 5318 DNA Repair

This course is an advanced graduate course that explores all aspects of DNA damage and the cellular responses to DNA damage. It is designed for graduate students who have a working knowledge of chemistry, molecular biology and cellular biology, and for interested postdocs and researchers. Specific topics that will be covered are: The chemical basis



of DNA damage, specific DNA repair mechanisms, cell cycle responses to damage, translesion DNA replication and mutagenesis, and human diseases related to defects in DNA damage response. The course consists of a lecture module, open to all, and a discussion module for registered students. In addition, several invited speakers in the field of DNA repair will give seminars and meet with registered students for discussion. Students will present and discuss research papers. Grades will be given based on student presentation and participation. Prerequisite; Permission of instructor.

Credit 2 units.

Typical periods offered: Spring

BBS 5319 Molecular Foundations of Medicine

This course will cover fundamental aspects of biochemistry and cell biology from a medical perspective. The course begins with a treatment of protein structure and the function of proteins in the cytoskeleton and cell motility. The principles of enzyme kinetics and regulation are then discussed and basic pathways for the synthesis and metabolism of carbohydrates and lipids are introduced. This leads in to a discussion of membrane structure and the function cellular organelles in biological processes including energy production, protein degradation and protein trafficking.

Credit 3 units.

Typical periods offered: Fall

BBS 5327 Optical Spectroscopy: Theory and Applications

Spectroscopic methods to be covered include fluorescence, both ensemble and single molecule, and absorption (circular dichroism); fluorescence correlation spectroscopy will also be discussed. The quantum chemistry /physics behind these methods will be reviewed.

Credit 2 units.

Typical periods offered: Fall

BBS 5328 Structural Biology Journal Club

Multi-laboratory research colloquia for DBBS graduate students focused on structural biology and complementary biophysical techniques. Course credit requires student presentation for credit.

Credit 1 unit.

Typical periods offered: Spring

BBS 5336 Computational Biophysics Journal Club

This course covers a combination of classic and recent publications on computational methods for studying biomolecules. Students participating for credit will be required to present at least once.

Credit 1 unit.

Typical periods offered: Spring

BBS 5357 Chemistry and Physics of Biomolecules

This course covers three major types of biomolecular structures: proteins, nucleic acids, and membranes. Basic structural chemistry is presented as well as the biophysical techniques used to probe each type of structure. Selected topics covered include protein folding, protein design, X-ray crystallography, NMR spectroscopy, nucleic acid bending and supercoiling, nucleic acid:protein interactions, RNA folding, membrane organization, fluidity, permeability and transport, and membrane channels. The weekly discussion section will cover problem sets and present current research papers. This is one of the required courses for the biochemistry and for the molecular biophysics graduate programs. Prior course work in biochemistry and physical chemistry is recommended but not required.

Credit 3 units.

Typical periods offered: Fall

BBS 5358 Biochemical and Biophysical Investigations of Infectious Diseases Journal Club

Biochemical and biophysical approaches continue to advance as powerful approaches to the understanding of human disease processes. This journal club covers recent papers in which these approaches address aspects of infectious diseases or inflammation. Students who enroll for credit will be expected to participate in weekly presentations and to present one to two papers along with accompanying background information.

Credit 1 unit.

Typical periods offered: Spring

BBS 5392 Molecular Microbiology & Pathogenesis

Course is devoted to studying microorganisms, particularly those that cause disease, with an emphasis on the molecular interactions between pathogens and hosts. First third of the course focuses on virology, second third on bacteriology and the last third on eukaryotic pathogens.

Credit 4 units.

Typical periods offered: Fall, Spring

BBS 5393 Molecular Virology Journal Club

Journal club covering a broad range of topics in virology with an emphasis on pathogenesis or molecular biology of medically important viruses. A minimum of one student presentation with faculty critique.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5397 Current Literature in Microbiology

Presentations by students on a broad range of topics of current interest in microbiology. The course will emphasize presentations and discussion skills. Credit requires attendance and participation at all sessions and one presentation.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5412 Tropical and Molecular Parasitology

Graduate level seminar course focusing on current scientific literature in molecular parasitology. The journal club will meet biweekly during the Fall and Spring semesters. Students will attend both semesters in order to receive one credit. The seminar series will run jointly with a research conference in Tropical and Molecular Parasitology. Outside speakers will be invited for the seminar series to emphasize important developments in tropical medicine and molecular parasitology. In advance of the invited speakers, topics will focus on their previous research publications.

Credit 0.5 units.

Typical periods offered: Fall

BBS 5417 Hematology Division Journal Club: Current Topics in Cellular, Molecular, and Stem Cell Biology

This journal club covers a broad range of topics of current interest, including the fields of biochemistry, molecular biology, cell biology, developmental biology, and immunology. Speakers usually give a brief background to introduce the topic and then focus on one-two papers from the current literature. Presentations are given by graduate students, post-doctorates, and faculty. Each attendee presents two-three times per year. Participants are expected to attend all the sessions. This journal club was founded in 1966.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5425 Immunology of Infectious Diseases Journal Club

The goal of this Journal Club (JC) is to provide 2nd year students in MMMP program a platform to discuss new and emerging concepts on mechanisms by which host immune responses mediate protection against infectious diseases. This exercise will also enable the student who attend the fundamental Immunology course to apply their knowledge to understand the basis for immunology of infectious diseases. The format will include faculty who will select cutting-edge papers and head the discussion during the JC session.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5426 ID Gateway: Translational and Public Health Aspects of Basic Infectious Disease Research

This course provides an opportunity for students, postdoctoral fellows, infectious disease fellows and faculty to explore issues at the interface between patient care, public health and basic research in the area of microbial pathogenesis.

Credit 2 units.

Typical periods offered: Spring

BBS 5445 DNA Metabolism Journal Club

Presentation of current research papers in DNA replication, DNA repair, and DNA recombination, with an emphasis on basic biochemical and biophysical approaches.

Credit 1 unit.

Typical periods offered: Spring

BBS 5456 Advanced Crystallography

The advanced course in Protein Crystallography will address all aspects of modern protein crystallography including fundamentals of crystallography, the derivation of the structure factor and electron density equation, symmetry and space groups, direct methods, isomorphous replacement, molecular replacement, data collection, and crystal growing theory and techniques. Prerequisite, Physical Chemistry & Bio 5325 Protein Structure and Function. Two class hours per week.

Credit 2 units.

Typical periods offered: Spring

BBS 5469 Biochemistry, Biophysics, and Structural Biology Seminar

Student presentation of Biochemistry, Biophysics or Structural Biology topic. Second Year Students present from literature; senior students give formal research seminar. Attendance required of all BBSB Graduate Students.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5480 Nucleic Acids & Protein Biosynthesis

Fundamental aspects of the structure, biosynthesis, and function of nucleic acids and the biosynthesis of proteins. Emphasis on mechanisms involved in the biosynthetic processes and the regulation thereof. Lecture course supplemented with student discussions of research papers.

Credit 3 units.

Typical periods offered: Fall

BBS 5483 Human Genetic Analysis

Basic Genetic concepts: meiosis, inheritance, Hardy-Weinberg Equilibrium, Linkage, segregation analysis; Linkage analysis: definition, crossing over, map functions, phase, LOD scores, penetrance, phenocopies, liability classes, multi-point analysis, non-parametric analysis (sibpairs and pedigrees), quantitative trait analysis,

determination of power for mendelian and complex trait analysis; Linkage Disequilibrium analyses: allelic association (case control designs and family based studies), QQ and Manhattan plots, whole genome association analysis; population stratification; Quantitative Trait Analysis: measured genotypes and variance components. Hands-on computer lab experience doing parametric linkage analysis with the program LINKAGE, model free linkage analyses with Genehunter and Merlin, power computations with SLINK, quantitative trait analyses with SOLAR, LD computations with Haploview and WGAViewer, and family-based and case-control association analyses with PLINK and SAS. The methods and exercises are coordinated with the lectures and students are expected to understand underlying assumptions and limitations and the basic calculations performed by these computer programs. Auditors will not have access to the computer lab sessions.

Credit 3 units.

Typical periods offered: Fall

BBS 5484 Genetics and Development of C. Elegans Journal Club

Students will present a research paper (or present their current thesis research) and the appropriate background material.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5487 Genetics and Genomics of Disease

The course will cover the use of genomic and genetic information in the diagnosis and treatment of disease, with an emphasis on current practice and existing gaps to be filled to achieve precision medicine. Areas of discussion include: bioinformatics methods; assessment of pathogenicity; use and curation of disease variant databases; discovery of incidental findings; genomics applications in Mendelian disease, complex traits, cancer, pharmacogenomics, and infectious disease; design of clinical trials with genetic data; ethical and policy issues.

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5488 Genomics

This course is designed for beginning graduate students who want to become familiar with the basic concepts and applications of genomics. The course covers a wide range of topics including how genomes are mapped and sequenced as well as the latest computational and experimental techniques for predicting genes, splice sites, and promoter elements. High throughput techniques for ascribing function to DNA, RNA, and protein sequences including microarrays, mass spectrometry, interspecies genome comparisons, and genome-wide knock-out collections will also be discussed. Finally, the use of genomic techniques and resources for studies of human disease will be discussed. A heavy emphasis will be put on students acquiring the basic skills needed to navigate databases that archive sequence data, expression data and other types of genome-wide data. Through problem sets, the students will learn to manipulate and analyze the large data sets that accompany genomic analyses by writing simple computer scripts. While students will become sophisticated users of computational tools and databases, programming and the theory behind it are not covered in this course.

Credit 4 units.

Typical periods offered: Spring

BBS 5489 Human Genetics Journal Club

In this biweekly journal club on Human Genetics we will present and discuss current cutting edge papers in human and mammalian molecular genetics. Students learn presentation skills, how to critique a paper and how to interact with a very active and critical audience. Any person interested in the current state of the art in Human

Genetics may attend this course. It is a requirement that all students wishing to earn credit in this course must present a 1.5 hour journal club talk and must regularly attend and participate in the journal club throughout the year.

Credit 0.5 units.

Typical periods offered: Fall, Spring

BBS 5491 Advanced Genetics

Fundamental aspects of organismal genetics with emphasis on experimental studies that have contributed to the molecular analysis of complex biological problems. Examples are drawn primarily from yeast, nematodes, fruit flies, mouse, and humans. Students will conceive and write an original research proposal with a substantial genetics component; the learning goal is to build skills in developing hypotheses from the literature and designing experimental approaches to test those hypotheses.

Credit 3 units.

Typical periods offered: Spring

BBS 5496 Seminar in Computational Molecular Biology

Students present current research papers and the appropriate background material in the field of Computational Biology. Arts & Sciences students must take this course for credit; Engineering students must take this course Pass/No Pass.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5499 Cancer Informatics Journal Club

This journal club will explore current topics in cancer informatics. Current literature will be reviewed for advanced cancer genome analysis methods, statistics, algorithms, tools, databases, and other informatics resources.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5500 Medical Genetics

A significant portion of the first-year course in basic medical genetics devoted to human and clinical genetics, with emphasis on how genomic information will transform the practice of medicine. Topics covered include population genetics; molecular basis of mutations; human functional genomics; mouse models of human disease; pharmacogenomics; metabolic defects. Lectures, small group discussions, patient information session.

Credit 2 units.

Typical periods offered: Spring

BBS 5501 Biology of the Visual System

The purpose of the course is to provide a fascinating view of vertebrate eye development, anatomy, physiology and pathology. Topics to be covered include the molecules that control eye formation, ocular stem cells, the physiology of transparency, hereditary ocular diseases, phototransduction, the neurobiology of the retina and central visual pathways, age-related eye diseases, and many others. The course is open to all second year graduates students and above. Ophthalmology residents and postdocs with an interest in vision are strongly encouraged to attend.

Credit 3 units.

Typical periods offered: Fall

BBS 5505 Independent Study in Fundamentals of Molecular and Microbial Genetics

This literature-based course will introduce students to seminal and current studies in molecular and microbial genetics. Students will read and present a minimum of 12 landmark papers that helped shape our understanding of molecular and microbial genetics. Emphasis will be placed on students' ability to comprehend and explain these studies via chalk talks. All presentations will be given by students.

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5507 Genome Engineering Methods and Applications

This course will cover the basic principles of genome engineering with emphasis on Cas9/CRISPR technology. It will consist of discussion sessions in which students will present assigned manuscripts followed by a general discussion of the topic directed by the instructor. The course will cover the mechanisms of genome editing using host DNA repair systems, the function of Cas9, and how Cas9 can be harnessed to introduce defined mutations into almost any genome. The use of Cas9 to activate or repress genes, alter chromatin modifications, and the application of these Cas9 systems to conducting genome-scale screens in mammalian cells as well as its use in studying cell fate will be highlighted. Finally, we will study how Cas9 methodologies can be used to introduce disease-associated variants into pluripotent stem cells (e.g. iPSCs) that can be differentiated into disease-relevant cell for use in functional genomic studies.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5512 Diseases of Membrane Transport & Excitability

Classes will consider the molecular basis of the disease as well as animal models and current clinical studies. Addressing studies from the level of basic biophysical and molecular properties of the underlying ion channels/transporters, to the cellular defects, to organ and animal outcomes and therapies., which will encourage and force students to develop their ability to integrate understanding at multiple levels. Students will be introduced to emerging ideas in clinical diagnosis, management and treatment, when appropriate, clinical specialists will allow student participants to directly observe and participate in the clinical experiences.

Credit 2 units.

Typical periods offered: Spring

BBS 5513 ITVS Project Building

The overall goal is to have intense guidance to construct a grant/fellowship application. Students should expect to have a near completed F30/F31 application by the end of this course. Students will study previous F30/F31 applications and sit on a mock panel to review real world grants from their peers. They will use this experience to understand the reviewers perspective when writing fellowships and grants in the future. Students will draft all portions of a research proposal with feedback from their peers, the course instructor and faculty mentors.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5540 Neural Sciences

An integrated course dealing with the structure, function and development of the nervous system. The course will be offered in the Spring of the first year Medical School calendar.

Credit 5 units.

Typical periods offered: Spring

BBS 5543 Oral Presentation of Scientific Data

Practical course on how to prepare and present scientific data to an audience. Meets once a week for 90 minutes.

Credit 1 unit.

Typical periods offered: Spring

BBS 5571 Cellular Neurobiology

This course will present a fully integrated overview of nerve cell structure, function and development at the molecular and cellular level. Broad topics to be covered include gene structure and regulation in the nervous system, basic neurophysiology, presynaptic and postsynaptic mechanisms of chemical neurotransmission, sensory transduction, neurogenesis and migration, axon guidance and synapse formation. Three 90 minute lectures plus one 75 minute paper discussion section per week. There will be four exams, as well as weekly quizzes.

Credit 6 units.

Typical periods offered: Fall

BBS 5572 Principles of Medicinal Chemistry

Overview of basic principles of medicinal chemistry covering drug targets and concepts of metabolism, efficacy and potency as relevant to drug design.

Credit 3 units.

Typical periods offered: Fall

BBS 5577 Synapses Journal Club

Synaptic function and malleability are fundamental to nervous system function and disease. This is an advanced seminar in the development, structure, and function of the synapse in health and disease. It is a natural extension of topics covered in Bio 5571. It may be primarily of interest to students in the Neurosciences Program, but also to students in MCB, Development, Biochemistry, Computational Biology, and Molecular Biophysics. Generally a topic for the semester helps focus the group; past topics have included Synapses and Disease, Neurotransmitter Transporters, Glutamate Receptors, Dendrites, GABA receptors. Participants (students, postdocs, and faculty) alternate responsibility for leading critical discussion of a current paper. Active participation offers the opportunity for students to hone their critical thinking and presentation skills. Students enrolling for credit will be expected to attend each week, to lead discussion once per semester and to provide written critiques (1-2 pages each) of two papers.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5617 Development Biology PhD Program Seminar

In response to student feedback for additional training in Developmental Biology obtained from surveys and group meetings, we propose a new seminar course in Developmental Biology. This once a week course will introduce student in the Developmental, Regenerative, and Stem Cell Biology PhD Program both to the classical embryological experiments that define key concepts in developmental biology, such as cellular fields, equivalence groups, cytoplasmic determinants, and the more modern experiments that uncovered the genetic and molecular basis of these processes. In general, the classes will be individual sessions on professional development, such as scientific presentation, how to navigate graduate school, etc.

Credit 1 unit.

Typical periods offered: Fall

BBS 5619 Advanced Cognitive, Computational, and Systems Neuroscience

This course will develop critical thinking and analysis skills with regard to topics in Cognitive, Computational and Systems Neuroscience. Course format will be a series of modules composed of intensive, faculty-led case studies on interdisciplinary topics at the intersection of psychology, computation and neuroscience. The goal will be to highlight the benefits of integrative, interdisciplinary approaches, by delving into a small set of topics from a variety of perspectives, rather than providing a survey-level introduction to a broader set of topic areas. Modules will involve a combination of lectures and student-led discussion groups, with students further expected to complete a multi-disciplinary integrative final review paper. Case-study topics will vary somewhat from year to year, but are likely to include some of the following: temporal coding as a mechanism for information processing, coordinate transformations in sensory-motor integration, mechanisms of cognitive control, motor control strategies including application to neural prosthetics, and memory systems in health and disease.

Credit 3 units.

Typical periods offered: Fall

BBS 5622 Cognitive, Computational, and Systems Neuroscience Project Building

The goal of this course is to help students in the CCSN Pathway develop the critical thinking skills necessary to develop and implement high quality, interdisciplinary research projects. Throughout the course of the semester, each student will develop a research plan in their chosen area of interest. The plan will be developed in consultation with at least two faculty members (from at least two different subdisciplines within the pathway) as well as the other students and faculty participating in the course. The culmination of this course will be for each student to produce an NIH-style grant proposal on the research project of their choosing. For most students, this will serve either as their thesis proposal or a solid precursor to the thesis proposal. The course will be designed to help facilitate the development of such a research plan through didactic work, class presentations, class discussion, and constructive feedback on written work. The course will begin with a review of written examples of outstanding research proposals, primarily in the form of grant submissions similar to those that the students are expected to develop (i.e., NRSA style proposals, R03 proposals). Review of these proposals will serve as a stimulus to promote discussion about the critical elements of good research proposals and designs in different areas. Each student will be expected to give three presentations throughout the semester that will provide opportunities to receive constructive feedback on the development and implementation of research aims. The first presentation (towards the beginning of the semester) will involve presentation of the student's general topic of interest and preliminary formulation of research questions. Feedback will emphasize ways to focus and develop the research hypotheses into well-formulated questions and experiments. The second presentation will involve a more detailed presentation of specific research questions (along the lines of NIH-style Specific Aims) and an initial outline of research methods. The final presentation will involve a fuller presentation of research questions and proposed methods. Feedback, didactic work, and group discussion throughout the semester will include guidance on critical components of the development of a research plan, including how to perform literature searches, formulate testable hypotheses, write critical literature summaries, and design experiments and analyses. The course will meet once a week, with faculty members from different tracks within the Pathway present at each meeting. This will allow students to receive feedback from several perspectives.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5646 First-Year Fundamentals

This course will provide a two-part introduction to neuroscience research fundamentals. Namely, it will introduce elementary statistical analysis for neuroscience research as well as grant writing to support neuroscience-related research. Enrollment is limited to first-year neuroscience students.

Credit 0.5 units.

Typical periods offered: Spring

BBS 5648 Coding and Statistical Thinking in the Neurosciences

Students are introduced to scientific programming in Python. Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 5651 Neural Systems

The course will consist of lectures and discussions of the sensory, motor and integrative systems of the brain and spinal cord, together with a weekly lab. The lectures will present aspects of most neural systems, and will be given by faculty members who have specific expertise on each topic. The discussions will include faculty led group discussions and papers presented and discussed by students. The labs will include human brain dissections, examination of histological slides, physiological recordings, behavioral methods, computational modeling, and functional neural imaging.

Credit 6 units.

Typical periods offered: Spring

BBS 5663 Neurobiology of Disease

This is an advanced graduate course on the pathology of nervous system disorders. This course is primarily intended to acquaint Neuroscience graduate students with a spectrum of neurological diseases, and to consider how advanced neuroscientific approaches may be applied to promoting recovery in the brain. Topics will be presented by Washington University faculty members and include: neurooncology, stroke, retinal disease, perinatal brain injury, neurodegenerative disorders, neuroinflammation, epilepsy, and psychiatric disorders. The class will meet for 2 hours each week. Each session will be led by a faculty guest with expertise in a specific neurological or psychiatric disease. In the first hour, the speaker will discuss clinical manifestations and pathophysiology. Where possible, the clinical presentation will be supplemented with a patient demonstration or videotape. After a 30 minute break for pizza and soda, the second hour will follow a journal club format. Two or three students will review current papers assigned by the speaker or course director. This course is offered in alternate years. Prerequisite: Introductory neuroscience course at the graduate or medical school level.

Credit 2 units.

Typical periods offered: Spring

BBS 5678 Clocksclub

Clocksclub focuses on recent advances in the study of biological timing including sleep and circadian rhythms. Participants discuss new publications and data on the molecules, cells and circuits underlying daily rhythms and their synchronization to the local environment. Students registered for this journal club will lead a discussion once during the semester.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5702 Current Approaches in Plant and Microbial Research

This course is designed to introduce graduate students and upper-division undergraduates to contemporary approaches and paradigms in plant and microbial biology. The course includes lectures, in-class discussions of primary literature and hands-on exploration of computational genomic and phylogenetic tools. Evaluations include short papers, quizzes, and oral presentations. Over the semester, each student works on conceptualizing and writing a short NIH-format research proposal. Particular emphasis is given to the articulation of specific aims and the design of experiments to test these aims, using the approaches taught in class. Students provide feedback to their classmates on their oral presentations and on their specific aims in a review panel.

Credit 4 units.

Typical periods offered: Spring

BBS 5703 Experimental Design and Analysis in Biological Research

In-depth exploration of landmark and current papers in genetics, molecular and cell biology, with an emphasis on prokaryotes and eukaryotic microbes. Class discussions will center on such key discoveries as the chemical nature of genetic material, the genetic code, oxygen producing light-spectrum, cell-cell signaling, transcriptional regulation, the random nature of mutation, and cell cycle regulation. Emphasis will be placed on what makes a good question or hypothesis, expedient ways to address scientific problems, and creative thinking. The last third of the course will consist of student-run seminars on selected topics to increase proficiency in the synthesis of new material and public presentation skills.

Credit 2 units.

Typical periods offered: Fall

BBS 5723 Seminar in Plant and Microbial Bioscience

This course emphasizing presentation skill and critical analysis counts towards the PMB Graduate Program's journal club course requirement. Students will be responsible for dividing and presenting 30 current research publications selected by the course masters. In addition to assembling brief PowerPoint presentations providing background and significance for their assigned articles, students are expected to provide classmates with a 1 page primer and short list of relevant references

Credit 2 units.

Typical periods offered: Fall, Spring

BBS 5801 Biochemistry & Molecular Biophysics Seminar Journal Club

This will be a journal club-based seminar course mirroring the topics covered by Biochemistry and Molecular Biophysics (BMB) seminar speakers during the concurrent semester. Students will present a paper published by one of the BMB seminar speakers one-week ahead of that speaker's seminar. This will allow students and faculty to become more familiar with the research programs of BMB invited speakers, likely stimulating discussion within the Q&A period after the seminar, as well as during informal meet-the-speaker lunch sessions. Students will be evaluated on their journal club presentation, attendance and class participation.

Credit 1 unit.

Typical periods offered: Spring

BBS 5840 Climate Change Reading Group

The Climate Change Reading Group is made up of multi-disciplinary faculty and students from multiple institutions in St Louis: WUSTL, UMSL, SLU, Missouri Botanical Garden, Danforth Center, and more. Many of us in different labs, departments, and institutions around STL are actively investigating aspects and effects of climate change; this reading group provides a venue for interacting with others in the community. Subject matter within the context of Climate Change will

be chosen each week by a different presenter. Students can join this reading group for 1 credit if they agree to read all papers, actively participate in discussions, find and present one high quality scientific paper on climate change in the field of their choice and moderate the discussion of this paper. The students will be evaluated on their participation, their understanding of the issues, and their presentation. Credit 1 unit.

Typical periods offered: Spring

BBS 5850 Seminar in Floristic Taxonomy

This weekly seminar provides an introduction to/overview of Plants, each semester progressively covering orders and families in a sequence derived from the Angiosperm Phylogeny Website (<http://www.mobot.org/MOBOT/Research/APweb/welcome.html>); in Spring 2015, the seminar will cover several crown orders of the monocots, including grasses and relatives. Weekly presentations include a summary of all relevant information (molecular, chemical, anatomical, embryological, morphological, ecological, geographical, historical/paleontological, etc.) about the plant group under consideration, review of the classification/phylogeny of the group, examination of fresh and/or preserved specimens, and discussion of relationships, human uses, and other relevant aspects of the biology of that group. Credit will be contingent on one (or two) seminar presentation(s) per student, regular attendance and active participation in group discussions.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5866 Communicating Science: Writing for Multiple Audiences

This course introduces strategies for writing effectively and communicating scientific research to a variety of audiences. Students will learn to reduce jargon, explain scientific concepts in common language, write clearly and concisely, and use sentence structure to maximum efficiency. Written assignments emphasize the significance and innovation in scientific research that appeal to broad audiences, including: the general public, students, policy makers, grant reviewers, and journal editors. This course meets biweekly and consists of lectures and small group sessions. You must enroll in both the lecture session (section 1) and a small group (section A, B, C, or D).

Credit 1 unit.

Typical periods offered: Spring

BBS 5867 Career Planning for Biological Scientists

This course will guide you through nationally recognized and evidence-based career exploration curricula. It is intended for DBBS Ph.D. students and bioscience postdocs who want to jump-start career planning and professional skills needed for a broad range of scientific careers. Topics include self-assessment, career exploration, and goal-setting for long-term success. You will work on a team to research the scientific career path of your choice. Each team will study the specific required knowledge, skills, and attributes of their career interest or employment sector. As part of this research project, you will complete a simulated job exercise and network with alumni or local leaders in your chosen field, gaining valuable real-world insights and creating essential professional connections.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5900 Research

Enrolled students will meet in-person with faculty for a minimum of 1 hour per week. Pass/No Pass Only.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

BBS 5902 Introduction to the Scholarship of Teaching and Learning

In this course, advanced graduate students and postdocs in STEM will 1) learn the fundamentals of the Scholarship of Teaching and Learning (SoTL)-which is the practice of developing, reflecting on, and evaluating teaching methods to improve student learning, 2) Develop a working knowledge of SoTL, which draws on research in education, STEM education, and cognitive science, 3) Understand how SoTL can lead to the dissemination of new knowledge to a broad audience of educators through publication and presentations., and 4) Develop the central elements of a SoTL project. These elements include articulating questions about classroom teaching that can be addressed in a SoTL research project; developing working hypotheses in response to the questions; designing an evaluative plan, including specific research methods, the type of data to be collected, and how the data will be analyzed in relation to the hypotheses; identifying and understanding necessary procedures to obtain IRB approval for the research.

Credit 1 unit.

Typical periods offered: Spring

BBS 5910 Nano Topics in Biology and Biomedical Sciences

This course will expose students to advanced topics, methods, and skills in biomedical sciences. The course will rapidly fill gaps in student knowledge in areas that are relevant to their research and or professional development. Each section of the course will be offered independently, sometimes in coordination with existing journal clubs and other seminars. Some sections will focus on technique; others will be theoretically or conceptually focused. Each section will be led by a faculty member drawn from DBBS in an area of their expertise. Objectives include deepening students knowledge and skill sets in critical thinking, experimental design, and technical prowess as related to the specific themes of each section.

Credit 0.5-1 units.

Typical periods offered: Fall, Spring

BBS 5911 Seminar in Biology & Biomedical Sciences

These seminars cover the recent literature in various areas not included in other courses, or in more depth than other courses. Credit to be arranged.

Credit 12 units.

Typical periods offered: Spring

BBS 5915 Teaching Practice in Biology & Biomedical Sciences

Students serve as teaching assistants for undergraduate and graduate level courses. Faculty-supervised activities include: lecture preparation and presentation; leading discussion and problem-solving sessions; laboratory instruction.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5922 Entering Mentoring

This course is a series of facilitated discussions aimed at developing and improving mentoring skills for those involved in supervising undergraduate research experiences. It is designed for postdocs and graduate students who are or will be 'bench mentors' for undergraduates doing Bio 500 and/or Summer Research. Participants will receive Entering Mentoring materials, including articles and worksheets to facilitate mentoring interactions with their mentee, plus several resource books relevant to mentoring. They will develop a mentoring philosophy statement, work on specific assignments designed to improve their relationship with their mentee and share their present and past experiences as mentors and mentees. Bench mentors will be eligible for a travel award to help defray expenses for attending a meeting with their mentee, if that student wins one of the HHMI SURF travel awards (4-5 awarded annually) or is otherwise being supported to present at a scientific meeting. Graduate students

and postdocs do NOT need to be mentoring a student at the time of the course; it is open to all with an interest in mentoring now or in the future. Note: The sessions will be held either at the beginning of the day or the end of the day at the Danforth campus. Once registration closes, an email will be sent to those registered to poll for the best days & times.

Credit 1 unit.

Typical periods offered: Fall, Spring

BBS 5923 Foundations in Cancer Biology

This basic cancer biology class is designed to provide a didactic foundation into cancer biology principles. These will include tumor suppressors & oncogenes, DNA damage pathways, protein modifications, tumor progression, metastasis, tumor microenvironment and numerous other topics relevant to cancer biology.

Credit 3 units.

Typical periods offered: Fall

BBS 5928 Experimental Cancer Biology

This basic cancer biology class is meant to coincide with the Foundation course. Topics will be discussed in parallel with Foundation course topics but from the perspective of the laboratory experimentalist. Experimental details will provide the basis for understanding how to ask and answer important questions in the cancer biology laboratory.

Credit 3 units.

Typical periods offered: Fall

BBS 5940 Foundations in Cancer Biology and Experimental Cancer Biology

This advanced course will teach the clinical perspective of cancer biology using topics from oncology, radiation biology, radiology, pathology, immunology and surgery. Students will learn to write a grant proposal that includes a clinical trial element while also shadowing physicians in a real cancer clinical setting.

Credit 3 units.

Typical periods offered: Spring

BBS 5989 Advanced Topics in Neuroscience

This course will expose upper-level and postdoctoral students to advanced topics and methods in neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for two hours per week for three weeks. Sections may start with a didactic component or a review paper, but they will quickly delve into the discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover both historical and current contexts. Some sections will focus on technique; others will be conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.

Credit 0.5-1 units.

Typical periods offered: Fall, Spring

BBS 5999 Independent Work

This course is designed for individual students wishing to explore indepth specialized areas of literature or technology with one or more faculty members. Credit will vary with the amount of work and discussion, but cannot be more than 3 credits.

Credit 3 units.

Typical periods offered: Fall, Spring

BBS 9000 Full-Time Graduate Research/Study

Full-Time Graduate Research/Study
Credit 0 units.

Typical periods offered: Fall, Spring, Summer

BBS 9001 Full-Time Graduate Study in Absentia

Full-Time Graduate Study in Absentia
Credit 0 units.

Typical periods offered: Fall, Spring, Summer

BBS 9002 Full-Time Graduate Study Extension

Full-Time Graduate Study Extension
Credit 0 units.

Typical periods offered: Fall, Spring, Summer

Policies

The Vagelos Division of Biology & Biomedical Sciences has more than 700 students with access to over 700 faculty mentors with whom they may perform their dissertation work. This unparalleled flexibility results from the joint governance of DBBS by the Washington University School of Medicine and the School of Arts & Sciences — a 50-year-old model that fosters the most impactful science executed at the boundaries of fields, programs, disciplines, schools and departments. A hallmark of DBBS is our commitment to interdisciplinary collaboration. By transcending traditional academic boundaries, our programs consistently earn top-tier national and international rankings.

In this interdisciplinary environment, graduate students are governed by policies and guidelines established by the university, the School of Medicine, and DBBS. The policies identified here and elsewhere in this *Bulletin* are not to be considered a complete list. However, every attempt has been made to identify the location of those policies that affect most or all students in DBBS.

The University Policies (p. 17) page in this *Bulletin* outlines regulations for both graduate and undergraduate students. For further details, please consult the Office of the University Registrar website and the University Policies page of the WashU website. Graduate students are encouraged to review the specific policy categories relevant to their degree programs.

All DBBS students must follow the University PhD Policies & Requirements (p. 31) as set forth by the Provost's Office.

Degrees in DBBS are conferred by the School of Medicine; hence, students must follow the applicable policies as set forth by the school, including the relevant PhD Program Policies & Guidelines.

DBBS students can reference the DBBS Student Handbook for student guidelines across all Division programs.

Division of Computational & Data Sciences

The Division of Computational & Data Sciences (DCDS) at Washington University in St. Louis trains students interested in problems from across a range of disciplines that share a common reliance on data and computing.

The introduction of now-standard tools from statistical analysis and hypothesis testing transformed the practice of natural and social science in the mid-20th century. Emerging tools from computational and data science have the potential to bring about an even larger transformation of scientific practice, especially in the social sciences. The questions raised by data generated by and about human behavior are engaging and profound. However, many if not most of these questions can only be tackled using a multidisciplinary approach that combines a deep knowledge of the capabilities and operation of data science techniques with the domain expertise needed to apply them effectively to the problems under consideration.

Doctoral students in Computational & Data Sciences receive strong methodological training in modern computational and statistical methods, and they also acquire expertise in a particular social science application area.

The program is inherently interdisciplinary and brings together leading experts from across the university who are using data to solve some of the greatest challenges that our world faces today. Faculty include both data and computing experts as well as domain experts from different application areas.

Faculty

Eunhye Ahn

Assistant Professor, Brown School
PhD, University of Southern California

Ruopeng An

Assistant Professor, Brown School
PhD, Pardee RAND Graduate School

Dennis Barbour

Associate Professor, Biomedical Engineering
MD, Johns Hopkins University
PhD, Johns Hopkins University

Deanna Barch

Professor and Chair, Psychological & Brain Sciences
PhD, University of Illinois

Janine Bijsterbosch

Assistant Professor, Radiology
PhD, University of Sheffield

Ryan Bogdan

Associate Professor, Psychological & Brain Sciences
PhD, Harvard University

Todd Braver

Professor, Psychological & Brain Sciences, Radiology, and Neuroscience
PhD, Carnegie Mellon University

Michael Brent

Henry Edwin Sever Professor of Engineering, Computer Science & Engineering
PhD, Massachusetts Institute of Technology

Derek Brown

Associate Professor, Brown School
PhD, Duke University

Sheretta Butler-Barnes

Associate Professor, Brown School
PhD, Wayne State University

David Carter

Associate Professor, Political Science
PhD, University of Rochester

Yixin Chen

Professor, Computer Science & Engineering
PhD, University of Illinois

Dino Christenson

Associate Professor, Political Science
PhD, Ohio State University

Brett Drake

Professor, Brown School
PhD, University of California, Los Angeles

Ted Enamorado

Assistant Professor, Political Science
PhD, Princeton University

Randi Foraker

Associate Professor of Public Health, Brown School
PhD, The University of North Carolina at Chapel Hill

Patrick Fowler

Track Chair, Social Work & Public Health
Associate Professor, Brown School
PhD, Wayne State University

Roman Garnett

Assistant Professor, Computer Science & Engineering
PhD, University of Oxford

Aimilia Gastounioti

Assistant Professor, Radiology
PhD, National Technical University of Athens

Chris Gill

Professor, Computer Science & Engineering
DSc, Washington University in St. Louis

Brian Gordon

Assistant Professor, Radiology
PhD, University of Illinois

Roch Guérin

Professor and Chair, Computer Science & Engineering
PhD, California Institute of Technology

Shenyang Guo

Professor, Brown School
PhD, University of Michigan–Ann Arbor

Ross Hammond

Associate Professor, Brown School
PhD, University of Michigan

Jenine Harris

Associate Professor, Brown School
PhD, Saint Louis University

Chien-Ju Ho

Assistant Professor, Computer Science & Engineering
PhD, University of California, Los Angeles

Josh Jackson

Associate Professor, Psychological & Brain Sciences
PhD, University of Illinois Urbana-Champaign

Nathan Jacobs

Professor, Computer Science & Engineering
PhD, Washington University in St. Louis

Kim Johnson

Associate Professor, Brown School
PhD, University of Minnesota

Melissa Jonson-Reid

Professor, Brown School
PhD, University of California, Berkeley

Brendan Juba

Assistant Professor, Computer Science & Engineering
PhD, Massachusetts Institute of Technology

Thomas Kannampallil

Assistant Professor, Anesthesiology
PhD, University of Illinois

Caitlin Kelleher

Associate Professor, Computer Science & Engineering
PhD, Carnegie Mellon University

Wouter Kool

Assistant Professor, Psychological & Brain Sciences
PhD, Princeton University

Matt Kreuter

Professor, Social Work & Public Health
PhD, The University of North Carolina at Chapel Hill

Albert Lai

Associate Professor and Deputy Director, Institute for Informatics
Associate Professor, Computer Science & Engineering
PhD, Columbia University

Calvin Lai

Assistant Professor, Psychological & Brain Sciences
PhD, University of Virginia

Matthew Lew

Assistant Professor, Electrical & Systems Engineering
PhD, Stanford University

Jr-Shin Li

Professor, Electrical & Systems Engineering
PhD, Harvard University

Fangqiong Ling

Assistant Professor, Energy, Environmental & Chemical Engineering
PhD, University of Illinois Urbana-Champaign

Chenyang Lu

Professor, Computer Science & Engineering
PhD, University of Virginia

Christopher Lucas

Assistant Professor, Political Science
PhD, Harvard University

Doug Luke

Professor, Brown School
PhD, University of Illinois

Phillip Marotta

Assistant Professor, Brown School
PhD, Columbia University

Andrew D. Martin

Professor, Political Science and Law
Chancellor, Washington University in St. Louis
PhD, Washington University in St. Louis

Timothy McBride

Professor, Brown School
PhD, University of Wisconsin–Madison

Jacob Montgomery

Track Chair, Political Science
Associate Professor, Political Science
PhD, Duke University

William Nomikos

Assistant Professor, Political Science
PhD, Yale University

Alvitta Ottley

Assistant Professor, Computer Science & Engineering
PhD, Tufts University

Neal Patwari

Professor, Electrical & Systems Engineering
Professor, Computer Science & Engineering
PhD, University of Michigan

Philip R.O. Payne

Professor and Director, Institute for Informatics
Professor, Computer Science & Engineering
PhD, Columbia University

Netanel Raviv

Assistant Professor, Computer Science & Engineering
PhD, Technion – Israel Institute of Technology

Zachariah Reagh

Assistant Professor, Psychological & Brain Sciences
PhD, University of California, Irvine

Andrew Reeves

Associate Professor, Political Science
PhD, Harvard University

Guillermo Rosas

Associate Professor, Political Science
PhD, Duke University

Betsy Sinclair

Professor, Political Science
PhD, California Institute of Technology

Bruno Sinopoli

Professor and Chair, Electrical & Systems Engineering
PhD, University of California, Berkeley

Aristeidis Sotiras

Assistant Professor, Radiology
PhD, École Centrale Paris

Fred Ssewamala

Associate Dean for Transdisciplinary Faculty Research, Brown School
PhD, Washington University in St. Louis

Joe Steensma

Professor of Practice, Brown School
EdD, Indiana Wesleyan University

Joshua Swamidass

Associate Professor, Pathology & Immunology
Associate Professor, Biomedical Engineering
MD, University of California, Irvine
PhD, University of California, Irvine

Jessie Sun

Assistant Professor, Psychological & Brain Sciences
PhD, University of California, Davis

Yevgeniy Vorobeychik

Associate Professor, Computer Science & Engineering
PhD, University of Michigan

Chenguang Wang

Assistant Professor, Computer Science & Engineering
PhD, Peking University

Yong Wang

Associate Professor, Electrical & Systems Engineering

Emily Willroth

Assistant Professor of Psychological & Brain Sciences
PhD, University of California, Berkeley

William Yeoh

Track Chair, Computational Methodologies
Associate Professor, Computer Science & Engineering
PhD, University of Southern California

Jeffrey Zacks

Track Chair, Psychological & Brain Sciences
Professor and Associate Chair, Psychological & Brain Sciences
PhD, Stanford University

Shen Zeng

Assistant Professor, Electrical & Systems Engineering
PhD, University of Stuttgart

Ning Zhang

Assistant Professor, Computer Science & Engineering
PhD, Virginia Polytechnic Institute and State University

Xuan Zhang

Assistant Professor, Electrical & Systems Engineering
PhD, Cornell University

Degree Requirements

Upon joining the PhD program, each student is assigned an initial advisor from the DCDS faculty. This advisor meets with the student to assess their background and to advise them on course selection.

All students complete a common core curriculum as well as a domain depth requirement in a social science area. The focus of the first year is on acquiring a common set of tools and an understanding of the ranges and types of problems students may work on as they progress through the program. The entire incoming cohort takes a unique two-semester seminar sequence solely for DCDS students, which includes both general topics and a series of data-driven dives into the types of research questions that may be encountered in each of the domain areas.

Curriculum

Required Core Courses

Please refer to the DCDS Doctoral Student Handbook for the most up-to-date core course requirements.

Domain Depth Tracks

Students will choose one of four focus tracks: Political Science, Psychological & Brain Sciences, Social Work & Public Health, or Computational Methodologies. Please refer to the DCDS Doctoral Student Handbook for the most up-to-date domain depth track requirements.

Further Requirements

Additional requirements for this program are as follows:

- A minimum of 72 credit units beyond the bachelor's level, with a minimum of 37 being course credits (including the core curriculum)
- A minimum of 24 credit units of doctoral dissertation research
- Students must maintain a cumulative average grade of B (3.0 grade-point average) for all 72 credit units.
- Required courses must be completed with no more than one grade below a B–.
- Up to 24 graduate credit units may be transferred with the approval of the Graduate Studies Committee, which is chaired by the director of graduate studies.

In addition to fulfilling the course and research credit requirements, students must do the following:

- Pass a qualifying exam.
- Successfully defend a thesis proposal.
- Present and successfully defend a dissertation.
- Complete a teaching requirement consisting of two semesters of mentored teaching experience.

Institute of Materials Science & Engineering

The Institute of Materials Science & Engineering (IMSE) at Washington University in St. Louis offers a unique, interdisciplinary PhD in Materials Science & Engineering that crosses traditional departmental and school boundaries. The field of materials science and engineering focuses on the study, development and application of new materials with desirable properties, with the goal of enabling new products and superior performance regimes. Disciplines in the physical sciences (e.g., chemistry, physics) play a central role in developing the fundamental knowledge that is needed to design materials for a variety of engineering applications (e.g., mechanical engineering, electrical engineering, biomedical engineering). Building on training that spans from fundamental to applied sciences, materials scientists and engineers integrate this fundamental knowledge to develop new materials and match them with appropriate technological needs.

The IMSE is well positioned to address the needs of a student seeking a truly interdisciplinary experience. The IMSE brings together a diverse group of faculty from departments in Arts & Sciences, the McKelvey School of Engineering, and the School of Medicine. The IMSE also oversees shared research and instrument facilities, develops partnerships with industry and national laboratories, and facilitates outreach activities.

Current focused areas of research and advanced graduate education within the IMSE include the following:

- Artificial intelligence in materials discovery and design
- Biomedical, bio-derived, and bio-inspired materials
- Materials for energy and environmental technologies
- Quantum and photonic materials and devices

Faculty

Director

Katharine M. Flores

Christopher I. Byrnes Professor, Mechanical Engineering & Materials Science
PhD, Stanford University

Professor Flores' primary research interest is the mechanical behavior of high-performance structural materials, with particular emphasis on understanding structure-processing-property relationships in bulk metallic glasses and their composites.

Professors

Jianjun Guan

Professor, Mechanical Engineering & Materials Science
PhD, Zhejiang University

Professor Guan's research interests are in biomimetic biomaterials synthesis and scaffold fabrication; bioinspired modification of biomaterials; injectable and highly flexible hydrogels; bioimageable polymers for MRI and EPR imaging and oxygen sensing; mathematical modeling of scaffold structural and mechanical properties; stem cell differentiation; neural stem cell transplantation for brain tissue regeneration; and bone and cardiovascular tissue engineering.

Marcus Foston

Professor, Energy, Environmental & Chemical Engineering
PhD, Georgia Institute of Technology

Professor Foston's research program seeks to develop innovative and novel routes to exploit and utilize lignocellulosic biomass by taking advantage of materials involved in industries such as agriculture, paper making, and forestry products.

Erik Henriksen

Professor, Physics
PhD, Columbia University

Professor Henriksen's lab research is centered on the properties of electrons confined to two dimensions. This remarkable system has yielded a tremendous amount of interesting and important physics over the past several decades, from the integer and fractional quantum Hall effects to the groundbreaking discoveries of graphene and other atomically thin crystals and especially to the recent realization of the topological nature of the electronic structure of a surprising number of materials both novel and familiar.

Song Hu

Professor, Biomedical Engineering
PhD, Washington University in St. Louis

Professor Hu's research focuses on the development of cutting-edge optical and photoacoustic technologies for high-resolution structural, functional, metabolic, and molecular imaging in vivo and their applications in neurovascular disorders, cardiovascular diseases, regenerative medicine, and cancer.

Vijay Ramani

Roma B. & Raymond H. Wittcoff Distinguished University Professor of Environment & Energy
PhD, University of Connecticut

Vijay Ramani's research interests lie at the confluence of electrochemical engineering, materials science and renewable and sustainable energy technologies. The National Science Foundation, Office of Naval Research, ARPA-E, and Department of Energy have funded his research, with mechanisms including an NSF CAREER award (2009) and an ONR Young Investigator Award (ONR-YIP; 2010).

Srikanth Singamaneni

The Lilyan & E. Lisle Hughes Professor, Mechanical Engineering & Materials Science
PhD, Georgia Institute of Technology

Professor Singamaneni's research interests include plasmonic engineering in nanomedicine (in vitro biosensing for point-of-care diagnostics, molecular bioimaging, nanotherapeutics); photovoltaics (plasmonically enhanced photovoltaic devices); surface-enhanced Raman scattering (SERS)-based chemical sensors, with particular emphasis on the design and fabrication of unconventional and highly efficient SERS substrates; hierarchical organic/inorganic nanohybrids as multifunctional materials; bioinspired structural and functional materials; polymer surfaces and interfaces; responsive and adaptive materials and scanning probe microscopy; and surface force spectroscopy of soft and biological materials.

Fuzhong Zhang

Professor, Energy, Environmental & Chemical Engineering
PhD, University of Toronto

Professor Zhang's research focuses on developing synthetic biology tools and systems for the sustainable production of structurally defined chemicals and high-performance materials. Current research projects include the following: (1) engineering microbial metabolic dynamics and heterogeneity; (2) engineering metabolic pathways to produce structure-defined biofuels and chemicals; and (3) developing microbial factories to produce high-performance materials.

Associate Professors

Peng Bai

Associate Professor, Energy, Environmental & Chemical Engineering
PhD, Tsinghua University, Beijing

Professor Bai's research focuses on the development of next-generation batteries. Knowledge and tools developed in the Bai Group also apply to and benefit the design of other electrochemical energy systems, like supercapacitors and fuel cells.

Mikhail Y. Berezin

Associate Professor, Radiology
PhD, Moscow Institute of Oil and Gas/Institute of Organic Chemistry

Dr. Berezin's lab focuses on the development of novel optically active probes ranging from small molecules to nanoparticles and the development of optical instrumentation for spectroscopy and imaging using knowledge of excited states. The lab's research interest lies in the investigation and application of molecular excited states and their reactions for medical imaging and clinical treatment.

Nathaniel Huebsch

Associate Professor, Biomedical Engineering
PhD, Harvard University

Professor Huebsch's research focus is in basic and translational stem cell mechanobiology, with specific focus on hydrogels to control cell-mediated tissue repair and three-dimensional, iPSC-based heart-in-a-dish models to study the influence of mechanical loading and genetics on arrhythmia and contractility.

Matthew Lew

Associate Professor, Electrical & Systems Engineering
PhD, Stanford University

Professor Lew and his students build advanced imaging systems to study biological and chemical systems at the nanoscale, leveraging innovations in applied optics, signal and image processing, design optimization, and physical chemistry. Their advanced nanoscopes (microscopes with nanometer resolution) visualize the activity of individual molecular machines inside and outside living cells. Examples of new technologies developed in the Lew Lab include (1) using tiny fluorescent molecules as sensors that can detect amyloid proteins; (2) designing new "lenses" to create imaging systems that can visualize how molecules move and tumble; and (3) new imaging software that minimizes artifacts in super-resolution images.

Xianglin Li

Associate Professor, Mechanical Engineering & Materials Science
PhD, University of Connecticut

Professor Li's research interests are in batteries and fuel cells, including direct methanol fuel cells, lithium-oxygen batteries and battery thermal management; transport phenomena in porous media; greenhouse gas emissions and full fuel cycle analysis of fossil fuels; and life cycle assessment and economic analysis of advanced energy techniques, among others.

Mark Meacham

Associate Professor, Mechanical Engineering & Materials Science
PhD, Georgia Institute of Technology

Professor Meacham's research interests include microfluidics, micro-electromechanical systems (MEMS) and associated transport phenomena, with application to design, development and testing of novel energy systems and life sciences tools, from scalable micro-/nanotechnologies for improved heat and mass exchangers to MEMS-based tools for manipulation and investigation of cellular processes.

He is also interested in the behavior of jets and/or droplets of complex fluids during ejection from microscopic orifices, which is critical to applications as disparate as biological sample preparation and additive manufacturing.

Rohan Mishra

Associate Professor, Mechanical Engineering & Materials Science
PhD, Ohio State University

Professor Mishra's research interest is to develop quantitative structure-property correlations in materials starting from the atomic scale. To develop such correlations, his group synergistically combines electronic structure calculations with atomic-resolution electron microscope imaging and spectroscopy. The end goal is the rational design of materials with properties tailored for electronic, optical, magnetic and energy applications. Current research topics include perovskite materials for photovoltaic and optoelectronic applications, novel electrocatalysts, oxidizers, and wide-bandgap semiconductors.

Jai Rudra

Associate Professor, Biomedical Engineering
PhD, Louisiana Tech University

Jai Rudra's lab is interested in the development of nanoscale biomaterials such as nanofibers, nanoparticles, virus-like particles, and hydrogels for engaging the immune system to induce protective antibody and cell-mediated immune responses against diseases such as tuberculosis, melanoma, and flavivirus infections (i.e., West Nile and Zika). He is also investigating the development of vaccines against drugs of addiction such as cocaine.

Chuan Wang

Associate Professor, Electrical & Systems Engineering
PhD, University of Southern California

Professor Wang's research focus is on two-dimensional semiconductor nanoelectronics and optoelectronics, stretchable electronics, printed electronics, and sensors and actuators.

Patricia Weisensee

Associate Professor, Mechanical Engineering & Materials Science
PhD, University of Illinois at Urbana-Champaign

Professor Weisensee's work focuses on understanding the interplay of fluid dynamics, heat transfer, and liquid-solid interactions of droplets and other multi-phase systems. Practical applications of interest are phase change heat transfer for thermal management, thermal storage, water harvesting, metallic additive manufacturing, and droplet interactions with biological and natural systems.

Assistant Professors

Sang-Hoon Bae

Assistant Professor, Mechanical Engineering & Materials Science
PhD, University of California, Los Angeles

Professor Bae's research group focuses on tackling the challenges in materials science with thermodynamics, kinetics, and solid-state physics.

Matthew Bersi**Christopher Cooper**

Assistant Professor, Energy, Environmental & Chemical Engineering
PhD, Stanford University

Christopher Cooper's research at WashU focuses on using dynamic polymers to create responsive, soft materials for applications in energy storage, environmental sustainability, and human health. Through advanced synthesis and characterization, his research group designs polymers with distinct molecular designs and reversible bonds for applications including wearable or implantable electronic devices, recyclable underwater adhesives, soft actuators, and upcycling of industrial plastics. Cooper has published more than 15 peer-reviewed journal articles and given numerous conference presentations and invited talks.

Francisco Lagunas Vargas**Mark Lawrence**

Assistant Professor, Electrical & Systems Engineering
PhD University of Birmingham

Professor Lawrence and his lab are harnessing breakthroughs in nanoscale engineering to push the limits of light-based technologies, targeting applications ranging from all-optical computing and quantum communication to metrology and biosensing.

Kelly Powderly

Assistant Professor of Chemistry
PhD, Princeton University

The Powderly Group seeks to develop and utilize new synthetic pathways to discover extended solids with magnetic, electronic, and non-trivial topological properties of interest in quantum information science and to explore new fundamental bonding in materials.

Sheng Ran

Assistant Professor, Physics
PhD, Iowa State University

Professor Ran's research aims to realize and understand exotic states of quantum materials using combined techniques of bulk crystal synthesis, electric and thermal transport measurements under extreme temperature, pressure and magnetic field conditions, and neutron and high-energy X-ray scattering.

Xi Wang

Assistant Professor, Physics
PhD, Florida State University

Xi Wang's lab utilizes cutting-edge magneto optical and optoelectronic microscopy and spectroscopy to probe and control excitons, electrons, phonons, magnons, and so on in quantum materials for applications in quantum simulation and quantum communication.

Chong Zu

Assistant Professor, Physics
PhD, Tsinghua University

Professor Zu's research interests lie at the interface between atomic, molecular, and optical physics; condensed matter physics; and quantum information.

Degree Requirements

To earn a PhD degree, students must complete the requirements of the McKelvey School of Engineering, along with program-specific requirements. Courses include the following:

- Four IMSE Core Courses (12 units)

Code	Title	Units
MEMS 5610	Quantitative Materials Science & Engineering	3
MEMS 5619	Thermodynamics of Materials *	3
<i>Hard Materials Track:</i>		
MEMS 5620	Kinetics of Materials	3
CHEM 5620	Solid-State and Materials Chemistry *	3
	or PHYSICS 5072 Solid State Physics	
<i>Soft Materials Track:</i>		
MEMS 5608	Introduction to Polymer Science and Engineering	3
MEMS 5614	Polymeric Materials Synthesis and Modification	3

* EECE 5020 Advanced Thermodynamics in EECE may be taken instead with permission of the Director of Graduate Studies.

- Three courses (9 units) from a preapproved list of Materials Science & Engineering electives
- IMSE 8991 IMSE First-Year Research Experience (6 units)
- A minimum of three graduate-level technical elective courses (9 units) in mathematics or any science or engineering department, to reach a total of at least 36 academic credit units
 - A maximum of 3 units of IMSE Journal Club will be permitted toward this requirement.
 - Any 4000-level courses not included on the preapproved list of Materials Science & Engineering electives must be approved by the Graduate Studies Committee.
- A maximum of 12 units of 4000-level courses may be applied toward the required 36 academic credit units. Undergraduate-only courses (below the 4000 level) are generally not permitted and may not be used to fulfill this requirement.
- IMSE 8997 IMSE Graduate Seminar every semester of full-time enrollment
- 18 to 36 units of IMSE 8998 Doctoral Research (Students must identify an IMSE faculty member willing and able to support their dissertation research on a materials-related topic.)
- Students must maintain a grade point average of at least 3.0 for all graded courses and have no more than one grade of B– or below in a core course or a Materials Science & Engineering elective.

Additional program requirements include the following:

- Pass the IMSE Qualifying Examination (oral and written components).
- Identify an IMSE graduate program faculty member willing and able to support the student's dissertation research on a materials-related topic.
- Maintain satisfactory research progress on a topic in materials science and engineering, as determined by the dissertation advisor and the mentoring committee.
- Successfully complete research ethics training by the end of the third semester.
- Successfully complete MTE requirements by the end of the third year.
- Successfully complete the dissertation proposal and presentation, with approval from the dissertation examination committee.
- Successfully complete and defend a PhD dissertation, with final approval from the dissertation examination committee.

Failure to meet these requirements will result in dismissal from the program.

Recommended Course Plan

Year 1

Fall Semester

- IMSE 8997 IMSE Graduate Seminar
- IMSE 8991 IMSE First-Year Research Experience
- MEMS 5610 Quantitative Materials Science & Engineering
- MEMS 5619 Thermodynamics of Materials
 - IMSE will allow EECE 5020 Advanced Thermodynamics in EECE in place of MEMS 5619 Thermodynamics of Materials with permission of the Director of Graduate Studies.
- Hard Materials Track: CHEM 5620 Solid-State and Materials Chemistry
 - An elective may be chosen if the student is taking PHYSICS 5072 Solid State Physics in the spring.
- Soft Materials Track: MEMS 5608 Introduction to Polymer Science and Engineering

Spring Semester

- Begin dissertation research
- IMSE 8997 IMSE Graduate Seminar
- IMSE 8991 IMSE First-Year Research Experience
- Hard Materials Track: MEMS 5620 Kinetics of Materials
- Soft Materials Track: MEMS 5614 Polymeric Materials Synthesis and Modification
- Elective

Summer

- Prepare for IMSE Qualifying Examination (typically taken in August):
 - Written document and oral presentation on research rotation
 - Oral examination on fundamentals from core courses

Years 2 and Beyond

- Complete remaining electives (discuss with dissertation advisor)
- IMSE 8997 IMSE Graduate Seminar
- IMSE 8998 Doctoral Research
- Teaching requirements (to be completed by the end of the third year):
 - Attend two McKelvey preparatory engagement workshops.
 - AI two times at 10 MER units for a total of 20 units.
- Regular meetings (at least once per year) with the mentoring committee
- Dissertation proposal and presentation (fifth semester)
- Dissertation and oral defense

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as the *MER*.

Mentored Experience Requirement (MER)

Philosophy of Teaching

Materials scientists and engineers work at the interface between the fundamental physical sciences and application-oriented disciplines. As such, they often need to translate between underlying physical principles governing the performance of a material and the design requirements of a system or device. This translation is inherently two-way; the emergent properties of novel materials enable new, potentially transformative applications, and new devices often require materials with unique (and challenging) property profiles. To facilitate this two-way translation, our PhD graduates must be able to communicate both fundamental and applied concepts to a variety of audiences, including supervisors, subordinates, clients, and co-workers, whose familiarity with the MSE field may range from novice

to expert. Moreover, mentored teaching experiences instill a sense of responsibility, professionalism, and ethical conduct, preparing students to navigate the complex landscape of academia, industry, government, or other research-oriented sectors with confidence and integrity.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

Two preparatory workshops are required:

1. McKelvey Teaching Orientation (Canvas Course)
2. McKelvey Teaching Workshop (Canvas Course)

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Students will AI two times at 10 MER units for a total of 20 units. Students work with their graduate supervisor on the timing and content of those assignments.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MER. Students register during the normal registration period for courses in accordance with one of these approved pathways.

- Preparatory Engagement

EGS 8010	Take two times
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Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- **Interdisciplinary Courses**

Graduate students can speak with their advisors with regard to enrolling in individual courses available outside of their school that may advance their research or professional goals. An internal tuition agreement valid across the university's graduate and professional schools enables interdisciplinary study by allowing enrollment in classes outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- The student must be enrolled full-time in a graduate degree program and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
- Courses will be open to students outside of the discipline only if those students have met the required prerequisites and have the approval of both their department/advisor and the course instructor.
- Finally, courses and students in part-time or "continuing" programs, including WashU Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.
- **Teaching Citation — Center for Teaching and Learning**
The Teaching Citation is a professional-development program open to Washington University graduate students. The purpose of the program is to provide formalized pedagogical training to help graduate students prepare for careers that involve teaching. Graduate students who complete the program will participate in a learning community in which they will 1) develop knowledge of effective pedagogy, including evidence-based teaching methods, by completing one Foundations in Teaching and five advanced-level CTL workshops, 2) gain expertise with varied teaching methods by documenting three qualifying teaching experiences, and 3) develop, reflect on, and refine on their teaching approach by writing an engaging teaching philosophy statement. Documenting one's teaching experience includes demonstrating that the required number of teaching hours have been met, attaining faculty or CTL observation and student feedback on one's teaching activities, and writing a self-reflection. The qualifying teaching experiences that can be counted toward the Teaching Citation include, for example, include leading a weekly discussion or recitation subsection, leading regular review- or help-sessions, presenting course lectures, teaching a course independently, and mentoring a student in a research project. Teaching experiences must be approved by CTL staff.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri–St. Louis is available through the Inter-University Exchange Program (p. 144).
- The Skandalaris Center (p. 145) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.
- The McDonnell International Scholars Academy (p. 147) is an endowed fellowship program that offers generous financial support toward graduate and professional degree studies at Washington University in St. Louis.

Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all coursework taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE coursework will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.

- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE coursework on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE coursework will see these courses on their class schedule and academic record with the subject codes SLU and UMSL. Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE coursework at Washington University.

Contact:	Office of the University Registrar
Phone:	314-935-5959
Email:	registrar@wustl.edu
Website:	http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

Programs and Resources

- **Experts on Call**

This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.

- **Honors in Innovation & Entrepreneurship**

Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.

- **In-Residence Program**

This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.

- **PhD Citation in Entrepreneurship**

This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.

- **Pivot 314 Fellowship**

The Pivot 314 Fellowship is a year-long program presented by the Office of the Provost and the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Pivot 314 offers graduate students curated programming focused on professional development and on strengthening leadership and communications skills, as well as internship opportunities.

- **Resources**

The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.

- **Skandalaris Spaces**

Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.

- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**

These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.

- **Startup Venture Promotion**

The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.

- **Student Enterprise Program (StEP)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups**

There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.

- **Venture Development**

The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.

- **Washington University Entrepreneurship Courses**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

Competitions

- **IdeaBounce®**

IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- **Who Can Apply:** Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea
- **Award:** Up to \$22,500

- **Global Impact Award (GIA)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- **Who Can Apply:** WashU students, postdocs, residents, and alumni who have graduated within the last 10 years
- **Award:** Up to \$50,000

Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone:	314-935-9134
Email:	sc@wustl.edu
Website:	http://skandalaris.wustl.edu



McDonnell International Scholars Academy

The McDonnell International Scholars Academy graduate fellowship program at WashU is dedicated to fostering a dynamic community of scholars chosen based on their ability to emerge as leaders and experts in their fields. The McDonnell Academy offers curated programming that includes a leadership seminar, cohort trips, and presentation skills development. This multifaceted approach cultivates leaders who embrace a global outlook and help drive positive change in their communities and beyond.

The McDonnell Academy provides both financial and programmatic support to enrich the WashU graduate experience. Meaningful participation and engagement are key components of the program. For more information about program benefits, eligibility, and admissions, please visit the Admissions page of the McDonnell International Scholars Academy website.

Website: <https://mcdonnell.wustl.edu/>

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