

# Declaration of Major Program



This form is for Major Programs within the Bachelor of Business Administration Degree and for the Major in Economics in the Bachelor of Arts Degree.

Name: \_\_\_\_\_  
Last Name First Name MI

Date: \_\_\_\_\_ WIN #: \_\_\_\_\_

E-mail: \_\_\_\_\_

Highest Level College Mathematics Course Completed (with a grade of C or better): \_\_\_\_\_

Have you been admitted to the School of Business (BBA only):  Yes  No

**Admission requires a separate application, 54 hours of coursework completed, a GPA of 2.0 or higher, and the following courses completed with a grade of C or better:** AC224 Principles of Financial Accounting, AC225 Principles of Managerial Accounting, BU250 Management Information Systems, BU258 Foundations of Data Analysis, EC200 Principles of Microeconomics, EC201 Principles of Macroeconomics, EC211 Statistics for Business and Economics, and MA116 College Algebra, or their equivalents if transferred from other colleges and universities. Forms for Application for Admission and the accompanying Values Statement are available on the School of Business website and in the School of Business office. **Students may take no more than 30 hours of AC and BU courses before Admission to the School of Business.**

## BBA Degree Programs for Major Areas of Concentration (Majors):

- Accounting
- Data Analytics
- Economics
- Entrepreneurship and Innovation
- Finance
- General Business
- International Business
- Management
- Marketing

## Economics Major with the BA Degree

Declare your primary major: \_\_\_\_\_

Declare your secondary major (if any): \_\_\_\_\_

Indicate any preference for a faculty member as your advisor: \_\_\_\_\_

List any previous declarations of major, degree, minor, etc., that need to be undeclared:  
\_\_\_\_\_

Stakeholders of the Washburn School of Business including, but not limited to: faculty, students and administrators, should expect their interactions with other stakeholders and stakeholder groups to be guided by principles, including, but not limited to: honesty, trust, fairness, respect, integrity and responsibility.

**Honesty** – Honesty is the cornerstone for the other fundamental program values. There can be no trust, fairness, respect, integrity or responsibility without honesty. Honesty creates the possibility for quality teaching, learning, academic research and communication between individuals.

**Trust** – Trust results from a culture of honesty. Trust provides the foundation for an environment that nourishes creativity and risktaking in teaching, learning and scholarship, and is essential to Washburn University’s pursuit of quality human development and “learning for a lifetime.”

**Fairness** – A sense of fairness emerges when standards, policies and procedures are equitable, clear and in the best interest of all program stakeholders. Without fair processes, the learning environment cannot sustain trust and honesty. Fairness insures that all stakeholders have the opportunity to succeed, and provides a foundation for mutual respect among stakeholders.

**Respect** – A University environment focused on the creation and transmission of knowledge requires interaction and participation by all stakeholders. Quality interaction is facilitated when stakeholders display respect for one another. When stakeholders are treated fairly and honestly, they are better able to trust one another, which leads to a culture of mutual respect.

**Integrity** – Stakeholders of the Washburn School of Business conduct themselves with integrity when teaching, learning, research, communication and other interactions are conducted in accordance with the principles of honesty, trust, fairness and respect.

**Students** act responsibly when they:

- Properly prioritize their commitments to the program
- Manage their work and family responsibilities so they may attend class and be fully engaged in other program activities and requirements
- Understand the requirements and expectations of their degree programs and plan their class schedules consistent with these expectations
- Accept criticism in a professional manner and with the understanding that such feedback is designed to improve their business skills and critical thinking
- Arrive to each class session prepared
- Contribute substantively to the classroom dialogue
- Approach the course material thoughtfully

**Faculty** act responsibly when they:

- Maintain currency in their field
- Freely share their knowledge with students
- Develop course work that is focused, relevant, coherent and adds value to students’ career skills and ambitions
- Critically assess students’ work in a constructive and rigorous manner
- Challenge students to grow intellectually and professionally
- Create an environment that is conducive to learning
- Assist students in understanding the requirements and expectations of their degree programs

## Washburn University Academic Misconduct Policy

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes, but is not limited to: giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs.

- Copyright Guidelines: <https://www.washburn.edu/statements-disclosures/copyright/index.html>
- Academic Impropriety Policy: <https://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html#VIII>
- Student Conduct and Disciplinary Code: [https://www.washburn.edu/student-life/services/files/Student\\_Conduct\\_Code.pdf](https://www.washburn.edu/student-life/services/files/Student_Conduct_Code.pdf)

*I have read and I understand the Washburn School of Business Values Statement.  
I agree to practice and abide by these values while I am a stakeholder of the School.*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_