



WASHBURN UNIVERSITY

UNIVERSITY CATALOG

2009-2010

1700 SW College Avenue

Topeka, Kansas 66621

Phone: (785) 670-1010

Toll Free (Outside Topeka): (800) 332-0291

TDD: (785) 670-1025

<http://www.washburn.edu>



TABLE OF CONTENTS

Purpose Of This Publication	1	Bonner Leaders Program	41
Statement Of Responsibility	1	Honors Program	42
Class Cancellations/Changes In Schedules	1	Interdisciplinary Studies	43
Welcome To Washburn University	3	Intensive English Program	45
General Information	5	Kansas Studies	45
Vision Of The University	7	Pre-Professional Studies	46
Core Values Of The University	7	Center For Diversity Studies	47
Mission Of The University	7	Peace, Justice And Conflict Resolution Studies	47
Equal Educational And Employment Opportunity	8	Women’s & Gender Studies	48
Sexual Harassment And Harassment Policy	8	Joint Center On Violence And victim Studies	48
History Of The University	10	Division Of Continuing Education	48
University Assessment	10	2+2 Plan Bachelor Degree Completion Programs	49
University Accreditation	11	Evening And Weekend Classes	49
Open Meetings And Records	11	Summer Session	49
Campus & Facilities	11	Academic Policies	51
Housing On Campus	13	Student Responsibilities	53
Off-Campus Housing	14	Course Numbering System	54
Admission, Registration, Enrollment, and Residence Qualifications	15	Degrees	55
Admission	17	Student Records	55
Registration And Enrollment	19	Drug Free Schools, The Student Right To Know Act and Campus Security	58
Residence Qualifications	20	Diplomas	59
Student Services and Academic Support	23	Credit By Examination	59
Center For Undergrad. Studies And Programs (CUSP)	25	Credit Granted For Military Service	60
Mathematics Enrichment Program – Tutor Center	25	Grading System	61
English Department Writing Center	26	Grade Appeal Procedure	62
Information Systems & Services	26	Academic Probation, Suspension and Reinstatement	64
International Student Services	26	Academic Fresh Start	64
Intercollegiate Athletics	27	Programs, Degrees and Graduation Requirements	67
Office of Student Life	27	Graduation Requirements	69
Career Services	28	University Requirements - Bachelor Degrees	69
Counseling Services	28	University Requirements - Associate Degrees	70
Health Services	28	General Education Statement	70
Multicultural Affairs	28	General Education Requirements	71
Residential Living	28	The Washburn Transformational Experience (WTE) Graduation Requirement At Washburn University	72
Student Activities And Greek Life	29	General Education Requirements For Specific Bachelor’s and Associate Degrees	74
Washburn Student Government Assoc. (WSGA)	29	Academic Programs	75
Campus Activities Board (CAB)	29	College Of Arts And Sciences Degree Programs	75
Greek Organizations	29	School Of Business Degree Programs	76
Honorary Organizations	29	School Of Nursing Degree Programs	76
Student Publications	29	School Of Applied Studies Degree Programs	76
Student Recreation And Wellness Center	30	College Of Arts & Sciences	77
Student Services	30	General Information	79
Fees and Financial Aid	31	Graduation Requirements	79
Financial Obligations	33	Declaring A Major	79
Tuition	33	Optional Minor	80
Categories Of Charges	33	Filing for Graduation	80
Fees	33	Degrees And Majors Offered	80
Miscellaneous Charges	34	Undergraduate Courses And Programs	83
Fines	34	American Citizenship	84
Refunds	35	Anthropology	84
Financial Aid	36	Art	87
University Educational Opportunities And Initiatives	37	Astronomy	94
Scholarly And Creative Endeavors	39	Biology	94
Learning In The Community (LinC)	39	Chemistry	98
Institute For The Study And Practice Of Leadership	39	Clinical Laboratory Sciences	101
International Programs	40	Communication	102

Computer Information Sciences	105
Economics	110
Education	111
Engineering	120
English	121
French (see Modern Languages)	
Geography	126
Geology	127
German (see Modern Languages)	
Health	127
History	128
Humanities And Creative And Performing Arts	131
Integrated Studies	132
Japanese (see Modern Languages)	
Mass Media	134
Mathematics And Statistics	137
Modern Languages	141
Music	148
Natural Sciences And Mathematics	158
Peace, Justice, And Conflict Resolution Studies	158
Philosophy	159
Physical Education	162
Physics	168
Political Science and Public Administration	170
Pre-Theology	176
Psychology	176
Public Administration (see Political Science)	
Religious Studies	179
Sociology	180
Spanish (see Modern Languages)	
Theatre	183
Women's And Gender Studies	185
School of Applied Studies	187
Brief History	189
Mission	189
General Degree Requirements	189
Certificate Programs	189
Accreditation And Approval	189
Academic Advisement	190
Academic Standards	190
Joint Programs with Kaw Area Technical School (KATS)	190
SAS Departmental Honors	190
School of Applied Studies Shared Courses	191
Allied Health Department	191
Health Services Administration	191
Medical Imaging	192
Diagnostic Medical Sonography	192
Health Information Technology	193
Physical Therapist Assistant	193
Radiation Therapy	194
Radiologic Technology	194
Respiratory Therapy	195
Computed Tomography	195
Magnetic Resonance	196
Allied Health Course Offerings	196
Criminal Justice Department	203
Bachelor Of Science In Criminal Justice	204
Criminal Justice Course Offerings	205
Military & Strategic Studies	208
Military Science	210
Human Services	212
Degree Requirements	213
Associate Of Applied Science In Human Services	213
Bachelor Of Applied Science In Human Services	213
Certificates Of Completion	213
Human Services Course Offerings	214
Office, Legal And Technology Department	219
Banking	219
Design Technology	220
Food Service	221
Industrial Technology	221
Legal Studies	223
Office Administration	226
Technology Administration	227
Department Of Social Work	229
Program Information	229
Admission Requirements	230
Degree Requirements	231
Social Work Courses	232
School Of Business	235
School Of Business	237
General Information	237
Scholarships	238
Academic Advising And Admission Requirements	240
Graduation Requirements	241
Major Areas of Concentration	242
Accounting	242
Economics	243
Finance	243
Management	243
Marketing	244
General Business	244
Undergraduate Courses	244
Accounting	244
Business	245
Economics	249
School Of Nursing	253
General Information	255
Admission Policies	255
Degree Requirements	257
Baccalaureate Nursing Curriculum	258
R.N. Articulation	259
Graduation And Degree Requirements	261
School Nurse Certification Program	261
School Of Nursing General Policies	261
ROTC Programs	265
Course Descriptions	265
Graduate Programs	271
Business (MBA)	273
Criminal Justice (MCJ)	279
Education (MEd)	282
Liberal Studies (MLS)	291
Nursing (MSN)	293
Social Work (MSW)	301
Psychology (MA)	309
Officers of the University	313
Board Of Regents	317
Administrative Officers	317
Washburn Alumni Association	317
General Faculty	318
Faculty Emeriti	327
Index	333
Campus Map	340

THE COVER ART

This digital manipulation, by Michael D. Allen, is the result of a collection of classes he has attended here at Washburn University. Michael specifically prepared images for consideration of the Catalog cover project. He arrived at the finished image by solarizing the original digital photograph of the Ichabod statue and applying different gradients of blue to give the composition a Washburn hue.

Michael Allen, a Rooks County, KS graduate and recipient of the Hindman Scholarship, is seeking his Bachelor of Fine Arts degree. He is a Junior and considers himself a mixed media artist by combining various applications of photography, computer design, painting, and printing.

PURPOSE OF THIS PUBLICATION

This catalog is intended as a description of the educational program and activities offered by Washburn University. Washburn University makes no representations that following a particular course curriculum outlined in the catalog will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations. This catalog is explanatory in nature and is not a contract between the student and Washburn University.

Washburn University reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the university.

Information in this catalog is correct according to information available to the Washburn University administration at the time of publication. It is understood that the ultimate responsibility for complying with degree requirements rests with the student.

STATEMENT OF RESPONSIBILITY

The University does not assume responsibility for injury or property loss, or damage sustained by persons on or off the University's premises. Incidents of injury or property damage which could result in claims should be reported to the police immediately.

CLASS CANCELLATIONS/CHANGES IN SCHEDULES

In the event of unforeseen circumstances, Washburn University reserves the right to cancel courses or change meeting times, classroom assignments, or instructors.

NOTE:

We are interested in knowing any improvements to this catalog the readers believe to be appropriate. We accept suggestions in writing and incorporate them in future editions when possible.

Appreciation is extended to Dr. Nancy Tate and Emily Rishel for their assistance in producing the catalog.

Photos by Peggy Clark, University Photographer



Ichabod spirit at its very best.

WELCOME TO WASHBURN UNIVERSITY

As we look toward education for the future, our vision is focused on the rapidly accelerating pace of technological innovation. The ways we seek new knowledge, the manners in which we are entertained and the methods we use to do our jobs have changed more dramatically in the past decade than ever believed possible a century ago.

Yet one goal has remained constant through the years at Washburn University: instilling in students the desire for the continuous pursuit of knowledge. In recent years, Washburn's call to action has been "Learning for a Lifetime."

But 100 years ago, the same thought was expressed a bit more formally in the introduction to the young college's catalog, which stated, "Washburn endeavors to prepare students for general usefulness in life."

Sound academic programs have been the foundation of the school since it was established in 1865. For instance, the College's early administrators were confident enough of the program to proclaim in the first catalog, "the standard of education is far in advance of any other college this side of the Missouri River and equal to any in the land." That's a pretty weighty statement for a first year institution of higher learning.

The computer is the center of the majority of curriculum development for the coming decades. Washburn is offering more classes online, giving students of the 21st century more options in blending school and work responsibilities. Students attending Washburn College in 1899, in contrast, were more restricted in both their academic pursuits and their personal lives. School administrators preferred students to live on campus in order to be part

of the academic "family." They were expected to "conform to certain regulations" as long as they were "connected with the family," all in the "best interests of a well regulated school life."

Academic expectations of the in-coming student were equally as rigid. Freshmen were urged to prepare for the entrance examination by acquiring a general knowledge of ancient and medieval history, plane geometry and a variety of literary works ranging from Milton's "Paradise Lost" and Cooper's "Last of the Mohicans" to Dryden's "Palamon and Arcite" and Pope's Iliad Books, I, VI, XXII and XXIV. The SAT or ACT test

required today seems far more practical in application.

Today's general education courses also are more useful in providing a broad-based learning experience. Ichabods one hundred years ago were required to have completed four years of Greek to receive a Bachelor of Arts degree. Students were expected to learn the language in order to study the original works of ancient scholars such as Homer and Herodotus. The ability to sight read Latin was stipulated. Also listed in the 100-year old catalog are course offerings common today, such as physics, chemistry, philosophy and English.

Washburn University is rich with tradition. We are proud of our reputation of educational excellence. Washburn's success is based on the highest standard for faculty and a long-standing commitment to individual student achievement. Washburn is proud of our involvement with the community of which we are a part and which supports our efforts. We have an emphasis on technology and the future. By advancing the fundamentals of higher education, Washburn University is prepared to further its tradition of educational excellence well into the 21st century.





Robin Bowen, Vice President for Academic Affairs, and President Jerry Farley talk with visitors to campus.

GENERAL INFORMATION

The Vision of the University

The Core Values of the University

The Mission of the University

Equal Educational and Employment Opportunity

Sexual Harassment and Harassment Policy

History of Washburn University

Assessment

Accreditation

Open Meetings and Records

Campus and Facilities

Housing on Campus

Off-Campus Housing



Washburn students pose in front of the Acropolis on their summer study abroad trip to Greece.

WASHBURN UNIVERSITY

VISION, VALUES, MISSION

PREAMBLE

The road to graduation from Washburn University should be a transformative experience, not merely be a series of transactions by which a student completes an array of courses and is rewarded with a diploma. Washburn's goal is to graduate students who are highly principled citizens who make a difference in society.

VISION OF THE UNIVERSITY

Washburn University will be widely recognized for academic excellence, evidenced by student and faculty achievement, leadership development, community commitment, and global understanding.

CORE VALUES OF THE UNIVERSITY

- Washburn University values high quality instruction in the learning/teaching process.
- Washburn University values diversity, is dedicated to equality, and is committed to serving a diverse population including residents of Topeka, Shawnee County, Kansas, the nation and the world.
- Washburn University values the fundamentals of a general education.
- Washburn University values helping individuals reach their full academic potential.
- Washburn University values a collegial and interactive process in planning and decision making, promoting civility, understanding, and mutual concern.
- Washburn University values improvement, continuously assessing undergraduate and graduate programs to meet community needs and professional expectations.
- Washburn University values both tradition and innovation.
- Washburn University encourages the growth and development of all learners and those who facilitate these processes.
- Washburn University values integrity and ethical behavior in all matters.
- Washburn University provides a professional and supportive work environment where our employees enjoy freedom of conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.
- Washburn University values transformational experiences in leadership, community service, international education and scholarly and creative activities for all students.
- Washburn University values its role in the community and is closely engaged with the community beyond the campus, providing services and outreach activities that enhance the social and economic vitality of the region.

SELECT UNIVERSITY MISSION

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential.*

**The Select University Mission was approved by the Washburn Board of Regents in 1999 to more concisely describe the comprehensive mission of the university approved in 1996.*

MISSION OF THE UNIVERSITY

Washburn University strives to continue to be an outstanding public metropolitan educational resource for the people of Kansas and the region, emphasizing excellence in teaching. This emphasis on quality instruction in the learning/teaching process has been maintained since Washburn's founding in 1865 and its evolution from a small church college to a comprehensive public metropolitan university. The University takes pride in its faculty and staff and the talent and diversity they bring to the educational process.

The University's educational objectives are to prepare individuals for careers and further study in a variety of disciplines and for a lifetime of continuous learning. The open admissions policy on the undergraduate level allows Washburn to offer higher education to a diverse population, but also requires the University to make a special effort to help individuals reach their full academic potential. An extensive advising system complements the educational program.

Washburn provides educational opportunities principally for the residents of Topeka, Shawnee County and Northeast Kansas. It also attracts students from the entire state, nation and the world. Degrees are awarded at the associate, bachelor, master and professional levels. The general education foundation is the common base for all the University's undergraduate degrees. The College of Arts and Sciences and the School of Law historically have been and continue to be areas of strength for Washburn. As a metropolitan institution, programs in the Schools of Business, Nursing and Applied Studies, and the Division of Continuing Education are special emphases of the University. Washburn is responsive to the needs of the recent high school and community college graduate, but it also has an additional commitment to provide educational opportunities for the adult learner.

As a metropolitan university, it is not only a university located in the city, it is an integral part of the community, the state and the region. It must focus on the total educational needs of the area and must adapt and change with the ever varying demands placed on it. Through musical and theater performances, library services, public forums, lecture series and art exhibitions, the University enriches the community's cultural and intellectual life. Working with business and industry, health care providers, government, social agencies, public schools and regional educational institutions, Washburn assists others in establishing and reaching their goals and objectives. University faculty and staff engage in research and creative activities and participate on commissions and boards to improve teaching effectiveness, meet community needs, and contribute to the extension

of knowledge. The University also joins with other post-secondary institutions and organizations in offering educational opportunities for the people of Kansas and is committed to participation in appropriate cooperative ventures.

Washburn University is accountable to itself, its students, the citizens of Topeka and the taxpayers of Kansas. It is committed to accreditation of appropriate academic programs, to vigorous regular self-assessment of both academic and non-academic programs, and to continuous improvement.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

Washburn University is committed to a policy of equal educational and employment opportunity without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation/gender identity. Each unit within the University is charged with conducting its practices in conformity with these principles.

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

Equal employment opportunity includes, but is not limited to, recruitment, hiring, assignment of duties, tenure and promotion determinations, compensation, benefits, training, and termination. Positive action shall be taken to assure the full realization of equal opportunity for all employees of the University.

Responsibility for monitoring and implementation of this policy is delegated to the Equal Opportunity Director; however, all employees will share in the specific activities necessary to achieve these goals.

The Equal Opportunity Director is Ms. Carol Vogel, Morgan Hall, Room 380A. Phone: 785-670-1509.

E-mail: carol.vogel@washburn.edu

(Washburn University policy, regulations and procedures manual, Section I, 1.)

SEXUAL HARASSMENT AND HARASSMENT POLICY

All persons must be allowed to pursue their activities at the University free from sexual harassment and unwelcome sexual advances. Such conduct will not be tolerated. All individuals must be allowed to pursue activities at the University free from harassment based on color, race, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation/gender identity. Responsibility for maintaining a harassment free campus environment rests with all employees and students, and others while on the University campus or involved in University-sponsored activities.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
- such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment; or,
- such conduct emphasizes the sexuality of an individual in a manner which prevents or impairs that individual's full enjoyment of work and/or educational benefits, environment, or opportunities.

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

- the conduct has the purpose or effect of interfering with the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; or
- it is imposed by an employee or agent of the University and denies, limits, conditions, or provides different aid, benefits, services, or treatment.

Harassment is defined to have occurred when, on the basis of color, race, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation, a hostile or intimidating environment is created in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual's work or education, or affect adversely an individual's living conditions.

Complaints of sexual harassment or harassment (as defined above) are to be made to the Equal Opportunity Director, Ms. Carol Vogel, Morgan Hall Room 380A. Phone: 785-670-1509. Email: carol.vogel@washburn.edu. Complaints must be filed within 180 days of the latest alleged incident.

Complaint Procedures. Individuals who believe they may be or are victims of discrimination or harassment in violation of the University's equal opportunity and harassment policies should promptly take one or more of the steps outlined below, as applicable. It is not necessary for all steps to be taken or to be taken in order. Nothing in these procedures shall be construed as preventing any individual from pursuing any other legal action.

Any retaliation against an individual who files a complaint of discrimination/harassment or against individuals who participate in the proceedings is strictly prohibited.

The Equal Opportunity Director may become aware of an incident of alleged discrimination/harassment even though not reported by the alleged victim. Incidents of discrimination/harassment pose legal risks to the University. Therefore, the University retains the right to conduct investigations into alleged incidents of discrimination/harassment and take appropriate measures. This is true even if the alleged victim is unwilling or chooses not to report or to pursue the matter.

The complainant will be notified of the disposition of the complaint at each stage of the process. If a finding of discrimination/harassment is made, appropriate corrective and remedial action will be taken.

Self Help. The complaint procedure does not require the complainant to confront the alleged perpetrator in any manner or for any reason prior to initiating a formal

grievance. The complainant may elect to employ self-help measures. One course of action by individuals who believe they have been discriminated against/harassed by someone is to inform that person emphatically the conduct is unwelcome, offensive, violates University policy, and must stop. There are two methods by which this may be done. An individual may:

- Personally inform the person either verbally or in writing; or,
- Ask a supervisor or the EOD to notify the person.

Consultation and Evaluation. Individuals who believe they may be or are a victim of discrimination/harassment may contact the EOD. This should be done normally within 10 days of the alleged incident giving rise to the complaint. The consultation/evaluation has several purposes.

To help the individual in determining if the perception of discrimination/harassment is valid;

To discuss the rights, under the policy, of both the individual and the person against whom the allegation is made;

To discuss possible methods the individual could undertake to address and to eliminate the unwanted conduct (whether or not it is discrimination/harassment); and,

To advise the individual. The EOD will:

- Help the individual determine what courses of action exist if an issue of discrimination/harassment is believed present.
- Assure the individual that all complaints will be promptly and thoroughly investigated and decided within the time frames set forth below at each stage of the process.
- Advise the individual that a complaint normally must be filed within 10 business days:
 - Of the incident giving rise to the complaint; or,
 - Following consultation with the EOD in 4.3 above.
- Notify the individuals that retaliation for having exercised their rights under this policy is strictly prohibited.
- Advise the individual of the EOD's conclusion regarding whether or not an issue of discrimination/harassment is present. The conclusion will be based upon all of the information presented and gathered.
- Confidentiality. The EOD shall take steps to keep information confidential to the greatest extent possible. No assurance of complete confidentiality may be given.

Document Retention. Records will remain with the EOD for a minimum of three years.

Informal Complaint Procedure.

An informal complaint may be filed by the individual believing to have been the victim of discrimination/harassment, normally within 10 business days:

- Of the incident giving rise to the complaint; or,
- Following consultation with the EOD in 4.3 above.

Or, the EOD may take action when the informal complaint procedure is deemed necessary. The EOD's determination will be based upon the information and evidence provided by the alleged victim.

The complaint procedure identifies the alleged victim as the "complainant" and the alleged offender as the "respondent."

The EOD initiates the following actions in no particular order, normally within 10 business days of the filing of the informal complaint:

- Apprising the respondent of the charge of discrimination/harassment;
- Eliciting from the respondent an explanation of what occurred from the respondent's perspective;
- Gathering any other information or conducting any investigation or interviews the EOD deems to be necessary;
- Attempting to facilitate a solution acceptable to both the complainant and the respondent;
- Taking such other steps deemed appropriate by the EOD;
- Advising the individual of the EOD's conclusion regarding whether or not an issue of discrimination/harassment is present, based on the information presented in the investigation;
- Making a written record of the informal procedure. Any resolution will be maintained in the EOD office for a minimum of 3 years; and,
- Notifying the complainant and the respondent that retaliation for having exercised their rights under this policy is prohibited.

A formal complaint may follow if a solution to the situation acceptable to the complainant cannot be reached. The request must be submitted in writing to the EOD within 10 business days from the completion of the informal complaint procedure.

Formal Complaint Procedure.

An individual's request for a formal complaint procedure will be given to the President. The request:

- Must be in writing;
- May be submitted by either the complainant or the EOD on the complainant's behalf;
- Shall be delivered to the respondent at the same time it is delivered to the President; and,
- Shall be granted by the President unless it appears some other disposition satisfactory to the complainant can be made.

The President will furnish the EOD, normally within 10 days from the date the request is granted, a list of 7 University Employees from which one member of a hearing committee will be selected.

The hearing committee will be established, normally within 20 business days of the individual's request. THE EOD will coordinate the selection process. First, the complainant shall select one University Employee to serve on the hearing committee. The respondent then shall select one University Employee to serve on the committee. The third member shall be selected as follows:

The first and second members will alternate eliminating one name at a time from the list of 7 University Employees furnished by the President, starting with the person selected by the complainant until only one of the names remains. This individual becomes the third committee member.

The first meeting of the hearing committee normally will be scheduled by the EOD within 10 days of the selection of the hearing committee, at which time the committee will set the hearing date. Time is of the essence in scheduling and conducting the hearing.

All committee members will serve without compensation. Wage and hour Employees' service on such committee shall be deemed hours worked.

Reasonable provisions will be made for individuals to appear as witnesses at the hearing.

A record will be kept of the proceedings of the hearing.

The committee will deliberate in private and render its decision, normally within 10 days of the hearing.

Legal counsel, on behalf of either party, may serve only in an advisory capacity, and may not represent nor participate in the hearing.

The decision of a majority of the committee shall be the decision of the whole. The decision shall be considered final and binding upon both the complainant and the respondent.

Appeal Procedure. The decision of the committee may be appealed by either party by filing a written notice of appeal with the EOD specifying the basis for the appeal within 10 days of the decision.

The EOD shall promptly notify the Vice Presidents of the University who shall serve as an appeals committee.

The appeals committee shall consider the complete record of the hearing and render a decision, normally within 10 business days of receipt of the notice of appeal. It will not conduct a hearing. Its decision shall be final.

The hearing and appeal committees' decision shall have no effect upon any other individual not participating in the specific complaint, nor will it operate to change any University policy or procedure.

Each decision shall be reviewed in due course by appropriate University policymakers to determine if any policy change should be made.

Full and complete documentation of any complaint shall be retained by the EOD for a minimum of 3 years.

HISTORY OF THE UNIVERSITY

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

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

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

In 1941, the citizens of Topeka endorsed Washburn by voting to establish a municipal university, supported in part by the city and governed by a local board of regents. In 1952, the Washburn Board of Regents officially changed the name of the school to Washburn University of Topeka. In 1999, the university's primary funding was moved from city property tax to county sales tax sources, with the school retaining status as a municipal subdivision of the state. In addition to local financial support, Washburn has received state funds since 1961, which have been coordinated by the Kansas Board of Regents since 1991. Washburn is governed by its own nine-member Board of Regents.

Washburn provides broadly-based liberal arts and professional education through more than 190 certificate, associate, baccalaureate, master's and juris doctor programs through the College of Arts and Sciences and the Schools of Law, Business, Nursing and Applied Studies. Eighty-seven percent of the faculty holds a doctorate or the highest degree available in their discipline.

UNIVERSITY ASSESSMENT

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

Valid and reliable assessment is important for three reasons:

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

In order to foster this culture of assessment, Washburn University has created a university-wide assessment committee. The mission of the Washburn University Assessment Committee is to aid the University community's assessment efforts to ensure that student learning is a responsibility shared by the entire community. The committee will support the collection, analysis and dissemination of the evidence of student learning to make certain that changes in student learning goals and outcomes are based on evidence. The mission of the Assessment Committee assists the University in providing evidence that the Select Mission of the University—to prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work—is being met.

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

- Every program/unit/major has a mission statement.
 - The program/unit/major ensures the mission statement is shared with all constituents.
 - The program/unit/major periodically reviews the mission statement to ensure it is appropriate and compatible with the University's mission.
- Every program/unit/major has student learning goals.
 - Each goal is supported by learning objectives (outcomes) which are measurable.
 - Evidence is consistently collected and accessible to appropriate constituents.
 - Evidence is regularly analyzed i.e. the program/unit has an established schedule for review of evidence.
 - The program/unit/major has an appropriate mechanism to institute changes which are suggested by the evidence.
- Students share the responsibility for the evaluation of student learning by completing assessment activities which provide the data required for reliable analysis of the curricular and co-curricular activities which are undertaken.

UNIVERSITY ACCREDITATION

Washburn University is accredited or approved by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504. In addition, several academic programs are accredited or approved by the following accrediting bodies:

- AACSB – International (Business – Master, Baccalaureate)
- Academy of Criminal Justice Sciences (Certified – Master)
- American Association of Museums (Mulvane Art Museum)
- American Bar Association (School of Law, Legal Studies)
- American Chemical Society (Certified BS Chemistry)
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (Physical Therapy Asst)
- Commission on Accreditation for Health Informatics and Information Management Education (Health Information Technology)
- Commission on Accreditation for Respiratory Care (Respiratory Therapy)
- Commission on Accreditation of Athletic Training Education (Athletic Training)
- Commission on Collegiate Nursing Education (Nursing – Master, Baccalaureate)
- Council on Social Work Education (Social Work – Master, Baccalaureate)
- Joint Review Committee on Education in Diagnostic Medical Sonography (Diagnostic Medical Sonography)
- Joint Review Committee on Education in Radiologic Technology (Radiologic Technology)

- Kansas State Board of Nursing (Nursing – Master, Baccalaureate)
- Kansas State Department of Education (Education – Master, Baccalaureate)
- National Association of Schools of Art and Design (Art)
- National Association of Schools of Music (Music)
- National Council for Accreditation of Teacher Education (Education – Master, Baccalaureate)

OPEN MEETINGS AND RECORDS

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

CAMPUS & FACILITIES

Website: http://www.washburn.edu/washburn/gen/washburn_generated_pages/Campus_Attractions_m30.html

Washburn University is located on a spacious, attractive campus in the capital city of the state of Kansas. Washburn is a municipally supported, state assisted university comprised of six major academic units; the College of Arts and Sciences, the School of Law, the School of Business, the School of Nursing, the School of Applied Studies and the Division of Continuing Education. There are approximately 7,000 students enrolled in traditional undergraduate degree programs, two-year associate degree programs and professional graduate programs in Law, Business, Psychology, Education, Social Work, Criminal Justice, Liberal Studies and Nursing. Visit the website listed above to learn more about the campus.

Special Facilities

Listed below are brief descriptions of special facilities available at Washburn. For information on classroom buildings please visit the website listed above.

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

Athletic Facilities The equipment and facilities for physical education provide an opportunity for every student to participate in physical education activities.

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

Whiting Field House, erected in 1928 and named for Albe G. Whiting, is currently being renovated and will provide strength and conditioning facilities for varsity

athletics and physical education classes; a large playing floor for basketball, volleyball, wrestling, tumbling, and gymnastics work; office, classroom and laboratory space for the School of Nursing; and classroom space for other academic programs.

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

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

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

Bradbury Thompson Center, which was funded entirely from private sources, opened in April 1996. The Center houses the operations of the Washburn Alumni Association and the Vice President for Academic Affairs and Administration/Treasure, and was designed to serve the needs of alumni and Washburn University, as well as provide meeting space for many community groups and organizations.

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

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

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

KTWU is a non-commercial television station licensed to Washburn University and a member station of Public Broadcasting Service (PBS). It began broadcasting in 1965 as the first public television station in Kansas. KTWU's broadcast center is located at 19th & Jewell Ave. on the Washburn Campus. KTWU broadcasts three distinct digital television channels for viewers: 11.1, 11.2, 11.3.

The station serves a 70-mile radius in northeastern Kansas as well as a 30-mile area in southeast central Kansas. In addition, other communities in Kansas,

Nebraska, Oklahoma and Missouri receive the KTWU signal over various cable systems.

The Law Library for Washburn University School of Law is located in the law building on the northwest corner of the campus. The National Jurist (Oct. 2004, p. 20) ranked the library in the top 30% among 183 U.S. law school libraries using a mix of categories measuring collection, facility and staff resources. The library contains over 388,000 volumes, including titles in microfiche, video, and digital formats. It is an official depository for materials published by the U.S. Government Printing Office and Kansas state agencies. Appellate case reports and statutes from all fifty states are available as is an extensive collection of briefs from the U.S. and Kansas Supreme Courts. The online catalog provides direct access to selected Internet full text documents as well as to the holdings of the university's Mabee Library and the 200,000 volumes held by the Kansas Supreme Court Law Library (located a five-minute drive from the law school in the Judicial Center).

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

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

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

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

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

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

Washburn Student Government Association offices are also located on the lower level of the Union, as well as the Campus Activities Board, Washburn Student

Publications, and Student Activities and Greek Life Office.

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

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

Accredited by the American Association of Museums in 1998, the Museum houses a collection of approximately 3,000 objects from around the world including paintings, prints, drawings, sculptures, photographs and decorative art. While international in scope, the Museum's collection focuses on the works of artists from Kansas and the Midwest and has a concentration in American art of the 20th century. In addition to showing works from the collection the Museum also hosts traveling exhibitions.

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

A.R.T. (Art Resources for Topeka), the Museum's education program, provides extensive community outreach to children at after school sites, public and private school classrooms and preschool centers throughout the region. In-house art classes, public lectures, family events and community educational experiences for people of all ages and abilities are also offered.

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

Student Recreation and Wellness Center, Student Recreation and Wellness Center facility components include a rock climbing wall, indoor track, gymnasium, cardiovascular and resistance training area, multi-purpose room, wellness suite, and locker rooms. Program offerings include informal, intramural, group exercise, climbing and wellness opportunities. There are opportunities for everyone, from the novice to the advanced recreational athlete.

The University Library: Mabee Library, located in the center of campus, is the intellectual and cultural heart of the university. Its staff offers a wide variety of services, with a special focus upon educational programs that promote the intelligent use of information resources and information literacy. Ongoing physical improvements in the Library continue to make it a place for 21st century learning and allow the Library to host a growing list of public exhibits and events—including the Day of Transformation and Apeiron.

The Library has three floors: One of which is a dedicated quiet zone, a second is designated for group study, while the main level is a mixed space that provides access to twenty-two computers at all times and over fifty

when instruction sessions are not occurring in the electronic classroom. The Library website (www.washburn.edu/mabee) is designed for ease of use, and features the ENCORE search tool that allows researchers to access the collections of Mabee Library, the Curriculum Resources Center, the Washburn School of Law Library, the Kansas Supreme Court Library, the Kansas State Library and the Kansas State Historical Society Library. In addition to an expanding number of books and print journals, the Library also provides access to an expanding number of electronic resources. The Librarians also provide an online subject specific set of help tools (washburn.libguides.com), which extend public services beyond the 90 hours that in-person research assistance that exists each week.

Mabee Library is a selective depository for Federal and Kansas State documents. Special Collections in the Library include the Rare Book Collection, the University Archives, the William I. Koch Art History Collection and a growing Digital Institutional Repository (digital.washburn-law.edu) that displays the scholarly work of both faculty and students.

The Curriculum Resource Center, a branch of the Mabee Library, is located in Carnegie Hall. It specializes in teacher resources and is a representative pre k-12 library. The CRC seeks to enhance the teaching and learning initiatives of the Washburn Department of Education as it seeks to produce 21st century educators and to support its various communities, educators both on campus and in the Topeka area who seek to develop 21st century learners. In addition to its physical collections, the CRC website (www.washburn.edu/mabee/crc) provides access to an increasing number of digital resources.

White Concert Hall was completed in 1968. It serves as the nucleus for the arts in Topeka. It is home to all music department concerts, the Topeka Symphony Orchestra, the Community Concerts Series, the Festival Singers, the Sunflower Music Festival and many University and civic events.

STUDENT HOUSING ON CAMPUS

The Living Learning Center - To reach the goal of providing attractive on-campus housing that focuses on the intellectual and social development of students, the University committed its efforts and resources to building this award winning facility. The Living Learning Center serves students, faculty, staff, alumni, and community members by providing social and common areas, seminar rooms, dining services, a reading room, and on campus student housing.

The LLC is a coed hall that includes 400 beds in modern, four-bed suites grouped in clusters for privacy and personal space and is equipped with wireless throughout the building. Students can experience the opportunities of on-campus living and an atmosphere that encourages learning. Rooms are arranged in clusters around community spaces that include television lounges, kitchenettes with ovens, sinks and microwaves; and spacious study rooms at the end of every wing.

Professional apartments are connected to the Living section of the Center. These accommodate the Faculty-in-Residence and professional staff.

Kuehne and West Halls- These coed residence halls consists of five self-contained units, eight persons each, with a large living room and an outside entrance with a patio or balcony. Both halls house approximately 43 students. These halls have wireless internet access and newly renovated bathrooms. There is a lounge in each building with a kitchenette and laundry facilities.

Washburn Village- This option provides apartment-style housing for students beyond the Freshman year. Opened in the Fall of 2004, this 192-bed facility, located south of KTWU, includes 2-, 3-, and 4-bedroom units. The apartments are fully furnished and the facility has recently been updated to provide wireless internet access for all residents. In addition, each unit has a bathroom with a shower/tub combination, a living room, and a small kitchenette. The commons building includes a conference room for study, a lounge area with a large-screen TV, a reception desk, mailboxes, and 24-hour access to laundry facilities.

OFF-CAMPUS HOUSING

Many students prefer to live in apartments and residences in the neighborhoods immediately surrounding the University campus. Several apartment complexes are within easy walking distance of campus, and Topeka offers a large selection with easy access to campus. Rental costs of approximately \$450/month and up should be anticipated. These costs are often shared by two to four students thus reducing the per student cost. For more information, contact the Residential Living Office, Washburn University, 1801 SW Jewell Ave., Topeka, KS 66621.



President Jerry Farley lends a hand on move in day at the Living Learning Center.

ADMISSION

**REGISTRATION
AND
ENROLLMENT**

**RESIDENCE
QUALIFICATIONS**



Homecoming hoopla is boosted by the Dancing Blues.

ADMISSION

Washburn University welcomes applications from all interested students. As a public institution, the University recognizes a responsibility to serve a variety of educational needs manifested by its student clientele. Prospective students are always welcome to the campus and are encouraged to visit the campus prior to enrollment. The Office of Admissions, Morgan 114, handles all arrangements during students' campus visitations.

ADMISSION REQUIREMENTS

From and after the 2000 Fall term, the following requirements for admission will apply.

DEGREE CANDIDATES

Students who are graduates of accredited high schools and wish to fulfill the requirements for a degree will be admitted as regular classified students. Admission classification will depend upon the student's academic credentials and admission test (ACT/COMPASS) scores.

1. An Application for Admission must be completed by all first time students and by former students who were not in attendance during the prior semester. An Application for Admission may be obtained by going to <http://www.washburn.edu/admissions> or upon request from the Office of Admissions.
2. Official high school or GED transcripts are required on all degree seeking applicants with fewer than 24 hours of college work completed.
3. Official transcripts of all previous college work must be submitted prior to enrollment by all degree seeking applicants. A transcript must be received from EACH institution attended.
4. Entering freshmen or students who have not attained sophomore standing (24 or more earned hours) are required to submit ACT/COMPASS test scores. These results will be used both to determine admission status and by your advisor to select the proper courses of study.
5. For Fall 2009 enrollment, Applications for Admission and transcripts should be on file in the Office of Admissions by July 31, 2009. Applicants for Spring 2010 should have applications and transcripts on file by January 4, 2010. Summer 2010 applicants should have applications and transcripts on file by 10 business days prior to Summer enrollment.

ADMISSION CRITERIA

PRIORITY ADMISSION

STUDENTS MEETING ONE OF THE FOLLOWING CRITERIA WILL BE GRANTED ADMISSION:

- High School GPA > 3.50 on a 4.00 scale OR;
- ACT Composite Score > 24 OR;
- ACT Composite Score 21, 22 or 23 and High School GPA >2.60 on 4.00 scale OR;
- ACT Composite Score 18, 19 or 20 and High School GPA > 2.90 on 4.00 scale OR;
- ACT Composite Score 16 or 17 and High School GPA >3.20 on 4.00 scale.

CONDITIONAL ADMISSION

Students not meeting one of the above standards will be granted admission together with a prescription for freshman success.

This prescription may include for example:

- Mandatory Multi-Session Per Semester Advising. These three or four per semester sessions will include academic assessment, program and degree planning.
- Limit on Number of Semester Hours: 12 semester credit hours per semester during their first year. (Exceptions will be made upon approval by the counselor.)
- Compulsory Enrollment in the IS 100 - Student Success, Freshman Seminar - Course.
- Menu of Courses Available to Students Specific list of General Education Courses High risk course enrollment limited to SIP sections
- Required participation in study skills, career planning, test taking and other seminars offered by CUSP.
- Tutorials required as needed.

PART-TIME STUDENTS

Students taking less than seven hours per semester are exempt from the above standards up to the point they have accumulated 18 hours of university credit.

HOME SCHOOL STUDENTS

The completion of the ACT test and receipt of the scores by the University is required for admission. An official transcript is also required and will be evaluated on an individual basis by the Director of Admissions for course content and completion. Home schooled students with an ACT composite score less than 24 are required to submit a General Educational Development (GED) test score.

PRIORITY ADMISSION FOR HOME SCHOOL STUDENTS:

- ACT Composite Score > 24 OR;
- ACT Composite Score 21, 22 or 23 and GED Score > 500.

CONDITIONAL ADMISSION FOR HOME SCHOOL STUDENTS:

ACT Composite Score < 20 and GED Score > 450 together with a prescription for freshman success

NOT Admitted: ACT Composite Score < 24 and GED < 450.

Graduates of non-accredited high schools will be evaluated on an individual basis.

GED STUDENTS

Students who are not graduates of a high school may qualify for admission by taking the GED. The University requires receipt of official GED diploma and official ACT report of scores.

PRIORITY ADMISSION FOR GED STUDENTS

- ACT Composite Score > 24 OR
- ACT Composite Score 21, 22 or 23 and GED Score > 500

CONDITIONAL ADMISSION FOR GED STUDENTS

- ACT Composite Score < 20 and GED Score > 450 together with a prescription for freshman success.

NOT Admitted: GED Score < 450.

TRANSFER STUDENTS

Transfer students who have completed 24 or more hours of college work must submit an official transcript from each college previously attended. To be official, transcripts must be mailed directly from each school to the Office of Admissions at Washburn University. If the student has completed fewer than 24 college hours and is degree seeking, he/she must also submit ACT scores that are not more than five years old. In addition, students transferring with fewer than 24 completed hours of college credit must submit an official copy of their high school transcript.

Entering degree seeking transfer students must have an application, \$20 processing fee, and all transcripts on file in the Office of Admissions by the respected beginning term deadline. Those students unable to meet the minimum admissions standards due to unusual circumstances may be considered on a case-by-case basis by the Director of Admissions. Transfer students desiring additional information should call 785-670-1030.

A cumulative 2.0 G.P.A. (C=2.0) is the minimum required on all transferable course work of transfer students seeking admission to the University. Credits and grades earned in courses which are not acceptable from a transfer school will not be counted in the final grade point average or total hours earned at Washburn.

Washburn will accept college-level courses from other recognized colleges and universities for transfer credit as defined by "Transfer Credit Practices of Designated Educational Institutions," published annually by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This publication divides schools into four categories and credit is given according to the type of institution as follows: courses taken at AG schools are transferred to Washburn with full credit within the University guidelines; courses taken at AP schools may be transferred to Washburn only after the student involved has completed 15 semester hours of 2.00 or better work at Washburn and if courses are determined to be equivalent to Washburn courses. No credit is given for categories N and NP.

To determine whether transfer coursework has been approved as satisfying Washburn's general education program, students can access the on-line transfer guide links at <http://www.washburn.edu/future/admissions/transfer/tguides/>. A general education transfer application process is available to students who believe a transfer course meets the spirit and intent of the Washburn general education criteria. The application is available at <http://www.washburn.edu/admin/vpaa/forms/GenEdTransferPetition.doc>. Students should work through their academic advisors to pursue this option.

Transfer students who have completed a baccalaureate degree at an accredited institution of higher

education are considered to have satisfied general education requirements, and are therefore not required to meet Washburn's specific general education requirements. This includes all aspects of the general education degree requirements and the University requirements. Courses satisfactorily completed in the Arts & Humanities, Social Sciences, and Natural Sciences & Mathematics as part of an A.A. or A.S. will be accepted towards credit in the appropriate general education distribution area. Washburn baccalaureate graduates who are returning to pursue an additional degree are considered to have satisfied general education requirements in the same manner as transfer students.

Transfer students who have completed associates degrees prior to 1995, and who completed at least two hours of physical education as part of their associates degree program, are granted waiver of the PE 198 Lifetime Wellness requirement.

At least 60 hours of the 124 hours required for the baccalaureate degree must be taken at a 4 year college or university.

PROVISIONAL STATUS

Provisional Status for enrollment may be extended to students who have been unable to submit complete credentials by the beginning of the semester for which they have requested admission. Students enrolled in this status must have all credentials on file in the Office of Admissions no later than the end of the fifth week of their first semester of enrollment at Washburn. Students whose files are still incomplete at that time or who, upon evaluation of credentials submitted, do not meet minimum admission requirements will not be allowed to enroll for a subsequent enrollment period. In accordance with federal regulations, students on provisional status may not have any federal financial aid disbursed to them until all credentials have been received and evaluated to determine whether they meet satisfactory academic progress requirements.

ACADEMICALLY DISMISSED STUDENTS

Academically dismissed former students must submit a Petition for Academic Reinstatement to the Dean of Students if they wish to be considered for enrollment in a subsequent semester.

NON-DEGREE SEEKING STUDENTS

Non-degree seeking individuals for non-credit community auditors are required to submit an application only.

NEW STUDENT REGISTRATION

Washburn will host organized registration sessions for new freshmen, transferring and returning students registration in late April and early June. Dates will be announced later. For further information, contact the Office of Admissions, (785) 670-1030 or (800) 332-0291, Morgan Hall 114.

NEW STUDENT ORIENTATION

New students should attend New Student Orientation in August, just prior to the start of fall classes. All admitted students will receive specific information in June.

PROGRAM ADMISSION

Admission is required in the following programs:

College of Arts & Sciences

- Athletic Training (Bachelor of Science)
- Art (Bachelor of Fine Arts)
- Communication (Bachelor of Arts)
- Education (Bachelor and Master Degrees)
- Music (Bachelor of Arts and Bachelor of Music)
- Master of Psychology
- Master of Liberal Studies

School of Business

- Bachelor of Business Administration
- Master of Business Administration

School of Applied Studies

- Computed Tomography and Magnetic Resonance
- Diagnostic Medical Sonography
- Physical Therapist Assistant
- Radiation Therapy Technology
- Radiologic Technology
- Health Information Technology
- Respiratory Therapy
- Bachelor of Health Science
- Master of Criminal Justice
- Master of Social Work

School of Nursing

- Bachelor of Science in Nursing
- Master of Science in Nursing

While program admission is required for degree candidacy, some courses in these areas may be taken by non-degree candidates with approval of an advisor from the area.

AUDITING CLASSES

Students who wish to attend classes, but do not wish to receive credit, may audit classes. Students in this category must have the approval of the instructor at the time they enroll and must pay the same fees as credit students. Audited courses are not assigned grades and students are not required to turn in class assignments or write examinations. Students enrolled in an audited class may not convert to a credit status after the first week of class. Students may not change a class from credit status to audit after the third week of classes.

65 AND OVER TUITION-FREE AUDIT PROGRAM

Kansas residents 65 years of age and over may audit credit courses at Washburn University without paying University tuition, University fees, or activities fee charges. Being able to audit a course is subject to availability of class space and to the enrollment of a specified minimum number of fee-paying students. The costs of materials and/or textbooks are the responsibility of the auditor.

Auditors are not required to prepare homework assignments or take examinations. They may participate in classroom discussion and laboratory and field work. No college credit will be awarded for courses, thus no transcripts will be generated. Auditors are expected to follow University rules and regulations regarding parking, library privileges, and other appropriate university regulations.

Auditors must be at least 65 years old on or before the first day of the semester/term in which the class is taught and need to be prepared to have their birth date verified by showing a driver's license or birth certificate

when they register. Registration forms will be processed only after the majority of fee paying students have enrolled which enables the identification of classes that have space available.

By filling out a non-degree seeking application, auditors may apply in the Office of Admissions, and then they will enroll through the University Registrar's Office, MO 115. Registration instructions are available in the Class Schedule Bulletin for each semester/term under the title of "65 Years of Age and Over Audit Program".

HIGH SCHOOL SENIORS

Opportunity to accelerate an educational program while in secondary school is given and a student may take courses on campus before graduation. Upon the written authorization of the high school principal or high school counselor, students with a 3.0 average or better may enroll in day or evening classes for which he/she is qualified. The student is limited to a maximum of two courses (6 credits) per semester. A Request to Enroll form may be obtained through the student's local high school guidance office or Washburn's Office of Admissions website, <http://www.washburn.edu/admissions>. It should be submitted to the Office of Admissions, along with a completed Non-Degree Seeking application, 15 days before enrollment. Students below high school senior standing or not presenting a 3.0 grade point average must also have permission of the departmental chairperson prior to enrollment.

ACT OR COMPASS SCORE

Prospective students who are more than four years out of high school and who do not have an ACT score may use the COMPASS test. This test is administered by the Center for Undergraduate Studies and Programs.

REGISTRATION AND ENROLLMENT

ADVANCE REGISTRATION

The University offers advance registration. Students who are currently enrolled will have the first opportunity to register for the following semester/summer term. The appropriate Class Schedule Bulletin will have the advance registration dates, instructions, and regulations. Current students will be able to register during the alphabetical/classification schedule provided they have no holds.

OPEN REGISTRATION

Open registration is available to all currently enrolled Washburn students who did not advance register during the alphabetical/classification time frame, and all new and former students who are admissible and have completed the application or reapplication process. New and returning students will need to have obtained their WIN (Washburn Identification Number) and their MyWashburn Account information before they can register on the web. Specific dates will be in the Class Schedule Bulletin for each semester and summer term.

LATE ENROLLMENT

Late enrollment is available for returning or admissible students who did not enroll before the first day of classes. Students may enroll during the first week of classes via the web. During the second and third week

of classes, new enrollments and added courses will require permission of the instructor. No student may begin an enrollment schedule after the third week of semester classes. See the respective semester course schedule bulletin for details.

The summer term will have its own specific deadlines according to the length of session or class. See the Summer Class Schedule Bulletin for details.

RESIDENCE QUALIFICATIONS

POLICY

The University charges two residency rates of tuition for undergraduate, graduate and law courses: (1) a resident of Kansas rate for students who can meet the University's residence requirements, and (2) a nonresident of Kansas rate for those who do not qualify as a resident of Kansas. No refund shall be made if residence qualifications are met after the end of the fifth week.

DEFINITION OF RESIDENCE FOR FEE PURPOSES

Residence means a person's place of habitation, to which, whenever he or she is absent, he or she has the intention of returning. A person shall not be considered a resident of Kansas unless he or she is in continuous residence and intends to make Kansas a permanent home, not only while in attendance at the University but indefinitely thereafter as well.

REQUIREMENTS, FACTORS AND CIRCUMSTANCES CONSIDERED IN DETERMINATION OF RESIDENCE STATUS

Before a student can be considered to be a resident for tuition purposes, the student must prove that he or she has been a legal resident or has resided in the State of Kansas continuously for at least six months immediately prior to registration. Furthermore, the student cannot be a resident unless the student qualifies as a Kansas resident for whom the University can receive state aid. The following factors, while not conclusive, have probative value in support of a claim for resident classification (no single factor can indicate an intent to maintain residence in a state other than Kansas): (a) continuous presence in Kansas during periods when not enrolled as a student; (b) employment in Kansas; (c) payment of Kansas State Income Taxes; (d) reliance on Kansas sources for financial support; (e) acceptance of an offer of permanent employment in Kansas; (f) ownership of a home in Kansas; (g) voting or registration for voting in Kansas; (h) employment in any position not normally filled by a student; (i) lease of living quarters in Kansas; (j) vehicle registration in Kansas; (k) acquisition of Kansas driver's license; (l) payment of Kansas personal property taxes.

NONRESIDENT STATUS

Persons enrolling at the University who, if adults, have not been, or if minors, whose parents have not been residents of the State of Kansas for six months immediately prior to enrollment for any term or session are non-residents for fee purposes. Furthermore, in the event the University does not receive state aid for the student because the state subsequently determines the student is a nonresident for tuition purposes, the student is automatically classified or reclassified a nonresident. If

a student is classified by the University to be a resident and the University subsequently reverses the classification, the University will bill the student for the difference between the nonresident rate and the resident rate for all applicable semesters except in cases of documented University error. Voting, payment of personal property taxes, registering a vehicle or securing a driver's license in another state may be considered sufficient evidence to show nonresidence.

RESIDENCE OF PERSONS UNDER 18 YEARS OF AGE

Generally, the residence of a person who is under 18 years of age is determined by the residence of his or her parents. If the parents are both dead or are divorced or legally separated, residence shall be determined by the residence of the person to whom the court has granted custody or whom the court has designated as guardian. For the purpose of determining residence of a person who is under 18 years of age and who has been legally adopted, the adoptive parents shall be considered to occupy the same position as natural parents. In other situations, residence shall be determined by the residence of the parents or other person providing the preponderance of support. A person under 18 years of age who is legally emancipated will be considered an adult for residence purposes.

EQUAL TREATMENT OF MEN AND WOMEN

In the application of these regulations, men and women shall be treated the same.

RESIDENCE OF MARRIED PERSONS

The residence of married persons shall be determined separately for each spouse.

MILITARY PERSONNEL

The Board of Regents authorizes persons stationed in Kansas pursuant to active military orders and or their spouse and dependent(s) to pay an amount equal to resident tuition. Persons who are eligible for resident tuition rates under this policy must provide the University with appropriate documentation which verifies their military status and their spouse/dependent status, if applicable, at the time of enrollment.

RESPONSIBILITY AND BURDEN OF PROOF OF STUDENT FOR RESIDENT DETERMINATION

The responsibility of enrolling under the proper residence classification for fee purposes is placed on the student. If there is any possible question of residence classification under these regulations, it is the duty of the newly admitted student to raise the question with the Admissions Office and a current student with the Registrar's Office. The burden of providing clear and convincing proof of residency status rests with the student. Willful misstatement of any facts to influence the decision of resident status is cause for dismissal from the University and subjects the student to proper charges for previous semesters.

PROCEDURE FOR RESIDENT DETERMINATION

Students are classified residents or nonresidents from information provided by the students prior to registration. A Residency Determination Questionnaire may be completed by any new or returning student who desires

clarification of residency status. These forms are available through the Registrar's Office or Admissions Office, and must be completed and returned for review at least ten days prior to registration.

APPEAL PROCEDURE

Students should raise questions of their resident status before registration because clearing the Business Office may not be postponed pending a decision on resident status. However, a student who is classified as a nonresident for fee purposes shall be entitled to an appeal provided he or she files a Residency Determination form with the Registrar's Office within 30 days from the day of registration. This appeal process is also applicable to students who are classified as residents at the time of enrollment and who subsequently are classified as nonresidents, except that such students must file the Residency Determination form within 30 days of notice of reclassification. Upon receipt of a properly filed Residency Determination form, the Admissions/University Registrar's Office may reverse its classification or try to respond to the student in a manner that satisfies the student as to why the classification cannot be reversed. In the event the student remains unsatisfied with the classification, the Admissions/Registrar personnel shall refer the matter to the Residency Committee. If a student fails to file an appeal and supporting documents in the time and manner provided in this regulation, the classification or reclassification determined by the University Registrar's Office shall, upon the expiration of the appeal period, become final.

RESIDENCE COMMITTEE

The Residence Committee shall hear and determine all appeals concerning the status of students as residents or nonresidents for tuition purposes as referred. Members of the Residence Committee shall consist of the Vice President for Administration, the Vice President for Academic Affairs and the Dean of Students. Decisions of the Residence Committee shall not be subject to further administrative review by any officer or board of the University.



Tracy Fisher works on an assignment for a chemistry class.

APPROVED EXCEPTION

The Board of Regents have approved the following exception to Residency policy. Where applicable, the following factors will allow payment of resident fees during the designated time frame.

1. Persons who are full-time employees of a state educational institution;
2. Persons who are in active military service;
3. Persons who are domiciliary residents of the state, who were in active military service prior to becoming domiciliary residents of the state, who were present in the state for a period of not less than two years during their tenure in active military service, whose domiciliary residence was established in the state within thirty (30) days of discharge or retirement from active military service under honorable conditions, but whose domiciliary residence was not established at least six months prior to the first day of enrollment for the semester in which the students are enrolling;
4. Persons who are not domiciliary residents of the state, who have graduated from a high school in the state of Kansas within six (6) months of enrollment, who are domiciliary residents of the state at the time of graduation from high school or within twelve (12) months prior to graduation from high school, and who are eligible for admission to the University;
5. Persons who are domiciliary residents of the state, who are employed on a full-time basis and whose employment requires at least 1,500 hours of work per year, whose domiciliary residence was not established at least six (6) months prior to the first day of enrollment for the semester in which the students are enrolling;
6. Persons who are residents of selected counties in the state of Missouri who can document a cumulative 3.0 or higher grade point average on a 4.0 scale. The high school grade point average will be evaluated for the first-time freshmen and the college grade point average will be evaluated for transfer students who have more than twenty-four college hours completed. The eligible counties in Missouri are: Andrew, Holt, Buchanan, Platte, Clay, Jackson, Cass and Bates.
7. Persons who are not domiciliary residents of Kansas, but are the dependent children (legal children, stepchildren or wards) of a graduate of Washburn University. For the purposes of this policy a graduate is any person who has earned an associate, bachelors, masters or Juris Doctorate degree at Washburn University.
8. The exception of the payment of out-of-state tuition rates granted in paragraphs 3, 4, 5 and 6 and 7 shall be applicable only for the first six months such person is residing in the state of Kansas. Thereafter, he or she shall be eligible for in-state residence tuition rates only if he/she has established domiciliary residency in the state and can provide the indicia of residency in Kansas.



Brandi Mann and Aundrea Shafer tidy a community garden as a volunteer service project.

STUDENT SERVICES AND ACADEMIC SUPPORT

Center for Undergraduate Studies and Programs

Information Systems and Services

International Student Services

Intercollegiate Athletics

Office of Student Life

Career Services

Counseling Services

Health Services

Multicultural Affairs

Residential Living

Student Activities and Greek Life

Washburn Student Government Association

Campus Activities Board

Greek Organizations

Honorary Organizations

Student Publications

Student Recreation and Wellness Center

Student Services (Disabilities)

Student Services (Veterans Affairs)



Michael Reb seeks assistance from Mary Sheldon, English faculty member.



A ride on a Homecoming float is enjoyed by members of the Lady Blues soccer team.

CENTER FOR UNDERGRADUATE STUDIES AND PROGRAMS (CUSP)

MORGAN HALL, ROOM 122
785.670.2299

The mission of the Center is to provide support for Washburn University undergraduates to ensure successful curricular and co-curricular experiences culminating in graduation.

A cusp is a point at which two branches of a curve meet; the Center is an academic meeting point. It provides an academic center for the programs that cross disciplinary boundaries such as the University Honors Program and Women and Gender Studies, as well as the academic support programs such as the College Experience, mentoring, tutoring, career exploration and college success seminars. The Center coordinates the iRead program that was developed to enhance the participation in the intellectual life on campus and to encourage interdisciplinary collaboration through a common reading program and lecture. Selections have included *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah and *Three Cups of Tea: One Man's Mission to Promote Peace..One School at a Time* by David Oliver Relin and Greg Mortenson. Since sound advice is fundamental to the success of any endeavor, the Center houses Academic Advising to ensure that students who are at the beginning of their Washburn experience receive the support and advice required for matriculation into specific academic programs, and eventually the Transformational Experience. In addition, the Center contributes to the fundamental mission of the University that all students will fulfill their academic potential and provides career counseling, testing, and support for University assessment initiatives.

OFFICE OF ACADEMIC ADVISING

Academic Advising provides advising services for prospective, undeclared, transfer, probationary, and reinstated students and oversees the Academic Fresh Start program. Professional advisors assist undecided students with academic concerns; provide information about university policies, regulations, and services; assist students with course selection; guide students in the exploration of majors and investigation of potential transformational experiences. Advisors are available Monday-Friday from 8 to 5, so students may schedule appointments by calling 785.670.1942. Daily drop in times are also available. Visit <http://www.washburn.edu/services/acadadv> for more information.

OFFICE OF CAREER COUNSELING, TESTING AND ASSESSMENT

As part of the counseling process, testing is available to aid students in the exploration of college and career interests and related personality characteristics and abilities. Occupational information, computer-assisted career exploration, and graduate school information are also provided. Washburn students function within a highly competitive intellectual environment and, due to the rigorous demands of study, the typical student may need help in gaining and maintaining an adequate level of academic proficiency. The Center assists students in developing learning strategies and effective study skills

through workshops, individual assistance, and virtual libraries. Career Counseling services are available from 8 to 5, Monday - Friday. Students may drop in or call for an appointment 785.670.3069. Visit our website for more information, <http://www.washburn.edu/services/cusp>.

EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program, located in Morgan Hall, Room 122, provides academic support and other services to promote student success. We seek to maximize students' academic potential while improving the persistence, retention, and graduation rates of the undergraduate student population. The program primarily works to provide one-on-one tutoring and mentoring for a student in a maximum of two classes per semester. Tutoring and mentoring services are free of charge. Our goal is to encourage students to be responsible while incorporating the many college experiences that will provide a positive and complete university experience. Additionally, the EOP functions as a referral service to the myriad of Washburn University offices and resources available that offer support for students. The EOP office is open from 8 to 5, Monday-Friday. Students are encouraged to visit the website at <http://www.washburn.edu/services/cusp> or call 785-670-1871 for an appointment.

THE HARLAN J. KOCA MATHEMATICS ENRICHMENT PROGRAM – TUTOR CENTER

The Mathematics Tutor Center located in Morgan Hall 279 is a peer tutoring facility for students in MA 103, 104, 110, 116, 117, 123, 140, 141, and 151. Hours of operation for the Fall and Spring semesters are typically 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 3 p.m. Friday. Summer hours vary and will be posted. No appointment is necessary. The Tutor Center is staffed by one or two student tutors at a time; most tutors are math or science majors. Please visit the web link <http://www.washburn.edu/cas/math/mathlab.htm> for more information.



Radiographic exposure labs are part of the radiologic technology program curriculum.

ENGLISH DEPARTMENT WRITING CENTER

DR. ROY SHELDON, CENTER COORDINATOR

MISSION STATEMENT:

The Writing Center at Washburn University serves as a resource for individuals seeking to improve their writing skills and develop effective communication via the written word.

SERVICES:

The Writing Center provides free tutorial services to Washburn students and the Topeka community, assisting with the development of ideas, organization of papers, sentence structure and grammar, punctuation and spelling, clarity, and style.

In addition to tutorial assistance, the Center maintains reference texts, workbooks, and handouts related to writing. Copies of these materials are available at the Writing Center in Room 257, Morgan Hall. Electronic copies are available there .

WRITING CENTER HOURS:

Tutoring hours are available on the schedule board outside 257 Morgan Hall for convenient appointment or drop-in times (no appointment needed). Clients may sign up on appointment lines or check when they can come in without an appointment (first-come, first- served).

Because of limited resources, clients may sign up for no more than 60 minutes of tutoring per day (not including drop-in times).

Times may change during the semester, so clients should check the schedule board regularly.

Whenever possible, clients should come in several days before an assignment is due to allow more time for revising.

Limited computer access is available in the Center, but printing is restricted and data transfer is limited to network, CD or USB drives.

INFORMATION SYSTEMS & SERVICES

Website: <http://www.washburn.edu/iss/>

Information Systems & Services (ISS) provides computing, networking, video, wireless Internet access, and voice services at Washburn University's main campus at 1700 College Avenue and at Kaw Area Technical School at 5724 SW Huntoon Street. ISS has facilities in Bennett Hall, including the Technology Support Center providing walk-in support for services offered by ISS. Here students can get help with user accounts, e-mail, telephone, wireless connectivity, and other services while Bennett Hall, Room 108 contains an open student computer lab.

Students admitted to Washburn University are given access to Washburn's Web portal, MyWashburn (my.washburn.edu). Tools available in MyWashburn include campus announcements, e-mail, class registration, and online materials related to coursework. MyWashburn may be accessed from any Internet connection, on or off campus. Students can receive support for online courses from the Online Education staff by sending e-mail to webtech@washburn.edu or calling 785-670-3000.

On campus, students may connect to the Internet and computing resources using equipment in computer labs or via wireless using a personal laptop near one of many

wireless access points. Residential Living students enjoy wired and wireless connections to the campus' high-speed network from their rooms.

INTERNATIONAL STUDENT SERVICES

Heidi Staerke, Director
785-670-1051

UNDERGRADUATE ADMISSIONS

1. A complete application includes the following:
2. A completed Washburn University International Application Form
3. \$70 (USD) non-refundable application fee
4. A balanced TOEFL score of at least 520 (52, 56, 52, 4.5 on TWE) or 193 (19, 23, 19) on the CBT or 69-70 (18, 19, 14, 17) on the iBT for students from non-English speaking countries. (Certain departments may have higher TOEFL requirements.) Students who cannot meet this requirement will be admitted conditionally through the Intensive English Program
5. Completed "Financial Disclaimer" and certified documentation of the student's ability to finance studies while in the U.S.
6. Official transcripts of completed secondary education and of any university level course work

GRADUATE ADMISSIONS

Please contact the graduate program about requirements before submitting the international application, which includes the following:

1. A completed Washburn University International Application Form
2. A completed application form of the graduate program
3. GRE scores (GMAT scores for the MBA program)
4. Two or three letters of reference depending on the program
5. \$70 (USD) non-refundable application fee
6. A balanced TOEFL score of at least 550 (55, 56, 55, 4.5 on TWE) or 213 (22, 23, 22) on the CBT or 79 on the iBT for students from non-English speaking countries. (Certain departments may have higher TOEFL requirement.) Students who cannot meet this requirement will be admitted conditionally through the Intensive English Program.
7. Completed "Financial Disclaimer" and certified documentation of the student's ability to finance studies while in the U.S.
8. Official transcripts of any university level course work

INTERNATIONAL TRANSFER STUDENT ADMISSIONS (FROM ANOTHER U.S. SCHOOL TO WASHBURN)

A completed application includes the following:

1. A completed Washburn University International Application Form
2. A completed Washburn University Transfer Form completed by current school international student advisor
3. A copy (pages 1 and 3) of the I-20 or DS 2019 form issued by the current school
4. \$70 (USD) non-refundable application fee
5. A balanced TOEFL score of at least 520 (52, 56, 52, 4.5 on TWE) or 193 (19, 23, 19) of CBT or 69-70 (18,19,14,17) on the iBT for students from non-English speaking countries (550/213/79) for graduate

students. (Certain departments may have higher TOEFL requirement.) Students who cannot meet this requirement will be admitted conditionally through the Intensive English Program.

6. Completed "Financial Disclaimer" and certified documentation of the student's ability to finance studies while in the U.S.
7. Official transcripts of university level work

SCHOOL OF LAW ADMISSIONS

First, please contact the Law School about admission requirements using the following contact information. Then submit to the International Student Office requirements 1, 5, and 7 of "graduate admissions" described above.

Washburn School of Law
1700 College Ave.
Topeka, KS 66621, U.S.A.
Tel. 785-670-1185
Fax. 785-670-8087
<http://www.washburnlaw.edu>

ESL PROGRAM ADMISSIONS

A complete application includes the following:

1. A completed Washburn University International Application Form
2. \$70 (USD) non-refundable application fee
3. Completed "Financial Disclaimer" and certified documentation of the student's ability to finance studies while in the U.S.

TRANSCRIPT REQUIREMENT

Applicants must provide original transcripts which should have detailed addresses of the issuing schools for verification. If originals cannot be submitted, attested certified copies of transcripts must be sent to Washburn by the issuing school on the school's official envelope and stationary.

All university level foreign transcripts must be evaluated by ECE. Application forms can be obtained by writing to ECE, P.O. Box 514070, Milwaukee, WI, 53203-3470, USA, by going on-line at <http://www.ece.org>, or by contacting the Office of International Programs.

Note: If you have college credit from foreign countries and wish to transfer it, you must arrange to have it analyzed by a Washburn-recognized evaluating agency. Washburn recommends the ECE (Educational Credential Evaluators, Inc.) and requires a "course-by-course" report. Application forms can be obtained by writing to ECE, P.O. Box 514070, Milwaukee, WI, 53203-3470, USA, by going on-line at <http://www.ece.org>, or by contacting the Office of International Programs.

ENGLISH PROFICIENCY REQUIREMENT

Students whose native language is not English must meet Washburn's English proficiency requirement. Any one of the following can be used to satisfy this requirement:

1. A minimum balanced TOEFL score of 520 (52, 56, 52, 4.5 on Essay) or 193 (19, 23, 19) on the CBT, and 4.5 on the essay rating, or 69-70 (18, 19, 14 17) on the iBT. Students are required to take Intensive English courses in the deficient area (if any) indicated by the section score.

2. A bachelor's degree or higher earned at an accredited institution of higher learning located in the U.S. (An associate degree alone does not satisfy this requirement.)
3. Pass the English Proficiency Test administered at Washburn University. The test includes listening comprehension, speaking, grammar/structure, and reading.
4. Complete Basic, Level I and Level II of all the Intensive English courses with grades of "C" or better.
5. Complete an Intensive English Program in another accredited U.S.-based institution comparable to Washburn's. *

***WASHBURN'S IEP STAFF WILL DETERMINE THE COMPATIBILITY.**

PLEASE NOTE:

1. Graduate students may have to fulfill different requirements. Please contact the department of the intended discipline for more information.
2. Students who cannot meet the above guidelines will be placed in the intensive English classes by the staff of the program based on their test scores, transcripts, and other evidence. They must enroll in the required IE courses as early as possible.
3. First time students are required to take a Speaking and Understanding class regardless of their TOEFL score unless the Intensive English Program (IEP) grants a waiver.
4. Transfer students also must fulfill the English Proficiency Requirement by TOEFL score or taking the English proficiency test whether or not they have completed Freshman Composition at another accredited institution. They must enroll in the IE courses as early as possible if deficiency is determined.
5. Full-time students in the IEP are NOT eligible to take other academic courses. Students needing only part-time enrollment in IEP can take other academic courses with IEP approval only.

INTERNATIONAL STUDENT ADVISOR

The international student advisor is involved in the preliminary acceptance of international students, aids the students in preparation of their academic programs, counsels them in completion of their required visas and governmental records, and maintains contact with them during their academic careers. Call 785-670-1051 or e-mail international@washburn.edu for more information.

INTERCOLLEGIATE ATHLETICS

Washburn University offers a variety of athletic programs for both men and women. Men's Sports: Baseball, basketball, football, golf and tennis. Women's Sports: Basketball, soccer, softball, tennis and volleyball.

Washburn is a member of the National Collegiate Athletic Association (NCAA) Division II and the Mid-American Intercollegiate Athletic Association.

OFFICE OF STUDENT LIFE

Student Life enriches the educational experience of the Washburn community with an appropriate balance of challenge and support, through a commitment to learning, student development and advocacy. We value all

students and strive to create environments which foster the sustained development of well-balanced, civic-minded individuals.

The following Student Life units cooperate to play integral roles in achieving this mission: Career Services; Counseling Services; Multicultural Affairs; Residential Living; Student Activities and Greek Life; Student Health Services; Student Life Office; Student Recreation and Wellness; and Student Services.

CAREER SERVICES

WU Career Services provides services for and opportunities for interaction among students, alumni, employers, and the university community to promote lifelong career development. From the freshman seeking part-time opportunities to the junior seeking an internship to the senior or alumnus seeking a full-time career opportunity, Career Services assists with the employment process.

The Career Services staff members provide workshops, class presentations, and individual counseling on topics such as resume writing, interviewing skills, mock interviews, networking, and job search strategies. Selected print materials on all aspects of the job search are distributed at presentations and in the office.

Through a secure online system, students and alumni may post their resumes for employers to access, allowing Career Services to refer candidates to employers seeking Washburn students and alumni. Through the same system, candidates may search for and apply to jobs and internships posted by employers specifically seeking Washburn students and graduates. Career Services sponsors career networking and interviewing events such as the fall and spring Career Fairs and Interview Days. The comprehensive Career Services website, with job-search information, leads, and tips, is located at www.washburn.edu/services/career.

Career Services is located in Morgan Hall 123 and is open Monday-Friday, 8 a.m. – 5 p.m. including the noon hour. Appointments for meeting with individual staff members are encouraged and may be arranged by calling 785-670-1450. Individual counseling, workshops, events, and use of the online job search system are free to currently-enrolled Washburn students.

COUNSELING SERVICES

The mission of Counseling Services is to help, in concert with faculty and staff, all Washburn University students to reach their full academic potential by offering student assistance with personal, social and intellectual issues.

Students experiencing difficulty at Washburn may find it desirable to utilize counseling services at an early date to address concerns such as adjusting to college; building self-esteem; establishing successful relationships; succeeding in college; coping with stress, loss or grief; or a variety of other issues. Workshops and presentations are offered on a variety of topics relevant to student needs. Confidentiality is maintained for all types of counseling.

A new program, Student Athlete Support, Services (SASS), is facilitated by Counseling Services. The mission of SASS is to facilitate resources and services for the student athlete. Some of these services may include academic assistance, career exploration, nutritional

information, conflicts with coaches, time management, and personal counseling.

Counseling Services, located in Morgan 123, is open from 8 to 5 Monday-Friday. Students may drop in or call for an appointment (670-1540). Visit our website for more information: <http://www.washburn.edu/counseling>

HEALTH SERVICES

The Washburn University Student Health Service exists to optimize the health of the University community, thereby enhancing the learning and development of University students (and staff), through provision of prompt whole-patient-centered medical care, with a strong emphasis on education, prevention, affordability and patient advocacy. Student Health Services is located in 170 Morgan Hall. Medical care, including physical exams, care of acute injuries and illness, immunizations and lab tests, and referral to outside providers as needed, is available to all enrolled students. The University physician, a nurse practitioner and a registered nurse are available for health care and counseling. A low cost health insurance program is available to all students registered for at least 5 credit hours. Information about this plan is available at the Health Services and Student Life Offices.

MULTICULTURAL AFFAIRS

Multicultural Affairs promotes awareness of cultural diversity and multicultural issues. The office serves as a resource and referral center for University faculty, staff, students and the local communities. In addition, this office enhances educational development about diversity and multicultural issues, and advocates for students' needs on campus. The Multicultural Affairs Office (MAO), a unit of Student Life, serves any individual or group who wants to develop an appreciation, respect, and understanding of the similarities and differences represented in Washburn University's diverse community. MAO assists multicultural students (African American, Asian American, Hispanic American, Native American) in their overall development as they pursue a course of study.

MAO also assists multicultural student organizations and the Topeka community with planning social, cultural, and educational activities throughout the year. The Multicultural Affairs Office is located in Morgan Hall, Room 110. Contact information: phone, (785) 670-1622; e-mail, mao@washburn.edu, or <http://www.washburn.edu/mao>.

RESIDENTIAL LIVING

The mission of the Residential Living Office is to support the university community by providing a comfortable, secure, diverse living and learning environment for students that encourages community relations and personal and academic development.

Washburn's state-of-the-art living facilities have been recognized in national magazines for their comfort and design. Students report that living on-campus is the best way to make new friends, have fun and be healthy! Descriptions of on-campus housing options can be found in the Campus and Facilities section of the catalog. For a housing contract or further information, please visit <http://www.washburn.edu/services/studentlife/resliving/>

or contact the Residential Living Office, Washburn University, 1801 SW Jewell Ave., Topeka, KS 66621 or e-mail resliving@washburn.edu. The office phone number is 785-670-1065..

STUDENT ACTIVITIES AND GREEK LIFE

Student Activities & Greek Life, in conjunction with the Student Life area, supports the Washburn community through the creation of co-curricular experiences that enhance student learning, leadership development and campus involvement. Located in the lower level of the Memorial Union, the Student Activities & Greek Life Office provides a wide range of services and activities at Washburn designed to enhance campus life through recreational, leisure, social, entertainment, cultural, and service programs.

With over 100 student organizations and clubs, Student Activities & Greek Life provides an opportunity to serve and get connected to the University and community. A list of these organizations can be found at <http://www.washburn.edu/getalife>. The office assists student groups in program planning and leadership development. It provides information on existing student groups; establishes guidelines for developing new organizations; offers advice on setting organizational goals and objectives, fund-raising, or developing a constitution; assists in scheduling speakers, events and meetings.

WASHBURN STUDENT GOVERNMENT ASSOCIATION (WSGA)

The Washburn Student Government Association (WSGA) exists to serve the students and registered student organizations with any problems or concerns they may have. Members of the student body are automatically members of WSGA.

The WSGA Senate is the student government arm of the association. There are 34 senators: 27 that are elected by the student body in the spring and 5 freshman senators that are elected by the freshman student body in the fall. One transfer senator and one international student senator is appointed by the executive staff throughout the year as vacancies occur. Applications for appointment are available in the WSGA office. Senators must maintain a 2.0 GPA and be enrolled in at least three hours as an undergraduate.

The president and vice president of WSGA are elected each spring by the student body. They in turn, appoint an executive staff which is responsible for carrying out the decisions of the senate.

The senate is funded by a portion of student activity fees. These fees help provide student services such as the Collegiate Readership Program, the WSGA Lecture Series, Finals Week events and the annual student planner. All registered student organizations are eligible to request funding for their group's activities from WSGA. For more information, please contact WSGA at 670-1169 or visit www.mywsга.com.

CAMPUS ACTIVITIES BOARD (CAB)

The Campus Activities Board (CAB) is the student organization directly responsible for planning, implementing, and providing university-wide student activities and events at Washburn. Membership is open to all

university students. The organization regularly plans special programs, comedy nights, lectures, concerts, tournaments, and a variety of other entertainment for Washburn students. CAB is funded by a portion of student activity fees and advised by the Office of Student Activities & Greek Life. The Campus Activities Board office is located in the lower level of the Memorial Union. CAB can be contacted at 670-1222 or at <http://www.wuevents.com>.

GREEK ORGANIZATIONS

Washburn University is home to 4 fraternities and 4 sororities. The Greek community of Washburn University provides a comprehensive educational and social learning experience for all of its members through the promotion of academics, leadership and personal development, brotherhood and sisterhood, and service to the University and the Topeka community.

National statistics show that students who participate in fraternity or sorority life increase their chances of graduating; build long lasting relationships with friends and with their university; serve in more leadership roles on campus; and on the average obtain higher grade point averages.

Panhellenic Council, Interfraternity Council, and Greek Council are the governing bodies for the chapters on campus and are comprised of members from each organization. Panhellenic Council sponsors fall formal recruitment activities where female students may participate in formal membership recruitment during September. In addition, all students can participate in open membership recruitment during the school year. The sororities at Washburn are: Alpha Phi, Delta Gamma, Kappa Alpha Theta, and Zeta Tau Alpha. The fraternities at Washburn are: Alpha Delta, Phi Delta Theta, Delta Chi and Sigma Phi Epsilon. Six of our fraternities and sororities provide on campus living. For more information on all of our eight chapters, visit our website www.washburn.edu/getalife or contact the Student Activities & Greek Life office at 670-1723.

HONORARY ORGANIZATIONS

Washburn University sponsors a Chapter of Phi Kappa Phi, a nonprofit honor society that promotes the pursuit of excellence in all fields of higher education and recognizes outstanding achievement by students, faculty, and others through election to membership, and through various awards for distinguished achievement. Membership is open to scholars of sound character from all academic disciplines. There are several other honor societies at Washburn. Please contact the Student Activities and Greek Life Office for information.

STUDENT PUBLICATIONS

BOARD OF PUBLICATIONS

The Board of Publications is an advisory committee that consists of three faculty members and four students. The committee hires the editors of The Review and KAW, the business manager and advertising manager. The board approves expenditures of the newspaper and yearbook and offers advice. Students are selected to serve on the board each spring. Contact the director of Student Publications if interested.

THE WASHBURN REVIEW

The Review is the student newspaper. Publications are weekly during the fall and spring semester. Washburn's award winning student publication has a long history of offering the student body and faculty current news, interesting features, and lively opinions. The Review staff is open to all interested students to apply; visit the office in the basement of Memorial Union. The paper is distributed free in all of the main buildings on campus.

KAW

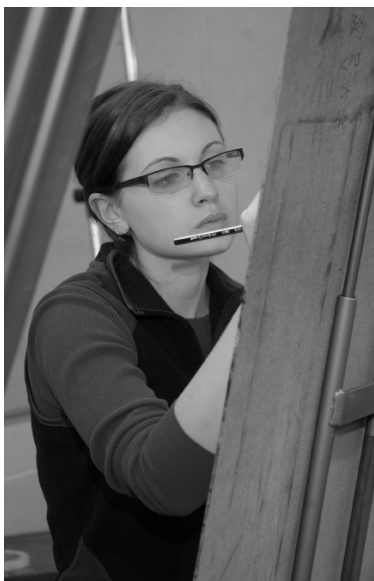
Washburn University offers a unique opportunity for students to become involved with the annual student yearbook, the KAW. Both the Review and KAW provide opportunities to learn marketing, computer layout and design, writing, editing, advertising, sales and leadership qualities.

INSCAPE: THE WASHBURN LITERARY ARTS REVIEW

A student staff produces the annual Washburn literary magazine, Inscape. Short stories, drawings, photographs and poetry by students, faculty, staff, and the surrounding community are considered for publication. Inscape is published each spring, and is available for sale in the Washburn Bookstore and the English Department throughout the year.

STUDENT RECREATION AND WELLNESS CENTER

The mission of the Student Recreation and Wellness Center is to enrich the quality of campus life by promoting and offering opportunities for physical and mental growth, as well as social interaction in healthy surroundings and superior recreational facilities. The SRWC's innovative co-curricular programs and offerings serve to provide a connecting link between students and the Washburn University experience.



Katarina Brown keeps a steady hand in drawing class.

STUDENT SERVICES

Location: Student Services, Morgan Hall, Room 150
Phone: 785-670-1629
TDD: 785-670-1025

E-mail: student-services@washburn.edu

The mission of the Student Services Office is consistent with that of Washburn University: to help prepare qualified individuals for careers, further study and lifelong learning. The office is dedicated to excellence in services for our constituents and to helping individuals reach their full academic potential.

DISABILITY SERVICES

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for students with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have current documentation on file in order to provide services. Documentation should include a statement identifying the disability, how and when it was diagnosed, and how it affects the student's academic performance. Services, based on individual needs, may include in-class note takers, test readers/scribes, adaptive technology training, brailled materials, or other necessary accommodations. Requests for accommodations should be submitted at least **TWO MONTHS** before services should begin; however, if you have a current accommodation need, please contact the Student Services Office immediately.

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

VETERANS

To apply and establish entitlement for Veterans Administration (VA) educational benefit programs, the applicant should contact the Student Services Office at Washburn, or call the VA at 1-888-442-4551. Program eligibility general ceases ten years from the date of the veteran's release from active duty.

Eligible recipients of educational assistance must certify their enrollment each semester through the Student Services Office to assure continuous benefits. When changes in enrollment occur, such as dropping courses, not attending class, or not formally withdrawing from the University, the student must submit a report of mitigating circumstances. The VA expects veterans to pursue an educational objective, regularly attend classes, and make satisfactory progress.

Reminder: Independent study courses must not exceed one-half of the total hours attempted for the semester. Students enrolling in **SHORT-TERM COURSES** will be paid **ONLY FOR THE DURATION OF THE COURSE**.

NON-TRADITIONAL STUDENTS

Going to college can be a huge challenge for the adult student. It involves making significant changes in one's personal and family lifestyle.

Contact the Student Services Office to share your questions, concerns, ideas, insights, and needs. Conveniently located in Morgan Hall, the office strives to provide services, support and referrals for the adult learner at Washburn University.

FEES AND FINANCIAL AID



Mayo Schmidt (right), alumnus and 2008 Executive in Residence, talks with students in the Chandler Board Room.



Surgical equipment is the topic for nursing students in an operating room procedures class.

FINANCIAL OBLIGATIONS

Tuition and fees are established by the Washburn University Board of Regents and are subject to change at any time by the Board of Regents. All payments can be made online in IBOD (Ichabod Billing on Demand), which can be accessed through MyWashburn, Student tab. Payments may also be made by mail, by phone, or in person at the Business Office.

Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from all classes via the web before the end of the 100% refund period.

All tuition and fees must be paid, or an installment plan set up, by the published "last day to pay without a late fee" to avoid penalties (more below). An installment plan may be set up in IBOD, accessed through MyWashburn, Student tab. There is a \$30 setup fee for the installment plan.

Electronic e-bills will be generated on a periodic basis and may be viewed in IBOD. **NO PAPER STATEMENTS OR REMINDERS WILL BE MAILED.**

ACADEMIC STATUS: FULL-TIME AND PART-TIME STUDENTS

Students are defined to be full-time in the fall and spring semesters if they are:

- undergraduates enrolled in at least 12 credit hours;
- graduate students enrolled in at least 9 hours;
- law students enrolled in at least 9 hours.

Students are defined to be half-time in the fall and spring semesters if they are not full-time and are:

- undergraduates enrolled in at least 6 hours;
- graduate students enrolled in at least 5 hours;
- law students enrolled in at least 5 hours.

During the summer session, any student enrolled in at least 6 hours is considered full-time, while students enrolled in at least 3 but fewer than 6 hours are considered half-time.

INSTALLMENT PAYMENTS

Although all tuition and fee charges for any term are due in full at the time of registration, a student in good financial standing who cannot pay in full by the published date that charges are due may set up a payment plan via MyWashburn for a \$30 fee.

If an installment payment is not paid in full by the installment due date, a late charge of \$25 will be added. Installment payments may be made online in IBOD, by mail, by phone, or in person at the Business Office in 205 Morgan Hall. The Business Office is open between 8AM and 5 PM Monday through Friday, except on Wednesday. On Wednesday office hours are 8:30AM to 5PM. A depository is located outside the door of the Business Office to receive payments after office hours. Students may set up scheduled payments in IBOD to automatically pay installments from a bank account or credit card. E-mail reminders will be sent to students who schedule payments.

Washburn University accepts cash, checks, e-checks, VISA, MasterCard, Discover and American Express for the payment of tuition and fee charges. Scholarships,

grants and loans received by the student will be used to reduce current term charges.

TUITION

The tuition charge is applicable to all terms of work such as regular semester, evening program, etc., whether taken for credit or as an auditor.

CATEGORIES OF CHARGES

Tuition and fees vary by category of student. Current rates may be viewed at <http://www.washburn.edu/business-office>

EXISTING CATEGORIES OF STUDENTS:

1. Undergraduate:
 - Resident of Kansas
 - Nonresident of Kansas
 - PLAN 2+2
 - Distance Education
 - Radiation Therapy
2. Graduate:
 - Resident of Kansas
 - Nonresident of Kansas
 - Distance Education (Non-resident)
 - Masters in Nursing (Resident)
 - Masters in Nursing (Non-resident)
3. School of Law:
 - Resident of Kansas
 - Nonresident of Kansas
4. WECEP (Washburn Early College Enrollment Program)
5. Allied Health Online Programs
 - Radiation Therapy
 - Diagnostic Medical Sonography
 - Bachelor of Health Science

Information on tuition residence categories may be obtained from the section, "Residence Qualifications." All traditional Undergraduate classes are billed as "resident" during Summer Session.

FEES

Current fee structure may be viewed at: <http://www.washburn.edu/business-office> (tuition and fees link)

FEE CATEGORIES

CREDIT BY EXAM FEE

Per Credit Hour — 1/3 of current resident tuition fee rounded to the nearest dollar.

STUDENT ACTIVITIES FEE

The Student Activities Fee is required of all students attending the University who are enrolled in three or more credit hours during the regular Fall and Spring semesters. This fee is charged only for courses taken on campus. There will be no activity fees charged for students taking only distance education or off-campus classes. If a student is taking both on-campus and online/off-campus classes, the number of hours of "traditional" classes will determine the activity fee charge. Activity fees are not assessed during Summer Session.

EXISTING CATEGORIES OF ACTIVITY FEE:

1. UNDERGRADUATE and GRADUATE students taking 3, 4, or 5 hours per semester
2. UNDERGRADUATE and GRADUATE students taking six or more credit hours per Fall and Spring Semesters
3. LAW students taking in excess of six credit hours per Fall and Spring Semesters
4. There is a course materials assessment for students enrolled in Criminal Justice firearms courses, physical education courses, and the athletic training program.

PRIVATE MUSIC LESSONS

Students majoring in curricula that require private lessons in music pay no additional fee for their lessons if they enroll and remain enrolled in 12 credit hours for a full semester. All other students are charged for private lessons, in addition to the credit hour charge, according to the categories listed below:

SEMESTER CHARGES*

The per-semester-charges for private music lessons vary as follows:**

- full-time music majors are charged an additional fee for private lessons, but are provided a waiver for that expense from the Music Department;
- all other students must pay an extra fee at the current resident undergraduate hour tuition rate for each hour they enroll.

*For additional information contact the music department.

**All private music lesson charges are rounded to the nearest dollar.

Private music lessons falling on legal and all-school holidays will not be made up. Lessons missed by the student will be made up only if satisfactory arrangements can be made with the instructor. Lessons missed by the instructor will be made up by the end of the semester. If a student withdraws from applied lessons after the "Last day to enroll without a late fee," there will be no reimbursement of fees. The only exceptions will be prolonged illness, administrative error, or death.

Private lessons are not available during the summer sessions.

MISCELLANEOUS CHARGES

Late Fees are applicable to those students, except those who are taking only audit classes, who have not completed payment for tuition and fees, or set up an installment plan, by the date set and published as the last day to pay without a late fee. Students who do not meet this deadline shall be charged a single late fee according to the number of credits in which they are enrolling.

<u>Credit Hrs.</u>	<u>Late Fee</u>
0.5-3.0	\$ 25.00
3.5-6.0	\$ 50.00
6.5-9.0	\$ 75.00
9.5+	\$100.00

CAP AND GOWN USE

The student is responsible for making arrangements and for paying the University Bookstore for use of cap and gown during commencement exercises.

LABORATORY USAGE

The student is expected to compensate the University for laboratory breakage or damage to other University property due to negligence, carelessness, or failure to follow instructions.

COURSE MATERIALS CHARGE

Students participating in Criminal Justice Firearms Training courses will be charged for the materials used in the class, to include ammunition, targets, and weapon cleaning supplies. A similar course materials charge will be assessed to students enrolled in PE 365 and Athletic Training Clinical courses.

HOUSING PAYMENTS

If a resident of University housing fails to make payments according to the applicable housing agreement, the person will be subject to eviction from the housing in which he/she is residing and the agreement cancelled. Proper notice of the delinquent payment will be given to the resident/tenant and failure to pay by the date given in the notice will result in eviction. Additionally a hold will be placed on the person's records. Advance registration and enrollment in subsequent terms will not be permitted until the financial obligation is paid in full.

PARKING FINES

Failure to pay a University parking fine within 5 days of the due date results in a late payment fee of \$10.00. If the student does not pay the fine and the late payment fee, a hold will be placed on the student's records, restricting registration in courses, the ability to obtain transcripts and/or diploma. Enrollment in subsequent terms will not be permitted until the financial obligation is paid in full. Parking and traffic regulations are distributed each semester.

LIBRARY FINES/OTHER UNIVERSITY FINANCIAL OBLIGATIONS

Failure to pay a library fine or any other University financial obligation which has not been discussed above will result in a hold being placed on the student's records, restricting registration and the ability to obtain transcripts and/or diploma. Enrollment in subsequent terms will not be permitted until the financial obligation has been paid in full.

LIABILITY FOR INSTITUTIONAL CHARGES (TUITION, FEES, HOUSING, FINES, ETC.)

Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from classes via the web. Tuition charges for full-term classes from which a student has withdrawn will be removed from the student account according to the published refund schedule. Tuition charges for classes that are less than full term from which a student has withdrawn will be removed according to a pro-rated schedule.

Having tuition charges removed from the student account does not necessarily mean there will be a refund. In fact, if withdrawal from one or more classes results in having financial aid removed as well, the student may owe a balance. Students considering withdrawing from one or more classes need to be sure that the financial implications are clearly understood before withdrawing.

If a student withdraws from one or more classes in which she or he has enrolled, it may be necessary to return all or a portion of the Title IV financial aid (e.g. loans) that were received for the term, as required by federal regulations. This means that if the student was refunded excess financial aid, the student will have to repay Washburn University for the amount of aid that has been returned.

Please note that the student activity fee is refundable up to the first day of class; and is non-refundable once class begins, even if the student withdraws from all classes. Refunds and/or charges that are due to a student leaving campus housing are governed by the terms of the housing contract.

Failure to pay any tuition, late fees, or other charges when due subjects the student to:

- holds and non-release of the student's records;
- holds and non-release of diplomas/certificates; and
- restrictions on advance registration and enrollment in subsequent semesters.
- eventual collection activity and collection charges.

Holds will be lifted only after the student has made full payment.

A student with a history of returned checks paying an outstanding balance with a personal check will not have a hold lifted from the student's account until the check has cleared. Post-dated checks will not be accepted for payments. Returned checks are subject to a \$30 fee.

No credit will be released by the University Registrar's Office until all accounts are paid. A student is not eligible to receive diplomas, certificates and transcripts, or to enroll unless all financial obligations to the University have been paid. In cases where a student has received federal Title IV funds, all arrangements for making repayments to the University are to be completed prior to graduation.

REFUNDS

A student permitted to withdraw from a course or courses in an academic session in which he or she is enrolled may be eligible for a refund of the University tuition paid for that course or courses. No refunds will be made of the late registration fee or student activity fee unless such charges have been made through an error of the University. In the event the student is a financial aid recipient, the refund will be made to the financial source used to pay such tuition, including but not limited to scholarships, grants, and Federal Title IV funds. Withdrawal from a course or courses making the student ineligible for the grant, aid or scholarship paid shall require the student to make repayment of the grant, aid or scholarship pro-rated on the basis of the amount of the student's participation in the activity for which the grant, aid or scholarship was awarded. If the student has any unpaid account with the University, any refund from withdrawal may be applied to such an account. Any amount paid to the University that exceeds tuition

and fees paid by these other sources, and any amounts due to the University, shall then be paid to the student. For students who completely withdraw from classes and have received Federal Title IV funds, please refer to the Federal Return of Title IV funds policy available in the Financial Aid office or on the web at www.washburn.edu/financial-aid and select "Policies." For students required to make repayment of a grant, scholarship or aid under this policy, please refer to the formula available at <http://www.washburn.edu/services/finaid/pdf/refund3.pdf>.

If a student account has a credit balance, a refund will be generated, except in the case of non-refundable payments, such as from a third party. The preferred method of disbursement of excess financial aid is via direct deposit to a student checking or savings account, (which the student sets up via MyWashburn, Student tab, IBOD, Personal Profile, Payment Profile). Parents will receive any excess funds for Parent PLUS loans by mail.

Students may request that a check be mailed, or they may pick up a check – specific dates, times and places for that process will be posted on MyWashburn, on the Business Office Web page (<http://www.washburn.edu/business-office/>). Students will be able to change their mailing address through their MyWashburn account. It is important to make sure that address information is correct. Checks are mailed to the current address on file with the Business Office.

Due to the unique nature of the various programs offered, cancellations and refunds for non-credit offerings may be different depending on the program or course. If a student is unable to attend a course, she or he should refer to the cancellation and refund policies established for each program as indicated in the program brochure, on the program web page, or contact the coordinator responsible for the program. If a policy is not specified, the Division of Continuing Education must receive the request for a refund no later than three (3) business days prior to the start of the program to receive a full refund.

The first official day of classes constitutes the beginning of the semester for tuition refunds. For courses which are scheduled out of sequence of the regular Fall and Spring Semesters and Summer Session, the day published as the official first class meeting for the course constitutes the beginning of the course for tuition refund purposes, assuming the course is for a term of five or more weeks and is subject to tuition refund. Withdrawal from a course and enrollment in another course are treated as separate transactions and there may be fees attached.

REFUND DUE TO DEATH OF A STUDENT

If a student should die during a semester/session in which the student is duly enrolled, the student's estate will be refunded the tuition and fees based on the above stated policies, providing the student has no other outstanding University financial obligations. To initiate this process, the family may contact the Dean of Students in the Student Life Office.

NON-CREDIT-HOUR COURSES (DIVISION OF CONTINUING EDUCATION)

For cancellations or refunds registrants should contact the Division of Continuing Education as soon as possible. A substitute may be sent at no additional cost or the fee may be transferred to another professional

education program offered within a year of the intended program. Unless otherwise stated, refunds can be issued for cancellations made at least 10 working days before the program minus a 15% administrative fee; no refunds will be issued for cancellations made less than 10 working days of the program. The Division of Continuing Education reserves the right to cancel a program due to insufficient enrollment or other reasons deemed appropriate in which case a full refund will be issued. Liability is for registration fee only.

NON-CREDIT-HOUR COURSES (SPONSORED BY OTHER DEPARTMENTS/DIVISIONS)

For non-credit conferences, institutional seminars and community service offerings that are of more than one-day duration and are not described in a separately published brochure, the refund is 100% if the official withdrawal notice is received on or before the first day after the first class session. There is no refund for these courses following the first business day after the first class session.

FINANCIAL AID

Website: <http://www.washburn.edu/financial-aid>

Washburn University provides financial aid assistance through scholarships, state program, federal grants, federal work study, and federal student loans. Washburn University Academic Scholarships may be available to

undergraduate students with a 3.25 or higher cumulative GPA who meet the priority deadline of February 15 based on availability of funds. In addition, Washburn University academic departments award scholarships to students who have special talents or skills.

Washburn Academic Scholarships are awarded for one year and are renewable by applying each year before the February 15 priority deadline. Students must maintain a Washburn University cumulative grade point average of 3.25. Applications are available in the Financial Aid Office or on the web at <http://www.washburn.edu/financial-aid>. Washburn's federal school code is 001949.

Federal financial aid is awarded for one year with its continuance based upon financial aid eligibility as determined by the Free Application for Federal Student Aid (FAFSA), and satisfactory academic progress which is evaluated at the end of each semester. Students need to apply yearly by completing the FAFSA after January 1 on the web at <http://www.fafsa.ed.gov>. To receive the best financial aid package, students should have their federal FAFSA information in the Financial Aid Office by the priority deadline of February 15.

Information is available by contacting the Financial Aid Office in Morgan Hall 267 or by calling 785-670-1151 or (800) 524-8447. Admission to Washburn University is a prerequisite for consideration of financial assistance.



Shopping is convenient at the WU Bookstore.

UNIVERSITY EDUCATIONAL OPPORTUNITIES AND INITIATIVES

Scholarly and Creative Endeavors
Center for Community Service and Civic Engagement
Institute for the Study and Practice of Leadership
International Programs
Bonner Leaders Program
Honors Programs
Interdisciplinary Studies
Intensive English
Kansas Studies
Pre-professional Studies
Center for Diversity Studies
Peace, Justice, and Conflict Resolution Studies
Women's Studies
Joint Center on Violence and Victim Studies
Division of Continuing Education
2+2 PLAN Bachelor Degree Programs
Evening and Weekend Classes
Summer Classes



International students prepare for the Homecoming parade.

SCHOLARLY AND CREATIVE ENDEAVORS

The scholarly or creative activity transformational experience is a significant scholarly or creative project to be completed under the tutelage of at least one faculty member and presented in public. Oversight of the scholarly or creative activity transformational experience is coordinated through the Center for Undergraduate Studies and Programs (CUSP) located in Morgan Hall 122. In consultation with the faculty mentor, students develop an implement a project. In many cases this work is completed as part of the requirements for fulfilling the expectations of the student's major. Additional information regarding this process is described in the Washburn Transformational Experience Graduation Requirements section of the catalog.

For Information Contact:

Dr. Donna LaLonde, 122 Morgan Hall 670-2299
donna.lalonde@washburn.edu

LEARNING IN THE COMMUNITY (LinC) THE CENTER FOR COMMUNITY SERVICE AND CIVIC ENGAGEMENT

Learning in the Community (LinC): The Center for Community Service and Civic Engagement provides a wide range of opportunities to the Washburn University campus. Consistent with the mission of the university LinC promotes a life-long commitment to learning and service among Washburn students, faculty, and staff by serving as a resource and connecting members of the university community with meaningful service experiences.

In addition to providing general volunteer placements with a number of community agencies, LinC offers ongoing opportunities including:

- Community Service Transformational Experience (CSTE): This is one of four opportunities for students to meet the WTE requirement. The CSTE includes 150 hours of direct service, monthly mentored reflection sessions, a public presentation and a final project;
- Community Based Work Study: Students who qualify for Federal Work Study funds have the option of earning this money by working with a nonprofit in the community. LinC staff assist the Financial Aid Office in the placement and supervision of all Community Based Work Study students;
- LinC Scholars/Bonner Leaders: This is a community service scholarship program that requires 900 hours of focused service, monthly mentored reflection meetings, and participation in single day service initiatives. See page 39 for more details;
- Literacy Education Action Project (LEAP): An early childhood literacy program that involves Washburn students in one-to-one reading instruction at early childhood centers;
- Student to Student: An adolescent literacy program that matches Washburn University students with adolescent learners in one-to-one reading and writing tutoring;
- Alternative Break Program: This involves Washburn students in focused service over winter and spring

breaks away from campus, team planning and fundraising, and reflection meetings during service experience;

- Service Learning: LinC provides assistance to faculty in developing projects to be included in their curriculum, introduction to service sites, and assistance in placement of students;
- Community Based Research: LinC staff will assist faculty in developing classroom research projects that assist communities and organizations with policy or program changes. The research is designed to be Community driven and student directed with faculty support.

For Information Contact:

Phone: (785) 670-1950

Dr. Richard Ellis, 308 Benton Hall

rick.ellis@washburn.edu

Kristine Hart, 303 Benton Hall
kristine.hart@washburn.edu

INSTITUTE FOR THE STUDY AND PRACTICE OF LEADERSHIP

Website: <http://www.washburn.edu/leadership>

Henderson Learning Center, Room 101

(785) 670-2000

Jeff Mott, PhD., Director

VISION

Establish an innovative platform for leadership education that is recognized in the Midwest as a pioneering model for the development of future leaders and leadership methods.

MISSION

To develop students into ethical, caring and diverse leaders prepared to immediately assume leadership roles in today's changing society by cultivating the study of leadership and facilitating transformational learning experiences designed to challenge, motivate, and inspire future leaders.

WASHBURN TRANSFORMATIONAL EXPERIENCE (WTE) IN LEADERSHIP

The WTE in leadership is administered by the Director of the Institute for the Study and Practice of Leadership. Detailed information about the WTE in Leadership may be found in the university catalog section entitled "The Washburn Transformational Experience (WTE) Graduation Requirement at Washburn University."

LEADERSHIP STUDIES CERTIFICATE PROGRAM

The Leadership Studies Certificate program is an interdisciplinary program open to baccalaureate students in all majors and degree programs. This certificate program is designed to be completed concurrently with earning a baccalaureate degree. The program provides graduates with the knowledge and skills necessary to implement an effective leadership process in government, business, not-for-profit, educational, and civic settings. (NOTE: Students who earn a Leadership Studies Certificate will have satisfied the Washburn Transformational Experience graduation requirement.)

STUDENT LEARNING OUTCOMES

Each Washburn graduate who completes the Leadership Studies Certificate program will be able to:

- assume and implement the role of change agent;
- articulate a personalized moral theory suitable for guiding rational decision making regarding challenging moral issues and ethical questions; and
- describe the necessary and sufficient elements of a personalized leadership theory suitable for guiding service in a leadership role.

LEADERSHIP STUDIES CERTIFICATE PROGRAM HIGHLIGHTS

- required specialized academic core curriculum
- required minimum participation in extra-curricular leadership activities
- certificate credit for taking leadership roles in campus organizations
- multiple optional leadership experience opportunities
- required leadership internship experience

TYPES OF CERTIFICATE ACTIVITIES

- Leadership core curriculum courses
- Leadership internship experience
- Leadership roundtable discussions
- Leadership volunteer experience
- Leadership roles in campus organizations
- Leadership roles in scholarly research
- NCAA athletic team leadership positions
- Symposiums, seminars, workshops and lecture series sponsored by the Institute
- Participation in Leadership Freshman Interest Group

LEADERSHIP CORE CURRICULUM

As cultivated at Washburn, leadership is broadly defined and inclusive in scope in order to expose students to many differing views of leadership. Three multidisciplinary leadership courses and one leadership internship experience constitute the certificate core curriculum. Each course has a primary focus and emphasis. The instructional team is encouraged to enrich each course by including optional complementary components. Optional elements are chosen to support general program objectives.

CORE COURSES

LE 100 EXPLORING THE CONCEPT OF LEADERSHIP

Survey of leadership theories and introduction to the academic study of leadership using case studies and contexts of the leadership process; requires identifying personal leadership potential, articulation of a personalized leadership theory, and leadership concepts applied in a Campus Action Project.

LE200 ETHICAL RESPONSIBILITIES OF LEADERSHIP

Survey of moral philosophy designed to inform decisions about fundamental ethical responsibilities of leadership; requires examination of obstacles to, and opportunities

for ethical leadership, and articulation of a personalized ethics statement as a foundation for applied ethics in the leadership process. *Prerequisite: LE100*

LE300 LEADERSHIP SKILLS DEVELOPMENT

Students focus on developing individual and interpersonal leadership skills, teamwork and collaboration skills, and understanding that leadership is more than the exercise of power; techniques for embracing and leading change are practiced in a semester-long change project. *Prerequisite: LE200*

LE400 LEADERSHIP INTERNSHIP

Students will practice a “change agent” leadership role by implementing and evaluating an evidence-based change process, and produce a detailed record of the experience suitable for archiving. *Prerequisite: LE300 or consent*

The Leadership Institute website (see above) is a source for more information about the Leadership Institute, its activities and programs; or contact the institute director at leadership@washburn.edu

INTERNATIONAL PROGRAMS

Website: <http://www.washburn.edu/iip>

International House

Tel: (785) 670-1051

Fax: (785) 670-1067

E-mail: international@washburn.edu

Baili Zhang, Director

Bobbie Anderson, Intensive English Instructor and Coordinator

Heidi Staerkel, International Student Coordinator

Tina Williams, Study Abroad Coordinator

The Mission of the Office of International Programs is to aggressively develop and maintain a level of international competence commensurate with the needs of students and faculty within the university and businesses and organizations in the community. The Office strives to serve as the service and resource center for all things international on campus and, to an extent in the community, to promote the value of international awareness.

The Office of International Programs is located at the west end of the International House, directly west of Memorial Union. Services coordinated by the director and staff include oversight of the International Washburn Transformational Experience, international student advising, assistance with study abroad, assistance to faculty and administrative officials who wish to present papers or do short-term projects abroad, assistance to international students, hosting of international guests to campus, development and maintenance of relationships with foreign universities and international programming on campus. The Director also serves as university liaison to International Center of Topeka, Inc., a community group of about fifty members interested and involved in international issues.

INTERNATIONAL WASHBURN TRANSFORMATIONAL EXPERIENCE

For additional information, refer to the description of the Washburn Transformational Experience Graduation Requirement in the Programs/Degrees/Graduation Requirements section of the University Catalog.

STUDY ABROAD

Washburn University supports three types of study abroad programs: Students may choose:

- Type 1: study at one of the foreign institutions with which Washburn maintains exchange agreements;
- Type 2: participate in a program offered by another accredited US college or university
- Type 3: participate in a study abroad program or internship coordinated and taught by Washburn faculty for Washburn credit, e.g., programs offered occasionally by the School of Nursing, Departments of Art, Social Work, English, Criminal Justice or Education.

Whatever type of program is chosen, students must file an application for study abroad with the Study Abroad Coordinator, which includes an application for financial aid. Application forms are available in the Office of International Programs and the Department of Modern Languages (Morgan Hall 375).

FINANCIAL AID FOR STUDY ABROAD

The International Education Committee recommends financial aid from designated endowments and WTE funds for qualified students who wish to study abroad to fulfill the WTE requirements and other purposes. To be considered for financial aid a student should have at least a C average. (Extenuating circumstances will be considered - check with the Study Abroad Coordinator.) Students may also apply most other types of financial aid, including student loans, toward the cost of their study abroad programs.

TRANSFER OF ACADEMIC CREDIT EARNED AT FOREIGN INSTITUTIONS

Students participating in Types 1 and 2 study abroad programs are required to file a Study Abroad Credit Transfer Form with the Study Abroad Coordinator prior to beginning their program. This form confirms that the student consulted with his/her academic advisor and that the academic advisor approves the proposed program of study. This also serves as a guarantee to the student that his/her credits will be transferred to his/her Washburn transcript upon successful completion of the program. A letter grade will only be posted if the course is required for the student's major or minor academic program. All other course work is posted as credit.

STUDY ABROAD PROGRAMS

Washburn has study abroad programs in Austria, Belgium, Canada, China, Denmark, England, Finland, France, Germany, Holland, Ireland, Japan, Mexico, Netherlands, Paraguay, Scotland, South Africa, Spain, Sweden, and Taiwan. Programs in many other countries can also be arranged through other US schools and consortiums.

Study Abroad Courses

Students who are planning to participate in an approved program would enroll in the appropriate Interdisciplinary Studies course after consultation with the Study Abroad Coordinator.

- IS 201 Study Abroad in North America (1-18 hours)
- IS 202 Study Abroad in Latin America (1-18 hours)
- IS 203 Study Abroad in Europe (1-18 hours)
- IS 204 Study Abroad in Asia (1-18 hours)

- IS 205 Study Abroad in Oceania (1-18 hours)
- IS 206 Study Abroad in Africa (1-18 hours)
- IS 301 Study Abroad in North America
- IS 302 Study Abroad in Latin America
- IS 303 Study Abroad in Europe
- IS 304 Study Abroad in Asia
- IS 305 Study Abroad in Oceania
- IS 306 Study Abroad in Africa
- IS 420 Study Abroad-Internal Program (1-18)
- IS 421 Study Abroad-External Program (1-18)

BONNER LEADERS PROGRAM

The Bonner Foundation provides service scholarships to students at over 80 colleges and universities through an AmeriCorps grant from the Corporation for National and Community Service. This scholarship is designed to heighten the overall education students receive by asking them to engage in ongoing service work and helping them develop the experience, skills and knowledge necessary to make that work meaningful and lasting. The mission of this nationally recognized program is to transform the lives of students, their campuses, their local communities, and the world through service and leadership.

The Bonner Leaders Program at Washburn University was established in Fall 2001 as a program of Learning in the Community (LinC): The Center for Community Service and Civic Engagement. This leadership program provides scholarships to students willing to commit to 900 hours of service over a period of two years. Upon successful completion of their term of service, students receive an education award which can be used to pay tuition or federal student loans, or may be held for up to seven years to use toward future educational expenses.

FOUNDATION OF BONNER LEADERS PROGRAM

The Bonner Leaders Program centers on six common service principles:

1. Social Justice – Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.
2. Civic Engagement – Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.
3. Community Building – Establish and sustain a vibrant community of place, personal relationships, and common interests.
4. Diversity – Respect and embrace the many different dimensions of diversity in our private and public lives.
5. International Perspective – Develop international understanding that enables students to participate successfully in a global society.
6. Spiritual Exploration – Explore personal beliefs while respecting the spiritual practices of others.

Additionally, the program is rooted in the concept of servant leadership. This refers to people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment.

EXPECTATIONS FOR BONNER LEADERS

One of the things that makes the Bonner Leaders Program unique is that it expects participating students to transition from volunteers to leaders in the community during their two years of service. As this transition occurs, students are regularly asked to reflect on the service they are doing and to explore the issues that necessitate the need for this service.

Additionally, the Bonner Leaders are expected to support each other, interact with each other at monthly meetings, and engage in service together. Most importantly, Bonner Leaders are expected to truly enjoy what they are doing as they work for meaningful, sustainable change in the community.

LEADERSHIP OPPORTUNITIES

Students accepted into the program are encouraged to choose a service site that complements their personal and/or academic interests and that addresses an issue in the community that they feel passionate about. The program currently has community partners in several Northeast Kansas communities that address a wide variety of issue areas. The program encourages student leaders to develop service projects of their own.

In recent years students have participated in various service opportunities including:

- Let's Help – service opportunities include teaching/tutoring in the Adult Education Center and assisting with programs in the Emergency Services division.
- Big Brothers/Big Sisters - Bonner Leaders assist in matching children with appropriate mentors: organize the Bigs in Schools program in addition to becoming Big Brothers or Sisters themselves.
- Stone Nature Center - an environmental program providing wildlife rescue services, education, and leadership activities to the community.
- Peace Camp – students organize and run this two-week camp devoted to non-violent conflict resolution, social justice, and civic education.
- Battered Women's Task Force – students provide crisis, advocacy, and outreach services to victims of domestic violence.

In addition, Bonner Leaders coordinate the following programs in the community through partnerships with various agencies:

- Literacy Education Action Project (LEAP) - a one-to-one literacy education program tutoring reading to 3 to 5 year old Head Start students.
- Student to Student - an adolescent literacy program that matches Washburn University students with adolescent learners in one-to-one reading and writing tutoring.

This is just a sample of the approximately 100 sites and projects Bonner Leaders have done since the program started at Washburn University.

PROGRAM ADMISSION

The Bonner Leaders Program is open to any undergraduate student at Washburn University. Because this program is funded by AmeriCorps, you must be a US Citizen, US National, or Lawful Permanent Resident Alien to be admitted, and will be required to submit documentation verifying this fact.

Applications for admission to the Program are available in the LinC office (Benton Hall 303) and are due by April 1st. Admission is a competitive process. Applicants are evaluated on their commitment to service and their perceived fit with the program's philosophy and financial need. While GPA is not the only factor considered for admission, it is used to help determine the level of commitment that a member can make to the program.

If you are interested in applying to be a Bonner Leader or learning more about the program, contact:

Richard B. Ellis, Ph.D.
Director, Bonner Leaders Program
Washburn University
1700 SW College Ave., BE 308
Topeka, KS 66621
(785) 670-1950
E-mail: rick.ellis@washburn.edu

HONORS PROGRAM

Morgan Hall Room 122
(785) 670-2299
Dr. Donna LaLonde, Dean

The mission of the University Honors Program is to provide students and faculty with curricular and co-curricular opportunities for both disciplinary and interdisciplinary study and discourse.

STUDENT LEARNING OUTCOMES

Washburn students who complete the University Honors program, upon graduation, are expected to:

- demonstrate the ability to read critically and analyze academic texts;
- demonstrate the ability to defend both orally and in writing academic positions taken;
- demonstrate the ability to design and carry out independent research; and
- acquire an aesthetic appreciation for the arts, humanities, social sciences, natural sciences and mathematics.

In pursuit of its mission the University Honors Program at Washburn provides opportunities for highly motivated students to enrich their educations through special honors sections of existing courses, special honors seminars and colloquia that satisfy general education requirements, independent research projects, a close working relationship with distinguished faculty, individual advising, and special intellectual, cultural and social activities. The program fits well with Washburn's many four-year degree programs. Students work with the Honors Dean to organize Washburn's many resources to provide ample opportunities to explore, relate, and assimilate many diverse learning experiences. As Linus Pauling said, "The best way to have a good idea is to have lots of ideas." The University Honors Program is committed to providing students, faculty, and staff with opportunities to develop and implement good ideas.

Entering freshman students are especially encouraged to inquire about the University Honors Program by submitting a letter of interest. Individuals may apply on their own, they may be recommended by their high school or college faculty, or they may be invited to apply by the Dean of University Honors. Those students who

demonstrate a strong probability for benefiting from, and contributing to, the program will be invited to join the community of learners.

Although proven scholastic performance is important, the Honors Dean will place substantial emphasis on student interest and motivation in pursuing an honors program. Students who complete an appropriate number of University Honors courses (24 hours) and satisfy the thesis and GPA requirements will graduate with University Honors and have their transcripts so marked. Washburn is an institutional member of the National Collegiate Honors Council. For more information on the University Honors Program, contact Dr. Donna LaLonde, Dean, University Honors Program, or Dannah Hartley, Academic Advisor, Center for Undergraduate Studies and Programs.

*Applications should be submitted to Dr. Donna LaLonde

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details.)

EN 102 FRESHMAN ENGLISH HONORS: FACTS, PLOTS, ARGUMENTS, AND PRINCIPLES (3)

The analysis of texts that purport to gather facts, to structure experience into pleasing formal structures, to persuade others to action, judgment, or evaluation, and to articulate principles whose power shapes diverse experiences into meaningful patterns of coherence. The writing of expository prose that communicates thoughtfully and clearly the results of those analyses. Open to those students accepted into the University Honors Program and by invitation from the Composition staff.

</HN 201 SEMINAR IN THE HUMANITIES AND FINE ARTS (3)

An integrated humanities topics course that takes some special problem, theme, or subject matter and explores it from a humanistic perspective. Topics vary from semester to semester. Satisfies three hours of general education credit in the humanities and fine arts. May be taken more than once with different topics.

</HN 202 SEMINAR IN THE SOCIAL SCIENCES (3)

An integrated social sciences topics course that takes some special problem, theme, or subject matter and explores it from the perspective of the social sciences. Topics vary from semester to semester. Satisfies three hours of general education credit in the social sciences. May be taken more than once with different topics.

</HN 203 SEMINAR IN THE NATURAL SCIENCES AND MATHEMATICS (3)

A special topics course that takes some special problem or subject matter and explores that subject matter or problem from the perspective of the natural sciences or mathematics. Topics vary from semester to semester. Satisfies three hours of general education credit in the natural sciences and mathematics. May be taken more than once with different topics.

HN 305 Honors Colloquium: The Liberal Arts & the Professional Disciplines (3)

A special topics course that involves the study of the relationship of the professional disciplines – for example, law, education, business, public planning and administration, the health professions – to the liberal arts, or one of the liberal arts – for example, history, poetry, rhetoric, or philosophy.

HN 392 DIRECTED READINGS (1-3)

A special topics course designed to allow students and faculty the opportunity to explore and develop areas of study as a foundation for thesis work.

HN 399 HONORS THESIS: INDEPENDENT RESEARCH (3-6)

Independent research in a specified area approved by the Dean of University Honors.

INTERDISCIPLINARY STUDIES

Interdisciplinary courses have content derived from various academic disciplines. Courses may be taught by a single faculty member proficient in the course content or jointly by two or more faculty members from different segments or areas. The interdisciplinary program is administered by a faculty committee chaired by the Vice President for Academic Affairs.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

IS 090 INTRODUCTION TO ACADEMIC, CULTURAL & SOCIAL LIFE IN THE UNITED STATES (2)

For international students seeking successful transition to the American academic environment. Includes learning basics in academic life, United States culture, and social practices and rules predominant in the United States. Does not count toward 124 hours baccalaureate degree requirement. *No prerequisite.*

IS 100 THE COLLEGE EXPERIENCE (2)

This course is designed to help students overcome the problems of adjustment to college. Study skills development, university services available to students, the structure of Washburn, the role of the university in higher education, and the selection of areas to study are discussed. The faculty are from various academic areas and are assisted by staff from other University units.

IS 110 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (1-6)

Special topics in interdisciplinary studies announced in advance. May be repeated with different topics. *Prerequisite: Consent of Instructor.*

IS 120 CAREER EXPLORATION (2)

Attempts are made to bridge the student's educational experience to the world of work in this course. Readings, exercises and written reports are used to increase the student's knowledge of self. Resources are used to provide a multi-disciplinary overview of the factors involved in career choice and development.

IS 150 HUMAN SEXUALITY (3)

Various areas relating to human sexuality, including the physiological, psychological, sociological, philosophical and legal are covered in this course. Team teaching from more than one department will be utilized.

IS 160 DYING, DEATH AND BEREAVEMENT (2-3)

The insights of the helping professions, philosophy, and religions are brought to bear upon human responses and the key concepts surrounding the phenomena of death. In the first half of the course emphasis is placed upon developing an understanding of the theoretical models and religious and secular traditions. The second half of the course deals with special death situations, e.g., euthanasia, suicide, etc., and with practical problems. The amount of credit will vary with the number of interdisciplinary components offered.

</IS 170 LIBRARY RESEARCH STRATEGIES (1)

Designed to both introduce and improve basic library research skills using the print and automated information retrieval resources of the Mabee Library. Additional in-depth analysis of database sources, the ability to construct search strategies, and evaluation of materials are covered. Likewise, search methods in a variety of subject disciplines are explored.

</IS 175 INTRODUCTION TO WOMEN'S STUDIES (3)

Introduces the principal history, methods, issues and debates in Women's Studies utilizing an interdisciplinary approach. Through a broad range of issues confronting women, the course examines both historical and contemporary ideas, institutions, and constraints that shape women's lives. Attention will be focused on differences among women as well as the potential for women's unity and empowerment.

IS 180 INTRODUCTION TO PEACE, JUSTICE, AND CONFLICT RESOLUTION (3)

An examination from a variety of disciplines and perspectives of major ideas and issues related to peace and conflict resolution.

IS 199 KANSAS STUDIES (3)

An interdisciplinary topics course on a theme associated particularly with Kansas history and culture, which is team taught by Fellows of the Center. Students and faculty will be challenged to integrate material from different perspectives on a common topic based on joint interest and available resources. As topics change, the course may be repeated for credit.

IS 200 MOCK TRIAL (3)

This course is primarily (not exclusively) designed for pre-law students considering law school and a career in trial law. The Fall course concentrates on general trial procedures utilized in the mock trial competition (opening and closing statements, direct and cross examination). This involves videos of trials, periodic quizzes from a trial advocacy text, sharpening analytical and forensic skills, practicing opening and closing statements, and examining witnesses. The Spring class receives the case to be used at the national competition and the semester is spent preparing the case for competition. Enrollment in the spring semester is by invitation only from among

those enrolled in the fall semester. May be repeated for credit.

IS 201, 202, 203, 204, 205, 206 Study Abroad (1-18)

Approved Study Abroad Programs coordinated by the Office of International Programs (see page 24).

IS 300 MOCK TRIAL II (1)

Enrollment is open only to students selected to the Mock Trial Team.

IS 301, 302, 303, 304, 305, 306 Study Abroad (1-18)

Approved Study Abroad Programs suitable for upper division credit coordinated by the Office of International Programs (see page 24).

</IS 375 WOMEN AND POPULAR CULTURE (3)

This course explores the ways women are depicted in popular culture and how these integrated patterns and beliefs are transmitted to succeeding generations. We will identify how these images influence basic assumptions about societal roles and expectations of women and, therefore, female development. This examination of popular culture genres reveals the influence of pop culture and its impact on stereotypes, personal and professional relationships. Through readings, text analysis, discussion and research-oriented writing assignments, the course will engage interdisciplinary methods to examine gender and popular culture. Students will learn to analyze and critique the narratives that shape their own perceptions of gender, sex and identity, and formulate a personal response to gender identity.

IS 380 INTERNSHIP/SPECIAL PROJECT IN PEACE, JUSTICE, AND CONFLICT RESOLUTION (3)

A directed experience in an agency whose mission is directly related to peace and justice issues, or an approved special project in the areas of peace and justice. May be repeated once for a maximum of 6 hours of awarded credit.

IS 389 INTEGRATED STUDIES CAPSTONE PROPOSAL (1)

This course is the prerequisite course to the IS 390 Capstone Project course and must be taken the semester immediately preceding IS390. This course is designed to assist the student in developing an appropriate capstone project. Topics will include: writing a research paper, constructing research questions, organizing a research paper, using proper writing style, making charts and graphs, and developing a research argument. *Prerequisites: At least thirty completed hours from either the Individualized Study Plan (ISP) or the Multi-Disciplinary Study Plan (MDSP).*

IS 390 DIRECTED RESEARCH (1-7)

The thoughtful integration of diverse materials is a major demand on the student working toward a Bachelor of Integrated Studies. The format may vary in terms of the student's special interests, abilities, imagination, and creativity. May consist of a research paper, a comprehensive written examination on selected reading materials, an oral presentation, or a special performance utilizing one or more art forms or modes of expression.

IS 400 Special Topics (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: Consent of instructors.*

IS 420 Study Abroad-Internal Program (1-18)

Students who are planning on completing a senior- or graduate-level study abroad program sponsored by Washburn University should enroll under this number after consultation with the Study Abroad Coordinator in the Office of International Programs. May be repeated for different study abroad experiences.

IS 421 Study Abroad-External Program (1-18)

Students who are planning to participate in an approved external (non-Washburn) study abroad program for senior- or graduate-level credit should enroll under this number after consultation with the Study Abroad Coordinator in the Office of International Programs. May be repeated for different study abroad experiences.

INTENSIVE ENGLISH PROGRAM

Website: <http://www.washburn.edu/iip>

The Intensive English Program (IEP) offers a series of English classes designed to assist international students in need of improving their English skills before being accepted into a degree program of the University. It also assesses residents whose native language is not English, to improve their ability to interact in the community, on the job, and succeed in academic courses.

CURRICULUM

Three levels in each of the four areas are available each semester: Speaking and Understanding, Grammar and Structures, Reading Comprehension, and Academic Writing. Academic Writing also has an additional level course offered for graduate students. All classes follow the University schedule and meet four hours per week in class each semester (15-16 weeks).

Students can utilize the Writing Center and the English for the Foreign-Born (EFB) service, which may be one-on-one instructions provided by or associated with the University free of charge to the students. A full-time student typically takes four courses and receives 16 hours of instruction for 12 hours of credit. In addition, students have full access to other University services and facilities, such as the health center, computer labs, libraries, and athletic events/facilities, free of charge.

CREDIT

Students receive academic credit for courses taken in the IEP. However, the credit is not applied toward degree programs. Course work with letter grades will be posted on the official transcript.

ADMISSION

Prospective students are encouraged to contact the program director before enrolling. TOEFL (Test of English as a Foreign Language) is not required for admission to the IEP. However, in-house TOEFL is offered one week before classes begin each semester to aid in evaluating proper placement in the IEP courses. After completing the IEP, students can enter University degree programs without TOEFL. Those who need only part-time enrollment in the IEP can take for-credit academic courses concurrently.

COURSE OFFERINGS

- IE 070 Basic Intensive English (3)
IE 100 Intensive English I (3)
These are the foundation courses at the most basic level to prepare the students for the rest of the IE curriculum.
- IE 071 Basic Grammar and Structures (3)
IE 101 Grammar and Structures I (3)
IE 201 Grammar and Structures II (3)
These are foundation courses focusing on English grammar and structures. In these courses, students will learn to construct sentences (from simple to compound to complex) and write paragraphs. The objective is to help students improve their vocabulary, grammatical and basic writing skills.
- IE 072 Basic Reading Comprehension (3)
IE 102 Reading Comprehension I (3)
IE 202 Reading Comprehension II (3)
These courses prepare students for successful academic performance. The focus is on comprehending and responding to academic written materials, and on the structure, grammar and vocabulary of academic English.
- IE 073 Basic Speaking and Understanding (3)
IE 103 Speaking and Understanding I (3)
IE 203 Speaking and Understanding II (3)
These courses are designed to improve the students' oral and aural skills. They prepare students to participate in everyday social interactions, classroom activities and discussions, and effectively listen to lectures. Students will be expected to prepare and give short speeches. They will also receive and be tested on a list of idioms each week.
- IE 074 Basic Academic Writing (3)
IE 104 Academic Writing I (3)
IE 204 Academic Writing II (3)
IE 294 Academic Writing III (3) (graduate students only)
Academic writing courses progress from basic writing of ideas in simple written structures to organized paragraphs and essays. Research techniques are also introduced.

KANSAS STUDIES

Website: <http://www.washburn.edu/reference/cks/>
Dr. Tom Schmiedeler, Director
(785) 670-1559

The Center for Kansas Studies is a group of Washburn university faculty who convene regularly to promote and share their interest in Kansas. The Center is dedicated to encouraging Kansas Studies by offering courses in the Kansas Studies Program, by creating resources and providing information about Kansas resources at Washburn University and around the state, by offering programming on Kansas topics, and by providing outreach programs that focus on the past, present and future of Kansas.

To obtain the optional minor in Kansas Studies, a student must complete at least 15 hours from among the courses listed below, with at least 6 of those hours at

the upper division level. The Director of the Center for Kansas Studies will serve in the role of department chair for certification that a student has successfully met the requirements for this optional minor.

STUDENT LEARNING OUTCOMES

- Kansas Studies minors at Washburn University, upon graduation, are expected to have:
- acquired knowledge of the natural environment of Kansas and how humans have interacted with that environment;
- acquired knowledge and appreciation of the diversity of the cultures, arts and literature of Kansas; and
- acquired knowledge of Kansas history, economics and political processes.

COURSES WHICH COULD BE APPLIED TOWARD THE REQUIREMENTS OF THE MINOR ARE:

AN 225	Kansas Archaeology
AR 114	Art and Architecture of Kansas
AR 399	Documentary Photography (Small Kansas Towns)
BI 280	Special Topics (when taught as Kansas Amphibians, Turtles & Reptiles or Kansas Birds)
BU 310	Entrepreneurial Finance
EN 138	Kansas Literature
EN 190	Film Appreciation (when taught as "Kansas in the Movies")
EN 199, 299, 399	Special Topics (when taught as Kansas Characters, Kansas Folklore or Mapping Kansas Literature)
GG 304	Kansas Geography
GL 103	Historical Geology
HI 300	Topics in History (when taught as Kansas Characters)
HI 322	Kansas History
HI 397	Internship in Historical Agencies
IS 400	Topics (when taught as Kansas Characters)
LS 590	Mapping Kansas Literature
MM 402	Kansas and the Media
PE 198K	Lifetime Wellness (with Kansas emphasis)
PO 107	American State and Local Government
PO 310	Kansas Politics
PO 307	Internship in State and Local Government

PRE-PROFESSIONAL STUDIES

A broadly based liberal education has always been accepted as the ideal preparation for graduate study. Pre-professional programs suggested by an increasing number of professional schools include from two to four years of study in the liberal arts field. Washburn University emphasizes in its group requirements the type of cultural foundation that professional and advanced technical schools prefer. Furthermore, Washburn's wide range of elective courses affords specific introductions to a variety of professional and occupational fields. The following suggestions, while not intended to be exhaustive, are indicative of the University's offering of pre-professional preparations.

PRE-DENTISTRY

Biology Advisors
Associate Professor John Mullican
john.mullican@washburn.edu
Assistant Professor Paul Wagner
paul.wagner@washburn.edu
Assistant Professor Tracy Wagner
tracy.wagner@washburn.edu

Chemistry Advisors
Associate Professor Sam Leung
sam.leung@washburn.edu

Students preparing to enter dental school should consult an advisor during their first year in college. Additionally, students should consult the catalog of the school they plan to enter. Information on each dental school may be found at <http://www.adea.org>. In general, the program for the pre-dental student is the same as that for pre-medical students.

ENGINEERING TRANSFER PROGRAM

Keith Mazachek, Lecturer and Coordinator
keith.mazachek@washburn.edu
Stoffer Science Hall, Room 210
(785) 670-2263

The student desiring to pursue a degree in engineering can complete most of the course of study common to the first and second years at the majority of recognized schools of engineering. Particular attention is directed to course work in mathematics, physics, chemistry, and writing and speaking skills. Washburn has a 3-2 program in cooperation with the University of Kansas and Kansas State University. This allows the student to earn two B.S. degrees: the first a Washburn and the second, a B.S. in Engineering, from either of the other universities.

For details about this program, see Engineering in the index. A suggested schedule for the engineering transfer program and the content of engineering courses may be found under the engineering section of the College of Arts and Sciences catalog.

PRE-LAW

Professor Steve Cann, Advisor & Coordinator
steve.cann@washburn.edu

The student preparing to enter Washburn School of Law or any quality school of law should seek a broad undergraduate education which should include courses in English, economics, history, political science, philosophy, and sociology. Basic courses in economics and accounting are desirable. Courses which develop the ability to write and speak clearly and correctly, as well as those courses which will help to attain exactness of thought and the ability to make valid analytical comparisons and differentiations, are desirable. Familiarity with American and English history and the government of those countries is necessary in a proper background for the study of law. The student interested in pre-legal education should seek the advice of a pre-law advisor early in his/her college career. Pre-law advisors may be found in a number of departments including Political Science, History, Criminal Justice, Philosophy, Psychology, English, Communication, Mass Media, and the School of Business. You should begin preparing for the LSAT at the start of your college career. For pre-law related

activities, pick up a pre-law brochure in the Admissions office.

PRE-MEDICINE

Biology Advisors:

Associate Professor John Mullican
john.mullican@washburn.edu

Assistant Professor Susan Bjerke
susan.bjerke@washburn.edu

Assistant Professor Paul Wagner
paul.wagner@washburn.edu

Assistant Professor Tracy Wagner
tracy.wagner@washburn.edu

Chemistry Advisor:

Associate Professor Sam Leung
sam.leung@washburn.edu

Students preparing to enter medical school should consult an advisor during their first year in college. Most medical schools prefer a four-year degree preparation with strong foundations in chemistry, biology, physics, and English. Additionally, pre-medical students should acquire significant experience in a healthcare environment involving direct patient contact, and become active in service activities. The Medical College Admission Test is required for students applying to either an allopathic (M.D.) or osteopathic (D.O.) medical school and is typically taken shortly after the junior year in college. The pre-medical student is urged to consult a chosen medical school before the junior year in college. The exact course of study applicable to any student's background can only be established in consultation with a pre-medicine advisor.

PRE-NURSING

Ms. Mary Allen, R.N., Director of Student Support Services
mary.allen@washburn.edu

Ms. Louisa Schurig, Advisor
louisa.schurig@washburn.edu

Washburn University offers the four-year baccalaureate program in Nursing and pre-nursing course requirements for students preparing to enter the Nursing Major. The Bachelor of Science degree prepares the graduate to write the national licensure exam (NCLEX) to become a registered nurse.

Pre-nursing students interested in the Washburn Bachelor of Science Degree in nursing should schedule academic advisement in the School of Nursing (Petro Allied Health Center, Rm 203).

PRE-PHARMACY

Associate Professor Shaun Schmidt, Advisor
shaun.schmidt@washburn.edu

Assistant Professor Matt Arterburn
matt.arterburn@washburn.edu

Most students in the pre-pharmacy program transfer to the School of Pharmacy at the University of Kansas, which requires about 68 hours (approximately two years) of college level pre-professional studies prior to admission to the professional program. The exact course of study applicable to any student's background can only

be established in consultation with the pre-pharmacy advisor.

PRE-THEOLOGY

Professor Barry Crawford, Advisor
barry.crawford@washburn.edu

Garvey Fine Arts Center, Room 233
(785) 670-1542

The Philosophy Department recommends that pre-theology students complete a broad course of study, including work in the Humanities, Social Sciences, Natural Sciences and in Creative and Performing Arts. The Philosophy Department offers courses in Religion and is happy to assist students in planning pre-seminary majors in either Religious Studies or Philosophy.

PRE-VETERINARY MEDICINE

Professor Lee Boyd, Advisor
lee.boyd@washburn.edu

Most state schools of veterinary medicine have preferred admission of residents of that state, and certain numbers of applicants from cooperating states lacking veterinary schools. Private schools accept applications from all qualified students. Kansas residents would ordinarily apply to the Kansas State University School of Veterinary Medicine. All of the required Pre-Veterinary courses can be taken at Washburn. Practical experience with animals, especially in a veterinary context, is important in making successful application. Program details are available from the pre-veterinary advisor.

CENTER FOR DIVERSITY STUDIES

Dr. Bruce Mactavish, Director
Morgan 108
(785) 670-1636

MISSION:

Washburn University and the Brown Foundation for Educational Equity, Excellence, and Research have created the Washburn Center for Diversity Studies. The Center, working out of the College of Arts and Sciences, pursues the shared values of the Brown Foundation and the university. The Center Fellows share a commitment to educational excellence, to recognizing diversity in an open society, to supporting educational equality, to improved relations among diverse groups, and to our shared heritage in Topeka and Shawnee County.

GOALS AND OBJECTIVES

- Building community: on the Washburn campus, in the city of Topeka, in the state and beyond.
- Increasing capacity for understanding and cooperation.
- Combating ignorance and intolerance.
- Developing networks of intellectual exchange.

Students interested in diversity issues are encouraged to enroll in courses which contain a significant component dealing with diversity. Explore campus activities dealing with diversity by checking with the Multicultural Affairs Office.

PEACE, JUSTICE AND CONFLICT RESOLUTION STUDIES

Degree Offered:
Optional Minor

Dr. Rachel Goossen, Advisor
Henderson 311
(785) 670-2060

Peace Studies is an interdisciplinary program of study, building on existing course offerings in a range of departments, that incorporates both international peace and justice issues and, through internship opportunities with community-based agencies, local dimensions of conflict resolution.

Students who are interested in this optional minor should refer to the College of Arts and Sciences section of the catalog. This program is administered by the College of Arts and Sciences.

WOMEN'S & GENDER STUDIES

Degree Offered:
Optional Minor

Center for Undergraduate Studies and Programs
Morgan Hall, Room 122

MISSION STATEMENT

The Washburn University Women's and Gender Studies Minor is an interdisciplinary program devoted to encouraging research on women and gender, sponsoring events focused on issues relevant to women and gender, and promoting outreach across the campus and to the larger community. Women's and gender studies explores the connections between race and ethnicity, class, sexual preference and gender as they impact women's and men's lives in a variety of cultural contexts. Courses critically examine the social, historical, psychological, literary, artistic, philosophic, and biological roles of women and gender while seeking to provide a fuller understanding of the multidimensional nature of personhood. Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through internships, community involvement projects, research, and service learning courses.

LEARNING OUTCOMES:

Upon completion of the Women's and Gender Studies minor students will be able to:

- discuss the multiple types of feminisms that currently exist in the U.S. and internationally, as well as their histories and development;
- critically analyze and make connections between feminist theories and feminist practices;
- explicate the basic debates or areas of contention within contemporary feminist thought;
- describe the multiple ways in which gender is intersected by other social relations such as race, ethnicity, sexuality, class, and nation;
- identify the basic components that distinguish feminist methodologies from other approaches to inquiry, and the ways in which women's studies ap-

proaches have transformed traditional disciplines; and

- design and implement a project demonstrating in-depth knowledge of one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic.

STUDY PLAN

To obtain the Optional Minor in Women's & Gender Studies, a student must complete at least 15 hours of designated Women's & Gender Studies course work, with at least 6 of the hours at the upper division level. These courses should include IS 175: Introduction to Women's Studies and a Capstone Project. The minor will be supervised by the Women's & Gender Studies Advisory Committee, under the coordination of CUSP. Students may complete the minor in two ways. They may (a) submit a study plan consisting of coursework formally identified as counting towards the WGSM or (b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed by the WGSM Committee to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

REQUIRED COURSES

</IS 175 Introduction to Women's Studies

COURSES WHICH MAY BE APPLIED TO THE MINOR:

AN 321 Anthropology of Women
CJ 314 Women in Criminal Justice: Offenders, Employees and Victims
</EN 214 Women and Literature
EN 396 Topics in Women and Literature
HI 315 Women in US History
HI 300C Women & Gender in Early America (special topics)
HI 380 Women in World History
</IS 375 Women and Popular Culture
NU 382 Women's Health Issues
PY Psychology of Women

For additional information or to begin developing your minor study plan, contact Academic Advising, Center for Undergraduate Studies and Programs, 785-670-1942, MO 122 or advising@washburn.edu.

JOINT CENTER ON VIOLENCE AND VICTIM STUDIES

Website: <http://www.washburn.edu/ce/jcvvs>
Benton Hall, Room 408D
(785) 670-1242
(800) 910-4308
Thomas Underwood Ph.D., Executive Director

The Joint Center on Violence and Victim Studies is an interdisciplinary affiliation between Washburn University, California State University-Fresno, and the University of New Haven. Based at Washburn University, the JCVVS addresses issues of violence and victimization through service to professionals by offering nationally recognized training and consultation, supporting the academic programs, and research and special projects.

DIVISION OF CONTINUING EDUCATION

Website: <http://www.washburn.edu/ce>

Benton Hall, Suite 408
(785) 670-1399

Tim Peterson, Ph.D., Dean
Thomas Underwood, Ph.D., Asst. Dean
Joanne Ramberg, Ph.D., R.N., Program Coordinator
Dan Schmidt, M.B.A., Program Coordinator
Kristi Wilson, M.P.A., Grants Facilitator

The Division of Continuing Education serves the University through three primary functions: delivery of non-credit professional development programs; academic support for academic off-campus, distance education and summer programs; and assistance with grants. The Division offers a diverse array of professional development programs in many career areas, such as business management, computer training, social services, and nursing. Approximately 200 non-credit programs are offered through the Division to nearly 2,500 people annually. Mostly serving the Topeka/Shawnee County area, the Division's professional development programs reach across the state and the nation. The Division also provides support services to University departments that offer employee training. Distance education programs, off-campus courses, and summer sessions are coordinated by the Division. Support is provided to faculty and staff in identifying and securing grant funding.

2+2 PLAN BACHELOR DEGREE ONLINE COMPLETION PROGRAMS

Website: <http://www.washburn.edu/PLAN>

The Partnership for Learning and Networking (PLAN) is a collaborative set of 2+2 baccalaureate degree completion programs developed by Washburn University to expand access to higher education throughout Kansas.

Our 2+2 ONLINE PLAN program allows a student to complete an associate's degree at any of our partner community colleges or technical schools, and then a bachelor's degree online from Washburn in just two years without traveling to Topeka, moving, changing jobs or having relocation concerns.

The programs include the Bachelor of Health Science, the Bachelor of Integrated Studies, the Bachelor of Applied Science in Human Services, the Bachelor of Applied Science in Technology Administration, and the Bachelor of Science in Criminal Justice. These programs are delivered via the Internet, interactive television (ITV), or through a combination of delivery systems. The degree requirements are the same as those for campus students.

For more information about the 2+2 PLAN degree programs contact the Washburn University Admissions office at (800) 332-0291, or visit the program web site listed above.

EVENING AND WEEKEND CLASSES

Courses offered during late afternoon, evening and weekend hours compose a significant part of the University academic and continuing education program. Classes are organized to serve working adult members

of the community as well as full-time students of the University.

Students enrolling in these classes can begin a college education, continue their education on a college level, improve occupational knowledge and skills, study for personal enrichment, or pursue avocational interests.

Experienced teachers have the opportunity to pursue the master's degree through courses scheduled in the Graduate Education Program. The College of Arts & Sciences offers a Master of Liberal Studies, designed to foster an integrative critical perspective. The School of Business Master of Business Administration program provides students the opportunity to continue their business education. The Department of Psychology also offers graduate courses leading to a Master of Arts degree with an emphasis in clinical skills. The Department of Social Work offers a Master's in Social Work degree with a focus on clinical practice. The Criminal Justice Department offers a Master's of Criminal Justice degree with majors in either Law Enforcement or Corrections. The School of Nursing offers a Master of Science in Nursing degree with four specialty tracks.

In addition to offering a broad range of academic courses which may lead to certificates, associate degrees, or the baccalaureate and master's degrees from the College of Arts and Sciences, the School of Applied Studies, the School of Business, and the School of Nursing, the University recognizes the responsibility to develop other instructional programs in areas where community needs are identified and the University has resources to respond to those needs including non-credit programs offered by the Division of Continuing Education.

The Academic Scheduling and Commencement Services Office annually produces three class schedules. Fall and spring course listings are available online only at www.washburn.edu/schedule and have a search feature for online, evening and weekend courses. The summer course listings are also available online as well as in a printed version in the main lobby of Morgan Hall. The semester schedule can also be accessed on Washburn University's homepage at <http://www.washburn.edu>. Click the Quick Links drop down menu, choose Class Schedules, and then choose the appropriate semester.

SUMMER SESSION

As the University continues to broaden the scope of its educational activities, the academic life of an increasing number of students extends into the summer months. The Washburn Summer Session includes day and evening classes, special summer institutes, short-term foreign language workshops, travel and online course.

The diverse summer program is planned for students who wish to begin their college study, for those who wish to continue their regular academic programs, for high school youth who wish to pursue special interests, and for adults who wish to pursue studies on a professional level or for individual self-improvement.



Washburn faculty members Ross Friesen and Roy Wohl try to master a miniature golf hole in Mabee Library's "Caddy Stacks" event.

ACADEMIC POLICIES

Student Responsibilities

Course Numbering System

Degrees

Student Records

Diplomas

Credit by Examination

Credit Granted for Military Service

Grading System

Grade Appeal Procedure

**Academic Probation, Suspension
and Reinstatement**

Academic Fresh Start



Rachel Artzer and Janel Carter select new textbooks at the WU Bookstore.



Terrence Lowe, right, outruns an opponent.

STUDENT RESPONSIBILITIES

ATTENDANCE

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

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

STUDENT CONDUCT

The University expects conduct of all students which is consistent with the law and with generally accepted principles of academic behavior. The University retains the right to secure the safety of individuals, the protection of property, and the continuity of the educational process. Any interference with access to University facilities, interruptions of educational activities, or damage to property exceeds permissible bounds. Although remedies are available through local law enforcement bodies, the University may elect to impose its own disciplinary sanctions. Information regarding student rights and the rules governing student behavior are found in the Washburn University Student Conduct Code. It is available online at www.washburn.edu/services/studentlife and in the Student Life Office, Morgan Hall Room 104.

ACADEMIC IMPROPRIETY POLICY

Excerpts of this policy are printed each semester in the schedule of classes. For a complete copy of the Academic Impropriety Policy, contact the Vice President for Academic Affairs Office, Bradbury Thompson Alumni Center Suite 200.

AUTHORIZED ACADEMIC LOAD

Normally, the maximum number of hours permitted is 20 per semester. Correspondence, extension, and evening courses taken concurrently are counted as a part of the total load. A freshman is limited to 17 credit hours per semester except upon approval by the faculty advisor and the appropriate Dean. Superior Juniors and Seniors, with the approval of their faculty advisor, may petition the Dean to carry 21 or more hours.

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

Students are defined to be full-time in the fall and spring semesters if they are (1) undergraduates enrolled

in at least 12 credit hours, (2) graduate students enrolled in at least 9 hours, or (3) law students enrolled in at least 9 hours.

Students are defined to be half-time in the fall and spring semesters if they are not full-time and are (1) undergraduate students enrolled in at least 6 hours, (2) graduate students enrolled in at least 5 hours, or (3) law students enrolled in at least 5 hours. Students may be granted an exception and receive a scholarship or grant designated to go to full-time students if during their final semester prior to graduation they need less than 12 hours to complete their degree.

During the summer session, any student enrolled in at least 6 hours is considered full-time, while students enrolled in at least 3 but fewer than 6 are considered half-time.

OFFICIAL E-MAIL ADDRESS

The student's Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this medium as an official notification for important information. The student university e-mail address may also be used by instructors to provide specific course information. Students who prefer to use an alternate e-mail address to receive official University notices should make certain they have implemented the mail forward option in MyWashburn using the following process. Access the MyWashburn e-mail account, choose the "Options" tab, select "Settings," scroll to the bottom of the screen and enter the preferred e-mail forwarding address in the "Mail Forwarding" area. Click on "Save Changes." It is the student's responsibility to ensure that the official Washburn e-mail box does not exceed the message quota resulting in the inability of e-mail message to be accepted into the mailbox.

WITHDRAWALS

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

When the web is not available, students must complete a Schedule Change Form and submit it to the University Registrar's Office where the information will be processed and the form signed. The student should then take the form to the Business Office for review of charges. The student will be given a copy documenting these transactions. The date of withdrawal is determined by the day the withdrawal form is processed in the University Registrar's Office. Students who cannot complete the withdrawal process on campus must notify the University of their intent to withdraw by sending an e-mail to enrollment@washburn.edu or via certified letter to the University Registrar. To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account on-line and view the "Detail Course Schedule" link on the Student Tab. The status will indicate withdrawn and the date the course was withdrawn successfully.

The responsibility for initiating and clearing withdrawal notices with the University Registrar's Office rests with the student, not the faculty. Failure to officially withdraw results in the recording of "F" grades at the end

of the semester/term and responsibility for all assessed charges.

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

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

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

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

MEDICAL WITHDRAWAL

The University Medical Withdrawal policy has changed as of Fall, 2005. If a student is unable to complete a semester or term due to serious illness or injury, the student may withdraw him/herself from courses by the Last Day to withdraw from that semester. A Medical Withdrawal DOES NOT CHANGE the student's financial obligation to the University.

For withdrawals with a medical basis after the last day to withdraw, the student must present an affidavit signed by a licensed health care provider, certifying the circumstances. This affidavit, as part of a Medical Withdrawal information packet, is available in the University Registrar's Office, Morgan 115. The completed forms should be directed to the Office of the Vice President for Academic Affairs (VPAA), Bradbury Thompson Alumni Center Suite 200, for consideration by the University Medical Withdrawal Committee. If the request relates to a semester other than the current one, the Medical Withdrawal Committee must also approve the academic withdrawal request. To be eligible to apply for a medical withdrawal, students must apply within the span of one calendar year from the end of the semester for which they are requesting a medical withdrawal.

Based on an approved request, the student will be withdrawn from all his/her courses, and will receive a "W" on his/her transcript for those courses. There will be NO REFUND for this procedure. Only withdrawals processed during the published refund schedule (see previous section) will generate any kind of refund of tuition.

If the student has received Title IV Federal Financial Aid, the current "Return of Title IV Funds" policy will be applied according to PL 105-244, Sec 484B, 64FR59016. (Federal Pell Grants are only adjusted based on the student's enrollment status during the first two weeks of classes.) If the student completely withdraws from the university while still eligible for a tuition refund based on the published refund deadlines, the refunded tuition will first be applied to Title IV financial aid and/or university scholarships. A student eligible for a withdrawal from classes that occurs after completion of 60% of the semester/session is not subject to Federal "Return of Title IV Funds" policy, and is considered to have earned their Federal Title IV aid.

MILITARY WITHDRAWAL

Students who are called to military active duty and must withdraw from classes as a result should contact the Dean of Students, Student Life Office, Morgan Hall, Room 104, Phone: 670-2100, or via email at meredith.kidd@washburn.edu.

DECLARING A MAJOR

In order to ensure the early and proper selection of a field of concentration, students seeking a baccalaureate degree are required to file a declaration of major by the time they have completed 54 hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free at any time to change majors, or to add a second or third major, by following the prescribed procedures. Declaration of a major is made on a Declaration of Major/Degree/Catalog Year form which the student secures on-line at <http://www.washburn.edu/admin/vpaa/forms/advising.html>. The student fills out the form, in consultation with the department chair of the department in which he or she plans to major. The chairperson signs the form and assigns the student an advisor. Either the chairperson or the student then returns the form to the office of Enrollment Management. An additional form should be submitted for any change of major, change of degree, or additional major.

DECLARING AN OPTIONAL MINOR

Students may complete a minor area of study from a discipline other than his/her major degree field. Such a minor is optional and not to be confused with any department's required minor or required correlated courses.

A minor will consist of no less than 15 hours in one discipline as specified by the department. Of these, 6 hours must be at the upper division level. Students must have a grade of C or better in each course in the optional minor.

The course content of the minor is selected in consultation with an advisor in the minor department or program. Prior to graduation, the department or program chair must certify the completion of the minor to the University Registrar.

MONITORING PROGRESS TOWARD DEGREE COMPLETION

Students are expected to monitor their progress toward degree completion by conducting on-line degree audits through their MyWashburn account periodically throughout their tenure at Washburn University. (For instructions on how to complete this process, click on "Instructions to Process Degree Audits on the Student Tab on MyWashburn.) If potential problems are identified (e.g., missing transfer work, unposted course substitutions, etc.), students should meet with their advisors as soon as possible to resolve these issues in a timely fashion.

COURSE NUMBERING SYSTEM

Students with fewer than 54 hours completed may take courses numbered 100-299. Students with more than 54 hours completed may take courses numbered 100-499. Courses numbered 400-499 are also open to graduate students. Courses numbered 500-699 are open to graduate students only. Courses numbered 300-

499 are open to students during the semester in which they achieve junior standing, provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank. Exceptions to this rule may be made by consent of the department head and the Dean. Forty-five hours of junior-senior work are required for completion of any baccalaureate degree.

DEGREES

DEGREE CONFERMENT

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

The University has two commencements which are at the end of the Fall and Spring semesters. Students who are scheduled to complete final requirements for a degree during the following Summer term may be permitted to participate in the Spring commencement. Such candidates must have Declaration of Major/Degree/Catalog Year form and Application for Degree on file in the University Registrar's Office. Additional information and ceremony details can be found at <http://www.washburn.edu/commencement>

APPLICATION FOR DEGREE

Students planning to complete a Baccalaureate and/or Associate degree must file an Application for Degree form in the Office of the University Registrar in order to initiate a graduation check. The graduation check will be completed early in the semester/term in which the student plans to graduate. The form should be filed in September for the Fall semester and in February for the Spring semester and Summer term (see the academic calendar for the exact dates). A student is not a Candidate for Degree until the University Registrar's Office has the form on file. Students who do not graduate in the semester/term specified on the Application for Degree must file another application for the subsequent semester/term in which they plan to graduate. Forms are available in the University Registrar's Office.

DEGREE AUDIT

Currently enrolled Washburn University students are expected to monitor their process toward degree completion by accessing unofficial Degree Audits on the WEB through their MyWashburn account. Students should "Generate a Degree Audit" for their currently declared major and should discuss any potential problems (e.g., missing transfer work, unposted course substitutions, etc.) with their faculty advisors. Students can also use

this unofficial Degree Audit tool to explore different majors by using the "Explore Different Degree Programs" link.

The University Registrar's Office will complete a final graduation check in the semester the student has applied for his/her degree.

POSTHUMOUS DEGREE

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

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

STUDENT RECORDS

POLICY, PROCEDURE, AND RECORDS

Washburn University maintains various student records to document academic work and to record interactions with University staff and officials. The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect each student's right to privacy and to provide each student the right to inspect and review his/her education records. This Act is also commonly known as the Buckley Amendment. A notice of this policy is published each semester/term in the Registration Information Guide.

DIRECTORY INFORMATION

The University may release to the general public certain information about the student which has been identified by the institution as directory information. Directory Information at Washburn University includes: student's name, current address and phone number, permanent address and phone number, e-mail address, classification status (i.e. freshman, sophomore, etc.), major field of study, date and place of birth, dates of attendance, awards and academic honors, degrees and dates awarded, enrollment status (full-time, half-time, less than half-time), most recent educational institution attended, participation in officially recognized activities and sports, and height and weight of members of athletic teams.

CAMPUS TELEPHONE DIRECTORY INFORMATION

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

- The student is responsible for updating and providing correct information for online directory listings.
- Information may be updated at any time during the year.

- The online directory listings are updated daily.
- To update online directory information, go to the View/Update Campus Directory Profile on the Student tab of MyWashburn.

In accordance with the Family Educational Rights and Privacy Act of 1974, currently enrolled students may choose to withhold information from the online university directory.

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

TYPES, CUSTODIANS AND LOCATIONS OF EDUCATION RECORDS

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

- (Official) Academic Records: University Registrar, Morgan Hall 115
- Academic Records: Deans of Schools/College and/or Departmental Offices, Specific Locations listed in the Campus Directory
- Academic Impropriety Records: Vice President for Academic Affairs Office, Bradbury Thompson Alumni Center 200
- Admissions Records: Director of Admissions, Morgan Hall 114
- Business Records: Bursar, Morgan Hall 205
- Career Services: Coordinator of Career Services, Center for Learning and Student Success (CUSP), Morgan Hall 122
- Counseling and Testing Records: Coordinator of Counseling and Testing, CUSP, Morgan 122
- Financial Aid Records: Director of Financial Aid, Morgan Hall 267
- International Student Records: Foreign Student Advisor, International House
- Medical Records: Director of Student Health Services, Morgan Hall 170
- Placement Records: Coordinator of Career Services, CUSP, Morgan Hall 122
- Residence Hall Records: Director of Residential Living, Living/Learning Center
- Student Disciplinary Records: Dean of Students, Morgan Hall 104
- Traffic and Security Records: Chief of Police, Morgan Hall 156
- Veteran Records: Student Services, Morgan Hall 150

STUDENT ACCESS TO EDUCATION RECORDS

Students may inspect, review and/or receive copies of their education records upon written request to the appropriate record custodian with the exceptions noted below. The written request submitted to the record custodian or appropriate University staff should identify as precisely as possible the record or records he or she wishes to inspect. The record custodian or appropriate University staff must comply within a reasonable period of time, not to exceed 45 days from the receipt of the

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

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

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Washburn University or a component unit of Washburn University if that application was denied.
4. Medical and counseling records. These records may be released, however, to other medical or psychological professionals at the written request of the student; and may be inspected by the patient at the discretion of the professional staff.
5. Law enforcement records.
6. Private notes of staff, faculty, and administrators.
7. Official transcripts of credit earned at other institutions which have been presented for admission or evaluation of credit and have become a part of the student's permanent record are not reissued or copies duplicated. Transcripts from other institutions, including the high school transcript and test scores, should be obtained from the original institution. Copies of records accessible to the student will be provided at the student's expense. The charge to the student for any such records is 25 cents per page.
8. When a student is delinquent in a financial account to the university, has incomplete admission credentials, or about whom official disciplinary action has not been resolved, the appropriate university official may request that the student's record not be released. The effect of this action is that grade reports, transcripts, and diplomas/certificates are not released. In addition to these documents not being released, registration and enrollment at Washburn in subsequent semesters is not permitted.

DISCLOSURE OF EDUCATION RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

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

1. School officials who have a legitimate educational interest in the records. A school official is:
 - a. A person employed by the University in an administrative, supervisory, academic or research or support staff position.
 - b. A person employed by or under contract to the University to perform a special task, such as an attorney or auditor.
 - c. A student serving on an official committee, such as disciplinary or grievance committee or
 - d. A student employed by the university (through financial aid or departmental/administrative office) who assists another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official is:

- a. Performing a task specified in his/her position description or by contract agreement.
 - b. Performing a task related to the discipline of a student.
 - c. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
2. Officials of another school in which a student seeks or intends to enroll.
 3. authorized representatives of the Comptroller General of the United States, the Secretary of H.E.W., the U.S. Commissioner of Education, the Director of the National Institute of Education, and Assistant Secretary for Education and state educational authorities in connection with certain state or federally supported education programs.
 4. Financial aid personnel in connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. State and local officials or authorities to whom information is specifically required to be reported or disclosed according to State statute adopted before November 19, 1974.
 6. Organizations conducting certain studies for or on behalf of the University
 7. Accrediting organizations to carry out their functions.
 8. Parents of an eligible student who claim the student as a dependent for income tax purposes.
 9. Authorities to comply with a judicial order or a lawfully issued subpoena.
 10. Appropriate parties in a health or safety emergency. University Security Personnel shall have access to student class schedules in an emergency situation when knowledge of the information concerning the emergency, is considered necessary to protect the health or safety of students or other persons.
 - University Security Personnel will attempt to verify the identity of the person requesting information and the emergency situation. The class schedule will not be released to the requesting individual but a security officer will attempt to contact the student directly.
 - A record of each disclosure request must be made and maintained. The record should include the name and address of the requestor, date and time of request, and the nature of the emergency situation. These records of requests are considered part of the students educational record.
 11. Individuals inquiring about directory information designated by the University.
 12. The results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
 13. School officials who have access to student educational records should view only the records associated with carrying out their responsibilities to the University. School officials will not disclose non-directory information to other school officials or university employees unless that person has a legitimate educational reason for knowing the information.

NOTICE TO THIRD PARTIES

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

MAINTAINING EDUCATION RECORDS AND RECORDS OF REQUESTS AND DISCLOSURES

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

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

Records of requests and disclosures may not be maintained or may be maintained for only a limited time for: 1) requests made by the student him/herself; 2) requests for which the student has given written consent; 3) requests made by school officials with legitimate education interests; or 4) requests for directory information.

STUDENT'S RIGHT TO CHALLENGE INFORMATION CONTAINED IN EDUCATION RECORDS

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

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

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

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

The hearing will be conducted by a hearing officer who is a University staff member but who does not have

a direct interest in the outcome of the challenge and who shall be appointed by the appropriate Area Head or his/her designee. The hearing shall be held within a reasonable time of receipt of the student's request and the student shall be notified reasonably in advance by the hearing officer of the date, place and time of the hearing.

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

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

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

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

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

COMPLAINTS

A student who believes the University has not complied with federal law or regulations should check first with the office involved or the Area Head to which it reports. If the student wishes to file a complaint with the federal government concerning the University's failure to comply with the Privacy Act, he/she may send a written complaint to The Family Educational Rights and Privacy Act Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

TRANSCRIPT

A transcript is an official copy of a student's permanent academic record. Official transcripts are available from the Office of the University Registrar. Each transcript costs \$3.00. A transcript request must be written and the fee must be paid in advance. A transcript request will not be processed for students who have financial or other obligations to the university. Because a transcript contains confidential information, it cannot be released to anyone without a written request from the student. Any individual acting on behalf of the student with regard to requesting a transcript must have written authorization from the student and will be required to show photo identification.

Transcripts may be requested in person upon showing some form of photo identification at the University Registrar's Office, 115 Morgan Hall, during regular business hours or by dropping a transcript request form with payment in the University Registrar's Office drop box east of the Office after the office is closed. Any transcript

mailed, or faxed to, or picked up by the student will be marked "Issued to Student".

Transcripts may be requested through the mail or by fax (785) 670-1104. A mailed request must be sent to the Office of the University Registrar, Morgan Hall 115. The request should include the following information: current name and other names while attending Washburn, student signature, identification number/social security number, return address for receipt purposes, date of birth, date of attendance at Washburn, the number of transcripts requested, complete and accurate address where each transcript is to be sent, and \$3.00 for each transcript requested paid at the time of request. A faxed request form may specify that a transcript be mailed or faxed. If the transcript is to be faxed, the request must include the information listed above as well as the fax number, the name of the person who is to receive the fax, and the Company/Agency/Institution name where it is to be faxed. Faxed requests will not have processing priority over requests received by mail or in person. Some agencies or institutions will not accept faxed transcripts as official.

Checks which are mailed or given at the counter should be made payable to Washburn University. Fax requests must be paid by credit card. The University accepts Visa, Master Card, and Discover (Novus). A fax request must include the type of card, the number of the card, its expiration date, and signature of the student. Fax requests without complete information including credit card information cannot be processed. Please include your phone number, in case there are questions during processing your request.

A Transcript Request form may also be obtained by printing it after accessing <http://www.washburn.edu/registrar>. It may be returned to the University Registrar's Office by mail, fax, or in person by following the procedures described in this section.

Students may view their academic records via the web through their MyWashburn account.

GRADE REPORTS

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

DRUG FREE SCHOOLS, THE STUDENT RIGHT TO KNOW ACT & CAMPUS SECURITY

The Student Right To Know Act refers to the Federally-mandated disclosure of information about campus security, graduation rates, retention rates, and athletic equity to students, upon their request.

The Washburn University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Washburn, and on public property within, or immediately

adjacent to and accessible from, the campus. Other reports include institutional policies concerning campus security, such as policies concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report can be obtained by contacting the Office of Student Life (Morgan 104, 785-231-1010 ext. 1390) or by accessing the following website: <http://www.washburn.edu/admin/police/required-reporting.html>.

Information on graduation and retention rates may be requested from the Institutional Research office located in Morgan Hall, room 263, phone extension 1645.

DIPLOMAS

Diploma Distribution

Diplomas will be available approximately two months after each semester/term. Diplomas may be picked up in the Office of the University Registrar, Morgan 115, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the University Registrar's Office. The fee for mailing a diploma is \$5.00 if mailed to a U.S. address and \$10.00 if mailed to an overseas address. Diplomas are not issued if the student has outstanding financial obligations to the University.

Diploma Replacement

A diploma may be replaced providing a request is made in writing. The request may be mailed to or made in person during regular business hours at the Office of the University Registrar, Morgan Hall 115. The replacement processing fee is \$30.00.

Diploma Designations

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

CREDIT BY EXAMINATION

Recognizing that many individuals gain knowledge through self-study which may be equivalent to that attained through the completion of formal college courses, Washburn University has adopted a comprehensive program whereby college credit may be granted through means other than enrollment in and the successful completion of prescribed college courses.

The University may grant credit through two national examinations and university departmental examinations. The national exams are the College Entrance Examination Board (CEEB) Advanced Placement Examinations and the College Level Examination Program (CLEP). The University Departmental Examinations are administered on campus by individual academic departments.

Students must be either currently enrolled at Washburn University or former students of Washburn

University in order to have credit awarded and posted to their transcripts. Test scores must be submitted directly from national testing companies in order to be considered for credit. Specific information about the different types of examinations is provided below.

A. NATIONAL EXAMINATIONS

1. COLLEGE ENTRANCE EXAMINATION BOARD

(CEEB): Advanced Placement Examinations

The Advanced Placement exams are prepared, scored and reported by the College Entrance Examination Board. Students should seek information and obtain registration materials through appropriate high school counselors or other secondary school officials.

This program is designed for high school seniors planning to enter college and is administered in conjunction with Advanced Placement courses taught in the high schools. The scores are reported to the University by CEEB. Appropriate credit or advanced placement is awarded at the time of enrollment in the University. When credit is awarded it may be applied to meet degree requirements. When advanced placement is awarded, a student is advanced to a higher level college course without being required to take a lower level prerequisite. Depending on departmental policy and the examination scores which are achieved, an academic department may award either credit or advanced placement or both to a student. No entry is made on the college transcript for scores which are lower than those determined to be satisfactory by the Washburn academic departments.

Students may have Advanced Placement test scores obtained in high school reported to the University for evaluation. Credit and/or advanced placement are awarded to students who have received a score of three (3), four (4), or five (5). Currently a student may be awarded college credit hours in the subjects listed below as follows:

Subject	A.P. Score	Award	Hours
Art	3-4-5	AR 102	3
Biology	3-4-5	BI 100	3
Chemistry	5	CH 151	5
English	3	EN 135	3
English	4-5	EN 101 OR EN 131 OR EN 135	6*
Calculus AB	3	Consult Chair	
Calculus AB	4-5	MA 151	5
Calculus BC	3	MA 151	5
Calculus BC	4-5	Consult Chair	10>
Mod. Foreign Lang	4-5	FR101 OR GE 101 OR SP 101	4-8**
Music	3	MU 215	4
Music	4-5	MU 215 AND MU 216	8
Physics	3-4-5	PS 101	3
Political Science	4-5	PO 106	3
Psychology	3-4-5	PY 100	3
Statistics	3-4-5	MA 140	3

Subject	A.P. Score	Award	Hours
US History	4	HI 111 OR HI 112	3~
US History	5	HI 111 AND HI 112	6^
World History	4	HI 100 OR HI 101 OR HI 102	3#

Department Chair and student.

*The 6 hours of English are to be selected by English Department Chair and student.

**4 to 8 hours of credit will be granted after completion of FR 211, GE 211, or SP 211 with a C or better.

~After completion of HI 111 or HI 112 with C or better.

^After completion of Upper Division American History course with C or better.

After completion of HI 100, or HI 101, or HI 102 with C or better.

+ After completion of Upper Division World History course with C or better.

2. COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A. CLEP GENERAL EXAMINATIONS

A student may obtain credit which will be assigned to one or more of the General Education Divisions by obtaining a satisfactory score on the appropriate College Level Examination Program (CLEP) for Humanities, Natural Sciences, and Social Sciences and History. Washburn does not award credit for either the CLEP English or Mathematics General Examinations. The CLEP General Examinations are designed to award credit to students entering the University at the Freshman level. Therefore, a student must take the CLEP General Examination prior to his or her first collegiate semester of enrollment in any courses in that division. A student who has attempted credit in any one of the General Education Divisions-Humanities, Natural Sciences, Social Sciences and History-either at Washburn or another university is not eligible to receive credit from the CLEP General Examination for that division.

Four semester hours of credit are awarded for each of the three CLEP General Examinations (Humanities, Natural Sciences, Social Sciences and History) which is passed with a score at or above the 50th percentile. No credit is granted and no entry is made on the college transcript for scores below the 50th percentile. The CLEP General Examinations do not require prior departmental approval.

B. CLEP SUBJECT EXAMINATIONS

Some of the CLEP Subject Examinations are accepted by Washburn as a means of obtaining credit for specific courses. These examinations require that the student gain approval of the appropriate Washburn department prior to taking the CLEP Subject Examination. Each department determines if the examination is acceptable and designates the score level which is required for awarding credit.

A student who has attempted credit in the course to be fulfilled by the CLEP Subject Examination either at Washburn or another university is not eligible to receive credit with the CLEP Subject Examination for that

course. There is no entry in the college transcript for scores which the appropriate academic department has determined to be unsatisfactory.

3. UNIVERSITY DEPARTMENTAL EXAMS

A. CREDIT BY DEPARTMENTAL EXAMINATIONS

When a student identifies a course which he or she feels qualified to "challenge" or "quiz-out of," the student should contact the chair of the department offering that course to determine whether a departmental examination could be accepted. If the academic department gives approval for the student to quiz out of a specific course, the student obtains a Credit by Examination registration form in the University Registrar's Office, MO 115. The University Registrar's Office determines that the student is either currently enrolled or a former student who is not currently enrolled in the challenged class and is free of all holds. The student completes the credit by examination registration form and obtains signatures as required on the form. The student must finalize this process by taking the credit by exam registration form to the Business Office where he or she pays the fee for challenging a course by examination. The fee for each credit hour is one-third of the current resident undergraduate per-credit-hour tuition rounded to the nearest dollar. After payment is made, the student returns the top copy of the form to the University Registrar's Office. The student takes his/her copy which has been marked "paid" to the department at the scheduled time of the examination. Under no circumstances will the examination be administered prior to payment. No refunds will be given for exams not taken or not passed.

After the student has taken the exam, the department evaluates it and determines whether or not the student receives credit. If the department determines that credit is to be awarded, credit for the course is posted to the transcript. If the department determines based on the exam that credit should not be awarded, no entry is made to the transcript. If the course is taken to fulfill requirements in a major, a letter grade for the course may be determined by the department and posted on the transcript. The exam may not be repeated; a student may not take a departmental exam for any course more than once. Credit by departmental examination may not be used to repeat courses previously taken by the student.

Credit given by departmental examination is considered residential credit.

CREDIT GRANTED FOR MILITARY SERVICE

Credit awarded for military service is based upon the recommendations of the Commission on Accreditation of Service Experiences which was appointed by the American Council on Education. Credit will be granted to all military personnel in accordance with the recommendations of the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. Students should provide their military service record in one of the following formats according to their branch of service: DD 214 form, DD 295 form, Department of Defense transcript, Community College of the Air Force transcript, or the Army/American Council on Education Registry transcript. Military credit is subject to the same limitations as regular transfer credit i.e. technical credit

limits and no credit awarded for course duplications. For more information and to secure forms for making application, students should contact the Office of the University Registrar.

GRADING SYSTEM

Grades and Grade Points

Symbols Used

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

* Not included in grade point average

AWARDING "INCOMPLETE" GRADES

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

The instructor lists the remaining requirements on the "Incomplete Grade Report Form" and a copy is provided to the student and Department Chairperson. When the requirements are met and evaluated, the instructor submits the grade to the University Registrar's Office in order to remove the "I."

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in undergraduate courses must be completed by the last day of classes and grades submitted to the University Registrar Office by the deadline of grade submission of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise a grade of "F" will be recorded.

The above procedure applies to graduate Nursing and Psychology incomplete grades, except for PY 695 and PY 699, which do NOT automatically turn to F. The above procedure also applies to graduate Business Administration incomplete grades with the exception that all course work must be turned in by the end of the regularly scheduled classes within one year of the date the incomplete was given or the grade will be recorded as an "F". Other graduate courses do not have a deadline except all Washburn students must have all Washburn incompletes made up before they can graduate.

Students transferring to Washburn with "Incompletes" on their transcripts will have the courses designated with an "NC" instead of an "I". Transfer students may have the

designation changed by an officially revised transcript from the originating institution or by repeating those courses in accordance with the Washburn University repeat policy.

A/PASS/FAIL OPTION

Under certain circumstances, undergraduate students have the option to elect to enroll in a course for a grade or for "A/Pass/Fail." A student may enroll in only one "A/Pass/Fail" course per semester (not including PE 198). To enroll in a course under the "A/Pass/Fail" option, a student must have completed 24 semester credit hours with at least a 2.0 g.p.a. Courses in a student's major (including minor and correlate courses) cannot be taken for "A/Pass/Fail" without written permission from the appropriate department chair or dean on file in the University Registrar's Office.

If the student earns an "A" in the course, this is recorded on the transcript. If the student earns a grade of "B," "C" or "D" this is recorded as "CR" or "P" on the transcript, and is not figured in the student's cumulative grade point average. If the student fails the course, a grade of "F" is recorded, and this grade is figured in the student's cumulative grade point average. Students must present a minimum of 84 graded hours (i.e., hours in which an A,B,C,D or F was received) for graduation with a Bachelor's degree, or a minimum of 42 graded hours for an Associate's degree.

Subject to the provisions above, a student may elect graded or A/Pass/Fail status for a course at any time during the period in which that student may elect to withdraw from that course. Please see the academic calendar at <http://www.washburn.edu/admin/vpaa/calendars.html> for specific deadline dates.

Certain courses may not be taken for grade, but may only be taken pass/fail. The above policy does not pertain to such courses.

REPETITION OF COURSES

Undergraduate courses in which the student receives a D or an F may be repeated. The transcript will contain a complete record of all courses taken and grades earned. The repeated and not the original grade will be included in determining the cumulative grade point average. However, after a student has repeated the same course three times, or has repeated three different courses, that student must have the permission of his/her academic dean before repeating any course.

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

CLASSIFICATION

An entering student with fewer than 24 semester hours of accumulated credit is classified as a Freshman. To be classified as a Sophomore, a student must have 24 semester hours of college credit. To be classified

as a Junior, a student must have 54 semester hours of college credit. A student who has at least 88 semester hours of college credit is classified as a Senior. Graduate students are those who have been formally admitted to a graduate program. Law students have been formally admitted to the School of Law.

HONORS

Washburn has a variety of means to provide proper recognition for successful application to college work and several programs to encourage highly motivated and talented students to undertake work at the honors level.

LATIN HONORS

Any undergraduate, baccalaureate student who has met degree requirements by completing only Washburn course work and by achieving a cumulative grade point average of:

3.4-3.59 receives a degree cum laude.

3.6-3.79 receives a degree magna cum laude.

3.8-4.0 receives a degree summa cum laude.

Students who have transfer course work from any other university/college will have the following procedures applied in calculating honors. If the student does not have a baccalaureate degree from another university/college, the cumulative grade point average of the transferable course work will be used in calculating honors. If the student has a degree from another university/college, the cumulative grade point average for the entire degree will be used in calculating honors. In either category, the honor awarded to a transfer student will be determined by the lower of the following two grade point averages: 1) the overall (degree or transferable course work g.p.a. combined with the Washburn course work g.p.a.), and 2) the Washburn course work only.

Transfer students must have completed a minimum of 24 graded hours at Washburn University to qualify for a degree with honors. Latin honors are awarded for baccalaureate degrees only. All majors completed during a single degree will be used in calculating honors. Any additional major acquired after the original degree is awarded will not be used in recalculating Latin honors for that degree.

DEAN'S HONOR ROLL

Students whose grade point average for the semester is equivalent to 3.4 or better are honored by having their names placed upon the Dean's Honor Roll and they are so notified by the Dean of the appropriate college or school. The completion of a minimum of 12 Washburn semester hours taken for letter grades is required.

PRESIDENT'S HONOR ROLL

Students whose grade point average is 4.00 for the semester are honored by having their names placed upon the President's Honor Roll and they are so notified by the President. The completion of a minimum of 12 Washburn semester hours taken for letter grades is required.

DEPARTMENTAL AND SCHOOL HONORS

In the College of Arts and Sciences, students are eligible to receive departmental honors upon graduation if they fulfill the following minimum requirements: (1) a grade point average of 3.5 in the major, including a 3.5 in upper division work in the major; (2) successful

completion of a research project or an equivalent deemed suitable by the department; (3) the recommendation of the department. Individual departments may specify additional requirements.

In the School of Nursing, students who have a grade point average of 3.75 in nursing courses and who demonstrate outstanding clinical nursing performance and are recommended by the faculty, are eligible to receive School of Nursing Honors upon graduation.

In the School of Business, students are eligible to receive School of Business Honors upon graduation who have a grade point average of 3.5 in all accounting, business, and economic courses applied to the B.B.A. degree, rank in the upper quarter of the Washburn University graduating class, and demonstrate superior research and/or independent study skills while enrolled in a special research course. Students who do not complete a research or independent study project, but who accumulate a 3.5 grade point average in all accounting, business, and economics courses and rank in the upper quarter of the Washburn University graduating class receive the special designation as School of Business Scholar.

In the School of Applied Studies students may qualify for School Honors by fulfilling the following minimum requirements. Complete all appropriate course work for the appropriate Certificate of Completion with a minimum grade point average of 3.75 and all course work completed at Washburn. For the Associate degree, complete all appropriate major and correlate courses, with a minimum of 30 hours completed at Washburn and a minimum grade point average of 3.5. For a baccalaureate degree, complete all appropriate major and correlate courses with a minimum grade point average of 3.5, and complete a research project or a departmental approved equivalent project.

All the above School Honors require a recommendation of the department. Individual departments may also specify additional requirements. See Department Chair for more information.

LINC SCHOLAR/BONNER LEADERS

This honor is open to any undergraduate student enrolled part-time or full-time who is in good academic standing. LinC Scholar/Bonner Leader honors are awarded to students who have been accepted into the Bonner Leaders program and who have completed the required service commitment (see page 39).

GRADE APPEAL PROCEDURE

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

the University's procedure for complaints of discrimination. (http://www.washburn.edu/washburn/gen/washburn_generated_pages/Regs_and_Procedures_General_Topics_p.285.html#Complaints).

CONSULTATION WITH THE INSTRUCTOR

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

MEDIATION BY THE DEPARTMENT CHAIR

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

MEDIATION BY THE DEAN OF THE COLLEGE OR SCHOOL IN WHICH THE COURSE WAS OFFERED

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

the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

APPEAL TO GRADE APPEAL COMMITTEE

If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, he/she may file a notice of appeal with the Dean which shall specify the relief requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/instructor consultation has been completed. The process shall be terminated if notification is not received within the 10 working days. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the instructor and student during the mediation process to the Vice President for Academic Affairs. The Vice President for Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons, comprised of three faculty members (two from the same department or area, one faculty from another department or area), and two students, to serve as the Grade Appeal Committee. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard. The committee shall advise the student and the instructor of the hearing date.

HEARING

The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim. The hearing will be informal and the formal rules of evidence shall not be applicable. Oral testimony of witnesses may be presented but is not required. If either the student or the instructor presents witnesses, he/she must provide to the Committee a written summary of the testimony expected of the witness(es) to the committee and to the other party not later than three days prior to the date of the hearing. The student or the instructor may be accompanied by an advisor whose only role in the course of the hearing will be to render advice to the student/instructor. The amount of time allotted to each party will be left to the discretion of the Committee.

DECISION

At the close of the hearing the Committee shall meet and determine, by a vote of four out of five of the members, whether the student has proved the relief sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade changed. The Committee shall report its decision in writing to the student, the instructor and to the Vice President for Academic Affairs. The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, then the Vice President for Academic Affairs shall notify the Registrar, who will enter the changed grade which will be initialed by both the Vice President and the Registrar.

ACADEMIC PROBATION, SUSPENSION AND REINSTATEMENT

- I. A student in good standing is defined as one whose cumulative grade point average is 2.00 or above.
- II. Any student whose cumulative G.P.A. falls below 2.00 will be placed on academic probation for the next semester in which the student enrolls.
- III. Students will have their records evaluated at the end of the probationary semester with one of the following outcomes:
 - A. a student whose cumulative grade point average has been raised to 2.00 or above will be restored to good standing;
 - B. a student whose cumulative grade point average is still below 2.00 but who earned a semester grade point average of 2.25 or above will be maintained on probation;
 - C. a student whose cumulative grade point average is still below 2.00 and who earned a semester grade point average between 2.00 and 2.25 may be maintained on probation under the following conditions:
 1. The student must submit a petition to the Committee on Undergraduate Probation and Reinstatement demonstrating that there were extenuating circumstances beyond the student's control, which resulted in the low level of academic performance.
 2. The student must present evidence that these circumstances no longer exist and that the student will be able to perform at a higher level during the next semester.
 - D. a student whose cumulative grade point average still does not meet the required standards and who earned a semester grade point average below 2.00 will be suspended for at least one semester. Summer Sessions are not considered as one semester.
- IV. Reinstatement of academically suspended students is different than financial aid reinstatement, and neither is guaranteed. In order to be considered for academic reinstatement, the student must submit a typewritten petition to the Dean of Students no later than 30 calendar days prior to the beginning of the semester in which the student wants to enroll. The Dean will forward the petition to the Committee on Undergraduate Probation and Reinstatement, which will approve or deny the petition for reinstatement. In making its decisions the Committee will consider:
 - A. the extent to which a student demonstrates awareness of the causes of poor performance during the previous enrollment;
 - B. evidence that the student has effectively dealt with the causes of previous poor performance and understands what will be required in order to achieve academic good standing; and
 - C. any other evidence which would indicate that the student has the motivation and ability to undertake and succeed in a program of college study. Students who have been suspended and are later reinstated will be readmitted on academic probation.
- V. Any requests for exceptions will be referred to a designated committee member who will, after consultation with the student, make a recommendation to the Committee. The student should be aware that the recommendation must be approved by the Committee as a whole.
- VI. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in a repeated course will be used to compute the cumulative grade point average.
- VII. When they enter, transfer students must meet the retention standards of Washburn students, including entering on probation.
- VIII. A grade of incomplete will, in no way, affect the GPA for the semester in which it is received. The grade, when it has been made up, or the F to which it has been converted, will affect the semester and cumulative grade point averages.
- IX. Students who have academic deficiencies are advised to enroll in no more hours than they have successfully (with C or better grade) completed in the preceding semester.
- X. **No student will be reinstated more than twice. The third academic suspension is, in effect, the final academic dismissal, except that a student who has been academically dismissed may, three or more years after dismissal, apply for readmission under the Fresh Start Program.**

ACADEMIC FRESH START

Students, who have performed poorly in their first year or two at college and then withdraw or are dismissed, frequently return to school later to resume their education. Unfortunately their prior academic record often presents a major obstacle to their overall success. Persons in this category who want an opportunity for a fresh undergraduate start at Washburn University, without the handicap of their prior academic record, may apply for admission under Academic Fresh Start, subject to the following conditions:

- all previous academic work at any college or university will be disregarded with respect to Washburn University graduation requirements;
- the prior academic record remains a part of the student's overall academic transcript but is not carried forward as part of the student's program;
- the transcript will indicate Academic Fresh Start and the date granted;
- the student will then begin college study again under the current catalog with no credits attempted, no credits earned, and no grade points earned;
- this policy applies only to Washburn students. A student transferring from Washburn University to another institution will have to follow the receiving institution's policy; and
- a person may receive Academic Fresh Start only once.

At least three years must have elapsed between the end of the semester in which the applicant was last in attendance at any post-secondary institution and the beginning of the semester in which he/she intends to re-enroll.

A student granted Academic Fresh Start is an entering freshman and as such is eligible for consideration for all academic opportunities afforded by Washburn.

Granting of Academic Fresh Start does not mean the student is eligible for financial aid. An individual request for reinstatement of federal aid should be directed to the financial aid office in writing.

Petitions are available through Academic Advising in Morgan Hall 122. For transfer students or former Washburn students who have subsequently attended another institution, an official copy of all transcripts must be on file in the Office of Admissions before the application is considered. Students must apply 30 days before each semester's enrollment period.



Linda Croucher, radiation technology clinical coordinator, demonstrates proper hand placement in class.



Washburn Ichabods sport their school apparel on a summer trip to South Africa and Botswana.

PROGRAMS

DEGREES

**GRADUATION
REQUIREMENTS**



Leah Travnicek consults with faculty member Ursula Jander in Zoology Lab.



Dancing Blues perform at half time.

GRADUATION REQUIREMENTS

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired. The ultimate responsibility for complying with degree requirements rests with the student. In order to ensure the early and proper selection of a field of concentration, every student seeking a baccalaureate degree is required to have filed a declaration of major by the time the student has completed 54 credit hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free to change or add majors at any time by following the correct prescribed procedures. Declaration of a major is made on a Declaration of Major/Degree/Catalog Year form which the student secures on-line at <http://www.washburn.edu/admin/vpaa/forms>. The student fills out the form, in consultation with the department chair or assigned advisor of the department in which he or she plans to major. The chairperson signs the form and either the chairperson or the student then returns the form to the office of Enrollment Management. Candidates for the Baccalaureate or Associate Degree must file an Application for Degree form in the Office of the University Registrar in September for the fall semester and in February for the spring and summer semester. The University confers degrees at the end of each semester and at the end of the Summer Session.

UNIVERSITY REQUIREMENTS COMMON TO ALL BACHELOR DEGREES

1. A minimum of 124 semester hours of credit is required for graduation.
2. All students graduating from Washburn must take six hours of composition courses, three at the freshman level and three at the junior level.
 - Most freshmen will satisfy this requirement by taking EN 101: Freshman Composition. Freshmen whose names begin with A through K will enroll in English 101 during Fall Semester and those whose last names begin with the letters L through Z in the Spring Semester. For those students who do not feel adequately prepared for 101, the English Department offers EN 100: Developmental English. This course, taught by full-time faculty members, offers smaller classes and individual attention to students who need additional preparation before attempting EN 101. Students are allowed to decide for themselves whether they would feel more comfortable with the supplemental support that 100 offers. This "directed self-placement," however, can be aided by consultation with members of the English faculty, individual advisers, and advisers in CUSP. Students should be aware that EN 100 does not fill the Freshman Composition requirement.
 - The second required composition course is EN 300: Advanced Composition. This course, which is designed to be taken in the junior year, prepares students for advanced academic writing. In order to enroll in Advanced Composition, students must take the placement examination (or have passed EN 200 with a C or better). The placement examination is given twice during the school year—once in the fall semester and once in the spring semester. Those students who are about to begin their junior year should register for the placement exam. Students who write a successful essay on the exam may then enroll in EN 300. Those students whose writing indicates that they are not prepared for Advanced Composition are placed in EN 200: Intermediate Composition for a semester of review.
3. English 101, English/Honors 102, English 200, and English 300 will not count toward the completion of the Arts and Humanities General Education requirement.
4. Candidates for the degree must earn at least a C (or equivalent) in both Freshman and Advanced Composition.

Note: English 300 satisfies three hours of the forty-five upper division hours required for a four-year degree. Students who have completed English 102 or a comparable course at another college or university will be able to use their English 102 credits toward Washburn's graduation requirements, even though their English 102 does not satisfy Washburn's upper division writing requirement, nor will it satisfy general education humanities requirements.
5. Two hours of physical education PE 198 Lifetime Wellness are required with an earned grade of at least a C. (The exception to this requirement are Washburn students who completed an associate degree under a catalog prior to 1995 (when the PE 198 Lifetime Wellness requirement was initiated) satisfied the previous PE requirement as part of their associates degree program, and are therefore granted a waiver of the PE 198 requirement. Transfer students who completed associates degrees prior to 1995, and who completed at least two hours of physical education as part of their associates degree program, are also granted waiver of the PE 198 requirement.)
6. Three hours of Mathematics are required. Students must complete MA 110 or MA 116 with a grade of C or better. This requirement will be waived if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. (Some acceptable waivers: completion, with a C or better, of any Washburn mathematics course or its equivalent numbered higher than MA 116; an ACT score in mathematics of at least 28 or an SAT score in mathematics of at least 640.)
7. A specified number of hours in General Education is required (See General Education Groups and Subject Areas)
8. Successful completion of a Washburn Transformational Experience in one of the following areas: community service, international education, leadership, or scholarly/creative. (See Washburn Transformational Experience catalog section for additional details)
9. A cumulative grade average of at least C (2.0 grade point) is required.
10. Forty-five hours of Junior-Senior work are required (300-400 numbered courses).
11. At least 12 hours in the major must be in the upper division courses.

10. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
 11. A/Pass/Fail option cannot be taken in the major department, or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's office.
 12. For the bachelor degrees, at least 30 hours must be earned in residence at Washburn, including 20 of the last 30, or 40 of the last 60 presented for the degree. At least 25 percent of the credit hours required for the major must be taken at Washburn.
 13. At least 60 hours of the 124 hours required for the baccalaureate degree must be taken at a 4 year college or university.
 14. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.
 15. A double major may be completed within the 124 hour total by meeting all the requirements of the two majors.
 16. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present a minimum of 154 hours of credit. No more than 40 hours of this total can be ungraded.
 17. For general elective credits for a baccalaureate degree, no more than a combined total of ten hours of credit in physical activity courses (beyond the two-hour graduation requirement) and music ensemble courses will count.
 18. No more than 12 hours of correspondence work may be offered toward any degree. This applies to correspondence courses only and not to extension courses. Courses failed by a student in residence may not be repeated by correspondence. Normally, courses offered on campus may not be taken by correspondence.
 19. While there is no specific limit to the total number of semester hours that may be taken on a non-graded basis such as A/pass/fail, credit by examination, advanced placement, and/or military service, a minimum of 84 hours presented for graduation must be on a graded basis.
 20. Candidates for degrees other than the BBA degree are limited to a maximum of 21 hours of Accounting (AC) and Business (BU) courses within the 124 minimum required for graduation.
4. Three hours of MA 110 or MA 116 with a grade of C or better. This requirement will be waived if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. (Some acceptable waivers: completion, with a C or better, of any Washburn mathematics course or its equivalent numbered higher than MA 116; an ACT score in mathematics of at least 28 or an SAT score in mathematics of at least 640.) Any mathematics courses taken to satisfy this requirement may also be used to meet the distribution requirements for Math and Natural Sciences.
 5. Six hours in each of the distribution groups of General Education (see General Education Groups and Subject Areas) with courses selected from at least two disciplines in each group. The individual student should check with the major department; in many cases, correlated areas required by the major department will fulfill some of the general education requirements.
 6. A cumulative grade average of at least C (2.0 grade point) is required.
 7. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
 8. A/pass/fail option cannot be taken in the major department or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
 9. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits.
 10. Forty-two hours must be graded. (Cooperative programs with Kaw Area Technical School are exempt).
 11. No more than 12 hours of correspondence study may be offered toward a degree. Courses failed by a student in residence may not be repeated by correspondence. Normally, courses offered on campus may not be taken by correspondence.
 12. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.

GENERAL EDUCATION STATEMENT

The following statement on general education was passed by the general faculty. The primary function of a liberal education is to teach those students who have the capacity and the desire to learn how to learn. Washburn University believes that a good education is the shared responsibility of the primary and secondary schools and the university. The foundation for a liberal education must be developed in the pre-college years. The university must strengthen and build on this foundation. The goals of a liberal education can be divided into two areas --intellectual skills and areas of knowledge.

A graduate with a baccalaureate or associate degree should have acquired the following skills:

UNIVERSITY REQUIREMENTS COMMON TO ALL ASSOCIATE DEGREES

1. A minimum of 62 hours is required.
2. Three hours of English Composition (English 101 or its equivalent) are required (see 2.a. & 2.b. under Requirements Common to All Bachelor's Degrees).
3. Two hours PE 198 with a grade of C or better are required. (See exception listed in #3 under University Requirements Common to All Bachelor Degrees.)

The ability to:

- a) read intelligently;
- b) write effectively;
- c) listen sensitively;
- d) speak clearly;
- e) think creatively;
- f) reason mathematically and understand numerical data;
- g) process information both in terms of synthesis and analysis;
- h) interpret and assess human values; and
- i) solve problems using the methods of analysis considering evidence, relevance and validity.

Since knowledge consists of more than random and unrelated facts, the university encourages broad comprehension. The areas of knowledge needed by a graduate are listed below:

3. The world of human ideas, aspirations, values and institutions -- an understanding of how ideas have been developed and expressed in history, the arts, literature, philosophy, religion and the social sciences. This includes investigation into how human beings have existed at other times and in cultures other than our own.
4. The world of nature -- an understanding of the scientific method and the physical world, knowing something about the earth, the nature of human beings as a biological species, and comprehending the implications of science and technology in our society.

A liberal education cannot be obtained by a student through enrollment in a few specially designed courses. The required skills and areas of knowledge must be presented, explained, discussed and used throughout the whole university curriculum. This statement is a guide not only for the students to determine their expectations of a college education, but also for each professor to help determine the extent that his or her course is meeting the goals of general education.

GENERAL EDUCATION REQUIREMENTS

Students who have completed baccalaureate degrees at accredited institutions of higher education are considered to have satisfied general education requirements, and are therefore not required to meet Washburn's general education requirements common to all Bachelor and Associate degrees. This includes all aspects of the general education degree requirements, such as EN 101, EN 300, PE 198, the math requirement, the Washburn Transformational Experience requirement, and the general education distributions. Students will, however, be required to meet general education requirements that are specific to certain Bachelor and Associate degrees. Transfer students should also see "Transfer" section for additional information.

To fulfill general education requirements a student must complete the following:

1. Six hours of English Composition (EN 101 & EN 300).
2. Two hours of Physical Education (PE 198).
(*Note the exception to this requirement described under "University Requirements Common to All Bachelor Degrees"*)

3. Three hours of Mathematics (MA 110 or MA 116).
(For additional information, see #4 under University Requirements Common to All Bachelor Degrees)
4. Transformational Experience
5. Nine, twelve or fifteen hours (depending on Bachelor's degree) in each of the three general education groups: Humanities, Social Sciences, and Natural Sciences and Mathematics, to total 27 or 42 hours depending on degree (see Specific Degree Requirements below).
6. Six hours for Associate degree in each of the general education groups: Humanities, Social Sciences, and Natural Sciences and Mathematics with courses selected from at least two disciplines in each group.
7. Courses in the student's major discipline do not fulfill general education requirements.

General Education Groups, Subject Areas and Approved General Education Courses

ARTS AND HUMANITIES

1. English (Excluding: EN 100, 101, 102, 200, and 300)
EN 110, EN 131, EN 133, EN 135, EN 138, EN 145, EN 177, EN 178, EN 190, EN 192, EN 205, EN 206, EN 208, EN 209, EN 210, EN 214, EN 332
2. Honors
HN 201
3. Philosophy
PH 100, PH 102, PH 104, PH 110, PH 115, PH 117, PH 201, PH 202, PH 207, PH 214, PH 220, PH 315
4. Religion
RG 101, RG 102, RG 105, RG 106, RG 207
5. Music
MU 100, MU 101, MU 102, MU 103, MU 104, MU 105, MU 106
6. Art
AR 101, AR 102, AR 103, AR 105, AR 114, AR 120, AR 140, AR 141, AR 301, AR 306, AR 307, AR 309, AR 310, AR 314
7. Mass Media
MM 100
8. Modern Language (FL 102, FR 102, GE 102, JP 102, SP 102 may not be counted toward fulfillment of the general education requirement for the B.A. degree.)
FL 102, FL 201, FL 202, FR 102, FR 201, FR 202, FR 303, FR 307, FR 309, GE 102, GE 201, GE 202, GE 307, JP 102, JP 201, JP 202, SP 102, SP 201, SP 202, SP 307, SP 380
9. Communication
CN 101, CN 150
10. Theatre
TH 101, TH 102, TH 103, TH 202 TH 206, TH 207, TH 301, TH 306
11. Interdisciplinary Studies
IS 170*, IS 175, IS 375

*This course may be used in any one of the three general education areas.

NATURAL SCIENCES, MATHEMATICS AND STATISTICS

1. Biology
BI 100, BI 101, BI 102, BI 150, BI 202, BI 203
2. Chemistry
CH 101, CH 102, CH 103, CH 121, CH 151, CH 152

3. Physics
PS 101, PS 102, PS 120, PS 126, PS 261, PS 281
4. Astronomy
AS 101, AS 102, AS 103
5. Geology
GL 101, GL 103
6. Mathematics (Excluding: MA 110 or MA 116, if taken for University requirements for baccalaureate degree. MA 110 or MA 116 will count toward distribution requirements for associate degrees.) MA 117, MA 123, MA 140, MA 141, MA 142, MA 145, MA 148, MA 151, MA 206
7. Honors
HN 203
8. Interdisciplinary Studies
IS 170*

*This course may be used in any one of the three general education areas.

SOCIAL SCIENCES

1. Political Science / Geography
PO 106, PO 107, PO 225, PO 235, GG 101, GG 102
2. History
HI 100, HI 101, HI 102, HI 111, HI 112
3. Psychology
PY 100, PY 101, PY 210, PY 211, PY 231
4. Economics
EC 100, EC 200, EC 201
5. Sociology
SO 100, SO 101
6. Anthropology
AN 112, AN 114, AN 116, AN 120
7. Honors
HN 202
8. Interdisciplinary Studies
IS 170*

*This course may be used in any one of the three general education areas.

THE WASHBURN TRANSFORMATIONAL EXPERIENCE (WTE) GRADUATION REQUIREMENT AT WASHBURN UNIVERSITY

(Note: The Washburn Transformational Experience requirement applies to those students who enter Washburn University in the Fall of 2006 or later and who are seeking their first baccalaureate degree. Exception: Students entering Washburn University in the Fall of 2006 with at least 64 hours of transfer credit are exempt from this requirement.)

Every baccalaureate degree-seeking undergraduate will complete at least one of the following four transformational experiences (WTEs) prior to graduation: (1) scholarly or creative activity, (2) community service, (3) leadership, (4) international education.

Students are required to declare their chosen WTE by the time they have completed 60 hours. Students who transfer to Washburn with 40 or more hours are required to declare their chosen WTE by the end of their second semester at Washburn.

The specific requirements for each of the four WTEs are outlined below, but the following are common to all four:

- Every student will work under the supervision of a mentor. One aspect of this mentorship will be to assist the student to understand how the WTE fits into the student's overall educational goals. Upon consultation with his or her mentor, the student will submit a written proposal for the transformational experience to the mentor for approval before the work or activities are begun.
- An essential component of every transformational experience is a report presented in a manner, and to an audience, appropriate to the project. The report will address the significance of the project, the impact the experience had on the student, and the extent to which the project has fit into the student's overall educational goals .
- In addition to the possibilities listed below, students may work with mentors to propose activities they believe will satisfy one of the four WTEs. A committee of faculty will review such proposals to determine whether they will satisfy the WTE graduation requirement. In such cases, individual academic units (schools or the College) may establish their own review committees that would make a recommendation on the proposal and forward it to the appropriate university-wide WTE committee.

(1) THE SCHOLARLY OR CREATIVE TRANSFORMATIONAL EXPERIENCE

Director: Dr. Donna LaLonde, Morgan Hall 122, 785-670-1934

Purpose: Students who have engaged with faculty members to advance knowledge, to create music or art or literature, or to participate in other experiences that require a high level of intellectual stimulation or achievement, graduate from the University prepared to solve increasingly complex problems and to sort through complex and sometimes contradictory information in order to gain fresh insight.

The scholarly or creative activity transformational experience is a significant scholarly or creative project to be completed under the tutelage of at least one faculty member, and to be presented in public. The format of the project may vary but it must be an independent project that is not part of a structured (faculty-planned) course. Thus, the project can be part of a capstone course in which the students create or develop their own projects, but not a course in which the students simply follow the instruction of an instructor. While the nature of these projects varies by discipline, the project should result in a significant commitment of scholarly/creative effort on the part of the student, as judged by the student's faculty mentor.

Students will submit a preliminary proposal to a faculty member who serves as their project supervisor. (In many instances, the proposal will also be reviewed by other faculty members serving as a project committee.) The proposal should

- introduce the subject of the project and discuss the background that led to the central question to be answered or goal to be accomplished;
- describe how the project can contribute to the student's scholarly or creative development and (for

scholarly work) how it may contribute to a field of study;

- include relevant sources (where appropriate), method of study or design of work, timeline, and any resources or materials that would be needed;
- indicate that Institutional Review Board approvals have been obtained where necessary; and
- suggest the presentation format and audience for the final product.

The proposal will help ensure that the student is focused and well prepared to complete this WTE.

Students who choose the Scholarly and Creative Activity Transformational Experience must present their work in a public forum appropriate for the type of work completed. Students will also submit a final report that describes

- the process the student went through;
- how the project involved discovery or creation (of ideas, subjects, connections) and reflects depth or innovation;
- the results of the project;
- where the work was (or will be) presented; and
- how the project has affected them and fits into their educational goals.

(2) THE COMMUNITY SERVICE TRANSFORMATIONAL EXPERIENCE

Director: Dr. Rick Ellis, Benton Hall 303, 785-670-2117

Purpose: Students who have engaged with faculty members and other students in significant, meaningful community service, and who have been guided to reflect on the power and purpose of these experiences, graduate from the University as citizens who are not resigned to accepting the community as it is but have a vision for how they can help make the community better.

Students participating in the community service transformational experience are required to complete 150 hours of service. A mentor will guide each student through this WTE. While engaged in direct service, students will meet with a mentor and other students at least four times per semester to reflect on their experiences. These meetings will help students to develop a service focus complementing their interests and academic pursuits.

Each student will conclude the experience with a final report that not only describes what took place but what was learned from the experience, and how the experience has affected the student's view of the community and his or her role in it. An oral presentation of these findings is also required. Typically, this oral presentation will be given to other students who are considering the community service WTE as a possibility for themselves.

(3) THE LEADERSHIP TRANSFORMATIONAL EXPERIENCE

Director: Dr. Jeff Mott, Henderson Learning Center 101, 785-670-2000

Purpose: Students who serve in leadership roles are transformed by improved self-understanding derived from practical experience and examination of inspirational examples of selfless leadership service; they graduate from the University as citizens who recognize the

abundance of leadership opportunities and are ready to accept the mantle of responsibility that comes with these opportunities.

Students electing the Leadership Transformational Experience will 1) complete with a grade of "C" or better at least 3 semester hours of college coursework consisting of an academic study of leadership (e.g., LE100, NU479 or any other course, provided that the unit offering the course endorses it as an academic study of leadership); and 2) serve in one or more functional leadership roles for a minimum of 150 hours.

Students will work with a mentor and Leadership WTE Committee to include in their functional leadership roles a specific focus on 1) how to assess the strengths and weaknesses of their own leadership skills and 2) how a leader becomes an effective change agent. Students will complete their experience by providing both written and oral reports that address what they learned about themselves and their own leadership skills, and how this learning has impacted their view of leaders and leadership.

Students who earn a Leadership Studies Certificate in the Leadership Institute will have satisfied the Washburn Transformational Experience graduation requirement.

(4) THE INTERNATIONAL EDUCATION TRANSFORMATIONAL EXPERIENCE

Director: Baili Zhang, International House 785-670-1051

Purpose: Students who have studied abroad or been thoroughly exposed to the richness of history and culture beyond our shores graduate from the University ready to contribute to a fast-paced global society in which information is delivered instantly around the world.

The International Education WTE is most directly satisfied by a study abroad experience. Washburn University supports three types of study abroad programs

- Type 1: Study in a foreign institution with which Washburn maintains exchange agreements. Washburn University currently has exchange agreements with some "sister" universities in such places as Spain, France, Austria, Japan, England, Sweden, Taiwan, China, South Africa, Thailand, Ireland, Australia, and Romania. In addition, Washburn belongs to several consortia including CONAHEC, a group of over 20 schools in Mexico and Canada, and the Magellan Exchange, which provides additional opportunities in Belgium, Germany, the Netherlands, and Finland.
- Type 2: Study in a program offered by another accredited U.S. college/university or approved consortium/program.
- Type 3: Participate in a study-abroad program or internship coordinated and taught by Washburn faculty or for Washburn credit, in programs offered occasionally by some schools or departments (e.g.: School of Nursing, Department of Art, Department of Political Science, and others). Mostly, these are short term programs (one to four weeks).

Besides these types, in some cases and under Washburn faculty supervision, students can also study abroad in other foreign institutions with which Washburn does not have an agreement. Other types of foreign

study or experience (for example, involvement in a humanitarian project abroad) would be considered as well.

To identify an appropriate experience, students will work with a faculty member or the study-abroad coordinator. Students will write a research paper on a relevant topic prior to their international experience to help prepare for the experience. At the end of the experience, a written final report is expected. This report will describe how the student's experiences have impacted his or her view of the world. An oral presentation about the student's experiences is also expected.

Experiences other than the ones listed above may also satisfy the international education WTE. Therefore, students who would like to satisfy this requirement through experiences other than those listed above may work with a faculty mentor to submit a proposal to the International Education WTE committee. The proposal should introduce the scope of the proposed activities and describe how these activities contribute to the student's development of international awareness and understanding.

GENERAL EDUCATION REQUIREMENTS FOR SPECIFIC BACHELOR'S & ASSOCIATE DEGREES

1. BACHELOR OF ARTS

A student must have 15 hours in Arts and Humanities with at least 3 of those hours selected from the area of Art, Music, or Theatre. The remaining credit hours from at least two other disciplines. The student must also have 12 hours in Natural Sciences and Mathematics. The credit hours must include courses from at least two disciplines other than Mathematics. The student must also have 15 hours in Social Sciences. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses.

The student must also complete the 102 level course, or the equivalent, in one of the languages offered by the Department of Modern Languages. Students must earn a D or better grade, or CR/P credit, in order to fulfill the foreign language requirement. Course work taken to fulfill this requirement may not be applied toward general education requirements for the B.A. degree. Equivalents of the course work are defined as follows:

- successful completion of a similar course of study in a foreign language taken at an accredited post-secondary institution.
- successfully challenging the departmentally administered 102 level examinations or a score of "4" or higher on the AP or CLEP foreign language examinations. Note: Native speakers of a language other than English may not receive credit for any 100 level courses in that language
- acceptance into a regular credit-bearing academic program of study by students whose native language is not English.

2. BACHELOR OF BUSINESS ADMINISTRATION, BACHELOR OF INTEGRATED STUDIES, AND

BACHELOR OF PUBLIC ADMINISTRATION DEGREES

A student must have 15 hours in Arts and Humanities with at least 3 of those hours selected from the area of Art, Music, or Theatre. The remaining credit hours from at least two other disciplines. The student must also have 12 hours in Natural Sciences and Mathematics. The credit hours must include courses from at least two disciplines other than Mathematics. The student must also have 15 hours in Social Sciences. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses.

Candidates for the Bachelor of Business Administration degree cannot use Economics courses to fulfill the General Education social science requirement. Candidates for the Bachelor of Integrated Studies degree cannot use courses identified as satisfying the Individualized Study Program (ISP) or the Multi-disciplinary Study Program (MDSP) to fulfill their General Education distribution requirement.

3. BACHELOR OF FINE ARTS, BACHELOR OF SCIENCE, BACHELOR OF SCIENCE IN NURSING, BACHELOR OF HEALTH SCIENCE, OR BACHELOR OF MUSIC WITH A MAJOR IN EDUCATION OR PERFORMANCE.

A student must have 9 hours in each of the three distribution groups with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. The Bachelor of Science in Nursing has additional specified course requirements that fall within the distribution groups.

NOTE: Bachelor of Science Degree All coursework taken to meet the concentration in Natural Sciences must be a grade of "C" or better.

4. BACHELOR OF EDUCATION (MAJORS IN ELEMENTARY EDUCATION AND PHYSICAL EDUCATION).

A student should consult with the appropriate department for specific course requirements.

5. BACHELOR OF SOCIAL WORK

A student must have 15 hours in the Arts and Humanities, three hours of which must be in Art, Music, or Theatre, and 12 hours in Natural Sciences and Mathematics with some specified courses. Fifteen hours are required in Social Sciences with specific course requirements. No more than 6 hours may be counted from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses. Please read the Social Work section of this catalog for further information.

6. BACHELOR OF SCIENCE IN CRIMINAL JUSTICE, BACHELOR OF LEGAL STUDIES

A student must have 12 hours in the Arts and Humanities, three hours of which must be in Art, Music, or Theatre, and 12 hours in Natural Sciences and Mathematics with some specific course requirements. Twelve hours are required in Social Science with some specific course requirements. No more than 6 hours may be counted from one discipline except in Biology,

Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses.

7. BACHELOR OF APPLIED SCIENCE

A student must have 12 hours in the Arts and Humanities, three hours of which must be in Art, Music, or Theatre, 12 hours in Natural Sciences and Mathematics, and 12 hours in the Social Sciences with specific course requirements in each of the distribution areas. No more than 6 hours may be counted from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses.

8. ASSOCIATE OF ARTS, ASSOCIATE OF SCIENCE AND ASSOCIATE OF APPLIED SCIENCE

A student must complete six hours from the Arts and Humanities, six hours in Natural Sciences and Mathematics, and six hours in the Social Sciences, with courses selected from at least two disciplines in each distribution group.

ACADEMIC PROGRAMS

COLLEGE OF ARTS AND SCIENCES

DEGREE PROGRAMS

CREATIVE AND PERFORMING ARTS

Art (BA) (BFA)
Art Education (BFA)
Art History (BA) (BFA)
Mass Media (BA)
 Advertising
 Electronic Media
 Media Writing & Publishing
 Public Relations
Music (BA)
Music Education (BM)
 General
 Instrumental
 Vocal
Music Performance (BM)
 Brass, Strings, Percussion, and
 Woodwinds
 Piano or Organ
 Voice
Theatre (BA)

HUMANITIES

Communication (BA)
 Corporate
 Health
 Legal
 Political
English (BA)
 Literature
 Writing
 Secondary Education
Humanities & Creative Performing Arts (AA)
Modern Languages (BA)
 French
 German
 Spanish

Secondary Education
Philosophy (BA)
Religious Studies (BA)

NATURAL SCIENCES & MATHEMATICS

Biochemistry (BA) (BS)
Biology (BA) (BS)
 Secondary Education
Chemistry (BA) (BS)
 Secondary Education
Computational Physics (BS)
Computer Information Science (BS) (BA)
Computer Information Systems (AA)
Forensic Chemical Science (BS)
General Science (BS)
Mathematics (BA) (BS)
 Actuarial Science Specialization
 Secondary Education
Clinical Laboratory Science (Formerly Medical Technology) (BS)
Natural Science & Mathematics (AA)
Physics (BA) (BS)

SOCIAL SCIENCES

Anthropology (BA)
Economics (BA)
History (BA)
 Secondary Education
Political Science (BA)
 Non-Profit Management (C)
Public Administration (BPA)
 Public & Non Profit Management (C)
Psychology (BA) (MA)
 Clinical (MA)
Sociology (BA)

EDUCATION, HEALTH, PHYSICAL EDUCATION & EXERCISE SCIENCE

Early Childhood Education (AA)
Elementary Education (BEEd)
Educational Leadership (MEd)
Curriculum & Instruction (MEd)
Special Education (MEd)
Reading (MEd)
Athletic Training (BS)
Physical Education (BA) (BEEd)
 Exercise Physiology (BA)
 Health Education and Promotion (BA)
 Physical Therapy Assistant (BA)
 Sport Management (BA)
 Flexible Option (BA)
 P - 12 Teaching Emphasis (BEEd)

INTERDISCIPLINARY PROGRAMS

Integrated Studies (BIS)
 Individualized Studies
 Administrative Communication
 Liberal Arts Program
 Web Technology Utilization
Liberal Studies (MLS)
Kansas Studies (Minor Only)
Peace Studies (Minor Only)
Women's Studies (Minor Only)

SCHOOL OF BUSINESS DEGREE PROGRAMS

Accounting (BBA)
Business Administration (MBA)
Economics (BBA)
Finance (BBA)
General Business (BBA)
Management (BBA)
Marketing (BBA)
Dual Juris Doctorate/MBA Degree

SCHOOL OF NURSING DEGREE PROGRAMS

Nursing (BSN, MSN)
RN Articulation (BSN)
School Nurse (C)

SCHOOL OF APPLIED STUDIES DEGREE PROGRAMS

ALLIED HEALTH

Diagnostic Medical Sonography (C)
General Sonography
Vascular Sonography
Cardiac Sonography
Health Information Technology (C) (AS)
Health Services Administration (BHS)
Medical Imaging (BHS)
Physical Therapist Assistant (AS)
Radiation Therapy (C)
Radiologic Technology (AS)
Computed Tomography
Magnetic Resonance
Respiratory Therapy (AS)
Surgical Technology (AS)#

CRIMINAL JUSTICE

Criminal Justice (AA) (BSCJ)
Corrections (BSCJ)
Law Enforcement (BSCJ)
Security Administration (BSCJ)
Criminal Justice (MCJ)

HUMAN SERVICES

Human Services (AAS) (BAS)
Addiction Counseling (C)
Developmental Disabilities
Gerontology
Mental Health
Victim/Survivor Services (C)
Youth Services
Morita Therapy (C)
Non-Profit Management (C)

OFFICE, LEGAL & TECHNOLOGY

Banking (AAS)
Legal Studies (C) (AA, BLS) #
Office Administration (AA) #
Technology Administration (BAS)

SOCIAL WORK

Social Work (BSW) (MSW)
Dual Juris Doctorate/MSW Degree

KAW AREA TECHNICAL SCHOOL COOPERATIVE PROGRAMS

Early Childhood (See Education Department) #
Office Administration #
Food Service (AA) #
Surgical Technology (AS) #
Design Technology (AAS) #
Civil Engineering Technology
Graphics/Printing Technology
Horticulture
Interior Design
Photo Technology
Technical Drafting
Industrial Technology (AAS) #
Auto Technology
Building & Industrial Technology
Cabinet & Millwork
Collision Repair
Computer Repair and Networking
Diesel Mechanics
Electricity, Heating and Air Conditioning
Electronics Technology
Machine Technology
Warehousing/Sales
Welding

Note: Concentrations are italicized and indented.
C = Certificate of Completion
= Joint program with Kaw Area Technical School

COLLEGE OF ARTS & SCIENCES

Morgan Hall, Room 108

(785) 670-1636

<http://www.washburn.edu/cas>

Gordon McQuere, Dean

Bruce Mactavish, Associate Dean

Laura Stephenson, Associate Dean

Division of Creative and Performing Arts

Art
Mass Media
Music
Theatre Arts

Division of Social Sciences

History
Political Science / Public
Administration / Geography
Psychology
Sociology / Anthropology

Division of Education; Health, Physical Education, and Exercise Science

Education
Health / Physical Education /
Exercise Science

Division of Natural Sciences & Mathematics

Biology
Chemistry
Computer Information Sciences
Mathematics & Statistics
Physics / Astronomy / Geology

Division of Humanities

Communication
English
Modern Languages
Philosophy / Religious Studies



Band members return from practice.



School of Law graduates pause for a photo after receiving diplomas.

GENERAL INFORMATION

MISSION

The College of Arts and Sciences seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College aspires to educate its students in the liberal arts so they can acquire, create, communicate, and integrate knowledge to enrich their own lives and to prepare them for positions of responsibility and usefulness as active citizens of their local communities and our global society. The college finds supportive strength in its capital city location, its diverse student body, its distinct academic units working to fulfill a shared purpose, and its emphasis on both small classes and individual instruction.

HISTORY

From its inception, the College of Arts and Sciences has been entrusted with the responsibility for providing the liberal education central to the mission of Washburn University. Maintaining a standard of excellence in all of its programs, the College strives to motivate and challenge students to develop creative thinking, aesthetic awareness, and discriminating judgment, as well as a sense of purpose and a zeal for continued independent and formal learning.

Through its faculty, the College remains the advocate for liberal education as a force for adaptation to an ever-changing world. Faculty commitment to the triad of teaching, scholarship and service helps guide students in specialized ways while exposing them to broad areas of knowledge encompassed by liberal education. This combination of generalized and specialized learning leads to the integrated understanding characteristic of an educated person.

WHY A COLLEGE OF ARTS AND SCIENCES EDUCATION?

The College of Arts and Sciences promotes “learning for a lifetime” across a variety of disciplines. Although the content and focus of course work may vary across disciplines, several themes characterize all departments and programs within Arts and Sciences. Faculty pay attention to students as individuals. Course offerings are designed to meet the needs of a diverse student population. Students work with Ph.D.’s from the beginning of their academic careers. Majors are well-known as individuals and valued as members of a departmental family. As Dr. William Langdon, former Director of International Programs commented, “All of our majors are hand-made. There is no mass production here.”

Alumni have gone on to do extraordinary things. Among the 11,000 graduates of the college are Nobel Prize winners, Governors, CEO’s, Members of Congress, Presidential candidates, nationally recognized coaches, world-renowned scientists, entrepreneurs, academics, and writers.

Arts and Sciences students win honors. The debate team has qualified for elimination rounds at the national level for ten consecutive years. Math, science, and social science majors regularly publish their scholarship. Humanities and performing arts students frequently receive prestigious awards. Year after year, Arts

and Sciences graduates are accepted into prestigious graduate and professional schools. Year after year, Arts and Sciences graduates go immediately into interesting jobs and begin making important contributions to their communities.

Arts and Sciences students inherit the values of the liberal arts. Students who take courses in Arts and Sciences are drawn immediately into the “conversation of humankind”: What is the meaning of experience? What is the nature of the universe? What is our place in the world?

Students learn information, but they also learn how to think, how to ask questions, and how to pursue and evaluate answers.

Success in every profession depends on the ability to think critically, recognize new trends, find the key questions in new contexts, and recognize the consequences of new answers. Since many students will enter professions unrelated to their major, the College provides students with the skills necessary to meet future challenges.

Arts and Sciences departments reach out to the community through a wide range of activities that include: service activities, consulting, public events, internships, special activities for high school students. The College of Arts and Sciences offers a broadly based liberal education for all students, regardless of their specific objectives. In addition, it also provides for career-oriented endeavors, including a number of terminal programs and practical experiences in the field, and prepares qualified students for graduate and professional schools.

GRADUATION REQUIREMENTS

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired.

DECLARING A MAJOR

In order to insure the early and proper selection of a field of concentration, students seeking a baccalaureate degree are required to file a Declaration of Major/Degree/Catalog Year form by the time they have completed 54 credit hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free at any time to change majors, or to add a second or third major, by following the prescribed procedures.

Declaration of a major is made on a Declaration of Major/Degree/Catalog Year form which the student secures from the department chairperson, academic advising in the Center for Undergraduate and Special Programs, or the University Registrar’s Office. The student fills out the form in consultation with the chairperson and advisor of the department in which he or she plans to major. If the student meets the requirements for acceptance into the department, the chairperson signs the form and assigns the student an advisor who consults with the student about which year of catalog will be used to determine degree requirements. The advisor signs the form as well as the student. The student is given a copy, and the remaining copies are returned to the Office of Enrollment Management.

A separate form should be submitted for any change of major, change of degree, or additional major or degree.

OPTIONAL MINOR

An Optional Minor for the Bachelor of Arts degree in the College of Arts and Sciences shall consist of no less than 15 hours in one discipline as specified by the department. Of these, 6 hours must be at the upper division level. Students must have a grade of C or better in each course in the Optional Minor. The Optional Minor is not to be confused with any department's required minor or required correlated courses.

FILING FOR GRADUATION

Candidates for the baccalaureate and associate degree must file an Application for Degree form in the Office of the University Registrar in order to initiate a graduation check. (See the academic calendar for the exact date.)

The University confers degrees at the end of each semester and at the end of the Summer Term. The University has two commencements a year—at the end of the fall and the spring semester. Students who are scheduled to complete final requirements for the degree during the following summer term may be permitted to participate in the spring Commencement. Such candidates need to have a Declaration of Major/Degree/Catalog Year form and an Application for Degree form on file in the University Registrar's Office. (See the appropriate Registration Information Guide for date deadlines.)

DEGREES AND MAJORS OFFERED

REQUIREMENTS FOR ALL ARTS AND SCIENCES BACCALAUREATE DEGREES

To receive a B.A., B.Ed., B.F.A., B.I.S., B.M., B.P.A., or B.S. degree from Washburn University, a student must complete a minimum of 99 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences. Exempted from this policy is the existing articulation agreement between the Department of Health, Physical Education and Exercise Science and the Physical Therapist Assistant program. For general elective credit for one of these degrees, no more than a total of ten hours of credit in physical education activities courses (beyond the two hour graduation requirement) and music ensemble courses will count. Certain other courses applied toward special certificates and associate degrees will not count for general elective credit for the baccalaureate degrees specified above. Among the courses offered in post-secondary institutions, some are of such a nature that they will not be counted toward the degrees offered in the College of Arts and Sciences. Such courses include, but are not limited to, those focusing on keyboarding, shorthand, drafting, coding, record maintenance, and manual skills. The Curriculum Committee of the College of Arts and Sciences determines which courses will be credited toward the degrees listed below.

BACHELOR OF ARTS DEGREE

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300 or 400 level.
- A major consisting of no less than 24 hours of which 12 must be at the upper division level.
- Eighty-four hours outside the major discipline.
- Mathematics 110 (MA 110) or Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- Six hours of English composition, three of which must be at the upper division level (EN 300), and PE 198, Lifetime Wellness are required.
- The Washburn Transformational Experience.
- The 102 level course in one of the languages offered by the Department of Modern Languages, or the equivalent. Course work taken to fulfill this requirement may not be applied toward general education requirements for completing the B.A. degree. Equivalents of the required course work are defined as follows:
 - successful completion of a similar course of study in a foreign language taken at an accredited post-secondary institution.
 - successfully challenging the departmentally administered 102 level examinations or a score of "4" or higher on the AP or CLEP foreign language examinations.

Note: Native speakers of a language other than English may not receive credit for any 100 level courses in that language.

*acceptance into a regular credit-bearing academic program of study by students whose native language is not English.

Distribution hours in Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics.

Students must complete 15 hours in Arts and Humanities with at least 3 hours selected from the area of Art, Music, or Theatre; the remaining credit hours must be selected from at least two other disciplines. To meet the distribution requirement in the Social Sciences, students must complete 15 hours, from this group, with no more than 6 hours counted from any one discipline in Social Sciences. To meet the distribution requirement in Natural Sciences and Mathematics, students must complete 12 hours of Natural Sciences and Mathematics courses; the credit hours must include courses from at least two disciplines other than Mathematics. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.

Candidates must have a cumulative grade point average of at least 2.0 and a grade of C or better in each course in the major, required correlate courses and the two required English composition courses, and the required lifetime wellness course. A double major may be completed within the 124 hour total by meeting all the requirements of the two majors. Students may also elect a minor in the College of Arts and Sciences. The minor

shall consist of no less than 15 hours specified by the department of which 6 must be at upper division level. Candidates for a minor must have a grade of C or better in each course in the minor. This optional minor is not to be confused with any department's required minor or required correlated courses. See the General Information section of the catalog concerning hours transferred to Washburn University.

BACHELOR OF FINE ARTS DEGREE

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of no less than 86 hours, 12 of which must be at the 300-400 level (See Art Department in index for specific requirements).
- Six hours of English composition, three of which must be at the upper division level (EN 300), and PE 198, Lifetime Wellness and 3 hours of MA 110 or 116.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- The Washburn Transformational Experience.
- Candidates must have a cumulative grade point average of at least 2.0 and a grade of C or better in each course in the major, in English Composition, in lifetime wellness (pending Board of Regents approval) and in the course taken to satisfy the University Mathematics requirement. See the General information Section of the catalog concerning hours transferred to Washburn University.

BACHELOR OF EDUCATION DEGREE

The Bachelor of Education degree is designed to meet the needs of those who want to teach at the early childhood, elementary school or middle school levels and those who plan to teach physical education and business.

The Bachelor of Education Degree requires at least 48 semester hours of credit in general education with specific course requirements in Social Science, Natural Science, and Humanities and Creative and Performing Arts. The Department of Education requires regular academic advising to facilitate the student's successful completion of degree requirements.

To obtain a Kansas Teaching Certificate, the student must satisfy Kansas State Department of Education Certificate requirements in addition to degree requirements.

Majors in physical education programs must meet the specific requirements of the selected specialization as described in the Physical Education section of this catalog.

BACHELOR OF INTEGRATED STUDIES

The Bachelor of Integrated Studies requirements are based on the assumption that the depth of experience component of a baccalaureate degree may be adequately provided by utilizing a multi-disciplinary approach. In particular, those students who do not plan to seek post baccalaureate education in a specific field still might benefit greatly from a relatively brief exposure to fundamental aspects of selected disciplines relevant to their personal interests, goals, aspirations, or career path, despite never completing the full set of major requirements in a discipline.

Multi-disciplinary plans of study within the Bachelor of Integrated Studies may be created in one of two ways: 1) Unique, customized plan created by a student and 2) Standard multi-disciplinary plan created by a group of departments.

Creation of a Customized Plan. To meet the depth of experience component of the degree requirements, the student designs and submits for approval an Individualized Study Program (ISP). This ISP is formulated by selecting courses from two (or more) Emphasis Areas, or by selecting courses which are consistent with a specific focus, theme, or unifying conceptual principle.

A six-member Integrated Studies Advisory Committee (ISAC) chaired by the College of Arts and Sciences (CAS) Dean or the Dean's designee is charged with the responsibility of reviewing and approving each BIS Individualized Study Program (ISP). Working with a member of the ISAC, students will develop and present an ISP proposal. The committee will review ISPs submitted, and approve or modify ISPs. Generally, an ISP will have to be approved (by majority vote) at least one year (24 credit hours) before expected graduation. In exceptional situations, the ISAC at its discretion may consider appeals to approve an ISP one semester (12 credit hours) before graduation.

Completion of Departmentally-Generated Multi-Disciplinary Plan. As the world becomes more complex, the need for interdisciplinary educational experiences increases. To respond to this trend, groups of departments may design a Multi-Departmental Study Program (MDSP) for approval by the six-member Integrated Studies Advisory Committee (ISAC). Such Multi-Departmental Study Programs require the approval of the Dean of the College of Arts and Sciences as well as the Dean of any academic unit participating in such a program. Students who choose to pursue these "pre-approved" plans of study must complete the course-work identified by the participating departments.

Students interested in obtaining more information should contact the College of Arts and Sciences Dean's office.

Each candidate for the Bachelor of Integrated Studies degree is required to complete the following:

- ISAC approval of Individualized Study Program (ISP) at least one year before intended graduation or completion of the requirements of a pre-approved multi-departmental study program (MDSP);
- Grade of "C" or better required for designated courses in ISP or MDSP;

- ISP/MDSP consists of at least 36 graded hours, including 12 hours 300-400 level courses and a capstone project (IS389 and IS390 or substitute approved by ISAC);
- The first 36 hours of the ISP/MDSP may not be applied to the 84 hour "non-major" requirement; and
- Courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements; and
- All requirements for the Bachelor of Arts degree with the following exceptions:
 - ✦ No major requirements
 - ✦ No foreign language requirement.

BACHELOR OF MUSIC DEGREE

Candidates for the degree, Bachelor of Music, may choose a major in music performance or a major in music education. All students graduating with the Bachelor of Music degree will be expected to appear in recital. Participation in two large ensembles or accompanying is required during each semester of full-time enrollment. In addition, all full-time students are required to attend recitals and programs.

Music Performance Major

The major in music performance consists of a total of 124 hours, including 24 hours in private lessons. Those electing the performance major must complete six hours of English Composition, three of which must be at the upper division level (EN 300) and PE 198 Lifetime Wellness. In consultation with the advisor, the student must elect nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings. Music courses may not be used in fulfilling the Humanities requirements. Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in music, in English Composition, in lifetime wellness, and in course taken to satisfy University Mathematics requirement.

Music Education Major

The major in music education is designed for those who wish to teach in public or private schools. This degree program amounts to 142 hours and may necessitate work beyond the eight semesters shown in the curriculum. Those majoring in music education will take the courses outlined in the catalog and choose their electives to cover the general education requirements and the professional education requirements for the Kansas Degree Secondary Certificate as specified in the catalog. Candidates must have a cumulative grade average of at least 2.5 and a grade of C or better in each course in the major, in lifetime wellness, and in English Composition. A grade point average of 2.75 is required in music, general education, and professional education categories.

BACHELOR OF PUBLIC ADMINISTRATION DEGREE

The Bachelor of Public Administration (BPA) degree is designed to meet the needs of students seeking careers

in the public or quasi-public sector or seeking to continue their education in professional programs.

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of at least 30 hours, but not in excess of 40 hours, in Political Science Courses. At least 15 of these hours will be in upper division courses. See Political Science in the index.
- Eighty-four hours outside the major.
- Six hours of English composition, three of which must be at the upper division level (EN 300), and PE 198 Lifetime Wellness with a grade of C or better.
- The Transformational Experience.

Distribution hours in Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics.

Students must complete 15 hours in Arts and Humanities with at least 3 hours selected from the area of Art, Music, or Theatre; the remaining credit hours must be selected from at least two other disciplines. To meet the distribution requirement in the Natural Sciences and Mathematics, students must complete 12 hours of Natural Sciences and Mathematics courses; the credit hours must include courses from at least two disciplines other than Mathematics. Students must complete 15 hours in Social Sciences. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.

Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in the major, required correlate courses, English composition, and course taken to satisfy the University Mathematics requirement.

BACHELOR OF SCIENCE DEGREE

Each candidate is required to complete the following:

- One hundred twenty four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of at least 30 hours, and no more than 48 in one department, of which 12 must be at the upper division level. Majors for the Bachelor of Science degree are limited to the following disciplines: Biology, Chemistry, Computer Information Sciences, Mathematics, Medical Technology, Physical Education, and Physics.
- A thirty hours concentration (minor) chosen from the Natural Sciences and Mathematics Division in departments other than the major, and with at least 20 of these hours in one department. The thirty hours must be approved by the student's major department chairperson.

- Seventy-six hours outside the major discipline, 30 of which must be allocated to the required minor.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- Mathematics 110 (MA 110), Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- Six hours of English Composition and PE 198 Lifetime Wellness.
- The Washburn Transformational Experience.

Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in the major and minor and in English Composition, and in lifetime wellness. See the General Information section of this catalog concerning hours transferred to Washburn University.

In addition to offering the traditional Bachelor of Science Degree in Physics or Mathematics, Washburn University offers a 3-2 engineering program in cooperation with Kansas State University and the University of Kansas. Under this program a typical student will take three years of prescribed curriculum at Washburn and then transfer to Kansas State University or the University of Kansas. Upon completion of one year of prescribed work at either of the institutions named, the student will be awarded the Bachelor of Science degree from Washburn, and upon completion of the requirements of the selected school, the appropriate engineering degree will be awarded by that school. Bachelor of Science candidates should meet with the chairperson of their major department no later than their third semester to complete a declaration of major card.

BACHELOR OF SCIENCE IN GENERAL SCIENCE

An alternative program to the Bachelor of Science described above is the Bachelor of Science in General Science. A student may elect this program by substituting the following requirements for the major and minor requirements listed above. The candidate must take at least eight hours of course work in each of the subject areas of Biology, Chemistry, Computer Information Sciences, Mathematics and Physics/Astronomy. These hours must be in courses that would count toward a major in each of the respective departments. Also, an additional 20 hours of course work that would be appropriate for majors in the listed departments must be completed by the student, at least 12 hours of which must be in upper division courses. Students desiring middle school teaching certification in General Science should contact the certification office in the Department of Education for specific requirements relative to that certification. Candidates for this program should meet with the chairperson of the Natural Science and Mathematics division no later than their third semester to complete a declaration of major.

THE ASSOCIATE OF ARTS DEGREE

The following Associate of Arts degrees are offered in the College of Arts and Sciences:

- Computer Information Systems
- Early Childhood Education
- Humanities and Creative and Performing Arts
- Natural Science and Mathematics

See requirements common to all Associate degrees in the index. For specific requirements of the Associate degrees in Computer Information Sciences and Early Childhood Education, contact the appropriate department; for the remaining degrees, see appropriate academic department.

MAJORS OFFERED

- Anthropology
 - Anthropology - BA
- Art
 - Art - BA
 - Art - BFA
 - Art Education - BFA
 - Art History – BA, BFA
- Biology
 - Biology – BA, BS
 - Secondary Education – BA, BS
- Chemistry
 - Biochemistry -- BA, BS
 - Chemistry – BA, BS
 - Forensic Chemical Science – BS
 - Secondary Education – BA, BS
- Clinical Laboratory Sciences
 - Clinical Laboratory Sciences - BS
- Communication
 - Communication – BA
 - Corporate Emphasis
 - Health Emphasis
 - Legal Emphasis
 - Political Emphasis
- Computer Information Sciences
 - Computer Information Systems – AA, BA
 - Computer Information Science – BS
- Economics
 - Economics - BA
- Education
 - Early Childhood Education – AA
 - Elementary Education – B.Ed
 - Secondary - Licensure
 - Graduate – M.Ed
 - Reading
 - Curriculum and Instruction
 - Educational Leadership
 - Special Education
- English
 - English - BA
 - Literature Emphasis
 - Writing Emphasis
 - Secondary Education - BA
- French
 - French - BA
 - Secondary Education - BA
- General Science
 - General Science – BS

German
 German - BA
 Secondary Education - BA

History
 History - BA
 Secondary Education - BA

Humanities and Creative and Performing Arts
 Humanities and Creative and Performing Arts - AA

Integrated Studies
 Integrated Studies - BIS
 Liberal Studies - MLS

Mass Media
 Mass Media – BA
 Advertising Emphasis
 Electronic Media Emphasis
 Public Relations Emphasis
 Media Writing and Publishing Emphasis

Mathematics and Statistics
 Mathematics – BA, BS
 Mathematics
 (Secondary Education Specialization)
 BA, BS
 Mathematics
 (Actuarial Science Specialization) –
 BA, BS

Music
 Music - BA
 Music - BM
 Music Education:
 General, Instrumental, Vocal
 Music Performance:
 Piano, Organ, Voice, Strings, Brass,
 Percussion, Woodwinds

Natural Sciences and Mathematics
 Natural Sciences and Mathematics –AA

Philosophy
 Philosophy - BA

Physical Education
 Athletic Training - BS
 Physical Education (P-12) - B.Ed.
 Physical Education – BA

Exercise Physiology
 Health Education and Promotion
 Physical Therapy Assistant
 Sport Management
 Flexible Option

Physics and Astronomy
 Physics – BA, BS
 Secondary Education - BA, BS

Political Science
 Political Science- BA
 Public Administration – BPA

Psychology
 Psychology - BA
 Psychology (Clinical)- MA

Religion
 Religious Studies - BA

Sociology
 Sociology - BA

Spanish
 Spanish – BA
 Secondary Education- BA

Theatre
 Theatre – BA

UNDERGRADUATE COURSES AND PROGRAMS

Each course description carries a statement of conditions under which the course may be taken, and the amount of credit given for its satisfactory completion. The absence of stated prerequisites in the course description implies that the course number indicates the status of students eligible to take the course.

AMERICAN CITIZENSHIP

A Department of American Citizenship was made possible through the gift contributed, in part, by the George I. Alden Trust. The Departments of History and Political Science administer the American Citizenship Program. Specific courses are listed under History and Political Science.

The courses in the American Citizenship Program are designed to offer students a study of history that will give them a broad view of what has happened in the past as a basis for an adequate understanding of what is happening now and to give them, further, a study of political science that will contribute toward their competence as effective citizens. The courses are organized to meet the needs of four specific groups of students: first, those who want well-rounded training as part of a liberal arts program; second, those who are preparing for graduate work in history and political science; third, those who are preparing to go to a professional school; and fourth, those who plan to teach in secondary schools.

The program for majors in history and/or political science who plan to teach includes interdisciplinary cooperation in the study of the structure, key concepts, and methodology of the various areas, work with new ideas in social studies curriculum projects, the inclusion of media resources, the importance of current affairs, and the study of education that is multicultural in nature.

ANTHROPOLOGY

Sociology and Anthropology Department
Website: <http://www.washburn.edu/cas/anso/>

Degree Offered

Bachelor of Arts – Anthropology

Henderson Learning Center Room 218
 (785) 670-1608

Professor Bruce Zelkowitz, Chair
 Associate Professor Cheryl Childers
 Associate Professor Margaret Wood
 Assistant Professor John Paul
 Assistant Professor Sangyoub Park
 Assistant Professor Sharla Blank
 Lecturer Karen Kapusta-Pofahl

Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Anthropology

Department at Washburn University exists to introduce students to the academic discipline of anthropology. As such, we offer to a broad range of today's students a variety of timely, lively, and applicable general education and elective course work in which we stress the general education goals of an ability to intelligently read, effectively communicate, and assess distinctive human values.

In addition to our obligation to the overall university curriculum, we further make the effort to identify, comprehensively support, and nurture anthropology majors. We also offer a specialized curriculum to prepare our majors to pursue graduate studies in anthropology. Our department transmits content and ways of thinking enabling our majors to compete favorably with other liberal arts majors for careers in an increasingly global economy. This involves not only an ability for analytical thinking, but also a strong emphasis on understanding human diversity. The perspective that we offer to our students is often characterized in popular culture as a life-enhancing "people" skill. We do our best to prepare students to be enlightened, thoughtful, and well-rounded 21st-century individuals.

STUDENT LEARNING OUTCOMES

Anthropology majors at Washburn University, upon graduation, are expected to have:

- practiced "cultural relativism" – the ability to understand cultures on their own terms;
- demonstrated critical thinking and analytical reasoning skills;
- acquired the ability to understand and apply the fundamental concepts of anthropology;
- acquired a firm foundation for later professional or graduate training;
- satisfied their need for a broad liberal arts education; and;
- acquired skills and knowledge for successful careers that require an Anthropological background whole.

THE MAJOR

Students majoring in Anthropology must complete a minimum of 33 hours of credit in the department. These hours must include 112, 116, 324, and 362; and one course from each of the following: SO 100 or SO 101; 114 or 303; 317 or 319 or 320. In addition, students majoring in Anthropology must complete twelve (12) credit hours by completing one AN elective, two AN upper division electives, and one AN or SO upper division elective. Students must receive a grade of "C" or better in each course applied to the major.

It is recommended that the major in Anthropology develop a correlate area in a sub-discipline of Anthropology (ethnology, physical anthropology, archaeology, or linguistics), nine hours to be chosen from the department or from other departments in consultation with a department advisor. Department honors are awarded to majors who attain: (1) a 3.5 GPA in all coursework in the major; (2) a 3.5 GPA in all upper-division Anthropology coursework, including the two capstone courses (AN 324, AN 362); (3) a research project within one of the capstone courses, with a grade of "A"; (4) a 3.2 GPA in all university coursework.

Majors are strongly encouraged to take courses in statistics and computer science; and to complete a minor.

THE MINOR

To minor in Anthropology, students must complete a minimum of 15 hours of credit in Anthropology. These hours must include AN 112 and any other 4 courses in Anthropology, two of which must be upper division courses. Students must have a grade of C or better in each course applied to the minor. Sociology majors are permitted to minor in Anthropology.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</AN 112 Cultural Anthropology (3)

A nontechnical survey of the diversity of human culture, including: techno environmental adaptation, social and political organization, belief systems and aesthetics.

</AN 114 Introduction to Archaeology (3)

The course introduces the data and theory of archaeological science. Drawing on selected examples from world prehistory, the course examines excavation techniques, dating methods, and procedures for reconstructing the artifacts, skeletal remains and events of prehistory.

</AN 116 Physical Anthropology (3)

The study of human biology within the framework of evolution. Will investigate the biological basis of human life through the study of genetics, inheritance, and the principles of evolution. Will also be concerned with human adaptation and variation. Become acquainted with the principal living primates and their social behavior, as well as fossil anthropoids and hominoids. Analyze the data, methods, theories, and debates surrounding the evolution of hominids, with special emphasis on biocultural evolution.

</AN 120/MU 106 Introduction to World Music (3)

A survey of music from cultures around the world from musical and anthropological perspectives. This course has been approved as a multi-cultural course by the Department of Education.

AN 200 Special Topics in Anthropology (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester. *Prerequisite: AN112 or consent of instructor.*

AN 207/SO 207 Race and Ethnic Group Relations (3)

How racial and ethnic group contacts are resolved, including expulsion, annihilation, segregation, assimilation and pluralism. Social power and intergroup conflict are emphasized. A major segment is devoted to discrimination and racism in the United States. *Prerequisite: SO 100 or AN 112.*

AN 225 Kansas Archaeology (3)

The archaeological record in Kansas with consideration of the ethno-historic period. Archaeological techniques will be demonstrated and field trips will be taken when weather permits. *Prerequisite: AN 112 or 303.*

AN 300/400 Special Topics in Anthropology (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: AN112 or consent.*

AN 302/SO 302 Culture and Human Sexuality (3)

A theoretical and empirical survey of human sexual beliefs and activities in selected Western and non-western cultures. *Prerequisite: AN 112 or SO 100 or consent of instructor.*

AN 303 Human Prehistory (3)

A nontechnical survey of human primate background, fossil primates and fossil humans, and the growth and differentiation of human cultures from the earliest beginning to the development of civilization. *Prerequisite: AN 112 or 114.*

AN 304/SO 304 The Family (3)

Changes that have occurred in definitions of family and family functions, the effects of the changes on status and roles of family members, and family disorganization, with emphasis placed on the United States family and families in non-western societies. *Prerequisite: SO 100 or AN 112.*

AN 311 Primate Social Behavior (3)

A comparative study of primate and social structures, emphasizing free-ranging baboon, chimpanzee, and gorilla societies. The course will also survey recent laboratory primate research and will also include observational studies at the local zoo. *Prerequisite: AN116.*

AN 312/SO 312 Culture, Health and Illness (3)

Sociocultural causes of illness; health care delivery systems, patient-practitioner relationships; prevention of illness. *Prerequisite: SO 100 or AN 112 or consent of instructor.*

AN 313 Religion, Magic and Witchcraft (3)

A cross-cultural examination of the many ways in which human beings have conceived of the "supernatural", including magic or religious beliefs and practices in both the non-Western and Western worlds. Major theories about the origins and social functions of such beliefs and practices will be explored. *Prerequisite: AN 112 or consent.*

AN 316 Forensic Anthropology (3)

Forensic Anthropology introduces the student to osteology and focuses on the identification of skeletal remains utilizing both laboratory analysis and literature. Hands on laboratory exercises along with text questions challenge students to interpret crime scenes based on physical evidence. Students read fictional accounts of forensic practice and are encouraged to critically evaluate popular media presentation of forensic science. This class can be useful to students in nursing, criminal justice, prelaw, chemistry, biology, archaeology, and anthropology. *Prerequisite: 3 credit hours in Anthropology or 3 credit hours in Biology.*

AN 317/SO 317 Peoples and Cultures of Africa (3)

A survey of the indigenous cultures and societies of Africa through the study of kinship, politics, economics, religion and contemporary socio-cultural change. *Prerequisite: AN 112 or consent.*

AN 318 North American Archaeology (3)

A non-technical survey course about the diversity of human experiences in North America from earliest settlement on this continent to the present time. The course will also provide an opportunity to investigate ancient tool making techniques. *Prerequisite: AN 112 or AN 114 or consent of instructor.*

AN 319 North American Indians (3)

Selected North American Indian cultures from Mexico to Alaska. Includes the major culture areas of North America, such as the American Plains Indians, Pueblos, Eskimo, Northeast Woodlands, Southeast, and contemporary Mexican. *Prerequisite: AN 112.*

AN 320 Olmec, Aztec, Maya (3)

This course is designed to provide students with an introduction to the people and cultures of ancient Mesoamerica. Throughout the semester students explore what archaeologists know about the Mesoamerican past and how they have come to know it. The course examines Mesoamerican (pre)history from the earliest hunting and gathering occupants of the region to the colonial period. Throughout the semester we discuss the development of agriculture, the establishment of early village life and growth of a variety of complex state societies. Students will become familiar with the Olmec, Teotihuacan, Zapotec, Maya, Toltec, Aztec and others. *Prerequisite: AN 114 or consent of instructor.*

AN 321/521 Anthropology of Women (3)

The roles and statuses of women around the world are examined in the three sub-systems of culture-material, social and ideational- including in-depth studies of women in horticultural, peasant, and modern societies. *Prerequisite: AN 112 or consent of instructor.*

AN 322 Visual Anthropology (3)

This course explores the production and reception of images among and between members of diverse cultures in the contemporary world and by anthropologists themselves. Topics to be covered include the use of photographs, film and video as a tool in ethnographic research; the 'reading' of photographs and film from an anthropological perspective; and the creation of the "other" through visual images. *Prerequisite: AN 112.*

AN 323/SO 323 The City and Urban Life (3)

Comparative study of the origin and development of cities. Focuses on processes of development, rural-urban migration, interrelationships between people, urban cultures, social institutions, use of space and competing theoretical perspectives. Examines Latin American, African, European as well as American cities. *Prerequisite: AN 112, SO 100, or consent.*

AN 324/524 History and Theory of Anthropology (3)

The course explores the development of key themes in anthropology, such as the origins of the human species, the "nature-nurture" debate, the sources of cultural diversity, and the direction of social change. The approaches of various influential thinkers are compared and contrasted, and the major current "schools of thought" are clarified. One of two capstone courses required of Anthropology majors. *Prerequisite: declared major, junior/senior standing, or consent.*

AN 325 Anthropology of the Caribbean (3)

This course examines cultural life in the Caribbean through the study of colonialism, slavery, race, class, gender, tourism, and religion. *Prerequisite: AN 112*

AN 326/SO 326 AGING AND SOCIETY (3)

The social position of the aged, paying particular attention to American society, using historical and cross-cultural considerations. The situation and problems of older persons will be examined from the vantage point of sociological theories of aging and related empirical studies. *Prerequisites: SO 100 or consent of instructor.*

AN 333 Culture and Personality (3)

Cultural, social and psychological dimensions of significant relationships that affect personality development. Attention will be given to cross-cultural studies of personality. *Prerequisite: SO 100 and AN 112; PY 100.*

AN 335 Applied Anthropology (3)

Uses of anthropology in, the modern world, and its relationship to planned cultural change. *Prerequisite: SO 100, AN 112, or consent.*

AN 336/SO 336 Globalization (3)

An examination of work, life, and culture in an increasingly globalized world. *Prerequisite: AN 112 or consent.*

AN 337/537 Creativity and Society: Anthropology and “The Arts” (3)

An exploration of the relationship between the artist, “the arts”, and the wider society. Considers what constitutes “creativity” in different cultures, how the artist’s role varies, and the social functions served by visual art, music, literature, dance, drama, and other expressive forms. Cases are drawn from a wide range of culture, including the contemporary U.S. *Prerequisite: AN 112 or consent.*

AN 338/SO 338 Strategies for Social Change (3)

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. *Prerequisite: SO 100, 101, or consent.*

AN 340 Childhood and Society (3)

A cross-cultural survey of how the phenomenon of “childhood” is defined, viewed, and experienced in various societies around the world. *Prerequisite: AN 112.*

AN 361 Supervised Study (1-3)

Under supervision, Anthropology majors may undertake a research project or undertake extensive reading in some aspects of the discipline or engage in a field experience. May be elected twice for a maximum of three hours. *Prerequisite: declared major, junior /senior standing and consent.*

AN 362/SO 362 Methods of Social Research (3)

Specific research techniques employed by Sociologists, Anthropologists, and other social scientists are considered, including polls and surveys, the interview and participant observation. Each student will complete an outside project. One of two capstone courses required of Anthropology majors. *Prerequisite: declared major and 15 hours of Anthropology; or consent.*

AN 363 Internship (1-3)

Field training to provide students with experience in an operational or research setting through assignment to local social agencies or museums approved and supervised by a faculty member. May be elected twice for a maximum of three hours. *Prerequisite: declared major, senior standing and consent.*

AN 370 Historical Archaeology (3)

The major goal of this course is to examine the ways in which historical archaeologists combine documentary evidence and material culture to understand how people in the past negotiated their everyday lives in an arena of global-scale social interactions. Chronologically the course covers the period of colonialism and the spread of capitalism from 1400 AD to the present. Using the Americas and Caribbean as a geographical focus, the course devotes special attention to anthropological approaches to colonialism and capitalism through the topics of material culture, gender, ideology, ethnicity, race, identity, labor, class and resistance. *Prerequisites: AN 114 or consent of instructor*

AN 371 Laboratory Methods in Archaeology (3)

In this course, students will be introduced to laboratory methods through a project-oriented, hands-on format. This course will introduce you to many of the important principles and concepts that archaeologists use to identify, analyze, manage and curate artifacts. In addition, students will have hands-on experience working with a real archaeological collection. *Prerequisite: AN114 or consent of instructor*

AN 372 Archaeological Field School (1-6)

Field experience in excavation procedure, laboratory preparation and artifact analysis. Offerings include classroom instruction in regional and site prehistory. *Prerequisite: AN 112 and 114 or consent.*

AN 524 History and Theory of Anthropology (3)

The course explores the development of key themes in anthropology, such as the origins of the human species, the “nature-nurture” debate, the sources of cultural diversity, and the direction of social change. The approaches of various influential thinkers are compared and contrasted, and the major current “schools of thought” are clarified. *Prerequisite: Admission to the MLS program and consent.*

AN 538 Strategies for Social Changes (3)

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. Not open to students with credit in SO 538. *Prerequisite: Admission to the MLS Program and consent of instructor.*

ART

Website: <http://www.washburn.edu/cas/art/>

Degrees Offered

Bachelor of Art – Art, Art History
Bachelor of Fine Art – Art, with Teacher Licensure, or with Emphasis in Art History

Art Building, Room 101

(785) 670-1125

Professor Glenda Taylor, Chair
Professor Reinhild Janzen
Associate Professor Azyz Sharafy
Assistant Professor Michael Almond
Assistant Professor Marguerite Perret
Assistant Professor Yeqiang Wang
Lecturer Marydorsey Wanless
Lecturer Michael Hager
Catron Professor Stephanie Lanter

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Art Department is dedicated to providing students with a strong foundation based on mastering basic concepts of art, design, art history and criticism, as well as learning the technical skills necessary to make art in a changing world. This foundation is complemented by providing opportunities to see the best of historical and contemporary original art, interact with artists, and increase awareness of global art. Working towards these goals challenges students to express human values through the creation of art, and to think, speak, and write critically about art.

The Art Department serves those intending to prepare for a profession in the Visual Arts (BFA degrees), those students seeking a Liberal Arts education focused in the visual arts (BA degrees), as well as non-majors who seek knowledge of the visual arts. Studio and art history courses are open to anyone with proper prerequisites. Faculty maintain active professional careers as content for teaching and are exemplars of life-long learning in the visual arts.

Department Description

The degree programs in art are designed to meet a variety of student needs. The B.A. in Art is considered a basic liberal arts degree, easily combined with other degree programs in the college for purposes of obtaining a double major. The B.A. in Art History is structured for the student interested in museum studies or advanced work in art history or related fields. The B.F.A. is a professional degree program for students interested in a career in art and advancement into graduate programs in art. The B.F.A. with Teaching Licensure includes studio, art history and professional education courses leading to Kansas P-12 Art Teacher licensure. The BFA with Emphasis in Art History includes 30 hours of art history courses in addition to 62 studio hours designed to meet the needs of students desiring strong backgrounds in each area. Both the B.A. and the B.F.A. degrees include elective art courses that allow a student to concentrate in a particular media area or explore a range of artistic expression. See Degree Requirements and Course Offerings.

Art Department Scholarships

The Art faculty award scholarships for BA and BFA art majors each year. The Barbara L. Busick Art Scholarship provides tuition, books, art supplies, and on-campus room and board. It is awarded to an incoming freshman art major and may be renewed through graduation. The deadline for submission of portfolios and support materials is February 15. Contact the Art Department for more information.

Student Learning Outcomes

Art majors at Washburn University, upon graduation, are expected to have:

- acquired the ability to express, understand, and interpret human values through visual arts and
- acquired the ability to speak, think, and write critically about art.
- In addition, studio art majors at Washburn University, upon graduation, are expected to have:
- acquired the ability to create expressive artworks in a variety of media;
- acquired the ability to create original visual artworks;
- acquired the ability to use elements and principles of design to communicate visual expression; and
- acquired the ability to use art media and techniques skillfully.

These abilities are assessed through critiques, papers, exhibitions, tests and class projects.

BA DEGREE REQUIREMENTS

Requirements for the Bachelor of Arts Degree in Art (B.A.)

The Bachelor of Arts in Art is a degree consisting of forty (40) credit hours in Art plus the general education requirements of the college.

Foundation Courses - 22 hours

AR 101 Survey of Art History I (3)
AR 102 Survey of Art History II (3)
AR 120 Design I (3)
AR 121 Design II (3)
AR 131 Basic Digital Art Media (3)
AR 140 Drawing I (3)
AR 300-level art history (3)
AR 402 Art Forum (1)
Elective Art Studio Courses - 18 hours

Must include 12 hours upper division studio courses chosen in consultation with an art advisor. NOTE: Senior BA majors must present a portfolio for faculty review. All studio art majors must enter the juried student art exhibition at least once during their academic career.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN ART HISTORY (B.A.)

The B.A. in Art History is a degree consisting of forty (40) credit hours in the major plus the general education requirements of the college. All students majoring in Art History shall take the following required courses:

AR 101 Survey of Art History I (3)
AR 102 Survey of Art History II (3)
AR 131 Basic Digital Art Media (3)
AR 140 Drawing I (3)
AR 142 Survey of Art Materials (3)
AR 300 Art Criticism (3)
AR 312 Research in Art History (3)
AR 402 Art Forum (1)
18 hours art history electives

In addition, students majoring in Art History shall take at least five elective upper division (300-level) Art History courses. (15 hours upper division elective courses)

NOTE: A senior research paper is required of all BA-Art History majors (AR 312). All BA Art history students

must take RG 105 Introduction to Old Testament, or RG 106 Intro to New Testament or EN 210 Mythologies in Literature (3)

As required correlate course in Humanities (may count as General Education)

BACHELOR OF FINE ARTS DEGREE - B.F.A.

The Bachelor of Fine Arts degrees are regarded as professional preparation programs. BFA graduates exhibit expression, knowledge, and skill development indicative of those entering the professional art world. All BFA students prepare a senior exhibition of their artwork as the capstone experience of their degrees. Additionally, BFA with teacher licensure students meet all competencies and requirements to teach art P-12 in the state of Kansas. BFA with Emphasis in Art History majors demonstrate a broad understanding of art history through additional coursework in this field.

Requirements for the BFA degree

The Bachelor of Fine Arts Degree (B.F.A.) is particularly suited to the student who intends to follow a career in the visual arts, including graphic design, photography, web design, animation, fine arts or crafts. The degree consists of 86 hours in Art, 6 hours English Composition 101 and 300, 2 hours physical education, 3 hours MA 110 or higher, 27 hours general education (9 hours from each of the divisions), and 45 hours in upper division work. Note: All 45 hours of upper division credits can be obtained in Art. All BFA students must enter the Juried Student Exhibition at least once during their academic career.

Major Requirements - BFA

AR 101 Survey of Art History I (3)
AR 102 Survey of Art History II (3)
AR 120 Design I (3)
AR 121 Design II (3)
AR 131 Basic Digital Art Media (3)
AR 140 Drawing I (3)
AR 141 Drawing II (3)
AR 219 Introduction to Printmaking (3)
AR 220 Photography I (3)
AR 223 Intro to Computer Graphic Design (3)
AR 240 Painting I (3)
AR 339 Painting II (3)
AR 260 Ceramics I (3)
AR 262 Sculpture I (3)
AR 300 Criticism (3)
or
AR 307 Art Since 1945 (3)
AR 243/343 Figure Drawing (3)
300-level Art History elect. (3)
2-D Elective (3)
Printmaking Elective (3)
3-D Elective (3)
Workshops (6)

Studio Electives (18)

400 Senior Exhibit (1)
402 Art Forum (1)
TOTAL =86 hours

NOTE: All studio classes meet twice the amount of time as a lecture class. 3 hours of credit = 6 hours per

week of classroom instruction and 3 hours minimum of work outside of class.

Admission to the B.F.A. Program (sophomore level)

In order to maintain high standards and encourage successful completion of the BFA degree, we require students to meet the following criteria for admission to the BFA program:

- GPA of 2.8 or above in art courses.
- Completion of or concurrent enrollment in the following art courses:

AR 101 Survey of Art History I
AR 102 Survey of Art History II
AR 131 Basic Digital Art Media
AR 140 Drawing I
AR 141 Drawing II
AR 120 Design I
AR 121 Design II

Two 200 level courses

- Portfolio Evaluation:

Each semester art faculty will meet to review portfolios for BFA approval. Students being reviewed must submit the following support materials:

- a statement of professional intent
- transcript of all college courses
- portfolio not to exceed 8 digital images on CD.

Portfolios will be evaluated for evidence of technical proficiency, effective visual design, originality, and expression. Students will be notified of acceptance or non-acceptance prior to the subsequent semester's enrollment one time. Candidates are encouraged to apply to the BFA program as soon as they are qualified so they may better plan their course selections.

Senior exhibition is an exit requirement for the B.F.A. and must be completed during the senior year.

Studio Workshop Classes

Workshop classes are designed to allow independent research and creative development for advanced students, with faculty supervision. Students are expected to spend at least 3 hours per week working for each 1 hour of credit. Students may complete Transformational Experience requirement through workshop classes. To do so, students must complete a written proposal, research, documentation and public presentation of results. Students may accumulate no more than 12 hours workshop in any media area.

Requirements for the BFA with an Emphasis in Art History

The Bachelor of Fine Arts Degree with an emphasis in Art History is particularly suited to students who desire to further their art education with MFA or MA degrees, or those interested in art conservation. The degree consists of 38 hours of General Education and University Requirements, and 92 hours in the arts area.

Studio Courses

AR 120 Design I (3)
AR 121 Design II (3)
AR 131 Basic Digital Art Media (3)
AR 140 Drawing I (3)
AR 141 Drawing II (3)
AR 219 Introduction to Printmaking (3)

AR 223 Introduction to Computer Graphics (3)
AR 240 Painting I (3)
AR 260 Ceramics I (3)
AR 262 Sculpture I (3)
AR 339 Painting II (3)
2 – D elective (3)
3 – D elective (3)
Workshop (3)

Studio Electives (12)

AR 400 Senior Exhibition (1)
AR 402 Art Forum (1)
Total Studio Courses = 62 hours

Art History Courses

AR 101 Survey (of) Art History I (3)
AR 102 Survey (of) Art History II (3)
AR 142 Survey (of) Art Materials (3)
AR 300 Criticism or AR 307 Art since 1945 (3)
Upper Division Art History Electives (18)
Total Art History Courses = 30 hours

Total General Education and University Requirements (38)

NOTE: Humanities General Education Courses MUST INCLUDE RG 105 Old Testament, RG 106 New Testament, or EN 210 Mythologies in Literature
Total for BFA with emphasis in Art History (130)

Requirements for the Bachelor of Fine Arts Degree with Teacher Licensure

The Bachelor of Fine Arts Degree in Art Education is a degree consisting of sixty-five (65) credit hours in Art plus forty-four (44) hours in General Education and thirty-six (36) hours in the Department of Education. Each B.F.A. candidate in Art Education must complete the following required courses:

AR 101 Survey of Art History I (3)
AR 102 Survey of Art History II (3)
AR 120 Design I (3)
AR 121 Design II (3)
AR 131 Basic Digital Art Media (3)
AR 140 Drawing I (3)
AR 141 Drawing II (3)
AR 219 Printmaking (3)
AR 223 Comp Graphic Design (3)
AR 240 Painting I (3)
AR 339 Painting II (3)
AR 260 Ceramics I (3)
AR 262 Sculpture I (3)
Workshop (3)
AR 300 Art Criticism (3)
AR 3xx Upper division art history (3)
Art electives (6)
AR 380 Elementary Art Ed (3)
AR 381 Craft Techniques (3)
AR 328 Meth/Phil Art Ed (3)
AR 400 Senior Exhibit (1)
AR 402 Art Forum (1)

TOTAL = 65 hrs

Students must maintain a 2.8 GPA in the major throughout this program. Students must follow the degree requirements for General Education required by the department of Education and be formally admitted to the University's Professional Teacher Education Program.

For admission requirements, see EDUCATION in this catalog. BFA-ED students must also meet admission requirements to the B.F.A. program. See above.

Senior exhibition is an exit requirement for the BFA/ED, and must be completed during the senior year.

MINOR IN ART

A minor in Art is designed to integrate art knowledge with other disciplines of the University. It may be constructed from courses in any area of the curriculum. The minor must be planned with the aid of art faculty. A minor consists of 18 hours and includes study in art history and studio courses. In order for the minor to both provide an overview of the discipline and offer opportunity for proficiency in some aspect of it, the following guidelines must be met:

- Studio: Must include AR 120 Design I or AR 140 Drawing I; AR 101, 102, or 103; and at least 6 hours of upper division studio courses. Total of 18 hours.
- Art History: Must include AR 101, 102, and 142 and 9 hours upper division Art History electives.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</AR 101 Survey of Art History I (3)

A survey of major monuments and movements in the history of art from Paleolithic through Medieval times.

</AR 102 Survey of Art History II (cont. of 101) (3)

Major monuments and movements in Western Art from the Proto-Renaissance through the arts of today.

</AR 103 Living with Art (3)

The major principles and ideas of art, with emphasis on different purposes art has served in both Western and non-Western cultures. Course is for non-art majors.

</AR 105 Art and Music: Parallels and Intersections (3)

A survey that satisfies the freshman interest group requirement for fine art students. This course examines the relationship between the visual arts and music from the Middle Ages to the present. The class will examine the major developments in art and music and how they were influenced by social changes, philosophical views, scientific developments, and political events. *Cross listed with MU 105.*

</AR 114 Art and Architecture in Kansas (3)

A study of the history of visual arts and architecture in Kansas, including the arts of prehistoric native peoples, diverse immigrant groups and the contemporary art world. An investigation of how the visual arts have shaped as well as interpreted life in Kansas. 114 students write two papers, 314 students complete an additional research paper. Students may not repeat course at alternate level.

AR 116 Art in Health, (3)

Historical and thematic examination of the role of the visual arts in health care settings, from medieval to contemporary practices. Students may not repeat this course at 316 level.

</AR 120 Design I (3)

An exploration of the fundamentals of visual communication. Students will become familiar with the elements of design and organizational principles. Studio assignments will encourage creative thinking, synthesis and analysis, and problem solving.)

AR 121 Design II (3)

An expanded investigation of the basic design principles with an emphasis on idea generation and creative translation. Students will learn how to think critically about visual art, problem solve, and consider a broad range of contemporary and historical approaches. *Prerequisite: AR 120.*

AR 131 Basic Digital Art Media (3)

An introduction to digital media for communications and art making. Key concepts will include image capture, editing, input and output devices, file storage and archiving, printing and post-production. Students will become more familiar with software such as Photoshop, Illustrator, I-movie, and Power Point, and will be able to present images that they have created in a digital format portfolio.

</AR 140 Drawing I (3)

Basic principles of drawing and pictorial design. This course is fundamental to all studio courses and should be taken in the freshman year.

</AR 141 Drawing II (3)

A continuation of Drawing I. *Prerequisite: AR 140 or equivalent.*

AR 142 Survey of Art Materials (3)

A survey of traditional art media and techniques. It will include hands on experience with watercolor, oil, acrylic, tempera, preparation of grounds, pigment, and vehicles. Also will include printmaking techniques; lithography, serigraphy, woodcut, etching, and engraving.

AR 219 Introduction to Printmaking (3)

Drawing and cutting upon the blocks (plywood, linoleum, and masonite), assemblage will be explored for form and texture. Initial prints will be considered temporary evidence of how marks or forms work toward a completed work. *Prerequisite: AR 120 and 140.*

AR 220 Darkroom Photography I (3)

Lecture and studio. History of the development of the Photographic process, equipment and material. Dark-room procedures with an emphasis on composition and design in the black and white print.

AR 223 Graphic Design I: Illustrator/Photoshop (3)

An introduction course using software to generate graphic images. Software: Illustrator, Photoshop. *Prerequisite: AR120 or consent.*

AR 226 Video Editing: FinalCut Pro (3)

Fundamentals of digital video, including lighting, sound composition and editing are taught with the aim of creating time-based art forms. Aesthetic issues evident in video design and editing structure will be examined through viewing, discussion and critique. Software: FinalCut Pro. *Prerequisite: AR 120 or MM100*

AR 229 Web Graphics I (3)

Design and publication of an attractive and effective homepage using graphic editing and web authoring soft-

ware. Focus will be on use of color, images, icons, text, and layout. *Cross listed with CM 229.*

AR 231 Basic Digital Photography (3)

Introduction to digital photography including operation of digital camera, file management, and printing. Digital camera required. *Prerequisite: AR 220.*

AR 240 Painting I (3)

Introduction to oil painting techniques. In addition, emphasis is placed on the relationship between drawing and painting. Subject matter includes still life, landscape, figure and abstraction. *Prerequisite: AR 140, 141, and 121.*

AR 242 Watercolor (3)

Includes techniques and practice of watercolor and tempera painting. *Prerequisites: AR 140 or consent.*

AR 243 Figure Drawing (3)

Drawing from the human figure. This class may be taken a second time at the 300 level. *Prerequisite: AR 140 and 141.*

AR 260 Ceramics I (3)

Introduction to ceramic processes including hand-forming techniques, clay, glazes, and firing.

AR 262 Sculpture I (3)

Introduction to modeling, casting, carving, and construction as basic methods of executing 3-dimensional form. *Prerequisite: AR 120 or 121.*

AR 265 Kiln-formed Glass and Mosaics(3)

Applied design work utilizing glass techniques of cutting, grinding, fusing, and slumping.

AR 291 Art Therapy (3)

Practice of Art Therapy as a treatment and diagnostic tool in the psychiatric setting. Visiting lecturers and field experience will be included. *Prerequisite: PY 100.*

AR 295 Web Graphics II (3)

Continuation of CM220/AR229, Web Graphics I, focusing on the use of advanced features of programs and languages such as Dreamweaver and Paint Shop Pro. Students will create original graphics for a web site final project. This course does not apply toward CIS departmental major requirements. *Prerequisite: AR 229/CM229.*

AR 299 Special Topics in Art (1-3)

Special media or content offerings not covered in other art courses. May be repeated with different topics. *Prerequisites as specified for each offering.*

AR 300 Art Criticism (3)

An historical and practical approach to the evaluation of works of art with concentration on analysis of specific artists and movements, and the significance of this to the history of art. *Prerequisite: AR101, AR102 and EN 300.*

</AR 301 Ancient Art (3)

The arts of the Ancient Near East, Egypt, Aegean, Greece, and Rome.

AR 302 Medieval Art (3)

The art of the Christian era to the thirteenth century.

AR 303 Northern Renaissance Art (3)

The art of Germany, France, and the Netherlands from the fourteenth through the sixteenth century.

AR 304 Italian Renaissance Art (3)

Italian art from the thirteenth through the sixteenth century.

AR 305 Baroque Art (3)

A study of Baroque and Rococo art and culture of the 17th and 18th centuries in relationship to imperial power, the church and capitalism. (Includes study of Caravaggio, Bernini, Rubens and Rembrandt.)

AR 306 Early Modern Art (3)

Major developments in American and European art of the 19th and early 20th centuries, including Neo-classicism, Impressionism, Cubism, and Expressionism.

AR 307 Art Since 1945 (3)

Major developments in American and European art and architecture since World War II, from Abstract Expressionism to Post Modernism and current trends.

AR 308 American Art (3)

American art from the early colonial period to the present.

AR 309 Arts of Africa (3)

A historical survey of the major arts produced by African cultures.

AR 310 Art of Asia (3)

A survey of the major traditions of art in Asia from Neolithic times through the 19th century.

AR 311 Art of the Americas (3)

An overview of the visual arts traditions of the ancient and contemporary cultures of the indigenous peoples of North, Central and South America.

AR 312 Research in Art History (3)

Library and Archival research and writing on specific research topics in the History of Art. *Prerequisite: Major/minor in Art History or consent.*

AR 313 Museum Studies (3)

A survey of the types, history, and functions of museums. *Prerequisite: AR 101, 102, or 103.*

AR 314 Art and Architecture in Kansas (3)

See description under AR 114 above. (AR 314 students are expected to complete additional research and written work. Students who have taken AR 114 may not repeat this course at 314 level.)

AR 315 History of Photography (3)

History of photography as related to the visual arts, including technical innovations, major photographers and aesthetic philosophies. *Prerequisite: AR 101, 102, OR 103 or Consent.*

AR 316 Art in Health (3)

See Description under AR 116 above. AR 316 Students are expected to complete additional research and written work. Students who have taken AR 116 may not repeat this course at the 316 level. *Prerequisite: Ar 101, 102, or 103, or EN 300.*

AR 319 Etching (3)

An exploratory course in etching. Emphasis will be placed on black and white techniques, including intaglio, drypoint, and aquatint. *Prerequisite: AR 219.*

AR 320 Darkroom Photography II (3)

Course focuses on developing technical proficiency in black and white photography. Students will work primarily with fiber-based paper. Emphasis is placed upon exploration and expansion of traditional photographic values. *Prerequisite: AR 220 or consent.*

AR 321 Photoshop Imaging I (3)

A beginning to intermediate course in creative Photoshop software techniques. Students learn Photoshop tools and techniques by executing assignments such as photo coloring, restoration and retouching, print design, and collage. *Prerequisite: AR 120 and AR 223.*

AR 322 Graphic Design II: Print/InDesign (3)

An intermediate course using desktop publishing software to produce artwork. Projects include text style and placement, color, readability, layout, and aesthetics. Software: Illustrator, Photoshop and InDesign. *Prerequisite: AR 120 & AR 223.*

AR 323 Silkscreen (3)

An introductory course in silkscreen printing. Sequential thinking for the production of prints plus application of color theories is investigated. Emphasis will be placed on traditional photographic and inventive applicators of silkscreen techniques for the production of personal images. *Prerequisite: AR 219.*

AR 324 Lithography (3)

An introductory course for lithography. The printing process of stone and plate lithography is explored with emphasis on imagery and the aesthetics of the fine print. *Prerequisite: AR 140, 141, 219.*

AR 325 Photoshop Imaging II (3)

An advanced course in Photoshop software techniques focusing on aesthetic and critical issues. Students produce assignments with an emphasis on photo composites for illustration, printing, and fine art. *Prerequisite: AR 321.*

AR 326 2- and 3-D Digital Animation (3)

Through the use of 3-D animation software and Adobe Premier, students will create computer graphics and animations. Also includes digital video and sound. Software: Lightwave 3D, Final-Cut Pro. *Prerequisite: AR 223.*

AR 327 Workshop in Electronic Art (3-6)

Independent work. *Prerequisite: AR322, 325; 326 or 426 and consent.*

AR 328 Workshop in Photography (3-6)

Independent work in the area of advanced photography. *Prerequisite: AR 320 or consent.*

AR 329 Workshop In Printmaking (3-6)

Independent work. *Prerequisite: Two printmaking courses and consent.*

AR 330 Expressive Video (3)

Focus of this course is the visual design of video for artistic expression. Fundamentals of analog and digital video, including lighting, sound, composition and editing,

are taught with the aim of creating time-based art forms. Aesthetic issues evident in video design and structure will be examined through viewing, discussion, and critique. Software: Final Cut Pro. *Prerequisite: AR 120 and AR 220.*

AR 332 Advanced Photo Techniques (3)

Course focuses on developing technical proficiency in use of different format cameras and large size printing. Students explore aspects of photography such as cibachrome, Polaroid transfer and emulsion lifts, or mural printing. *Prerequisite: AR 220.*

AR 339 Painting II (3)

Emphasis on painting the human figure, including single and group compositions. Includes class paintings, outside work, and term papers. *Prerequisite: AR 240.*

AR 342 Watercolor (3)

A continuation of AR 242. *Prerequisite: AR 242 or consent.*

AR 343 Figure Drawing (3)

A continuation of AR 243. Only with written approval from the instructor can a student take this more than once.

AR 344 Workshop in Drawing and Painting (3-6)

Independent work. *Prerequisite: AR 339 and consent.*

AR 350 Figure Studio (6)

An advanced course focused on the synthesis of two and three dimensional approaches to expressive use of human form. *Prerequisites: AR 240, 243, and 262.*

AR 352 Professional Photographic Lighting (3)

Comprehensive study of visual and technical photographic lighting practices in the studio and on location, including theory and application of various lighting systems. *Prerequisite: AR 220.*

AR 353 Non-silver Photography (3)

Study of historical non-silver photographic processes used in the early stages of photographic development and currently used by contemporary artists as a creative element. Processes include: cyanotype, Van Dyke, platinum/palladium, salted paper, gum bichromate. *Prerequisite: AR 220.*

AR 354/454 Documentary Photography (3)

Course focuses on basic principles and techniques of documentary photography. Topics will vary by semester and will be announced in advance. *Prerequisite for 354: AR 220 or consent. Prerequisite for 454: AR 354. AR 354/454 may not be taken concurrently. (Both levels of the course may be taken when topics are different.)*

AR 359 The Business of Art (3)

This course will explore and analyze approaches to art valuation, appraisal and entrepreneurship in the visual arts. Business problems and opportunities in the art world are identified, analyzed and assessed. The art market and the art consumer are researched. Special aspects of consumer behavior of art collectors, art investors, art dealers will be included, also marketing and financial issues in the arts *Prerequisite: junior standing or above. Cross listed with BU 259*

AR 360 Ceramics II (3)

Continued exploration of ceramics with emphasis on wheel-throwing techniques, glaze formulation, and various firing methods. *Prerequisite: AR 260.*

AR 361 Glaze Materials and Experimentation (3)

Study of ceramic technology through experiments with raw materials. Theoretical, historical, and empirical methods are applied to research. *Prerequisite: AR 260.*

AR 362 Workshop In Ceramics (3-6)

Independent work. *Prerequisite: AR 360 and consent.*

AR 363 Workshop in Sculpture (3-6)

Independent work. *Prerequisite: AR 262 and consent.*

AR 364 Advanced Sculpture (3)

Study of advanced sculptural techniques to achieve artistic expression. May involve environmental or multi-media emphasis. *Prerequisite: AR 262. May be repeated with different content. Limit of 9 hours.*

AR 365 Kiln-formed Glass and Mosaics II(3)

See description under AR 265. 365-level students are expected to complete more advanced projects and class presentations. *Prerequisite: AR121 or AR265.*

AR 380 Elementary Art Education (3)

Study of the artistic development of children, practice with art materials, techniques, and concepts appropriate to the elementary grades including planning and presentation of art lessons. Production, aesthetics, criticism, and history of artworks are emphasized as the basis for children's growth in art learning.

AR 381 Craft Techniques (3)

Exploration of papermaking, batik, weaving, and metal working processes. Health and safety, traditions and current trends in crafts are studied. Education majors write unit/lesson plans. Non-ed majors do extra projects. *Prerequisite: AR 120, 121.*

AR 382 Methods and Philosophy in Art Education (3)

Examination of historical and current theories of art education, the development of personal philosophy of art education, and the examination of curriculum goals and objectives. Effective teaching methods for lesson planning, presentation, and evaluation are studied. *Prerequisite: Admission to program.*

AR 391 Art Therapy (3)

See AR 291.

AR 399 Special Topics in Art (1-3)

Special media or content offerings not covered in other art courses. May be repeated with different topics. *Prerequisites as specified for each offering.*

AR 400 Senior Exhibition (1)

Preparation and presentation of an exhibit of student's art work. *Prerequisite: BFA-senior status, BA with Department approval.*

AR 401 Internship (1-3)

This course is designed to provide students with work experience in their chosen field. Pass/Fail basis only. *Prerequisite: Jr/Sr Art major and consent of Department Chair.*

AR 402 Art Forum (1)

Professional preparation for art majors. Topics include portfolio preparation, marketing, gallery representation, graduate schools, and other concerns of art professionals. Required for all art majors. *Prerequisite: Jr/Sr art major.*

AR 426 Flash Interactivity (3)

Students will study virtual publication through the creation and scripting of interactive multimedia presentations. Techniques include 2- and 3-D animation, use of web multimedia, VR flyby, and creation of CD-ROMs. Software: Macromedia Flash. *Prerequisite: AR 223 or AR/CM 229.*

AR 430 Video FX: Technical (3)

The course will teach video special effects using software, miniature modeling, motion graphics, compositing, prop effects, lens effects, motion tracking, and motion capture. It will integrate 2D/3D animation with video/film. Software: After Effect. *Prerequisite: AR 330 or consent.*

AR 432 Advanced Photo Techniques II (3)

See course description above under AR332. Students enrolled at the 432 level must complete additional research in a photo technique and document their research through creative work. *Prerequisite: AR 332.*

AR 453 Non-silver Photography (3)

See AR 353. AR 453 will study one process of choice in-depth. *Prerequisite: AR 353.*

AR 454 Documentary Photography (3)

See description above under AR 354

AR 500 Directed Graduate Study in Art Studio (1-3)

Graduate students work with appropriate faculty to design a study in art studio. Written documentation of research is required. *Prerequisite: Chair permission, undergraduate experience in the discipline.*

AR 501 Directed Graduate Study in Art History (1-3)

Graduate students work with art history faculty to research and document study in art history. May be coordinated with upper division art history course, but must include in-depth study appropriate for graduate level. *Prerequisite: Chair permission, undergraduate experience in the discipline.*

AR 580 Graduate Field Experience in Art Education (1-3)

Field work in educational setting, such as public school, museum, community center, summer, or after school programs. Application of personal research in studio and / or art history to educational settings. *Prerequisite: Chair permission, Admission to M. Ed Program in Curriculum and Instruction with concentration in Art.*

AR 590 Graduate Thesis Art (3)

Culmination of artistic research in Art Studio and Art history as part of Master of Education degree in Curriculum and Instruction with Concentration in Art. Must include written thesis relating art production/research to education. Must also include exhibition or project documentation. *Prerequisite: Chair permission, completion of 30 hours in M Ed in C&I w/ concentration in Art Degree Program.*

ASTRONOMY

Physics and Astronomy Department

Website: <http://www.washburn.edu/cas/physics>

Stoffer Science Hall, Room 210 (785) 670-2141

No major or minor is offered in Astronomy. The offerings are administered by the Department of Physics and Astronomy.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</AS 101 Introduction to Astronomy - Cosmology (3)

A qualitative study of stellar, galactic, and extragalactic astronomy and cosmology surveying what is known and how it is known.

</AS 102 Introduction to Astronomy - Solar System (3)

A qualitative study of the history of astronomy, the origin, evolution, and functioning of the solar system surveying what is known and how it is known.

</AS 103 Observational Astronomy (1)

Use of telescope, planetarium, and other laboratory equipment commonly used in astronomy together with selected descriptive experiments in astronomy. *Prerequisite: AS 101, 102 or consent of instructor.*

AS 201 Introduction to Astronomical Photography (1)

Photographic procedures and techniques peculiar to astronomical photography. *Prerequisite: Consent of instructor.*

AS 251 General Astronomy (3)

A comprehensive study of positional astronomy, the solar system in general, and the motions of the bodies comprising the solar system. *Prerequisite: Astronomy 101 or 102 and college algebra, or consent of instructor.*

AS 360 Research in Astronomy (1 or 2)

Research in any of the fields of astronomy/astrophysics. *Prerequisite: Consent of instructor.*

AS 370 Special Subjects in Astronomy (Credit to be arranged)

Material to be chosen according to student interest from any one of a number of astronomical subjects. Offered on demand as teaching schedules permit. *Prerequisite: Consent of instructor.*

BIOLOGY

Website: <http://www.washburn.edu/cas/biology>

Degrees Offered

Bachelor of Arts - Biology
Bachelor of Science - Biology
Clinical Laboratory Sciences (see page 97)

Stoffer Science Hall, Room 202
(785) 670-2077

Associate Professor Ursula Jander, Chair
Professor Lee Boyd
Associate Professor John Mullican
Assistant Professor Matthew Arterburn

Assistant Professor Sharon Ashworth
Assistant Professor Susan Bjerke
Assistant Professor Andrew Herbig
Assistant Professor Paul Wagner
Assistant Professor Tracy Wagner
Lecturer Kellis Bayless
Lecturer Bob Flahart
Lecturer Duane Hinton

For information on department scholarships please see website above.

MISSION OF DEPARTMENT

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Biology provides a curriculum designed to address the diverse interests of today's student population. The discipline is relevant to myriad economic, political, philosophical and social concerns, particularly those dealing with biotechnology and the environment. The mission of this department is to support a program that provides a quality education for biology majors, allied health and medical pre-professionals and general education students. The department must also serve as a resource of biological knowledge for the community. Above all, the program encourages students to be life-long learners and to place their knowledge of biology in a frame of reference enabling them to become productive, active participants in our society. In support of this mission, the Biology Department maintains a modern well-equipped facility and a diverse, articulate, scholarly, and up-to-date faculty dedicated to providing the best possible undergraduate education in biology.

DESCRIPTION OF PROGRAM

The courses in biology are designed to meet the needs of four groups of students: those interested in biology as a subject necessary to their general education, those in the various allied health programs, those planning to teach biology or general science, and those preparing for graduate work or for professional careers in biology or related fields. A BS degree with a Clinical Laboratory Sciences major is offered through the Biology Department; see catalog section titled Clinical Laboratory Sciences.

STUDENT LEARNING OUTCOMES

Biology majors at Washburn University, upon graduation, are expected to have:

- acquired a comprehensive understanding of biological principles, including cell biology, genetics, organismal diversity, structure and function, ecology, and evolution;
- acquired the ability to understand and utilize the scientific method;
- mastered a variety of scientific techniques;
- developed analytical skills; and
- developed oral and written presentation skills.

REQUIREMENTS FOR MAJORS

All majors must take a 23-hour core consisting of Biology 102, 105, 110, 301, 333, one semester of 390 and one semester of the Biology capstone course 395.

The BA degree with a Biology major requires at least 38 hours of Biology course work, the 23-hour core and 15 additional hours; 12 of these 15 hours must be upper division courses.

The BS degree requires a minimum of 44 hours in Biology: the 23-hour core and 21 additional hours; 18 of these 21 hours must be upper division courses. The BS degree also requires a 30-hour minor to be chosen from the Natural Sciences, Mathematics, or Computer Information Science. This minor must be in departments other than the major, and with at least 20 hours in one department. Minors for the BS degree are limited to these courses: Chemistry 151 or above, Physics 261 or above, Mathematics 116 or above, Computer Science 110 or above.

The following non-biology courses are required of all majors:

- MA 140 or MA 142 or MA 151
- One year of physics with lab (PS 261/262 or PS 281/282)
- One year of general chemistry with lab (CH 151/152)
- One semester of organic chemistry with lab (CH 340/342)

All majors must have a signed declaration of major form on record before taking upper division courses; however, it is recommended that the major be declared as early as possible after matriculation in order to be eligible for Biology scholarships. Each semester all majors must meet with a department advisor to plan the appropriate course work for the next semester.

THE BIOLOGY MAJOR FOR SECONDARY EDUCATION TEACHERS

To receive departmental approval as having competency for licensure in teaching biology at the secondary level, majors must complete a minimum of a BA or a BS in Biology as outlined above. The student's curriculum must include a course in behavior, evolution, anatomy, physiology, ecology, and sexually transmitted disease.

Completion of the 23-hour core, other major requirements, and appropriate course work within the Department of Education in science teaching methods will satisfy the State competency requirements for licensure in biology. See the Department of Biology and the Department of Education for details.

Students seeking licensure to teach biology must be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

DEPARTMENTAL HONORS

Students are eligible to receive departmental honors upon graduation if they fulfill the following minimum requirements:

- (1) a grade point average of 3.5 in the major, including a 3.5 in upper division work in the major;
- (2) successful completion of BI395 Research in Biology;
- (3) service to the department, or to the community relevant to the Biology major;
- (4) the recommendation of the department.

REQUIREMENTS FOR THE MINOR (OPTIONAL MINOR FOR THE BACHELOR OF ARTS DEGREE)

To minor in Biology the student must apply to the Department and be assigned a Biology advisor. The twenty hour minimum must be met with course work appropriate for Biology majors, and must include BI102, BI 105 and/or BI110. At least 8 of the remaining hours must be 300 level or higher course work. No fewer than 10 hours of this minor must have been completed at Washburn University. Students must have a grade of C or better in each course taken to fulfill the minor.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</BI 100 Introduction to Biology (3)

An introduction to the major principles and theories of Biology: genes, evolution, cell biology, and the structure and function of the major kingdoms of life. Sections of special academic interest (Health Emphasis, General Education Emphasis). Not applicable toward credit for biology major requirements. Three lectures a week. *Prerequisite: None.*

</BI 101 Introductory Biology Laboratory (2)

Introductory laboratory with activities that examine the structure and function of organisms. Supplementary to BI 100. Not applicable toward credit for biology major requirements. One three-hour laboratory period per week. *Prerequisite: BI 100 or concurrent enrollment.*

</BI 102 General Cellular Biology (5)

The organization and activities of organisms at the cellular level. Analysis of the chemical, genetic, and microscopic properties shared by all cells. This is the beginning biology course for the student who wishes to major in biology. Four lectures and one three-hour laboratory period a week. *Prerequisite: None.*

BI 105 General Botany (4)

An introduction to plants that examines their evolution, anatomy, and physiology. Biological principles as found in the plant kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 102.*

BI 110 General Zoology (4)

The organ systems, taxonomy, and evolution of animals. Biological principles as found in the animal kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 102.*

</BI 150 Evolution (3)

Designed for non-science majors who want a basic explanation of evolution, how it works and its impact on scientific thinking and society. The course will include discussion of simple genetics, origins of life, geologic eras and scientific creationism. *Prerequisite: None.*

BI 155 Sexually Transmitted Disease (1)

An overview of diseases which rely on sexual interactions for transmission, e.g., AIDS, syphilis, herpes, and others. The history, epidemiology, clinical nature, treatment and prevention of these diseases are discussed. *Prerequisite: none.*

BI 180 Special Topics (1-3)

Selected topics of general interest. Not applicable toward credit for biology major requirements. *Prerequisite: none.*

</BI 202 Biology of Behavior (3)

Biological aspects of human and animal behavior, including sociobiology, ethnology, behavioral genetics and evolution, heredity vs. environment, male-female differences, and the neurological and hormonal basis of behavior. Three lectures a week. *Prerequisite: None.*

</BI 203 Human Impact on the Environment (3)

The structure and function of a natural environment and the impact of humans on that environment. Topics include population and food, various pollution problems, energy problems, and possible solutions. Not applicable toward credit for biology major requirements. *Prerequisite: None.*

BI 206 Introductory Microbiology (4)

The basic characteristics of microbes and an analysis of their effects with emphasis on human medical microbiology. Basic microbiological lab techniques, with emphasis on those used in medicine. Developed primarily for students majoring in nursing. Not applicable toward credit for biology major requirements. Three lectures and one three hour laboratory per week. *Prerequisites: BI 100 (Health Emphasis preferred) and BI 101 or BI 102.*

BI 250 Introduction to Human Anatomy (3)

The structure of the human body, with emphasis on skeletal and muscular systems. Three lectures a week. *Prerequisite: BI 100 or 102.*

BI 255 Human Physiology (4)

The basic functions of human organ systems. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 100 and 101 or BI 102.*

BI 260 The Biology of Aging (3)

Mechanisms of aging processes with special reference to human gerontology. Unfavorable progressive changes in molecules, cells, systems, and organisms will be examined. Three lectures a week. *Prerequisite: none.*

BI 275 Human Anatomy (4)

Designed primarily for students majoring in biology, nursing or physical therapy. Lectures survey the organ systems with emphasis on skeletal, muscular, nervous, circulatory and reproductive systems. Laboratory exercises include both animal and human cadaver dissection. Two lectures and two two-hour laboratory periods a week. *Prerequisite: BI 100 and 101 or BI 102.*

BI 280 Special Topics (1-3)

Selected topics of general interest. *Prerequisite: One or more general biology course(s).*

BI 300 Field Biology (3)

Identification and study of plants and animals in the field, including their ecology. *Prerequisite: One college course in biology or equivalent.*

BI 301 General Microbiology (4)

Characteristics of microorganisms with major emphasis on bacteria and viruses. Principle roles of microorganisms in our environment. Laboratory introduces basic techniques used in microbiological studies. Three

lectures and one three-hour laboratory period a week. *Prerequisite: BI 102 and CH 151.*

BI 302 Entomology (4)

Designed to cover the general aspects of the anatomy, physiology, taxonomy, and behavior of insects. Field trips will be an integral part of this course. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

BI 303 Invertebrate Zoology (4)

The invertebrate groups with emphasis on basic zoological principles. Field trips are an integral part of this course. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

BI 305 Parasitology (4)

Protozoan, helminth, and arthropod parasites of humans. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

BI 310 Ecology (4)

Examines the interactions between organisms, their environment, and their evolution; major topics include global ecology, physical ecology, community ecology, species interactions, and biodiversity. Three lectures and one three-hour laboratory period a week. *Prerequisites: BI 105 and 110.*

BI 315 Vertebrate Zoology (4)

A taxonomic approach to the study of vertebrate animals. Phylogeny, ecology and behavior will be discussed, as will general structure and function relating to phylogeny. The laboratory will include several field trips. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

BI 324 Systematic Botany (3)

Exploration of the flowering plants of Kansas and their habitats. Major principles of systematics are covered. Two three-hour class periods per week, and nearly all periods are devoted to field trips to local areas of interest. *Prerequisite: BI 105.*

BI 325 Microbiology of Human Diseases (5)

Basic principles involved in pathogenesis of human disease, host resistance, and epidemiology. Characteristics and laboratory diagnosis of major bacterial pathogens. Three lectures and two two-hour laboratory periods a week. *Prerequisite: BI 301.*

BI 328 Plant Anatomy and Physiology (3)

Examines the anatomy and physiology of the stems, roots, leaves and reproductive organs of plants, from the molecular to the organismal levels. *Prerequisite: BI 105.*

BI 330 Animal Physiology (4)

A comparative study of the basic physiological processes occurring throughout the animal kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110 and CH 152.*

BI 333 General Genetics (4)

A course designed to cover basic genetic principles, including Mendelian Genetics, cytogenetics, population genetics and an introduction to molecular genetics. Laboratory experiments will be used to illustrate the genetic principles covered in lecture. Three lectures and

one three-hour laboratory period per week. *Prerequisite: BI 102.*

BI 340 Evolutionary Biology (3)

The basic ideas of evolutionary biology will include classical Darwinian evolution, and Neo-Darwinism. Specific topics covered are natural selection, sources of variation, origin of life, paleobiology, speciation, sociobiology and human evolution. Course will also include the historical development of evolutionary ideas as well as a discussion of the impact of evolution on societal issues. Three lectures a week. *Prerequisite: BI 105 or 110, or consent of instructor.*

BI 343 Human Genetics (2)

Mechanisms of human inheritance in individuals, families, and populations. Subjects include prenatal diagnosis and counseling, cancer genetics and societal issues raised by gene technology. Survey of genetic and cytogenetic disorders. Two lectures a week. *Prerequisite: BI 333.*

BI 353 Molecular Genetics (3)

The molecular basis of genetic systems including chromosomal and extrachromosomal elements. Topics include manipulation of DNA, molecular techniques, cloning, methods for the study of gene expression, mutability of DNA, plasmid systems, prokaryotic and eukaryotic genomes, and practical aspects of biotechnology. Three lectures a week. *Prerequisite: BI 301 or BI 333.*

BI 355 Developmental Biology (5)

The molecular and cellular biology of developmental processes such as fertilization, embryonic cleavage, cell determination and cell differentiation in selected species. Emphasis will be on experiments that reveal how these processes are controlled at the molecular and cellular levels. Three lectures and two two-hour laboratory periods a week. *Prerequisite: BI 110.*

BI 357 Histology (4)

Fundamental tissues and microscopic examination of vertebrate organs. Two lectures and two two-hour laboratory periods a week. *Prerequisite: BI 110.*

BI 362 Immunology (3)

Molecular and cell biology of specific and nonspecific immune responses in mammals, with special emphasis on human immune systems. Reviews experimental support for current immunological theories. Roles of immunology in human health and disease. Three lectures a week. *Prerequisite: BI 301 and 333 or consent of instructor.*

BI 363 Immunology Laboratory (2)

A laboratory course designed to introduce students to current clinical and research procedures in immunology. Includes techniques utilized in biological and biochemical research as well as medical applications. *Prerequisite: BI 362 or concurrent enrollment.*

BI 370 Virology (3)

The structure and properties of bacterial, plant, and animal viruses. Molecular aspects of virus replication and the role of viruses in disease states. Three lectures a week. *Prerequisite: BI 102 and 301.*

BI 380 Special Topics in Biology (1-3)

A consideration of various emerging or advanced specialty areas in biology, offered according to student and staff availability. *Prerequisite: BI 102 and consent of instructor (Additional prerequisites might be needed depending upon particular topic).*

BI 390 Biology Seminar (1)

Organization and oral presentations of the results of current research in the biological sciences. Utilization of recent journal literature, abstracting techniques, and oral communication of scientific data will be emphasized. One semester is required of all majors. Up to three credit hours may be applied toward meeting departmental or university graduation requirements. *Prerequisite: 15 hrs. of Biology and Jr. standing.*

BI 395 Research in Biology (1-3)

This course is the capstone course in the Biology degree, and open only to declared majors at Washburn University. Independent, undergraduate research on some special problem in biology, the field to be chosen by the student in conference with the instructor. *Open only to students from any discipline with at least fifteen hours of credit derived from core majors courses in Biology. At least one semester is required of every Biology major. A maximum of six credit hours of research may be taken by any student, and no more than 3 credits in one semester.*

CHEMISTRY

Website: <http://www.washburn.edu/cas/chemistry/>

Degrees Offered

Bachelor of Arts — Chemistry
Bachelor of Arts — Biochemistry
Bachelor of Science — Chemistry
Bachelor of Science — Biochemistry
Bachelor of Science — Forensic Chemical Science
Bachelor of Arts *or* Science for Secondary Education

Stoffer Science Hall, Room 312
(785) 670-2270

Associate Professor Stephen Angel, Chair
Professor Emeritus Janice Barton
Associate Professor Sam Leung
Associate Professor Shaun Schmidt
Assistant Professor Sheldon Williams
Assistant Professor Lisa Elles
Lecturer Roberta Sue Salem
Lecturer Alan Shaver

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Chemistry is dedicated to providing a broad spectrum of students with the necessary understanding of chemical principles to become successful, contributing members of their social, professional and/or occupational communities.

Students entering chemistry come from diverse backgrounds and will apply their acquired chemical skills in equally diverse occupations. The Department of Chemistry addresses this diversity by focusing on individual student needs and goals through personal advising,

small class sizes, individual instruction, hands-on experience with scientific instrumentation, and guided undergraduate research for chemistry majors. The Chemistry Department faculty is itself diverse and exemplifies commitment to learning and contributing by engaging in scientific research, presenting and publishing as well as volunteering to improve the quality of living in the larger Topeka area.

Beginning courses are designed to give the student an awareness and understanding of scientific chemical principles and problems. Advanced courses are planned to meet the specialized needs of students interested in graduate work, forensic chemistry, work in private or public laboratories, teaching, medicine and health related professional fields. In total, the program provides graduates with the appropriate knowledge and skill foundation in preparation for graduate study, professional schools, careers in education and the chemistry workforce.

STUDENT LEARNING OUTCOMES

Chemistry majors at Washburn University, upon graduation, are expected to have:

- obtained a comprehensive understanding of the fundamental principles of chemistry--atomic and molecular theory, reactivities and properties of chemical substances, and the states of matter;
- obtained a comprehensive understanding of the fundamental principles of the primary subfields of chemistry--analytical, biochemical, inorganic, organic, and physical chemistry, appropriate to the degree sought;
- acquired knowledge of mathematics sufficient to facilitate the understanding and derivation of fundamental relationships and to analyze and manipulate experimental data, appropriate to the degree sought;
- acquired knowledge of the fundamental principles of physics;
- learned safe chemical practices, including waste handling and safety equipment;
- demonstrated ability to problem solve and reason scientifically;
- acquired the ability to read, evaluate, and interpret information on a numerical, chemical, and general scientific level in preparation for a lifetime of learning and contribution;
- discussed issues of professional ethics;
- acquired the ability to assemble experimental chemical apparatus, to design experiments, to use appropriate apparatus to measure chemical composition and properties, and to use computers in acquisition, analysis, modeling and presentation of data, appropriate to the degree sought — both individually and in collaboration with others;
- acquired the ability to effectively use modern instrumentation in acquisition of information on chemical substances, appropriate to the degree sought — both individually and in collaboration with others;

- gained basic understanding and experience in the process of chemical research or training in a professional forensic laboratory; and
- demonstrated the ability to communicate results of scientific inquiries orally and in writing.

THE MAJOR

BA in chemistry — at least 30 hours in the department are required, including the following courses and their prerequisites: Chemistry 343, two courses from (320, 350, 352, 355, 360, and 380), two courses from (321, 345, 346, 347, 351 and 353), 390 and 391.

BA in Biochemistry — at least 32 hours in the department are required, including the following courses and their prerequisites: Chemistry 343, 352, 353, 390 and 391. Cognate course requirements in Biology are 102, 301, 333 and 380; Physics 261 and 262 or Physics 281 and 282; Mathematics 116 and 117 or Mathematics 151..

BS in Chemistry certified by the American Chemical Society — at least 45 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, 345, 346, 350, 362, 382, 385, 386, 390 (2cr) and 391. Students are encouraged to take additional chemistry courses beyond the 45 hour minimum requirement. One year of German, Russian or French, or at least six credit hours in computer programming language courses are required as well as Physics 281 and 282, and Mathematics 151 and 152.

BS in Chemistry not certified by the American Chemical Society serves as a second major for students with a first major in another science or mathematics — at least 38 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, two (or more) courses (for 3 cr) from 345, 346, 347, 351; two courses from 350, 352, 355, 360, and 386; a choice of 380 or 381; 390 (2cr), 391.

BS in Biochemistry — at least 40 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, 352, 353, 381, 390 (2cr) and 391. Cognate course requirements in Biology are 102, 301, 333, 353 and 380. Physics 281 and 282, and CIS 111 are also required.

BS in Forensic Chemical Science — at least 38 hours in the department are required, including the following courses and their prerequisites: Chemistry 102, 103, 321, 343, 346, 351, 390, and 391 (3 cr) or 393 (3 to 6 cr). Cognate course requirements in Biology are 102, 255, 301, 353, 362, 380 (molecular biology lab). Other cognate course requirements are MA 140; CM 101 or 212; Criminal Justice 220, 231, 410; and CN 150.

Chemistry Major for Secondary Education Teachers
The teaching of Chemistry at the secondary level requires completion of a BA or BS in Chemistry. Courses that must be taken to meet the standards for licensure in Kansas are CH 151, 152, 320, 321, 340, 342, 343, 350, 351, 390, and 391. In addition, students must fulfill the professional education course requirements of the Education Department. Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

The following non-chemistry courses are required of all chemistry majors: 1) MA 116 and 117 or 151; 2) PS 261 and 262 or PS 281 and 282.

Research required for the degree must be initiated at least one semester prior to the semester of graduation. An oral presentation of CH 390 research results is required of all BS majors. All majors shall present a portfolio of results obtained with departmental instrumentation prior to the semester of graduation.

Minors for the BS degree are limited to these courses: Biology 102 and courses with BI 102 or higher as prerequisite, Computer Information Sciences 111 and courses with CM 111 or higher as prerequisite, Physics 281 and above for the ACS certified major, Physics 261 or 281 and above for the non-certified major, and Mathematics 116 and courses with MA 116 or higher as prerequisite.

Suggested Schedule for American Chemical Society Recommended Program

For students planning to enter chemistry as a profession or to go on to chemistry graduate school, the following program leading to the Bachelor of Science degree is recommended. In this program, the minors may be in the following areas: biology, mathematics, computer information sciences, or physics.

Freshman

First Semester (17 hrs)	Second Semester (17 hrs)
Chemistry 151 (5)	Chemistry 152 (5)
English 101 (3)	Mathematics 152 (5)
Mathematics 151* (5)	Electives (6)
Electives (3)	Physical Ed (1)
Physical Ed (1)	

Sophomore

First Semester (17-18 hrs)	Second Semester (16-17 hrs)
Chemistry 340 (3)	Chemistry 341 (3)
Chemistry 342 (2)	Chemistry 343 (2)
Lang./Comp. Sc. (3-4)	Physics 281 (5)
Electives (9)	Lang./Comp. Sc. (3-4)
	Elective (3)

Junior/Senior**

First Semester (16-17 hrs)	Second Semester (13-14 hrs)
Chemistry 320 (3)	Chemistry 346 (1)
Chemistry 321 (1)	Chemistry 362 (2)
Chemistry 350 (3)	Chemistry 390 (1-2)
Chemistry 390 (1-2)	Electives (9)
Physics 282 (5)	
English 300 (3)	

Junior/Senior**

First Semester (15 hrs)	Second Semester (14 hrs)
Chemistry 345 (2)	Chemistry 386 (3)
Chemistry 381 (3)	Chemistry 382 (3)
Chemistry 390 (1)	Chemistry 385 (1)
Electives# (9)	Chemistry 391 (1)
	Electives# (6)

Electives should be chosen to satisfy general education and minor requirements for graduation.

*Students not qualified to enroll in Mathematics 151 will be placed in math courses according to their high school preparation.

**Most of these upper division chemistry courses are offered every other year. The recommended junior and senior year schedules alternate.

#MA 153 and MA 241 are strongly recommended.

THE MINOR

The chemistry minor must include: CH 151, CH 152, CH 340, CH 341 and four additional hours of 300 level or higher course work (25% of the total minor hours must be taken in residence at Washburn University.) Credit in CH 390 does not apply toward satisfying the 20 hour minimum requirement.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

COURSES OFFERED ON ALTERNATE YEARS

Next Offering: CH346, CH352, CH353, CH362 (Spring 2009); CH 345, CH 360, CH 380, CH 381 (Fall, 2009); CH 347, CH382, CH385, CH386 (Spring 2010).CH320, CH321, CH383 (Fall 2010); CH346, CH352, CH353, CH362 (Spring 2011).

CH 100 Science Success Strategies (2)

Interdisciplinary class may be taken as MA105. Develops math and science skills fundamental to science majors. *Prerequisite: MA 104.*

</CH 101 Chemistry in Context (3)

Designed to meet the general education requirements in science for students who are not majoring in science, mathematics, or science-related areas. Emphasizes the history, philosophy, and major theories of chemistry and some science-related issues of our times, such as pollution, pesticides, and drugs. Chemistry 101 will not count toward a major or minor in chemistry. *No prerequisite.*

</CH 103 Introductory Forensic Chemistry (3)

Designed to meet the general education requirements in science for students who are not majoring in science, mathematics, or science-related areas. Emphasizes the history, philosophy, and major theories of chemistry, especially those related to current forensic analytical techniques. Except for the Forensic Chemical Science major, credit will not count toward a major or minor in chemistry. *No prerequisite.*

</CH 121 General, Organic, and Biological Chemistry (5)

Designed for those students who need only a one-semester survey of the principles of chemistry or for nursing students. Includes vocabulary, laws, and applications of the basic concepts of chemistry. Laboratory work includes preparations, illustrations of laws and typical quantitative experiments. *Chemistry 121 will not count towards a major or minor in chemistry. High school or on-line courses will not be considered equivalent to this course. Three one-hour lectures, one hour of recitation, and one three-hour laboratory period a week. Prerequisite: Equivalent of MA 110 or MA116 or MA140 or concurrent enrollment.*

</CH 151 Fundamentals of Chemistry I (5)

Designed for those students who need one year of general chemistry. This course discusses vocabulary and

basic laws that are necessary as a foundation for future studies in chemistry. Topics covered will include such subjects as atomic structure, states of matter, chemical bonding and solutions. The emphasis in the laboratory is on quantitative work. Credit for CH 151 precludes subsequent earning of credit in CH 121. High school or on-line courses will not be considered equivalent to this course. Three class periods, one hour of recitation, and one three-hour laboratory period per week. *Prerequisite: MA 116 or concurrent enrollment.*

</CH 152 Fundamentals of Chemistry II (5)

A continuation of Chemistry 151. Includes a study of equilibrium, electrochemistry, thermodynamics, thermochemistry, and kinetics. Laboratory work deals with experimental studies on the theories of chemistry, qualitative analysis and independent laboratory projects. High school or on-line courses will not be considered equivalent to this course. Three one-hour lectures, one hour of recitation, and one three-hour laboratory period a week. *Prerequisite: CH 151 with a grade of C or better.*

</CH 203 Forensic Chemistry Laboratory (1)

The course is designed to introduce students to laboratory techniques used in forensic chemistry – emphasizing instrumentation, data acquisition and analysis. Except for Forensic Chemical Science majors, credit will not count toward a major or minor in chemistry. *Prerequisite CH 151 and pre- or co-requisite of CH103*

CH 300 Special Topics in Chemistry (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: Consent of instructor.*

CH 320 Analytical Chemistry (3)

The theoretical and practical fundamentals of classical and physiochemical methods of analysis, with special emphasis on the relationship between physical and analytical chemistry. *Prerequisite: CH 152.*

CH 321 Analytical Chemistry Laboratory (1)

Principles and techniques of analytical and physical measurements with computer assisted analysis. One three-hour laboratory per week. *Prerequisites: CH 152 and CH 320 or concurrent enrollment.*

CH 340 Organic Chemistry I (3)

The principles of organic chemistry and their application to the preparation, properties, and reaction of aliphatic, aromatic, and a few heterocyclic compounds. *Prerequisite: CH 152 with a grade of C or better.*

CH 341 Organic Chemistry II (3)

A continuation of Chemistry 340. Three class periods per week. *Prerequisite: CH 340 with a grade of C or better.*

CH 342 Organic Chemistry Laboratory I (2)

Principles and techniques of organic chemistry, including preparation, separation, identification, and use of microscale equipment. One hour of lecture and one three-hour laboratory period per week. *Prerequisite: CH 152 and CH 340 or concurrent enrollment.*

CH 343 Organic Chemistry Laboratory II (2)

A continuation of CH 342 with emphasis on spectroscopy and other instrumental techniques. One hour of lecture and one three-hour laboratory period per week. *Prerequisite: CH 341 or concurrent enrollment., and a grade of C or better in CH342.*

CH 345 Inorganic Chemistry Laboratory (2)

Emphasis on inorganic preparations and analytical and physical measurements on inorganic and organometallic compounds with computer assisted analysis of data. One hour lecture and one three-hour laboratory period per week. *Prerequisites: CH 152 and CH 342.*

CH 346 Instrumental Analysis (1)

Advanced techniques, instrumentation, computational analysis, and computer analysis are used to investigate biological, inorganic, and organic compounds. One three-hour laboratory period per week. *Prerequisites: CH 321 and CH 343.*

CH 347 Physical Chemistry Concepts Lab (1)

Techniques and interpretation of physical systems measurements. One three-hour laboratory per week. *Prerequisite: CH 343.*

CH 350 Biochemistry I (3)

Basic principles of the structure and chemistry of biochemical molecules, such as proteins, nucleic acids, carbohydrates, lipids, enzymes, and vitamins. *Prerequisite: CH 340.*

CH 351 Biochemistry Laboratory I (2)

Biochemistry from the laboratory aspect, with special emphasis on modern techniques and instruments. One four-hour laboratory period a week One hour lecture and one three-hour laboratory period per week. *Prerequisites: CH 342 and 350 or concurrent enrollment and consent of instructor.*

CH 352 Biochemistry II (3)

A continuation of CH 350 emphasizing metabolism, regulatory mechanisms, and DNA replication and expression. *Prerequisite: CH 350.*

CH 353 Biochemistry Laboratory II (2)

Emphasis on individual projects using the tools of biochemistry from CH 351 and the biochemical literature. On four-hour laboratory period a week. *Prerequisites: CH 350 and CH 351.*

CH 355 Medicinal Chemistry (2)

A brief history of the development of medicinal chemistry and its social and political implications. Major emphasis will be placed on the methods of discovery and development of drugs. Examples will be drawn from natural products, including plants, animal, and microbiological sources, from organic synthesis, and from modern physicochemical approaches. The mechanism of action, metabolism, and proof of structure of representative drugs will be presented. *Prerequisite: CH 341.*

CH 360 Descriptive Inorganic Chemistry (3)

Descriptive chemistry of the inorganic elements based on the principles learned in freshman chemistry. *Prerequisite: CH 152.*

CH 362 Spectroscopy (2)

An introduction to the interpretation of the spectra of organic compounds. *Prerequisite: CH 343.*

CH 380 Fundamentals of Physical Chemistry (3)

A non-calculus based physical chemistry class. *Prerequisites: CH 152, PS 261 or PS 281.*

CH 381 Physical Chemistry I (3)

Covers the properties of gases, kinetic principles, thermodynamics, state changes, equilibrium, and properties of solution. *Prerequisites: CH 152, PS 282 (Highly Recommended) or PS 262, and MA 151 or concurrent enrollment.*

CH 382 Physical Chemistry II (3)

Covers quantum principles with applications to atomic and molecular structure and spectroscopy, statistical thermodynamics, and kinetic theory of gases. *Prerequisite: CH 381 and MA 152.*

CH 383 Physical Chemistry III (3)

Application of quantum theory in spectroscopy, gas and solution phase molecular reaction dynamics, surface chemistry, and electrochemistry are investigated. *Prerequisite: CH 382.*

CH 385 Physical Chemistry Laboratory (1)

Experimental measurements and data analysis emphasize the physics of chemical systems. One three-hour laboratory per week. *Prerequisite: CH 381 or concurrent enrollment.*

CH 386 Advanced Inorganic Chemistry (3)

Modern topics in inorganic chemistry, including atomic and molecular structure, nonaqueous solvents, reaction mechanisms, and complexes. *Prerequisite: CH 381.*

CH 390 Undergraduate Chemical Research (Credit According to Work Completed)

Laboratory or theoretical computational research in any of the fields of chemistry, a typed formal report is required. Students may enroll for more than one semester of research. No more than five credit hours may be applied toward meeting departmental or graduation requirements. *Prerequisite: departmental permission.*

CH 391 Chemistry Seminar (1)

Students must enroll for one credit of seminar and give oral and written presentations on subjects chosen from a list of supplied topics to meet the requirement of the major in chemistry. *Prerequisite: departmental permission.*

CH 393 Internship (3-6)

Experience training in a professional forensic laboratory. *Prerequisites: chemistry, 25 credits; biology, 12 credits; chair approval.*

CLINICAL LABORATORY SCIENCES

(Formerly Medical Technology)

Biology Department

Website: <http://www.washburn.edu/cas/biology>

Stoffer Science Hall, Room 202
(785) 670- 2077

On-campus advising in Clinical Laboratory Sciences is under the direction of the Biology Department.

Dr. Susan Bjerke, Clinical Laboratory Sciences Advisor.

STUDENT LEARNING OUTCOMES

Washburn University students completing this degree are expected to have:

- mastered an understanding of biological and chemical disciplines, including cell biology, genetics, human biology, microbiology, immunology, organic chemistry and biochemistry;
- mastered the laboratory skills necessary to perform diagnostic testing in clinical chemistry, clinical microbiology, clinical hematology, and clinical immunology;
- developed analytical skills;
- developed oral and written presentation skills; and
- qualified to take a national certification examination required to become a registered clinical laboratory scientist (medical technologist).

The BS degree with a Clinical Laboratory Sciences major requires a 30 hour certified clinical program that includes the courses listed at the end of this section. A first minor in biology and a second minor in chemistry are required. The biology minor must include Biology 102, 110, 255, 301, 305, 325, 362. Biology 343, 353, and/or 370 are also recommended. The chemistry minor must include Chemistry 151, 152, 340, 342, 350, and 351. Chemistry 341 is recommended. In addition Mathematics 116 and 140 along with either Physics 101 or Physics 261 and 262 or Physics 281 and 282 are also required. Students must successfully apply to and complete an approved regional hospital clinical program. These clinical course hours are then transferred to Washburn to fulfill the major.

Students who receive the baccalaureate degree in biology from Washburn can also receive a Bachelor of Science in Clinical Laboratory Sciences after successful completion of an approved clinical program, provided that the required academic courses for the degree have been taken and that the student has a total of at least 154 credit hours. Students may also apply for a BS degree with a double major by following the University guidelines for a double major.

Students with a BS or BA degree that includes the university courses required for the BS in Clinical Laboratory Sciences will be qualified to apply for the clinical program at most accredited schools of medical technology in the United States.

The biology department can also provide the pre-professional academic courses needed by students who wish to complete the clinical requirements at either the University of Kansas or Wichita State University. The prerequisite courses differ depending on the clinical program, so students should contact the Clinical Laboratory Sciences advisor for additional information. These students receive the B.S. in Clinical Laboratory Sciences from the university at which they complete the clinical program.

CLINICAL COURSE OFFERINGS

The courses listed below are offered by the hospital schools of Medical Technology and are not a part of Washburn University's curriculum. The variation in credit hours is due to unique differences between hospital programs.

Clinical Microbiology (6-8)

Clinical Chemistry (6-10)

Clinical Hematology (4-6)

Clinical Immunology (2-6)

Clinical Immunohematology (2-5)

Topics in Clinical Laboratory Science (2-6)

COMMUNICATION

Website: <http://www.washburn.edu/cas/communication/>

Degree offered

Bachelor of Arts – Communication

Morgan Hall, Room 266
(785) 670-2230

Professor Meredith Moore, Chair
Assistant Professor Mary Pilgram
Assistant Professor Leslie Reynard
Assistant Professor Tracy Routsong
Assistant Professor Sarah Ubel
Director of Forensics Kevin O'Leary
Assistant Director of Forensics Steve Doubledee
Assistant Director of Forensics Jim Schnoebelen

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Communication provides a curriculum that focuses on the in-depth study of human communication, strengthens other majors, and enhances the general education offerings of the University. The faculty prepares students for success in a broad range of settings by providing the necessary communication competence for a liberal arts and sciences education. Faculty excellence is maintained through continuous growth in teaching, scholarship and service.

STUDENT LEARNING OUTCOMES

Communication majors at Washburn University should, upon graduation:

- have developed an understanding of the nature and importance of communication, and of their own communication behavior, across a variety of interaction contexts;
- be sophisticated consumers and producers of effective and appropriate messages across a variety of interaction contexts;
- be able to apply relevant theories to the communication behavior of themselves and others and thus solve problems related to common communication difficulties across a variety of interaction contexts;
- be able to critically evaluate the usefulness of theories for enhancing their own communication competence;
- be able to critically evaluate situations to determine which skills and approaches are competent responses to those situations;

- have a general understanding of communication research; and
- have explored in depth at least one of four communication emphases – corporate, health, legal, or political.

The Communication major prepares students for professional and personal success. The organizational communication focus of the curriculum applies to families, social groups, work or career contexts, governmental and world affairs. The 32-33 hour major is designed to provide broad general theory and skills for application in legal, corporate, and political arenas. Students who want to pursue graduate or professional school are well prepared to enter the most competitive programs. Students who take communication courses are provided strong general education skills, as well as in-depth information about the theory and practice of human communication. Two courses are specifically identified to meet general education requirements, CN 101 Principles and Practices of Human Communication, CN 150 Public Speaking. Alumni find employment as corporate trainers, lobbyists, small business owners, directors of non-profits, consultants, and in a broad range of other careers.

Admission to the Communication major requires a 2.5 grade point average and sophomore status. The application form can be found on the department homepage or in the department office.

THE MAJOR (32-33 HRS)

The major consists of 18 required hours and one emphasis. More than one emphasis can be earned with careful advising.

Required Courses (18 hrs)

CN 101 Principles and Practices of Human Communication (3)
 CN 150 Public Speaking (3)
 CN 300 Organizational Communication (3)
 CN 302 Communication Theory (3)
 CN 303 Communication Inquiry (3)
 CN 499 Senior Portfolio (3 hr)

Emphases (12 hours required in an emphasis):

An emphasis consists of one required course, and three other courses listed under that emphasis. Emphasis courses that are required are CN 301 Advanced Organizational Communication for the Corporate Emphasis, CN 384 Health Communication for the Health Emphasis, CN 320 Communication in the Legal Process for the Legal Emphasis, and CN 360 Political Communication for the Political Emphasis

Corporate Emphasis

CN 301 Advanced Organizational Communication (3)*
 CN 330 Conflict and Negotiation (3)
 CN 340 Interviewing (3)
 CN 342 Small Group Communication (3)
 CN 351 Interpersonal Communication (3)
 CN 401 Training and Development (3)

* required course in the emphasis

Health Emphasis

CN 384 Health Communication (3)*
 CN 330 Conflict and Negotiation (3)
 CN 340 Interviewing (3)
 CN 350 Persuasion (3)

CN 351 Interpersonal Communication (3)
 CN 363 Intercultural Communication (3)
 *required course in the emphasis

Legal Emphasis

CN 320 Communication in the Legal Process (3)*
 CN 330 Conflict and Negotiation (3)
 CN 340 Interviewing (3)
 CN 350 Persuasion (3)
 CN 351 Interpersonal Communication (3)
 * required course in the emphasis

Political Emphasis

CN 360 Political Communication (3)*
 CN 330 Conflict and Negotiation (3)
 CN 341 Persuasive Speaking (3)
 CN 350 Persuasion (3)
 CN 361 Social Movements (3)
 * required course in the emphasis

Electives: (to complete 32-33 hr major)

Electives may be chosen from any course in the curriculum including the following courses, which are not part of the emphases.

CN 154/343 Forensics (1) *Limit of 3 hours*
 CN 365 Business and Professional Speaking (3)
 CN 295/395 Special Topics (1-3 hrs)
 CN 402 Practicum (3)
 CN 490 Directed Research (3)
 CN 491 Internship (3)

18 hrs required courses	= 18 hrs
12 hrs in the emphasis	= 12 hrs
Electives in major	= <u>2-3 hrs</u>
	= 32-33 hrs

Majors are not limited to 32-33 hours. Careful advising will allow a student to take up to 40 hours in the major. Also, students are encouraged to consider a minor, but a minor is not required.

THE MINOR (18 hours)

Majors in other departments often find the Communication minor a valuable addition. Minor requirements include the following:

CN 101 Principles & Practices of Human Communication (3)
 CN 150 Public Speaking (3)
 CN 300 Organizational Communication (3)

And 9 hours from one of the three emphases, one of which must be the required emphasis course.

Minor forms are to be filed in the Communication Department, and signed by the chair when the requirements have been met.

DEBATE/FORENSICS

Washburn has a long-distinguished competitive speech and debate program. Parliamentary debate, Lincoln Douglas debate, and individual events are the current focus of the program. Scholarships are available.

INTERNSHIPS

Internships are granted to only the most qualified and academically prepared students. The student who has achieved maximum benefit from classroom experiences can then apply for 1-3 hours of internship credit. Guided by both the advisor and the intern's supervisor, students

might be placed in a work setting such as a bank, non-profit agency, personnel department, governmental office, or political office for on-the-job experience.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</CN 101 Principles and Practices of Human Communication (3)

Examines concepts and skills involved in human communication. Topics include language, nonverbal communication, relationships, perception, and conflict management. Emphasizes the ability to analyze and synthesize information, and to interpret and assess human values.

</CN 150 Public Speaking (3)

Focuses on the process of speech preparation and presentations. Emphasizes the development of critical thinking and listening, clear speaking, and the interpretation of human values through the development of public speaking competencies.

CN 154 Forensics (1-3)

Preparation for intercollegiate debate and other speech activities. May be repeated up to 3 hours. *Prerequisite: Consent.*

CN 295 Special Topics (1-3)

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisite: Consent.*

CN 300 Organizational Communication (3)

Examines organizations from a communication perspective. Emphasizes how organizational variables affect communication patterns. Topics include concepts, skills, theories, and strategies for improving organizational communication. Applicable to students planning careers in structured organizations including corporations, education, legal professions, health care, and political arenas. *Prerequisite: CN 101.*

CN 301 Advanced Organizational Communication (3)

A comprehensive theoretical treatment of communication and information exchange in organizations. Emphasizes interpreting, understanding, and applying theories of communication. *Prerequisites: CN 101 & CN 300.*

CN 302 Communication Theory (3)

Explores the theoretical foundations that underlie applications in a variety of communication contexts. Provides broad exposure to contemporary communication theory. *Prerequisites: CN 101 and CN 150.*

CN 303 Communication Inquiry (3)

Introduces students to the humanistic and social science traditions of inquiry into human communication. Students gain proficiency in the communication research process and in reading communication scholarship. *Prerequisites: CN 101 and CN 150.*

CN 320 Communication in the Legal Process (3)

Explores the practice of communication in the legal setting, including attorney-client interaction, the trial process, attorney-jury interaction and legal negotiation. *Prerequisite: CN 101.*

CN 330 Communication in Conflict and Negotiation (3)

Explores the roles of communication in conflict and negotiation within relationships, groups, and organizations. Examines both theory and practice. *Prerequisite: CN 101.*

CN 340 Interviewing (3)

Examines concepts and skills involved in gathering information. Emphasizes designing questionnaires and face-to-face interviews in corporate, legal, social, and political settings. *Prerequisite: CN 101 or CN 150.*

</CN 341 Persuasive Speaking (3)

Sharpens persuasive speaking skills initiated in Public Speaking. Focuses on preparation, delivery, and analysis of persuasive speeches in a variety of contexts, including political and corporate settings. *Prerequisite: CN 150.*

CN 342 Small Group Communication (3)

Provides an in-depth look at group dynamics and communication. Focuses on communication and decision making, relationships, conflict, leadership, and group development. Students participate as group members in both long and short-term groups. *Prerequisite: CN 101.*

CN 343 Forensics (1-3)

Preparation for intercollegiate debate and other speech activities. May be repeated up to 4 hours. *Prerequisite: Consent.*

CN 350 Persuasion (3)

Examines theory and research on the role of communication in influencing attitudes, beliefs, values, and behaviors. *Prerequisite: CN 101.*

CN 351 Interpersonal Communication (3)

Examines critical factors in interpersonal communication. Analyzes and applies various interpersonal communication skills, concepts, and theories in an attempt to solve communication problems and answer communication questions. *Prerequisite: CN 101.*

CN 360 Political Communication (3)

Examines communication concepts in campaigns, presidential addresses, and other political environments. *Prerequisite: CN 101 or CN 150.*

CN 361 Communication in Social Movements (3)

Assesses theories, models, practice, and criticism of protest communication related to a variety of socio-cultural movements. *Prerequisite: CN 101 or CN 150.*

CN 363 Intercultural Communication (3)

Explores speech communication in and between different cultures and communities. *Prerequisite: CN 101.*

CN 365 Business and Professional Speaking (3)

Focuses on principles and practices of public speaking in corporate and professional settings such as reports, proposals, and meetings. Emphasizes clear speaking and information processing in terms of synthesis and analysis.

CN 384 Health Communication (3)

Explores the concepts and theories of health communication. Examines the demands of health care and health promotion, communication issues and problems in

modern health care systems, and identifies communication strategies health care consumers and providers can employ to achieve their health care goals.

CN 395 Special Topics (1-3)

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisite: Consent.*

CN 401 Training and Development (3)

Focuses on preventing and detecting organizational problems, as well as learning strategies for improving organizational communication. Emphasis will include both internal and external training and consulting situations. *Prerequisites: CN 101, 150, 300, 301.*

CN 402 Organizational Practicum (3)

Supervised practical application of previously studied organizational and interpersonal communication theory. Familiarizes students with organizational processes by working with a client and completing a project. *Prerequisites: CN 101, CN 150, CN 300 and CN 301.*

CN 490 Directed Research (1-3)

Selected research on communication topics not provided in the curriculum. Majors only. *Prerequisite: Chair approval.*

CN 491 Internship (1-3)

Experience and training in professional settings related to communication careers. Second semester junior or senior status. *Majors only. Prerequisite: Chair approval.*

CN 499 Senior Portfolio (1)

Students submit a series of assignments evaluating their academic growth in theory, research and area of emphasis. Samples of their course work are included. The culmination of this work is compiled into a portfolio which is evaluated by the faculty. *Prerequisite: 27 hours of communication courses completed and Chair approval.*

DEPARTMENTAL HONORS

To receive departmental honors, a graduating student must have an overall university GPA of 3.0 and an overall Major GPA of 3.5. Additionally, the student will select and work on a project under the direction of a primary faculty member and submit a project proposal to be reviewed and approved by a committee of the faculty. The project can include but is not limited to: creative work, an original research paper, and/or an applied communication project. Upon completion of the project, the student will present his/her work to the faculty committee.

COMPUTER INFORMATION SCIENCES

Website: <http://www.washburn.edu/cas/cis>

Degrees Offered

Associate of Arts in Computer Information Systems
Bachelor of Arts in Computer Information Science
Bachelor of Science in Computer Information Science

Stoffer Science Hall, Room 304
(785) 670-1739

Associate Professor Bruce Mechtly, Interim Chair
Professor David Bainum
Professor Cecil Schmidt
Professor Gary Schmidt

Associate Professor Rick Barker
Associate Professor Jack Decker
Associate Professor Nancy Tate
Associate Professor Nan Sun
Lecturer Roberta Jolly
Lecturer Gerrald Reed

MISSION

Consistent with the mission of the University and College of Arts and Sciences, the Department of Computer Information Sciences is dedicated to providing students, through a diverse learning environment, the knowledge necessary to enter careers and the enduring skills required to be lifelong learners in the use of and application of computer science and information systems; engaging in applied research, scholarly activity; and serving the University and the community.

DESCRIPTION OF DISCIPLINE

The Computer Information Sciences area provides a broad range of service courses to all disciplines requiring computer-oriented courses in their degree programs. In addition, the department offers three degree programs designed to provide individuals capable of applying computer technology to the solution of problems in many disciplines.

The major programs deal with the analysis and design of systems that provide information to management for use in the decision making process. Various tools and techniques for solving typical business, accounting, engineering, mathematical, and scientific problems are emphasized. The programs focus on the generation and utilization of information to support management decisions. As such, the curricula draw heavily upon computer methods and mathematical techniques. The programs require foundation courses in traditional business, communications, and mathematics in addition to the in-depth computer information science core.

The courses in information sciences fulfill a broad range of needs: from providing general knowledge of the capabilities of the computer, to service courses for departments that require some computer skills of their students, to in-depth study of advanced concepts and applications.

The department offers a choice of degrees and emphases. The Associate of Arts Degree is normally completed in a two-year course of study, and prepares the graduate to enter the job market as an entry-level programmer.

There are two choices of major in the four-year Bachelor Degree program. One is the Computer Information Science major for the student interested in learning the fundamental ideas and enduring concepts necessary to work successfully in a computer-oriented field. The second choice is the Computer Information Systems major. This major replaces much of the mathematics content of the Computer Information Science major with support courses from the School of Business and a broad spectrum of computer courses which prepare the student for a position as a programmer/analyst in a commercial information processing environment.

The department also offers an optional minor in Computer Information Systems. See the CIS department for details.

PROGRAM OUTCOMES:

The Computer Information Sciences Associate of Arts, Bachelor of Science, and Bachelor of Arts degrees are based on the guidelines provided by the [Joint Task Force on Computing Curricula 2001 Volume II Computer Science and the IS Model Curriculum and Guidelines for Undergraduate Degree Programs](#) recommendations. For a detailed listing of the outcomes, please access the CIS website given above.

STUDENT LEARNING OUTCOMES

Computer Information Sciences majors at Washburn University, upon graduation, are expected to have

- developed analytical and critical thinking skills;
- acquired knowledge of programming fundamentals;
- mastered an understanding of different computing environments;
- mastered an understanding of quantitative and qualitative analysis;
- acquired knowledge of the role of technology in organizations;
- developed oral and written communication skills; and
- mastered the ability to integrate theory into practice.

Note: Before one is admitted as a CIS major, the student must satisfy a set of requirements. Please see the CIS department for details.

THE MAJOR

Bachelor of Arts in Computer Information Science

Computer Information Sciences Core - 13 hrs

CM111 Intro to Structured Programming(4)
CM231 Computer Organization/Assembler
CM245 Contemp Programming Methods
CM261 Networked Systems I

Computer Information Sciences Required - 21 hrs

CM307 Data Structures & Algorithmic Analysis
CM322 Operating Systems
CM331 Computational Intelligence
CM333 Software Engineering
CM336 Database Management Systems
CM361 Network Systems II
CM467 CIS Capstone Project (2)
CM468 CIS Senior Seminar(1)

Approved Elective CM Coursework – 12 hrs

These courses should be selected in consultation with a departmental advisor. Minimum of 6 hours must be upper division

Correlated – 35 hrs

PH220 Logic (*HU)
EC200 Princ of Microeconomics (SS)
EC201 Princ of Macroeconomics (SS)
One of:
BU342 Organization and Management
BU346 Organizational Behavior
EN208 Business/Technical Writing (*HU)
CN150 Public Speaking (*HU)
One of:

CN 340 Professional Interviewing or
CN 341 Persuasive Speaking
MA140 Statistics (*NSM) or MA343 Apl Stat
MA141 Applied Calculus I (*NSM) or MA151
Calculus (5)
MA145 Math for Decision Making (*NSM)
MA206 Discrete Math – Computing (*NSM)

Bachelor of Science in Computer Information Science

Computer Information Sciences Core - 13 hrs

CM111 Intro to Structured Programming(4)
CM231 Computer Organization/Assembler
CM245 Contemp Programming Methods
CM261 Networked Systems I

Computer Information Sciences Required - 21 hrs

CM307 Data Structures & Algorithmic Analysis
CM322 Operating Systems
CM331 Computational Intelligence
CM333 Software Engineering
CM336 Database Management Systems
CM361 Network Systems II
CM467 CIS Capstone Project (2)
CM468 CIS Senior Seminar(1)

Approved CM Electives - 12 hrs

These courses should be selected in consultation with a departmental advisor. Minimum of 6 hours must be upper division.

Correlated – 37 hrs

PH220 Logic (*HU)
EC200 Princ of Microeconomics (SS)
EC201 Princ of Macroeconomics (SS)
One of:
BU342 Organization and Management
BU346 Organizational Behavior
EN208 Business/Technical Writing (*HU)
CN150 Public Speaking (*HU)

One of:
CN 340 Professional Interviewing or
CN 341 Persuasive Speaking
MA140 Statistics (*NSM) or MA343 Apl Stat
MA151 Calculus (5)
MA145 Math for Decision Making (*NSM)
MA206 Discrete Math – Computing (*NSM)

Note: One must also meet the Bachelor of Science University Requirements.

Computer Information Systems (A.A.)

Programming of business applications forms the core of this degree program.

Computer Information Systems Requirements: (22 hrs)

CM 111 Introduction to Structured Programming (4)
CM 113 Visual Programming (3)
CM 231 Computer Organization/Assembler (3)
CM 245 Contemporary Programming Methods (3)

One of the following two:

CM 307 Data Structures and Algorithmic Analysis (3)
OR
CM 335 Advanced Applications Programming and Design (3)

Approved CM Electives (6 hours): Approved List of CM Electives available from the Computer Information Sciences Department. (*At least 3 of the 6 must be upper division*)

Required Correlated Courses: (21 hours)

EC 200 Principles of Microeconomics (3)
EC 201 Principles of Macroeconomics (3)
BU 250 Management Information Systems (3)
MA 140 Statistics (3) or MA 343 (Applied Statistics) (3)
MA 206 Discrete Mathematics for Computing (3)
CN 150 Public Speaking (3)
EN 208 Business/Technical Writing (3)

Note: One must also meet the Associate of Arts University Requirements.

Computer Information Systems Minor (B. A.)

Minor programs in Computer Information Sciences are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of 21 hours of Computer Information Sciences coursework, including at least six upper division hours. Courses may be broadly selected or may concentrate in an area of particular interest.

Bachelor of Science Requirements

A 30 hour minor in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. At least 20 of these hours must be selected from one discipline. (NOTE: Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.)

Bachelor of Arts Requirements

NOTE: Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.

NOTE: for the proposed partial schedule, see CIS Website or CIS Department.

COURSE OFFERINGS

CM 100 Basic Computer Concepts and Applications (3)

This course is for the student who has little of no knowledge of how to use a computer. General computer education designed to provide students with basic computing and Internet knowledge and skills needed to understand, use, and analyze the application of computers in a world engulfed with technology. This course does not apply toward CIS departmental major requirements. *Prerequisite: None*

CM 101 Computer Competency and the Internet (3)

Overview of computer hardware, software, applications, and social implications. Emphasis on literacy and hands-on experience as well as an introduction to the Internet, including history of the Internet, how the Internet works, and using the tools to access resources on the Internet. The course provides an introduction to word processing, spreadsheets, database, and presentation software. This course does not apply toward CIS departmental major requirements. *Prerequisite: Not eligible for credit if one has/is enrolled in CM110 or CM211. Not open to students with credit in BU250.*

CM 111 Introduction to Structured Programming (4)

Establish the basic logic foundation for computer programming. Examine programming paradigms, algorithm development, and object-oriented techniques. Study the syntax and semantics of a higher level language. Design and implement algorithms to solve problems using structured data types. Three credit hours of lecture and a weekly two hour laboratory session.

CM 113 Visual Programming (3)

This course will present the fundamentals of programming in a visual programming language. The syntax and semantics of a visual programming language will be presented. The fundamental concepts of the design and implementation of object oriented event driven programming and interactive graphic user interfaces will be covered. The particular visual programming language may vary from course offering to course offering but the language will be specified in the course title listed in the course schedule of the semester the course is offered. *Prerequisites: CM 111.*

CM 114 RPG Programming (3)

AS/400 RPG programming for business applications. Batch and interactive processing techniques using programmer supplied logic and the RPG logic cycle. Database file definition and processing. Use of the programming utilities SEU and SDA. *Prerequisites: CM111.*

CM 121 COBOL Programming (3)

An introduction to programming typical business applications in COBOL. Emphasis on the fundamentals of structured program design, coding, testing, and documentation. *Prerequisites: CM 111.*

CM 170 FORTRAN Programming (3)

Analysis, design, documentation, coding, and testing structured programs written in the FORTRAN language. *Prerequisites: CM 111 and MA 116.*

CM 212 Microcomputer Techniques (3)

Concepts and techniques involved with the applications of microcomputers. Popular IBM PC compatible applications software will be used to demonstrate the topics presented. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM 101 or CM 110.*

CM 229/AR 229 Web Graphics I (3)

Design and publication of an attractive and effective homepage using graphic editing and web authoring software. Focus will be on use of color, images, icons, text and layout. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM 101 or consent of instructor.*

CM 231 Comp. Organization/Assembler Language (3)

Introduction to logical computer organization and architecture. Topics include: Machine level representation of data, Assembly level machine organization, Memory system organization and architecture, Interfacing and communications, and Functional organization. *Prerequisites: CM 111.*

CM 244 The C Programming Language (3)

An introduction to the C programming language and the use of C for applications. All aspects of the C language will be covered including syntax, data types, control

structures, operators, data structures, pointers, and file input/output. *Prerequisites: CM 111.*

CM 245 Contemporary Programming Methods (3)

A study of programming methodology using an object-oriented language. Topics include design with classes, implementation of basic data structures, recursion, language design and translation, event-driven programming, fundamentals of 2-D graphics, and software testing.

Prerequisites: CM 111.

CM 261 Networked Systems I (3)

Theory and practice of networking: Network standards, ISO reference model, switching techniques, and protocols LAN installation and configurations. *Prerequisites: CM 231.*

CM 262 Data Communications and Computer Networks I (3)

Theory and practical applications of local area networks. Course will also cover the interconnection to other networks. *Prerequisites: CM 231 and (MA 141 or MA 151).*

CM 280 Operating Systems Job Control Language (3)

Operating systems, multi-programming, multi-processing, multi-tasking, spooling, resource allocation, scheduling, virtual storage, and effective systems utilization via unique job control languages. IBM OS type operating system for mainframe computers is the emphasis. *Prerequisites: (CM 121 or CM 244) and CM 231.*

CM 295 Web Graphics II (3)

Continuation of CM220/AR229, Web Graphics I, focusing on the use of advanced features of programs and languages such as Dreamweaver and Paint Shop Pro. Students will create original graphics for a web site final project. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM229/AR229.*

CM 298 Special Topics for Non-Majors (1-3)

Directed study in an area of information science at the lower division level. This course does not apply toward CIS departmental major requirements. *Prerequisites: Consent of instructor.*

CM 299 Special Topics (1-3)

Directed study in an area of information science at the lower division level. *Prerequisites: Consent of instructor.*

CM 306 File Structures Using COBOL (3)

Design and implementation of file structures commonly accessed in business application programming. Discussion of the function of theoretical data structures which can normally be accessed as pre-existing routines. Topics to be covered include: table and array processing; string processing; sequential, relative, and indexed sequential file organization; linked and inverted lists; stacks and queues; binary trees; full screen handling; embedded SQL for database access. *Prerequisites: CM 121.*

CM 307 Data Structures and Algorithmic Analysis (3)

An introduction to basic algorithmic analysis and algorithmic strategies. Topics include mathematical analysis of the time/space complexity of algorithms, algorithmic strategies such as greedy algorithms, divide-and-conquer, and dynamic programming algorithms, the use of graphs, trees, priority queues, and other data struc-

tures in algorithmic problem solving, basic computability theory, and proof techniques. *Prerequisites: MA 206 and CM 245.*

CM 310/MA 310 Introduction to Operations Research (3)

A study of the techniques and topics that are the foundation of operations research. Topics will include: linear, integer and dynamic programming, queuing theory and project scheduling. *Prerequisites: CM 111 or CM 170, and MA 142 or MA 151, and MA 145 or MA 261.*

CM 313 Business Data Communication and Networking (3)

Terminology and concepts of data communications. Hardware involved, protocols, networks, introduction to layered architectures. *Prerequisites: BU 250, AC 225, EC 201, and 54 hours.*

CM 322 Operating Systems (3)

The basic principles of operating system function and design and an in-depth study of the standard UNIX shells and shell scripting. Topics include: processes and dispatching, kernels, virtual memory, concurrence, multithreading, memory management, file systems and the UNIX shells. *Prerequisite: CM 231.*

CM 325 Computational Methods (3)

The study of the use of the computer for simulation models. The statistical and mathematical models most commonly used in simulation are discussed. *Prerequisites: CM 307.*

CM 331 Computational Intelligence (3)

An introduction to the tools, techniques and problem areas of artificial intelligence. These topics include: knowledge representation and reasoning; search and constraint satisfaction; history and ethical questions; logic and deduction; uncertainty and planning. *Prerequisites: CM 307.*

CM 332 Data Mining (3)

The study of problem solving through the analysis of data. Topics include ethical issues, input design, knowledge representation, and basic data mining algorithms including decision rules and trees, statistical and linear models, and clustering techniques. *Prerequisites: CM 307 and MA 140 or consent.*

CM 333 Software Engineering (3)

Study of disciplined approaches to the production of quality software products and an examination of some social and professional issues related to software production and use. Topics covered: software requirements and specifications, lifecycle models, design, validation and evolution of software, project management, CASE tools, as well as social and ethical considerations such as intellectual property, risks and liabilities, and privacy. *Prerequisites: CM 307 or CM 335.*

CM 335 Advanced Application Programming and Design (3)

Advanced topics in application programming and design using state of the art design techniques and implementation language. Topics include design and implementation of alternative file structures and supporting data access methods; user interface design and implementation; exception handling. *Prerequisites CM 245.*

CM 336 Database Management Systems (3)

Conceptual and physical database design, database implementation, and database systems. Topics include: traditional file management systems versus database systems, information modeling, alternative data models such as relational and object oriented, data manipulation, transaction management, integrity and security. *Prerequisites: MA 206 and (CM 307 or CM 335).*

CM 337 Systems Analysis and Design (3)

The life cycle of a systems project and characteristics of systems in general. Information gathering methods, communication techniques, and the nature of the decision making process. Defining logical and physical requirements through the use of various manual and automated (CASE) documentation tools and techniques such as data flow diagrams, entity relationship diagrams, decomposition diagrams, class models, behavioral models, and prototyping. *Prerequisites: CM 336.*

CM 341 Information Security: Technical Issues (3)

In-depth examination of technical issues associated with information security. The tools and techniques necessary to provide information security will be discussed in class and investigated in the laboratory whenever possible. Risks and threats to information security will also be discussed. *Prerequisites: CM 261 and CM322.*

CM 342 Information Security: Managerial Issues (3)

An in-depth examination of the administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent reasonable information security system, with appropriate intrusion detection and reporting features. *Prerequisites: Junior standing or consent of instructor.*

CM 361 Networked Systems II (3)

Network security and management; encryption and compression algorithms; wireless computing. Special emphasis on the TCP/IP protocol suite as used on the web. *Prerequisite: CM 261.*

CM 362 Data Communications and Computer Networks II (3)

Provide an overview of emerging networking technologies and services. *Prerequisites: CM 262.*

CM 363 Computer Networks (3)

A comprehensive introduction to computer networks, emphasizing network protocols and algorithms. Coverage includes LANs, Fiber Optic and Satellite Networks. The course will be organized around the ISO model. *Prerequisites: CM 361.*

CM 370 Software Project Management (3)

Exposure to project management software; review of speakers for business area as well as completion of multiple projects using project management software. *Prerequisites: CM 307.*

CM 371 Topic in Future Networks and Computers (3)

This course will review the current status of networks and computers and survey developments which will occur during the next five years. *Prerequisite: CM 361.*

CM 390 Special Topics in Computer Science (1-4)

Directed study in an area of Computer Science or Information Systems. *Prerequisites: 54 hours and consent of instructor.*

CM 400 Systems Analysis Internship (1-6)

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. Enrollment requires real promise in the information systems area, a minimum grade point average of 3.2 in computer science courses, and a well-rounded background in computer science. *Prerequisites: 21 hours in Computer Information Sciences with a minimum of 12 hours earned at Washburn, Declared Major in Computer Information Sciences, and consent of instructor.*

CM 401 Systems Analysis Cooperative I3 (1)

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. Consent for enrollment will be granted only to those students who have shown real promise in the computer science area, have a minimum grade point average of 3.2 in computer science courses, and have a well-rounded background in computer science. *Prerequisites: 12 hours in Computer Information Sciences earned at Washburn, Declared Major in Computer Information Sciences, and consent of instructor.*

CM 402 Systems Analysis Cooperative II (1)

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. *Prerequisite: CM 401.*

CM 403 Systems Analysis Cooperative III (1)

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. *Prerequisite: CM 402.*

CM 410 Special Topics in Information Science (1-4)

Selected topics, announced in advance, for in-service teachers, graduate students in Education and upper division majors. *Prerequisite: Consent of instructor.*

CM 416 Ethics and Information Technology (3)

In-depth examination of how ethical theories may be used to evaluate moral problems related to information technology. *Prerequisites: Senior standing or consent of instructor.*

CM 431 Knowledge Based Information Systems (3)

Knowledge Based Information Systems (KBIS) combine operational data with analytical tools to present complex and competitive information to planners and decision-makers. The objective is to improve the timeliness and quality of inputs to the decision process. This topic will be discussed from the perspective of DSS (Decision Support Systems) and its associated technology. Emphasis will be placed on acquiring the skills necessary for the effective and strategic application of DSS and KBIS technology to assist in the decision making process. *Prerequisites: 54 hours and consent of instructor.*

CM 444 The UNIX Operating System (3)

Introduction to the structure, commands and utilities of the UNIX operating system. The development of shell programs, systems administration tasks, and the required hardware environment for UNIX will be covered. *Prerequisites: CM 307.*

CM 463 Networking: Fundamentals and Design (3)

A comprehensive introduction to network design, protocols, and implementation issues. This course is designed primarily for graduate students and non-CIS majors. This course does not apply toward CIS departmental major requirements. *Prerequisites: ED 250 or CM 101 or CM 211.*

CM 467 CIS Capstone Project (2)

This course is designed to provide closure for Computer Information Sciences majors. Group projects will be assigned which allow the student to analyze, design, and implement systems. The student will be provided an opportunity to assimilate and synthesize those skills acquired during the course of study for the major. *Credit/No Credit Only. Prerequisites: CM 333 and CM 336.*

CM 468 CIS Senior Seminar (1)

This course is designed to provide closure for Computer Information Sciences majors. The student will be provided an opportunity to assimilate and synthesize the knowledge acquired during the course of study for the major, culminating in a comprehensive written exam. *Credit/No Credit Only. Prerequisites: CM 333 and CM 336.*

CM 531 Computational Intelligence (3)

An introduction to the tools, techniques, and problem areas of artificial intelligence. These topics include: knowledge representation and reasoning; search and constraint satisfaction; history and ethical questions; logic and deduction; uncertainty and planning. *Prerequisites: Graduate standing and consent of instructor.*

CM 532 Data Mining (3)

The study of problem solving through the analysis of data. Topics include ethical issues, input design, knowledge representation, and basic data mining algorithms including decision rules and trees, statistical and linear models, and clustering techniques. *Prerequisites: Graduate standing and consent of instructor.*

ECONOMICS

Website: <http://www.washburn.edu/business>

Degree Offered

Bachelor of Arts – Economics

Henderson Learning Center, Room 114
(785) 670-1308

Professor Russell Smith

Professor David Sollars

Associate Professor Jennifer Ball

Associate Professor Paul Byrne

Associate Professor Robert Kerchner

Associate Professor Sungkyu Kwak

Associate Professor Dmitri Nizovtsev

Associate Professor Rosemary Walker

MISSION

The mission of the economics program is teaching and instruction, supported by faculty involvement in basic and applied research as well as research that supports

the teaching mission. The economics faculty is committed to offering a high quality baccalaureate economics program that provides students with not only a broad general education background but also a thorough professional education. The economics program offers courses in the University's general education program as well as required and elective courses in other programs on campus, including those offered by the School of Business.

LEARNING OBJECTIVES FOR THE ECONOMICS CONCENTRATION:

Upon completion of the major in economics, students will be able:

- to find facts and interpret them consistent with economic thinking;
- to demonstrate an understanding of how decision makers allocate scarce resources to achieve economic efficiency;
- to apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
- to use economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

THE MAJOR

The economics major in the Bachelor of Arts degree is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by households, businesses, and governments. This type of knowledge, combined with studies in related areas, provides an appropriate background for employment in financial and non-financial business firms and governmental agencies. It also provides a solid basis for graduate study in economics, business and public administration, urban planning, international studies, and law.

Candidates for the degree of Bachelor of Arts with a major in economics must meet the University requirements for the degree and, in addition, take MA 141 Applied Calculus I or a higher level calculus course and take at least twenty-four (24) hours in economics. At least fifteen of the twenty-four hours offered for the major must be represented by courses numbered 300 or above. The calculus course and the twenty-four hours of economics offered for the major must be taken on a graded basis and a grade of "C" or better must be earned.

The following courses must be included within the twenty-four hours: Economics 200, 201, 211, 300, and 301. A grade point average of 2.0 is required before enrollment is permitted in Economics 300 and 301. Candidates for the degree are encouraged to elect courses in mathematics, political science, history, sociology, psychology, and philosophy. Students planning graduate study in economics are strongly urged to take the BA degree with a minor field of concentration in mathematics.

THE MINOR

The minor in economics can be earned by candidates for any bachelor's degree offered by Washburn University. The economics faculty has approved the following requirements for the optional minor: (1) Economics 200 and 201, (2) nine hours of economics

courses numbered 300 or above, and (3) an approved course in statistics. Please see the current advising sheet for the minor in economics for further details.

Honors in Economics

Candidates for the Bachelor of Arts degree, with a major in Economics, may qualify for Honors in Economics provided the following criteria are met:

1. accumulate a GPA of at least 3.50 in all economics courses applied to the BA degree, and
2. demonstrate superior research and/or independent study skills while enrolled in Economics 405, and
3. be approved for honors designation by a two-thirds vote of the School of Business faculty.

In fulfilling conditions (2) and (3), the student will be expected to provide any academic data requested and to provide the School with an extra copy of written work prepared for credit in Economics 405. Written notice of intent to graduate with honors must be submitted by the student to the Office of the Dean, School of Business early in the semester in which the student expects to graduate. This written notice is separate from any reporting requirements in place when Economics 405 is taken as part of the Washburn Transformational Experience (WTE) program.

COURSE OFFERINGS

Course offerings are listed in the School of Business section of the catalog.

Note: Both the economics major within the B.A. degree and the economics major area of concentration within the Bachelor of Business Administration (BBA) degree program, as well as the minor in economics, are administered by the economics faculty within the School of Business. Course descriptions and further information are found in the School of Business section of the catalog. See, also, the subdivisions under Economics in the index.

EDUCATION

Website: <http://www.washburn.edu/cas/education/>

Degrees Offered:

Associate of Arts - Early Childhood Education
Bachelor of Education – Elementary Education
Masters of Education (see graduate programs)

Carnegie Hall, Room 202
(785) 670-1427 or 670-1437

Professor G. Daniel Harden
Professor Judith McConnell-Farmer
Professor Michael Rettig
Professor Mary Shoop
Professor Sandra Winn Tutwiler
Associate Professor Donovan Cook
Associate Professor Timothy Fry
Assistant Professor Carolyn Carlson
Assistant Professor David Pownell
Professor Gloria Dye, Chairperson
Instructor Lee Anne Coester
Lecturer Bob Goodwin
Lecturer S. Yvette Jenkins
Ms. Tara Porter, Licensure Officer

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Education is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. It is our goal to ensure that all preservice and inservice educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

DESCRIPTION OF THE DISCIPLINE

Education as a discipline is concerned with the professional and pedagogical knowledge required of effective and reflective teachers. In the process of acquiring professional knowledge, candidates become aware of the psychological, historical, philosophical, and social foundations upon which the discipline rests. From a pedagogical perspective, candidates become proficient in the skills and knowledge that allow them to organize learning environments, and plan and implement instruction that ensure all children and youth have opportunities to learn.

STUDENT LEARNING OUTCOMES

Washburn University professional education candidates, upon graduation, are expected to have:

- demonstrated the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and create opportunities that make these aspects of subject matter meaningful for all students;
- demonstrated an understanding of how individuals learn and develop intellectually, socially, and personally and provide learning opportunities that support this development;
- demonstrated the ability to provide different approaches to learning and create instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities;
- acquired the ability to understand and use a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading;
- acquired the ability to understand individual and group motivation and behavior as a means to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- used a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
- planned effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading;
- acquired the ability to understand and use formal and informal assessment strategies to evaluate and

ensure the continual intellectual, social, and other aspects of personal development of all learners;

- evaluated the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seek out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]);
- fostered collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being;
- demonstrated the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas;
- acquired the ability to understand the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively; and
- used the historical, philosophical, and social foundations of education to guide educational practices.

REQUIREMENTS FOR MAJORS

Students must meet degree and licensure requirements in place at the time they obtain formal admission to the teacher education program. Students seeking a teaching license will complete courses in three areas: general education courses, professional education courses, and specialty courses appropriate for a specific professional license.

BACHELOR OF EDUCATION (B.ED.) IN ELEMENTARY EDUCATION

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. The licensure program is organized so that students are able to complete a second license in one of five areas at the same time they complete preparation for the K-6 license.

These licensure areas include:

- Early Childhood Unified (Birth-Grade 3)
- Middle School English/Language Arts (Grades 5-8)
- Middle School Mathematics (Grades 5-8)
- Middle School Social Studies (Grades 5-8)

As a final option, students may complete coursework leading to a provisional license in Adaptive Special Education Grades K-6. Candidates for degrees and licenses in these areas are advised by the Faculty of the Department of Education. See an advisor for specific licensure requirements or visit the Department of Education website.

<http://www.washburn.edu/cas/education>

K-6 LICENSURE REQUIREMENTS-PROFESSIONAL EDUCATION

Pre-admission Courses

- ED 150 EPIC
- ED 200 Educational Psychology

ED 225 Becoming an Educational Professional (Can be taken before or after formal admission)

Formal Admissions Courses

Block A

- ED 300 Integrating Technology into the Curriculum
- ED 302 Exceptional Learners or SE 476 Psychology of the Exceptional Student
- ED 330 Teaching Social Studies
- ED 337 Social Studies Practicum
- ED 335 Creative Experiences
- ED 385 Foundations of Education or ED 472 Issues in Modern American Education

Block B

- ED 305 Language and Literacy
- ED 310 Teaching Mathematics
- ED 315 Teaching Science
- ED 317 Math/Science Practicum
- PE 310 Elem/MS Health/PE

Block C

- ED 320 Teaching Reading
- ED 325 Teaching Language Arts/Children's' Literature
- ED 327 Literacy Practicum
- ED 402 Teaching Struggling Learners

Professional Semester

- ED 400 Understanding the School
- ED 405 Classroom Management
- ED 420 K-6 Student Teaching and
- ED 415 5-8 Student Teaching OR
- ED 430 Student Teaching Birth-Grade 3 OR
- SE 456 Special Ed Practicum I

General Education Requirements

Arts and Humanities

- EN 101 Freshman Composition
- EN 300 Advanced Composition (Teaching Emphasis)
- CN 150 Public Speaking
- Art, Music or Theatre Arts Elective
- English or Philosophy Elective

Social Sciences

- HI 111 U.S. History I OR
- HI 112 U.S. History II
- HI 100 Early World History OR
- HI 101 Changing World History OR
- HI 102 Modern World History
- GG101 Introduction To Geography OR
- GG102 World Regional Geography
- PO 106 Government of the United States OR
- PO 107 or American State and Local Government
- AN 112 Cultural Anthropology
- EC 100 Introduction To Economics

Mathematics and Natural Sciences

- MA 116 College Algebra
- MA 228 Math for Elem. Educators
- PS 126 Physical Science for Elem. Ed.
- BI 100 Introduction to Biology
- BI 101 Introductory Biology Lab

Physical Education

- PE198 Lifetime Wellness

Computer Information Sciences

- CM 101 Computer Comp. Or Equivalent

Courses for Early Childhood Unified Emphasis

ED 160 Introduction to Early Childhood Education
 ED 343 Infants and Toddlers
 ED 345 Practicum in Infants and Toddlers
 ED 367 Curriculum in Preschool Education
 ED 369 Practicum in Preschool Education
 SE 460 Exceptionalities in Early Childhood
 ED 376 Family, School, & Community
 SE 420 Educational Planning for Children and Youth
 ED 353 Assessment and Evaluation

Courses for Middle School English/Language Arts Emphasis

EN 330 Survey of American Literature
 EN 133 Stories Around the World
 EN 310 Modern English Grammar
 EN 320 Young Adult Literature
 ED 340 Teaching Adolescents in the Middle Level

Courses for Middle School History Emphasis

HI 111 U.S. History I and HI 112 U.S. History II
 HI 100 Survey of Early World History and HI 101 Changing World History
 HI 322 Kansas History
 HI 303 Colonial America or Any 300 Level History
 ED 340 Teaching Adolescents in the Middle Level

Courses for Middle School Mathematics Emphasis

MA 140 Statistics
 MA 117 Trigonometry
 MA 141 Applied Calculus I
 ED 340 Teaching Adolescents in the Middle Level
 MA 320 Math for Middle School

Courses for Adaptive Special Education Emphasis (K-6)

SE 420 Educational Planning for Special Education
 SE 430 Methods and Materials for Special Education
 SE 440 Individual and Group Management

ASSOCIATE OF ARTS (A.A.) - EARLY CHILDHOOD EDUCATION**Professional Education**

ED 150 EPIC
 ED 160 Introduction To Early Childhood Education
 ED 161 Essentials of ECE I
 ED 162 Essentials of ECE II
 ED 243 Infants and Toddlers in ECE Programs
 ED 245 Practicum in Infants and Toddler Education
 ED 200 Educational Psychology
 ED 267 Curriculum in Preschool Ed.
 ED 269 Practicum in Preschool Ed.
 ED 261 Techniques in Early Childhood Guidance and Classroom Management
 ED 300 Integrating Technology into the Curriculum
 PE 271 First Aid

General Education Requirements**Arts and Humanities**

EN 101 Freshman Composition
 CN 150 Public Speaking
 Art, Music, or Theater Elective
 Literature, Philosophy, or Foreign Language Elective

Social Sciences

PY 100 Basic Concepts in Psychology

HI 111 U.S. History 1 OR HI 112 U.S. History 2

AN 112 Cultural Anthropology

Mathematics and Natural Sciences

MA 116 College Algebra
 PS 126 Physical Science for Elementary Education OR
 BI 100 Introduction to Biology (Gen Ed Emphasis) and
 BI 101 Biology Lab

Physical Education

PE 198 Lifetime Wellness
 PE 271 First Aid

Computer Information Sciences

CM 101 Computer Comp or Equivalent

In cooperation with Kaw Area Technical School, the following courses will be waived for students graduating from the KATS program in Child Care:

ED 160 Introduction to Early Childhood Education
 ED 161 Essentials of ECE I
 ED 162 Essentials of ECE II
 KATS transfer credit – 14 credit hours

CONTENT-SPECIFIC LICENSURE PROGRAMS

Washburn offers course work and clinical experiences leading to subject specific teaching licenses. These programs are delivered collaboratively between the Department of Education where students complete professional education courses, and College of Arts and Sciences Departments offering content in a teaching licensure area. Students major in the content area they wish to teach, and in most instances, receive a degree from the specific content area department. Students should consult with their content area advisor for degree requirements and the Department of Education advisor for and licensure requirements. Content areas, level of license, degrees and Department-contacts are listed below.

All Levels Prekindergarten - Grade 12

Art	BFA	Mr. Lasley
French	BA	Ms. Vogel
German	BA	Ms. Vogel
Music (Vocal/Instru/Gen)	BM	Dr. Hunt
Phys Ed	B.Ed	Dr. Wohl
Spanish	BA	Ms. Vogel

Early-Late Adolescence -Grades 6-12 (Secondary)

Biology	BA/BS	Dr. Jander
Chemistry	BA	Ms. Salem
English/Lang. Arts	BA	Dr. Faulkner
History/Gov't	BA	Dr. Goossen
Math	BA	Dr. Mower

Professional Education (Pre-admission Courses)

ED 150 EPIC
 ED 200 Educational Psychology
 ED 225 Becoming an Educational Professional (Can be taken before or after formal admission)

Formal Admissions Courses

ED 300 Integrating Technology into the Curriculum
 ED 302 Exceptional Learners OR
 SE 476 Psychology of the Exceptional Student
 ED 385 Foundations of Education OR
 ED 472 Issues in Modern American Education
 ED 350 General Secondary Methods OR

ED 3xx Methods of Teaching (in the specific content area)
ED 402 Teaching Struggling Learners
RD 484 Teaching Reading in the Content Areas

Professional Semester

ED 400 Understanding the School
ED 405 Classroom Management
ED 410 Secondary Student Teaching or
ED 440 P-12 Student Teaching

General Education Requirements

Students should consult with an advisor in the content specific department to ensure that they enroll in general education courses that meet both teacher licensure requirements, as well as general education courses required for graduation in the major.

Major/Licensure Content Requirements

Students should consult with an advisor in the content specific department to ensure that they enroll in content specific courses that meet both teacher licensure requirements and course requirements for the major. In addition, students should consult with a Department of Education advisor to ensure that the professional education requirements are met.

Licensure Only

Students holding a baccalaureate degree (BA or BS) from an accredited institution may complete requirements leading to a specific teaching license without completing a second baccalaureate degree. All general education requirements will be met, except those that are supportive to and/or prerequisite for courses required by a specific teaching license. Students with a baccalaureate degree should meet with a teacher education advisor in the content area department of their interest, and/or the Licensure Officer in the Department of Education for an evaluation of transcripts and development of a plan for completion of courses leading to a teaching license.

TRANSFER STUDENTS

Students transferring from a two or four year institution should meet with a teacher education advisor in the content area department of their interest, and/or the Licensure Officer in the Department of Education for an evaluation of transcripts and development of a plan for program completion. Transfer students will be expected to complete requirements for a Washburn baccalaureate degree. Additionally, all transfer students, regardless of the number of credit hours accepted, will be expected to complete a residency requirement that includes enrollment in ED 150, EPIC.

ENDORSEMENTS

Teachers who are licensed to teach in Kansas may pursue a second teaching license at Washburn. Interested teachers should contact the Licensure Officer in the Department of Education for a review of licensure requirements and the development of plan for program completion.

ADVISING

Students seeking a B.Ed or A.A. degree should file a Declaration of Major form during the first semester of matriculation at Washburn or as soon as they decide to pursue a teaching license with the Department of Education. Students seeking an elementary teaching license should

file a declaration of Certification/Teacher-Licensure Form with the Department of Education. Students seeking a degree at the P-12 or secondary levels should file a Declaration of Major form with their content specific department (e.g., English, Music, Mathematics, etc.). Students pursuing P-12 and secondary level licensure only should file a Declaration of Certification/Teacher Licensure Form with their content specific department. Completion of these forms is followed by assignment of a content specific advisor and a Department of Education advisor who will assist students through program completion.

Students may view the Suggested Program of Study for all licensure programs on the Department of Education Website: <http://www.washburn.edu/cas/education/>

ADMISSION TO TEACHER EDUCATION:

All students seeking a conditional teaching license must be formally admitted to the teacher education program. See the Department of Education or the teacher education advisor in the content area of interest for an application. Applications are reviewed five times a year. Deadlines for submission of application materials are October 1, December 1, March 1, May 1, and August 1. Upon review of application materials, the Undergraduate Admissions Committee will either recommend or deny admission to a professional teacher education program. Applicants will be notified in writing regarding their admissions status. Candidates not admitted must resubmit an application for subsequent admission reviews.

Requirements:

Degree Seeking Students

1. Completion of 24 credit hours of Approved General Education with a 2.75 grade point average. The 24 credits must include: EN 101, MA 116, a social science general education course, and a natural science general education course. The additional twelve hours should be selected from approved general education courses. A minimum grade of C is required in EN 101 and MA 116.
2. Completion of ED 150 and ED 200 with a grade of C or better in ED 200.
3. Cumulative grade point average of 2.5 or higher; a 2.75 grade point average in the pre-admission profession education courses; and a C or better in all content specialty courses completed by students seeking admission to all programs.
4. Completion of the Pre-Professional Skills Test (PPST) with minimum scores of: Writing 172; Reading 173; and Mathematics 172.
5. Submission of a University Professor Recommendation form and the EPIC I Supervisor Evaluation. Outstanding Early Childhood Education Student

Licensure Only Students

1. Completion of ED 150 and ED 200 with a grade of C or better in ED 200.
2. Cumulative grade point average of 2.5 or higher; a 2.75 grade point average in the pre-admission profession education courses; and a C or better in all content specialty courses completed by students seeking admission to all programs.

3. Completion of the Pre-Professional Skills Test (PPST) with minimum scores of : Writing 172; Reading 173; and Mathematics 172.
4. Submission of a University /Professional Reference form and the EPIC Supervisor Evaluation.

ADMISSION TO STUDENT TEACHING

In order to receive appropriate consideration for student teaching and to facilitate placement of student teachers the deadline for student teaching applications shall be the last Friday of the first full month of the regular semester preceding the student teaching semester. Applications will be accepted only from students who have been formally admitted to the professional teacher education program. To be eligible for student teaching, students must a) have filed a Student Teaching Application by the end of the first full month of the semester prior to the student teaching semester; b) have completed all professional education requirements with a grade of C or better; c) have a cumulative professional education grade point average of 2.75 or better, a specialty grade point average of 2.75, and an overall cumulative grade point average of 2.5; d) must be approved by the Department of Education.

PROGRAM COMPLETER PERFORMANCE

Colleges which prepare teachers are required by the U.S. Congress to make public annual reports summarizing performance of program completers. The information below summarizes performance of students completing the Washburn University Teacher Education Program during the 2006-2007 academic year.

Pass Rate:

Principles of Learning and Teaching	94%
Content Area Tests	98%

DEPARTMENT OF EDUCATION SCHOLARSHIPS

Students seeking a teaching license who have met all requirements for formal admission to the Professional Teacher Education Program are eligible to apply for department scholarships. Scholarship application forms are available in the Department of Education Office. See the Department Website for a complete list of scholarships.

DEPARTMENT AWARDS

Each semester the Department of Education faculty recognize student achievements through the following awards:

- Outstanding Early Childhood Education Student Award
- Julia Etta Parks Outstanding Elementary Student Teaching Award
- Outstanding Secondary Student Teacher Award
- Robert R. Dunwell Award for an Outstanding Future Educational Administrator

Recipients of these awards have their names engraved on permanent plaques in the Department of Education Office and receive individual plaques in recognition of their outstanding teaching performance. Each semester undergraduate students who have completed the Professional Teacher Education Program with a 3.5

WASHBURN TRANSFORMATIONAL EXPERIENCE (WTE)

Completion of a WTE is required for all students who enter Washburn University in the Fall of 2006 or later and who are seeking their first baccalaureate degree. Exception: Students entering Washburn University in the Fall of 2006 with at least 64 hours of transfer credit are exempt from this requirement. See specific details in the WTE section of this catalog.

COURSE OFFERINGS

ED 150 Educational Participation in the Community (E.P.I.C.) (1)

Supervised school-based field experience in Pre K - secondary school settings designed for potential teacher candidates to investigate teaching as a profession. A minimum of 35 hours in an assigned school setting required. Orientation to the Washburn teacher education program included during university classroom sessions. *Concurrent enrollment in ED 200 required. Pass/fail only.*

ED 160 Introduction to Early Childhood Education (3)

This course encourages students to explore their suitability for a career in early childhood education through academic class work and observation of children from birth through third grade. In addition to child development, birth through age 10, students develop a working knowledge of the history, philosophy, theories, goals and practices of educating young children in educational settings.. *ED 160 is a prerequisite for all other early childhood education courses.*

ED 161 Essentials of Early Childhood Education I (4)

Six competency areas of the Child Development Associate (CDA) Program are covered: safety; health; learning environment; physical development; cognitive skills; and communication skills. Both CDA and non-CDA students will be required to participate in field experiences in early childhood settings and to prepare individual portfolios that document proficiency in each of these areas. *Prerequisite: ED 160.*

ED 162 Essentials of Early Childhood Education II (4)

A continuation of ED 161 covering six additional competency areas of the Child Development Associate (CDA) Program (creativity; self-concept; social skills; guidance; family; program management; and professionalism). *Prerequisite: ED 160.*

ED 200 Educational Psychology (3)

The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology, as they apply to teaching, learning, and other aspects of educational practice. In addition to theories of learning, motivation, and intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings. *Concurrent enrollment in ED 150 (EPIC I).*

ED 225 Becoming an Educational Professional (3)

An overview of professional expectations of teachers. Students will be introduced to an overview of

professional expectations of teachers. Students will also be introduced to a variety of teaching models; processes for developing short and long term teaching plans; and strategies for assessing student learning. A review of influences of P-12 students' individual, family, and community characteristics on the teaching and learning process will be explored. The process for developing a professional portfolio is also included. A minimum of 24 hours of school/community field experiences is required. *Prerequisite: ED 150 and ED 200.*

ED 243/343 Infants and Toddlers in Early Childhood Education Programs (3)

This course integrates all aspects of developmental early care and education of children from birth to age three, which includes child growth, development, and learning. *Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 245/345.*

ED 245/345 Practicum in Infants and Toddlers Education (3)

This course provides students with opportunities to apply the knowledge and concepts of child development with children from birth to age three. *Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 243/343.*

ED 261 Techniques of Early Childhood Guidance and Classroom Management (3)

In this course students will learn ways in which healthy development is fostered within developmentally appropriate child guidance. Techniques and typical guidance procedures appropriate for children from birth through age eight will be explored through readings, class discussion, and observations in group settings. *Prerequisites: ED 160 and ED 200 or permission of instructor.*

ED 267/367 Curriculum in Preschool Education (3)

The overall purpose of this curriculum development course is to explore teaching/learning strategies and how to support and encourage children in the development of cooperation, creativity, cognition (literacy, mathematics, science and social studies), and motor skills in developmentally appropriate curriculum. *Prerequisites: ED 160, 200, 243/343, and 245/345.*

ED 269/369 Practicum in Pre-School Education (3)

A supervised field experience in a pre-school setting and a seminar exploring child development issues. This course includes planning, teaching, and assessing developmentally appropriate activities for preschoolers in field placements. *Prerequisites: ED 160, 200, 343, 345, and permission of the instructor. Concurrent enrollment in ED 267/367 and 268/368.*

ED 300 Integrating Technology in the Curriculum (3)

This course is designed to equip early childhood, elementary, and secondary preservice teachers with the necessary skills to develop instructional practices that will allow them to incorporate technologies successfully in their classrooms. *Prerequisite: Admission to teacher education, CM101 (or equivalent), MU123 or PE333, ED200.*

ED 302 Teaching Exceptional Learners (3)

A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included into the regular class-

room. Instructional strategies and appropriate resources for various exceptionalities are explored in detail. *Prerequisite: ED 200 and admission teacher education.*

ED 305 Language and Literacy (2)

An overview of language development and the relationship of oral language and literacy. Students learn to assess and stimulate oral language development and emergent literacy skills. *Prerequisite: Admission to teacher education.*

ED 310 Teaching Mathematics in the Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Investigates general content and teaching strategies for each strand of the elementary mathematics program. Problem solving and mental computation will be integrated and the development and use of manipulatives will be stressed. Current curriculum trends and the role of will be explored. *Prerequisites: Admission to teacher education and a grade of "C" or better in both MA 116 and MA 228.*

ED 315 Teaching Science in the Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Methods and materials for teaching knowledge, processes, and applications in physical, earth and life sciences will be developed. Emphasis will be placed on activity-oriented programs. *Prerequisites: Admission to teacher education, PS 126, BI 100, and BI 101.*

ED 317 Math/Science Practicum (2)

A supervised field experience in the teaching of mathematics and science in the elementary grades. *Prerequisite: concurrent enrollment in ED 310 and ED 315, and admission to teacher education.*

ED 320 Teaching Reading in the Elementary School (3)

The theory and practice of teaching reading including word attack, comprehension, and study skills. Special emphasis is given to the use of basal and other instructional materials in regular and special reading classes. *Prerequisite: Admission to teacher education.*

ED 324 Curriculum and Methods of Elementary School Physical Education (4)

Methods in planning, presenting, and administering a physical education curriculum in the middle and elementary schools. *Cross-listed as PE 324.*

ED 325 Teaching Language Arts and Children's Literature (3)

The theory and practice of teaching oral and written communication skills. Special emphasis is given to the interrelationship between literature for young people and the language arts skills of listening, speaking, reading and writing. *Prerequisite: Admission to teacher education.*

ED 326 Methods in Secondary School PE (3)

Methods in planning, presenting, administering, and evaluating physical education for middle and secondary school teachers. *Cross-listed as PE 325.*

ED 327 Literacy Practicum (2)

A supervised field experience in the teaching of literacy skills in the K-6 classroom. *Prerequisite: Admission to teacher education.*

ED 330 Teaching Social Studies through Integrated Curriculum (3)

This course includes content, methods, and learning theory for effective social studies instruction. Methods for integrating social studies instruction with other content areas, including the arts will be addressed. Special attention is given to methods which promote critical thinking abilities necessary for participation in a diverse democratic society. *Prerequisite: Admission to teacher education.*

ED 335 Creative Experiences in Elementary and Middle School (2)

This course explores various elements of aesthetics including art and music. The relationship of such activities to the teaching/learning environment is also developed. The use of creative activities to enrich other content areas is given special attention. *Prerequisite: Admission to teacher education and concurrent enrollment in ED 330 and ED 337.*

ED 337 Social Studies Practicum (1)

One course in a unified block in the teaching of social studies and aesthetics. This course requires students to develop and teach social studies lessons in the elementary school classroom. *Prerequisite: Admission to teacher education.*

ED 340 Teaching Adolescents in a Middle Level Environment (3)

Understanding the unique nature of middle level education will be the focus of this course. Based upon readings, field experience, and class discussion, students will study the nature of adolescent development, curriculum and instruction, programs and collaborative interactions that support an effective middle school program. *Prerequisite: Admission to teacher education.*

ED 350 General Secondary Methods (3)

Extensive laboratory and simulated classroom experiences with field-based observation. All secondary majors are required to have at least one methods course, and this course fills the basic requirement when a "special area" methods course is unavailable. All students who enroll in this methods course participate in a field-based teaching experience at various secondary schools. *Prerequisite: Admission to teacher education.*

ED 352 Methods of Teaching Science in the Secondary Schools (3)

Principles and philosophy of science education; development of the secondary science curriculum; and organization, presentation, and evaluation of science in middle/secondary schools. Includes extensive laboratory and simulated classroom experiences as well as field based observation and class-room participation. *Prerequisite: Admission to teacher education and permission of instructor.*

ED 353 Assessment and Evaluation in Early Childhood Education (3)

Students in this course will learn how to assess and evaluate young children's development and learning. Typical assessment procedures appropriate for children from birth through third grade will be studied. Techniques will be developed to record children's behavior individually and in group settings. *Prerequisites: Admission to teacher education.*

ED 355 Principles of Vocational Education and Student Organizations (3)

The development and role of vocational education in public education, the federal vocational education legislation, and the development of student organizations. *Prerequisite: permission of instructor.*

ED 362 Methods of Teaching English in the Secondary Schools (3)

The study of and practice in the methods of teaching literature, language, and writing, in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students' progress in reading and writing. Students participate in a field-based experience at various secondary schools. *Prerequisite: Admission to teacher education and permission of the instructor.*

ED 363 Methods of Teaching Mathematics in the Secondary School (3)

Principles and methods of teaching the process and content of secondary school mathematics. Includes emphasis and training in general mathematics, algebra, geometry, as well as advanced mathematics. All students who enroll in this course participate in field based teaching experiences at various secondary schools. *Prerequisite: Admission to teacher education and permission of the instructor.*

ED 366 Methods of Teaching Social Studies in the Secondary School (3)

Principles and methods of teaching the process and content of the social studies. Includes emphasis and training in locating information, developing instructional units, and using instructional aids. All students enrolled in this course participate in field-based teaching experiences at various secondary schools. *Prerequisite: Admission to teacher education and permission of instructor.*

ED 368 Methods of Teaching Foreign Language (3)

Principles and methods of teaching foreign languages. Extensive laboratory and simulated classroom experiences with field experiences with field based observation. Discussion of problem situations observed in the classroom. Emphasis given to proficiency oriented teaching of various target languages, developing instructional units, use of multimedia resources, and principles of foreign language testing. *Prerequisite: Admission to teacher education and permission of instructor.*

ED 375 Teaching Science in the Middle School (3)

This course investigates basic content/pedagogy, and the importance of science in a middle school program. How students learn science and effective strategies including inquiry, use of technology, and laboratory

experiences will be investigated. Current curriculum trends will be explored and lessons will be developed based on national and state standards. *Prerequisite: Admission to teacher education.*

ED 376 Family, School and Community Collaboration in ECE (3)

Students will examine trends that promote inter-agency and interdisciplinary approaches to serving the needs of young children and their families. The role of the teacher or other education-focused entity of a program will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. Skills that foster communication and cooperation among families of various cultures will be studied. *Prerequisites: Formal admission to teacher education.*

ED 380 Elementary Art Education (3)

Study of the artistic development of children, practice with art materials, techniques, and concepts appropriate to the elementary grades including planning and presentation of art lessons. Production, aesthetics, criticism, and history of artworks is emphasized as the basis for children's growth in art learning. *Cross-listed as AR 380.*

ED 381 Craft Techniques in Middle and Secondary Schools (3)

The artistic development of jr. and sr. high art students and how it relates to technical/artistic skills. Safety and health hazards of the public schools art room. Hands-on experience with metalry, papermaking, fibers, and earthenware craft processes. The philosophy, traditions, and current position of crafts in the art world. *Cross-listed as AR 381.*

ED 382 Methods and Philosophy in Art Education (3)

Examination of historical and current theories or art education, the development of personal philosophy of art education, and the determination of curriculum goals and objectives. Effective teaching methods for lesson planning, presentation, and evaluation are studied. *Cross-listed as AR 382. Prerequisite: Admission to program.*

ED 385 Foundations of Education (3)

A survey course describing the social, cultural, historical, and philosophical bases of American education. Encourages students to develop a professional perspective based upon an understanding of essential educational foundations. *Prerequisite: Admission to teacher education.*

ED 400 Understanding the School (2)

Seminar course taught in conjunction with Student Teaching (ED 410, 415, 420 and 430). This course is designed to help students to synthesize their understanding of schools, to reflect upon their student teaching experience, and to integrate educational theory and practice. *Prerequisite: Admission to Student Teaching.*

ED 402 Teaching Struggling Learners (2)

This course is designed to assist the preservice teacher in understanding how to identify, assess, plan and teach individuals who are struggling in their learning. Preservice teachers will survey problems that block some students from successful achievement in reading, writing, math and general learning tasks. The preservice teacher will develop the knowledge and skills necessary to

assess and analyze problems and to provide appropriate instructional strategies for specific learning problems. *Prerequisite: Admission to teacher education and ED302 or SE476. Concurrent enrollment in Language Arts Block for K-6 licensure candidates.*

ED 405 Classroom Management (1)

Various methods of managing classrooms and student behaviors within diverse learning environments. *Prerequisite: Admission to student teaching.*

ED 410 Secondary Student Teaching (12)

Directed and supervised teaching of content in 6-12 classrooms. Students are assigned to Topeka and neighboring schools for a period of twelve weeks. Not available for graduate credit. May be taken on a Pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

ED 415 5th - 8th Grade Student Teaching (4)

Directed and supervised teaching of content in 5-8 classrooms. Students are assigned to Topeka and neighboring schools for a period of six weeks. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, middle school teaching content courses, and admission to student teaching.*

ED 420 K-6 Student Teaching (8 or 12)

Directed and supervised student teaching for a minimum 8 weeks in a K-6 classroom. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education and K-6 licensure courses, and admission to student teaching.*

ED 425 Observation and Supervision (1)

Supervised teaching in a P-12 classroom. This course may be taken for graduate credit and may be repeated. It is required for students with a restricted teaching license who are completing licensure requirements at the graduate level. *Prerequisite: Permission of the department chair.*

SE 420 Educational Planning for Children and Youth with Mild-Moderate Disabilities Preschool/Elementary (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: ED 302.*

ED 430 Student Teaching in Birth - Grade Three (4)

Directed and supervised student teaching in a kindergarten through grade three educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education and Birth-Grade 3 licensure courses, and admission to student teaching.*

SE 430 Methods and Materials for Special Education (3)

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

ED 440 Student Teaching in Grades P-12 (12)

Directed and supervised student teaching in grades Pre-Kindergarten through grade 12 educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education and Birth-Grade 3 licensure courses, and admission to student teaching.*

SE 440 Individual and Group Management for Children and Youth with Mid-Moderate Disabilities (3)

Principles and applications of individual and group management techniques for children and youth with mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures. *Prerequisite: ED 302.*

ED 444 Art in the Elementary/Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Relates various art experiences to the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. *Prerequisite: permission of instructor.*

ED 450 ESL Methods and Cross-Cultural Communications (3)

Emphasis on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. May be taken for undergraduate credit and EN 499 for graduate credit. May be taken for undergraduate or graduate credit. *Prerequisite: Senior standing and permission of instructor.*

ED 456 Advanced Children's Literature (3)

Advanced survey and analysis of the literature written for children through middle school with instructional applications. A variety of literary forms explored with emphasis on evaluation and development of specific strategies to enhance reader/listener comprehension and appreciation. Emphasis given to planning lessons which incorporate children's literature in instruction across the curriculum. *Prerequisite: senior standing.*

SE 456 Special Education Practicum I

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include pre-school/elementary age children. *Prerequisite: Admission to teacher education.*

SE 460 Assessment in Special Education (Pre-School/Elementary School) (3)

Survey and analysis of individual tests, curriculum-based and ecological measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis is on development of

individual portfolios through data collection, administration and interpretation of multi-sources educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (A fee may be assessed to cover the cost of consumable materials.) *Prerequisites: ED 302.*

ED 472 Issues in Modern American Education (3)

Critical analysis of contemporary problems and issues in American education. Consideration of historical, sociological, and philosophical foundations affecting problems and issues included. This course is part of the graduate core. It may also be taken for undergraduate credit.

ED 474 Special Topics in Education (1-3 hrs) (3)

Courses in special topics that will vary from semester to semester and will be announced in advance. ED 474 may be taken for more than one semester. *Prerequisite: permission of the Department Chairperson and the instructor.*

RD 484 Reading in the Content Areas (3)

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. This course addresses the philosophy that the effective content teacher includes the teaching of reading as an essential element for affecting the content. Emphasis is given to the importance of pre and post assessment of students' reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials and collateral reading. This course is required for all middle school and secondary school majors in the State of Kansas. This course may be taken for undergraduate and graduate credit. *Prerequisite: Admission to teacher education and permission of instructor.*

ED 486 Issues in Educational Technology (3)

Critical examination of historical, sociological, philosophical foundations and implications of the implementation and use of technology in an educational setting. *Prerequisites: ED 300 and permission of instructor.*

ED 494 Philosophy of Education (3)

An historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy, the relationship between educational philosophy and practice emphasized. May be taken for undergraduate or graduate credit. *Prerequisite: senior standing and permission of instructor.*

ED 497 Independent Study in Education (1-3)

Intensive guided study in a special topic in education or early childhood education. Independent Study in Education is available only to candidates for teaching certificates. *Prerequisite: admission to an approved program of study and written approval of the Chairperson of the Department of Education.*

GRADUATE PROGRAM IN EDUCATION (MEd)

The Department of Education administers a Master of Education program. See Education, Graduate Programs, in catalog index.

ENGINEERING TRANSFER PROGRAM

Physics and Astronomy Department

Website: <http://www.washburn.edu/cas/physics/>

Stoffer Science Hall, Room 210
(785) 670-2263
Keith.mazachek@washburn.edu

Lecturer and Coordinator Keith Mazachek

Engineering courses allow engineering transfer students to complete most of the program common to the first two years at most recognized schools of engineering. They also provide a background of application to theory for students majoring in mathematics and the physical sciences.

STUDENT LEARNING OUTCOMES

Students participating in the engineering transfer program at Washburn University, upon graduation, are expected to have:

- acquired an understanding of the different engineering disciplines and functions;
- acquired a solid foundation in mathematics, the sciences, and basic engineering necessary to further their engineering education; and
- developed the ability to progress from observations to logical conclusions, applying analytical and critical thinking.

A joint “3-2” dual degree program with Kansas State University and the University of Kansas enables a student to earn both a Bachelor of Science in Physics, Mathematics, Chemistry, or Computer Information Sciences at Washburn University, and a Bachelor of Science in Engineering at either of the other universities. Three years are spent at Washburn University pursuing the B.S. in one of the majors above. Upon satisfactory completion of this work, the student will be eligible for transfer to KSU or KU. Upon satisfactory completion of additional work as agreed upon by the student, the advisory committee, and the chairperson of the department involved, the student will receive the appropriate B.S. from Washburn University. Upon satisfactory completion of the requirements of the engineering school, the student will be awarded a B.S. in Engineering from that school. This program will normally take five years, but depending upon the particular field of engineering, the time may vary.

A typical program of study for the first two years is given below, but the student must meet with the Engineering Advisory Committee to secure program approval.

Freshman

Fall Semester

MA 151 Calculus and Analytic Geometry I (5)
CH 151 Fundamentals of Chemistry ((5)
EN 101 Freshman Comp (3)
EG 105 Introduction to Engineering (3)
Physical Education

Spring Semester

MA 152 Calculus and Analytic Geometry II (5)
CH 152 Fundamentals of Chemistry II (5)
PS 281 General Physics I (5)
EG 116 Engineering Graphics (3)

Sophomore

Fall Semester

MA 153 Calculus and Analytical Geometry III (3)
PS 282 General Physics II (5)
EG 250 Engineering Mechanics: Statics (3)
CM Programming (Fortran or C++)
CN 150 Public Speaking (3)

Spring Semester

MA 241 Differential Equations (3)
EG 351 Dynamics (3)
EC 201 Principles of Macroeconomics (3)
PS 334 Thermodynamics (3)
Humanities or Social Science Electives

COURSE OFFERINGS

EG 105 Introduction to Engineering (3)

Introduction to the professional role of an engineer with an orientation to the academic requirements of engineering studies, responsibilities of engineering students and professionals, discussion of various engineering careers, job site duties, professional development and registration and engineering ethics. Included are problem definition and solution, engineering design and terminology and the role of technology and its influence on society.

EG 116 Engineering Graphics (3)

Elements of geometry of engineering drawing with emphasis on spatial visualization and applications. Free-hand sketching, dimensioning, and graphs. Computer aided design and engineering analysis. *Prerequisite: EG105 or consent of instructor.*

EG 250 Engineering Mechanics: Statics (3)

Vector notation; resultants of force systems; analysis of force systems in equilibrium including beams, frames and trusses; analysis of systems involving friction forces; determination of centroids, centers of gravity, second moments of areas, moments of inertia. *Prerequisite: MA 151 and PS 281.*

EG 351 Engineering Mechanics: Dynamics (3)

Displacement, velocity, and acceleration of a particle; relation between forces acting on rigid bodies and the changes in motion produced; translation; rotation; motion in a plane; solutions using the principles of force, mass and acceleration, work and energy, and impulse and momentum. *Prerequisite: EG 250 and MA 152.*

EG 360 Mechanics of Materials (3)

Elementary theories of stress and strain, behavior of materials, and applications of these theories and their generalizations to the study of stress distribution, deformation, and instability in the simple structural forms that occur most frequently in engineering practice. *Prerequisite: EG 250 and MA 153.*

ENGLISH DEPARTMENT

Website: <http://www.washburn.edu/cas/english>

Degrees Offered

Bachelor of Arts - English Literature
Creative Writing
English Education

Morgan Hall, Room 258
(785) 670-1441

Professor Howard Faulkner, Chair
Professor Tom Averill
Professor Jim Hoogenakker
Professor Virginia Pruitt
Professor J. Karen Ray
Professor Margy Stewart
Associate Professor Maureen Godman
Associate Professor Mary Sheldon
Associate Professor Roy Sheldon
Assistant Professor Erin Chamberlain
Assistant Professor Bradley Siebert
Assistant Professor Sarah Smarsh
Assistant Professor Danny Wade
Lecturer Karen Barron
Lecturer Dennis Etzel
Lecturer Raylene Hinz-Penner
Lecturer Israel Wasserstein
Lecturer David Weed

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of English seeks to satisfy the needs and aspirations of three different groups of students:

- those taking English to satisfy the University's writing requirement
- those taking English to satisfy general education Humanities requirements
- those taking English to satisfy major requirements in one of three undergraduate emphases: Literature, Creative Writing, and English Education.

DESCRIPTION OF DISCIPLINE

The department seeks to continue its rich history of excellence in teaching, to nourish noteworthy creative and scholarly publication, and to confirm its active and ongoing commitment to service in school, community, and profession.

English majors acquire skills and habits that serve them well in all occupations and professions. They can read carefully, can write effectively, can exercise good judgment in solving problems, and can flexibly adopt different points of view. Familiar with great literature and writing, they can appreciate how human beings from different cultures and/or from different times have used the literary arts to shape experiences thoughtfully and meaningfully. English majors are encouraged to discuss career possibilities with their advisor and with the chairperson of the department.

The English department sponsors the Phi Rho chapter of Sigma Tau Delta, the national English honor society. Students should contact the chairperson for information regarding the Society.

Student Learning Outcomes

English majors at Washburn University, upon graduation, are expected to have

- acquired a knowledge of major developments in British, American, and World Literature;
- developed an understanding of the multi-cultural dimensions of language and literature;
- developed an understanding of the grammars and other aspects of language as media for communication, literature, and culture; and
- mastered the ability to reflect this knowledge and these understandings in analysis, creative thought, and writing.

UNIVERSITY WRITING REQUIREMENTS

All students graduating from Washburn must take six hours of composition courses, three at the freshman level and three at the junior level.

Most freshmen will take EN 101: Freshman Composition. For those students who do not feel adequately prepared for 101, the English Department offers EN 100: Developmental English. This course, taught by full-time faculty members, offers smaller classes and individual attention to students who need additional preparation before attempting EN 101. Students are allowed to decide for themselves whether they would feel more comfortable with the supplemental support that 100 offers. This "directed self-placement," however, can be aided by consultation with members of the English faculty, individual advisers, and advisers in CUSP.

The second required composition course is EN 300: Advanced Composition. This course, which is designed to be taken in the junior year, prepares students for advanced academic writing. In order to enroll in Advanced Composition, student must take the placement examination (or have passed EN 200 with a C or better). The placement examination is given twice during the school year—once in the fall semester and once in the spring semester. Those students who are about to begin their junior year should register for the placement exam. Students who write a successful essay on the exam may then enroll in EN 300. Those students whose writing indicates that they are not prepared for Advanced Composition are placed in EN 200: Intermediate Composition for a semester of review.

THE MAJOR

Students majoring in English have three options. They may major in English with a literature emphasis or in English with a writing emphasis or in English Education, where they will prepare to teach secondary English. The requirements for each of the emphases are as follows:

Literature Emphasis

1. Thirty-six hours required, including core requirements, excluding English 101 and 300. The literature emphasis major's field program should look as follows:

Core Requirements

EN 301 Critical Reading and Writing (3)
EN 310 Modern English Grammar (3)

EN 400 Senior Seminar (3)
Choose four (at least one from each sequence)
EN 325 English Literature I (3)
EN 326 English Literature II (3)
EN 330 American Literature I (3)
EN 331 American Literature II (3)
EN 360 World Literature I (3)
EN 361 World Literature II (3)

Group A - Literary Forms (Choose one)

EN 337 The Short Story (3)
EN 380 Modern Poetry (3)
EN 381 Drama (3)
EN 382 Modern Novel (3)

Group B - Literary Periods (Choose one)

EN 370 Medieval Literature (3)
EN 371 Renaissance Literature (3)
EN 372 Restoration and 18th Century Literature (3)
EN 373 Romantic/Victorian Literature (3)
EN 374 Modern Literature (3)
EN 375 Contemporary Literature (3)

Group C - Major Authors

EN 345 Shakespeare or another major author course approved by the departmental chairperson. (3)

=36 total hours

II. Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language.

One course from the following

Communication 150, 241, and 350; Theatre 101, 103, 203. Students in the Literature emphasis should consider EN400 their capstone course.

Writing Emphasis

I. Thirty-six total hours required, including core requirements, but excluding English 101 and 300. The writing emphasis major's field program should look as follows:

Core Requirements

EN 206 Introduction to Poetry Writing (3)
EN 209 Introduction to Fiction Writing (3)
EN 301 Critical Reading and Writing (3)
EN 310 Modern English Grammar (3)
EN 315 Reading as Writers (3)
EN 384 Publishing Lab (3)

Two of the following:

EN 305 Advanced Fiction Writing
EN 306 Advanced Poetry Writing
EN 307 Creative Nonfiction Writing

Choose four (at least one from each sequence)

EN 325 English Literature I (3)
EN 326 English Literature II (3)
EN 330 American Literature I (3)
EN 331 American Literature II (3)
EN 360 World Literature I (3)
EN 361 World Literature II (3)

Choose one from the following courses

EN 210 Mythologies in Literature (3)
EN 337 The Short Story (3)
EN 377 Science Fiction (3)
EN 378 Fantasy (3)
EN 382 Modern Novel (3)

or an equivalent approved by the chairperson

=36 total hours

Students in the Writing emphasis should consider EN 384 Publishing Lab their capstone .

II. Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language.

One course from the following

MM 202 Basic Media Writing or
MM 320 Advanced Ne2aywriting or an equivalent. See *chairperson*.

English Education

I. Thirty-six total hours required, including core requirements, but excluding English 101 and English 300 with the teaching emphasis. Students who plan to teach in secondary schools should consult with the English Education advisor in the department at an early date. Students should also consult the Education Department section of the catalog regarding Admission requirements and Professional Education course requirements. The teaching major's program should look as follows:

Core Requirements

EN 325 English Literature I (3)
EN 326 English Literature II (3)
EN 330 American Literature I (3)
EN 331 American Literature II (3)
EN 360 World Literature I (3)
EN 361 World Literature II (3)
EN 300 (teaching emphasis) (3)
EN 310 Modern English Grammar (3)
EN 301 Critical Reading and Writing (3)
EN 320 Lit for Young Adults (3)

Group A - Literary Forms (Choose one)

EN 337 The Short Story (3)
EN 380 Modern Poetry (3)
EN 381 Drama (3)
EN 382 Modern Novel (3)

Group B - Literary Periods (Choose one)

EN 370 Medieval Literature (3)
EN 371 Renaissance Literature (3)
EN 372 Restoration and 18th Century Literature (3)
EN 373 Romantic/Victorian Literature (3)
EN 374 Modern Literature (3)
EN 375 Contemporary Literature (3)

Group C - Major Authors

EN 345 Shakespeare or another major author course approved by the departmental chairperson. (3)

=36 total hours

II. Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language. Students must also take CN 150: Public Speaking. Within the general education courses in Mathematics and Natural Sciences students must take at least 3 hours of Biology. Within the general education courses in the Social Sciences students must take one course from the following: HI 101,102,111 or 112. Students must have at least three hours of a course stressing a multicultural approach, chosen from among the following: EN110, 133, 360, 361, or AN 112. EN 360 and 361 are already required, but students are encouraged to take other courses from this list.

- III. Students may receive a certificate to teach speech and/or journalism if they also are certified to teach English. See chairperson.
- IV. Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog. NOTE: All teaching licenses in the State of Kansas have been revised. Students planning to pursue a teaching license should consult with an advisor prior to enrolling in courses.

THE MINOR

Students who exercise the Optional Minor in English may take one of two paths.

1. In consultation with the chairperson of the department, they may satisfy the Optional Minor with an emphasis in writing. Students exercising this option should take nine hours of writing courses (excluding EN 101 and EN 300). Students may then wish to satisfy the remainder of their fifteen hours by choosing further writing courses or any suggested and appropriate literature courses.
2. Students may also choose to satisfy the Optional Minor in English through a sequence of appropriate literature and language courses. A suggested assemblage of courses, for example, would be EN 325 and/or EN 326; EN 330 and/or EN 331; EN 345; EN 360 and/or EN 361; other appropriate lower or upper division English courses. The department will allow the student, in consultation with the chairperson of the English Department, to assemble an effective grouping of courses.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

EN 100 Developmental English (3)

Small classes and individual attention, focusing on developing the basic habits of good writing through short writings and culminating in the writing of organized and developed themes. *Does not count towards degree credit hour requirements or general education requirements.*

EN 101 Freshman Composition (3)

The techniques and processes of composing and revising; attention to relating reading and writing. Required, with a minimum grade of C, for graduation. **Students whose last names begin with the letters A through K should enroll in the Fall semester; students whose last names begin with the letters L through Z should enroll in the Spring semester.**

EN 102 Freshman English Honors (3)

See Honors Program for description.

</EN 110 American Ethnic Literature (3)

Fiction, essays, drama, and poetry of such American ethnic groups as Native Americans, African Americans, Latinos/as, Asian Americans, and others.

</EN 131 Understanding Short Fiction (3)

The interpretation and appreciation of short fiction through close reading of selected masterpieces.

</EN 133 Stories Around the World (3)

Focuses on the fiction of authors from Asia, Africa, Europe, Latin America, and/or Australia.

</EN 135 Introduction to Literature (3)

The appreciation of literature showing relationships through analysis of different genres.

</EN 138 Kansas Literature (3)

A study of Kansas through its poetry, short stories, novels, and journalism. Lectures on Kansas history provide background as an aid to better understanding the literature. A study of the literature of pioneering, the small town, and contemporary accounts of Kansas, its land and people.

</EN 145 Shakespeare in Action (3)

An introduction to Shakespeare's poetry and plays, including a selection from the Sonnets, one of the narrative poems, and plays of more than one genre. The focus is on Shakespeare's language and ideas, his methods and kinds of performance, and the historical and cultural moment in which he lived. Film versions of the plays supplement the written texts.

</EN 177 Science Fiction (3)

Selected novels and short stories depicting innovations and discoveries in science and their impact on man, society, and the universe.

</EN 178 Fantasy (3)

Selected novels and short stories depicting fictive worlds that contemporary knowledge considers impossible.

</EN 190 Film Appreciation (3)

Film as a mode of artistic expression with emphasis on selected films, short and feature-length, American and foreign, for understanding and appreciation. Stress will be given to the development of a "vocabulary" with which to discuss, criticize, and otherwise enjoy film art.

</EN 192 Literature and Film (3)

A study of classic literary texts and their adaptations into the medium of film, with emphasis on the comparative strengths and weaknesses of each version. Stress will be given to the critical vocabulary shared by these narrative forms.

EN 193 Types of Popular Culture (3)

Examination of subjects and themes in popular literature, with focus on the relationship between popular genres and the traditional canon. May be repeated with change of content.

EN 199 Special Topics in Writing and Reading (1-3)

A variable topic course in selected subjects in literature and language. See schedule for current offerings.

EN 200 Intermediate Composition (3)

Continued practice in the techniques and practices of composing and revising beyond EN101 and further preparation for upper division writing courses, such as EN300. Attention to relating reading, responding, and writing. Required grade of C or better. *Prerequisite: EN101 or EN102, (Freshman English Honors, at Washburn) with a grade of C or better, or by placement.*

</EN 206 Creative Writing, Poetry (3)

An introduction to and practice in the writing of poetry.
Prerequisite: EN 101 or 102.

</EN 208 Business and Technical Writing (3)

A review of the basic essentials of business/technical usage and style, with emphasis on organizing ideas and managing basic business and technical writing forms.
Prerequisite: EN101 or EN1012.

</EN 209 Creative Writing, Fiction (3)

An introduction to and practice in the writing of the short story. *Prerequisite: EN 101 or 102.*

</EN 210 Mythologies in Literature (3)

A study of mythologies that have been a reference point for literature, focusing mainly on Greek and Roman materials, but drawing upon others such as Norse, Celtic, Gaelic, and Eastern. Readings will include both literary works and supplemental texts.

</EN 212 Sexuality and Literature (3)

Examines the various roles that sexuality, which includes categories such as intimacy, sex, gender, and sexual orientation, has played in literature and film.

</EN 214 Women and Literature (3)

Literature by and about women from the classical to the contemporary.

EN 235 Survey of Drama I (3)

(Greek to Elizabethan). Play reading in historical context. Study of elements of production and performance practice and style which emerge representative of period. Periods: Greek, Roman, Medieval, Elizabethan. Nations: Europe, Britain, Japan, China, and India. *Cross listed with TH206. Cannot enroll for credit in both EN235 and TH206.*

EN 236 Survey of Drama II (3)

Restoration to Modern. Play reading in historical context. A study of the elements of production and performance practice and style representative of the period. Periods: Restoration, French and Spanish Classicism, Neoclassicism, Realism, Impressionism. *Cross listed with TH 207. Cannot enroll for credit in both EN236 and TH207.*

EN 299 Special Topics in Writing and Reading (1-3)

A variable topic course in selected subject in literature and language. See schedule for current offering.

EN 300 Advanced Composition (3)

Additional practice in writing, to assure proficiency in the techniques and tools of composition and to offer students the opportunity to order and articulate their knowledge. Some sections for special academic interests. Required, with a minimum grade of C, for graduation. *Prerequisite: EN101 or EN102, with a grade of C or better and a satisfactory placement test, or a grade of C or better in EN 200 (Intermediate Composition, at Washburn).*

EN 301/501 Critical Reading and Writing (3)

Practical criticism and writing, stressing the types and methods of critical approaches to literature, ancient and modern, and their application in the interpretation of literary works. Students taking the course for graduate credit will write an additional paper of at least 15 pages focusing on one aspect of the relationship between

critical theory and an individual work or author. *Prerequisite: EN 300 or equivalent.*

EN 305/505 Advanced Fiction Writing (3)

Continued practice in fiction writing with special emphasis on technique. Students taking EN 505 will, in addition to the eight short stories due as work for 305, revise and edit three of their stories and write an introduction to those three that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN206 or EN209.*

EN 306/506 Advanced Poetry Writing (3)

Continued practice in poetry writing with emphasis on technique. Students taking EN 506 will be required to select at least five of the poems due as work for 306 and write an introduction to those five that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN206 or EN209.*

EN 307/507 Creative Writing, Nonfiction (3)

An introduction to and practice in the writing of creative nonfiction, including personal essay, memoir, nature essay, cultural criticism, and literary journalism. Students taking EN 507 will be required to select three of their non-fiction pieces, revise and edit them, and write an introduction to those three that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN 206 or EN 209.*

EN 308 Technical Writing (3)

A pre-professional writing course for students entering technical fields. *Prerequisite: EN 300 or equivalent.*

EN 309 ESL Methods and Cross-Cultural Communication (3)

Designed for those who work with non-English speakers. Special emphasis on improving intercultural understanding, on the interaction of language and culture, and on language learning and language teaching.

EN 310/510 Modern English Grammar (3)

The course surveys different points of view about language, including a review of traditional grammar and an introduction to transformational grammar. The course also focuses on such topics as phonology, morphology, the history of the language, psycho-linguistics, language acquisition, dialects, syntax and sentence combining, and their implications for language learning at all levels. Graduate students must write a 12-page paper developing in greater detail one of the topics covered in the course.

EN 315/515 Reading as Writers (3)

Practice in the study of literature from a writer's perspective, primarily exploring the elements of craft involved in creating literary art (point of view, voice, style, prosody, figurative language, diction, syntax). Through critical analysis, aesthetic investigation, and imitation, students will discover the various tools writers employ to create meaning. Students taking EN 515 will be expected to write a paper of 20 pages analyzing the elements of craft involved in one or more essays by a non-fiction writer chosen in consultation with the professor.

EN 320/520 Literature for Young Adults (3)

The study of books read by young adults between the ages of 12 and 18, covering the history of young adult literature, the relationship between children's and young adult literature, censorship and selection, and teaching methods. Students taking the course as 520 will be expected to write a paper of at least 20 pages, including scholarly research, to supplement classroom activities. The paper is to focus on one aspect of young adult literature that has been considered in the course.

EN 325/525 Survey of English Literature I (3)

Major literary movement, major authors, and the careful reading of masterpieces through the mid-eighteenth century. Students in 525 will write a fifteen-page paper on selected works of a single author from the Middle Ages, Renaissance, or 18th Century on a topic chosen in consultation with the professor.

EN 326/526 Survey of English Literature II (3)

Major literary movements, major authors, and careful reading of masterpieces from the Romantic period to the present. Special attention will be given to the history of the English language as a literary medium. Students in 526 will write a fifteen-page paper, including scholarship, on selected works of a single author from the period. The topic will be arranged in consultation with the instructor.

EN 330/530 American Literature I (3)

The course provides a survey of early American literature, from pre-Columbian legends through literature of 1850's. Graduate students will be required to investigate in depth one of the following areas: colonial literature, early national literature, or the literature of American Renaissance.

EN 331/531 American Literature II (3)

The course is a survey of American literature from Civil War to present in historical and generic contexts. It stresses close readings of individual texts of fiction, poetry, and drama. Graduate students will select one major author and examine his/her treatment in literary criticism during last fifty years.

</EN 332 Literature of the American West (3)

Focuses on the fiction, but also includes the autobiographies, poetry, and/or essays, of authors shaped by the landscape, diverse peoples, and values of the American west.

EN 336/536 Contemporary Theatre (3)

A study of developments in playwriting, directing, acting since WWI to the present with special emphasis on influences that have affected contemporary theatre and drama. Graduate students must prepare an oral report on an assigned work of literary (or dramatic) criticism and must write a research paper of 15-20 pages with full scholarly apparatus. *Crosslisted with TH306. Cannot enroll for credit in both EN336 and TH306.*

EN 337 The Short Story (3)

The history and development of the short story, with emphasis on the short story as an expression of world literature. Some special attention to the contribution of non-western literature to the development of narrative form.

EN 345/545 Shakespeare (3)

Students read, discuss, and write on some of Shakespeare's poetry and a selection from the Comedies, Tragedies, and Histories. Consideration of historical and cultural contexts of the plays, as well as their performance history, will help us appreciate both the works and the culture which inspired them. Graduate students will conduct primary research on topics of their choosing.

EN 360/560 World Literature I (3)

Readings in the great works of world literature in translation (from Europe, Asia, Latin America, Africa) from ancient times to 1600. Students taking the course as 560 will write a paper of substantial length explaining how knowledge of some aspect of world culture helps in the understanding of a work discussed in class. Scholarly references must be included.

EN 361/561 World Literature II (3)

Readings in the great works of world literature in translation from 1600 to the present. Students taking the course as 561 will write a paper of substantial length explaining how knowledge of some aspect of world culture helps in the understanding of a work discussed in class. Scholarly references must be included.

EN 370/570 Medieval Literature (3)

A survey of English literature in the Middle Ages with special emphasis on the works of Chaucer. Special attention to the contextual relationship of literature and the thought and culture of the period.

EN 371/571 Renaissance Literature (3)

A survey of the literature written from 1475 to 1660, focusing on major poets and dramatists, such as Spenser, Shakespeare, Jonson, Donne, and Milton, but also lesser-known writers such as Countess of Pembroke and Aemilia Lanyer. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students will write one short analytical paper and a longer (15-20 pages) research paper on a topic of their choosing. The course also requires two class presentations on selected writers of the period, drawing on current scholarly criticism.

EN 372/572 Restoration and Eighteenth Century Literature (3)

A survey of the principal genres and major authors of literature written between 1660 and 1800. The course may emphasize a certain genre such as the novel or satire, or an individual author such as Jonathan Swift, Aphra Behn, Samuel Johnson, Henry Fielding, or Fanny Burney. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students must present an oral report on an assigned work of literary (or dramatic) criticism and must write a research paper of 15-20 pages with full scholarly apparatus.

EN 373/573 Romantic/Victorian Literature (3)

Readings in Romantic and Victorian literature. The course begins with Wordsworth's expressions of religion in nature, working through selections from the other major Romantics, and concludes with the prophetic and public solutions to the problems of industrial England offered by Carlyle, Tennyson, Ruskin, and Arnold. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students

must present an oral report on an assigned work and must write a research paper of 15-20 pages with full scholarly apparatus.

EN 374/574 Modern Literature (3)

Readings will cover the expressions of Modernism in all the major creative arts with primary focus on the reading and analysis of selected "modernist" literary writers from the genres of fiction, poetry, and drama. Some attention to defining the concept and historical parameters of "Modernist".

EN 375/575 Contemporary Literature (3)

Readings in the literary milieu from 1960 to the present in poetry, short fiction, and the novel with attention to the cultural, social, and historical context of individual works and their authors. Graduate students will write a 20-page paper, including contemporary scholarship, examining one author, theme, or movement from this period.

EN 380/580 Modern Poetry (3)

Major British and American poets from about 1890 to 1945, including Yeats, T. S. Eliot, and Frost. Students taking the course as 580 will write a paper of approximately 20 pages, including critical apparatus, examining one author, theme, or movement from this period.

EN 381/581 Drama (3)

A study of drama as a literary form. Graduate students will write a paper of 15-20 pages, including scholarly apparatus, examining one author, theme, movement, or context for dramatic literature.

EN 382/582 Modern Novel (3)

A survey of the art and vision of the novel as a modern expression of world literature. Some special attention to the contribution of non-western literature to the development of narrative form. Graduate students will write a paper of 15-20 pages, including scholarly apparatus, examining a novel or novels from this period, the work to be chosen in consultation with the professor.

EN 384 Publishing Lab (3)

Students will learn to gather, evaluate, and edit creative manuscripts and produce and publish a literary magazine. *Prerequisites: EN305 and/or EN306.*

EN 385/585 Directed Reading, Writing, or Research (1-3)

Designed to investigate a field of special interest which will not be covered in detail in the courses offered in the department. After securing the approval of the chairperson of the department and the consent of a member of the department who is prepared to supervise their reading, students will carry out their projects with the supervising teacher. *Prerequisite: Consent of Instructor.*

EN 390/590 Aspects of the Film (2-3)

Variable specified content in film, such as the American novel into film, the science fiction film, western novels in film. May be repeated with change of content.

EN 393/593 Literature of Popular Culture (3)

The study of such individual literary topics as the western, detective fiction, sports literature, and prize-winning novels. Students taking this course as 593 will write a paper of approximately 20 pages, including scholarly research, examining one author, theme, or movement in

the genre under consideration. The topic will be chosen in consultation with the instructor. *May be repeated with change of content.*

EN 396/596 Topics in Women and Literature (3)

An advanced study of the works of a major woman author, the women writers of a particular period or in a particular genre, or a thematic study of women writers. *Prerequisite: 3 hours of one of the following; EN225, EN226, EN330, EN 331, EN360, or EN361.*

EN 399 Special Topics in Writing and Reading (1-3)

See schedule for the current offering.

EN 400 Senior Seminar (3)

This course is the capstone course for the literature emphasis of the English major. Students work together as a class with a faculty member on a specific topic of ongoing research in the faculty member's area of expertise. *Prerequisite: English major, senior status, and consent.*

EN 499 Spec. Topics: Teaching and Study of English (1-3)

Special topics of a varying nature for teachers doing in-service work, for graduate students in education and English education, and upper-division English majors.

FRENCH

(See Modern Languages)

GEOGRAPHY

Website: <http://www.washburn.edu/cas/polisci/>

Henderson Learning Center, Room 215
(785) 670-1737
Professor Schmiedeler

No major or minor is offered in Geography. The offerings are administered by the Department of Political Science. Some Geography courses are part of the General Education curriculum and others are part of the Kansas Studies Program of Washburn University.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents)

</GG 101 Introduction to Geography (3)

A study of the principal themes of geography: human and environment in interaction, the patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the physical world. This course satisfies general education requirements.

</GG 102 World Regional Geography (3)

World regional geography is a comparative study of physical and human environments of world realms and the interplay of forces which gives each realm its distinctive character. This course satisfies general education requirements.

GG 151 Urban Geography (3)

This course examines the geographic origins and development of urbanism, with special emphasis on physical attributes of site and spatial attributes of situation.

GG 201 Environmental Geography (3)

Also known as physical geography, this course introduces students to the distribution and components of the natural environment, including climate, biomes, soils, vegetation and landforms. The course also examines the interactions between these elements, and the effects of humans on the natural environment. *Prerequisite:* GG 101.

GG 220 Special Topics in Geography (3)

GG 300 Special Topics in Geography (3)

GG 302 Natural Resources Conservation (3)

A study of the principles of natural resource conservation and management, particularly as they relate to human populations, soil conservation and agriculture, water and air pollution and energy resources. Human activities that affect preservation, conservation, and multiple uses and options in a sustainable economy and society are emphasized. *Prerequisite:* GG 101.

GG 303 Introduction to Land Use (3)

Students are introduced to the conceptual basis of land use planning as it relates to the determinants, classification and survey, and environmental and fiscal impact analysis of the controlled use of land. The course also examines zoning and subdivision regulations in the approaches to land use planning at local, state and national levels. *Prerequisite:* GG 101.

GG 304 Geography of Kansas (3)

This course is a survey of the distributions and interrelationships of various physical, cultural and economic phenomena of the state. Topics include physiographic regions, settlement patterns, agricultural and urban geography. The High Plains, the Southeastern mining areas, and the urban Northeast regional cultures are examined. *Prerequisite:* Second semester sophomore status.

GEOLOGY

Physics and Astronomy Department

Website: <http://www.wasburn.edu/cas/physics/>

Stoffer Science Hall, Room 210
(785) 670-2141

No major or minor is offered in Geology. The offerings are administered by the Department of Physics and Astronomy.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</GL 101 Introduction to Geology (3)

Special emphasis on the observation of the phenomena of erosion, mountain formation, and stream and glacial action. Lecture-recitation and some field trips.

</GL 103 Historical Geology (3)

For students interested in the history and evolution of the planet Earth. Lecture and in-class laboratory work will include exercises with commonly found fossils and geologic-topographic maps. Will provide information about the environment of the early Earth and changes through time.

GERMAN

(See Modern Languages)

HEALTH

Health, Physical Education and Exercise Science

Website: <http://www.wasburn.edu/cas/hpees>

Petro Allied Health Center, Room 201
(785) 670-1459

The Department currently offers a service program in Health and a concentration in Health Education and Promotion.

COURSE OFFERINGS

HL 152 Personal and Community Health (3)

The health of the individual with emphasis on personal habits, attitudes and knowledge necessary for improving and maintaining health throughout life.

HL 207 Stress and Weight Management (2)

This course explores the causes of stress, effects of stress upon the individual, and cognitive and physical techniques used to combat stress. A variety of relaxation techniques are practiced in class. Additionally, the fundamental principles of weight management will be discussed, including evaluations of government guidelines and popular diets. Emphasis will be on application toward individual weight management goals. No prerequisite.

HL 250 Emergency Medical Technician Basic Training (EMT-B) (6)

Information and procedures relative to the emergency care and transportation of the sick and injured. Course will consist of theory lectures, clinical practice and ambulance experience with the local hospitals. Students successfully completing this class are eligible to take the certification test to be a certified EMT-B in the State of Kansas. Kansas residents will pay tuition and fees, and testing and certification fees. *Prerequisite:* 18 years old within one year of course completion; CPR certification at the "health care provider" level by AHA, ARC, or NSC; proof of immunizations; and proof of health insurance.

HL 277 Principles of Health Education and Promotion (3)

This course is designed to familiarize the student with the purpose, function, organization and administration of health education and promotion services. Some areas to be discussed are history and philosophy of health education, effective settings, behavior change theories, government initiatives, and ethics. *Prerequisite: HL 152 or PE198.*

HL 377 Critical Issues in Health (2)

This course will focus on controversies surrounding a wide range of current health science and personal health issues. When confronted by differing opinions and points of view, it is necessary to use critical thinking skills to comprehend, evaluate and make decisions in the face of uncertainty. Pros and cons of selected issues will be presented through readings, lectures, class discussions and both oral and written presentations. *Prerequisite: HL 152 or PE198 or equivalent.*

HL 477 Health Education and Promotion Program Planning and Evaluation (3)

This course is designed to study the fundamental concepts, models, theories and strategies pertaining to health education and promotion program planning and evaluation. Students will gain practical knowledge and will be expected to develop a comprehensive, theory-based strategy for delivery of a health promotion program, as well as provide for appropriate evaluation mechanisms throughout the program. *Prerequisites: HL 277 and HL 377.*

HISTORY

Website: <http://www.washburn.edu/cas/history>
Email - history@washburn.edu

Degree Offered

Bachelor of Arts – History

Henderson Learning Center, Room 311
(785) 670-2060
Fax - (785) 670-1084

Professor Thomas Prasch, Chair
Professor Rachel Goossen
Assistant Professor Bruce Mactavish
Associate Professor Kim Morse
Associate Professor Alan Bearman
Assistant Professor Yongtao Du
Assistant Kerry Wynn
Lecturer Daniel Glenn

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of History exists to develop the learning skills of enrolled students and impart to them an informed awareness of the past, to encourage the professional development of its faculty, and to contribute the professional expertise of its faculty in service to the academy and its constituency.

DESCRIPTION OF THE DISCIPLINE

Each scheduled history course has a common objective, namely that students enrolled are engaged in “doing history.” Each course challenges students to imagine

what happened in the past by examining records of human activity and interpreting them to produce a coherent explanation of times and peoples different from our own. Students in Washburn history courses are not passive recipients of information about the past, but active reconstructors of the past. They sharpen their skills in reading the record, critically thinking about what they find, and drawing conclusions.

STUDENT LEARNING OUTCOMES

History majors at Washburn University, upon graduation, are expected to have:

- developed familiarity with the broadest patterns of United States and World History;
- developed an awareness of the character of the historical discipline and its applied and vocational dimensions;
- applied the understanding of the broad patterns of history to an in-depth examination of significant historical issues for three cultural areas identified by the department (United States, Europe, Non-Western); and
- demonstrated mastery of the discipline’s scholarship.

THE MAJOR

Students majoring in history must have a minimum of 33 hours in history with a grade of C or above, at least 15 hours taken at Washburn. Students must take 15 hours of lower division history, which will consist of the three World History courses (HI 100, 101 and 102), and the two US surveys (HI 111 and 112). Upper division requirements are 12 hours with at least one course in each cultural tradition: American (303-329); European (330-347, 380-383); non-Western (354-370). Demonstration of the mastery of historical research and writing is required by a grade of C or above in HI 395, History Forum, and HI 399, Historical Methods and Research. Majors must also demonstrate additional competence in one of two ways: a second major, or an established minor.

In declaring a major in history, students will be assigned an advisor and develop a departmentally-approved plan for graduation. The department recognizes a maximum of 3 hours history credit through CEEB Advanced Placement. Departmental honors are offered to those majors attaining a 3.5 in History, a 3.2 GPA overall, and an A in the capstone HI 399 course.

THE MINOR

Students may minor in history by applying to the department and being assigned an advisor, who will arrange a course sequence in conformity to department requirements. A minor will consist of at least 15 credit hours and include a balance between introductory survey courses and upper level work. Minors may be multicultural, may concentrate in one of the principal historical traditions, or may be organized around a central theme. All course work is to be graded.

PREPARATION FOR TEACHERS

Students desiring to be certified in secondary social studies at Washburn must major in history and follow one of the following curriculum outlines:

(ALSO PLEASE NOTE: all teaching licenses in the state of Kansas have been revised. Students planning to pursue a teaching license should consult with an advisor prior to enrolling in courses.)

Curriculum Outline for the US History, US Government, and World History Program; 57 semester hours are required.

Core Courses

HI 111 History of the U.S. I (3)
HI 112 History of the U.S. II (3)
HI 100 Early World History (3)
HI 101 Changing World History (3)
HI 102 Modern World History (3)
HI 395 History Forum (3)
PO 106 Government of the U.S. (3)
PO 107 American State and Local Government (3)
HI 399 Historical Methods and Research (3)
Upper division U.S. History (6)
Upper division European History (3)
Upper division non-Western History (3)

Required Additional Courses in Social Science

Selected upper division Political Science (6)
Economics (EC 200) (3)
Anthropology 112 (3)
Geography (GG 102) (3)

Students seeking certification to teach must also be formally admitted to the University's Professional Teacher Education Programs and adhere to the Education Department's requirements for teacher certification. For admission requirements, see EDUCATION in this catalog.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</HI 100 Survey of Early World History (3)

Stone-age origins to c. 1200 CE. Basic introductory survey of earliest eras of world cultures and history. Covers late pre-history; first and classical age civilizations of Mediterranean, Asia, and Americas; and emerging peripheral cultures and civilizations of Africa, Asia, Europe and Americas.

</HI 101 Changing World History: Traditions and Transformations (3)

Basic introductory survey of world developments, c. 1200-1750 CE. Begins with Mongol conquests. Continues with resurgence and change in established civilizations of Asia, Africa, Europe and Americas. Traces emergence and impact of modernizing West, early era of world explorations and empire building, and development of global trading networks.

</HI 102 Modern World History (3)

Basic introductory survey of world developments, c. 1750 to present. Begins with industrialization and political change in the West, producing technologically-advanced Western economic, social and political world dominance. Traces power, processes of decolonization, emerging late 20th-century world economies, states and societies.

</HI 111, 112 History of the United States I, II (3 each)

The basic survey of American history which satisfies general education requirements, introduces students to

the study of the past, and familiarizes them with records of American experiences. It exposes students to political, economic, social and intellectual forces shaping the American heritage and contributing to the nation's development. **First semester:** origins of settlement through Reconstruction; **Second semester:** emergence of an urban, industrial society after the Civil War to the present.

HI 300/500 Topics in History (1-3)

Topics will vary from semester to semester and will be announced in advance. *Prerequisite: 3 hrs. HI or consent.*

HI 303/503 Colonial America to 1763 (3)

Study of the age of exploration and the establishment of the original colonies. Emphasis will be given to the British colonies of the western hemisphere, but the course will also include those colonies of other nations as they affect American growth and development. It will include a broad treatment of social, political, economic and intellectual forces to 1763. *Prerequisite: 3 hrs HI or consent.*

HI 304/504 American Revolutionary Period, 1763-1789 (3)

An examination of the problems of Great Britain and the colonies following the French and Indian War. The causes of the American Revolution as well as the events resulting from it will be studied in detail. The critical period, the writing of the Constitution and the laying of the foundations of our government by the Federalists will be analyzed. *Prerequisite: 3 hrs HI or consent.*

HI 307/507 The American Civil War: 1848-1877 (3)

A survey of the sectional crisis beginning with the conclusion of the Mexican War in 1848 to resolution of the crisis by 1877. Themes include: the nature of Northern and Southern societies; the political crisis of the 1850s; the relative military strengths of each side; the major battles and campaigns; the Northern and Southern home fronts, the role African-Americans played in their own liberation; the process by which reconstruction first emerged and then collapsed. *Prerequisite: 3 hrs. HI or consent.*

HI 311/511 Cold-War America, 1945-1990 (3)

Examines the development of the US as it responds to the pressures of the Cold War, repercussions of the corporate economy, dynamics of changing race relations. *Prerequisite: 3 hrs. HI or consent.*

HI 312/512 War's Impact on America (3)

A twentieth-century U.S. History course emphasizing social, economic, and cultural implications of American involvement in wars from the First World War through the Gulf War of 1991. The course addresses, from comparative perspective, mobilization and conscription issues, societal implications on the American home front, and civil liberties issues in wartime from the 1910s to the 1990s. *Prerequisite: 3 hrs. HI or consent.*

HI 315/515 Women in U.S. History (3)

American women's history from the nineteenth century to the present with an emphasis on their role in society, and how women's experiences have been affected by social, economic, and political changes. *Prerequisite: 3 hrs. HI or consent.*

HI 317/517 Topeka and Urban American History (3)
Explores the development of Topeka within the context of urban growth in America. The first half focuses on individuals, groups, institutions, and ideas that define the nation's urban experience, while the second half weaves Topeka into the pattern. *Prerequisite: 3 hrs HI or consent.*

HI 320/520 The American West (3)
Focuses on the development of the west as a region. It addresses innovative institutions and practices, the changing environment, and the diversity and interaction of cultures.

HI 322/522 Kansas History (3)
Social, economic and political history from Spanish explorations to the present, including the role of the native-American, non-English ethnic groups, and women, and the part played by Kansas and Kansans on the national scene. *Prerequisite: 3 hrs. HI or consent.*

HI 325/525 American Religious History (3)
This course serves as an introduction to religion in American history by focusing upon the impact of religion on American culture and of American culture on religion. It examines the major figures, themes, and theological positions in American religious history from approximately 1600 to the modern era. *Prerequisite: 3 hrs. HI or consent.*

HI 328/528 African American History (3)
The black experience in America from African origins to the present. Themes to be emphasized include: the process of enslavement, the emergence of African-American culture, the nature of slavery, the struggle for freedom, the migration to the North, the Civil Rights movement, and contemporary issues. *Prerequisite: 3 hrs. HI or consent.*

HI 329 The Civil Rights Movement (3)
Examines the way black and white Americans have redefined race relations between the mid-1950's and mid-1980's. Class discussion comprises a significant portion of the course. *Prerequisite: 3 hrs HI or consent.*

HI 330 Ancient/Medieval Europe to c. 1400 (3)
The development of Greek civilization through the Hellenistic period, the phases of Roman civilization, and the forms of civilization in Europe in the wake of the Roman collapse (including feudal and manorial structures, the spread of Christianity, and the first stages of the emergence of nation states). *Prerequisite: 3 hrs HI or consent.*

HI 331 Early Modern Europe, c. 1300-1750 (3)
Covering the Italian Renaissance and its diffusion to the north, the Reformation as social and political as well as a religious movement, the conditions that fueled the European Age of Exploration, the consolidation of nation-states, and the formation of a trans-Atlantic trade network grounded on slavery. *Prerequisite: 3 hrs HI or consent.*

HI 332 Modern Europe 1750 - Present (3)
Begins with Industrialization and its effects and continues to the French Revolution and its broader impact, the development of democratic institutions in the context of industrial consolidation in the 19th century through the

total wars of the 20th century, the Soviet Revolution, trends toward broader democratization and welfare statism, the collapse of communism in the East, and current movements toward European union. *Prerequisite: 3 hrs HI or consent.*

HI 336/536 History of England (3)
Origins and historical development of England in its political, economic and social aspects from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

HI 338/538 Victorian Britain, c. 1830-1901 (3)
Intensive study of British history and life during the Victorian era, 1837-1901. Emphases will include the impact of industrialization, the continued evolution of parliamentary rule, changing women's and family roles, Victorian culture and the expansion of Empire. *Prerequisite: 3 hrs. HI or consent.*

HI 339/539 History of France (3)
Study of the development of French history and culture from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

HI 340 French Revolution and Napoleon (3)
A study of the decade of revolution, 1789-1799, and of the Napoleonic regime. Constitutional, political, societal, economic, and cultural issues will be considered. *Prerequisite: 3 hrs HI or consent.*

HI 342/542 History of Germany (3)
Study of the development of German history and culture from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

HI 343/543 The Reformation (3)
A survey of the history and theology of the Magisterial, Radical, and Roman Catholic Reformation movements of the early sixteenth century, with particular emphasis on the religious ideas and practices of leading reformers such as Luther, Zwingli, Calvin, and Ignatius Loyola. Reformation ideas will be examined within the context of the experiences of these principal figures and of the public they addressed and by whom they were interpreted. The reformation will be considered in relation to the cultural, social, economic, and political changes of the early modern period. *Prerequisites: 3 hrs. HI or consent.*

HI 344/544 The Holocaust: A Seminar (3)
In consultation with the instructor, students will select a topic related to the Holocaust, research it, make a class report, be critiqued by their peers and the instructor, and prepare a research paper. *Prerequisite: 3 hrs HI or consent.*

HI 354/554 History of the Middle East (3)
Origins, historical development and interaction of the major events, ideas, figures, and patterns shaping the history of the Middle East from the rise of Islam to the present. *Prerequisite: 3 hrs. HI or consent.*

HI 357/557 History of Traditional China (3)
Origins, historical development and interplay of major forces, events and characteristics of Chinese Civilization from pre-history to c. 1800. *Prerequisite: 3 hrs. HI or consent.*

HI 358/558 History of Modern China (3)

Origins, historical development and interplay of major forces, events and characteristics of Chinese Civilization from c. 1800 to the present. *Prerequisite: 3 hrs HI or consent.*

HI 360/560 History of Mexico (3)

Origins of Mexican Civilization in the blending of the Indian and Spanish races and civilizations and the historical development of that civilization to the present. The interaction of physical, economic, political and social forces in the shaping of that civilization is emphasized. *Prerequisite: 3 hrs. HI or consent.*

HI 361/561 Colonial Latin America (3)

The course surveys Latin American history from the pre-Columbian era to 1820. Through the exploration of the fundamental events of colonial Latin American history using primary sources, the course identifies and analyzes key political, social, economic, and religious institutions of the colonial experience in Latin America, evaluates the role of state and religion in society, examines intersections of race, class, and gender, and assesses the causes of and wars of independence. *Prerequisite: 3 hrs. HI or consent.*

HI 362/562 History of Modern Latin America (3)

Latin American history from 1820 to the present. The course will focus on the interaction of social, cultural, economic, political, and international factors in the creation of the reality lived by Latin Americans from all socioeconomic backgrounds from the nineteenth century to the present. *Prerequisite: 3 hrs HI or consent.*

HI 363/563 Borderlands and Beyond (3)

The course explores Latino history in the United States within the broader U.S., Latin American, and global economic perspective. Beginning during the Spanish colonial period and including the major formative events in U.S./Mexican/and Latin American history, (Mexican Independence, Texas Independence, Mexican-American War, Mexican Revolution, Spanish-American-Cuban War, etc.), the course asks students to think about the multiple meanings of borders, past and present, as well as the changing role of migration and immigration within that historical context. *Prerequisite: 3 hrs. HI or consent.*

HI 370/570 Modern Africa, c. 1700-Present (3)

Covers the basic developments in sub-Saharan African history since 1700. Begins with the intensification of slave trading, widening trade networks within Africa and linking Africa to the Atlantic world, and continues with the New Imperialist conquest of Africa and its consequences from the 19th century on. Closes with the rise of nationalist movements, decolonization and formation of independent states in Africa. *Prerequisite: 3 hrs HI or consent.*

HI 380/580 Women in World History (3)

Surveys major figures, philosophies, patterns and events shaping women's changing roles and status within human society, origins of civilization to current industrial society. Traditional civilizations covered include Classical Mediterranean World, Confucian Asia, and Islam; significant emphasis will also be placed on understanding the impact of industrialization and modern political

revolution both within the west and in the developing world. *Prerequisite: 3 hrs. HI or consent.*

HI 381 History and Psychology of Sex and Gender (3)

Team taught by an historian and a psychologist. Surveys historic and current experience of being male and female within changing western society. Examines past roles and ideas about distinctions between sexes and surveys current psychological research in the area. See Psychology for cross-listing. *Prerequisite: 3 hrs. Social Science or consent.*

HI 383/583 Film and History (3)

In this course, students will survey and evaluate films about historical subjects, seeking to understand the role film plays in shaping popular attitudes towards history and trying to assess the sort of history that film versions of the past promulgate. The main business of the class will be watching the films and then discussing them, primarily through Email exchanges and debates, a required component of the course. In addition, students will do two book reports and a research paper. *Prerequisite: 3 hrs. HI or consent.*

HI 395 History Forum (3)

A seminar on the nature of history and its application. *Prerequisites: any three 100 level HI courses.*

HI 397 Internship in Historical Agencies (3)

A program for junior/senior level undergraduates principally offered in cooperation with the Kansas State Historical Society and the Brown v. Board of Education National Historic Site on a limited basis, in Museum Display, History Education, Archives and Manuscripts. *Prerequisite: HI111, 112, 6 hours upper division HI, consent.*

HI 398/598 Directed Readings (1-6)

Directed readings in selected fields of history. Regular conferences. May be taken until six credit hours are earned. *Prerequisites: Senior history major or approval of the department chair.*

HI 399 Historical Methods and Research (3)

Research and bibliographical techniques and practice in the application of these techniques in selected research. A capstone course required of history majors. *Prerequisites: HI 111, 112, 395 and two of The World History courses.*

HUMANITIES AND CREATIVE AND PERFORMING ARTS

Degree Offered:

Associate of Arts in Humanities and Creative and Performing Arts

Morgan Hall, Room 108
(785) 670-1636

The Associate of Arts degree in the Humanities and Creative and Performing Arts is intended to give students a broad background in a particular area of liberal studies. Students are required to take coursework in at least three disciplines within the Humanities and Creative and Performing Arts and to select a concentration in one discipline. The credits earned in this associate degree are all applicable toward a bachelor's degree. For

information and advising on this degree, please contact the College of Arts and Sciences in Morgan Hall 108.

THE MAJOR

For the Associate of Arts in Humanities and Creative and Performing Arts, a student must complete 62 semester hours with a minimum grade point average of 2.0. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits. Forty-two hours must be graded. A student may not take the pass/fail option in the area of concentration without obtaining and filing with the Registrar's office written permission from the chairperson of the department offering the course. The application for degree should be on file before enrolling for the last 15 hours.

STUDENT LEARNING OUTCOMES

Washburn University students completing this degree, upon graduation, are expected to have:

- Acquired an introductory knowledge of the disciplines comprising the humanities and
- Acquired a foundation for continuing academic study.

Specific course requirements are as follows:

I. General Education

- A. English Composition (three semester hours, English 101 or its equivalent)
- B. MA 110: Exploring Mathematics or MA 116: College Algebra with a grade of C or better
- C. Physical Education: PE 198 Lifetime Wellness
- D. Humanities and Creative and Performing Arts (six semester hours of courses from at least two subject areas)
- E. Natural Sciences and Mathematics (six semester hours of courses from at least two subject areas)
- F. Social Sciences (six semester hours from at least two subject areas)

II. Area of Concentration

(24 semester hours of Humanities and Creative and Performing Arts coursework does not include six hours of Humanities and Creative and Performing Arts general education.)

- A. The 24 hours of course work will include at least six hours each from a minimum of three subject areas within the Humanities and Creative and Performing Arts.
- B. At least 12 hours will be from one subject area. These courses will be selected from a list developed by the faculty in that subject area and may include six hours of upper-division credit. The department from which the student takes the 12-hour concentration will be the effective administrative home of the student.
- C. A minimum of a C grade is required in all courses within the area of concentration, including the six hours of general education in the Humanities and Creative and Performing Arts.

III. At least 12 of the hours remaining for the degree will be chosen from outside the area of concentration.

INTEGRATED STUDIES

Morgan Hall, Room 108
(785) 670-1636

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the primary mission of the Bachelor's of Integrated Studies (B.I.S.) degree is to allow students to use existing academic resources in a sound and creative manner to individualize their academic experiences.

The requirements of the B.I.S. degree are based on the assumption that a multi-disciplinary approach is a suitable model for the depth of experience component of an undergraduate student's degree. In particular, those students who do not plan to seek post baccalaureate education in a specific field still might benefit greatly from a relatively brief exposure to fundamental aspects of selected disciplines relevant to their personal interests, goals, aspirations, or career path, despite never completing the full set of major requirements in a discipline.

The Program strives to meet student needs in a number of ways. Students interested in a career field which is rapidly evolving will find the flexibility to build a curriculum which meets these needs. A creative student whose interests bridge several disciplines can do so with this program. Those students whose interests follow a theme that spans several departments select courses from multiple departments. Students who have completed an associate's degree from one of fourteen partner community colleges can earn a Washburn degree through the PLAN 2+2 Program and online instruction.

Multi-disciplinary plans of study within the Bachelor of Integrated Studies may be created in one of two ways:

- 1) Unique, customized plan created by a student and
- 2) Standard multi-disciplinary plan created by a group of departments.

Creation of a Customized Plan: To meet the depth of experience component of the degree requirements, the student designs and submits for approval an Individualized Study Program (ISP). This ISP is formulated by selecting courses from two (or more) Emphasis Areas, or by selecting courses which are consistent with a specific focus, theme, or unifying conceptual principle.

A six-member Bachelor of Integrated Studies Advisory Committee (ISAC) chaired by the College of Arts and Sciences (CAS) Dean or the Dean's designee, is charged with the responsibility of reviewing and approving each BIS Individualized Study Program (ISP). Working with a member of the ISAC, students will develop an ISP proposal. The committee will review ISPs submitted, and approve or modify ISPs. Generally, an ISP will have to be approved (by majority vote) at least one year (24 credit hours) before expected graduation. In exceptional situations, the ISAC at its discretion may consider appeals to approve an ISP one semester (12 credit hours) before graduation.

Completion of Departmentally-Generated Multi-Disciplinary Plan: As the world becomes more complex, the needs for interdisciplinary educational experiences increases. To respond to this trend, groups of departments may design a Multi-disciplinary Study Program (MDSP) for approval by the six-member

Integrated Studies Advisory Committee (ISAC). Such Multi-Departmental Study Programs require the approval of the Dean of the College of Arts and Sciences as well as the Dean of any academic unit participating in such a program. Students who choose to pursue these "pre-approved" plans of study must complete the course-work identified by the participating departments.

STUDENT LEARNING OUTCOMES

Washburn University students completing this degree, upon graduation, are expected to have:

- integrated diverse disciplines through a multi-departmental curriculum;
- constructed appropriate research questions, conduct research, develop a research argument; and
- integrated diverse materials into the writing of a research project.
- The following pre-approved multi-departmental study programs (MDSPs) are currently available:

Administrative Communication Emphasis:

(Also available through on-line PLAN program)

Students must complete the following core coursework:

12 Hours of upper division Communication courses:

CN300 Organizational Communication (3)*
CN301 Advanced Organizational Communication (3)*
CN330 Conflict and Negotiation (3)*
CN350 Persuasion (3)*

** Prerequisite for these courses is CN101 - Principles and Practices of Human Communication.*

12 Hours of upper division Psychology courses to be chosen from the following:

PY306 Cognition (3)*
PY309 Theories of Personality (3)*
PY310 Social Psychology (3)*
PY326 Health Psychology (3)*
PY395 Psychology of Everyday Life (3)*

** Prerequisite for these courses is PY100 or PY101.*

12 hours of Business/Political Science/Sociology courses to be chosen from the following:

BU342 Organization and Management (3)*
BU345 Human Resources Management (3)*
BU360 Marketing (3)*
BU 381 Finance (3)*
PO391 Public Personnel Administration (3)
PO393 Public Budgeting
PO401 Program Evaluation OR
SO314 Organizations (3)

** Prerequisite for these courses include EC200, EC201, and AC224.*

3 Hours of upper division Integrated Studies coursework to complete the required Capstone Project:

IS389 Capstone Project Development (1)
IS390 Capstone Project (2)

Liberal Arts Program Emphasis:

(Also available through on-line PLAN program)

Students must complete the following core coursework:

12 Hours of upper division Communication courses:

CN300 Organizational Communication (3)*
CN301 Advanced Organizational Communication (3)*

CN330 Conflict and Negotiation (3)*

CN350 Persuasion (3)*

** Prerequisite for these courses is CN101 Principles and Practices of Human Communication.*

12 Hours of upper division Psychology courses to be chosen from the following:

PY306 Cognition (3)*
PY309 Theories of Personality (3)*
PY310 Social Psychology (3)*
PY326 Health Psychology (3)*
PY395 Psychology of Everyday Life (3)*

**Prerequisite for these courses is PY100 or PY101.*

12 Hours of upper division coursework to be chosen from the College of Arts and Sciences

(Note: MS310 and MS340 from the School of Applied Studies may also be used to partially satisfy this requirement).

3 Hours of upper division Integrated Studies coursework to complete the required Capstone Project:

IS389 Capstone Project Development (1)
IS390 Capstone Project (2)

Web Technology Utilization Emphasis:

Students must complete the following plan of study.

37 Hours of required courses:

AR223 Intro to Computer Graphic Design (3)
AR321 Digital Imaging (3)
CM101 Computer Competency and the Internet (3)
CM111 Introduction to Structured Programming (4)
CM113 Visual Programming (3)
CM229/AR229 Web Graphics (3)
CM295/AR295 Web Graphics II (3)
CM301/AR301 Web Tech and Art (3)
MM202 Basic Media Writing (3)
MM210 Beginning Video Technologies (3)
MM321 Publication Technology-(Desktop Publishing)
(3)
IS389 Capstone Project Development (1)
IS390 Capstone Project (2)

Approved AR/CM/MM Electives

(21 hours-at least 18 must be upper division) from below

AR120 Basic Design (3)
AR322 Computer Graphic Design II-(Desktop Publishing) (3)
AR325 Digital Imaging II-(Digital Compositions) (3)
AR326 2 and 3 D Digital Animation (3)
AR327 Workshop in Electronic Art (3)
CM245 Contemporary Programming Methods (3)
CM295/AR295 Web Graphics II (3)
CM300 LAN Configuration and Management (3)
CM302 Web Server/Domain Names/IP Addresses (3)
CM304 Web Databases/Forms/CGI/PHP (3)
MM100 Introduction to Mass Media (3)
MM319 Public Relations (3)
MM322 Editing (3)
MM351 Mass Media Research (3)
MM352 Advertising (3)
MM380 Online Publishing-(Design for the Web, HTML, Graphics) (3)

Required Correlated Courses

MA116 College Algebra (3)
MA140 Statistics (3)
BU250 Management Information Systems (3)
EN208 Business and Technical Writing (3)
CN150 Public Speaking (3)

One of the following two:

CN340 Professional Interviewing (3) OR
CN341 Persuasive Speaking

Students interested in obtaining more information about the Bachelor of Integrated Studies should contact the College of Arts and Sciences Dean's office.

Each candidate for the Bachelor of Integrated Studies degree is required to complete the following:

ISAC approval of Individualized Study Program (ISP) at least one year before intended graduation or completion of the requirements of a pre-approved multi-departmental study program (MDSP);

- grade of "C" or better required for designated courses in the ISP/MDSP;
- ISP/MDSP consists of at least 36 graded hours, including 12 hours 300-400 level courses and a capstone project (IS389 and IS390 or substitute approved by ISAC);
- the first 36 hours of the ISP/MDSP may not be applied to the 84 hour "non-major" requirement;
- courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements; and
- all requirements for the Bachelor of Arts degree must be met with the following exceptions:
 - no major requirements;
 - no foreign language requirement.

JAPANESE

(See Modern Languages)

MASS MEDIA

ADVERTISING, ELECTRONIC MEDIA, PUBLIC RELATIONS, MEDIA WRITING AND PUBLISHING

Website: <http://www.washburn.edu/cas/massmedia>

Degree Offered:

Bachelor of Arts

Henderson Learning Center, Room 316
(785) 670-1836

Professor Barbara DeSanto, Chair

Professor Frank Chorba

Associate Professor Charles Cranston

Associate Professor Kathy Menzie

Assistant Professor Maria Raicheva-Stover

Lecturer Regina Cassell

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Mass Media Department strives, through teaching, research, creative activities, and service, strives to continuously improve teaching and advising, to meet community needs, and to contribute to the extension of knowledge. The department aims to promote media literacy, freedom of expression and socially responsible communication.

DESCRIPTION OF DEPARTMENT

The Mass Media curriculum provides Washburn students with a rich diversity of media studies in the areas of electronic media, public relations, advertising, and media writing and publishing. The courses of study within these areas of emphasis are designed to prepare students for careers in the field and graduate studies in the applied areas. The courses are also designed to meet the needs of students interested in media studies but not planning to pursue a major. The major and minor can be selected in combination with other majors offered in the College of Arts and Sciences and other Schools within the University.

STUDENT LEARNING OUTCOMES

Mass Media students at Washburn University, upon graduation, are expected to have:

- mastered the concepts of information gathering and writing;
- acquired an understanding of the legal and ethical concepts related to mass media;
- acquired an understanding of the basic principles of mass media in a variety of environments;
- acquired the ability to conceptualize and carry out information campaigns that meet specific organizational needs;
- developed aesthetic awareness and values in the mass media field; and
- developed the ability to make judgments appropriate to the professional environment

THE MAJOR

Majors must complete a total of 40 hours. This includes a variety of core course requirements, courses in a selected area of emphasis, and elective offerings chosen in consultation with an advisor. All majors must complete a 15-22/hour minor. Upon completion of the minor the student must fill out the appropriate minor form provided by the registrar's office. Students must submit the list of courses in the minor to the media advisor prior to the completion of the minor. That list should be signed by a minor advisor and be retained in the department file for advising purposes. All majors must also complete CN 150 Public Speaking as part of their general education requirements.

THE MINOR

The minor in Mass Media consists of 18 credit hours. Students must complete MM 100, 202, 300 and an additional 9 hours selected in consultation with a media advisor. A minor can be developed in advertising, electronic media, public relations, media writing and publishing or a combination of these areas.

On-Campus Laboratories

Mass Media majors have the opportunity to gain hands-on experience in electronic media, advertising, public relations, and print media at Washburn University. Instructional Media's television studio, WUCT-CH 13 cable channel, and public TV station, KTWU, provide majors with broadcast experience. The Review newspaper and the KAW yearbook provide print media, advertising, and public relations opportunities. The writing and design courses are taught in the Stauffer Mass Media computer lab.

Internships

Internships are required for most students. The Mass Media faculty maintain a network of contacts with professionals in radio, TV and cable companies, newspapers, advertising and public relations agencies, and business and professional organizations. Internships must be approved by the chairperson, in consultation with the advisor. Twenty-four hours of credit in the major must be completed prior to the internship experience.

Advertising

The advertising emphasis in Mass Media prepares students to work in either the creative or the business side of advertising. The curriculum is a combination of mass media and business courses. In addition, students are expected to minor in one of three areas: Electronic Art, Business, Psychology.

MM 100 Introduction to Mass Media (3)
MM 202 Basic Media Writing (3)
MM 300 Mass Media Law (3)
MM 321 Publication Technology (3)
MM 351 Mass Media Research (3) OR
BU 362 Marketing Research (3)
MM 352 Advertising (3)
MM 363 Promotions Writing
MM 400 Media Effects (3)
MM 432 Advertising Copy and Design (3)
BU 360 Marketing (3)
MM 490 Senior Seminar (1)
Department Electives (6)

Supervised Learning Experience (3): (Any combination of the following for a total of 3 hours)

MM 294 (1-3) Campus Media Practicum
MM 413 (1-3) TV Production Lab
MM 494 (1-3) Internship

Total Hours = 40

Electronic Media

The electronic media emphasis prepares students who seek careers in production, performance, and broadcast management. Students in other fields may wish to take courses in this area to prepare themselves to serve as liaisons between members of their own field and professionals in the electronic media. The emphasis stresses hands-on production experience.

MM 100 Introduction to Mass Media (3)
MM 202 Basic Media Writing (3)
MM 210 Beginning Video Technologies (3)
MM 300 Mass Media Law (3)
MM 309 Broadcast Writing (3)
MM 310 TV Production I (3)
MM 311 Broadcast Performance (3)
MM 400 Media Effects (3)

MM 410 Broadcast Programming and Sales (3)
MM 490 Senior Seminar (1)
Department Electives (9)
Supervised Learning Experience (3): (Any combination of the following for a total of 3 hours)

MM 294 (1-3) Campus Media Practicum
MM 413 (1-3) TV Production Lab
MM 494 (1-3) Internship

Total Hours = 40

Public Relations

The Mass Media degree with a public relations emphasis prepares students to manage communication programs of public and private organizations. The curriculum emphasizes writing, communication theory, and skills including research, production, and desktop publishing. The course sequence provides a traditional body of knowledge and skills needed by professionals, as well as emerging information, issues and trends.

MM 100 Introduction to Mass Media (3)
MM 202 Basic Media Writing (3)
MM 210 Beginning Video Technologies (3)
MM 300 Mass Media Law (3)
MM 319 Public Relations (3)
MM 320 Advanced Newswriting (3)
MM 321 Publication Technology (3)
MM 322 Editing (3)
MM 400 Media Effects (3)
MM 420 Public Relations Campaigns (3)
MM 490 Senior Seminar (1)
Department Electives (6)

Supervised Learning Experience (3): (Any combination of the following for a total of 3 hours)

MM 294 (1-3) Campus Media Practicum
MM 413 (1-3) TV Production Lab
MM 494 (1-3) Internship

Total Hours = 40

Media Writing and Publishing

The media writing and publishing emphasis sequence prepares students for careers as writers, reporters, editors and layout designers, with newspapers, magazines, and wire services. The curriculum emphasizes writing, reporting, editing, and layout and design.

MM 100 Introduction to Mass Media (3)
MM 202 Basic Media Writing (3)
MM 300 Mass Media Law (3)
MM 320 Advanced Newswriting (3)
MM 321 Publication Technology (3)
MM 322 Editing (3)
MM 400 Media Effects (3)
MM 430 Feature Writing (3)
MM 431 Publication Layout and Design (3)
MM 490 Senior Seminar (1)
Department Electives (9)

Supervised Learning Experience (3): (Any combination of the following for a total of 3 hours)

MM 294 (1-3) Campus Media Practicum
MM 413 (1-3) TV Production Lab
MM 494 (1-3) Internship

Total Hours = 40

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</MM 100 Introduction to Mass Media (3)

The subject of this course is the mass media. It is designed to acquaint students with newspapers, magazines, books, radio, recordings, television, films, advertising, public relations, and the interactive media of computers and information technology.

MM 201 Information Gathering (3)

Explores mass media theory, the preparation and application of the media message.

MM 202 Basic Media Writing (3)

The study and practice of fundamentals of writing. Keyboarding ability required. *Prerequisite: EN 101 or EN 102, or consent.*

MM 210 Beginning Video Technologies (3)

Basic principles, techniques and applications of video production as it relates to broadcasting, webcasting and other digitally recorded distribution. This is a hands-on, hardware intensive course utilizing both studio and field techniques.

MM 293 Special Topics (3)

Special subject courses not covered in the department catalog listing. *May be repeated when topics vary.*

MM 294 Campus Media Practicum (1-3)

Practical media training with campus media such as student publications, informational services, KTWU and WUCT. *Prerequisite: Chair's approval.*

MM 300/500 Mass Media Law (3)

Study of ethical and legal issues in mass communication contexts. Examines the limitations and responsibilities of communicators. *Prerequisite: MM 100 or consent.*

MM 301/501 Mass Media and the Cinema (3)

Investigation into how the cinema portrays the media of radio, television, film and the press. Discussion of various types of film analysis and criticism, including production analysis, sociological, genre, and ideological criticism of film form and content. *Prerequisite: MM 100 or consent.*

MM 309 Broadcast Writing (3)

Preparing materials and copy for audio/video media. Includes special techniques in radio and television commercial writing. *Prerequisite: MM 100, 202, 210, or consent.*

MM 310 TV Production I (3)

Theories and practices in scripting, producing, and performing for video programming. Includes operating studio and control-room equipment. *Prerequisite: MM 210, 309, or consent.*

MM 311 Broadcast Performance (3)

Practice in speaking and performing for radio and television presentations. Exercises are based on a variety of practical applications found in announcing situations. Students are guided by in-class evaluations from the instructor and peers. *Prerequisite: MM 100 or consent.*

MM 319 Public Relations (3)

Survey and analysis of organizational practices in communicating and building relationships with internal and external publics. *Prerequisite: MM 202.*

MM 320 Advanced Newsriting (3)

Study and practice of writing for the mass media. Writing styles include technical, editorial, opinion, promotional, critical, and analytical. *Prerequisite: MM 202 or consent.*

MM 321 Publication Technology (3)

Learning design and layout functions using desktop publishing techniques and software. *Prerequisite: MM 202 or consent.*

MM 322 Editing (3)

Evaluating and processing print and graphic materials for publication. Includes copy reading, headline writing, and picture editing. *Prerequisite: MM 202 or consent.*

MM 351/551 Mass Media Research (3)

Study of quantitative and qualitative research techniques and of the interpretation and reporting of research findings. *Prerequisite: MM 100 or consent.*

MM 352 Advertising (3)

Analysis of commercial persuasion. Examining messages, audiences, and settings. *Prerequisite: MM 100 or consent.*

MM 355 Sports and Media (3)

Mediated sport is an important facet of modern life. Students examine relationships among media, sport and society. By the end of this course, students should have attained knowledge and understanding of: the historical development of the relationships of sport, media and society; career opportunities which involve media and sport; similarities and differences in the relationships of the various media and sport; and the ways media and sport affect life in the United States.

MM 360 Minorities and the Media (3)

An examination of the portrayal of underrepresented groups in the media, and how ethnic populations can be reached via media messages. *Prerequisite: MM 100.*

MM 363 Promotions Writing (3)

The course will provide a comprehensive overview of various kinds of writing that professionals produce in the public relations and/or advertising fields. Students will learn how to use words and graphics to tailor messages to specific audiences for specific purposes. *Prerequisites: MM100, MM202.*

MM 380/580 Online Publishing (3)

Developing mass media messages and publishing them to the WWW. Writing for web delivery, design for the web, HTML, graphics and multimedia for online communication. *Prerequisite: MM 321 or consent.*

MM 393/593 Special Topics (3)

Special subject courses not covered in the department catalog listing. *May be repeated when topics vary. Prerequisites: MM 100 or consent.*

MM 400/515 Media Effects (3)

The study of media effects theory and research. A review of media influence in the individual, social, and political arenas. An examination of how media

messages can have desired effects. *Prerequisites:* MM100, MM202 or consent.

MM 401/501 Media Analysis and Criticism (3)

Discussion of various levels of media analysis and criticism, including production analysis, sociological, feminist and ideological criticism of media form and content. Emphasis on news analysis and television criticism. *Prerequisite:* MM 100 or consent.

MM 402/502 Kansas and the Media (3)

The study of the mass media in Kansas, how the media influences the state, and how the media professionals in Kansas have influenced the development of media industries. *Prerequisite:* MM100 or consent.

MM 410/510 Broadcast Programming and Sales (3)

Study of the objectives of programming and sales in a broadcast station, the strategies used to reach those objectives, and the relationship between programming and sales. *Prerequisite:* MM 100 or consent.

MM 411/511 Media Management (3)

Basic concept of managing a broadcast station, a study of the various departments within broadcast organizations and how they interrelate, and an overview of the regulatory and technological landscapes that face broadcast managers. *Prerequisite:* MM 100 or consent.

MM 412/512 TV Production II (3)

Writing program proposals and scripts, taping with small format television equipment, and audio and video editing. *Prerequisite:* MM 310.

MM 413 TV Production Lab (1)

Assisting with major campus broadcast production in association with the Instructional Media, WUCT channel 13 and KTWU channel 11. Students may also undertake personal projects in consultation with a media advisor. May be repeated for a total of 3 hours. *Prerequisite:* MM 310 or consent.

MM 420 Public Relations Campaigns (3)

Design and use of communication messages in a comprehensive program of organizational persuasion. *Prerequisite:* MM 319.

MM 430 Feature Writing (3)

Article writing for newspaper and magazines. *Prerequisite:* MM 202 or consent.

MM 431 Publication Layout and Design (3)

Producing periodicals associated with business, industry, and non-profit groups. *Prerequisite:* MM 321.

MM 432 Advertising Copy and Design (3)

Course involves planning, creation and production of advertising messages for various mass media. *Prerequisite:* MM 352 or consent.

MM 485 International Media Systems (3)

Analysis of the development, structure, and functions of media in other nations, and an examination of the role of communications in the international arena. *Prerequisite:* MM 100, EN 300, or consent.

MM 490 Senior Seminar (1)

Discussion and preparation of portfolio, audition tapes and resumes for use in the job search and/or making application to graduate programs. Area professionals will

be invited to class to offer insight into career possibilities and interviewing tips. *Prerequisite:* Majors only, senior standing.

MM 492/592 Independent Study (1-3)

Investigates a mass media area of interest not covered in regular courses. Involves producing research or creative projects. *Prerequisite:* consent of faculty and chairperson; majors only.

MM 493/593 Special Topics (3)

Special subject courses not covered in the department catalog listing. *May be repeated when topics vary. Prerequisites:* MM 100 or consent.

MM 494 Internship (1-3)

Experience and training in professional setting related to mass media careers. Students are supervised by mass media faculty member or chairperson and the sponsoring organization. Second semester junior or senior standing. A minimum of 12 hours per week. Twenty-four credit hours completed in the major. *Prerequisite:* Chairperson's approval, majors only.

MM 592 Independent Study (1-3)

Investigates a mass media area of interest not covered in regular courses. Involves producing research or creative projects. *Prerequisite:* consent of faculty and chairperson; majors only.

MM 593 Special Topics (3)

Special subject courses not covered in the department catalog listing. *May be repeated when topics vary. Prerequisites:* MM 100 or consent.

MATHEMATICS and STATISTICS

Website: <http://www.washburn.edu/cas/math/>
Email - math@washburn.edu

DEGREES OFFERED

Bachelor of Arts - Mathematics
Bachelor of Science - Mathematics

Morgan Hall, Room 275
(785) 670-1491

Associate Professor Kevin Charlwood, Chair
Professor Allan Riveland
Associate Professor Larry Blumberg
Associate Professor Sarah Cook
Associate Professor Donna LaLonde
Associate Professor Mike Mosier
Associate Professor Pat Mower
Assistant Professor Hwa Chi Liang
Assistant Professor Gaspar Porta
Assistant Professor Jennifer Wagner
Lecturer H.C. Beckman
Lecturer Richard Driver
Lecturer Bill Gahnstrom
Lecturer Evelyn Pitts
Lecturer Janet Sharp

For department scholarships, please visit our website given above.

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of

Mathematics and Statistics is dedicated to ensuring that all mathematics majors will obtain a comprehensive knowledge of mathematics in terms of content, problem solving, analytical skills, and abstract mathematical reasoning. All mathematics majors will be able to communicate their skills and knowledge effectively in writing and orally and will be able to make appropriate choices regarding the use of technology in the solution and presentation of problems.

STUDENT LEARNING OUTCOMES

Mathematics students at Washburn University, upon graduation, are expected to have:

- demonstrated an understanding of calculus and its use in problem solving;
- demonstrated knowledge of basic probability and statistics;
- demonstrated an understanding of the concepts of linear algebra and their application to problem solving;
- demonstrated knowledge of and an appreciation for the foundations of mathematics;
- used mathematical modeling to solve problems in mathematics and other fields;
- acquired an understanding of the historical development of mathematics; and
- acquired knowledge of technology and be able to use it appropriately to solve mathematical problems.

THE MAJOR

The Mathematics Department offers three specialties for mathematics majors. The course requirements for each specialty are listed below. Note: Transfer students must complete at least nine upper division hours in mathematics from the Washburn Mathematics Department.

Mathematics

Calculus (MA 151, 152, 153), Discrete Mathematics (MA 207), Linear Algebra (MA 301), Applied Statistics (MA 343), Modern Algebra (MA 354), Introduction to Real Analysis I (MA 371), Introduction to Real Analysis II (MA 372), Logic for Programming (PH 110) or Logic (PH 220), Mathematical Statistics (MA 344), Capstone Experience (MA 387), and Capstone Research (MA 388).

In addition, 10-15 hours of correlated courses approved by the department are required. The correlated course requirement will be one of the following: Physics 261 and 262; Physics 281 and 282; EC 200, EC 201, BU 342, and BU 347; EC 200, EC 201, AC 224, AC 225, and BU 381; or a specially designed sequence to be approved by the Department Chair.

Mathematics (Secondary Education Specialization)

Calculus (MA 151, 152, 153), Discrete Mathematics (MA 207), Linear Algebra (MA 301), Applied Statistics (MA 343), Modern Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), Logic for Programming (PH 110) or Logic (PH 220), History of Mathematics (MA 381) or Philosophy of Mathematics (PH 325), Capstone Experience (MA 389), and Capstone Research (MA 388).

Students seeking certification to teach mathematics must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

Mathematics (Actuarial Science Specialization)

Calculus (MA 151, 152, 153), Mathematical Theory of Interest (MA 250), Linear Algebra (MA 301), Applied Statistics (MA 343), Mathematical Statistics (MA 344, MA 345), Regression Analysis (MA 346), Time Series Analysis (MA 348), Stochastic Processes (MA 347), Actuarial Mathematics (MA 385), Accounting (AC 224, AC 225), Economics (EC 200, EC 201), Business/ Insurance - BU 374, BU 381, and BU 483.

General Requirements

General requirements for the Bachelor of Arts degree or the Bachelor of Science degree are listed in the catalog. See pages listed in the index. Graphics calculators are required in all courses MA110 to MA153 inclusive.

THE MINOR

(optional minor for the Bachelor of Arts degree)

Students who exercise the optional minor in mathematics will fulfill the fifteen hour requirement by taking courses numbered MA 151 or above (excluding MA 206 and MA 228). Six of the hours must be at the upper division level.

ASSOCIATE OF ARTS

The general requirements for an Associate of Arts degree in Natural Sciences and Mathematics are listed in the catalog. See Requirements Common to all associate degrees, in the index. For a field of concentration in Mathematics, the twelve required hours are satisfied by Mathematics courses numbered 151 or above (excluding MA 206 and MA 228).

FOR A SUGGESTED INITIAL SCHEDULE FOR ALL THREE SPECIALTIES, PLEASE SEE YOUR ADVISOR.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details.)

MA 103 Basic Algebra (3)

A first course in algebra. Sets, number systems, signed numbers and operations, polynomials, factoring, linear equations, rational expressions and applications. *Does not count towards degree credit hour requirements, nor general education requirements.*

MA 104 Intermediate Algebra (3)

Linear equations and inequalities, polynomials, rational expressions, exponents, radicals, quadratic equations and inequalities, and applications. For students entering with one year of high school algebra who are preparing for Exploring Mathematics or College Algebra. **Not open to students with credit in (or simultaneously enrolled in) MA 110, MA 116 or mathematics courses above MA 116.** *Does not count towards degree credit hour requirements, nor general education requirements. Students in this course are expected to have algebraic knowledge equivalent to MA103 or one year of high school or junior high school algebra.*

MA 105 Science Success Strategies (2)

Interdisciplinary class may be taken as CH 100. Develops mathematics and science skills fundamental to science majors. *Prerequisite: A grade of "C" or better in MA104 (or equivalent) or an acceptable (as determined by the Mathematics Department) ACT mathematics*

score or SAT quantitative score or Mathematics Department Placement Test score.

</MA 110 Exploring Mathematics (3)

This course focuses on understanding and analyzing mathematical problems of a variety of types and develops methods, processes, and strategies to solve them. Topics will be selected from mathematical structures, functions and their graphs, sequences and series, elementary probability and statistics, and systems of equations. This course is not intended to prepare students for calculus. **Not open to students with credit in any course numbered above MA 116.** *Prerequisite: A grade of "C" or better in MA104 (or equivalent) or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or Mathematics Department Placement Test score.*

</MA 116 College Algebra (3)

Equations, relations, functions, systems of equations, graphing, matrices, determinants, linear programming, logarithms, sequences, series, and binomial expansion. **Not open to students with credit in MA 117, MA123, or any course numbered above MA 140.** *Prerequisite: A grade of "C" or better in MA104 (or equivalent) or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or Mathematics Department Placement Test score.*

</MA 117 Trigonometry (3)

Trigonometric functions, their inverses, graphs, identities and their applications. Applications are approached through the use of technology, laboratories, and field projects. *Prerequisite: A grade of "C" or better in MA116 or concurrent with MA116 or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

</MA 123 Pre-Calculus (3)

Algebraic, exponential and trigonometric functions. Topics in plane analytic geometry. Designed for the student preparing for calculus. **Not open to students with credit in MA141 or MA151.** *Prerequisite: A grade of "C" or better in MA116 or MA117 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

</MA 140 Statistics (3)

Introduction to statistics and probability with practical applications. Descriptive techniques including graphical methods, probability distributions, sampling distributions, confidence intervals, hypothesis tests. *Prerequisite: A grade of "C" or better in MA110 or MA116 or MA123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

</MA 141 Applied Calculus I (3)

Definition and elementary properties of the derivative and definite integral with emphasis on the application of the derivative and integral to problems in business. **Not open to student with credit in MA151.** *Prerequisite: A grade of "C" or better in MA116 or MA123 or an acceptable ACT mathematics score or SAT quantitative score*

or equivalent knowledge as determined by the Mathematics Department.

</MA 142 Applied Calculus II (3)

A continuation of MA 141. Elementary differential and integral calculus including the trigonometric functions, techniques of integration and an introduction to multivariable calculus. Applications will be primarily from management and biological sciences. **Not open to students with credit in MA151.** *Prerequisite: A grade of "C" or better in MA141 AND a grade of "C" or better in either MA117 or MA123 or consent of instructor.*

</MA 145 Mathematics for Decision Making (3)

This course will introduce students to quantitative methods of decision making used in management, the life and social sciences. Topics covered will include: matrices, linear programming (including the simplex method), probability theory, Markov chains, graph theory, simulation and modeling. *Prerequisite: A grade of "C" or better in MA116 or MA123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

</MA 148 Mathematics of Finance (3)

Interest, annuities, amortization, sinking funds, stocks, bonds. *Prerequisite: A grade of "C" or better in MA116 or MA123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

</MA 151 Calculus and Analytic Geometry I (5)

Differential and integral calculus of the elementary functions with applications. *Prerequisite: A grade of "C" or better in MA117 or MA123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

MA 152 Calculus and Analytic Geometry II (5)

A continuation of Mathematics 151. Topics in plane analytic geometry, techniques of integration with applications, numerical methods, and infinite series. Graphics calculator required. *Prerequisite: A grade of "C" or better in MA151.*

MA 153 Calculus and Analytic Geometry III (3)

A continuation of Mathematics 152. Multivariable calculus, vectors in two and three dimensional spaces. Graphics calculator required. *Prerequisite: A grade of "C" or better in MA 152.*

</MA 206 Discrete Mathematics for Computing (3)

Discrete mathematics topics useful in computer-aided problem solving. Topics will include Boolean algebra and computer logic, graphs and trees with algorithms, and analysis of algorithm complexity. *Prerequisite: PH110 or CM111 and MA116 or MA123 or two years of high school or junior high school algebra and one of the following: an ACT mathematics score of at least 25 (SAT quantitative score of at least 580) or equivalent knowledge as determined by the Mathematics Department.*

MA 207 Discrete Mathematics (3)

Logic, sets, functions, equivalence relations, induction, recursion and difference equations. Significant emphasis on method of mathematical proof and applications of

discrete mathematics algorithms. *Prerequisites: MA151 or MA206, PH110 or PH220 or consent of instructor.*

MA 228 Mathematics for Elementary Educators (4)

The in-depth investigation of mathematical concepts encountered in grades K-8. Topics will be selected from focus areas recommended by national professional mathematics teaching organizations and will include number theory, geometry, probability and statistics. *Prerequisite: A grade of "C" or better in MA116 or MA123 or two years of high school or junior high school algebra and one of the following: an ACT mathematics score of at least 25 (SAT quantitative score of at least 580) or equivalent knowledge as determined by the Mathematics Department.*

MA 241 Differential Equations (3)

Methods for solving ordinary differential equations and systems of ordinary differential equations including Laplace transforms, series, numerical methods with applications. *Prerequisite: MA153 or concurrent.*

MA 250 Theory of Interest (3)

Topics include measure of interest (emphasis on continuous nature), accumulated and present value factors, annuities, yield rates, sinking funds, and bonds and related securities. *Prerequisite: MA151.*

MA 271 Contemporary Actuarial Concepts (1)

Current issues in Actuarial Mathematics with emphasis on the releases of the Society of Actuaries. Includes practical application to solving problems of the type included in the Society of Actuary's Course P. *Prerequisite: MA153.*

MA 299 Special Topics in Mathematics (1-6)

Directed study in some area of mathematics at the lower division level.

MA 301 Linear Algebra (3)

Algebraic structure of vector spaces, subspaces, linear transformations, and matrices. Eigenvalues, Eigenvectors, and applications. *Prerequisite: MA153 or concurrent.*

MA 310/CM 310 Introduction to Operations Research (3)

A study of the techniques and topics that are the foundation of operations research. Topics will include: linear, integer, and dynamic programming, Queuing theory and project scheduling. *Prerequisites: CM111 or CM170, and MA142 or MA151, and MA145 or MA301.*

MA 320 Mathematics for Middle School Teachers (3)

The in-depth investigation of mathematics concepts encountered in grades 5 – 8. Topics are selected from focus areas recommended by national professional organizations and state curriculum standards. Topics will be considered from both a historical and contemporary perspective. Upon successful completion of the course, students will have knowledge of the history of mathematics and understand how to integrate the history of mathematics into their teaching. Major topic areas will include: geometries, theory of functions, and discrete mathematics. In each of these areas appropriate technology and software will be utilized. *Prerequisite: MA141 or equivalent.*

MA 330 Mathematical Models (3)

Mathematical models will be constructed of real situations in biology, economics, social science, or engineering. The mathematical results of these models will be interpreted in the context of the real situation. Models utilizing graph theory are emphasized. *Prerequisite: MA207 or consent of instructor.*

MA 343 Applied Statistics (3)

Sampling, concepts of experimental design. Descriptive statistical techniques. Probability, random variables, and distributions of random variables. Sampling distributions. Tests of significance. Point and interval estimation. Simple linear regression. Emphasis on developing statistical thought, not just methodology. *Prerequisite: MA142 or MA151; and, MA 140 or equivalent, or consent of the instructor.*

MA 344 Mathematical Statistics I (3)

Probability, random variables and expectation, conditional distributions and stochastic independence, distributions of functions of random variables. *Prerequisites: MA153 and MA343.*

MA 345 Mathematical Statistics II (3)

An introduction to the theoretical framework of estimation and testing with emphasis on regression and correlation and on time series. *Prerequisite: MA344.*

MA 346 Regression Analysis (3)

Linear regression and correlation concepts and methods, multiple regression, curvilinear regression, applications including use of statistical software. *Prerequisites: MA140 or MA343, and MA151.*

MA 347 Stochastic Processes (3)

Generating functions, normal processes and covariance stationary processes, Poisson processes, renewal processes, Markov chains, discrete time processes. *Prerequisites: MA344.*

MA 348 Time Series Analysis (3)

Regression models with time series error, autocorrelation function, spectral density, autoregressive and moving average processes, and seasonal time series; applications including use of statistical software. *Prerequisites: MA344 and MA346.*

MA 349 Statistical Topics for Actuarial Science (1)

Emphasis on topics in probability and statistics of special importance to actuarial science students. *Prerequisites: MA343, MA344 or concurrent.*

MA 354 Modern Algebra (3)

Algebraic structures of permutation groups, finitely generated Abelian groups, factor groups, rings and fields and their substructures. *Prerequisites: MA153 and MA207, or consent of the instructor.*

MA 367 Modern Geometry (3)

Geometries, including Euclidean and non-Euclidean, are developed as axiomatic systems from a historical and experimental perspective. *Prerequisite: MA151.*

MA 371 Introduction to Real Analysis I (3)

Sets and functions, properties of the real number system, sequences, limits of functions and continuity of functions. *Prerequisites: MA153 and MA207, or consent of the instructor.*

MA 372 Introduction to Real Analysis II (3)

Differentiation, the Riemann integral, sequences of functions, infinite series, and series of functions. *Prerequisite: MA371.*

MA 373 Applied Analysis (3)

The algebra, geometry, and calculus of vectors. Fourier expansions, the Laplace transformation. Oriented toward applications in the physical sciences. *Prerequisite: MA153.*

MA 374 Introduction to Complex Variables (3)

Theory of analytic functions, infinite series, Taylor and Laurent expansions. *Prerequisite: MA153.*

MA 376 Numerical Analysis (3)

Solution of algebraic and transcendental equations, numerical differentiation and integration, numerical methods in differential equations and linear algebra. Oriented toward machine computation. *Prerequisites: MA241 and CM170.*

MA 381 History and Literature of Mathematics (3)

Chronological development of mathematics, based on the study of classical problems and proofs, biographies of mathematicians, literature and cultural analysis. *Prerequisite: MA151 or consent of instructor.*

MA 385 Actuarial Mathematics (3)

Theory and application of contingency mathematics in the area of life and health insurance, annuities and sections from both the probabilistic and deterministic approaches. *Prerequisites: MA250, MA344 or consent of instructor.*

MA 387 Capstone Experience (2)

Topics in mathematical modeling and other advanced topics requiring a background in calculus and linear algebra will be covered. Concurrent enrollment in MA388 (Capstone Research) is required unless permission is granted by the department Chair. *Prerequisites: MA151, MA152, MA153, MA301; and, a total of 19 or more hours in mathematics/statistics (MA151 or above), at least 6 hours of which must have been completed at Washburn University. Students must have attained junior or senior standing to enroll in this course.*

MA 388 Capstone Research (1 CR/NC)

Students must complete an individual semester project on a topic in the mathematical sciences under the guidance of one or more faculty from the department. The project will require both a written and an oral component. Concurrent enrollment in MA387 (Capstone Experience) is required unless permission is granted by the department Chair. *Prerequisites: MA151, MA152, MA153, MA301; and, a total of 19 or more hours in mathematics/statistics (MA151 or above), at least 6 hours of which must have been completed at Washburn University; and, consent of the instructor. Students must have attained junior or senior standing to enroll in this course.*

MA 390 Seminar (1-3)

Directed study in some advanced area. *Prerequisite: consent of instructor.*

MA 400 Internship in Mathematics or Statistics (1-6)

A work experience in the area of mathematics and/or statistics performed in cooperation with a business,

industrial, medical or educational institution. The internship study must provide a learning experience in the applications of mathematics or statistics. *Prerequisite: Consent of Department Chair.*

MA 450 Topics in Mathematics (1-6)

Directed study in some area of mathematics at the graduate level. *Prerequisite: Consent of the instructor.*

MODERN LANGUAGES

French, German, Spanish, Other Foreign Languages

Website: <http://www.washburn.edu/cas/ml>

Email - modern-languages@washburn.edu

Degrees Offered

Bachelor of Arts

(French, German, Spanish)

Licensure – Secondary Education

Morgan Hall, Room 375

Tel.(785) 670-1714

Associate Professor Miguel González-Abellás (SP),
Chair

Assistant Professor Courtney Sullivan (FR)

Assistant Professor Gabriele Lunte (GE)

Assistant Professor Sophie DeLahaye (FR)

Assistant Professor Karen Díaz Reátegui (SP)

Instructor Carol Vogel (GE)

Lecturer Georgina Tenny (SP)

Lecturer Fernando Pezzino (SP)

MISSION:

Consistent with the mission of the University and the College of Arts and Sciences to provide a liberal education as a force for continual learning, the Department of Modern Languages seeks to prepare students to be linguistically competent and literate in the culture(s) of the countries studied. It offers majors and minors in French, German and Spanish as well as a one year (or two) in Arabic, Chinese, Japanese, and Russian, in order to meet the goals of our various constituencies. Thus, the Department aims to serve students who:

- major or minor in a foreign modern language
- must fulfill the foreign language proficiency requirement (BA degree)
- wish to combine foreign language with a professional program, e.g. business
- plan to teach; and
- plan to go on to graduate school.

The Department of Modern Languages offers a Minor in International Studies and, in cooperation with the School of Business, a Minor in International Business.

STUDENT LEARNING OUTCOMES

Modern Languages students at Washburn University, upon graduation, are expected to have:

- engaged in conversation: provide and obtain information, express ideas and emotions and exchange opinions in the target language, on a wide variety of topics, at an advanced level with accurate pronunciation and intonation;

- acquired the ability to understand, interpret, discuss and explain in the target language a variety of written and spoken non-technical topics;
- used with accuracy the grammar, syntax, and basic vocabulary and idioms of the target language;
- acquired the ability to understand relationships between historical and current practices and perspectives of the culture(s) where the target language is used; and
- acquired the ability to understand the institutions, history, social practices, literary tradition(s) and culture(s) of the countries studied, including their socio-historical background and/or their literary significance;

PLACEMENT

Students beginning the study of a foreign modern language who have had no more than 1 to 2 years in high school should enroll in the 101 level. Those who have had 2 years of recent high school foreign modern language instruction with a minimum grade of B are eligible to enroll in a 102 level class. Students with 3 to 4 years of recent high school foreign language with a minimum grade of B may enroll at the 201 level.

On the basis of examination scores and consultation with the student, the department may grant 0, 4 or 8 credit hours for the CEEB Advanced Placement program. Students should request that their examination scores be forwarded to the department chair.

If a student qualifies to enroll at a level higher than the 101, he or she can receive credit for the previous class(es) by departmental examination. In order to do that, the student needs to discuss with the chair or the corresponding faculty member which course(s) he/she wants to challenge, and then follow the procedure mentioned in the Credit by Examination section of this catalog. For example, if a student enrolls in FR201, he/she can receive credit for FR101 and FR102 (6 hours in total) by departmental examination. However, in order to qualify, the student needs to do this during his/her first semester at Washburn.

Rules excluding freshmen and sophomores from junior-senior courses (numbered 300 and above) do not apply if the student's preparation warrants placement at the upper division level.

STUDY ABROAD OPPORTUNITIES

The department offers semester or academic year direct exchange programs in Austria at the University of Klagenfurt, in France at the University Blaise-Pascal in Clermont-Ferrand, in Germany at the Fachhochschule Osnabrück in Osnabrück, in Spain at the University of Cantabria in Santander, and in Mexico at the University of Monterrey (Magellan Exchange) and at different institutions through CONAHEC. Substantial scholarships are available for language majors and minors with a 3.0 GPA.

THE MAJOR

Students who plan to major in a foreign modern language are encouraged to begin their language studies as soon as they enter Washburn University, and should continue to enroll in at least one language course each semester until graduation. Learning a foreign language

is a cumulative process and any period of time away from the language is highly detrimental to developing and maintaining necessary skills in the language. The department also strongly recommends study for a period of time in a country where the foreign language is spoken (a summer or a semester) as a component of the student's preparation for the major. Substantial scholarships for study abroad are available each year from the department and the International Education Committee. See INTERNATIONAL PROGRAMS in this catalog.

In order to major in French, German or Spanish, students must complete 30 hours of course work beyond courses numbered at the 100 level. The 30 hours of course work must include:

French majors: FR 311, 312, 331 plus 12 hours of upper division course work. (FR 324, 326 and ED 368 are required for majors planning to teach.);

German majors: GE 311, 312, 331, 400 plus 12 hours of upper division course work. (GE 207 or GE 214, GE 324 or GE 326 and ED 368 are required for majors planning to teach.);

Spanish majors: SP 311, 312, 331, 400 plus 12 hours of upper division course work. (SP 324, 325 or 326, SP 331 and ED 368 are required for majors planning to teach.)

Nine hours of correlated course work are required of all foreign language majors. These courses are selected in consultation with an advisor.

All majors are required to present a portfolio after the 202 level course in each language. They are then required to keep updating their portfolio which is then turned in as part of their grade in the 400 level course before graduation. This has the advantage of giving the department an initial assessment as well as an outcome assessment.

Transfer students and students desiring validation of foreign language competencies for teaching certification normally must take a minimum of 6 hours in the target language at the 300-level at Washburn.

Students whose native language is one of those taught by the department may not enroll in or challenge 100 and 200 level courses by examination.

THE MINOR

A minor in French, German, or Spanish requires 18 hours of course work beyond the 100 level.

Licensure to Teach

The department regularly prepares students to meet state licensure requirements for teaching grades P-12. In addition to the usual requirements of the department, all students planning to teach must take ED 368 Methods of Teaching Foreign Languages and be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

THE MINOR IN INTERNATIONAL BUSINESS

The Minor in International Business provides students in the College of Arts and Sciences with the opportunity to gain an understanding of the special considerations and implications of operating a business in a global environment. Students completing the minor will have an introduction to the basic economics, management, and marketing principles as applied by business today.

Students will be exposed to the language and operation of business in a multinational and national environment.

The international business minor comprises three components: required business and economics courses, required language courses, and a recommended international experience. The specific requirements are as follows:

- Course work requirement (21 hours)
 - BU 101 Introduction to Business*
 - EC 202 Principles of Microeconomics
 - BU 355 International Business
 - EC 410 International Economics
 - BU 466 International Marketing
- One additional cross-cultural course approved by the international business advisor.
- AC 224 and AC 225 may be substituted for BU 101 for purposes of this minor.
- EC 201 and EC 202 qualify for Social Sciences general education credit. Candidates for the BBA degree cannot use Economics courses to fulfill the general education requirement.
- Foreign Language Requirement (10 hours)

Students are required to complete ten (10) credit hours of a modern foreign language beyond the 101 course. Six hours of foreign language may qualify for Arts and Humanities general education credit.
- Recommended International Experience

Students are strongly encouraged to participate in a study abroad program approved by the international business advisor. If a study abroad program is not possible, an appropriate substitute may be

approved by the international business advisor. It is absolutely necessary that any international experience be approved by the international business advisor prior to engaging in such activity.

MINOR IN INTERNATIONAL STUDIES

The curriculum for the Minor in International Studies consists of three components: a foreign language, study abroad and course work. The specific requirements are as follows:

- **Foreign Language Requirement**

A minimum of 10 credit hours of a modern foreign language beyond the 101 level.
- **Study Abroad Requirement**

Participation in at least a summer long study abroad program in the country of the language studied.
- **Course Work Requirement**

A minimum of 12 hours of course work chosen from the following collaborative departments: English, History, Art, Political Science, Religion, Philosophy, Anthropology and Sociology, Mass Media and the School of Business. The courses identified should focus on international topics. They should be chosen in consultation with an advisor in the Department of Modern Languages.
- **The following listing of courses are just examples:**
 - PO 225 Intro. to International Politics
 - PO 361 European Politics
 - HI 102 World Civilization II
 - HI 132 European Civilization II
 - GG 102 World Regional Geography
 - AN 112 Cultural Anthropology
 - EC 410 International Economics
 - AR 310 Art of Asia
 - RG 102 World Religions
 - PH 202 History of Modern Western Philosophy
 - EN 360 World Lit I
 - EN 361 World Lit II
 - EN 133 Stories Around the World

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

FRENCH

FR 101 Beginning French I (4)

Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the French-speaking countries. A tape program to develop phonological skills is a component of this course. Offered fall semester only. *No prerequisite*

</FR 102 Beginning French II (4)

Continuation of French 101. Offered spring semester only. *Prerequisite: FR 101 or two years of high school French, or consent of instructor.*



Faculty member John Hunter discusses scene development with theater students.

FR 105 Intensive Beginning French I and II (8)

Same content as FR101 and FR102 but accomplished in one semester of intensive study. Equal emphasis of the development of the four skills – listening, speaking, reading, writing. Class conducted in French, active preparation and participation required. Not open to native speakers of French or students who receive credit in FR 101 and FR 102. *Recommended for students who have already had some high school French.*

</FR 201 Intermediate French I (3)

This course is intended as reinforcement of the 5 skills learned in FR 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: FR 102 or 3 years of high school French with B or better.*

</FR 202 Intermediate French II (3)

This course is the continuation of FR 201. Offered spring semester only. *Prerequisites: FR201 or consent of the instructor.*

FR 207 French Conversation (3)

Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills in conversations on cross-cultural topics. Stress on traditions and current political/social developments in French-speaking countries. Use of magazines, newspapers, and other topical materials as basis for conversation. *Prerequisite: FR 202 or three years of high school French, or consent of instructor.*

FR 214 French Reading and Conversation (3)

Development of proficiency in composition and oral expression through discussion of unabridged short literary works from French-speaking countries. *Prerequisite: FR 202 or consent of instructor.*

FR 274 Independent Study (1-3)

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

FR 290 STUDY ABROAD IN FRANCE (1-15)

Students who are planning to study in France at the University Blaise-Pascal, Clermont-Ferrand, should enroll under this number after consultation with their major advisor. *Prerequisite: 1st year university-level French (FR101-102) or equivalent.*

</FR 303 Cultural Differences (3)

Upon completion of this course, students will be able to have a better grasp, based on cultural analysis, of the cultural differences which often lead to misunderstandings between France and the United States. THIS COURSE IS TAUGHT IN ENGLISH. French majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the French language.

</FR 307 Contemporary French Civilization (3)

This course is an introduction to contemporary France. We will study France through its regions, its politics, and its relations with Europe and the United States. We will look at the different institutions that participate in the construction of identities in France, as well as moments when individuals or groups “disidentify” with the nation. THIS COURSE IS TAUGHT IN ENGLISH. French majors may enroll in this course; however, the course does

not count as credit toward the fulfillment of the major in the French language.

</FR 309 French Fiction and Film (3)

This class is taught in English and is intended for the students who have an interest in French literature and French cinema. This course will include films which are adopted from novels or short stories and students will examine the influence of literature on films. The texts will be translated from the French and the films will be subtitled. No knowledge of French is necessary. French majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the French language.

FR311 French Grammar Review.

Comprehensive review of French Grammar with emphasis on the development of free composition. Stress on grammatical accuracy, clarity, and the appropriate use of idioms and syntax. Offered fall semester only. *Prerequisite: FR 202 or consent of the instructor.*

FR312 French Composition.

Development of grammatical accuracy and proficiency in composition. Use of readings to illustrate grammatical points and form the basis for composition and discussion. Offered spring semester only. *Prerequisite: FR 311 or consent of the instructor.*

FR 315 Translation (3)

French-English and English-French translation of a variety of texts. Focus on techniques of translation and improving French grammar, syntax and idioms. *Prerequisite: FR 312 or consent of instructor.*

FR 320 French Phonetics (3)

Systematic study of the sound system of the French language meant for the student of French who wants to improve his/her pronunciation and learn how the sounds are formed. *Prerequisite: FR 312, or consent of instructor.*

FR 321 French for Business (3)

This course is meant for the student of French who already has a good command of written and oral French and who wants to acquire the vocabulary of the business world. Topics such as banking, insurance, transportation are covered in the course. *Prerequisite: FR312 or consent of instructor.*

FR 324 French Civilization (3)

A systematic study of France from its beginning to the present from a historical and social perspective. *Prerequisite: FR 312 or consent of instructor.*

FR 326 La France Contemporaine (3)

Readings from contemporary sources, including magazines and newspapers for discussion and composition. *Prerequisite: FR 312 or consent of instructor.*

FR 331 Introduction to French Literature (3)

Analysis of selected texts from various genres, poetry, theatre and novels. Emphasis on Explication de textes. *Prerequisite: FR 312 or consent of instructor.*

FR 350 Masterpieces of French Literature (3)

Readings of unabridged works from the Middle Ages through the 19th century. Written and oral discussion of the literary significance of the works, as well as their

socio-historical background. *Prerequisite: FR 312 or consent of instructor.*

FR 353 Survey of 20th Century French Literature (3)
Readings of 20th century unabridged novels, plays, and poetry. Written and oral discussion of the literary significance of the works, as well as their socio-historical background. *Prerequisite: FR 312 or consent of instructor.*

FR 374 Independent Study (1-3)
Directed study. May be repeated. *Prerequisite: Consent of instructor.*

FR 375 French Seminar (3)
Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: Consent of instructor.*

FR 390 Study Abroad in France (1-15)
Students who are planning to study in France at the University Blaise-Pascal, Clermont-Ferrand, should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year of university-level French (FR 201-202) or equivalent.*

FR 399 Special Topics (3)
Study of individual authors or literary topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

FR 400 Senior Thesis (3-6)
A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors. *Prerequisite: Senior standing.*

FR 574 Independent Study (3)
Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

FR 599 Special topics (3)
Study of individual authors or literary topics. *Prerequisites: admission to the MLS program and consent of instructor.*

GERMAN

GE 101 Beginning German I (4)
Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the German-speaking countries. A tape program to develop phonological skills is a component of this course. Offered fall semester only. *No prerequisite.*

</GE 102 Beginning German II (4)
Continuation of German 101. Offered spring semester only. *Prerequisite: GE101 or two years of high school German, or consent of instructor.*

GE 105 Intensive Beginning German I and II (8)
Same content as GE101 and GE102 but accomplished in one semester of intensive study. Equal emphasis on the development of the four skills – listening, speaking, reading, writing. Class conducted in German, active preparation and participation required. Not open to native speakers of German or students who receive credit

in GE 101 and GE 102. *Recommended for students who have already had some high school German.*

</GE 201 Intermediate German I (3)
This course is intended as reinforcement of the 5 skills learned in GE 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: GE 102 or 3 years of high school German with B or better.*

</GE 202 Intermediate German II (3)
This course is the continuation of GE 201. Offered spring semester only. *Prerequisites: GE 201 or consent of the instructor.*

GE 207 Basic German Conversation (3)
Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills in conversations on cross-cultural topics. Stress on traditions and current political/ social developments in German-speaking countries. Use of magazines, newspapers, and other topical materials as basis for conversation. *Prerequisite: GE 202, two years of high school German or consent of instructor.*

GE 214 German Reading and Conversation (3)
Prose and poetry selected from German literature, folk culture and public media form the topics for conversation. *Prerequisite: GE 202 or consent of instructor.*

GE 274 Independent Study (1-3)
Directed study. May be repeated. *Prerequisite: Consent of instructor*

GE 290 Study Abroad in Austria (1-15)
Students who are planning to study at the University of Klagenfurt, Austria, must enroll under this number after consultation with their major advisor. *Prerequisite: 1st year university-level German (GE101-102) or equivalent.*

</GE 307 Contemporary German Civilization (3)
This course is an introduction to contemporary Germany. We will study Germany through its regions, its cultural diversity, its politics, and its relations with Europe and the United States. We will look at the various factors which have impacted modern German life as represented through literature, art, music, and pop culture. THIS COURSE IS TAUGHT IN ENGLISH. German majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the German language.

GE 311 German Grammar Review (3)
Comprehensive review of German grammar with emphasis on the development of free composition. Stress on grammatical accuracy, clarity, and the appropriate use of idioms and syntax. Readings illustrate grammatical points and form the basis for composition and discussion. Offered fall semester only. *Prerequisite: GE 202 or consent of instructor.*

GE 312 Contemporary Written German (3)
Readings from contemporary sources, including magazines, newspapers, and literature form basis for discussion and composition. Development of written style as well as grammatical accuracy and the proper use of idioms. Offered spring semester only. *Prerequisite: GE 311 or consent of instructor.*

GE 315 Translation (3)

German-English and English-German translation of texts from diverse areas. Focus on techniques of translating German prose texts and improving German grammar, syntax and the use of idioms. *Prerequisite: GE 212 or consent of instructor.*

GE 321 Business German (3)

Introduction to concepts, vocabulary and language practices basic to doing business with German-speaking people. This course will include components to tie abstract concepts to realities of international business in Kansas. *Prerequisite: GE 312 or consent of instructor.*

GE 324 German Civilization (3)

Study of geography, the visual arts, architecture, music, literature, the economy, customs, and politics from a historical perspective in order to understand present conditions in German-speaking countries. This course will examine these aspects of German civilization from its beginning to the middle of the twentieth century. *Prerequisite: GE 312 or consent of instructor.*

GE 326 Contemporary German and Austrian Civilization (3)

Continuation of GE 304; deals with the politics, the economy, the social structures, the arts and the geography of these countries from the mid-twentieth century to the present. *Prerequisite: GE 312 or consent of instructor.*

GE 331 Introduction to German Literature (3)

Reading of selected works from various genres, including poetry, theater, and narrative prose fiction, with an emphasis on literary analysis. *Prerequisite: GE 312 or consent of instructor.*

GE 350 Masterpieces of German Literature (3)

Readings of unabridged works from the Middle-Ages through the 19th century. Written and oral discussion of the works as well as their socio-historical background. *Prerequisite: GE 312 or consent of instructor.*

GE 353 German Literature of the 20th Century (3)

Readings of modern unabridged novels, plays, short stories and poetry. Written and oral discussion of the literary significance of the works as well as their socio-historical background. *Prerequisite: GE 312 or consent of instructor.*

GE 374 Independent Study (1-3)

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

GE 375 German Seminar (1-3)

Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: Consent of instructor.*

GE 390 Study Abroad in Austria (1-15)

Students who are planning to study in Austria at the University of Klagenfurt should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year university-level German (GE 201-202) or equivalent.*

GE 399 Special Topics (1-3)

Study of individual authors or topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

GE 400 Senior Thesis (3-6)

A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors. *Prerequisite: Senior standing.*

GE 574 Independent Study (3)

Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

GE 599 Special Topics (3)

Study of individual authors or topics. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

SPANISH**SP 101 Beginning Spanish I (4)**

Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the Spanish-speaking world. A tape program to develop phonological skills is a component of this course. *No prerequisite.*

SP 102 Beginning Spanish II (4)

Continuation of Spanish 101. *Prerequisite: SP 101 or two years of high school Spanish, or consent of instructor.*

SP 105 Intensive Beginning Spanish I and II (8)

Same content as SP 101 and SP 102 but accomplished in one semester of intensive study. Equal emphasis on the development of the four skills – listening, speaking, reading, writing. Class conducted in Spanish, active preparation and participation required. Not open to native speakers of Spanish or students who receive credit in SP 101 or SP 102. *Recommended for students who have already had some high school Spanish.*

SP 201 Intermediate Spanish I (3)

This course is intended as reinforcement of the 5 skills learned in SP 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: SP 102 or 3 years of high school Spanish with B or better.*

SP 202 Intermediate Spanish II (3)

This course is the continuation of SP 201. Offered spring semester only. *Prerequisites: SP 201 or consent of the instructor.*

SP 207 Basic Spanish Conversation (3)

Development of oral skills with emphasis on practical vocabulary. Use of magazines, newspapers, and other topical materials as basis for conversation. Offered fall semester only. *Prerequisite: SP 202 or two years of high school Spanish, or consent of instructor.*

SP 214 Introduction to Spanish Reading (3)

Development of proficiency in reading and expression through discussion of unabridged short literary works from Hispanic countries. Comparison between material read and life patterns and customs in the Hispanic world. Offered spring semester only. *Prerequisite: SP 202 or consent of instructor.*

SP 274 Independent Study (1-3)

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

SP 290 Study Abroad in Latin America (1-15)

Students who are planning to study in Latin America should enroll under this number after consultation with their major advisor. *Prerequisite: 1st year of university-level Spanish (SP 101-102) or equivalent.*

SP 291 Study Abroad in Spain (1-15)

Students who are planning to study in Spain at the University of Cantabria should enroll under this number after consultation with their major advisor. *Prerequisite: 1st year of university-level Spanish (SP 101-102) or equivalent.*

</SP307 Contemporary Hispanic Culture (3)

This course explores the diversity and complexity of the Spanish-speaking world through its geography, history, politics, and cultural manifestations. Through the study of different media, the course examines how culture interprets and shapes the identity of Hispanic countries. This course is taught in ENGLISH: Spanish majors may enroll in this course; however the course does not count as credit towards the fulfillment of the major in the Spanish language. *Prerequisite: sophomore status.*

SP 311 Spanish Grammar Review (3)

Comprehensive review of Spanish grammar with emphasis on the development of free composition. Grammatical accuracy, clarity, and the appropriate use of idioms and syntax are stressed. Offered fall semester only. *Prerequisite: SP 202 or consent of instructor.*

SP 312 Spanish Composition (3)

Development of grammatical accuracy and proficiency in composition. Use of readings to illustrate grammatical points and form the basis for composition and discussion. Offered spring semester only. *Prerequisite: SP 311 or consent of instructor.*

SP 315 Translation (3)

Spanish-English and English-Spanish translation of a variety of texts. Focus on techniques of translation and improving Spanish grammar, syntax and idioms. *Prerequisite: SP 212 or consent of instructor.*

SP 321 Spanish for Business (3)

Upper-level Spanish course applied to the world of business from a Hispanic cultural perspective, focusing on grammar review, vocabulary, cultural protocols and business concepts. *Prerequisite: SP 312 or consent of instructor.*

SP 324 Civilization of Spain (3)

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this country. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

SP 325 Civilization of Mexico (3)

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this country. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

SP 326 Civilization of Latin America (3)

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this area of the world. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

SP 331 Introduction to Hispanic Literature (3)

Intensive readings in modern Hispanic literature to give students critical methods for dealing with Hispanic literary genres. *Prerequisite: SP 312 or consent of instructor.*

SP340 History and Literature of Latin America (3).

This course focuses on the relationship between history and literature in modern Latin America. Through the study of novels, poetry, film, and other genres the course examines how authors use literature to interpret the meaning of history and society as well as moments in which literature became part of the historical process. This course is taught in ENGLISH. Students majoring in Spanish can take the course for Spanish credit if they do the readings, papers, and tests in Spanish. Offered together with HI364. *Prerequisite: SP312 or consent of instructor.*

SP 350 Spanish Peninsular Lit. Thru the 19th Century (3)

Readings of unabridged works from the Middle Ages through the 19th century. Written and oral discussion of the literary significance of the works, as well as their socio-historical background. *Prerequisite: SP 312 or consent of instructor.*

SP 353 20th Century Spanish Peninsular Literature (3)

Readings and discussion of unabridged novels and plays as well as short stories and poetry of modern writers. Focus on the expression of contemporary problems and aspirations. *Prerequisite: SP 312 or consent of instructor.*

SP 370 Latin-American Literature Thru the 19th Century (3)

Readings and discussion of unabridged novels, short stories, plays and poetry of Latin American writers from Pre-Hispanic to 19th century Latin America. Focus on how the past has shaped the contemporary traditions. The class will include discussion of Modern adaptations of classic works (i.e., movies). *Prerequisite: SP 312 or consent of instructor.*

SP 372 20th Century Latin-American Literature (3)

Readings and discussion of unabridged novels, plays, short stories, and poetry of modern writers. Focus on the expression of contemporary problems and aspirations. *Prerequisite: SP 312 or consent of instructor.*

SP 374 Independent Study (1-3)

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

SP 375 Spanish Seminar (3)

Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: consent of instructor.*

</SP 380 Hispanic Culture through Film (3)

This course is an introductory survey of the history of Hispanic film, and how film reflects and shapes Hispanic history, culture, and society. The course can focus on a

particular Spanish-speaking country. Special attention will be paid to the study of significant movies, stars and directors, as well as the basics of critical language needed to talk and write about a film. *Prerequisite: SP312 or consent of instructor.*

SP 390 Study Abroad in Latin America (1-15)

Students who are planning to study in Latin America should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year of university-level Spanish (SP 201-202) or equivalent.*

SP 391 Study Abroad in Spain (1-15)

Students who are planning to study in Spain at the University of Cantabria, should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year of university-level Spanish (SP 201-202) or equivalent.*

SP 399 Special Topics (3)

Study of individual authors or literary topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

SP 400 Senior Thesis (3-6)

A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors. *Prerequisite: Senior standing.*

SP 574 Independent Study (3)

Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

SP 599 Special Topics (3)

Study of individual authors or literary topics. *Prerequisites: admission to the MLS program and consent of instructor.*

FOREIGN LANGUAGES (Non-major and FL Courses)

FL 100 Specified Topics (2-4)

Custom designed curriculum for elementary-level training in foreign language.

FL 101 Beginning Foreign Language I (4)

Introduction to conversation, reading, grammar and composition in foreign languages not regularly offered, e.g., Chinese, Arabic. Development of aural/oral skills and emphasis on contemporary culture and social customs of the language area. *No prerequisite.*

</FL 102 Beginning Foreign Language II (4)

Continuation of FL 101. *Prerequisite: FL 101 or consent of instructor.*

FL 200 Specified Topics (3)

Continuation in the specified topic of FL 100. *Prerequisite: FL 100.*

</FL 201 Intermediate Foreign Language I (3)

This course is intended as reinforcement of the 5 skills learned in FL102: speaking, listening, reading, writing, and culture. This course is the continuation of FL102.

</FL 202 Intermediate Foreign Language II (3)

This course is the continuation of FL201.

FL 207 Conversation. (3)

Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills on cross-cultural topics. Stress on tradition and current political/social developments. May be repeated for credit when the language studied is different. *Prerequisite Consent of Instructor.*

FL 209 Reading and Conversation (3)

Development of oral/aural proficiency through the reading of short literary works as a basis for discussion. Comparison between materials read and life patterns in order to understand a different cultural heritage. May be repeated for credit when the language studied is different. *Prerequisite FL207.*

FL 399 Special Topics in Foreign Literature. or Culture (3)

Study of individual authors, literary and/or cultural topics. May be repeated. *Prerequisite: Consent of instructor.*

JAPANESE

JP 101 Beginning Japanese I (4)

Introduction to conversation, reading, writing, grammar and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in Japan. A CD Rom program to develop phonological skills is a component of this course. Offered fall semester only. *No prerequisite.*

</JP 102 Beginning Japanese II (4)

Continuation of Japanese I. Offered spring semester only. *Prerequisite JP101 or consent of instructor.*

</JP 201 Intermediate Japanese I (3)

This course is intended as reinforcement of the 5 skills learned in JP102: speaking, listening, reading, writing and culture. This course is the continuation of JP102.

</JP 202 Intermediate Japanese II (3)

This course is a continuation of JP201.

MUSIC

Website: <http://www.washburn.edu/cas/music/>

Degrees Offered

Bachelor of Arts – Music
Bachelor of Music – Performance
Bachelor of Music – Music Education

Garvey Fine Arts Center, Room 211
(785) 670-1511

Associate Professor Ann Marie Snook, Chair
Professor Gordon McQuere
Professor/Artist in Residence James Rivers
Associate Professor Shiao-Li Ding
Associate Professor Kevin Kellim
Associate Professor Rebecca Meador
Associate Professor Tom Morgan
Associate Professor Lee Snook
Assistant Professor Catherine Hunt
Instructor Craig Treinen
Artist in Residence Larisa Elisha
Lecturer Steven Elisha
Lecturer Jessie Fillerup
Lecturer Norman Armando Gamboa

Lecturer Keith Mallory
Lecturer Michael Averett

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Music's Mission statement is: "Sharing a personal commitment to musical excellence."

DEPARTMENT OF MUSIC

The department of music is a unit of the College of Arts and Sciences in the Division of Creative and Performing Arts. Our Mission Statement provides a window through which the music department views all of its efforts in teaching, scholarship, research, and service. The music faculty engages in creative activities, research, and public performances as a means of contributing to teaching effectiveness and to the extension of knowledge in the field of music. Through musical performances and sponsorship of musical activities, the music department enriches the cultural, aesthetic, and creative life of the university, community and region. As a department dedicated to presenting its accomplishments to the public, the music department plays a unique role in promoting and enhancing the image and prestige of the University.

The music department prepares individuals for careers and further study in the field of music, while promoting a lifetime of continuous learning and appreciation for music. Music courses in the Fine Arts are a vital part of the General Education program, which is the foundation for all undergraduate degrees. In addition, non-majors have the opportunity to experience music making through their participation in performance ensembles and/or private instruction. Students and members of the larger community may enhance their appreciation and enjoyment of music by attending live performances sponsored by the Department.

The music department is fully accredited by the National Association of Schools of Music (NASM), The Kansas Department of Education, and the National Council for Accreditation of Teacher Education (NCATE). The department of music utilizes the review and self-assessment required by these accrediting associations to achieve continuous improvement and accountability for its various programs.

STUDENT LEARNING OUTCOMES

Music students at Washburn University, upon graduation, are expected to have:

- developed a lifelong appreciation and involvement in music and the arts;
- developed the skills to perform professionally;
- obtained the knowledge and skills to become licensed music teachers in the schools;
- obtained the skills to pursue other music professions (e.g., Music Business, Technology, Church Music, Private Teaching, Composing, etc.);
- demonstrated an understanding of the importance of being involved in local, state, and national music organizations; and

- provide cultural enrichment through music performance for university, community, state, national and international venues.

ADMITTANCE TO MUSIC MAJOR STATUS

All students must audition to be accepted into "Music Major" status in the Department of Music. Failure to audition prior to the 8th day of regularly scheduled classes will result in automatic "non-major" status. Incoming students who are accepted into music major status are immediately placed under music faculty advisement. Students accepted for "Licensure" will be required to complete all requirements for the music education degree as per the results of a transcript analysis.

PRIVATE LESSONS (1-3 HRS)

Only Music Performance majors may enroll for 3 hours. Non-majors must pay an additional fee to enroll in private lessons. The extra fee is equivalent to the current resident undergraduate hour tuition rate for each hour they enroll. All students who enroll in private lessons must present a performance jury at the conclusion of each semester of study. Accompanists are required for each semester jury. *Prerequisite: Non-majors must have consent of instructor.*

MEMBERSHIP IN LARGE ENSEMBLE

All Bachelor of Arts and Bachelor of Music candidates except Piano/Organ performance majors are required to participate in two large ensembles (band, orchestra, choir, etc.) each semester of full-time enrollment. Percussion majors must enroll in percussion ensemble, Woodwind and Brass majors must enroll in band, vocal majors must enroll in Washburn Choir, string majors must enroll in orchestra. Keyboard majors and concentrations must participate in Accompanying (MU 244/444) during each semester of full-time enrollment and must show enrollment in both large and small ensembles prior to graduation. Music education majors with a concentration in Keyboard may count accompanying as one of their major ensembles. Music Education majors may count only six hours of large ensemble credit toward graduation.

Bachelor Of Arts Degree

Bachelor of Arts Degree in Music - 124 hours

The program leading to the Bachelor of Arts Degree with a major in Music is designed for students seeking a Liberal Education with a concentration in music. The degree does not carry departmental recommendation for a teaching licensure. Students pursuing this degree must complete the General Education requirements common to all Bachelor of Arts programs (with the addition of a correlate requirement in the Social Sciences of AN 120), and the following music requirements:

General Education, 57 hours

See General Education requirements, this catalog.

Music Requirements, 40 hours

MU 121 Introduction to Music (1)
MU 122 Rhythmic Perception (1)
MU 123 Computers and Music (1)
MU 215 Theory and Aural Comprehension I (4)
MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)
MU 316 Theory IV (3)
MU 325 Music History I (3)
MU 326 Music History II (3)
Private lessons (8)
Group Piano (2)
[Music participation in two ensembles each semester is required]
Large Ensembles (3)
Small Ensemble (1)
Music Electives (2)

Private Lessons

BA majors may enroll in no more than 2 hours of lessons each semester. All students enrolled in music lessons are required to present a performance jury before a faculty panel at the conclusion of each semester of study. Students are required to provide their own accompanist for the jury.

Recital Attendance

Students are required to attend 12 approved recitals and concerts each semester for the first four semesters of enrollment, for a total of 48 recitals. Failure to meet this obligation will result in probationary status being imposed during the fifth semester.

Rhythmic Proficiency Exam

All students must pass this exam to establish a minimum level of competency in rhythmic proficiency.

Requirement to move to upper division credit in private lessons and ensembles

BA majors (and non-majors) who have completed 4 semesters of study and wish to receive upper division credit for private lessons/ensemble must schedule a double jury. Students who "pass" the performance proficiency exam at the double jury will be allowed to register for upper division credit in both private lessons and ensembles in subsequent semesters. Students must successfully "Pass" the double jury prior to graduation in order to qualify for the Bachelor of Arts Degree.

General Electives, 27 hours

The remaining electives (27 hours) may be taken in any department except music. However, ensemble credit, or private lesson or Group Piano credit, beyond the eight hours required, up to 15 hours, may be counted in the block of elective hours.

Washburn Transformational Experience (WTE)

Students must complete the WTE prior to graduation. The WTE applies to those students who enter Washburn University in the Fall of 2006 or later and who are seeking their first baccalaureate degree

Upper Division Requirement, 45 hours

Students must complete a minimum of 45 upper division hours (300-400 numbered courses).

Bachelor Of Music Degree

The Bachelor of Music degree is pursued by students planning a professional career in either music performance or music education. There are two majors offered; Music Performance and Music Education.

The Bachelor of Music degree with a Major in Performance offers emphases in voice, brass, percussion, string, woodwind, piano, and organ.

The Bachelor of Music Degree in Music Education offers three separate tracks for the aspiring educator: instrumental, vocal, and general (both instrumental and vocal). Students receive licensure to teach PK-12 for their selected track.

Freshmen who plan to pursue the Bachelor of Music degree should have acquired reasonable skill in music performance before enrolling at Washburn. Admission to the degree is by audition. The following requirements must be met by all candidates for both majors within the Bachelor of Music degree:

Private Lessons

BA majors may enroll in no more than 2 hours of lessons each semester. All students enrolled in music lessons are required to present a performance jury before a faculty panel at the conclusion of each semester of study. Students are required to provide their own accompanist for the jury.

Rhythmic Proficiency Exam

All students must pass this exam to establish a minimum level of competency in rhythmic proficiency.

Recital Attendance

Students are required to attend 12 approved recitals and concerts each semester for the first four semesters of enrollment, for a total of 48 recitals. Failure to meet this obligation will result in probationary status being imposed during the fifth semester.

Fourth Semester Achievement Performance Examination

Students aspiring to the B.M. degree will be examined by the faculty at the end of the fourth semester of study for achievement in the following four categories:

1. Recital attendance (48 required);
2. Rhythmic Proficiency Exam (successful completion);
3. Students must successfully pass Music Theory I and Group Piano I prior to the 4th semester jury.
4. Performance Proficiency Exam (students must receive four "Pass" votes for successful completion.)

Probation will be given to anyone who fails one or more of the four categories of achievement. If the student receives probation at the end of the second hearing the student will forfeit their status as a candidate for the degree.

Piano Proficiency

Candidates for the Bachelor of Music degree, except those majoring in piano or organ performance, are required to enroll in piano during each semester of full-time enrollment until successful completion of the piano proficiency examination.

Senior Recital Jury Examination

A Senior Recital is required of all candidates for the Bachelor of Music degree. All components of the fourth semester achievement exam must be passed before the senior recital can be scheduled. For the recital to be credited toward the degree the student must be currently enrolled for credit in private lessons. At least three weeks prior to the scheduled public performance,

the student will perform a complete recital before a jury composed of his/her private teacher, the area coordinator, and one other approved faculty member. After the student passes the jury they are allowed to publicize and present their senior recital.

MEMBERSHIP IN LARGE ENSEMBLE

All candidates except Piano/Organ performance majors are required to participate in two large ensembles (band, orchestra, choir, etc.) each semester of full-time enrollment. Percussion majors must enroll in Percussion ensemble, Woodwind and Brass majors must enroll in band, vocal majors must enroll in Washburn Choir, string majors must enroll in orchestra. Keyboard majors and concentrations must participate in Accompanying (Music 244/444) during each semester of full-time enrollment and must show enrollment in both large and small ensembles prior to graduation. Music Education majors with a concentration in Keyboard may count accompanying as one of their major ensembles. Music Education majors may count only six hours of large ensemble credit toward graduation.

Washburn Transformational Experience (WTE)

Students must complete the WTE prior to graduation. The WTE applies to those students who enter Washburn University in the Fall of 2006 or later and who are seeking their first baccalaureate degree.

Bachelor Of Music Degree In Music Performance 124 Hrs.

The program leading to the Bachelor of Music degree with a major in Music Performance is designed for students planning a career in professional performance, college or university teaching, or private studio teaching. Entering students who plan to major in Music Performance should be prepared to demonstrate adequate performing ability upon enrolling. Performance majors are required to present a full-length public recital program in their senior year.

Bachelor Of Music

Requirements for the Major in:

PIANO OR ORGAN PERFORMANCE

General Education Requirements - 38 Hours

EN 101 Freshman Composition (3)
EN 300 Advanced Composition (3)
PE 198 Lifetime Wellness (2)
Mathematics 110 or above (3)
Humanities, Creative and Performing Arts (9)
(In at least two disciplines excluding music)
Natural Sciences and Mathematics (9)
(in at least two disciplines)
Social Sciences (9), (In at least two disciplines)
[AN 120 Intro to World Music (3)]
Transformational Experience

Music Requirements -81 Hours (Minimum)

Private Lessons - 24 Hours

Organ (MU 265/465) OR
Piano (MU 267/467)

Students normally enroll for 3 hours of private lessons each semester.

Accompanying –8 Hours

Students enroll for 1-2 hours of Accompanying (MU 244/444) each semester.

Orientation - 4 Hours

MU 121 Introduction to Music (1)
MU 305 Business of Music (3)

Theory – Pianists 22 Hours/Organists 24 Hours

MU 122 Rhythmic Perception (1)
MU 123 Computers and Music (1)
MU 206 Improvisation (2)
MU 215 Theory and Aural Comprehension I (4)
MU 314 Theory and Aural Comprehension II (4)
MU 315 Theory and Aural Comprehension III (4)
MU 316 Theory IV (3)
MU 317 Orchestration (2) [organists only]
MU 415 Tonal Counterpoint (2)
MU 443 Composition (1)

Music History and Literature - Pianists 12 Hours / Organists 8 Hours

MU 325 Music History I (3)
MU 326 Music History II (3)
MU 335 Organ Literature (1) [organists only]
MU 336 Organ Pedagogy (1) [organists only]
MU 337 Piano Lit. I (2) [pianists only]
MU 338 Piano Lit. II (2) [pianists only]
MU 339 Piano Pedagogy (2) [pianists only]

Conducting – Pianists 3 Hours / Organists 5 Hours

MU 237 Choral Clinic (1) [organists only]
MU 238 Instrumental Clinic (1) [organists only]
MU 240 Beginning Conducting (1)
MU 441 Advanced Choral Conducting (1)
MU 442 Advanced Instrumental Conducting (1)

Small Ensembles - 4 Hours

MU 254/454

Music Electives – 4 Hours

Students may select any courses in Music to complete a total of 81 hours in Music.

General Electives - 5 Hours

Courses from any department, including Music, will be taken to complete a total of 124 semester hours.

Bachelor Of Music

Requirements for the Major in:

MUSIC PERFORMANCE IN VOICE

General Education Requirements - 38 Hours

EN 101 Freshman Composition (3)
EN 300 Advanced Composition (3)
PE 198 Lifetime Wellness (2)
Mathematics 110 or above (3)
Humanities, Creative and Performing Arts (9) (In at least two disciplines excluding music) [3 hrs required in Art or Theater, 4 hrs required in either FR 102 or GE 102]
Natural Sciences and Mathematics (9) (in at least two disciplines)
Social Sciences (9) (In at least two disciplines) [AN 120 Intro to World Music (3)]
Transformational Experience

Music Requirements - 83 Hours

Orientation/Business - 4 Hours

MU 121 Introduction to Music (1)
MU 305 Business of Music (3)

Theory - 24 Hours

MU 122 Rhythmic Perception (1)
MU 123 Computers and Music (1)
MU 206 Improvisation (2)
MU 215 Theory and Aural Comprehension I (4)
MU 314 Theory and Aural Comprehension II (4)
MU 315 Theory and Aural Comprehension III (4)
MU 316 Theory IV (3)
MU 317 Orchestration (2)
MU 415 Tonal Counterpoint (2)
MU 443 Composition (1)

Music History and Literature – 6 Hours

MU 325 Music History I (3)
MU 326 Music History II (3)

Voice Lessons – 24 Hours

Voice (MU 275/475) – 24
Students normally enroll in 3 hours of Voice each semester.

Group Piano - 4 Hours

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency examination is passed.

Piano Lessons - 2 Hours

Piano MU 267/467

Orchestral Instrument – 1 Hour

Specialization Courses – 7 Hours

MU 220 Vocal Diction for Singers (3)
MU 330 Vocal Pedagogy (2)
MU 250/450 Musical Theatre Workshop (2)

Ensembles - 8 hours

Enrollment or participation in Washburn Choir is required each semester. Students will also enroll or participate in a second large ensemble each semester.

Conducting - 3 Hours

MU 237 Choral Clinic (1)
MU 240 Beginning Conducting (1)
MU 441 Advanced Choral Conducting (1)

General Electives - 3 Hours

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

Bachelor Of Music

Requirements for the Major in:

BRASS/STRINGS/PERCUSSION/WOODWIND PERFORMANCE

General Education and University Requirements - 38 Hours

EN 101 Freshman Composition (3)
EN 300 Advanced Composition (3)
PE 198 Lifetime Wellness (2)
Mathematics 110 or above (3)
Humanities, Creative and Performing Arts (9) (In at least two disciplines excluding music)

Natural Sciences and Mathematics (9) (in at least two disciplines)
Social Sciences (9) (In at least two disciplines) [AN 120 Intro to World Music (3)]

Transformational Experience

Music Requirements - 82 Hours

Orientation/Business - 4 Hrs

MU 121 Introduction to Music (1)
MU 305 Business of Music (3)

Theory – 24 Hours

MU 122 Rhythmic Perception (1)
MU 123 Computers in Music (1)
MU 206 Improvisation (2)
MU 215 Theory and Aural Comprehension I (4)
MU 314 Theory and Aural Comprehension II (4)
MU 315 Theory and Aural Comprehension III (4)
MU 316 Theory IV (3)
MU 317 Orchestration (2)
MU 415 Tonal Counterpoint (2)
MU 443 Composition (1)

Music History and Literature - 6 Hours

MU 325 Music History I (3)
MU 326 Music History II (3)

Performance Major Lessons – 24 Hours

Students must complete 24 hours in their area of specialty. Students normally enroll in 3 hours of lessons each semester.

Group Piano - 4 Hours

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency examination is passed.

Voice Lessons – 2 Hours

Voice (MU 275)

Performance Minor – 3 Hours

Any one orchestral instrument (3)

Large Ensembles - 8 Hours

Band, Choir, Orchestra, Percussion Ensemble, Jazz Ensemble, or Accompanying. Each semester students will either enroll or participate in the following ensembles: Percussion emphasis - Percussion Ensemble; String emphasis - Orchestra; Brass and Woodwind emphasis - Band. In addition, students will enroll or participate each semester in a second large ensemble.

Small Ensembles – 4 Hours

Chamber Ensemble (MU 254/454)

Conducting - 3 Hours

MU 238 Instrumental Clinic (1)
MU 240 Beginning Conducting (1)
MU 442 Advanced Instrumental Conducting (1)

General Electives - 4 Hours

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

Bachelor Of Music Degree In Music Education, 135-145 Hrs.

Accredited by National Association of Schools of Music

The Bachelor of Music Degree with a major in Music Education in the "General" track qualifies the graduate for teacher licensure at both the elementary and secondary levels, in both instrumental and vocal music. This degree program totals 141 hours for Instrumental Emphasis and 145 hours for Vocal Emphasis. It will necessitate work beyond eight semesters. The student is urged to seek advisement from a Music Education advisor on specific course requirements. A distribution of general education requirements for teacher licensure is outlined. Degree requirements include both music and professional education courses. The music department also offers two additional tracks for the Music Education degree. They include: "Instrumental Only" (136 hours), and "Vocal Only" (135 hours). Refer to the music department handbook (online at <http://www.washburn.edu/cas/music>) for further details concerning these tracks and their corresponding curricula.

Students seeking licensure to teach must be formally admitted to the University's Professional Teacher Education Programs. Admission is conditional on recommendation by the Music faculty. For admission requirements, see **EDUCATION** in this catalog.

Bachelor Of Music

Requirements for the Major in:

Music Education – General, Vocal, Instrumental Tracks

Note: Requirements are for all tracks unless otherwise noted.

General Education Requirements - 38 Hours

EN 101 Freshman Composition (3)
EN 300 Advanced Composition (3)(Teaching Emphasis Required)
PE 198 Lifetime Wellness (2)
MA 116 College Algebra (3)
Transformational Experience

Humanities, Creative and Performing Arts (9)

[CN 150 Public Speaking (3) is required]
[Elective in Literature, Language or Philosophy]
[Elective in Fine Arts] (Art or Theatre – no music allowed)

Natural Sciences and Math (9)

[Elective in MA] (higher than MA 116)
[Elective in Biology]
[Elective in Physical Science]

Social Sciences (9)

[AN 120 Intro to World Music (3) is required]
[Elective in History] (HI 111 suggested)
[Elective in Sociology or Psychology]

Music Requirements

60 Hrs-Instrumentalists
64 Hrs-Vocalists

Theory – 20 Hours

MU 121 Introduction to Music (1)
MU 122 Rhythmic Perception (1)
MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)
MU 314 Theory and Aural Comprehension II (4)
MU 315 Theory and Aural Comprehension III (4)
MU 316 Theory IV (3)
MU 317 Orchestration (2)

Music History and Literature - Vocalists 11 Hours / Instrumentalists 6 Hours

MU 220 Diction for Singers (3) [General-Vocal Emphasis and Vocal Only]
MU 325 Music History I (3)
MU 326 Music History II (3)
MU 330 Vocal Pedagogy and Lit (2) [General-Vocal Emphasis and Vocal Only]

Conducting – 5 Hours

MU 237 Choral Clinic (1) [General-Vocal Emphasis and Vocal Only]
MU 238 Instrumental Clinic (1) [General-Instrumental Emphasis and Instrumental Only]
MU 240 Beginning Conducting (1)
MU 441 Advanced Choral Conducting (1) [General-Vocal Emphasis and Vocal Only]
MU 442 Advanced Instrumental Conducting (1) [General-Instrumental Emphasis and Instrumental Only]

Techniques – 5 Hours

MU 207 Double Reed Techniques (1) [General and Instrumental Only]
MU 209 Single Reed/Flute Techniques (1) [General and Instrumental Only]
MU 210 Brass Techniques (1) [General and Instrumental Only]
MU 211 String Techniques (1)
MU 212 Percussion Techniques (1) [General and Instrumental Only]

Note: In addition to MU211, Vocal Only must select an additional techniques course)

Large Ensembles – 6 Hours

Band, Choir, Orchestra, Percussion Ensemble, Jazz Ensemble or Accompanying. Each semester students will either enroll or participate in the following ensembles: Percussion emphasis - Percussion Ensemble; String emphasis - Orchestra; Brass and Woodwind emphasis - Band; Vocal emphasis - Washburn Choir. In addition, students will enroll or participate each semester in a second large ensemble.

Small Ensembles – 1 Hour

MU 254/454 Small Ensemble (1)[General-Instrumental Emphasis and Instrumental Only]
OR
MU 250/450 Musical Theatre Workshop (1) [General-Vocal Emphasis and Vocal Only]

Private Lessons – 12 Hours

In the area of concentration

Group Piano – 4 Hours

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency is passed

Voice Lessons – 1 Hour

[General-Instrumental Emphasis and Instrumental Only]

Professional Education Requirements - 43 Hours

ED 150 Educational Participation in the Community (1)

ED 200 Education Psychology (3)
 ED 225 Becoming an Educational Professional (3)
 ED 300 Integrating Educational Technology (3)
 ED 302 Teaching Exceptional Learners
 OR
 SE 476 Psychology of the Exceptional Student (3)
 ED 402 Struggling Learners (2)
 RD 484 Teaching Reading in the Content Areas (3)
 MU 313 Foundations of Music Ed (2)
 MU 417 Elem./Sec. Music Education Vocal Methods (3)
 [General and Vocal Only]
 MU 418 Elem./Sec. Music Ed. Instrumental Methods (3)
 [General and Instrumental Only]
 MU 420 Jazz Pedagogy (1) [General and Instrumental
 Only]
 MU 421 Marching Band Pedagogy (1) [General and
 Instrumental Only]

Student Teaching Semester

ED 400 Understanding the Schools (2)
 ED 405 Classroom Management (1)
 ED 440 PK-Secondary Student Teaching (12)

MUSIC MINOR

The optional minor is available to non-music majors enrolled in the College of Arts and Sciences. Nine credits are required (MU 100 - 3 credits; Large Ensemble - 2 credits; MU 215 - 4 credits) and fifteen or more Department of Music credits to be chosen by the student. Six credits must be chosen from upper division courses. A maximum of eight credits of ensemble will be allowed (including the two credits of ensemble required).

Instrumental Jazz Studies Minor

A minor in jazz studies is available to both music majors and non-majors. The minor requires 25 hours including:

MU 102 Jazz History (3)
 MU 122 Rhythmic Perception (1)
 MU 123 Computers and Music (1)
 MU 206 Improvisation (2)
 MU 215 Theory and Aural Comprehension I (4)
 MU 254/454 Small Ensemble [jazz combo] (2)
 MU 249/449 Jazz Ensemble (4)
 MU 304 Intermediate Jazz Improvisation (2)
 MU 318 Jazz Arranging (3)

3 hrs of applied study are required in Applied music in Jazz

Non-Music Majors

Music courses in the Fine Arts are a vital part of the General Education program which is the foundation for all of the University's undergraduate degrees (please note the music courses which have been approved for General Education Credit). In addition, non-majors may also enroll in performance ensembles and private lessons with the consent of the instructor.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

MU 070 Performance Class (0)

Weekly master class-performance / recital course required of all music majors who enroll in private lessons. *Prerequisite: Music Major/Concurrent enrollment in private lessons.*

</MU 100 The Enjoyment of Music (3)

The materials and structure of music, as they relate to perceptive listening and increased listening enjoyment. Frequent use of recordings and lecture recitals places the course on a plane of practical appreciation. Planned primarily for non-music majors. *No prerequisite.*

</MU 101 American Popular Music (3)

A survey of 20th Century American and African-American derived music styles. The survey will include popular, country, jazz, and rock-related styles considered from musical, historical, and social viewpoints. Planned primarily for non-music majors. *No prerequisite.*

</MU 102 The Broadway Musical – A History (3)

A survey of major works, forms and composers of Broadway Musicals. This course will examine how the Broadway Musical is a reflection of the development of the past 200 years of American society.

</MU 103 Jazz History (3)

The materials and structure of jazz music with an emphasis on listening skills. Includes New Orleans, Chicago, Swing, Bop, Free-form and Fusion styles. Frequent use of recordings and live demonstration and performance. *No prerequisite.*

</MU 104 Movies and Music (3)

An exploration of the role of music in motion pictures and the relationship between music and other aspects of the film medium. *No prerequisite.*

</MU 105 Art and Music: Parallels and Intersections (3)

A survey that satisfies the freshman interest group requirement for fine art students. This course examines the relationship between the visual arts and music and how they were influenced by social changes, philosophical views, scientific developments, and political events. *No prerequisite.*

</MU 106/AN 120 Introduction to World Music (3)

A survey of music from cultures around the world from musical and anthropological perspectives. *This course has been approved as a multi-cultural course by the Department of Education. *No prerequisite.*

MU 107 Fundamentals of Voice (1)

For the inexperienced singer interested in an elementary knowledge of breath, phonation, resonance, and correct tone production. *No prerequisite.*

MU 109/110 Piano for Beginners I and II (2 each)

Development of basic piano techniques, sight reading, improvisation, transposition, and keyboard harmony. Planned for non-music majors. No prerequisite for MU 109. *Prerequisite for MU 110: MU 109 or consent of instructor.*

MU 111 Guitar for Beginners (2)

Designed to acquaint the beginner with basic chords and accompanying techniques. *No prerequisite.*

MU 112 Class Guitar II (2)

A continuation of Class Guitar I with emphasis on development of right hand technique. *Prerequisite: MU 111 or consent of instructor.*

MU 120 Fundamentals of Music Theory (2)

Music fundamentals including basic notation, intervals, scales, rhythm, ear training, writing of simple harmonic material with selected music for harmonic and form analysis. *No prerequisite.*

MU 121 Introduction to Music for Music Majors(1)

An orientation to music study encompassing terms, forms, historical perspectives, use of facilities and music study procedures. *Prerequisite: Music Major.*

MU 122 Rhythmic Perception for Music Majors (1)

Study of rhythm and meter through the analysis of mathematical constructs, notation practices, counting systems and tapping/clapping exercises. Development of rhythmic perception through rhythmic dictation and singing. *Prerequisite: Music Major.*

MU 123 Computers and Music for Music Majors (1)

An introduction to understanding the use of computer music applications and MIDI (Musical Instrument Digital Interface) in music. Will include software applications addressing ear training and music theory, sequencing and music notation. *Prerequisite: Music Major, Co-requisite MU 121.*

MU 133/134 Group Piano I and II (1)

Development of basic piano techniques, sight reading, improvisation, transposition and keyboard harmony. *Prerequisite for MU 133: Music Major status. Prerequisite for MU 134 is MU 133 or consent of instructor.*

MU 198 Directed Study in Music (1-3)

Directed study in performance-based music courses. May be repeated for credit. *Prerequisite: Consent of instructor.*

MU 200 Special Topics (1-3)

A variable content course treating areas of interest to both music majors and non-music majors. May be repeated for credit. *Prerequisite: Consent of Instructor.*

MU 206 Improvisation (2)

Introduction to the basic materials utilized in the practice of improvisation. Includes practical application through performance and utilization of major scales and modes, ear training, transcription, and the learning of patterns. *Prerequisite: MU 215 or consent of instructor.*

MU 207 Double Reed Techniques (1)

A practical study of tonal production, technique, reed-making, and other aspects of playing and methods of teaching oboe and bassoon in the public schools, including minor repair and maintenance of these instruments. *No prerequisite.*

MU 209 Single Reed/Flute Techniques (1)

Study of pedagogy, tone production, embouchure, technique, care, repair, and maintenance of the flute, clarinet and saxophone. *No prerequisite.*

MU 210 Brass Techniques (1)

The tone production, techniques, and problems of beginning brass instruments with particular emphasis on methods of teaching these instruments in the public schools. *No prerequisite.*

MU 211 String Techniques (1)

Tone production, techniques, and particular problems of the beginning string instruments with particular emphasis on methods of teaching these instruments in the public schools.

MU 212 Percussion Techniques (1)

A practical study of the techniques and problems of percussion with particular emphasis on methods of teaching these instruments in the public schools. *No prerequisite.*

MU 213/214 Group Piano III and IV (1 each)

Continuation of Group Piano II at the intermediate level. Also includes study of piano repertoire from various style periods, selected jazz and pop idioms, chorale style sight reading and elementary score reading. For music majors. *Prerequisite for MU 213: MU 134. Prerequisite for MU 214: MU 213.*

MU 215 Theory and Aural Comprehension I (4)

Study of music notation, scales, modes, intervals, rhythm, triads, tonality, and figured bass. Development of aural skills related to these through the use of rhythmic, melodic, and harmonic dictation, and sight singing. *Prerequisite: MU 123 or consent of instructor.*

MU 220 Vocal Diction for Singers (3)

The study of lyric diction for singing in English, Italian, Latin, French and German using the International Phonetic Alphabet. *Prerequisite: Music major or consent of instructor.*

MU 237 Choral Clinic (1)

The initial experience in secondary music education in the area of choral work. *No prerequisite.*

MU 238 Instrumental Clinic (1)

The initial experience in secondary music education in the area of strings, woodwinds and percussion. *No prerequisite.*

MU 240 Beginning Conducting (1)

Basic beat patterns, baton technique, score reading, philosophy and basic concepts of conducting. *No prerequisite.*

MU 243 Composition (1-3)

Individual tutoring in music composition with emphasis on the development and expansion of music materials. May be taken as an elective. May be repeated as an elective with consent of instructor. *Prerequisite: MU 215 or consent of instructor.*

MU 304 Intermediate Jazz Improvisation (2)

Includes practical application through performance and utilization of tunes in major and minor keys and related modes as well as diminished and whole tone scales. Also includes ear-training, transcription, and study of patterns. *Prerequisite: MU 206 or consent of instructor.*

MU 305 The Business of Music (3)

An overview of the music industry, with specific attention given to career development and opportunities, promotion and marketing techniques, contracts and negotiation, and arts management. *Prerequisite: Junior standing.*

MU 313 Foundations of Music Education (2)

This course will examine the history and general principles of aesthetic education, the position of music

education in the historical and contemporary frameworks of universal public education, administrative operation of schools and music education programs, curriculum design and implementation, the management of music material, human relations aspects of teaching music, and aspects of the music educator's professional development. *Prerequisite: Accepted in Professional Education program.*

MU 314 Theory and Aural Comprehension II (4)

Study of four-part harmony, harmonic progression, cadences, modulation, non-harmonic tones, phrase and period forms, and baroque and classic style analysis. Development of aural skills relating to these through rhythmic, melodic and harmonic dictation and sight-singing. *Prerequisite: MU 215.*

MU 315 Theory and Aural Comprehension III (4)

Study of chromatic harmony, larger forms and other topics related to music before 1900. Development of aural skills related to these through dictation and sight-singing. *Prerequisite: MU 314.*

MU 316 Theory IV (3)

Analysis of twentieth century music and various analytical methods, including Schenkerian analysis and Set Theory. *Prerequisite: MU 315.*

MU 317 Orchestration (2)

Practical arranging of piano, choral and instrumental literature. Scoring for voices, strings, woodwinds, brass and percussion instruments including the study of tone, timbre, ranges, transpositions and the blending of these elements. *Prerequisite: MU 314 or consent of instructor.*

MU 318 Jazz Arranging (3)

Practical arranging in the jazz idiom, ranging from small ensembles to big bands. Includes 2 to 4 part writing with drop 2, drop 2 and 4, and rhythm section considerations. Includes study of transpositions and ranges. *Prerequisite: MU 314.*

MU 325/525 Music History I (3)

Musical styles, composers, and forms in Western Music from 600 B.C.E. – 1800 C.E. including Greek, Roman, Medieval, Renaissance, Baroque and Classical music. *Prerequisite for MU 325: MU 215 or consent of instructor. Prerequisite for 525: MU 316 or consent of instructor.*

MU 326/526 Music History II (3)

Musical styles, composers and forms in western music from 1800 to present. *Prerequisite for MU 326: MU 215 or consent of instructor, prerequisite for MU 526: MU 316 or consent of instructor.*

MU 330 Vocal Pedagogy and Literature (2)

Examines the anatomy and physiology of the vocal mechanism and its application for the singer, voice teacher, and music educator. The second half of the semester is devoted to song literature and its application for the solo singer as well as the voice teacher. *Prerequisite: Music Major status or consent of instructor.*

MU 335 Organ Literature (1)

Study of organ literature from the Renaissance to the present incorporation styles, registration, and instrument of each period. *Prerequisite: Music Major status or consent of instructor.*

MU 336 Organ Pedagogy (1)

Study of various organ method books and relevant literature for use in teaching, plus knowledge of styles, registration, and organs of each musical period. *Prerequisite: Music Major status or consent of instructor.*

MU 337, 338 Piano Literature I and II (2)

Keyboard music from the Elizabethan virginal school to the present time, designed primarily for piano majors and prospective piano teachers. *Prerequisite: Music Major status or consent of instructor.*

MU 339 Piano Pedagogy (2)

Examines learning theories, methods and materials for private and group piano teaching at the elementary to intermediate levels, including business and professional aspects of teaching. *Prerequisite: Music Major status or consent of instructor.*

MU 398 Directed Study in Music (1-3)

Directed study in performance-based music courses. May be repeated for credit. *Prerequisite: Consent of instructor.*

MU 400 Special Topics in Music (2-3)

A variable content course treating areas of interest to music majors. May be repeated for credit. *Prerequisite: Consent of instructor.*

MU 411 Accompanying (1-2)

A laboratory designed to develop proficiency in sight reading and accompanying at the keyboard. Required for keyboard concentrations and keyboard majors. *Prerequisite: Pass the 4th Semester Jury.*

MU 415 Tonal Counterpoint (2)

The study, analysis, and writing of inventions, canons and fugues in 18th century style, using works of J.S Bach as a model. *Prerequisite: MU 316.*

MU 417 Elementary - Secondary Music Education Vocal Methods (3)

This course will examine materials and specific instructional methods of teaching vocal music K-12, by a concept and skill-building approach, and emphasize the organization and development of vocal performing groups for grades 7-12. *Prerequisite: MU 313 or consent of instructor.*

MU 418 Elementary - Secondary Music Education Instrumental Methods (3)

This course will examine materials and specific instructional methods of teaching elementary and secondary instrumental music, by a concept and skill building approach, and emphasize the organization and development of instrumental performing groups. *Prerequisite: MU 313 or consent of instructor.*

MU 420 Jazz Band Pedagogy (1)

This course will examine the various jazz styles, rehearsal techniques, and improvisation in jazz band. *Prerequisite: Pass Fourth Semester Jury or consent of instructor.*

MU 421 Marching Band Pedagogy (1)

This course will examine the various marching band styles, marching fundamentals, rehearsal techniques, show design principles and other facets of organization

for teaching High School Marching Band. *Prerequisite: MU 245/445 Marching Band.*

MU 441 Advanced Choral Conducting (1)

A practical opportunity to direct, under supervision, voices under conditions approximating the rehearsal situation. *Prerequisite: MU 240 or consent of instructor.*

MU 442 Advanced Instrumental Conducting (1)

A practical opportunity to direct, under supervision, strings and woodwind instruments under conditions approximating the rehearsal situation. *Prerequisite: MU 240 or consent of instructor.*

ED 442 Music in the Elementary School (3)

General principles and specific instructional methods for musical activities in the self-contained elementary classroom or in recreational settings. This course is designed for both the pre-service and in-service teacher. A variety of instrumental and vocal activities are presented. *Prerequisite: Accepted in Professional Education Program.*

MU 443 Composition (1-3)

Individual tutoring in music composition with emphasis on the development and expansion of music materials. May be taken as an elective. May be repeated as an elective with consent of instructor. *Prerequisite: MU 316 or consent of instructor.*

Performance Courses ENSEMBLES – 1 HOUR

Ensembles – Lower Division MU 244 – 254

All students are invited to enroll in any of our performing ensembles. Some ensembles require an audition for admittance – please see individual ensemble listings.

Ensembles – Upper Division MU 444 - 454

Prerequisite: BM students must pass “4th semester Jury.” BA students and non-majors must pass “Double Jury.”

MU 244/444 Accompanying (1-2)

A laboratory designed to develop proficiency in sight reading and accompanying at the keyboard. Required for keyboard concentrations and keyboard majors.

MU 145/345 Marching Band (1)

The Fighting Blues Marching Band is open to all majors and non-majors. The Fighting Blues take great pride in entertaining and thrilling our fans in Yager Stadium with our precision marching and exciting music selections. The band also performs for other events, including bowl games, pep-rallies, alumni, administrative and foundation functions. Audition is not required. No prerequisites.

MU 245/445 Band (1)

Open to both majors and non-majors, the Symphonic Band performs works from all stylistic periods. The band enjoys a reputation for excellence in performance and championing new literature for wind bands. In the Fall all students participate in the Fighting Blues Marching Band.

MU 246/446 Women’s Chorus (1)

Open, by audition, to both majors and non-majors. Membership is based upon appropriate vocal range and quality, and not gender. The Women’s Chorus focuses on the fundamentals of proper choral singing and a wide

range of literature. In addition, the ensemble performs on campus and off campus during the year.

MU 247/447 Choir, Singers (1)

Open, by audition, to both majors and non-majors. The Washburn Singers performs a variety of styles of music from the chamber choir repertoire. In addition to participating in on-campus concerts each year, the ensemble also performs throughout the region for various high school choral programs and civic functions.

MU 248/448 Choir, Washburn (1)

Open, by audition, to both majors and non-majors. The Washburn Choir excels in performing a wide variety of styles of choral music. The choir performs regularly in both on and off-campus concerts, including major works with the Topeka and Kansas City symphonies. Members of the ensemble have the opportunity to partake in a European concert tour every three or four years.

MU 249/449 Jazz Ensemble (1)

The Washburn University Jazz Ensembles meet for the purpose of exploring the jazz style in rehearsal and performance through the instrumentation of the jazz big band. Each ensemble will strive for the highest possible standards in performance. An emphasis shall be placed on a wide array of styles, from the older big band styles to newer Latin, rock, and swing arrangements. Selection and placement is by audition.

MU 250/450 Musical Theatre Workshop (0-3)

Works from the Musical Theatre repertoire are rehearsed and performed workshop style. Practice and performance in solo and ensemble singing and staging in material ranging from modern and contemporary Broadway and off-Broadway musicals and revues to classic opera and operettas. *Prerequisite: Consent of instructor.*

MU 251/451/551 Orchestra (1)

Enrollment in Washburn University Orchestra is open to music and non-music majors by audition only. Repertory performed ranges from Baroque through contemporary literature. The ensemble performs at least two concerts each semester including Christmas Vespers in the Fall semester. Class participants may audition to perform solos with the orchestra. *Selection and placement is by audition.*

MU 252/452/552 Orchestra, String (1)

Enrollment in Washburn University String Orchestra is open to music and non-music majors by audition only. Repertory performed ranges from Renaissance through contemporary literature. *Selection and placement is by audition.*

MU 253/453 Percussion Ensemble (1)

Open to both music majors and non-music majors with a background and interest in percussion. During the fall semester the Percussion ensemble functions as the Corps style drum line for the Fighting Blues Marching Band. After marching season, the emphasis shifts to the study and performance of the highest quality percussion ensemble literature. The repertoire is diverse, including pieces for keyboard percussion, non-pitched percussion works, jazz oriented music, and compositions featuring the entire family of percussion instruments.

MU 254/454/554 Small Ensemble (1)

This class offers students a chamber music experience with only one person on a part. Pre-existing chamber groups may enroll, or students will be assigned to various chamber groups based upon current enrollment. Recital performance is required.

PRIVATE LESSONS (1-3 HOURS)

Lower Division MU 255 - 276

Private lessons are NOT for beginners. Only BM Performance majors may enroll for 3 hours. *Prerequisite: Non-majors must have consent of instructor.*

Upper Division MU 455 – 476

Prerequisite: BM students must pass “4th Semester Jury.” BA students must pass “Double jury.”

PRIVATE LESSONS

1-3 HOURS

255/455 Bassoon	266/466 Percussion
256/456/556 Cello	267/467 Piano
257/457 Clarinet	268/468 Saxophone
258/458 Euphonium	269/469 String Bass
259/459 Flute	270/470 Trombone
260/460 Guitar	271/471 Trumpet
261/461 Harp	272/472 Tuba
262/462 Harpsichord	273/473 Viola
263/463 Horn	274/474 Violin
264/464 Oboe	275/475 Voice
265/465 Organ	276/476 Jazz

NATURAL SCIENCES AND MATHEMATICS

Degree Offered:

Associate of Arts

Morgan Hall, Room 108
(785) 670-1636

The Associate of Arts degree in Natural Sciences and Mathematics is intended to give students a broad background in a particular area of liberal studies. Students are required to take coursework in at least three disciplines within Natural Sciences and Mathematics and to take a concentration in one subject area. The credits earned in this associate degree are all applicable toward a bachelor's degree. For information and advising on this degree, please contact the College of Arts and Sciences in Morgan Hall 108.

THE MAJOR

For the Associate of Arts Degree in Natural Sciences and Mathematics, a student must complete 62 semester hours with a minimum grade point average of 2.0. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits. Forty-two hours must be graded. A student may not take the pass/fail option in the area of concentration without obtaining written permission from the chairperson of the department offering the course and filing it with the Registrar's Office. The application for degree should be on file before enrolling for the last 15 hours.

STUDENT LEARNING OUTCOMES

Washburn University students completing this degree, upon graduation, are expected to have:

- Acquired an introductory knowledge of the basic principles of science and mathematics;
- Developed the ability to understand and utilize the scientific method; and
- Acquired a foundation for continuing academic study.

Specific course requirements are as follows:

I. General Education

- A. English Composition (three semester hours, English 101 or its equivalent)
- B. MA 110: Exploring Mathematics or MA 116: College Algebra with a grade of C or better (3 semester hours)
- C. Physical Education: PE 198 Lifetime Wellness
- D. Humanities and Creative and Performing Arts (six semester hours from at least two subject areas)
- E. Natural Sciences (six semester hours from at least two subject areas)
- F. Social Sciences (six semester hours from at least two subject areas)

II. Area of Concentration

- (24 semester hours of Natural Sciences and Mathematics coursework does not include six hours of Natural Sciences and Mathematics general education.)
- A. The 24 hours of course work will include at least six hours each from a minimum of three subject areas within the Natural Sciences and Mathematics.
 - B. At least 12 hours will be from one subject area. These courses will be selected from a list developed by the faculty in that subject area and may include six hours of upper-division credit. The department from which the student takes the 12-hour concentration will be the effective administrative home of the student.
 - C. A minimum of a C grade is required in all courses within the area of concentration, including the six hours of general education in the Natural Sciences and Mathematics.

III. At least 12 of the hours remaining for the degree will be chosen from outside the area of concentration.

PEACE, JUSTICE, AND CONFLICT RESOLUTION STUDIES

Website: <http://www.washburn.edu/cas/peacestudies>

Degree Offered:

Optional Minor

Henderson Learning Center 311,
(785) 231-2060

Affiliated Faculty

Associate Professor Deborah Altus, Human Services
Assistant Professor Alan Bearman, History
Associate Professor Bob Beatty, Political Science
Professor Emeritus Ken Cott, History
Professor Rick Ellis, Chair, Human Services
Professor Gary Forbach, Psychology
Associate Professor Rachel Goossen, History
Professor Chris Hamilton, Political Science
Professor Reinhild Janzen, Art History

Associate Professor Donna LaLonde, Mathematics/Statistics and Dean, Honors Program
 Assistant Professor Kim Morse, History
 Professor Tom Prasch, Chair, History
 Professor Karen Ray, English
 Associate Professor Mary Sheldon, English
 Assistant Professor Bradley Siebert, English
 Assistant Professor Sarah Ubel, Communications
 Associate Professor Iris Wilkinson, Human Services

Mission

Peace Studies is an interdisciplinary program of study, building on existing course offerings in a range of departments, that incorporates both international peace and justice issues and, through internship opportunities with community-based agencies, local dimensions of conflict resolution. Students will combine core courses in Peace Studies with elective courses from departments across campus that share a common theme of peace, justice, and conflict resolution.

To obtain the Optional Interdisciplinary Minor in Peace, Justice and Conflict Resolution, a student must complete at least 18 hours of course work, comprised of 15 hours of designated core courses and 3 hours of electives. Some of these courses require prerequisites. The Minor will be supervised by a Committee of Advisors and coordinated by the Dean of the College of Arts and Sciences.

STUDENT LEARNING OUTCOMES

Students minoring in Peace, Justice, and Conflict Resolution, upon graduation, are expected to have:

- shaped an effective thesis in written work about Peace Studies;
- offered analytical interpretations of peace and conflict in the world;
- integrated materials from multiple disciplines related to Peace Studies; and
- used effectively organization, logic, and vocabulary in writing about Peace Studies.

REQUIREMENTS FOR THE MINOR

Students will take 18 hours of coursework with Washburn faculty who have interest and expertise in Peace Studies, with fifteen hours of core courses (listed below) and 3 hours of electives.

Electives can be chosen from a wide range of designated courses (see below).

- Core courses for the Peace Studies minor are:
- IS 180 Introduction to Peace, Justice, and Conflict Resolution
- PO 352 Peace Studies and Conflict Resolution
- CN 330 Communication in Conflict and Negotiation
- CN 363 Intercultural Communication
- IS 380 Internship/Special Project

Courses which may be counted as elective credit for Peace Studies include, but are not limited to:

- AN/SO 336 Globalization
- BI 203 Human Impact on the Environment
- BI 310 Ecology
- BI 343 Human Genetics
- CJ 430 Criminal Justice Policy and Issues
- CN 350 Persuasion

- CN 361 Communication in Social Movements
- EC 201 Principles of Macroeconomics
- EC 443 Labor Relations
- EN 133/333 Stories around the World
- EN 399 Special Topics (when relevant to Peace Studies)
- GG 102 World Regional Geography
- GG 302 Natural Resources Conservation
- HI 329 Civil Rights Movement
- HI 300 Special Topics: War's Impact on America (or other special topics courses relevant to Peace Studies)
- HI 311 Cold-War America
- HI 398 Directed Readings (when relevant to Peace Studies)
- HS 152 Personal and Community Health
- HS 202 Victimology
- HS 202 Survivor Services
- HS 302 Social Change
- HS 307 Family Violence
- HS 390 Hate and Violence Crimes
- MS 140 Role of the Military
- MS 330 International Conflict
- NU 306 Community Health Concepts
- PH 102 Introduction to Moral Problems
- PH 312 Social-Political Philosophy
- PO 225 Introduction to International Relations
- PO 275 Introduction to Political Theory
- PO 310 Strategies of Community Development
- PO 346 Special Topics (when relevant to Peace Studies)
- PO 351 International Organizations and Law
- PO 365 Democratization and International Political Economy
- RG 102 World Religions
- SO/AN 207 Race and Ethnic Group Relations
- SO 301 World Population: Growth, Hunger, and US Foreign Policy
- SO 306 Law and Society
- SO 310 Social Class in the US
- SO/AN 338/538 Strategies for Social Change
- SW 250 Social Welfare
- SW 350 Social Welfare Policy

PHILOSOPHY DEPARTMENT

Website: <http://www.washburn.edu/cas/philosophy>

Degrees Offered

Bachelor of Arts—Philosophy
 Bachelor of Arts—Religious Studies

Garvey Fine Arts Center, Room 233
 (785) 670-1542

Professor Harold Rood, Chair
 Professor Barry Crawford
 Professor Russell Jacobs
 Professor Jorge Nobo

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of

Philosophy is dedicated to providing high quality undergraduate courses in philosophy and religion, to engaging in research and scholarly activities in these and related areas and to serving the University and its various communities. The Department emphasizes excellence in teaching undergraduate students.

DESCRIPTION OF DISCIPLINE

Philosophy focuses on fundamental questions concerning the nature of reality, knowledge, and values: metaphysics seeks to understand the true nature of reality in general and of humankind in particular; logic and epistemology endeavor to determine valid methods of reasoning and the limits and criteria of knowledge; and ethics attempts to formulate the basic moral norms by which our choices and actions should be governed. Through the study of philosophy, students can improve their understanding of themselves and the world in which they live; they can increase their command of intellectually responsible methods of establishing and evaluating beliefs and theories; and they can develop more effective ways of determining their moral duties.

In general, the study of philosophy helps to develop the ability to think clearly. If one understands how to think clearly, one can apply the techniques of critical and constructive thinking to the study of any discipline or to the concerns of any occupation. The department's curriculum provides an opportunity for all students, whether majoring in philosophy or not, to be educated in the methods of critical and constructive thought through reflection on the fundamental presuppositions of knowledge in general and of individual disciplines—such as science, mathematics, law, religion, and art—in particular.

The Philosophy Department offers a major and a minor in philosophy and administers a major and a minor in Religious Studies. In addition, the department offers individualized philosophy majors for pre-law and pre-seminary students.

STUDENT LEARNING OUTCOMES FOR PHILOSOPHY

Philosophy students at Washburn University, upon graduation, are expected to have:

- achieved an introductory understanding of the major figures and movements in both ancient and modern philosophy;
- achieved an introductory understanding of symbolic logic;
- attained knowledge, beyond the introductory level, of some of the literature in each of the four major areas of philosophy (History of Philosophy, Logic, Metaphysics and Epistemology, and Value Theory);
- demonstrated the ability to evaluate philosophical positions critically and systematically;
- demonstrated the ability to formulate and defend philosophical positions;
- mastered the ability to write well-reasoned, well-integrated essays about materials recently studied;
- mastered the ability to conduct and present philosophical research in written form; and

- mastered the ability to orally defend positions taken in written work.

THE MAJOR

The Philosophy major consists of 31 hours of Philosophy including PH 201, 202, 220, 303, 311, 320, 335, 398, 399 and six additional upper division hours in Philosophy. Philosophy majors desiring to earn departmental honors must successfully complete the college requirements for departmental honors.

Pre-Law Major in Philosophy

An individualized course of study for pre-law students may be designed in cooperation with the Philosophy Department's pre-law advisor.

Pre-Seminary Major in Philosophy

An individualized course of study for pre-seminary students may be designed in cooperation with the Philosophy Department's pre-seminary advisor.

THE MINOR

Minor programs in Philosophy are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of at least 15 hours in Philosophy, including six upper division hours. Courses may be broadly selected or may be concentrated in an area of particular interest.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</PH 100 World Views and Moral Values (3)

Philosophy is introduced to the beginning student by looking at metaphysics and ethics through the works of major Western Philosophers.

PH 101 Meditations on Human Nature (3)

An introduction to the problems and theories of Philosophical Anthropology, the field of Philosophy concerned with the study of the ultimate nature of the human being.

</PH 102 Ethics: Introduction to Moral Problems (3)

Rational decision-making procedures in moral theory and their application to specific moral problems and problem areas; e.g. racism and sexism; the moral status of animals; moral issues in sexual orientation.

PH 103 Introduction to Political Philosophy (3)

Philosophical examination of the central problems and ideas of Politics and the State; e.g., the legitimate nature and extent of the State; justification of political authority; rights of citizens.

</PH 104 Freshman Logic (2-3)

Undergraduates, especially those not planning to major in Philosophy, are exposed to general principles of thought and reason and to workable guidelines for improving their powers of rational thought.

PH 105 Introductory Topics in Philosophy (1-3)

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

PH 106 Ethics in America (3)

An introductory level course which combines a brief introduction to the history of ethics and ethical theory with a careful consideration and analysis of ethical issues in contemporary American society, especially ethical issues in the professions.

PH 107 Critical Reasoning (3)

An introduction to the concerns, principles, and skills of critical reasoning with emphasis on the evaluation and construction of arguments pertinent to issues taken from various fields of knowledge (e.g. law, government, medicine, science, philosophy, religion). The field or fields emphasized may vary with different offerings.

</PH 110 Logic for Computer Programming (3)

Philosophical reasoning and methods of decision making are applied to computer logic.

</PH 115 Philosophy of Love and Sex (3)

An introduction to philosophical thinking about human love and sexual relationships. The course will examine fundamental questions such as "What is Love?" and "What is Perversion?" It will also raise moral questions dealing with the proper role and circumstances of sex, and deal with socio-sexual issues such as pornography and the sexist implications of sex.

</PH 117 Creation, Evolution and Morality (2-3)

Evolutionary theory appears to hold that human beings are natural products of evolutionary forces, without special moral or religious status. What does this mean for morality? Can notions of right and wrong, good and evil, have a place in an evolutionary world? What are the religious implications of evolution? This course will consider these and other philosophical and moral issues raised by Darwinism.

PH 200 General Topics in Philosophy (1-3)

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

</PH 201 History of Ancient Western Philosophy (3)

Western Philosophy from the pre-Socratics through the Middle Ages. Emphasis is on the most prominent philosophers of that period, their fundamental theories, and the problems with which they were concerned. *Prerequisite: EN 101 or EN 102.*

</PH 202 History of Modern Western Philosophy (3)

Western Philosophy from the Renaissance through the Eighteenth Century. Emphasis is on the most prominent philosophers of that period, their fundamental theories, and the problems with which they were concerned. *Prerequisite: EN 101 or EN 102.*

PH 205 Introduction to Existentialism: Condemned to Freedom (3)

Introduction to both theistic and atheistic existentialism through the study of some of the more prominent existentialists (e.g. Kierkegaard, Nietzsche, Sartre, Camus, Buber, Tillich), major existentialist themes (e.g., concrete individuality, freedom of choice, dread, alienation and death), and the influences of existentialist thought on contemporary literature, ethics, social and political theory, psychology and religion.

</PH 207 The Existence of God (3)

An elementary course in Philosophy and Religion focusing upon the specific rational arguments which have been advanced for and against the existence of a supreme being. *Prerequisite: EN 101 or EN 102.*

PH 211 Introduction to Ethical Theory (3)

Introductory survey of problems and positions in ethical theory: moral absolutism and moral relativism; moral decision-making theories, including Utilitarianism and Kant; evidence in moral argument.

</PH 214 Medical Ethics (3)

Philosophical examination of moral problems that arise in health care; e.g., professional-patient relationship; role and rights of the patient; truth-telling and confidentiality; abortion and euthanasia. *Prerequisite: EN 101 or EN 102.*

</PH 220 Logic (3)

Analysis of argument and argument form, using symbolic logic as a primary tool.

PH 300/500 General Topics in Philosophy (1-3)

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

PH 302 Philosophy of Religion (3)

Analyzes basic religious concepts such as God, faith, the problem of evil, etc. and looks closely at the meaning of religious language. *Prerequisite: PH 201 and three additional hours of Philosophy or Religion.*

PH 303/503 Topics in the History of Philosophy (3)

Advanced study of a major period, movement, or individual in the History of Philosophy. May be repeated for credit when topics vary. *Prerequisite: PH 201 and 202.*

PH 311/511 Issues in Ethical Theory (3)

Specific issues in the philosophical study of morality; e.g., the objectivity of moral judgments, the place of reason in moral thinking, proof of basic moral principles, the status of moral language. *Prerequisite: PH 100, or 102 or 211.*

PH 312 Social-Political Philosophy (3)

Current problems in social and political philosophy including but not limited to distributive justice, reparations, liberalism, alienation, radicalism, freedom and natural rights, social decision procedures, the concept of public interest, and the relationship between justice and equality. *Prerequisite: three hours of Philosophy.*

</PH 315/515 Philosophy of Law (3)

A philosophical examination of such topics as the fundamental concept of law; relations between legal theory and moral theory; the nature of legal reasoning; justification of punishment. *Prerequisite: three hours of Philosophy.*

PH 320 Advanced Logic (3)

Advanced study of logical theory and language calculi. *Prerequisite: PH 220.*

PH 325/525 Philosophy of Mathematics (3)

Philosophical aspects of mathematics, including the foundation of mathematics, the nature of mathematical

truth, and the ontological status of mathematical objects.

Prerequisite: PH 220 or MA 207.

PH 327 Philosophy of Science (3)

Philosophical aspects of the physical and social sciences, including the nature and problems of theory construction and concept formation, empirical testability, explanation and prediction, and problems of induction and confirmation. When the topics studied differ significantly, this course may be repeated for credit. *Prerequisite: PH 220.*

PH 330/530 Philosophy of Mind (3)

Classical and contemporary treatments of the traditional problems of mind-body, other minds, mental acts, self, persons, perception etc. *Prerequisite: PH 100 or PH 101 or PH 202.*

PH 335/535 Metaphysics (3)

Alternative theories of the nature of ultimate reality, including concepts such as cause, substance, time, etc. *Prerequisite: PH 202.*

PH 340 Aesthetics (3)

A philosophical approach to such questions as the nature of art, aesthetic value, and art criticism. *Prerequisite: PH 211, or PH 201 and PH 202.*

PH 386/586 Special Studies (1-3)

Individual study in the thought of a particular philosopher or on a particular philosophical problem. Regular conferences to be scheduled with the professor directing the study. *May be repeated for credit. Prerequisite: nine hours of Philosophy, and permission in advance by the professor with whom the student desires to work.*

PH 398 Senior Thesis Research (1)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in PH 398 and PH 399 may not be or have been submitted for credit in any other course. *Pass/Fail only Prerequisite: Senior Philosophy Major.*

PH 399 Senior Thesis (3)

Independent research, writing and defense of a substantial paper, under faculty supervision. Work completed in PH 398 and PH 399 may not be or have been submitted for course credit in any other course. *Prerequisite: PH 398.*

PHYSICAL EDUCATION

Health, Physical Education and Exercise Science

Website: <http://www.washburn.edu/cas/hpees>

Email: hpees@washburn.edu

Petro Allied Health Center, Room 201
(785) 670-1459

DEGREES OFFERED

B.A. – Bachelor of Arts

Exercise Physiology

Health Education and Promotion

Physical Therapist Assistant

Sport Management

Flexible Option

B.Ed. – Bachelor of Education

P-12 Teaching Emphasis (Leads to Kansas Teaching Licensure)

P-12 Licensure

Elective Option: Concentration in Coaching

B.S. – Bachelor of Science

Athletic Training

Associate Professor Roy Wohl, Chair

Assistant Professor Patti Bender

Assistant Professor Ross Friesen

Assistant Professor Katherine Gilliland

Assistant Professor Park Lockwood

Lecturer John Burns

Lecturer Bryan Dorrel

Lecturer Carrie Quinn

Please refer to HPEES Website listed above for information regarding departmental scholarships.

MISSION

Consistent with the missions of the University and the College of Arts and Sciences, the mission of the Department of Health, Physical Education and Exercise Science is to engage students in an impassioned search for intellectual growth and personal fulfillment through study, from a liberal arts perspective, in one or more of the disciplines encompassed by the domains of health and human movement. The Department promotes the acquisition and use of knowledge, fosters critical thinking, participates in research, and supports students and faculty in discipline-related service to the university, the profession, and the global community.

STUDENT LEARNING OUTCOMES

- Upon graduation, students will demonstrate knowledge and skills in multiple sub-disciplines within health and human movement studies
- All majors will demonstrate depth of preparation in a supplemental area of study.
- Bachelor of Arts and Bachelor of Science students will demonstrate the knowledge and skills of their chosen fields, meeting or exceeding the standards set by the appropriate academic and/or professional bodies.
- Bachelor of Education students will gain knowledge and skills in the application of human movement studies to the teaching of physical education, meeting state standards for teacher preparation.
- Students will display critical thinking skills appropriate to undergraduate education.

THE MAJOR IN PHYSICAL EDUCATION: BACHELOR OF EDUCATION DEGREE

The Bachelor of Education degree in Physical Education requires satisfactory completion of 49 hours, of which 30 are considered core physical education requirements. These courses include: HL 152, PE 133 or PE 134, PE 250, PE 257, PE 299, PE 306, PE 311, PE 320, PE 321, PE 326, PE 340, and First Aid/CPR certification. In addition, twenty hours of coursework are required for P-12 certification including PE 260, PE 261, PE 270, PE 324, PE 325, PE 360, PE 361, and

PE 365. Additional requirements are listed under degree requirements in the Education Department. Students who select a concentration in Coaching should complete the following courses: PE 257, PE 280, PE 300, PE 306 and 6 hours of coaching theory classes for a total of 17 hours.

LICENSURE IN P-12 PHYSICAL EDUCATION TEACHING

Students who have completed a non-teaching degree or a degree in another discipline may pursue a licensure program in physical education. For information call the department office at 670-1459.

THE MAJOR IN PHYSICAL EDUCATION: BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree in physical education prepares students for future study in physical education and movement science and/or careers in activity-oriented businesses. This degree is NOT for students seeking teaching certification. Each student will take the general education requirements necessary for the Bachelor of Arts degree. The Physical Education core requirements include the following 19 credits: HL 152, PE 250, PE 299, PE 320, PE 321, PE 326, PE 496. Correlated requirements include PE 333 or CM 101, BI 250, and BI 255. Activity requirements are 4 credits from the 100-level, one-hour activity course listing or from the following list: PE 260, PE 261, PE 357, PE 360, PE 361, PE 365, or PE 400. Students are also required to take 12 interest area credits in physical education, 6 of which must be 200+ level or higher, and 6 at 300+ level or higher. Interest area credits may be fulfilled by concentration courses in PE but not more than three credits of internship can be applied.

The concentration in Exercise Physiology includes the following: PE 257 or PE 335, PE 300 or PE 318, PE 308, PE 400, PE 410, PE 411 and PE 494 (internship 50 hours). Correlated requirements include: MA 140 or PY 150, CH 121, PS 101 or PS 102, and SO 315.

The concentration in Health Education and Promotion includes the following: HL 207, IS 170, HS 210, HS 270 or HS 271, HL 277, PE 308, AL 320, PY 326, PE 333, HL 377, PE 410, HL 477, and PE 494 (Internship 300-600 hours).

For the concentration in Physical Therapist Assistant (PTA) students must complete all core requirements, correlated requirements, activity credits and interest area credits for the BA degree in Physical Education. Concentration courses are specified by the PTA program.

The concentration in Sport Management includes the following: BU 360, AC 224, EC 200, EC 201, MM 100, SO 315, 3 credits from BU 342/BU 345/BU 346; 6 credits (3 credits upper division) from: BU 250/BU 315/BU 363/BU 364/BU 470; PE 306, PE 370, and PE 494 (Internship 300-600 hours). Students who complete this concentration also qualify for a Minor in Business (see the School of Business for Certification of the Minor).

The Flexible Option concentration allows students to develop a unique program of study leading to specialization in a field other than those currently offered in the BA program. This option is designed to satisfy the needs of those who desire a physical education degree but wish to combine it with a specialized interest within disciplines

outside the Department of Health, Physical Education and Exercise Science. Students in the Flexible Option concentration must complete all core, interest area, correlated and activity requirements. Concentration courses will be determined through committee approval of a program of studies. An Internship experience is a requirement for this concentration. Students considering a flexible option concentration should first consult with a HPEES faculty advisor to become familiar with the nature and overall requirements of the concentration. The advisor will explain the process to pursue this option.

THE MAJOR IN ATHLETIC TRAINING: BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree with a major in athletic training is designed to meet the national standards of the Commission on the Accreditation of Athletic Training Education Programs (CAATE). The Athletic Training Education Program (ATEP) is fully accredited by CAATE. Satisfactory completion of this degree qualifies students to take the national certification examination administered by the Board of Certification (BOC).

ATEP is designed to provide students with theory and practice in the athletic training profession. Students will learn to synthesize and apply knowledge of the athletic training domains as defined by the BOC toward the prevention, immediate care and rehabilitation of athletic injuries. Students are required to complete Athletic Training clinical experiences in a variety of settings. Clinical experiences will include upper and lower extremities, men's and women's sports and general medical conditions.

On-campus clinical sites include the University Athletic Training Room and Student Health Center. Off-campus sites include local and regional hospitals, physician clinics, rehabilitation centers, and area high schools. Students are required to provide their own clinical lab attire and transportation to clinical sites. Clinical sites may require students to show proof of health insurance, first aid certification, and professional rescuer CPR. Professional liability insurance is provided by Washburn University. As part of the admission process students will be subject to criminal background checks, at their own expense, prior to being placed into clinical settings.

ATHLETIC TRAINING ADMISSION REQUIREMENTS

The ATEP has a two-tier admissions process for students who wish to be part of the program. Priority screening of candidacy application materials begins March 1. Priority will be given to early and complete applicants. Students may apply for openings until the start of the Fall Academic Semester or until all candidacy positions have been filled. Up to twelve students may be admitted into candidacy each year. For consideration, students must possess a minimum GPA of 2.0 and submit the following. Initial Candidacy Application materials by March 1st:

- a. Application Form
- b. Letter of Interest
- c. Personal Recommendation
- d. Transcripts off all colleges attended (unofficial acceptable)
- e. Pre-requisite Profile and plan for completion of pre-requisite courses
- f. Technical Standards
- g. Academic Requirements and Discipline.

Upon acceptance into Candidacy, the following must be completed and submitted by August 15th

a. Attendance at a candidacy orientation meeting or a personal meeting with the ATEP Program Director and Clinical Education Coordinator.

b. Physical Exam (may be completed for no charge through Washburn Student Health).

c. Proof of Hepatitis B Vaccination (available through WU Student Health for a fee) or students must submit a declination form.

d. Current TB skin test results (available free of charge through WU Student Health) and list of immunizations.

e. Athletic Training Student Agreement.

f. Copy of CPR and First Aid Certification Cards (Professional Rescuer Level preferred)

g. Copy of current medical insurance card (or acknowledgement of no medical insurance coverage).

h. All Athletic Training Students accepted into candidacy status must agree to and obtain a background check in accordance with Washburn University policy.

By December 20th, following candidacy acceptance, students must demonstrate satisfactory completion (C minimum) of the following prerequisite courses: General Biology (with lab), Human Anatomy (with lab), Sports Injury First Aid (or equivalent), Prevention and Care of Athletic Injuries, Medical Terminology and Clinical Experiences in Athletic Training (Introduction). Final student selection into the ATEP shall be based upon overall GPA (cumulative 2.0 required), prerequisite course GPA, and clinical performance evaluations. A selection committee will review all applications to the Professional Phase. Transfer students must apply for and complete the candidacy period. All applicants, including transfer students, must take PE 258 Clinical Experiences in Athletic Training at Washburn University. Transfer students may furnish evidence of other courses taken, credit hours, and grades as part of their application into the ATEP.

Interested students should contact the ATEP Program Director (or the HPEES Secretary) for an application packet.

COURSE REQUIREMENTS

The Athletic Training core requirements include:

HL 152, PE 250, PE 299, PE 256, PE 320, PE 321 and PE 326. Athletic Training major interest area coursework include: PE 257, PE 300, PE 308, PE 350, PE 355, PE 357 and PE 455.

The clinical experience courses are:

PE 258, PE 292, PE 392, PE 393, PE 492, and PE 493.

Correlated requirements include:

NU 102, BI 255, BI 275, CH 121, PS 101 or PS 102 or PS 261, AL 315, AL 320, SO 315 and either PE 333 or CM 101

THE MINOR IN PHYSICAL EDUCATION

Required Courses (18 credits)

HL 152 Personal and Community Health (3)
PE 250 Introduction to Human Movement Studies (2)
PE 260 PE Activity Techniques I (2)

OR

PE 360 PE Activity Techniques III (2)
PE 261 PE Activity Techniques II (2)

OR

PE 361 PE Activity Techniques IV (2)

OR

PE 365 PE Activity Techniques V (2)

PE 306 Administration of Athletics, Intramurals and Physical Education (3)

PE 320 Motor Learning (3)

OR

PE 311 Motor Development (3)

PE 324 Activity and Methods of Elementary Physical Education (3)

OR

PE 325 Curriculum Development and Methods in Secondary Physical Education (4)

The Minor in Health and Fitness (21 credits)

1. Required courses (15 credits):

- HL 152 Personal and Community Health (3)
- PE 300 Psychology of Sport and Physical Activity (3)
- PE 308 Nutrition for Sport and Fitness (3)
- PE 326 Exercise Physiology (3)
- PE 410 Fitness Testing and Exercise Prescription (3)

2. Elective Courses - Choose at least 6 credits from any Health and Physical Education theory course not previously listed or SO 315 Sociology of Sport.

COURSE OFFERINGS

University Requirement - PE 198 - Lifetime Wellness

All students are required to complete PE 198 Lifetime Wellness (2) as part of their University degree requirements. Students must complete PE 198 with a grade of C or better. PE 198 may not be repeated for credit. The position of the Department of HPEES is that the knowledge, experiences and attitudes gained through the Lifetime Wellness course are essential to individuals of all ages, conditions, and backgrounds. The benefits to be obtained are in no way diminished by the age, condition, ability level or previous activity/academic history of the student. Therefore, these factors should not exempt a student from this requirement. (The exception to this policy is those Washburn students who completed an associate degree under a catalog prior to 1995 when the PE 198 Lifetime Wellness requirement was initiated, which satisfied the previous PE requirement [as part of their associate degree program], and are therefore granted a waiver of the PE 198 requirement.)

While the Department encourages the participation of all individuals in physical activity, regardless of physical condition, it wishes to remain sensitive to the individual needs and limitations of students at Washburn. Students with disabilities should enroll in a regular section of Lifetime Wellness and will have necessary adaptations made in that particular activity.

Transfer Policy

Students may transfer similar wellness courses to Washburn to fulfill the Lifetime Wellness requirement. In order to meet this requirement, students must have completed a college course with a similar number of wellness lecture topics that parallel PE 198 Lifetime Wellness, as well as an appropriate activity component. A list of approved transfer courses appear in the HPEES department office (PC 201) and on the Washburn web page. Other courses submitted for transfer credit must be approved by the HPEES chair and the Associate Vice

President for Academic Affairs. (Transfer students who completed associate degrees prior to 1995, and who completed at least two hours of physical education as part of their associate degree program, are also granted waiver of the PE 198 requirement.)

Credit by Examination

To qualify for credit by examination, students would have to demonstrate completion of both of the following: a course or a combination of courses, or other documented experiences which cover a similar number of Lifetime Wellness lecture topics that address health/wellness included in the PE 198 Lifetime Wellness course (but which are not sufficient to receive transfer credit) and a minimum of a one-credit hour activity course.

One-Hour Activity Courses

100 Rhythmic Fitness I	146 Weight Training I
102 Archery	150 Judo II
103 Badminton I	151 Karate II
104 Step Aerobics	152 Kardio Kickboxing
105 Elementary Ballet	155 Elementary Jazz Dance
107 Basketball	156 Rhythmic Fitness II
109 Bowling I	157 Country and Western Dance
111 Canoeing	158 Intermediate Jazz Dance
112 Cycling	159 Tap Dance
113 Fencing I	162 Beginning Skin/Scuba Diving
114 Fencing II	165 Self Defense I
117 Golf I	169 Social Dance I
123 Judo I	170 Aqua Exercise I
124 Karate I	171 Deep Water Walking
125 Lifeguard Training	173 Water Safety Instructor
126 Elementary Modern Dance	176 Tae Kwon Do
129 Racquetball I	177 Individualized Exercise
132 Softball	183 Advanced Tae Kwon Do
133 Swimming I	184 Self-Defense II
134 Swimming II	189 Social Dance II
137 Tennis I	190 Special Topics
138 Tennis II	192 Marathon Training I
139 Tai Chi	193 Marathon Training II
143 Soccer	
144 Volleyball	

PE 198 Lifetime Wellness (2)

This course explores fitness and wellness concepts, which are important throughout one's life. Each student will participate in a selected activity, attend lectures, participate in fitness assessment, and develop personal fitness and behavior change plans.

PE 250 Introduction to Human Movement Studies (2)

This course examines the process of human movement as a unifying element in the study of the discipline of physical education. Content areas include the scientific foundations of human movement, the history and philosophy of physical education the role of physical education in the educational process, general purposes of physical education programs, career orientation and the future of physical education.

PE 253 Fundamentals of Football Coaching (2)

Football fundamentals and techniques for those who plan to coach.

PE 256 Sports Injury First Aid (2)

This course is designed to prepare students to recognize and manage breathing and cardiac emergencies, acute sports injuries, and life threatening illness. Students will

gain American Red Cross professional rescuer CPR, AED, and First Aid certification and gain experience in preventing disease transmission, automated external defibrillation, assessment of vital signs, spinal injury management, contemporary splinting techniques, and emergency action planning.

PE 257 Prevention and Care of Athletic Injuries (3)

This course will instruct and evaluate contemporary methods of athletic training including conditioning, prevention, recognition and acute care of athletic injuries. Educational competencies and proficiencies consistent with the NATA, and mainly from the Risk Management and Injury Prevention and Acute Care of Injury Domains of Athletic Training will be presented. The course is a required part of the athletic training major and is also appropriate for physical education majors and students interested in coaching.

PE 258 Clinical Experiences in Athletic Training: Introduction (1)

This course is an introduction to athletic training clinical experiences in the Washburn University Athletic Training Education Program. There will be an application of introductory skill modules through laboratory practice and observational experiences in natural settings. *Prerequisites: PE 256, previous or concurrent enrollment in PE 257, or consent of instructor.*

PE 260 Physical Education Activity Techniques I: Team Sports (2)

This course will emphasize the learning of basic skills, of teaching progressions, including lead-up games/activities, instructional strategies and teaching methods, for the following activities: Volleyball, Basketball, Soccer, Speedball, Softball and Flag Football.

PE 261 Physical Education Activity Techniques II: Recreational/Fitness Activities (2)

This course will emphasize the learning of basic skills, of teaching progressions, including lead-up games/activities, instructional strategies and teaching methods for the following activities: Weight Training, Aerobics, Floor Hockey, Team Handball, Tumbling/Stunts, Lacrosse and Track and Field.

PE 270 Instructional Strategies in Physical Education (3)

An introductory teacher education course that provides an orientation to basic information that is reflective of successful teaching in physical education. Content includes lesson planning, skill progressions, spectrum of teaching styles, gymnasium management, systematic observation, orientation to new and unique activities and micro and peer teaching experiences.

PE 271 First Aid (2)

General emergency first aid including sudden illness, musculoskeletal injuries, heat/cold emergencies, splinting, bandaging and CPR. Opportunity is provided to earn both American Red Cross Responding to Emergencies First Aid and CPR certifications.

PE 280 Sports Officiating I (2)

Study and interpretation of current rules; field work for practicing officiating techniques. *Prerequisite: Consent of instructor.*

PE 292 Clinical Experiences in Athletic Training – Basic Skills (2)

Students will receive laboratory instruction and practical experiences in basic athletic training skills through structured laboratory sessions and natural settings. *Prerequisites: PE 256 and PE 257.*

PE 299 Measurement and Evaluation in Physical Education (3)

An understanding of measurement and evaluation in physical education including descriptive statistics, test construction, microcomputer software. *Prerequisite: MA110 or MA116.*

PE 300 Psychology of Sport and Physical Activity (3)

The study of psychological processes related to sport and exercise behavior. The course will provide a broad overview of the major topics, including: motivation, arousal, goal-setting self-confidence, and imagery.

PE 302 Advanced Basketball Coaching Techniques (2)

Advanced techniques involved in playing basketball. Discussion of various systems or styles of basketball now used; different types of team defenses; variation of play against different defenses; planning of practice sessions. Designed especially for those who intend to coach basketball.

PE 303 Coaching Track and Field (2)

Fundamentals and coaching methods in all events within the track and field program. Rules, records, and history of track and field.

PE 304 Coaching Baseball and Softball (2)

Individual fundamentals and team play in baseball and softball. Designed particularly for those who plan to coach.

PE 305 Coaching of Tennis and Volleyball (2)

Fundamentals and coaching techniques in tennis and volleyball. Rules, strategies, and administrative requirements to coach tennis and volleyball.

PE 306 Administration of Athletics, Intramurals and Physical Education (3)

The theoretical and practical approach to the administration of athletic, physical education, and intramural programs. Students will be assigned administrative projects in physical education, athletics and intramurals.

PE 308 Nutrition for Sports and Fitness (3)

This course will provide an understanding of nutrition and its relationship to physical fitness and sports performance. Students will learn about nutrition guidelines and the effects of nutrition on topics such as metabolism, hydration, body composition, supplements, ergogenic aids, and sports specific training. In addition, students will perform and analyze nutrition and energy assessments and make recommendations to improve performance. *Prerequisite: HL 152 or PE 198, or equivalent.*

PE 310 Elementary/Middle School Health and Physical Education for the Classroom Teacher (3)

This course is designed to provide the elementary/middle school education major with fundamentals for the development and implementation of effective health and physical education programs.

PE 311 Motor Development and Lab (3)

This course is designed to provide students with an examination of current theories of motor development throughout the life cycle. Emphasis is placed on development of fundamental motor skills, physical growth and development, and assessment. Students will be required to conduct a variety of assessments on diverse individuals. *Prerequisites: Either PE 260, PE 261, PE 360, or PE 361, or permission of instructor.*

PE 315 Special Topics in Physical Education (1-3)

May vary from semester to semester. May be taken more than one semester depending upon topic.

PE 318 Exercise Psychology (3)

This course will introduce students to the basics and provide students with a solid foundation of psychological consequences and adherence aspects associated with the psychology of exercise. The interconnection among theory, research, application, and intervention will be utilized in order to apply the knowledge learned in this course to actual situations.

PE 320 Motor Learning (3)

Application of motor learning and motor control concepts to the acquisition of motor skills, with emphasis on structuring practice to optimize skill learning.

PE 321 Kinesiology (3)

The study of anatomical and mechanical principles in relation to human motion. *Prerequisite: BI 250 or BI 275.*

PE 324 Activities and Methods of Elementary School Physical Education (3)

Developmentally appropriate activities for preschool and elementary school children, and practical, site-based experience in planning, teaching, and evaluating physical education programs for children. *Prerequisites: PE 270 and PE 311 or permission of instructor.*

PE 325 Curriculum Development and Secondary Physical Education Methods (4)

Instructional methods, resources and curriculum development (7-12) in planning, teaching and evaluating a secondary school physical education program. *Prerequisites: PE 270 and either PE 260 or PE 360, or permission of instructor.*

PE 326 Physiology of Exercise (3)

Process of scientific inquiry applied to physiological systems engaged in exercise. Examination of the acute and chronic effects of exercise on structure, function, and performance. *Prerequisite: BI 255.*

PE 333 Microcomputer Applications to Physical Education (2)

This course examines computer technology applications and software related to physical education. *Prerequisite: Physical Education Major.*

PE 335 Human Factors and Ergonomics (3)

This course examines human factors and ergonomics as the interdisciplinary study of humans interacting with elements of systems in the workplace and other environments. Thorough analysis, evaluation, and synthesis are employed in the application of design to optimize well-being and performance. *Prerequisite: Junior standing or consent of instructor.*

PE 340 Adapted Physical Education (3)

Adapted and corrective programs and techniques for students with developmental delays and/or mental and physical disabilities. Emphasis upon inclusion in the regular physical education program. Practicum within the public school setting and the Special Olympics program are required. *Prerequisite: PE 311 or consent of instructor.*

PE 350 Evaluation of Athletic Injuries (4)

The course will instruct and evaluate contemporary methods of athletic training related to specific evaluation techniques and procedures for caring for athletic injuries. Educational competencies and proficiencies, consistent with the NTA, and mainly from the Orthopedic Clinical Examination and Diagnosis Domain of Athletic Training will be presented. The course is a required part of the athletic training major and may also be appropriate for other interested allied health majors with instructor consent. *Prerequisites: PE 257 and BI 250 or BI 275.*

PE 355 Therapeutic Modalities and Exercise in Injury Management (3)

A course designed for students in the athletic training major or other Allied Health care professions. It provides theoretic basis and experience in the application and use of therapeutic modalities and exercise. This includes the use of hot and cold, electrical stimulation, mechanical modalities, ultrasound and therapeutic exercise as they relate to the management of athletic injuries. *Prerequisite: PE 350 or consent of instructor.*

PE 357 Sports Performance Training and Reconditioning (2)

This course provides students with the knowledge and skills to design, measure, and instruct contemporary activity-specific functional training. It will emphasize methods and progression of strength, flexibility, speed, power, agility, balance, core and endurance training techniques using modern tools and exercise equipment. Peer teaching, testing and the opportunity to participate in clinical application of skills is included. *Prerequisite: PE 326.*

PE 360 Physical Education Activity Techniques III: Individual/Dual Sports (2)

This course will emphasize the learning of basic skills, knowledge of teaching progressions including lead-up games/activities, instructional strategies and teaching methods for the following activities: Tennis, Golf, Archery, Badminton/Pickleball and Bowling.

PE 361 Physical Education Activity Techniques IV: Dance/Combatives (2)

This course will emphasize the learning of basic skills, of teaching progressions including lead-up games/activities, instructional strategies and teaching methods, for the following activities: Folk, Country/Western, and Ballroom Dance; Self-Defense and Martial Arts.

PE 365 Physical Education Activity Techniques V: Outdoor Activities (2)

This course provides students with the foundational knowledge and skills necessary to teach outdoor recreational and educational activities such as camping, hiking, climbing, backpacking, orienteering, cycling, skating and canoeing.

PE 370 Facility and Event Management (3)

This course addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production and evaluation.

PE 392 Clinical Experiences in Athletic Training: Evaluation (2)

Students will receive laboratory instruction and practical experience in athletic training skills related to evaluation and assessment, through structured laboratory sessions and natural settings. *Prerequisite: PE 350.*

PE 393 Clinical Experiences in Athletic Training: Rehabilitation (2)

Students will receive laboratory instruction and practical experience in athletic training skills related to rehabilitation, through structured laboratory sessions and natural settings. *Prerequisite: PE 355.*

PE 400 Planning and Leading Exercise (2)

This course applies scientific principles to the practical exercise environment and develops necessary skills for planning and leading safe exercise for individuals and groups. *Prerequisites: PE 321 and PE 326.*

PE 410 Fitness Testing and Exercise Prescription (3)

Students will become familiar with current fitness testing procedures and exercise prescription methods. *Prerequisite: PE 326.*

PE 411 Current Literature in Exercise Physiology (3)

This course acquaints students with the processes by which research generates information and theoretical advances in the human movement sciences and also introduces specific recent developments in the field of exercise physiology. *Prerequisite: PE 326.*

PE 455 Organization and Administration of Athletic Training (3)

The theoretical and practical approach to the organization and administration of athletic health care programs. It will follow the recommended content of health care administration and professional development and responsibilities of entry-level athletic trainers. *Prerequisite: PE 257, Senior in Athletic Training Education Program.*

PE 492 Clinical Experiences in Athletic Training: General Medical (2)

Students will receive laboratory instruction and practical experience in general medical and performance training and testing techniques, through structured laboratory sessions and natural settings. *Prerequisites: AL 315 and AL 320.*

PE 493 Clinical Experiences in Athletic Training: Capstone (2)

Students will receive laboratory instruction and practical experience on organization and administration issues, and integration of athletic training skills, through structured laboratory sessions and natural settings. Students will also complete a capstone project. *Prerequisite: PE 455.*

PE 494 Internship I in Physical Education (1-12)

Each credit of internship requires 50 hours in a practical setting which is related to the student's concentration. Students should check their concentration requirements

for the number of required internship credits. *Prerequisite: Completion of Core and Concentration courses (may take PE 496 concurrently) and proof of current certification in First Aid and CPR*

PE 495 Internship II in Physical Education (1-12)

This additional internship requires 50 hours in a practical setting, which is related to student's degree and concentration for each unit of credit awarded. *Prerequisite: Completion of Core and Concentration courses (may take PE 496 concurrently) and proof of current certification in First Aid and CPR.*

PE 496 Synthesis and Application in Physical Education (2)

With a seminar format, this class will use a problem-solving approach to synthesize and apply the major concepts of the HPEES core curriculum. Students will also consider issues related to their further academic and professional development. *Prerequisite: Completion of all Core Courses.*

PHYSICS

Physics and Astronomy Department

Website: <http://www.washburn.edu/cas/physics>

DEGREES OFFERED

Bachelor of Arts – Physics

Bachelor of Science - Physics

Bachelor of Science – Computational Physics

Stoffer Science Hall, Room 210

(785) 670-2141

Assistant Professor Steve Black, Chair

Associate Professor Karen Camarda

Assistant Professor Brian Thomas

Lecturer Linda Garinger

Lecturer Keith Mazachek

MISSION

The mission of the Physics and Astronomy Department is to engage our community in an impassioned and continued search for intellectual growth in the fields of physics, astronomy, engineering, and geology. The department will accomplish this mission by: offering general education courses to all students; providing a comprehensive and personalized foundation for majors, which will prepare them for a career in their chosen field; performing research and scholarship which broadens the horizons of knowledge and informs our teaching, and; providing public access to the planetarium and observatory and conducting educational programs in physics, astronomy, engineering, and geology for the intellectual enrichment of the citizens of the state of Kansas.

Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

STUDENT LEARNING OUTCOMES

Physics students at Washburn University, upon graduation, are expected to have:

- acquired an understanding of the vocabulary and methodology of physics;
- demonstrated the ability to move from observations to logical conclusions, and apply analytical thinking; and
- acquired knowledge of the subject matter in terms of content, problem solving, experimental design, and data reduction and analysis.

THE MAJOR

To major in Physics with a Bachelor of Science Degree, one must satisfactorily complete Physics 261 and 262 or 281 and 282, 320, 330, 334, 335, 350, 360 (Senior research project), 365, 366, at least two additional upper division laboratory courses, and pass a written (MFT) and/or oral comprehensive examination. Credits in Physics 101, and Astronomy 101, 102 and 103 will not be allowed toward a major in physics. Credit in all other courses in astronomy may be applied toward a major or minor in physics.

To major in Computational Physics with a Bachelor of Science Degree, one must satisfactorily complete Physics 261 and 262 or 281 and 282, 291, 320, 330, 334, 335, 340, 350, 365, 366, and 368, and pass a written (Major Field Test) and/or oral comprehensive examination. The required correlated courses in Computer Information Sciences are 111, 113, 170, 244, 245, 307, and 390. The required correlated courses in Mathematics and Statistics are 151, 152, 153, 206, 241, 301, 343, and 376.

To major in physics with a Bachelor of Arts Degree, one must satisfactorily complete 25 hours in Physics including 12 upper division hours. At least 6 hours of major courses in the Department must be taken in residence at Washburn University.

The Physics Program for Secondary Education Teachers

The teaching of Physics at the secondary level requires completion of a BA or BS in Physics. Courses that must be taken to meet the standards for licensure in Kansas are: physics courses 261 and 262 or 281 and 282, 320, 330, 334, 335, 350, and 360 and correlated courses of either BI 102 or CH 151. In addition, students must fulfill the professional education course requirements of the Education Department. **Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.**

SUGGESTED SCHEDULE IN PHYSICS

Freshman

First Semester (15 hrs)		Second Semester (14 hrs)	
English 101	(3)	Mathematics 152	(5)
Mathematics 151	(5)	General Physics I 281	(5)
Chemistry 151	(5)	CIS 111	(4)
Physical Education 198	(2)		

Sophomore

First Semester (15 hrs)		Second Semester (13-16 hrs)	
Mathematics 153	(3)	Mathematics 241	(3)
General Physics II 282	(5)	Physics 334	(3)
CIS 244	(3)	Physics 335	(3)
Electives	(4)	OR Electives 4-7	(3)

Junior

First Semester (15-18 hrs)		Second Semester (14 hrs)	
English 300	(3)	Physics 321	(3)
Physics 320	(3)	Physics 322	(2)
Physics 365	(3)	Physics 336	(3)
Physics 366	(3)	Electives	(6)
Mathematics 301	(3)		
Electives	(3)		

Senior

First Semester (16-18 hrs)		Second Semester (14 hrs)	
Physics 330	(3)	Physics 340	(3)
Physics 332	(1)	Physics 351	(3)
Physics 350	(3)	Physics 352	(1)
Physics 360	(1)	Physics 360	(1)
Mathematics 343	(3)	Electives	(6)
Electives	(5-7)		

SUGGESTED SCHEDULE IN COMPUTATIONAL PHYSICS

Freshman

First Semester (17 hrs)		Second Semester (17 hrs)	
Mathematics	(5)	Mathematics 152	(5)
CIS 111	(4)	Physics 281	(5)
English 101	(3)	CIS 113	(3)
Physical Education 198	(2)	Mathematics 206	(3)
Gen. Ed. Course	(3)	Gen. Ed. Course	(1)

Sophomore

First Semester (16 hrs)		Second Semester (18 hrs)	
Physics 282	(5)	Physics 335	(3)
Mathematics 153	(3)	CIS 244	(3)
CIS 170	(3)	Mathematics 241	(1)
Physics 291	(2)	Gen. Ed. Course	(9)
Gen. Ed. Course	(3)		

Junior

First Semester (15 hrs)		Second Semester (15 hrs)	
CIS 245	(3)	Mathematics 343	(3)
Mathematics 301	(3)	CIS 307	(3)
Mathematics 376	(3)	Physics 320	(3)
Physics 365	(3)	Physics 334	(3)
Physics 366	(3)	Physics 340	(3)

Senior

First Semester (14 hrs)		Second Semester (12 hrs)	
CIS 390	(3)	Physics 368	(3)
Physics 330	(3)	English 300	(3)
Physics 350	(3)	Elective	(6)
Gen. Ed. Course	(3)		
Elective	(2)		

THE MINOR

To minor in Physics, the student must complete 20 hours in physics which will consist of PS261 and 262 or PS281 and 282 plus 10 hours of course work in Physics requiring PS261, 262 or PS281, 282 as prerequisites. To count toward a minor work must be graded C or better and 25 percent of total minor hours must be taken in residence at Washburn University.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</PS 101 Introduction to Physics (3)

For non-majors. Recommended for partial fulfillment of the graduation requirement in natural science. Selected topics from the field of classical and modern physics are studied and discussed in terms of their impact on modern society without mathematical emphasis.

</PS 102 Introduction to Physics - Health (3)

For non-majors. Recommended for partial fulfillment of the graduation requirement in natural science. Selected topics from the field of classical and modern physics are studied and discussed in terms of their impact on the health profession. Students will not receive credit for both PS 101 and PS 102. *Prerequisite: Algebra 110 (Exploring Mathematics) or MA 116 (College Algebra) or concurrent enrollment.*

</PS 120 Meteorology (3)

The Earth's atmosphere and basic circulation patterns including types and classification of clouds and air masses, the formation of fronts, winds aloft computations, principles of forecasting, energy considerations and other associated physical processes. *Prerequisite: MA 104 or one and one-half years of High School algebra.*

</PS 126 Physical Science for Elementary Ed (5)

This course, designed to provide a comprehensive background in physical and earth science for the elementary school teacher, will provide lecture and laboratory experiences which will serve to improve confidence in both scientific process and product applicable to all elementary curricula. Four lectures and one lab period per week.

</PS 261 College Physics I (5)

Recommended for medical arts and general science students. Mechanics, heat, and sound are studied. Lecture-recitation and laboratory. *Prerequisite: Trigonometry and college algebra.*

PS 262 College Physics II (5)

A continuation of College Physics I. Electricity, optics and modern physics. Lecture-recitation and laboratory. *Prerequisite: PS 261.*

</PS 281 General Physics I (5)

Required for students who wish to major in physics and astronomy and for pre-engineering students. Mechanics, heat, and sound are studied. Lecture-recitation and laboratory. *Prerequisite: MA 151 or concurrent enrollment.*

PS 282 General Physics II (5)

A continuation of General Physics I. Electricity and magnetism optics, and modern physics. Lecture-recitation and laboratory. *Prerequisite: PS 281.*

PS 291 Elementary Computational Physics (2)

An introduction to computer modeling of physics problems using spreadsheet programs, computer algebra systems, and other mathematical software. *Prerequisite: MA 151 or concurrent.*

PS 310 Relativity (02)

Concepts of space and time, frames of reference, Einstein's Theory of Special Relativity and Elements of General Relativity. *Prerequisite: PS 262 or 282.*

PS 320 Electromagnetic Theory I (3)

The basic theory of electro- magnetic fields and waves using the calculus and vector methods. *Prerequisite: PS 262 or 282; MA 153.*

PS 321 Electromagnetic Theory II (3)

A continuation of Physics 320. *Prerequisite: PS 320.*

PS 322 Electrical Laboratory (2)

Basic theory of semiconductors and the application of this theory in electrical measurements. One-hour lecture and three hours laboratory a week. *Prerequisite: PS 262 or 282.*

PS 330 Optics (3)

Physical and geometrical optics. Lecture-recitation. *Prerequisite: PS 262 or 282.*

PS 332 Optics Laboratory (1)

Experiments with lens systems, mirrors, aberrations, the spectrometer, interference and diffraction, and polarization. *Prerequisite: PS 330 or concurrent enrollment.*

PS 334 Thermodynamics (3)

A consideration of heat phenomena, the first and second laws of thermodynamics, their principal consequences and applications to simple systems, and the kinetic theory of gases. *Prerequisite: PS 262 or 282; MA 153.*

PS 335 Theoretical Mechanics I (3)

A mathematical study of classical mechanics. Rigid body statics and dynamics, kinematics and dynamics of particles and systems of particles, and conservative and non-conservative force fields. *Prerequisite: PS 262 or 282; MA153.*

PS 336 Theoretical Mechanics II (3)

A continuation of Theoretical Mechanics I. *Prerequisite: PS 335.*

PS 340 Electronics (3)

Digital electronic circuits and devices with special emphasis on computer interfacing to instrumentation. Two one-hour lectures and one three-hour laboratory a week. *Prerequisite: PS 262 or 282, and MA 153.*

PS 350 Modern Physics I (3)

Phenomena specific to the extra-nuclear structure of the atom; phenomena peculiar to the atomic nucleus; introduction to quantum and wave mechanics, and *relativity*. *Prerequisite: PS 262 or 282; MA153.*

PS 351 Modern Physics II (3)

A continuation of Physics 350. *Prerequisite: PS 350.*

PS 352 Atomic and Nuclear Physics Laboratory (1)

Measurements of constants fundamental to atomic physics: Planck's constant, electron charge and mass, speed of light, etc. Techniques of nuclear alpha, beta and gamma ray spectroscopy. *Prerequisite: PS 350.*

PS 360 Experimental Physics (1 or 2)

Experimental design and techniques. Extensive use of technical literature will be necessary. Independent work is encouraged. *Prerequisite: consent of instructor.*

PS 365 Introduction to Theoretical Physics (3)

Application of ordinary and partial differential equations, Fourier series, Laplace transforms, Gamma functions, and complex variables to problems in the fields of physics and engineering. *Prerequisite: PS 262 or 282 or concurrent enrollment.*

PS 366 Introduction to Computational Physics (3)

Techniques and models in computational physics. *Prerequisites: PS 262 or 282, MA 153.*

PS 368 Computational Physics Research (3)

Computational physics research in any of the areas of physics. A written and an oral presentation of the work is required. *Prerequisite: departmental permission.*

PS 370 Spec. Subjects in Physics (Credit to be Arranged)

Offered on demand as teaching schedules permit. Material is to be chosen according to student interest from any one of a number of fields of physics. *Prerequisite: consent of instructor.*

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Website: <http://www.washburn.edu/cas/polisci/>

Degrees Offered

Bachelor of Arts:

Political Science

Bachelor of Public Administration:

Public and Non-Profit Management

Certificate of Non-Profit Management

Henderson Learning Center, Room 215
(785) 670-1737

Associate Professor Mark Peterson, Chair

Professor Steve Cann

Professor David Freeman

Professor Chris Hamilton

Professor Loran Smith

Associate Professor Bob Beatty

Associate Professor Tom Schmiedeler, Geography

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Political Science provides the curriculum for the Bachelor of Arts degree in Political Science and Bachelor of Public Administration degrees. The department serves a clientele that enrolls in its courses for several different reasons including: (1) meeting general education requirements, (2) meeting major or minor requirements for other departments and majors, (3) meeting the cognitive needs of departmental majors, (4) assisting students in meeting

the professional development needs of their present or future employment, and (5) meeting the elective needs of students who are interested in politics, political issues, and/or public policy.

DESCRIPTION OF THE DISCIPLINE

The study of governments, public policies and political behavior using both humanistic and scientific perspectives and skills to examine the countries and regions of the world. See <http://www.apsanet.org>

The Political Science Department administers the two degrees of political science (BA), and public administration (BPA), a Certificate of Non-Profit Management (see also the Department of Human Services), and Geography courses.

The Department of Political Science offers the Bachelor's in Political Science (BA) which seeks to prepare well-rounded students who understand politics and policies domestically, internationally, theoretically, and administratively. The BA in Political Science is for those who plan to go on to graduate or law school, careers in public affairs, or public employment. The Department also offers a Bachelor of Public Administration degree which emphasizes public and non-profit management. We also offer the Certificate of Non-Profit Management.

STUDENT LEARNING OUTCOMES

Political Science students at Washburn University, upon graduation, are expected to have acquired knowledge in four of the following five subfields:

- the political institutions and processes of the governments of the United States;
- international political issues, significant international organizations, and the world political economy;
- the ideas, concepts, and principles associated with political philosophers deemed by the discipline as being most significant to the sub-field of Political Theory;
- the field of comparative political institutions and political processes; and
- the field of public administration, its processes, and the general principles and problems of complex public organizations.

In addition, all majors in the discipline should be able to interpret the meaning and significance of political data.

DEPARTMENTAL HONORS

3.65 overall GPA and a 3.80 Political Science GPA (All Political Science courses taken).

THE POLITICAL SCIENCE MAJOR

Brief General Description: At least 34 credit hours in Political Science are required, to be distributed as follows: Twelve (12) hours of designated lower division PO courses, PO 390 (3 credit hours), PO 450 (1 credit hour), 12 credit hours of upper division courses with at least 1 three-credit hour upper division course in four of the five sub-field areas, and six hours of elective courses from any additional lower or upper division political science offerings.

Designated lower division PO courses (106 or 107; plus any three from 225,235,245, or 275) are intended to be pre-requisites or "gateway survey courses" for Majors to upper division PO courses within the same area. (Example: a Major must take 106 or 107 to be able to take 308), but a Major may take up to nine (9) total hours of upper division political science courses at Washburn (or have the transfer credit equivalent) without having met the pre-requisite or "gateway survey" required 100/200 level course.

Breakdown of the Requirements of the Major in Political Science:

- I. The twelve credit hours of lower division work may be satisfied by:
 - a. PO 106 or PO 107 (3 hrs)
 - b. Any three courses (9 credit hours) from among: PO 225, 235, 245, or 275
- II. The twelve hours of upper division work (300 or 400 level) must include at least one of the designated courses in four of the five following areas (A to E).

A. American Politics

Area prerequisite: PO 106, 107 or consent of instructor

- PO 304 Political Behavior
- PO 305 Policy* OR
- PO 308 Federalism and Public Policies*
- PO 306 Urban/Metropolitan Government
- PO 320 The Legislative Process
- PO 321 The Presidency
- PO 339 Federal Institutions OR
- PO 340 Civil Liberties

B. Political Theory

Area prerequisite: PO 275 or consent of instructor

- PO 333 Classical and Medieval Political Theory
- PO 334 Modern and Contemporary Political Theory
- PO 356 American Political Theory

C. Comparative Politics

Area prerequisite: PO 235 or consent of instructor

- PO 360 China, Japan and Asian Politics
- PO 361 European Politics
- PO 362 Mexico and Latin American Politics
- PO 365 Democratization and Int'l Political Economy

D. International Relations

Area prerequisite: PO 225 or consent of instructor

- PO 352 Peace Studies and Conflict Resolution
- PO 351 International Organizations and Law
- PO 353 American Foreign Policy
- PO 354 Issues in International Politics and Security

E. Public Administration

Area prerequisite: PO 245 or consent of instructor

- PO 305 Public Policy OR
- PO 308 Federalism and Public Policies *
- PO 343 Administrative Law OR
- PO 391 Public Personnel Administration
- PO 393 Public Budgeting
- PO 394 Public Management OR
- PO 395 Non-Profit Management

* **NOTE:** Students can pick PO 305 or PO 308 to apply to ONE area. The same course may not be treated as

satisfying two subfield requirements.

- III. Students must enroll in PO 390 Research Methods (includes both quantitative and qualitative research methods) (3 cr. Hrs), and seniors must take PO 450 Senior Political Science Capstone (1 hr). Seniors must also take the ACAT national political science assessment exam during their final semester.
- IV. Six (6) additional hours of lower or upper division political science courses.
- V. Optional Internship Credits PO 307 - Internships of up to 6 cr. hours that may be counted toward the major are an available option for interested students. The prerequisite is PO 107.

THE POLITICAL SCIENCE MINOR

A minor consists of no less than 15 hours. Students must take PO 106, PO 107, and select 9 hours of additional courses 6 of which must be from upper division courses. Students must have a grade of C or better in each course applied to the minor. A student cannot major in either political science or public administration and receive a minor in the other area.

PI SIGMA ALPHA

The national political science honorary society is represented by a chapter chartered in 1983. Membership is conferred each year on advanced political science students whose grades meet the prescribed national and local requirements.

BACHELOR'S DEGREE (BPA) IN PUBLIC ADMINISTRATION CERTIFICATE OF NON-PROFIT MANAGEMENT

MISSION

The Bachelor of Public Administration Degree and the Certificate of Non-Profit Management are offered through the Department of Political Science. The principal function of these programs is to serve a clientele that seeks a level of expertise and cognition sufficient to the professional development needs of their present or future employment in either the public and/or non-profit sectors of American society. The offerings of the discipline also meet the elective needs of students interested in the various aspects of public administration.

STUDENT LEARNING OUTCOMES

Public Administration Students at Washburn University, upon graduation, are expected to have acquired basic knowledge in the following subfields:

- the interaction between politics and policy which makes administration necessary and defines its tasks;
- the theories, principles, and problems of complex organizations;
- the theories and practice of management;
- the theories and concepts of organization staffing;
- the means and methods by which governments raise, appropriate, expend, and account for funds; and

- the limits of bureaucratic power under a constitutional, democratic government.

Degrees and Certificates

The Bachelor's in Public Administration (BPA) emphasizes Public and Non-Profit Management. The Bachelor of Public Administration (BPA) degree leads to employment in state or local governments, non-profit agencies, the national government, or certain aspects of business relating to human resources management, government relations or government regulations. The BPA degree requires 24 credit hours of cognate courses 15 of which fulfill general education requirements, and not more than 40 political science and public administration credit hours as described below. The Department is active in seeking internships in public and non-profit agencies for Juniors and Seniors, leading in many cases to full-time employment.

I. Required Courses for the BPA Major (27 to 30 credit hours):

PO 107 American State and Local Government
PO 245 Intro to Public Administration
(sometime within the first 12 credit hours of the major)
PO 305 Public Policy
PO 307 Internship (3 or 6 credit hours)
PO 390 Applied Political Research
PO 391 Public Personnel Administration
PO 393 Public Budgeting
PO 394 Public Management Techniques
PO 401 Program Evaluation
OR
HS 495 Admin. And Eval. Of Human Service Programs

II. PO Electives for the BPA (9 to 12 credit hours):

PO 306 Urban-Metropolitan Government
PO 308 Federalism and Public Policies
PO 343 Administrative Law
PO 346 Special Topics (3 to 6 credit hours total)
PO 395 Non-Profits Management

III. Non-PO Cognate Courses for the BPA:

Students must take the following courses in the General Education Curriculum: EC 200, EC 201, PY 100, CN 101, and SO 101. These courses also count towards fulfilling the General Education and elective requirements of the University. Students must also take CM 101, AC 224 Financial Accounting, and CN 300 Organizational Communication OR CN 350 Persuasion (*Prerequisite CN 101*).

The Certificate of Non-Profit Management is offered jointly with the Department of Human Services. The Certificate of Non-Profit Management is valuable for individuals who seek manager positions or advancement into the field of non-profit agencies (United Way, YMCA, etc). The Certificate is offered in three ways: A. ON-LINE, B. to any on-campus student with any Major, or C. with fewer required hours as a Major in Public Administration who Minors in Human Services, or a Human Services Major who Minors in Public Administration.

Option A. Available ON-LINE to working adults in any outlying location by the Internet, or through campus

courses (see list of 9 courses in the Option B paragraph immediately below)

OR

Option B. Add to any Major or graduate program, with the following courses: English 100. HS 100 Orientation to Human Services; HS 445 Legal and Ethical Issues; HS 302 Social change and Advocacy; PO 245 Intro to Public Administration; PO 393 Public Budgeting, or PO 346 Non-Profit Fundraising; PO 395 Non-Profit Management; PO 401 Program Evaluation, or HS 495 Admin and Evaluation of Human Services; PO 307/HS 481 Internship 3 to 6 credit hours.

Total of 27-30 credit hours (9 courses)

Option C. 6 courses (18 hours). For any Majors in Public Administration who Minor in Human Services, or any Majors in Human Services who Minor in Public Administration, as follows:

Any Human Services Major with this Minor in Public Administration:

PO 245 Intro to Public Administration
PO 346 Non-Profit Fundraising
PO 391 Public Personnel Administration
PO 393 Public Budgeting and Grants
PO 394 Public Management Techniques
PO 395 Non-Profit Management

Any Public Administration Major with this Minor in Human Services:

- HS 100 Orientation to Human Services
- HS 300 Prevention in Human Services
- HS 302 Social Change and Advocacy
- HS 305 Case Management
- HS 330 Theories of Intervention
- HS 445 Legal and Ethical Issues in Human Services

The Minor

The minor in Public Administration consists of 18 credits distributed as follows: 9 lower division credits (PO 106, 107, and 245) and 9 upper division credits chosen from the following list (PO 306 or 392, 343 or 391, 393, 394 or 395, 390).

Departmental Honors in Political Science and Public Administration: 3.65 GPA overall and a 3.8 in political science/public administration course work.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</ PO 106 The Government of the United States (3)
Theory, organization and functioning of our democratic government in modern society with special emphasis on the national government and its relations with the states. The role of government in a democratic society as a supplier of services, the embodiment of values and the arbiter of conflict is stressed.

</ PO 107 American State and Local Government (3)
Examines American grassroots democracy with special emphasis placed on the institutions of state and local government, how these institutions actually operate, and how they differ from the national government.

PO 200 Special Topics in Political Science (1-3)

Topics will vary from semester to semester and will be announced in advance.

PO 210 Political Corruption in America (3)

An historical and analytical probe of political corruption in the United States. Special emphasis will be placed on analyzing the reasons why corrupt politicians exist, why they survive, and how they have fallen. The reform movements and their impact also are discussed.

PO 211 American Political Parties (3)

American party history, organization and operation.

</PO 225 Introduction to International Politics (3)

Theory and practice of international politics with special attention to foreign policy and decision-making process, major issues facing the international system, the role and functions of international and transnational organizations with respect to conflict and cooperation in the international community.

</ PO 235 Introduction to Comparative Politics (3)

Basic concepts, theories and methods in comparative analysis of political institutions, processes, and policies of nations. Case studies of selected political systems-developed and developing, Western and non-western, democratic and non-democratic illustrate the analytical approaches.

PO 245 Introduction to Public Administration (3)

Designed to acquaint the student with the organization and functioning of the administration of government. Includes introduction to theories of administration, policy and administration values, study of the governmental bureaucracy and administrative behavior.

PO 255 Introduction to the American Legal System (3)

Designed to acquaint the student with the basic institutions and procedures of the American legal system. Also a very basic introduction to substantive areas of American law such as: torts, contracts, civil procedure, regulation of business.

PO 275 Introduction to Political Theory (3)

Introduces students to the great philosophers and thinkers, and issues of politics which have shaped western and non-western world civilization.

PO 300 Special Topics in Political Science (1-3)

Topics will vary from semester to semester and will be announced in advance.

PO 303 U.S. Hate and Extremist Groups (3)

Examines the politics, development, and influence of major domestic extremist, hate and terrorist groups; significant radical movements; and related trends in the contemporary U.S. Students will need to have taken either PO106 or HI112, or receive instructor permission.

PO 304 Political Behavior (3)

Study of the formation of public opinion, and participation in governmental decision-making. Analysis of voter and interest group behavior by means of electoral and other data. Discussion of issues as related to the democratic process of public decision-making.

PO 305 Public Policy (3)

Examines the role of government as a supplier of services to its citizens. It will cover the following topics: the nature of politics and policy, social problem identification and articulation, interest groups and the formation of public policy, the analysis of policy content, policy implementation, and policy evaluation.

PO 306 Urban-Metropolitan Government (3)

Analysis of historical, political, economic, and social development of urban America. Emphasis will be placed on discussion of contemporary urban problems through investigation of the legal status of municipal and county governments, machine, reform, and ethnic politics, socioeconomic class status and urban society, community power, forms of participation in urban politics, the problems and politics of urban policymaking, and suggestions for improving urban-metro governments.

PO 307 Internship in State and Local Government (3-6)

Experience in an operating office of state or local government in order to gain insight into government at these levels. Problem paper required. *Prerequisites: Political Science 107 and/or consent of instructor. Junior and Senior standing.*

PO 308 Federalism and Public Policies (3)

A study of the nature, patterns, and impact of American federalism, including historical, fiscal, economics, policy and political significance.

PO 309 Kansas Legislative Experience (3)

Analysis of the Kansas legislature and governor, along with other state-wide offices and the media -- how all function within the governmental system of Kansas. Along with an in-depth study of the a legislative session, the student will be required to attend legislative committee meetings, floor debates, and gubernatorial press conferences. Students will also conduct participant observation within a legislative or executive branch office. No prerequisites.

PO 320 The Legislative Process (3)

Analysis of the special role of legislative bodies as they function within the American system of separation of powers and checks and balances. Emphasis is placed on Congress and its significance to our democratic system.

PO 321/521 The Presidency (3)

The President in the American system of democratic government. His role as national and international leader, as chief of party and arbiter of interest conflicts. Comparison between the American Presidency and heads of government of other states.

PO 322 Politics of the 1960s to Now (3)

Covers the incredible changes in America rendered by the powerful political movements, reforms and issues of the 1960s and 70s. Virtually everything about current politics is understandable only if traced to the roots of it all in the near-revolutionary events of those earlier decades. Course is taught using various media. *Prerequisite: 3 hours of political science, or consent of the instructor.*

PO332 Politics Through Film and Literature (3)

Exposes students to the nature and varied dynamics of politics through film and literature. Emphasis will be placed on classical, modern, and post-modern understandings of politics as expressed in film and literature with the expectation of sharing an informed and inviting view of politics in the Western world. No prerequisites.

PO 333/533 Classical and Medieval Political Theory (3)

Analysis of Western Political Thought from the Classical Greek period through the thirteenth century. Drawing upon selected political philosophers particular emphasis will be placed on such concepts as: human nature, the nature of the state, political authority, political obligation, citizenship, the nature of constitutions, justice, virtue, and political rights, to mention a few.

PO 334/534 Modern and Contemporary Political Theory (3)

Analysis of Western Political Thought from the fourteenth century to the present. Drawing upon selected political philosophers particular emphasis will be placed on history, literature, philosophy, science, social and religious thought, and the paradigmatic structuring of both modern and contemporary political thought.

PO 337 Religions and Politics (3)

Describes the many current trends of religions and politics in the U.S. focusing on the major religions and their political teachings, considerable political power and activism in contemporary American politics, society and life. *Prerequisite: 3 hours of political science, or consent of the instructor.*

PO 338 Contemporary American Politics (3)

Principal issues, trends, and personalities in current American politics and election campaigns. Normally taught in the first semester of even numbered years. *Prerequisite: PO 106.*

PO 339/539 Constitutional Law I: Federal Institutions (3)

Analysis of Supreme Court cases dealing with the separation of powers, federalism, and government regulation of property. Conducted like a law school class, the student is required to brief cases daily and the Socratic method is the pedagogical approach. PO339/539 and PO340/540 do not need to be taken in sequence.

PO 340/540 Constitutional Law II: Civil Liberties (3)

Analysis of Supreme Court cases dealing with civil rights and civil liberties. More specifically the subject matter covers the 14th Amendment and the Bill of Rights. Conducted like a law school class, the student is required to brief cases daily and the Socratic method is the pedagogical approach.

PO339/539 and PO340/540 do not need to be taken in sequence.

PO 343 Administrative Law (3)

The scope of the law as it applies to administrative agencies of the government. Focuses on the powers of agencies, administrative rule-making, regulatory activities, due process, and judicial review of administrative actions.

PO 346 Problems in Public Administration (3)

Problems and cases involved in administering public policy.

PO 351 International Law (3)

Nature, general principles and development of international law by examination of appropriate cases and materials. The development of international legal principles within the framework of cultural diversity, competing religious and value systems, and conflicting economic and national expectations.

PO 352 Peace Studies and Conflict Resolution (3)

A survey of the literature on peacekeeping, stable peace, the kinds of peace and conflict resolution techniques, in diplomacy, and in case studies of nation-states relations.

PO 353 American Foreign Policy (3)

Analysis and evaluation of post-World War II American foreign policy. Assessment of the sources and the substance of policy as well as some of the enduring issues in American foreign policy.

PO 354 Current Issues in Int'l**Politics and Security (3)**

Analysis of selected foreign policy issues confronting the U.S.A. in the 1990s. The focus of the course varies from year to year.

PO 356 American Political Theory (3)

An examination of the contrasting philosophies at work in the discourse of the republic's founding (Federalists vs. Anti-federalists) and the subsequent development of American political thought. Central questions involve issues of representative vs. direct democracy; what are the appropriate institutions of government; the tension between the rule of the majority and the rights of the dissenting minority; and the posture of the democratic republic towards human rights and the use of state force.

PO 360 China, Japan, and Asian Politics (3)

A study of the governments, politics, policies and political cultures of China, Japan, and selected Asian countries. Analysis of the political process, government institutions, policies, political economy, cultures, interest groups, and leaders that shape the political landscape of East, South-east, and South Asia. A special emphasis on the forces of political and economic change.

PO 361 European Politics (3)

Study of the government and politics of selected European countries. Analysis of the political process and government policies of the United Kingdom, France, Germany, and Russia as well as the movement toward European unity.

PO 362 Mexico and Latin American Politics (3)

A study of the governments, politics, policies and political cultures of Mexico and selected Latin American countries. Analysis of the political process, government institutions, political economy, policies, interest groups, cultures, and leaders that shape the political landscape of Mexico and Latin America. A specific emphasis on the forces of political and economic change.

PO 365 Democratization and Int'l**Political Economy (3)**

Describes the growth of democracy in world political systems, and the inter-relation of democracy, human rights, economic development, trade options, and their effects on the nation states and populations in the modern world, especially in 3rd or southern world regions.

PO 386/586 Directed Readings (1-3)

Readings in the selected fields of Political Science. May be taken until three credit hours are earned.

Prerequisite: Senior Political Science major or approval of the department head.

PO 390 Applied Political Research (3)

Introduction to utilization of basic research techniques in public administration and political science.

PO 391 Public Personnel Administration (3)

The principles and techniques involved in managing public employees. Particular attention is given to staffing, separation, and administrative functions related to public employment.

PO 393 Public Budgeting (3)

The politics of planning, financing, and managing governmental budgets at the national, state, and local levels.

PO 394 Public Management Techniques (3)

A study of the differences in the setting of the management of the various kinds of public organizations, and a survey of the basic techniques of strategic planning, fund-raising, decision-making, community inter-organization development, leadership, negotiations, mission definition, policy analysis and evaluation for maximum effectiveness in the public sector.

PO 395 Non-Profits Management (3)

A survey of the various forms and particular differences of the management and operation of Non-Profit organizations as distinguished from traditional government administration.

PO 401 Program Evaluation Methods (3)

The most vital methods of evaluating the effects of programs and agency goals of government and non-profit agencies.

PO 450 Senior Seminar (1)

This is required for graduating Seniors majoring in political science. It is a capstone course offered every semester. It is a review of the major theories in the areas of Political Theories, American Politics, Comparative Politics, Public Administration, and International Relations, plus quantitative research methods. The course is team taught by the faculty. Student proficiency in the discipline will be measured by a national performance exit exam over areas of Political Science.

PRE-THEOLOGY

Garvey Fine Arts Center, Room 233
(785) 670-1542

Professor Barry Crawford, Advisor

The Philosophy Department recommends that pre-theology students complete a broad course of study, including work in the Humanities, Social Sciences, Natural

Sciences and in Creative and Performing Arts. The Philosophy Department offers courses in Religion and is happy to assist students in planning pre-seminary majors in either Religious Studies or Philosophy.

PSYCHOLOGY

Website: <http://www.washburn.edu/cas/psychology/>

Degrees Offered

Bachelor of Arts, Psychology

Master of Arts, Psychology, emphasis in Clinical Skills (see Graduate Programs section of catalog)

Henderson Learning Center, Room 211
(785) 670-1564

Associate Professor Dave Provorse, Chair

Professor Joanne Altman

Professor Gary Forbach

Associate Professor Barbara Bowman

Associate Professor Laura Stephenson

Assistant Professor Michael McGuire

Assistant Professor Michael Russell

Assistant Professor Cynthia Turk

Lecturer Meredith McKee

Emeritus Professor Ronald Evans

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Psychology Department of Washburn University meets the educational needs of several traditional and nontraditional student populations through our undergraduate program which is designed to: (1) provide general education courses for students enrolled in various two- and four-year degree programs; (2) support students who choose an undergraduate psychology minor or correlated area to complement their degree program; and (3) serve CAS students seeking a B.A. degree with psychology as their major. The psychology major offers the study of the science of psychology and the general benefits of a liberal arts education, emphasizing the preparation for lifelong learning, and thinking and action based on both specific and general knowledge skills.

STUDENT LEARNING OUTCOMES

Psychology students at Washburn University, upon graduation, are expected to have: acquired knowledge of the fundamental principles in psychology; developed critical thinking and reasoning skills; acquired oral and written communication skills; demonstrated information gathering and synthesis skills; demonstrated research and statistical skills; and developed an understanding of the ethics of psychology. The requirements for a major in psychology are designed to meet educational goals of two distinct student populations:

1. students who want to pursue a career in psychology; and
2. students who want to study psychology because it is interesting, useful, and helpful to people in many other careers.

For the first group, because the profession of psychology usually requires a graduate degree for employment as a psychologist, the major provides the fundamental

knowledge, skills, and experience necessary to prepare students to apply for admission to graduate school in psychology. For the second group, the major is also designed to satisfy the interests of someone seeking more than just a casual understanding of psychology, who also needs practical knowledge and skills useful to students planning to complete a B.A. degree and then pursue a fulfilling career in another field.

The Psychology Department also administers a graduate program leading to a Master of Arts degree with an emphasis in clinical skills. See Psychology, Graduate Programs, in catalog index.

THE MAJOR

It is recommended that students with a serious interest in psychology distribute their elected courses over as many areas of psychology as possible in order to acquire a comprehensive picture of modern psychology.

Students must complete a minimum of 30 graded credit hours in psychology, earning a grade of C or better in each course. These hours must include: PY 100, 105, 150, 250, and 299; 4 upper division courses from among PY 301, 305, 306, 307, 309, and 310; and a total of at least 3 hours selected from the set of courses which may serve as the basis of a Senior Capstone Experience (PY 387, 389, and 390).

Students should work closely with an advisor to plan the required Capstone Experience. The Capstone Experience should be taken during the junior or senior year.

Some courses which meet psychology major requirements are not offered each semester, so students should always consult a Psychology faculty advisor when planning their course schedule.

At least 15 of the required 30 hours must be upper-division courses, and at least 9 hours (including 6 upper division hours) must be taken at Washburn.

Department Honors

Psychology majors with a GPA of 3.5 or higher in all Psychology classes are eligible for departmental honors by demonstrating superior research skills or scholarship while enrolled in Psychology 389 or 390. Students are encouraged to begin these projects no later than the first semester of their senior year. More information about honors is available from a department advisor.

Psi Chi: The national honorary psychology society, Psi Chi, is represented at Washburn University by a chapter chartered in 1968. Membership is conferred each year upon advanced psychology students whose grades in psychology meet the prescribed national and local requirements.

Independent Work in Psychology

The department encourages all interested and qualified students to pursue a program of independent work in psychology by participating in one or more of the following three courses: PY 336 Field/Volunteer Experience; PY 389 Independent Study; PY 390 Directed Research. It is generally recommended that a student should have completed at least 15 hours in Psychology, including PY 250 Experimental Psychology, prior to enrolling in any of the above courses. Interested sophomores and juniors are required to arrange independent work with their departmental advisor during the semester prior to enrolling in these courses.

THE MINOR

A minor in psychology consists of no less than 15 hours, including at least 9 hours of upper division courses. At least 4 hours must be taken at Washburn. Students should consult an advisor in the Psychology Department in order to select the most appropriate psychology courses to complement their major. Students must have a grade of C or better in each course applied to the minor.

Sport Psychology

Students interested in Sport Psychology should meet with either ;

1. the Psychology Department Sport Psychology advisor (Dr. Provorse), or
2. a Physical Education major advisor in the Health, Physical Education and Exercise Science Department to obtain a list of courses which prepare students to meet application eligibility requirements for graduate programs which offer training leading to careers in Sport Psychology.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</ PY 100 Basic Concepts in Psychology (3)

An introduction to fundamental areas of Psychology including an overview of the concepts and methods of such areas as perception, learning, motivation, memory, development, personality, abnormal and social.

</PY 101 Psychology of Adjustment (3)

Applications of psychological concepts and principles relating to adjustment in interpersonal and stressful situations.

PY 105 Introductory Psychology Laboratory (1)

Introduction to the psychological research laboratory via a series of guided laboratory exercises with emphasis on 1) using numerical data from the exercises to write in a scientific style about behavior and 2) using computer-based tools. *Prerequisite: PY 100 or concurrent enrollment.*

PY 150 Psychological Statistics (4)

Descriptive and inferential statistics in design, analysis, and interpretation of psychological research. Lectures and two hours of laboratory. *Prerequisites: PY 100 with grade of "C" or better, PY 105 with grade of "C" or better or concurrent enrollment, and MA 104.*

PY 209 Psychological Dev. Through the Life-Span (3)

Psychological research and theories which describe and explain life-cycle stability and change in perception, cognition, language, psychomotor behavior, personality, interpersonal relationships, etc. *Prerequisite: PY100 or 101.*

</PY 210 Psychology of Infancy and Childhood (3)

Overview of theory and research on the psychological development of infants and children. Included are the development of sex roles, aggression, friendship, attachment to parents, perception, cognition, language, and moral reasoning and behavior. *Prerequisite: PY 100 or 101.*

</PY 211 Adolescent Psychology (3)

Theory and research on adolescent personality, social and cognitive development, including problems of adjustment during the teenage years. *Prerequisite: PY 100 or 101.*

PY 212 Psychology of Adulthood and Aging (3)

Psychological theory and research on the changes and continuities of the adult years: personality, intelligence, memory, sex roles, interpersonal relationships, death and dying, and the psychological consequences of physical and health changes. *Prerequisite: PY 100 or 101.*

PY 215 Consumer Psychology (3)

Survey of the psychological principles, theories, and methodology in learning, perception, motivation, attitude formation, personality, etc. as they affect consumer behavior. *Prerequisite: PY 100 or 101.*

PY 220 Psychology of Human/Computer Interactions (3)

A study of methods of scientific inquiry in the fields of cognitive psychology and human factors, and the application of the knowledge base of these fields toward achieving effective and productive human/computer interactions. *Prerequisite: PY 100 or CM 110.*

</ PY 231 Abnormal Psychology (3)

A survey of the origins, processes, and diagnostic characteristics of representative syndromes of maladaptive behavior. *Prerequisite: PY 100 or 101.*

PY 234 Behavior Management Techniques (3)

Elementary principles of learning and their application for managing the behavior of normal and abnormal populations in a variety of settings including schools, mental institutions, hospitals, and businesses. *Prerequisite: PY 100 or 101.*

PY 250 Experimental Psychology (4)

An introduction to objectives and methods of Experimental Psychology, including how to design and implement experiments, and how to analyze, interpret, and report experimental results. *Prerequisite: PY 150 and PY 105 with grades of "C" or better.*

PY 282 Zoo Research (3)

Exploration of methods of observational research used to study behavior. Students will conduct supervised observations of animals or people at the Topeka Zoo. *Prerequisite: PY 100.*

PY 295 Special Topics (1-3)

Selected topics in psychology, announced in advance. *Prerequisite: Specified for each topic.*

PY 299 Psychological Forum (1)

Survey of applied issues in the profession of Psychology including an overview of employment and graduate school opportunities as well as vocational techniques for achieving those goals. *Pass/Fail Only. Prerequisite: PY100 and Sophomore Psychology Major.*

PY 301 Principles of Learning (3)

Empirical and theoretical approaches to the study of classical and instrumental conditioning. *Prerequisite: PY 100 or 101.*

PY 302 Motivation (3)

A review of biological, behavioral, and cognitive approaches to motivation. *Prerequisite: PY 100 or 101.*

PY 305 Sensation and Perception (3)

Focus on the anatomy and functions of sensory systems (vision, audition, olfaction, gustation, haptics). Emphasis on differences in theoretical backgrounds. *Prerequisite: PY 100 or 101.*

PY 306 Cognition (3)

A study of the intellectual structures and processes involved in the acquisition, storage, transformation, and use of knowledge. *Prerequisite: PY 100 or 101.*

PY 307 Physiological Psychology (3)

Examines the physiological basis of psychological phenomena (e.g., behavior). Concentrates on the function of biological systems on both general and specific behaviors. *Prerequisite: PY 100 or 101.*

PY 309 Theories of Personality (3)

Psychological theories of personality, including psychoanalytic, learning, and humanistic approaches. *Prerequisite: PY 100 or 101.*

PY 310 Social Psychology (3)

Theory and research on cognitive and behavioral responses to social stimuli. *Prerequisite: PY 100 or 101.*

PY 312 Psychology of Creativity (3)

Exploration of the many facets of creativity, including the nature, measurement, prediction, and cultivation of creativity, and its relationship to other cognitive abilities. *Prerequisite: PY 100 or 101.*

PY 314 Personality and Social Behavior (3)

Description of the characteristics that distinguish individuals and a review of the processes by which these characteristics are thought to be established and changed. *Prerequisite: PY 100 or 101.*

PY 315 Personnel Psychology (3)

The psychological aspects of personnel administration, stressing the application of psychological principles to personnel management. *Prerequisite: PY 100 or 101.*

PY 320 Principles of Psychological Testing (3)

Theory and methods in psychological measurement, and their application to the construction, selection, and interpretation of psychological tests. Includes a survey of representative personality and ability tests. *Prerequisite: PY 100 or 101.*

PY 325 Community Psychology (3)

The study of community and organizational approaches to intervention and prevention strategies for mental health care, general health care, and various social problems. *Prerequisite: PY 100 or 101.*

PY 326 Health Psychology (3)

Psychological research and theory in the areas of psychosomatic disorders, chronic illness, disability, terminal illness, and staff/patient relationships. The course emphasizes the contributions of psychological theory and treatment in traditionally medical areas of human behavior. *Prerequisite: PY 100 or 101.*

PY 327 Correctional Psychology (3)

An introduction to the field of Correctional Psychology. Applies psychological theories, principles and research to correctional issues. Topics include inmate behavior, women in prison, and psychological disorders found among offenders and prevention of fatigue, stress, and burnout in staff members. *Prerequisite: PY 100, 101, or consent.*

PY 328 Psychology of War and Warriors (3)

Applies psychological theories, principles, and research to military training, combat experiences, and recovering after a war. The impact of war on military and non-combatants is studied. *Prerequisite: PY100 or 101.*

PY 333 Counseling Psychology (3)

Major theories and techniques of psychological counseling. *Prerequisite: PY 100 or 101.*

PY 336 Field/Volunteer Experience in Psychology (1-3)

Supervised experience in the application of psychological concepts and methods or volunteer work. Work in non-classroom situations required. Arrangements for enrollment must be completed prior to registration. *Pass/Fail Only. Prerequisite: One related advanced course and consent of instructor.*

PY 338 Childhood Psychopathology (3)

An overview of psychological and behavioral disorders of children and adolescents, including their characteristics, origins, and treatment. *Prerequisite: PY 231.*

PY 350 Introduction to Clinical Psychology (3)

Clinical Psychology as a science and a profession. The history, scope, ethics, theories, and methods of clinical psychology. *Prerequisite: PY 231.*

PY 353 Psychology of Everyday Life (3)

Applications of psychological theory and research in common life arenas, including family, work, and interpersonal relationships. *Prerequisite: PY 100 or 101.*

PY 356 Psychology of Marital and Family Processes (3)

An overview of psychological theories and research pertaining to family processes and the influence of the family on the psychological development of the individual. Topics to be covered include various psychological theories pertaining to family functioning, family dysfunction and divorce, and relationships between family functioning and psychopathology. *Prerequisite: PY 100 or 101.*

PY 381 History and Psychology of Sex and Gender (3)

Surveys historic and current experience of being male and female within changing Western society. The course will examine past ideas fostering distinctions between sexes, as well as surveying current psychological research in this area. This course will be team taught by an historian and a psychologist. *Prerequisite: Three hours of Social Science or consent. Of PY 381 and HI 381, only one may be taken for credit.*

PY 382 Zoo Research (3)

Exploration of methods of observational research used to study behavior. Students will conduct supervised

observations of animals or people at the Topeka Zoo.
Prerequisite: PY 250.

PY 387 History and Systems of Psychology (3)

An examination of philosophical and empirical roots that led to the development of the discipline of psychology and the historical progression of ideas central to modern psychology. (May be used to meet Senior Capstone Experience requirement). *Prerequisites: Psychology Senior or Consent.*

PY 388 Directed Collaborative Research (3)

Supervised small group research project(s) designed to provide the opportunity to work collaboratively with peers. (May be used to meet Senior Capstone Experience requirement). *Prerequisite: PY 250 and Consent of instructor.*

PY 389 Independent Study (1-3)

Individual problems planned and executed by the student under supervision. (May be used to meet Senior Capstone Experience requirement.) May be repeated up to a total of 6 hours. *Prerequisite: Consent of instructor.*

PY 390 Directed Research (1-3)

Supervised independent research involving gathering, analysis, and reporting of empirical data. (May be used to meet Senior Capstone Experience requirement.) May be repeated up to a total of 6 hours. *Prerequisite: PY 250 and consent of instructor.*

PY 395 Special Topics (1-3)

Selected topics in psychology, announced in advance. Can be repeated for credit under different topic areas. *Prerequisite: Specified for each topic.*

GRADUATE PROGRAM IN PSYCHOLOGY (MA)

The Department of Psychology offers a Master of Arts Degree in Psychology with an emphasis in clinical skills. See Psychology, Graduate Programs, in catalog index.

PUBLIC ADMINISTRATION

(See Political Science)

RELIGIOUS STUDIES Philosophy Department

Website: <http://www.washburn.edu/cas/philosophy>

Degree Offered

Bachelor of Arts – Religious Studies

Garvey Fine Arts Center, Room 233
(785) 670-1542

Professor Barry Crawford

MISSION

Consistent with the missions of the University and the College of Arts and Sciences, the Department of Philosophy is dedicated to providing high quality undergraduate courses in philosophy and religion, to engaging in research and scholarly activities in these and related

areas and to serving the University and its various communities. The Department emphasizes excellence in teaching undergraduate students.

DESCRIPTION OF DISCIPLINE

Religious Studies courses examine the nature and function of religious beliefs and practices in the development of human self-understanding and in the conduct of human affairs. The curriculum presupposes that the study of religion involves a great variety of subjects which can be explored from the perspective of several different disciplines and in terms of multiple methodologies. Courses in the curriculum acquaint students with a rich diversity of scholarship on religion and with critical methods employed in the interpretation of religious phenomena. Students of all backgrounds and fields of study should find courses in religion helpful for understanding how religious ideas and ideals have shaped the way people live and think.

STUDENT LEARNING OUTCOMES

Religious Studies students at Washburn University, upon graduation, are expected to have:

- acquired an understanding of the subject matter of, and methods used in the academic study of religion;
- acquired an understanding of the various methodological approaches to religion used by anthropology, sociology and philosophy;
- achieved an introductory understanding of the nature and diversity of world religions;
- attained knowledge beyond the introductory level of the diversity of religious beliefs and practices throughout the world;
- developed an understanding beyond the introductory level of a concentrated area of religious studies;
- displayed an advanced competence (at the undergraduate level) to deal with the various concepts and materials central to the academic study of religion; and
- demonstrated the ability to conduct and present research in written form, and orally defend positions taken in written work.

THE MAJOR

The major in Religious Studies is a broadly based program of instruction designed to meet the needs of the following three groups of students: first, anyone wishing to gain a deeper understanding of the role of religion in human experience and history; second, those interested in entering a seminary in preparation for a career in the ministry; third, those planning to continue the academic study of religion at the graduate level in preparation for a career of teaching and research. Religious Studies majors desiring to earn departmental honors must successfully complete the college requirements for departmental honors.

The requirements for the major in Religious Studies consist of the following:

- RG 101: Introduction to Religion; RG 102: World Religions; RG 331: Concepts of God, East and West; RG 398: Senior Thesis Research; RG 399: Senior Thesis; three additional upper division hours

in Religion; PH 102: Ethics: Introduction to Moral Problems; PH 201: History of Ancient Western Philosophy; PH 302: Philosophy of Religion; AN 313: Religion, Magic and Witchcraft; SO 318: Sociology of Religion.

- Nine additional upper division hours in related courses to be selected in consultation with the student's advisor and approved by the Department of Philosophy.
- Two semesters of a Foreign Language.
- Nine hours in World History (HI 100, 101, and 102).

THE MINOR

Minor programs in Religious Studies are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of at least 15 hours, 12 of which must be in Religion courses and six of which must be upper division.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</RG 101 Introduction to Religion (3)

Religion and its role in human life. Various forms of religious experience and expression, both past and present, are studied, and selected religious issues (e.g., the question of God, the problem of evil, the meaning of life and death) are examined and discussed.

</RG 102 World Religions (3)

The major world religions are studied in terms of their historical, social, and cultural contexts.

</RG 105 Introduction to the Old Testament (3)

Representative writings in the Hebrew scriptures are studied against the background of the Ancient Near Eastern world.

</RG 106 Introduction to the New Testament (3)

Selected writings from the New Testament are read and interpreted. Emphasis is on how these writings reflect their social locations in the ancient Mediterranean world.

RG 110 Special Topics in Religion (1-3)

Topics will vary from semester to semester and will be announced in advance. *May be repeated for credit when topics vary.*

</RG 207 The Existence of God (3)

An elementary course in Philosophy and Religion focusing upon the specific rational arguments which have been advanced for and against the existence of a supreme being. *Prerequisite: EN 101 or EN 102.*

RG 300 Special Topics in Religion (2-3)

Topics will vary from semester to semester and will be announced in advance. *May be repeated for credit when topics vary. Prerequisite: three hours of Religion or PH 302.*

RG 301/501 Old Testament Prophets (3)

An examination of selected prophetic texts in the Old Testament (e.g., the books of Amos, Hosea, Isaiah, Jeremiah, Ezekiel). *Prerequisite: three hours of Religion.*

RG 303/503 Jesus in the Gospels (3)

An analysis of the Gospels of Matthew, Mark, Luke and John. Emphasis is on the nature and function of the gospels within the context of New Testament Christianity. *Prerequisite: three hours of Religion.*

RG 305/505 The Mission and Message of Paul (3)

An examination of Pauline Christianity and its place in the early church. Focus is on the genuine Pauline letters to determine the nature of Paul's contribution to early Christian thought and its impact on developing Christian beliefs and practices. *Prerequisite: three hours of Religion.*

RG 331/531 Concepts of God: East and West (3)

The variety of concepts used to describe the nature and activity of God according to the philosophical and theological interpreters of the world's major religions. *Prerequisite: three hours of Religion or Philosophy.*

RG 386/586 Special Study (1-3)

Individual study of specialized subjects pertaining to religion. *May be repeated for credit. Prerequisite: nine hours of Religion and permission in advance by the professor with whom the student desires to work.*

RG 398 Senior Thesis Research (1)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in RG 398 and RG 399 may not be or have been submitted for credit in any other course. *Pass/Fail only. Prerequisite: Senior Religious Studies Major.*

RG 399 Senior Thesis (3)

Independent research, writing and defense of a substantial paper, under faculty supervision. Work completed in RG 398 and RG 399 may not be or have been submitted for course credit in any other course. *Prerequisite: RG 398.*

RG 500 Special Topics in Religion (1-3)

Topics will vary from semester to semester and will be announced in advance. *May be repeated for credit when topics vary. Prerequisite: three hours of Religion or PH 302.*

SOCIOLOGY

Sociology and Anthropology Department

Website: <http://www.washburn.edu/cas/anso/>

Degree Offered

Bachelor of Arts – Sociology

Henderson Learning Center Room 218
(785) 670-1608

Professor Bruce Zelkowitz, Chair
Associate Professor Cheryl Childers
Assistant Professor Margaret Wood
Assistant Professor Sangyoub Park
Assistant Professor John Paul
Assistant Professor Sharla Blank
Lecturer Karen Kapusta-Pofahl

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Sociology Department at Washburn University exists to introduce students to the academic discipline of sociology. As such, we offer to a broad range of today's students a variety of timely, lively, and applicable general education and elective course work in which we stress the general education goals of an ability to intelligently read, effectively communicate, and assess distinctive human values.

In addition to our obligation to the overall university curriculum, we further make the effort to identify, comprehensively support, and nurture sociology majors. We also offer a specialized curriculum to prepare our majors to pursue graduate studies in sociology.

Our department transmits content and ways of thinking enabling our majors to compete favorably with other liberal arts majors for careers in an increasingly global economy. This involves not only an ability for analytical thinking, but also a strong emphasis on understanding human diversity. The perspective that we offer to our students is often characterized in popular culture as a life-enhancing "people" skill. We do our best to prepare students to be enlightened, thoughtful, and well-rounded 21st-century individuals.

STUDENT LEARNING OUTCOMES

Sociology students at Washburn University, upon graduation, are expected to have:

- demonstrated the ability to see and understand the impact of social forces on human behavior;
- demonstrated critical thinking and analytical reasoning skills;
- acquired the ability to understand and apply the fundamental concepts of sociology;
- acquired a firm foundation for later professional or graduate training;
- satisfied their need for a broad liberal arts education; and
- acquired skills and knowledge for successful careers that require a Sociological background.

THE MAJOR

Students majoring in Sociology must complete a minimum of 33 semester hours of courses in the department. These hours must include SO 100, 101, 360, 362, and AN 112. In addition one course must be selected from each of the following groups: SO 207 or 310; 305 or 309; 304, 306, 314, 315, 318 or 377. At least 18 of the required total hours must be upper division Sociology courses. Students must receive a grade of C or better in each course applied to the major.

Department honors are awarded to majors who attain:

1. a 3.5 GPA in all coursework in the major;
2. a 3.5 GPA in all upper-division Sociology coursework, including the two capstone courses (SO 360, 362);
3. a research project within one of the capstone courses, with a grade of "A"; and,
4. a 3.2 GPA in all university coursework.

Majors are strongly encouraged to take courses in statistics and computer science; and to complete a minor.

THE MINOR

To minor in Sociology, students must complete a minimum of 15 hours of credit in Sociology. These hours must include SO 100 and any other 4 courses in Sociology, two of which must be upper division courses. Students must have a grade of C or better in each course applied to the minor. Anthropology majors are permitted to minor in Sociology.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</SO 100 Introduction to Sociology (3)

Concepts and elementary methods used in the study of society. Special attention is given social organization, social stratification, social institutions, formal organizations, small groups and social change.

</SO 101 American Social Problems (3)

Major problems of contemporary American society from the viewpoint of sociology. Special emphasis is given to problems emerging from divisions in society related to social power, social class, race, sex and the environment.

SO 200 Special Topics in Sociology (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisites:* SO 100, 101 or consent of instructor.

SO 206 Criminal Victimization Victimology (3)

Perceptual and behavioral responses to criminal victimization, victim epidemiology and victim precipitation. The focus will be on victim-offender relationships, personal and societal responses to crime. *Prerequisite:* SO 100 or SO 101.

SO 207/AN 207 Race and Ethnic Group Relations (3)

How racial and ethnic group contacts are resolved, including expulsion, annihilation, segregation, assimilation and pluralism. Social power and intergroup conflict are emphasized. A major segment is devoted to discrimination and racism in the United States. *Prerequisite:* SO 100 or AN 112.

SO 300 Special Topics in Sociology (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite:* Consent of instructor.

SO 301 World Population: Growth, Hunger and U.S. Foreign Policy (3)

Worldwide trends in fertility, mortality and migration; the role of the U.S. in reducing population growth and alleviating hunger. *Prerequisite:* SO 100 and AN 112 or EC 201.

SO 302/AN 302 Culture and Human Sexuality (3)

A theoretical and empirical survey of human sexual beliefs and activities in selected Western and non-western

cultures. *Prerequisite: AN 112 or SO 100 or consent of instructor.*

SO 304/AN 304 The Family (3)

Changes that have occurred in definitions of family and family functions, the effects of the changes on status and roles of family members, and family disorganization, with emphasis placed on the United States family. *Prerequisite: SO 100 or AN 112.*

SO 305 Criminology (3)

Theories of causation of crime and their relationships to social structure and culture. *Prerequisite: six hours of Sociology including SO 100.*

SO 306 Law and Society (3)

The legal system is studied not in terms of the rules which make up the system, but in terms of the activities involved in creating, interpreting and enforcing these rules. The primary concern is with the ways in which the legal system affects society and in which society is an integral part of the larger social system and not an isolated set of rules, procedures and activities. *Prerequisite: SO 100 or consent of instructor.*

SO 307 Penology (3)

History of treatment of convicted adults and juveniles. Discussion of modern alternatives to prison: probation, parole, and suspended sentence. Field trips to local institutions. *Prerequisite: six hours of Sociology including SO 305.*

SO 308 The Sociology of Mental Health (3)

Survey and sociological analyses of major theoretical approaches toward mental health and illness exploring the social factors associated with mental illness; examination of the dynamics of societal reactions to mental illness. *Prerequisites: SO 100 or AN 112.*

SO 309 Sociology of Deviance (3)

Presentation, evaluation, and integration of sociological theories of deviance. Focus on the social processes producing and maintaining deviance. Consideration given to a variety of deviant expressions. *Prerequisite: SO 100 or 101.*

SO 310 Social Class in the U.S. (3)

Stratification systems, including theories of stratification and historical and comparative studies of stratification systems, with the primary emphasis on the American social class system, and its implication for contemporary society and the individual. *Prerequisite: SO 100.*

SO 311 Juvenile Delinquency (3)

Characteristics and extent of youthful deviancy; possible causes, concepts of treatment, and societal reaction. *Prerequisite: three hours in Sociology.*

SO 312/AN 312 Culture, Health and Illness (3)

Socio-cultural causes of illness; health care delivery systems, patient-practitioner relationships; prevention of illness. *Prerequisite: SO 100 or AN 112 or consent of instructor.*

SO313 Sociology of Disasters (3)

This course analyzes the phenomena we call "disaster" using a sociological perspective. Some of the topics covered will include: What is a disaster? How do people behave in a disaster? Do disasters randomly affect

populations, or are some groups more vulnerable than others? How can disasters act as an agent for or against social change? What can we learn about society from studying disasters? *Prerequisite: SO100*

SO 314/514 Organizations (3)

Organizations are examined from the sociological perspective with attention given to the formal and informal components of organizations ranging from voluntary association, through professional organizations to modern bureaucracies. Special attention is given to organizational theory and its implications for behavior within and between organizations. *Prerequisite: SO 100.*

SO 315 Sociology of Sport (3)

The emergence of organized sport in becoming a major social institution in American society. *Prerequisite: SO 100.*

SO316 Sociology of East Asia (3)

The main objective of this course is to understand East Asia through the sociological imagination. We will explore selective topics (e.g., culture, population, Han-ru) through the eyes and works of sociologists and other social scientists. We will focus on China, Japan, and Korea (CJK). *Prerequisite: SO 100, AN 112, or consent of instructor*

SO 317/AN 317 Peoples and Cultures of Africa (3)

A survey of the indigenous cultures and societies of Africa through the study of kinship, politics, economics, religion and contemporary socio-cultural change. *Prerequisite: AN 112 or consent.*

SO 318 Sociology of Religion (3)

A comparative study of the phenomenon of religion with special emphasis on the impact and future of religion in the modern world. Concepts of such men as Weber, Durkheim, Troeltsch, and Merton will serve as a basis for the approach to religious values, norms, institutional structures and changing religious practices. *Prerequisite: SO 100/AN 112.*

SO 323/AN 323 The City and Urban Life (3)

Comparative study of the origin and development of cities. Focuses on processes of urban development, rural-urban migration, inter-relationships between people, urban cultures, social institutions, use of space and competing theoretical perspectives. Examines Latin American, African, European as well as American cities. *Prerequisite: SO 100, AN 112, or consent.*

SO 326/AN 326 Aging and Society (3)

The social position of the aged, paying particular attention to American society, using historical and cross-cultural considerations. The situation and problems of older persons will be examined from the vantage point of sociological theories of aging and related empirical studies. *Prerequisites: SO 100 or consent of instructor.*

SO 330 Collective Behavior: Crowds, Disasters and Social Movements (3)

Collective behavior as a special form of social change. Topics investigated include crowd behavior, rumor, panic, fads and social movement. *Prerequisite: SO 100.*

SO 336/AN 336 Globalization (3)

An examination of work, life, and culture in an increasingly globalized world. *Prerequisite: AN 112 or consent.*

SO 338/AN 338 Strategies for Social Change (3)

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. *Prerequisite: SO 100, 101 or consent.*

SO 360/560 Sociological Theories (3)

Exploration of the development of sociological theory from its classical roots to the present. Central concepts are elaborated and interrelated within the context of the work of particular theorists and the “schools of thought” they represent. One of two capstone courses required of Sociology majors. *Prerequisite: declared major, junior/senior standing, or consent.*

SO 361 Supervised Study (1-3)

Under supervision, Sociology-Anthropology majors may undertake a research project or undertake extensive reading in some aspects of the disciplines or engage in a field experience. *Prerequisite: declared major, junior/senior standing or consent.*

SO 362/AN 362 Methods of Social Research (3)

Specific research techniques employed by sociologists, anthropologists, and other social scientists are considered, including polls and surveys, the interview and participant observation. Each student will complete an outside project. One of two capstone courses required of Sociology majors. *Prerequisite: declared major and 15 hours of Sociology, or consent.*

SO 363 Internship (1-3)

Field training to provide students with experience in an operational or research setting through assignment to local social agencies or museums approved and supervised by a faculty member. May be elected twice for a maximum of three hours. *Prerequisite: declared major, senior standing and consent.*

SO 377 The Sociology of Education (3)

This course examines theories and methods focusing on the role of education in stabilizing and changing industrial society particularly the United States. We describe and analyze how schools and universities figure into recurring crises and struggles—especially those related to the job market and to people’s concerns as to what constitutes a rewarding life. *Prerequisite: SO 100, SO 101 or consent of instructor.*

SO 400 Special Topics in Sociology (3)

Topics will vary from semester to semester and will be announced in advance. *May be taken for more than one semester. Prerequisite: Consent of instructor.*

SO 514 Organizations (3)

Organizations are examined from the sociological perspective with attention given to the formal and informal components of organizations ranging from voluntary associations through professional organizations to modern bureaucracies. Special attention is given to organizational theory and its implications for behavior within and between organizations. Master’s component: Master’s

students will present the findings of an in-depth analysis of a formal organization, resulting in a 20-page formal report and oral presentation. *Prerequisites: Admission to the MLS program and consent of instructor.*

SO 538 Strategies for Social Change (3)

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. Master’s component: Master’s students will (1) identify one or more aspects of a social problem in or around Topeka and analyze it through several theoretical frameworks; (2) volunteer with a local organization (through LINC) to propose and/or implement solutions; and (3) document their analysis and volunteer experience in a 20-page formal paper. *Prerequisites: Admission to the MLS program and consent of instructor*

SPANISH

(See Modern Languages)

THEATRE

Website: <http://www.washburn.edu/cas/theatre>

Degree Offered

Bachelor of Arts – Theatre

Garvey Fine Arts Center, Room 133
(785) 670-1639

Professor Paul Prece, Chair
Associate Professor Tony Naylor
Assistant Professor Sharon L. Sullivan
Assistant Professor Penny Weiner

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Theatre is dedicated to providing students with a strong foundation in Theatre based on mastering basic concepts of dramatic literature, performance, history, design and criticism as well as the technical skills to produce theatre. Studying Theatre at Washburn is theoretical, practical and experiential. Public performances are offered by the department in the Andrew J. and Georgia Neese-Gray Theatre throughout the year, affording students experience in Theatre practice. As one of the University’s “public faces,” the University Theatre is a cultural resource provided to the citizens of Washburn and the Topeka community.

STUDENT LEARNING OUTCOMES

Theatre students at Washburn University, upon graduation, are expected to have:

- demonstrated the ability to examine human values and communicate the human condition
- developed interpersonal and interpretive skills and methods for self-expression;

- demonstrated thinking, speaking and writing skills;
- demonstrated acquired skills in performance, critical writing and design work;
- responded critically to texts, performances and classroom exercises; and
- demonstrated the ability to learn the craft and business of theatre making.

THE MAJOR

Pending Board of Regents Approval

The Theatre Department is part of Washburn University's College of Arts and Sciences and offers a baccalaureate program in Theatre administered by a faculty committed to serving students, the University and the community in their scholarly and creative work. The B.A. in Theatre is comprehensive and practical. Thirty-four of the forty hour degree are required and six are elective hours. Nine hours of correlate courses are taken in the English department. The Department also offers courses to meet general education needs or requirements for minors and non-majors.

A graduate with a degree in Theatre may apply acquired skills in numerous professions, including public relations, advertising, entertainment, radio and television, as well as community and recreational theatre.

MAJOR REQUIREMENTS

The Bachelor of Arts Degree in Theatre consists of forty (40) credit hours in Theatre and nine (9) hours of correlate courses in English, in addition to the general educational requirements of the College of Arts and Sciences. Seventeen (17) hours in the major are taken at the upper division level. The following courses are required for a major in Theatre: TH 101 or 102, 103, 202, 211 or 311, 212, 214, 302, 303, 315, 316, 317, 210/310 (4 hrs), 6 hours of electives and 9 hours of correlate courses in the English Department: EN 235, 236, 336.

MINOR IN THEATRE STUDIES

A minor consisting of 18 hours may be taken in consultation with a Theatre faculty advisor. Approved courses for the minor will be filed in the Department and with the Registrar.

COURSE OFFERINGS

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details)

</TH 101 Drama Classics on Video (3)

An introduction to the theatre through play reading and viewing of selected video tapes that cover the work of theatre artists, production styles range from the Greeks to the American Musical theatre.

</ TH 102 Introduction to Theatre (3)

Current views of theatre in society; theatre as art and ritual and its relationship to other fine arts, the nature of the theatrical metaphor and the aesthetic evaluation by the audience. Career opportunities associated with the art: professional, educational, community, and amateur.

</TH 103 Voice, Diction and Interpretation (3)

Training the speaking voice; study of vocal mechanism, breathing, projection, articulation, enunciation; practical

application of speaking principles in oral interpretation reading; projects.

TH 199 Special Topics in Theatre (1-3)

Newly developed course material offered for variety and expansion of the course curriculum.

</TH 202 Acting I-Voice, Movement and Improvisation (3)

Movement, voice and improvisation exercises and activities. Introduction to basic acting principles and practice, developing focus and imagination.

</TH 206 Survey of Drama I (Greek to Elizabethan) (3)

Play-reading in historical context. Study of elements of production, performance practice, and style which emerge representative of period. Periods: Greek, Roman, Medieval, Renaissance and Elizabethan.

</TH 207 Survey of Drama II (Restoration to Modern) (3)

Play-reading in historical context. Study of elements of production, performance practice, and style which emerge representative of period. Periods: Restoration, French and Spanish Classicism, Neoclassicism, Romanticism, Realism.

TH 208 Principles of Playwriting (3)

Practical writing lab. Analysis of established texts leads students to creation and development of dramatic monologues, short and one-act plays. Class will culminate in public readings and/or staging of original work and process.

TH 210 Theatre Forum/Seminar (1)

Two credit hours required of Theatre majors. Topics will be drawn from all areas of theatre as an art and a business. Guest speakers, portfolio/audition preparation, production review and critique will be included.

TH 211 Stagecraft (3)

Lecture and laboratory exploration of the concepts of stage drafting, construction and painting. Crew assignment will be required.

TH 212 Acting II Text and Scene Analysis (3)

Play and character analysis will be incorporated in staged monologue and scene work.

</TH 301 Drama Classics on Video (3)

See description for TH 101. Students complete the same course of study as TH 101. Additional essay exam or research paper is required.

TH 302 Directing I (3)

Theoretical and practical introduction to the fundamentals involved in directing a play. The director's relationship to actors and other theatre personnel, and to the play itself. *Prerequisites: TH 102, 212 or consent.*

TH 303 Acting III (3)

Practical application of a method for text analysis and performance of Shakespeare and other presentational and verse forms through monologue and scene work. *Prerequisite: TH 202, 212 or consent.*

</TH 306/506 Contemporary Theatre (3)

Study of developments in playwriting, directing, and acting since WWII to the present with special emphasis on

influences that have affected contemporary theatre and drama.

TH 307/507 Non-Western Drama (3)

Detailed examination of the drama and theatre of selected Non-Western theatrical forms. Special emphasis is placed upon the relationship of cultural elements to the theatrical event.

TH 308 Principles of Playwriting (3)

Practical writing lab. Analysis of established texts leads students to creation and development of dramatic monologues, short and one-act plays. Class will culminate in public readings and/or staging of original work in process.

TH 310 Theatre Forum/Seminar (1)

Two credit hours required of Theatre majors. Topics will be drawn from all areas of theatre as an art and a business. Guest speakers, portfolio/audition preparation, production review and critique will be included.

TH 311 Stagecraft (3)

Lecture and laboratory exploration of the concepts of stage drafting, construction and painting. Crew assignment will be required.

TH 313 Introduction to Children's Theatre (3)

Study of theatre production for children and youth. Investigation into the Children's Theatre repertory with special emphasis on playwriting. Development of a philosophy of theatre for children and youth.

TH 314 Children's Theatre Tour (3)

Touring to area schools as a performer or stage manager throughout a given semester. Preparation, rehearsal and performance of play chosen for a specific age group. *Prerequisite: TH 202, TH 313 or consent.*

TH 315 Set Design (3)

Scenic design for the stage with emphasis on historical practice and contemporary trends. Crew assignment will be required. *Prerequisite: TH102 or consent.*

TH 316 Costume Design (3)

Historical and contemporary practices in costume design with practical application in costume construction. Crew assignment will be required. *Prerequisite: TH 102 or consent.*

TH 317 Lighting Design (3)

Theory and practice of lighting design for theatre. Applications for television and photography will be included. Crew assignment will be required. *Prerequisite: TH102 or consent.*

TH 359 Methods of Teaching Speech and Drama (3)

The study and application of teaching strategies for secondary education certification in speech. *Prerequisite: Advisor approval and formal admission to teacher education.*

TH 399 Special Topics in Theatre (1-3)

Newly developed course material offered for variety and expansion of the course curriculum.

TH 407 Drama Theory and Criticism (3)

Study of general principles of Western literary theory and the methods, aims, functions and characteristics of

Drama as an art form, derived from and/or illustrated by examples in criticism and reviewing.

TH 408 Advanced Playwriting (3)

Practical writing lab for the development of full-length texts. Advanced critique and rewriting techniques will be employed to assist in script development. *Prerequisite: TH208 or TH308 or consent.*

TH 415 Experimental Theatre (3)

Practical introduction and practice in performance theory, collective creation and conceptualization. Creation of theatre piece from existent or original sources.

TH 416 Special Theatre Projects (1-3)

Specifically developed projects and/or internships in acting, directing, playwriting, design, public relations, and theatre management.

WOMEN'S AND GENDER STUDIES

Center for Undergraduate Studies and Programs
Morgan Hall, Room 122

MISSION

The Washburn University Women's and Gender Studies Minor is an interdisciplinary program devoted to encouraging research on women and gender, sponsoring events focused on issues relevant to women and gender, and promoting outreach across the campus and to the larger community. Women's and gender studies explores the connections between race and ethnicity, class, sexual preference and gender as they impact women's and men's lives in a variety of cultural contexts. Courses critically examine the social, historical, psychological, literary, artistic, philosophic, and biological roles of women and gender while seeking to provide a fuller understanding of the multidimensional nature of personhood. Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through internships, community involvement projects, research, and service learning courses.

STUDENT LEARNING OUTCOMES

Upon completion of the Women's and Gender Studies minor students will be able to:

- discuss the multiple types of feminisms that currently exist in the U.S. and internationally, as well as their histories and development;
- critically analyze and make connections between feminist theories and feminist practices;
- explicate the basic debates or areas of contention within contemporary feminist thought;
- describe the multiple ways in which gender is intersected by other social relations such as race, ethnicity, sexuality, class, and nation;
- identify the basic components that distinguish feminist methodologies from other approaches to inquiry, and the ways in which women's studies approaches have transformed traditional disciplines; and
- design and implement a project demonstrating in-depth knowledge of one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic.

STUDY PLAN

To obtain the Optional Minor in Women's & Gender Studies, a student must complete at least 15 hours of designated Women's & Gender Studies course work, with at least 6 of the hours at the upper division level. These courses should include IS 175: Introduction to Women's Studies and a Capstone Project. The minor will be supervised by the Women's & Gender Studies Advisory Committee, under the coordination of CUSP. Students may complete the minor in two ways. They may (a) submit a study plan consisting of coursework formally identified as counting towards the WGSM or (b) they may develop a study plan to request alternate coursework be accepted toward the minor. The WGSM Committee to have their work in other classes designated as counting toward their specific Minor program. The minor plans will be reviewed to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

Required Courses:

</IS 175 Introduction to Women's Studies

Courses which may be applied to the minor:

AN 321 Anthropology of Women

CJ 314 Women in Criminal Justice: Offenders, Employees and Victims

</EN 214 Women and Literature

EN 396 Topics in Women and Literature

HI 315 Women in US History

HI 300C Women & Gender in Early America (special topics)

HI 380 Women in World History

</IS 375 Women and Popular Culture

NU 382 Women's Health Issues

PY Psychology of Women

For additional information or to begin developing your minor study plan, contact Academic Advising, Center for Undergraduate Studies and Programs, 785-670-1942, MO 122 or advising@washburn.edu.



Washburn students admire a very old amarula tree on a summer trip to South Africa and Botswana.

SCHOOL OF APPLIED STUDIES

Benton Hall, Room 306
(785) 670-1282

<http://www.washburn.edu/sas>

William S. Dunlap, Dean & Professor

Dan L. Petersen, Associate Dean & Professor

Department of Allied Health

Bachelor of Health Science
Health Services Administration
Medical Imaging
Diagnostic Medical Sonography
Cardiac Sonography
General Sonography
Vascular Sonography
Health Information Technology
Physical Therapist Assistant
Radiation Therapy
Radiologic Technology
Computed Tomography
Magnetic Resonance Imaging
Respiratory Therapy
Surgical Technology

Department of Criminal Justice Corrections

Law Enforcement
Security Administration
Military & Strategic Studies
Master of Criminal Justice
ROTC
Army ROTC
Air Force ROTC
Navy ROTC

Department of Human Services

Addiction Counseling
Adult Care Home Administration
Developmental Disabilities
Gerontology
Mental Health
Non-Profit Management
Victim/Survivor Services
Youth Services

Department of Office, Legal, and Technology

Banking
Legal Studies
Technology Administration

Department of Social Work

Bachelor of Social Work
Master of Social Work
Master of Social Work -
Juris Doctor

K.A.T.S. Cooperative Programs

Design Technology
Food Service
Industrial Technology



Michelle Eakes and Danielle Harrison study for a nursing exam.



SCHOOL OF APPLIED STUDIES

GENERAL INFORMATION

BRIEF HISTORY

In the fall of 1981, a new academic division was established within the Office of Continuing and Special Instructional Programs to offer degrees in those areas not directly related to existing University departments. In the spring of 1983, the General Faculty of the University, the Board of Regents, and the Kansas Legislature recognized the importance of these growing applied programs to the mission of an urban university like Washburn and established the School of Applied and Continuing Education.

In the spring of 1992, this academic unit was renamed the School of Applied Studies. Continuing Education became a separate unit. That same year the departments of Criminal Justice and Social Work were transferred to the School, joining the existing departments of Allied Health, Human Services, and Office, Legal and Technology. These five departments offer degrees and certificates in over 20 professional programs.

VISION

The School of Applied Studies will be an outstanding educational setting and resource center for the creation of a learning community that embraces exemplary leadership, scholarship and integrity.

Values Guiding Our Vision

Commitment to Academic Excellence: To have highly qualified and talented faculty and staff as well as discerning and productive graduates.

Commitment to Scholarship: To engage in scientific research, innovative studies, and scholarly endeavors that have beneficial and practical consequences.

Commitment to Technological Empowerment: To foster literacy in relevant technology in order to best utilize its importance and potential.

Commitment to Public Service: To strengthen our creative partnerships and outreach.

Commitment to Diversity: To strive for a vibrant and inclusive learning environment that respects and embraces the many different dimensions of diversity and international perspectives.

Commitment to Compassionate Professionalism: To prepare dedicated and caring professionals, who adhere to the highest ethical standards and performance competencies.

MISSION

The School of Applied Studies has the primary function of offering quality professional programs in areas which respond to community and state needs.

The mission for the School of Applied Studies will be accomplished when all graduates are:

1. lifelong learners who are committed to continuing education and scholarship;
2. competent individuals who possess the necessary skills in their professional field of employment;
3. complex thinkers who have the ability to problem solve, analyze, synthesize, and evaluate;
4. informed individuals who are sensitive to cultural diversity;

5. effective communicators who have the necessary verbal and written skills to work in our global society;
6. responsible individuals who demonstrate commitment to professional values and ethics; and
7. technologically literate individuals with application skills relevant to their profession.

GENERAL DEGREE REQUIREMENTS

The School of Applied Studies offers the following degrees: Associate of Arts (AA); Associate of Applied Science (AAS); Associate of Science (AS); Bachelor of Applied Science (BAS); Bachelor of Health Science (BHS); Bachelor of Science in Criminal Justice (BSCJ); Bachelor of Legal Studies (BLS); Bachelor of Social Work (BSW); Master of Criminal Justice (MCJ); and Master of Social Work (MSW). The School also offers Certificates of Completion in selected programs.

In addition to University degree requirements common to all associate degree programs (see Degrees, Common Requirements), the student must complete all major and correlate courses specific to each program (see specific program requirements).

For baccalaureate degrees, students must meet the University degree requirements common to all baccalaureate programs (see Degrees, Common Requirements) and complete all major and correlate courses specific to each program (see specific program requirements).

Certificate Programs

A student seeking a certificate in the School of Applied Studies must apply to the program within the department in which they are seeking the certificate. Application should be made during the semester in which the student expects to finish certificate requirements. Certificate candidates will complete all required hours at Washburn unless transfer credit is approved by the Dean.

Students seeking a Certificate will take all courses on a letter grade basis.

Accreditation and Approval

Programs within the School of Applied Studies are approved or accredited by the following agencies:

- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association: Physical Therapist Assistant
- Commission on Accreditation of Allied Health Educational Programs, Committee on Accreditation for Respiratory Care (CoARC): Respiratory Therapy
- Commission on Accreditation for Health Informatics and Information Management Education: Health Information Technology
- Joint Review Committee on Education in Radiologic Technology: Radiologic Technology
- Commission on Accreditation of Allied Health Programs, Joint Review Committee on Education in Diagnostic Medical Sonography: Diagnostic Medical Sonography
- Council on Social Work Education
- American Bar Association: Legal Studies
- Academy of Criminal Justice Sciences: Criminal Justice

Academic Advisement

Students who have selected a major in the School of Applied Studies should be advised by a faculty member teaching in that area, the Department Chair, or the Dean's designate. The students should meet with their advisor at least once each semester to ensure all program requirements are met.

The Washburn Transformational Experience (WTE)

School of Applied Studies students working on baccalaureate degrees are required to participate in the Washburn Transformational Experience. Each baccalaureate degree-seeking undergraduate will complete at least one of the following transformational experiences prior to graduation: (1) scholarly or creative activity, (2) community service, (3) leadership, (4) international education. For more specific details please see the Transformational Experience section in this catalog.

Academic Standards

Students with a declared major in the School must maintain a cumulative Grade Point Average (GPA) of 2.0 in order to graduate or receive a certificate. To count toward a major, minor, or correlate, work must be "C" or better.

Students who fail to maintain the University minimum academic standards may be placed on probation or suspended according to the University procedures. All students are expected to follow the established standards of academic honesty and integrity. Failure to meet these standards may result in dismissal.

Certain programs uphold additional academic standards for continuance in the program. Students are advised to contact their faculty advisors, Department Chair, or the Dean's office for details.

Joint Programs with Kaw Area Technical School (KATS)

Washburn University offers a number of joint programs with the Kaw Area Technical School which lead to an associate degree. Specific requirements for each area of concentration are listed by program (see Office, Legal & Technology department). Requirements for credit transfer for joint programs with Kaw Area Technical School (KATS):

1. Students must successfully complete all program requirements at KATS.
2. Students must begin coursework at Washburn within six years of completing the KATS program.
3. KATS credit is posted on the Washburn transcript as a block of credits in the area of concentration, course grades are not used in Washburn GPA.
4. Students are required to file a Washburn declaration of major form.
5. KATS students taking WU courses register for courses at WU through the Dean's Office in the School of Applied Studies.
6. Students must complete a minimum of 24 credit hours at Washburn.
7. KATS credit will not apply toward a baccalaureate degree at Washburn unless an articulation agreement is in effect with a Washburn department.

Scholarship/Financial Aid

Many alumni, friends and organizations have given generously to provide financial assistance through scholarships to outstanding students in The School of Applied Studies. Information is available by contacting The School of Applied Studies, Deans Office, 785-670-1282, and on our website <http://www.washburn.edu/sas/> or Financial Aid 785-670-1151. To be considered for scholarships in The School of Applied Studies students must make direct application to the School each year. The deadline for applications is February 15th.

Phi Theta Kappa

Phi Theta Kappa is a nationally-organized and recognized scholastic honor society, the Alpha Mu Omicron chapter is sponsored by the School of Applied Studies. The objective of the Alpha Mu Omicron chapter is to recognize and honor those students in two-year degree programs who have attained scholastic excellence in their respective fields of study.

To be eligible, students must be enrolled at Washburn University; must have completed at least twelve credit hours at Washburn with grade point average of 3.5 or above. Only courses taken at Washburn are considered in determining eligibility. Letters of invitation are mailed to eligible individuals

Lambda Nu Honor Society

Lambda Nu is a nationally organized and recognized scholastic honor society. The Kansas Theta chapter is sponsored by the Allied Health Department in the School of Applied Studies. The objectives are to foster academic scholarship at the highest academic record, promote research and investigation in the radiologic and imaging sciences and recognize exemplary scholarship.

To be eligible, students must be enrolled at Washburn University and have a 3.5 grade point average after one full semester of a professional radiologic or imaging program. Exemplary honors may be achieved upon evidence of additional professional recognition (i.e., academic paper or poster presentation, publication, etc.).

SAS Departmental Honors

In the School of Applied Studies, students are eligible to receive School honors upon graduation if they fulfill the following minimum requirements:

Baccalaureate Degree Honors

1. A grade point average of 3.5 in the correlate courses, including a 3.5 in upper division work in the major.
2. successful completion of a research project or an equivalent deemed suitable by the department.
3. The recommendation of the department. Individual departments may specify additional requirements.

Associate Degree Honors

1. A minimum grade point average of 3.5 in the major and correlate courses, with a minimum of 30-hours of degree courses completed at Washburn University
2. Grade point averages are calculated on all required major and required correlated courses applied to the Associate degree.
3. The recommendation of the department. Individual departments may specify additional requirements.

Certificate Honors

1. A minimum grade point average of 3.75 in the major.

2. Student must complete all required hours at Washburn, unless transfer work is approved by the Dean.
3. Student must take all courses for a letter grade.
4. The recommendation of the department. Individual departments may specify additional requirements

Dean's Honor Roll

Students who have achieved a semester grade point average of 3.4 or better are honored by having their names placed on the Dean's Honor Roll. They are so notified by the Dean of the School of Applied Studies. Completion of a minimum of 12-semester hours taken for a letter grade is required.

PART-TIME STUDENT DEAN'S HONOR ROLL

Students whose grade point average for the semester is between 3.40 – 3.99 are honored by having their names placed upon the Dean's Honor Roll and they are so notified by the Dean of the School of Applied Studies. Part-time students must complete a minimum of 12 hours in the combined fall and spring semesters of an academic year.

SCHOOL OF APPLIED STUDIES SHARED COURSES

AU 300 Principles of Leadership (3)

This course provides a thorough review of established leadership and management theory, principles, and traits. The course also will focus on leadership skills relevant to future leaders in a wide variety of professional fields.

AU 495/595 Proseminar (1)

This course is designed as a forum for graduate and faculty exchange of ideas related to scholarship and creative activities. Faculty or faculty and their students will present each week on their scholarship or research. This is a forum for the exchange of ideas and provides a venue for graduate and select undergraduate students to learn about research and creative endeavors. This forum can also provide an opportunity for collaboration, inquiry, critical analysis and collegial exchange of ideas. For graduate and select undergraduate students this can be an opportunity to present scholarly achievements to a professional audience. A/Pass/Fail only. Course can be repeated.

ALLIED HEALTH DEPARTMENT

Website: <http://www.washburn.edu/sas/ah/>

Benton Hall, Room 107
(785) 670-2170

Degrees Offered

Bachelor of Health Science
Health Services Administration
Medical Imaging
Associate of Science (AS)
Health Information Technology
Physical Therapist Assistant
Radiologic Technology
Respiratory Therapy

Surgical Technology
Certificate of Completion
Computed Tomography
Diagnostic Medical Sonography
Health Information Coding
Magnetic Resonance Imaging
Radiation Therapy

Associate Professor Pat Munzer, Chair
Professor William S. Dunlap
Associate Professor Linda Croucher
Associate Professor Jera Roberts
Assistant Professor Lori Khan
Assistant Professor Michelle Shipley
Instructor Becky Dodge
Instructor Kathy Hupp
Instructor Doug Jones
Instructor Don Kellogg
Instructor John Kratina
Instructor Joe Loeb
Instructor Faye Niesen
Instructor Rusty Taylor

MISSION

To prepare qualified health care practitioners for the people of Kansas and the region, who provide optimum patient care through technical competency and professional conduct in their respective professional disciplines and areas of expertise, and to provide associate degree health care graduates, via the bachelor of health science, with knowledge and skills in the area of management and leadership for advancement in the health care arena.

STUDENT LEARNING OUTCOMES:

- Allied Health students, upon completion of their respective professional programs, are expected to have:
- demonstrated the ability to comprehend, apply, and evaluate medical information relevant to their professional discipline;
 - obtained the proficiency of all the skills necessary to fulfill their professional discipline; and
 - demonstrated professional behavior consistent with employer expectations in their professional discipline

BACHELOR OF HEALTH SCIENCE

The Allied Health Department offers a Bachelor of Health Science with a major in Health Services Administration or Medical Imaging. These two options are designed to enhance the skills and marketability of health science associate degree graduates, and may also serve as an excellent preparation for those who wish to continue on to a graduate program.

HEALTH SERVICES ADMINISTRATION

There is a need for qualified managers in the health care field. The Bachelor of Health Science (BHS) in Health Services Administration is designed to provide associate degree health care graduates with knowledge and skills in the areas of health care management and leadership. Completion of a baccalaureate degree with advanced coursework in health care management and related areas will make graduates more marketable for administrative positions.

Admission Requirements

The program requires an associate degree in an allied health discipline. In addition, candidates must be credentialed in their Allied Health specialty and have achieved a cumulative GPA of 2.5 or higher on a 4.0 scale for the Associate degree. Interested students should contact the Allied Health Department for more specific requirements or visit <http://www.washburn.edu/sas/ah/bachelor-hs.html>

Degree requirements for the Bachelor of Health Science, Health Services Administration Major

Required Major Courses (30 Credit Hours)

- AL 366 Legal & Regulatory Issues for the Health Care Professional (3)
- AL 367 Health Care Quality Improvement (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)
- AL 400 Supervisory Practices for the Health Care Professional (3)
- AL 405 Financial Issues in Health Care (3)
- AL 420 Current Issues in Health Care (3)
- AL 450 Knowledge Management in Health Care (3)
- AL 460 Research in Health Care (3)
- AL 480 Seminar in Health Care (3)

See Table of Contents for University Requirements, General Education Requirements and Transformational Experience Graduation Requirements.

General Elective (3-12 credit hours of upper division credit depending on the Allied Health Program)

MEDICAL IMAGING

The bachelor of Health Sciences medical imaging option allows students to choose from four concentrations: Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging or Radiation Therapy. The need for qualified medical imaging professionals continues to rise. The medical imaging major is designed to provide associate degree healthcare graduates with knowledge and skills in advanced imaging fields and management. Completion of the baccalaureate degree makes graduates more marketable and eligible for supervisory positions.

Admission Requirements

The major in Medical Imaging requires an associate Degree in a patient-care related field and prior acceptance to either the Diagnostic Medical Sonography or Radiation Therapy certificate programs. Candidates must be credentialed in their Allied Health specialty and have achieved a cumulative GPA of 2.5 or higher on a 4.0 scale for the Associate degree. Interested students should contact the Allied Health Department for more specific requirements or visit <http://www.washburn.edu/sas/ah/bachelor-hs.html>

Degree requirements for the Bachelor of Health Science, Medical Imaging major

Required Major Courses

- AL 320 Human Disease (3)
- AL 460 Research in Health Care (3)
- AL 480 Seminar in Health Care (3)

See Table of Contents for University Requirements, General Education Requirements and Transformational Experience Graduation Requirements.

Diagnostic Medical Sonography

The Diagnostic Medical Sonography Program includes three separate tracks which may be completed as stand-alone certificate of completions programs, or may be completed as a component of the Bachelors of Health Science degree with a major in medical imaging. The Cardiac and Vascular tracks are each 31 credit hours and are 14 months in length. The General/Vascular Sonography track is a two year program which consists of 56 credit hours. These programs provide a balance of didactic and clinical experience that will equip the student with the knowledge and skills to be an entry-level sonographer. The sonography program is online and students must have access to the internet and possess basic computer skills.

Accreditation

The Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Admission Requirements

This program has special admission requirements; it is a competitive admission process. The applicant should have an Associate degree or higher, in a patient care related health field. Interested students should contact the Allied Health Department for specific requirements or visit: <http://www.washburn.edu/ultrasound>.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION

Vascular Sonography

Required Major Courses (31 Credit Hours)

- AL 300 Introduction to Ultrasound (2)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 393 Vascular Sonography Procedures I (3)
- AL 394 Vascular Sonography Procedures II (3)
- AL 395 Vascular Sonography Clinicals I (5)
- AL 396 Vascular Sonography Clinicals II (5)
- AL 397 Advanced Vascular Clinicals (3)
- AL 398 Clinical Topics in Vascular Sonography (2)

Cardiac Sonography

Required Major Courses (31 Credit Hours)

- AL 300 Introduction to Ultrasound (2)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 382 Cardiovascular Monitoring & Scanning (3)
- AL 384 Cardiac Sonography Procedures II (3)
- AL 385 Cardiac Sonography Clinicals I (5)
- AL 386 Cardiac Sonography Clinicals II (5)
- AL 387 Advanced Cardiac Sonography Clinicals (3)
- AL 388 Clinical Topics in Cardiac Sonography (2)

General Sonography

Required Major Courses (56 Credit Hours)

- AL 300 Introduction to Ultrasound (2)

- AL 320 Human Disease (3)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 361 Sonography Clinical I (5)
- AL 362 Sonography Clinical II (3)
- AL 363 Sonography Clinical III (5)
- AL 364 Sonography Clinical IV (5)
- AL 365 Sonography Clinical V (3)
- AL 371 General Sonography Procedures I (3)
- AL 372 General Sonography Procedures II (3)
- AL 389 General Sonography Procedures III (3)
- AL 379 Clinical Topics in General Sonography (2)
- AL 392 General Sonography Procedures IV (3)
- AL 393 Vascular Sonography Procedures I (3)
- AL 394 Vascular Sonography Procedures II (3)
- AL 398 Clinical Topics in Vascular Sonography (2)

- AL 241 Professional Practice II for Health Information Technology (1)
- AL 242 Professional Practice III for Health Information Technology (2)
- AL 245 Health Information Coding I (3)
- AL 246 Health Information Coding II (3)
- AL 250 Seminar in Health Information Technology(1)
- AL 366 Legal and Regulatory Issues for the Health Care Professional (3)
- AL 367 Health Care Quality Improvement (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)

Correlate Courses (19 Credit Hours)

- AL 101 Introduction to Health Care (3)
- AL 320 Human Disease (3)
- BI 250 Intro to Human Anatomy (3)
- BI 255 Human Physiology (4)
- EN 207 Report Writing (3)
- OR
- EN 208 Business and Technical Writing (3)
- CM 101 Computer Competency and the Internet (3)

Prerequisite (5 Credit Hours)

- BI 100 General Biology (3)
- BI 101 Biology Lab (2)

See Table of Contents for University Requirements and General Education Requirements. *

*Some correlate courses may count here; consult your advisor.

HEALTH INFORMATION TECHNOLOGY

This program leads to an Associate of Science (AS) degree in Health Information Technology. The program features a sound base in general education in addition to professional courses and professional practice experience designed to guide students in the development of the technical skills necessary to become a Health Information Technician. The program is on-line and students must have access to the internet and possess basic computer knowledge.

Health Information Coding (Certificate)

This 32 credit hour program leads to a Certificate in Health Information Coding. Courses required to complete the Certificate include EN 101, AL 101, AL 141, AL 243, AL 245, AL 246, AL 320, BI 100, BI 101, BI 250, and BI 255. All certificate course work may be applied to the Associate degree in Health Information Technology.

Accreditation

The Health Information Technology Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Ave. Suite 2150, Chicago, IL 60601. <http://www.cahiim.org>

Admission Requirements

This program has special admission requirements due to limited enrollment. Interested students should contact the Allied Health Department for specific requirements or visit <http://www.washburn.edu/hit>

Degree Requirements for the Associate of Science Major Courses (34 Credit Hours)

- AL 141 Medical Terminology (3)
- AL 150 Principles of Health Information Technology (3)
- AL 155 Health Care Statistics for Health Information Technology (2)
- AL 157 Specialized Health Records & Registries for Health Information Technology(2)
- AL 240 Professional Practice I for Health Information Technology (2)

PHYSICAL THERAPIST ASSISTANT

The Physical Therapist Assistant Program leads to the Associate of Science (AS) degree. Upon completion of the program students are eligible to take the national examination through the Federation of State Boards in Physical Therapy (FSBPT) to become Physical Therapist Assistants (PTA). The program features general education and science requirements as well as physical therapy procedure and systems courses and a clinical education component. During clinical courses students may be required to attend clinical sites outside the Topeka area. All students in this program are required to provide their own transportation to clinicals as well as clinical lab attire. Professional liability insurance is provided by Washburn University, however, some clinical sites may require malpractice insurance.

Accreditation

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements or visit: <http://www.washburn.edu/sas/ah/pt> Interested students are required to apply for admission into the Physical Therapist Assistant Program. A maximum of twenty-four students are accepted for the fall of each year.

Physical Therapy Club

The purpose of the Physical Therapy Club is to provide an environment which facilitates professional growth, creates a community of professionals for mentorship and peer support, and develops a group that will provide community and educational leadership and service at Washburn University and the surrounding geographical area.

Degree Requirements for the Associate of Science Major Courses (27 Credit Hours)

- AL 170 Physical Therapy Procedures I (3)
- AL 171 Musculoskeletal Assessment in Physical Therapy(2)
- AL 186 Cardiopulmonary Assessment in Allied Health (2)
- AL 261 Therapeutic Modalities in Physical Therapy (3)
- AL 261A Lab for AL 261
- AL 264 Physical Therapy Clinical I (3)
- AL 265 Applied Neurophysiology (2)
- AL268 Integumentary Assessment in Physical Therapy (2)
- AL 271 Health Policy & Systems in Physical Therapy (2)
- AL 272 Current Topics in Physical Therapy (2)
- AL 273 Physical Therapy Issues (1)
- AL 279 Physical Therapy Clinical II (6)

Correlate Courses (20 Credit Hours)

- AL 101 Introduction to Health Care (3)
- AL 320 Human Disease (3)
- BI 255 Human Physiology & Lab (4)
- BI 275 Human Anatomy & Lab (4)
- PE 321 Kinesiology (3)
- PE 326 Physiology of Exercise (3)

See Table of Contents for University Requirements and General Education Requirements. *

*MA 110 Exploring Mathematics or MA 116 College Algebra counts as a Natural Science General Education requirement for the PTA program.

RADIATION THERAPY

The Radiation Therapy curriculum at Washburn University is a 35 credit hour, 1 calendar year, certificate of completion program. This program will provide the knowledge and cognitive skills underlying the intelligent performance of the major tasks typically required of a staff radiation therapist at entry level. Graduates are registry eligible with the American Registry of Radiologic Technologists (ARRT).

Accreditation

The Radiation Therapy program is accredited by the North Central Association of Colleges and Schools (NCA).

Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements or visit: <http://www.washburn.edu/radiation-therapy>.

The Radiation Therapy program is on-line and students must have access to the internet and possess basic computer skills.

Course Sequence

The Radiation Therapy program is a one calendar year program. In addition to the didactic portion, this program includes a comprehensive clinical component. Because of this, these courses may be out of sequence with other University course offerings. Consult program director for course schedule.

Requirements for Certificate of Completion

Required Major Courses (35 Credit Hours)

- AL 301 Clinical Radiation Therapy I (4)
- AL 302 Radiation Therapy Topics I (3)
- AL 303 Radiation Therapy Physics I (3)
- AL 304 Therapeutic Radiobiology (3)
- AL 305 Radiation Therapy Physics II (3)
- AL 306 Issues in Radiation Therapy I (3) *
- AL 307 Simulation and Treatment Procedures I (3)
- AL 310 Radiation Therapy Topics II (3)
- AL 316 Issues in Radiation Therapy II (3) *
- AL 340 Clinical Radiation Therapy II (4)
- AL 370 Simulation and Treatment Procedures II (4)
- AL 380 Clinical Radiation Therapy III (3)
- AL 381 Radiation Therapy Seminar (2)

*Required Major Courses for Option II Students only

RADIOLOGIC TECHNOLOGY

The program leads to an Associate of Science (AS) Degree in Radiologic Technology, with graduates eligible for examination through the American Registry of Radiologic Technologists (ARRT). The program features general education as well as radiologic technology courses. The program provides a balance of didactic and clinical education. Approximately twenty-seven students are accepted for the fall of each year.

Mission

The Radiologic Technology (Radiographer) program is focused on development of qualified medical imaging technologists who provide optimum patient care through competency and professional conduct.

Program Goals

1. The program will graduate students with entry-level radiography skills.
2. The program will graduate students with the ability to problem-solve and think critically.
3. The program will graduate students with a lifelong desire for professional development and growth.

Accreditation

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago IL 60606-2901, (312) 704-5300, e-mail: mail@jrcert.org.

Admission Requirements

This program has special admission requirements due to limited enrollment, which includes Freshman Composition and Introduction to Anatomy. Interested students should contact the Allied Health Department for specific requirements or visit <http://www.washburn.edu/xray>.

Radiologic Technology Student Organization

Students who are enrolled in or have an interest in the radiologic technology program have the opportunity to join the Radiologic Technology Student Organization

(RTSO). The purpose of the RTSO is to create an awareness of the radiologic technology program to the University and community, to maintain communication with alumni and other Kansas programs, and to engage in campus, community and professional organization activities to further the knowledge of the practice of radiologic technology.

Degree Requirements for Associate of Science

Required Major Courses (40 Credit Hours)

- AL 120 Radiographic Procedures and Patient Care I plus lab (3)
- AL 121 Radiographic Procedures and Patient Care II plus lab (3)
- AL 130 Radiographic Exposure I plus lab (3)
- AL 131 Radiographic Exposure II plus lab (3)
- AL 134 Radiology Clinical I (3)
- AL 135 Radiology Clinical II (3)
- AL 220 Radiographic Procedures III (2)
- AL 230 Radiologic Equipment Operation (2)
- AL 231 Radiation Protection and Biological Effects (2)
- AL 236 Radiology Clinical III (3)
- AL 237 Radiology Clinical IV (4)
- AL 238 Radiology Clinical V (4)
- AL 239 Radiology Clinical VI (2)
- AL 320B Human Disease: Radiology Section (3)

Correlate Courses (10 Credit Hours)

- BI 250 Introduction to Anatomy (3)
- BI 255 Human Physiology (4)
- AL101 Introduction to Health Care (3)

RESPIRATORY THERAPY

The Respiratory Therapy program leads to an Associate of Science (AS) degree in Respiratory Therapy. Upon completion of the program, students are eligible to take the national credentialing examination to become a Registered Respiratory Therapist (RRT). The program features general educational and science prerequisites, as well as respiratory therapy courses. Interested students are required to make application for admission to the Respiratory Therapy Program. Eighteen students are accepted for the fall of each year.

Accreditation

The Respiratory Therapy program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon recommendation of the Committee on Accreditation for Respiratory Care (CoARC):

1248 Harwood Road
Bedford, TX 76021
(817) 283-2835
<http://coarc.com/>

Admission Requirements

This program has special admission requirements due to limited enrollment. Interested students should contact the Allied Health Department for specific requirements or visit <http://www.washburn.edu/respiratory>.

Respiratory Therapy Student Organization

The Respiratory Care Student Organization (RCSO) is made up of any enrolled University student who has an interest in health and promotion of the cardiopulmonary

system. The purpose of the RCSO is to promote the purpose and program of respiratory care to the community to include but not limited to: asthma education, smoking cessation, pulmonary function screening; and to compete in the academic contest at the annual Kansas Respiratory Care Society's conference.

Degree Requirements for Associate of Science

Major Courses (34 Credit Hours)

- AL185 Principles of Respiratory Therapy I (2)
- AL 187 Respiratory Therapy Clinical I (3)
- AL 289 Respiratory Therapy Clinical II (5)
- AL 291 Respiratory Therapy Topics & Procedures I (5)
- AL 292 Respiratory Therapy Topics & Procedures II (3)
- AL 293 Respiratory Therapy Clinical III (5)
- AL 294 Respiratory Therapy Topics II (3)
- AL 295 Respiratory Therapy Clinical IV (5)
- AL 296 Respiratory Therapy Topics III (3)

Correlate Courses (18 Credit Hours)

- AL 101 Intro to Health Care (3)
- AL 186 Cardiopulmonary Assessment in Allied Health (2)
- AL 315 Allied Health Pharmacology (3)
- AL 382 Cardiovascular Monitoring & Scanning (3)
- BI 255 Human Physiology (4)
- BI 250 Introduction to Human Anatomy (3)

Prerequisite (5 Credit Hours)

- BI 100 Introduction to Biology (3)
 - BI 101 Introduction to Biology Lab (2)
- See Table of Contents for University Requirements and General Education Requirements. *
- *Some related courses may count here, consult your advisor.

SURGICAL TECHNOLOGY

(In Cooperation with Kaw Area Technical School)

The Associate of Science degree in Surgical Technology is offered in conjunction with the Kaw Area Technical School (KATS). Students who complete all requirements of the KATS Surgical Technology program are eligible for this degree. For KATS credit transfer criteria, see "Joint Programs with KATS" listed in the index. To complete the degree at Washburn, KATS graduates must complete the courses listed below.

Major Courses (32 Credit Hours)

Surgical Technology (from KATS)

Correlate Courses

- AL 320 Human Disease
 - AL 375 Health Care Delivery Systems
 - BI 250 Intro to Human Anatomy
 - BI 255 Human Physiology
- University and General Education Requirements
See requirements common to all Associate Degrees

COMPUTED TOMOGRAPHY (CT)

The CT curriculum at Washburn University is a 19 credit hour, 1 calendar year certificate program. The certificate is designed to assist registered radiologic technologists in meeting the criteria for post-primary certification through the American Registry of Radiologic Technologists (ARRT). The curriculum addresses

both didactic and clinical education as outlined by the American Society of Radiologic Technologists and the ARRT. The CT program is on-line and students must have access to the internet and possess computer skills.

Admission Requirements:

The program has special admission requirements which include ARRT registration in Radiography, Nuclear Medicine Technology or Radiation Therapy. Second-year radiographer students are also eligible for CT didactic coursework. Interested students should contact the Allied Health Department for additional information.

Requirements for Certificate of Completion (19 credit hours)

- AL 341 Sectional Anatomy and Imaging Applications (4)
- AL 342 CT Procedure Protocols (4)
- AL 343 CT Physics: Instrumentation and Imaging (4)
- AL 344 Pathology Correlation in CT (3)
- AL 345 Clinical Experience in CT (4)

MAGNETIC RESONANCE (MR)

MR curriculum at Washburn University is a 22 credit hour certificate program, which is conducted on-line. The certificate is designed to assist registered radiologic technologists in meeting the criteria for post-primary certification through the American Registry of Radiologic Technologists (ARRT). The curriculum addresses both didactic and clinical education, as outlined by the American Society of Radiologic Technologists and the ARRT.

Admission Requirements:

The program has special admission requirements which include ARRT registration in Radiography, Nuclear Medicine Technology, Radiation Therapy or Sonography. Second-year radiographer students are eligible for two didactic courses. Interested students should contact the Allied Health Department for additional information.

Requirements for Certificate of Completion (22 credit hours)

- AL341 Sectional Anatomy and Imaging Applications (4)
- AL346 Intro to Magnetic Resonance Imaging (3)
- AL347 Magnetic Resonance Physics I (3)
- AL348 MR Imaging I (3)
- AL349 MR Clinical Experience I (3)
- AL350 Magnetic Resonance Physics II (3)
- AL351 MR Imaging II (3)
- AL352 MR Clinical Experience II (3)

ALLIED HEALTH COURSE OFFERINGS

AL 101 Introduction to Health Care (3)

An introduction to health care, including an overview of the various health care professions and professional associations, ethical and legal responsibilities, communication methods, patient assessment techniques, basic medical terminology and other fundamental skills.

AL 120 Radiographic Procedures and Patient Care I (3)

Focuses on the principles of producing and evaluating radiographs of the skeletal, digestive, and urinary systems. Discusses patient care procedures such as vital signs, infection control, medical emergencies and aseptic techniques. *Prerequisite: Admission to the Radiologic Technology program and concurrent with AL 120A.*

AL 120A Procedures Lab I (0)

Required laboratory demonstrations will include chest, KUB, upper extremity, lower extremity, spine, and contrast studies. A one hour weekly session is held on campus. Concurrent with AL 120.

AL 121 Radiographic Procedures and Patient Care II (3)

Explores those procedures employed in the more complicated investigation of the human body. Continues to examine present techniques necessary for the assessment and care of the sick and injured patient. *Prerequisite: AL 120, AL 130, and concurrent with AL 121A.*

AL 121A Procedures Lab II (0)

Required laboratory demonstrations include spine, contrast studies, cranium, bony thorax, and miscellaneous positions. A one hour session is held each week. Concurrent with AL 121.

AL 130 Radiographic Exposure I (3)

Principles of radiographic image formation, as relating to primary factors. Physics of x-ray production and influences on image creation. The course provides an understanding and analysis of the radiographic image. *Prerequisite: Admission to the Radiologic Technology program and concurrent with AL 130A.*

AL 130A Exposure Lab 1 (0)

Demonstrations will be directed towards the primary factors of radiograph (image) production. An energized x-ray unit will be available for the one hour weekly session. Concurrent with AL 130.

AL 131 Radiographic Exposure II (3)

A continuation of AL 130 emphasizing imaging principles. Problem solving through mathematical application. Techniques of quality control. *Prerequisite: AL 120, AL 130, and concurrent with AL 131A or consent.*

AL 131A Exposure Lab II (0)

Demonstrations will involve the film system, computation of radiation dosages, processing, and quality control techniques. The one hour weekly session will utilize an energized x-ray unit. Concurrent with AL 131.

AL 134 Radiology Clinical I (3)

This course requires a specific number of hours of limited radiographic assistance in a healthcare setting. Students will achieve competency in simple procedures under direct supervision. *Prerequisite: Admission to the Radiologic Technology program.*

AL 135 Radiology Clinical II (3)

This course requires a specific number of hours of limited radiographic assistance in a healthcare setting. This course builds on competencies achieved in AL 134. Students will achieve competency in more complex procedures with direct supervision. *Prerequisite: AL 134 or consent.*

AL 141 Medical Terminology (3)

This course covers word elements that form the base on which the medical language is constructed, including commonly used abbreviations. Emphasis on competency in spelling, pronunciation, correct usage and meaning of terminology related to all body systems, medical science and medical specialties.

AL 150 Principles of Health Information Technology (3)

Organization, analysis, and evaluation of health records. Methods of storage, retrieval and preservation. An introduction to computer and information systems in health care. An overview of health information department management. *Prerequisite: AL 101, AL 141 or concurrent.*

AL 155 Health Care Statistics for Health Information Technology (2)

Collection, computation, analysis, presentation and use of healthcare statistical data. *Prerequisite: AL 150.*

AL 157 Specialized Health Records and Registries for Health Information Technology (2)

Health information requirements in non-hospital settings including long-term and ambulatory care. Functions and procedures for specialized health information registries. *Prerequisite: AL 150, AL 366 or concurrent.*

AL 170 Physical Therapy Procedures I (3)

This class features the development of early Physical Therapy skills and the understanding of basic procedures. Specific emphasis is placed on range of motion, measurement of range of motion, aseptic techniques, posture, proper bed positioning, massage, postural drainage, bandaging, wheelchairs, architectural barriers, ambulation, documentation, vital signs and safety. All skills are reinforced and practiced in supervised scheduled laboratories and open lab sessions. *Prerequisite: Admission to the PTA Program.*

AL 171 Musculoskeletal Assessment in Physical Therapy (2)

This course follows AL 170 PT Procedures in the curriculum sequence and is designed to provide the Physical Therapist Assistant student with a foundation for musculoskeletal assessment and treatment. Emphasis is on orthopedic physical therapy assessment, including manual muscle testing, cranial nerve testing, dermatomal and myotomal assessment, special tests, joint mobilization theory, therapeutic exercise, motor control theory, clinical decision making, according to the Physical Therapist Plan of Care, identification of red flags, specific orthopedic protocols and implementation of specific physical therapy programs for various rehab clients. *Prerequisites: AL 170 and concurrent enrollment in AL 261.*

AL 185 Principles of Respiratory Therapy I (2)

Specific modes of respiratory care are examined to understand principles of application to patients, indications, hazards, contraindications, and evaluation of therapy. Emphasis is placed on detailed knowledge of equipment used in these modes. Modes of care include medical gas therapy, humidity and aerosol therapy, wing expansion techniques and basic diagnostic studies. *Prerequisites: Consent and concurrent with AL185L.*

AL 185L Principles of Respiratory Therapy Lab (0)

Explores the procedures for specific respiratory therapies. Students will practice skills and complete required competencies. *Prerequisite: Concurrent with AL 185.*

AL 186 Cardiopulmonary Assessment in Allied Health (2)

This course is for Allied Health students and is designed to provide the student with an understanding of the

cardiopulmonary systems. Areas of study will include a review and assessment of the anatomy and physiology of the pulmonary, cardiac, and renal systems. *Prerequisite: AL 171 or AL 185 or consent.*

AL 187 Respiratory Therapy Clinical I (3)

An introduction to basic respiratory therapy procedures. Orientation to clinical practice, charting of records, infection control, emergency procedures, therapeutic procedures and diagnostic procedures are emphasized. The student will be introduced to routine respiratory care and equipment. *Prerequisite: AL 185.*

AL 220 Radiographic Procedures III (2)

Presents cross-sectional anatomy as a background for radiographic related imaging modalities. Develops an awareness of related areas including computed tomography, sonography, nuclear medicine, radiation therapy, magnetic resonance, mammography, and interventional procedures. The investigation of alternative methods of radiography of the atypical patient is included. *Prerequisite: AL 121 or consent.*

AL 230 Radiologic Equipment Operation (2)

Focuses on radiography physics, electromagnetic radiation, and x-ray production. Emphasizes electrical concepts including electrostatics, circuitry, electromagnetism, rectification and the application of these principles to radiography. A working knowledge of basic algebraic equations is required. *Prerequisite: AL 131 or consent.*

AL 231 Radiation Protection and Biological Effects (2)

Provides the knowledge and serves to develop the attitude necessary to intelligently protect the patient, themselves, and others from the potentially harmful effects of radiation. Includes an in-depth discussion of biological effects, cell and organism sensitivity, and somatic and genetic effects of ionizing radiation. *Prerequisite: AL 121 or AL 131 or consent.*

AL 236 Radiology Clinical III (3)

This course requires a specific number of hours of direct radiographic assistance in a healthcare setting. Students will demonstrate competence in a variety of procedures with indirect supervision. *Prerequisite: AL 121, AL 131, AL 135, or consent.*

AL 237 Radiology Clinical IV (4)

This course requires a specific number of hours of direct radiographic assistance in a healthcare setting. Students demonstrate competence in special procedures utilizing positioning techniques covered in AL 220 with direct supervision. *Prerequisite: AL 236 and concurrent with AL 220 or consent.*

AL 238 Radiology Clinical V (4)

Additional experience and expertise in routine and non-routine examinations is gained. Rotations through the specialized areas of radiology will be completed. Students are under indirect supervision. *Prerequisite: AL 237 and AL 220 or consent.*

AL 239 Radiology Clinical VI (2)

A five week course which requires a specific number of hours of direct radiographic performance in a healthcare setting. Students will focus on completion of final competencies. *Prerequisite: AL 238, AL 320, or consent.*

AL 240 Professional Practice I for Health Info Tech. (2)

Simulated projects completed independently, and supervised clinical experience in the technical aspects of health records in approved health care facilities and agencies. Eight hours per week. *Prerequisite: Admission to Health Information Technology Program, AL 150 or concurrent enrollment.*

AL 241 Professional Practice II for Health Information Technology (1)

Continuation of AL 240. Four hours per week. *Prerequisite: AL 240.*

AL 242 Professional Practice III for Health Information Technology (2)

Continuation of AL 241. Eight hours per week. *Prerequisite: AL 241.*

AL 243 Coding Professional Practice for Health Information Technology (2)

Simulated projects performed independently, and supervised clinical. Experience inpatient and outpatient coding in approved health care facilities and agencies. Eight hours per week. *Prerequisite: AL 245, AL 246.*

AL 245 Health Information Coding I (3)

Presentation of nomenclatures and classification systems. Coding techniques for diseases and operations according to recognized systems. Application of DRG principles. *Prerequisite: BI 255, BI 250, AL 320, or concurrent enrollment.*

AL 246 Health Information Coding II (3)

This course is a continuation of Coding I. *Prerequisites: AL 245.*

AL 250 Seminar in Health Information Technology (1)

Analysis of major trends and issues affecting health information. Review of the fundamental principles of health information technology. Successful completion of a simulated certification examination. *Prerequisite: Concurrent with AL 242.*

AL 260 Independent Study (1-3)

In consultation with a selected faculty member, the student selects for intensive study an issue(s) of one of the following: Health Information Technology (HIT); Physical Therapist Assistant (PTA); Respiratory Therapy (RT); or Radiologic Technology (XR).

AL 261 Therapeutic Modalities in Physical Therapy (3)

This course follows AL 170 Physical Therapy Procedures I in the curriculum sequence and includes instruction on the various modalities of heat, cold, electrical stimulation, ultraviolet and infrared light, traction, hydrotherapy, diathermy and other physical agent modalities and treatments. *Prerequisite: AL 170 and concurrent enrollment in AL 171.*

AL 261A Therapeutic Modalities Lab(0)

This course is the required Lab course for AL 261. Concurrent with AL 261.

AL 264 Physical Therapy Clinical I (3)

This course involves observation of various types of patients in different clinical settings with the practicum of skills learned in AL 170 Procedures I and AL 171

Musculoskeletal Assessment in Physical Therapy, and AL 261 Therapeutic Modalities in Physical Therapy. This course will include an on-going communication between the clinical coordinator, the student and the academic coordinator. The student is given the opportunity to work with a variety of patients and to begin developing competence as a medical team member. The student also attends clinical labs prior to clinical placement to further develop his/her skills with patients and department procedures. *Prerequisite: AL 186 & AL 261.*

AL 265 Applied Neurophysiology (2)

This course is designed to provide the Physical Therapist Assistant with a foundation in applied neurophysiology concepts. This includes, but is not limited to, specific assessment and treatment techniques for patients in special populations, such as spinal cord injury, pediatrics, amputees, traumatic head injury, cerebrovascular accidents, as well as other neurological or cardiovascular disorders. *Prerequisite: Satisfactory completion of all previous coursework.*

AL 268 Integumentary Assessment in Physical Therapy (2)

This course provides an overview of diseases and related impairments of the integumentary system, which are most frequently found in physical therapy assessment and intervention. Introduction to wound care including physiology of tissue healing, wound assessment tools, dressings and interventions commonly used in physical therapy will be included in course content. *Prerequisite: Satisfactory completion of all previous coursework.*

AL 271 Health Policy & Systems in Physical Therapy (2)

This course emphasizes professional aspects of the Physical Therapist Assistant. Included in that realm are topics such as reimbursement guidelines, legislative issues, health care delivery systems and policies, continuing education, code of ethics, current developments in Physical Therapy, professional relationships, research, employment, etc. The course may also feature guest speakers on topics relevant to the profession. The course will broaden the student's understanding of professional responsibility and motivate them towards personal improvement, commitment and continuing competence in the Physical Therapy profession. *Prerequisites: AL 170, AL 171, and AL 261.*

AL 272 Current Topics in Physical Therapy (2)

This course emphasizes the characteristics, clinical problems, and physical therapy treatment of various rehabilitation patients, including the physical, psychological, sexual and vocational problems encountered. Specialized areas of Physical Therapy such as Aquatics, Wound Management, Oncology, Women's Health Issues, Pulmonary, Prosthetics/Orthotics, Sports Physical Therapy and Chronic Pain Management are included in this course. *Prerequisite: AL 170, AL 171, AL 261, AL 264, and concurrent enrollment in AL 265.*

AL 273 Physical Therapy Issues (1)

In consultation with a faculty member, the student is assigned for intensive study a specific area of concern related to physical therapy. This may include intensive reading and the preparation of patient and/or practitioner educational materials related to the subject. This

will give the student an opportunity to develop an area or topic of expertise by exploring various avenues of information and compiling those into one document. During this course the student will also be reviewing for the Program Comprehensive Final to be given during the second or third week of the spring semester. *Prerequisite: AL 265, AL 272.*

AL 279 Physical Therapy Clinical II (6)

This course is clinical in nature and consists of two six-week full-time rotation following the completion of all didactic course work. The student will be involved in practicing all Physical Therapist Assistant skills in health care facilities across the United States. The course will entail either on-site or phone communication between the clinical instructor, the student and the academic coordinator (at least once during each rotation). The student is given the opportunity to practice advanced applications with indirect supervision on a variety of patients and to develop competence as a full-time member of the medical team.

AL 289 Respiratory Therapy Clinical II (5)

Students are assigned to various clinical settings designed to allow the student to complete procedural evaluations in basic respiratory care. The student will also be introduced to critical care medicine. *Prerequisite: AL 187.*

AL 290 Special Topics in Allied Health (3)

Selected topics related to HIT, PTA, RT, or XR, which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

AL 291 Respiratory Therapy Topics & Procedures I (5)

Lectures and laboratory topics on cardiopulmonary resuscitation, airway care and management, emergency care, mechanical ventilation and care of the critically ill patient. *Prerequisite: AL 289.*

AL 292 Respiratory Therapy Topics & Procedures II (3)

Lectures and group discussion of diagnostic procedures used by the pulmonary physician in evaluating patients with respiratory disease. Special emphasis will be placed on etiology, pathophysiology, clinical manifestations, and treatment of obstructed and restricted pulmonary diseases. *Prerequisite: consent.*

AL 293 Respiratory Therapy Clinical III (5)

An in-depth exploration of critical care medicine. The student will execute procedures relating to care of the patient being mechanically ventilated. The student will also be given clinical experience in EKG's and pulmonary function studies. The student will also be introduced to neonatal critical care medicine. *Prerequisite: AL 289.*

AL 294 Respiratory Therapy Clinical Topics II (3)

An introduction to medical microbiology. Special emphasis on pathogens related to the cardiopulmonary systems. Students will also be exposed to new, current and advanced clinical respiratory therapy topics. *Prerequisite: AL 292.*

AL 295 Respiratory Therapy Clinical IV (5)

Clinical rotations in pulmonary rehabilitation/home care, advanced ventilation techniques, hemodynamic monitoring, and specialty rotations that the student is concerned with related to respiratory therapy. Students will also

receive clinical experience in pediatrics and neonatology. *Prerequisite: AL 293.*

AL 296 Respiratory Therapy Clinical Topics III (3)

Instruction in fields of obstetrics, neonatology and pediatrics as related to respiratory care. Includes sections on medical ethics and department management. *Prerequisite: AL 382.*

AL 300 Introduction to Ultrasound (2)

An introduction to the Diagnostic Medical Sonography profession. Topics include discussion of sonographic terminology, basic theories of equipment operation, body imaging, seminars in patient care, professionalism, and information concerning clinical education.

AL 301 Clinical Radiation Therapy I (4)

Clinical introduction to mega-voltage therapeutic treatment machines, simulators and computers for verification. Students learn patient monitoring systems, radiation treatment record keeping, creation of custom field shapes, treatment verification and delivering a prescribed course of radiation therapy.

AL 302 Radiation Therapy Topics I (3)

An introduction to the history of radiation therapy and the study of epidemiology, etiology, screening, detection and the diagnosis of cancer will be covered. Basic concepts of patient care using a multidisciplinary approach will be identified. Factors influencing patient general health during and following a course of radiation treatment will be discussed. Pharmacology, anatomy and electronic charting will also be covered.

AL 303 Radiation Therapy Physics I (3)

The study of basic physics concepts related to radiation therapy and treatment planning including x-ray production and intensity, radiation interactions with matter, radiation measurement and detection. Course content also includes high energy beam geometry and beam utilization with linear accelerators and other high energy machines. Electronic beam dosimetry will also be discussed.

AL 304 Therapeutic Radiobiology (3)

Topics studied are normal tissue tolerance, tumor tolerance, radiation reactions, fractionization, total tumor dose and tumor origin. Principles of radiobiological factors in the therapeutic energy range are studied. The disease process called cancer with special focus on those characteristics which distinguish malignant disease from the normal state will be covered.

AL 305 Radiation Therapy Physics II (3)

A continuation in the study of basic physics concepts related to radiation therapy and treatment planning including photon beam dosimetry. Parameters and clinical applications of treatment planning, brachytherapy techniques, 3D CRT, IMRT, SRS, and other radiation physics topics will also be covered.

AL 306 Issues in Radiation Therapy I (3)

This individualized instruction will be responsive to the diverse needs and interests of the Radiation Therapy student in an in-depth study in the field of Radiation Therapy. Individual projects related to current issues in Radiation Therapy may include intensive reading, research and preparation of educational materials related

to the assigned project. The student and the instructor select for intensive study a specific area of concern related to Radiation Therapy. This one-to-one relationship between the Radiation Therapy student and the instructor will enhance the undergraduate experience by the student undertaking a research project in a current issue regarding radiation therapy.

AL 307 Simulation and Treatment Procedures I (3)

This course will study the history and general principles of radiation therapy treatment procedures including treatment planning and treatment delivery techniques. This course will also present current clinical radiation oncology practices for specific malignancies commonly seen in the clinical setting. Oncology topics pertaining to common tumor volume localization, tumor dose recommendations, dose to critical structure thresholds and external beam and brachytherapy treatments techniques.

AL 308 Allied Health Portfolio (3)

This is a required course for Bachelor of Health Science majors who are requesting credit for a radiographer, sonographer or radiation therapist accredited program which was not completed at a University/College. Students will develop a portfolio demonstrating completion of appropriate education and registry examinations in addition to retrospective and prospective self-evaluation. *Prerequisite: Consent from the BHS Coordinator.*

AL 310 Radiation Therapy Topics II (3)

Provides the knowledge of the principles and concepts of quality assurance in radiation therapy. Methods for performing the various tasks involved will be discussed. Ethical and legal issues of radiation therapy, radiation safety and protection, infection control, billing procedures are discussed and various other radiation therapy topics will be covered.

AL 315 Allied Health Pharmacology (3)

This course is for allied health students and is designed to familiarize the student with general classification of drugs, the mechanism of action, indications, contraindications, and major adverse effects. Principles of drug administration and pharmacokinetic are also presented.

AL 316 Issues in Radiation Therapy II (3)

Individual projects related to current issues in Radiation Therapy. May include intensive reading, research and preparation of educational materials related to the assigned project. The student and instructor select for intensive study a specific area of concern related to Radiation Therapy.

AL 320 Human Disease (3)

A study of diseases, their causes and complications, and the modern practices of diagnosis and treatment. *Prerequisite: BI 250 or BI 255 or BI 275 or concurrent.*

AL 320B Human Disease: Radiology Section (3)

Theories of disease causation and the pathophysiologic disorders that compromise healthy systems. Etiology, pathophysiologic responses, clinical manifestations, patient care, radiographic imaging and management of alterations in body systems will be presented, along with trauma radiology.

AL 330 Ultrasound & Cardiovascular Physics & Instrumentation (3)

This course provides information concerning the basic physical principles of sound waves, their applications to the human body, the operation and physical characteristics of the transducer, the method by which the sound waves are converted into an image. In-depth instruction on physics principles and instrumentation will be presented. Topics include: image creation, hemodynamics of blood flow, quality assurance, biological effects, color flow Doppler, spectral Doppler and continuous wave Doppler. *Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)

This course is a continuation of our journey through the physics of sonography. It will continue the exploration of the basic physical principles of sound waves, their applications to the human body, the operation and physical characteristics of the transducer, the method by which the sound waves are converted into an image. An in-depth instruction on physics principles and instrumentation will be presented. Topics include: image creation, hemodynamics of blood flow, quality assurance, biological effects, color flow Doppler, spectral Doppler and continuous flow Doppler. *Prerequisite: AL 330.*

AL 332 Physics & Instrumentation Board Review (2)

This course will review all of the curriculum related to the physics of sonography and sonography instrumentation to prepare the student for the national credentialing examinations.

AL 340 Clinical Radiation Therapy II (4)

An extended course to provide the student with in-depth experience in the safe handling of megavoltage therapeutic radiology equipment. Students will learn the controls on the console for megavoltage treatment equipment and the simulator. Students will gain hands-on experience with the treatment console, simulator equipment and treatment planning concepts under direct supervision only.

AL 341 Sectional Anatomy and Imaging Applications (4)

Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures and function. Gross anatomical structures are located and identified in axial (transverse), sagittal, coronal and orthogonal (oblique) planes. Illustrations and anatomy images will be compared with magnetic resonance (MR) and computed tomography (CT) images in the same imaging planes and at the same level when applicable. The characteristic appearance of each anatomical structure as it appears on CT and MR, when applicable, will be stressed. *Prerequisite: Consent.*

AL 342 CT Procedure Protocols (4)

Content provides detailed coverage of procedure protocols for computed tomography imaging. Protocols include, but are not limited to, indications for the procedure, patient education, scan preparation, orientation and positioning, patient history and assessment, contrast media usage, scout image, selectable scan parameters, filming and archiving of the images.

AL 343 CT Physics: Instrumentation and Imaging (4)

Content is designed to impart an understanding of the physical principles and instrumentation involved in computed tomography. Physics topics include the characteristics of x-radiation, CT beam attenuation, linear attenuation coefficients, tissue characteristics and Hounsfield numbers application.

AL 344 Pathology Correlation in CT (3)

Content provides thorough coverage of common diseases diagnosable via computed tomography. Each disease or trauma process is examined from its description, etiology, associated symptoms and diagnosis with appearance on CT. Terms associated with these pathologies will be included.

AL 345 Clinical Experience in CT (4)

Assignment to a CT facility to provide the opportunity to observe, assist and perform CT procedures under the supervision and guidance of a qualified CT specialist. Establish eligibility for certification through the American Registry of Radiologic Technologists.

AL 346 Introduction to Magnetic Resonance (MR) Imaging (3)

Content is designed as an overview of MR physics for a student currently enrolled in a Radiologic Technology Program. A variety of topics will be presented such as MR terminology, magnets, obtaining the MR signal, tissue contrast and magnetic safety issues.

AL 347 Magnetic Resonance (MR) Physics I (3)

Content is intended to impart an understanding of theories of magnetic resonance properties. Additional concepts such as pulse sequencing, coils, gradient usage and signal production will be covered.

AL 348 Magnetic Resonance (MR) Imaging I (3)

Content is designed to provide a review of anatomy involving selected body regions with an understanding of MR tissue characteristics. Routine imaging of the abdomen, pelvis, thorax, musculoskeletal system and central nervous system will be discussed. Common pathology as demonstrated through MR imaging will be presented.

AL 349 MR Clinical Experience I (3)

Assignment to a MR facility for application of theory and development of competency in routine imaging. Establish eligibility for certification through the American Registry of Radiologic Technologists

AL 350 Magnetic Resonance (MR) Physics II (3)

A continuation of Physics I concepts including pulse sequencing application, coil selection relating to scans, calculation of scan times as well as scan parameters and image factors.

AL 351 Magnetic Resonance (MR) Imaging II (3)

A continuation of imaging methods with a focus on non-routine or specialized protocols of the abdomen, pelvis, thorax, musculoskeletal system, central nervous system and vascular system.

AL 352 MR Clinical Experience II (3)

Assignment to a MR facility for application of theory and development of competency in specialized imaging. Establish eligibility for certification through the American Registry of Radiologic Technologists.

AL 360 Independent Study in Allied Health (1-3)

A research project of extensive reading or research in one of the Allied Health Disciplines, or engagement in a field experience. May be carried on in absentia. Students will be required to prepare and gain approval of both the department chair (Allied Health), and the supervising faculty member, of a comprehensive learning contract. *Prerequisite: Consent.*

AL 361 Sonography Clinical I (5)

Students are assigned to various clinical settings to allow the student to begin developing the technical scanning skills of sonography. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

AL 362 Sonography Clinical II (3)

Students will continue their clinical experience in hospital and office settings. They will be exposed to an intermediate level of complexity involving the various procedures included in the general sonography curriculum, and they will have active participation. *Prerequisite: AL 361.*

AL 363 Sonography Clinical III (5)

Students will continue their clinical experience in hospital and office settings. They will continue to be exposed to an intermediate level of complexity involving the various procedures included in the general sonography curriculum. *Prerequisite: AL 362.*

AL 364 Sonography Clinical IV (5)

Students will continue their clinical experience in hospital and office settings. They will be exposed to an advanced level of complexity involving the various procedures included in the general sonography curriculum. *Prerequisite: AL 363.*

AL 365 Sonography Clinical V (3)

The student will be participating in advanced general sonography procedures in both hospital and office settings. *Prerequisite: AL 364.*

AL 366 Legal & Regulatory Issues for the Health Care Professional (3)

This course includes legal terminology, antitrust laws, licensure, malpractice, liability for negligence, patient rights, legal standards of care, government regulation and compliance issues, and other relevant federal and state laws applicable to the health care field. Includes methods and procedures for the disclosure of confidential health information and the legality and security of computer-stored data. *Prerequisite: Consent from BHS advisor.*

AL 367 Health Care Quality Improvement (3)

Focuses on the key issues impacting the administration of today's healthcare organizations and explores how those issues impact the delivery of care. Examines the theory and development of total quality management in the healthcare industry. Includes a review of risk and utilization management programs. *Prerequisite: Consent from BHS advisor.*

AL 370 Simulation and Treatment Procedures II (4)

This is an advanced course covering radiation oncology simulation terminology, design, operation, patient immobilization, clinical treatment planning techniques and procedures. This course will present current clinical radiation oncology practices for specific malignancies

that were not addressed in AL 307. Radiation Oncology topics discussed over these cancers will include epidemiology, etiology, tumor staging, tumor volume localization, tumor dose recommendations, dose to critical structure thresholds, external beam and brachytherapy treatment planning and delivery techniques.

AL 371 General Sonography Procedures I (3)

Online didactic education concerning embryology, anatomy, physiology, pathophysiology related to abdominal sonographic procedures. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

AL 372 General Sonography Procedures II (3)

A continuation of AL 371 with a focus on "small parts" sonographic procedures. *Prerequisite: AL 371.*

AL 375 Health Care Policy (3)

An overview of the different factors which impact the health care delivery system. This course will address the social, legal, and economic questions that affect the delivery of health care. *Prerequisite: Consent from BHS advisor.*

AL 379 Clinical Topics in General Sonography (2)

The course will cover new and highly specialized procedures in the realm of general sonography. Among the content will be neurosonology, breast sonography, sonohysterography, and numerous biopsy and puncture procedures. *Prerequisite: AL 374.*

AL 380 Clinical Radiation Therapy III (3)

Students will continue to demonstrate their clinical skills in treatment planning and dosimetry. Students will also learn management of machine malfunctions, machine structure and minor emergency repair concepts and applications.

AL 381 Radiation Therapy Seminar (2)

Review of the fundamental principles and practical application of radiation therapy. Successful completion of a simulated registry examination is required.

AL 382 Cardiovascular Monitoring and Scanning (3)

On-line lecture course for Respiratory Therapy and Cardiac Sonography students designed to provide the student with an understanding of cardiovascular monitoring. Areas of study will include an introduction to heart development, review of anatomy and physiology of the heart, hemodynamic monitoring, effects on hemodynamics due to disease states, and cardiac arrhythmia recognition. *Prerequisite: Admission to Diagnostic Medical Sonography program or Respiratory Therapy program.*

AL 384 Cardiac Sonography Procedures II (3)

A detailed and in-depth exploration of various cardiac pathology and their echocardiographic manifestations. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 385 Cardiac Sonography Clinical I (5)

Students are assigned to various clinical settings to allow the student to begin developing the technical skills necessary to become an echocardiographer. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

AL 386 Cardiac Sonography Clinical II (5)

Students will continue their clinical experience at various clinical settings including hospital and office facilities.

They will be exposed to an intermediate level of cardiac sonography procedures and will actively participate. *Prerequisite: AL 385.*

AL 387 Advanced Cardiac Sonography Clinical (3)

The students will be participating in advanced cardiac sonography procedures, again in a variety of clinical settings. *Prerequisite: AL 386.*

AL 388 Clinical Topics in Cardiac Sonography (2)

The course will cover new and highly specialized procedures in the realm of echocardiography, such as stress echo (treadmill and pharmacological), contrast echocardiography, diastology, and transesophageal echocardiography. It will also provide a review and Mock Testing for Boards. *Prerequisite: AL 384.*

AL 389 General Sonography Procedures III (3)

This course content is sequential to AL 372 and will involve sonographic evaluation and diagnosis specific to female anatomic structures and diseases. *Prerequisite: AL 372 or consent.*

AL 390 Special Topics in Allied Health (3)

Selected topics related to allied health which vary from semester to semester. Announced in advance. *Prerequisite: Consent.*

AL 391 Chemistry Application in Respiratory Care (3)

Introduction to medical chemistry. This course will discuss the basic aspects of chemistry and biochemistry as related to cardiopulmonary physiology and therapeutic intervention. This course includes atomic theory, chemical bonding and acid-base balance.

AL 392 General Sonography Procedures IV (3)

This course content is sequential to AL 389 and will involve the sonographic evaluation of the obstetrical patient. *Prerequisite: AL 389 or consent.*

AL 393 Vascular Sonography Procedures I (3)

An in-depth discussion of the anatomy, physiology, and pathophysiology of the peripheral and cerebral vascular systems. The focus will be on the cerebrovascular system and the arterial and venous systems of the lower extremities. Hemodynamics, Doppler waveforms, pressure measurements, plethysmography, appropriate pharmacology, sonographic appearance, and scanning techniques will be discussed. This will include arterial and venous systems, therapeutic intervention, and non-invasive testing-exam protocols. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

AL 394 Vascular Sonography Procedures II (3)

Continuation of AL 393 to include discussion of the anatomy, physiology, and pathophysiology of the abdominal and peripheral vascular systems. The focus will be on the abdominal vasculature and on the arterial and venous systems of the upper extremities. Hemodynamics, Doppler waveforms, pressure measurements, plethysmography, appropriate pharmacology, sonographic appearance and scanning techniques will be discussed. Therapeutic intervention includes arterial and venous systems, non-invasive testing, and exam protocols. *Prerequisite: AL 393.*

AL 395 Vascular Sonography Clinical I (5)

Skill development of ultrasonographic procedures for extremity arterial and venous, cerebrovascular, abdominal vascular evaluation, and other special non-invasive vascular procedures. Students are assigned to various clinical settings to allow the student to begin developing the necessary technical skills. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

AL 396 Vascular Sonography Clinical II (5)

Students will continue their clinical experience at various clinical settings, including hospitals and office facilities. They will be exposed to an intermediate level of vascular sonographic procedures and will actively participate. *Prerequisite: AL 395.*

AL 397 Advanced Vascular Sonography Clinical (3)

Students will be participating in advanced vascular procedures, again at a variety of clinical settings. *Prerequisite: AL 396.*

AL 398 Clinical Topics in Vascular Sonography (2)

The course will cover new and highly specialized procedures in the realm of vascular sonography. Among the content will be hemodialysis access, transcranial doppler, and mapping procedures. It will also provide review and Mock Testing for Boards.

AL 399 Health Information Systems (3)

An overview of information technology issues for health care managers. Includes health care computer applications, infrastructure planning, information systems organizational structure, information technology procurement, systems analysis and evaluation. *Prerequisite: Consent from BHS advisor.*

AL 400 Supervisory Practices for the Health Care Professional (3)

This course examines methods of effective utilization of human and material resources to accomplish organizational goals within health care settings. Topics include various management theories, effective leadership techniques and the importance of decision making. *Prerequisite: Consent from BHS advisor.*

AL 405 Financial Issues in Health Care (3)

This course explores financial issues in health care facilities with a focus on the financial and regulatory environment. Special attention is devoted to reimbursement policies important to the health care industry. *Prerequisite: Consent from BHS advisor.*

AL 420 Current Issues in Health Care (3)

This course will explore current health care issues from the perspective of the Health Services Administrator. Special emphasis will be placed on the impact of the issue under study for the delivery, practice and organization of the American Health care system. *Prerequisite: Consent of BHS advisor.*

AL 450 Knowledge Management in Health Care (3)

This course provides an overview of the challenges facing healthcare managers in generating, communicating, and leveraging their organization's intellectual assets. The focus will not only be on information technology applications but also the human side of knowledge creation, diffusion of innovation, and the application of knowledge. Additional topics will include the decision making

process, project management, change management, and benchmarking. Emphasis is on providing the tools to manage and lead staff in various dynamic healthcare settings. *Prerequisites: AL400 or BU101 and consent of BHS advisor.*

AL 460 Research in Health Care (3)

This course will provide the student with the appropriate knowledge and skills to successfully conduct qualitative research in the health care domain. Special emphasis will be placed on developing a research problem and designing a study. *Prerequisite: Consent of BHS advisor.*

AL 480 Seminar in Health Care (3)

A capstone course designed to provide integration and application of theory through the use of case study analysis, guest lectures, internships, research papers, and other projects. *Prerequisite: Consent of BHS advisor.*

CRIMINAL JUSTICE DEPARTMENT

Website: <http://www.washburn.edu/sas/cj/>

Benton Hall, Room 201
(785) 670-1411

Professor Gerald Bayens, Chair
Associate Professor Mike Manske
Associate Professor Phyllis Berry
Instructor Harrison Watts
Instructor Terry Knowles
Instructor Joe Ruskowitz
Instructor Sam Newland

Degrees Offered

Associate of Arts in Criminal Justice
Bachelor of Science in Criminal Justice

Corrections

Law Enforcement

Security Administration

Master of Criminal Justice

Law Enforcement

Correctional Administration

(See Graduate Section of this catalog for further information on the Master of Criminal Justice).

Questions concerning the degrees or eligibility for enrollment should be addressed to the chairperson of the department.

MISSION

The Department of Criminal Justice offers programs to prepare students for productive careers in law enforcement, corrections, and security administration. The program is designed to serve both local and distance learning students through web-based and other formats and is intended to produce knowledgeable students who possess analytical and technical skills to compete in today's criminal justice job market.

STUDENT LEARNING OUTCOMES

Criminal Justice students at Washburn University, upon graduation, are expected to have:

- analyzed the nature of crime and justice in the United States and other countries;
- evaluated the police, courts, and corrections systems in America;
- integrated the conceptual and theoretical

- frameworks that form the study of criminal justice;
- acquired oral and written communication skills;
- integrated academic learning with field-based education by completing an internship; and
- evaluated criminal justice research critically and systematically.

Criminal Justice Association

The Criminal Justice Association is a student organization headed by an Executive Committee of 4-5 officers and a faculty advisor. The Association was created in 1987 and maintains an annual membership of 50-100 undergraduate students who are majoring in law enforcement, corrections or security administration. CJA actively participates in WU events such as Bod Blast, Homecoming and Career Days. Visit the Criminal Justice Association's official website <http://www.washburn.edu/sas/cj/cja>.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (Description of the Major in Corrections)

The Corrections major is designed to provide an academic and experiential learning environment that will prepare students for employment in federal, state, and local corrections agencies. Consequently, the curriculum addresses the nature of both institutional and field service corrections. The degree includes a participatory observation internship, which is intended to promote the development of knowledge and skills for correctional practice while providing opportunity for professional networking, fostering professional socialization, and personal growth. Students enrolling in this specialized internship are presumed to be committed to entering the field of Corrections.

The program content is designed to provide a broad, comprehensive introduction to the theoretical as well as practical aspects of criminal justice, with greatest emphasis being placed on the correctional function. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers.

Major Requirements (36 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 120 Introduction to Corrections (3)
- CJ 110 Introduction to Law Enforcement (3)
- OR
- CJ 130 Public and Private Security (3)
- CJ 220 CJ Communications (3)
- CJ 240 Law of Corrections (3)
- OR
- CJ 270 Juvenile Justice (3)
- CJ 320 Correctional Treatment Strategies (3)
- CJ 330 Judicial Process (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 420 Probation, Parole, and Community-Based Corrections (3)
- CJ 480 Corrections Internship (6)

Correlate Area – 9 hours “C” or better needed in respective major:

- Group I: A Diversity Course (3)
- Group II: A Criminology Course (3)
- Group III: CJ460 Correctional Administration (3),

CJ 495 The Correctional Experience (3), or SO 307 Penology (3)

Completion of a Minor: A Minor is required, and must be approved by the Criminal Justice Department.

Bachelor of Science in Criminal Justice (Description of the Major in Law Enforcement)

The Law Enforcement major is designed to provide a balanced introduction to all aspects of the criminal justice process with particular emphasis on the theoretical and practical aspects of law enforcement. The program is interdisciplinary in content, utilizing courses in the social sciences as well as those more directly related to functions and programs in the criminal justice system. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers.

Major Requirements (36 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 110 Introduction to Law Enforcement (3)
- CJ 120 Introduction to Corrections (3)
- OR
- CJ 130 Public and Private Security (3)
- CJ 210 Criminal Law (3)
- OR
- LG 345 Criminal Law and Procedure (3)
- CJ 220 CJ Communications (3)
- CJ 230 Principles of Investigation (3)
- CJ 310 Police Problems/Practices (3)
- CJ 330 Judicial Process (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 410 Criminal Procedure/Evidence (3)
- CJ 490 L.E. Internship (6)

Correlate Area - 9 hours “C” or better needed in respective major

- Group I: A Diversity Course (3)
- Group II: A Criminology Course (3)
- Group III: CJ 365 Police & the Community (3) or CJ440 Enforcement Administration (3)

Completion of a Minor: A Minor is required, and must be approved by the Criminal Justice Department.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (Description of the Major in Security Administration)

The Security Administration major is interdisciplinary in nature, emphasizing practical issues and theoretical concepts related to security, safety, fire, crime prevention, investigations, law enforcement and the social sciences. This program is designed to prepare students for professional and managerial employment in security, investigations, loss prevention, and risk management positions in business, industry, government agencies and non-profit organizations. This program is designed for both personnel already employed in criminal justice and pre-service students interested in careers in security.

Major Requirements (36 hours)

- CJ 100 Crime and Justice in America (3)
- CJ 110 Introduction to Law Enforcement (3)
- OR
- CJ 120 Introduction to Corrections (3)
- CJ 130 Public and Private Security (3)
- CJ 220 Criminal Justice Communications (3)
- CJ 230 Principles of Investigation (3)

CJ 340 Crime Prevention (3)
CJ 350 Legal Issues in Security and Safety (3)
CJ 400 Criminal Justice Research Methods (3)
CJ 425 White Collar Crime (3)
CJ 450 Security Administration and Management (3)
CJ 470 Internship in Security (6)

Correlate Area-9 hours "C" or better needed in respective major

Group I A Diversity Course (3)
Group II: A Criminology Course (3)
Group III: A Technology Administration course (3)

Completion of a Minor: A Minor is required, and must be approved by the Criminal Justice Department.

Major Emphasis

A total of 36 hours must be completed in each major for awarding the BSCJ degree. A maximum of 48 hours of credit in criminal justice courses may count toward graduation. Students majoring in Criminal Justice must earn a grade of "C" or better in all required criminal justice courses for credit.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (The PLAN Program)

The Partnership for Learning and Networking is a 2+2 Bachelors Degree Completion Program offered by Washburn University in cooperation with over fourteen Community College partners. This high quality, flexible program will allow you to complete a bachelor degree in two years through courses presented via the world wide web. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers who have completed an associate degree at one of the many Community College Plan Partners. All students participating in the PLAN Program must complete all degree requirements, to include minor and correlate, as outlined in the law enforcement, corrections and security majors.

THE ASSOCIATE OF ARTS DEGREE IN CRIMINAL JUSTICE

The Associate of Arts degree in Criminal Justice requires completion of 62 credit hours. The degree is designed to be used as a step toward completion of the Bachelor of Science in Criminal Justice degree. Increasingly, correctional and law enforcement agencies are recognizing the Associate of Arts degree as a desirable or required preparation for entrance to work in these fields. The degree includes courses in sociology, psychology, and political science, in addition to specific offerings relating to correctional and law enforcement functions.

MINOR

Non-Criminal Justice majors may minor in criminal justice. A criminal justice minor must include a minimum of fifteen credit hours in criminal justice, not less than six of which must be 300 level or above.

CRIMINAL JUSTICE COURSE OFFERINGS **UNDERGRADUATE COURSES**

CJ 100 Crime and Justice in America (3)

This course introduces the student to the nature and extent of crime in America and provides an overview of the public understanding of the causes of criminal behavior.

In the second portion of the course, the role of the crime victim and the principal functions of criminal justice agencies are considered.

CJ 110 Introduction to Law Enforcement (3)

This course examines the history and major functions of modern law enforcement agencies and personnel. Special attention to career opportunities and alternatives in the field of law enforcement.

CJ 120 Introduction to Corrections (3)

Contemporary correctional activities and the functions performed by correctional agencies and personnel. Includes an overview of the functions performed by correctional institutions and agencies for juveniles and adults.

CJ 130 Public and Private Security (3)

History and philosophy of security, goals and measures of businesses, security firms, military services, and governmental agencies.

CJ 210 Criminal Law (3)

Review of substantive criminal law theory and specific elements common to index offenses will be presented. Course will offer a brief synopsis of the historical development of penal codes, as well as application of the Model Penal Code. Special emphasis will include a review of established defenses to criminal liability such as the insanity, self-defense and diminished mental capacity defenses.

CJ 220 Criminal Justice Communications (3)

Methods of gathering and reporting information essential to effective criminal justice operations are reviewed, discussed, and practiced. Emphasis is on developing effective interviewing skills and accurate reporting of information gathered by criminal justice practitioners.

CJ 225 Jail Workshop (3)

This course provides the student an overview of the history, functions, design and operation of the American jail.

CJ 230 Principles of Investigation (3)

Gathering information; principles and procedures used for crime scene protection and search; collection and preservation of evidence; interviewing and interrogation of complainants, witnesses, suspects, and victims; and scientific applications to a variety of investigations conducted in criminal justice setting.

CJ 240 Law of Corrections (3)

An examination of the legal system in the United States with focus on prisoners' rights and due process as applied to the correctional environment; the relationship between sanctions, sentencing, and corrections; and principles of vicarious liability for correctional employees.

CJ 260 Independent Study (1-3)

A research project of extensive reading on aspects of the disciplines, or engagement in a field experience, which may be carried on in absentia. May be elected twice for a maximum of six hours.

CJ 270 Juvenile Justice (3)

The American system of juvenile justice, including the roles and relationships of law enforcement, courts, probation and parole, diversionary programs, service agencies, and correctional institutions.

CJ 290 Special Topics (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester for variable credit. *Prerequisite: Consent of instructor.*

CJ 303 Diversity in American Culture (3)

This course is designed to explore the relationship between culture and the criminal justice system. Emphasis is given to understanding the historical, theoretical, and structural perspectives of racial/ethnic and minority groups in society.

CJ 305 Crime & Justice in Film (3)

The course is intended to survey modern America's attitudes about our criminal justice system through analysis of several motion pictures dealing with various facets of the system.

CJ 310 Police Problems and Practices (3)

Analysis of police functions and problems commonly encountered in the performance of those functions. Problem-solving methods and techniques are reviewed, discussed, and practiced. *Prerequisite: CJ 110 or consent of instructor.*

CJ 315 Drug Abuse and Criminality (3)

Societal reaction to drug abuse in terms of legal sanctions, treatment alternatives, and the Criminal Justice response (law enforcement, the courts, corrections). How substance abuse and criminal behavior are interrelated.

CJ 320 Correctional Treatment Strategies (3)

Treatment strategies employed in adult and juvenile corrections programs, focusing on classification, types of institutional programming, as well as community and aftercare facilities. *Prerequisite: CJ 120 or consent of instructor.*

CJ 325 Applied Criminology (3)

Applied criminology will examine various criminological theories including delinquent subculture, differential association, and conflict theories, and their application by criminal justice professionals. In addition, the student will understand and practice the application of criminological theory in dealing with an individual offender.

CJ 330 Judicial Process (3)

Historical development and contemporary structure of state and federal trial courts and courts of appellate review will be presented. Constitutional and statutory authority for courts, court procedure, and defendant rights in the judicial process will be reviewed to include due process, public and speedy trial, jury composition, self-incrimination, punishment and state and federal post-conviction relief and/or appellate review. Other statutory and administrative/regulatory laws will be reviewed pertaining to the Code of Professional Responsibility as it applies to respective judicial officers. Close analysis is offered of the respective roles, duties performed, and career paths for judicial officers such as judges, prosecutors and defense counsel.

CJ 340 Crime Prevention (3)

Situational crime prevention, environmental design, physical security measures, defensible space, opportunity theories, crime displacement, rational choice theory,

and crime prevention studies. *Prerequisite: CJ 130 or consent of instructor.*

CJ 345 Homicide Investigations(3)

An in-depth examination of homicide investigation and the tools required to bring the case to a successful completion. *Prerequisite: CJ 110 or consent of instructor.*

CJ 350 Legal Issues in Security and Safety (3)

Civil and criminal liability of security officers and employers, security laws of arrest/search/seizure, security regulations, security licensing and training, OSHA standards and legal requirements, and case studies. *Prerequisite: CJ 130 or consent of instructor.*

CJ 355 Women in Criminal Justice (3)

An overview of the theories and facts on female criminality, employment practices and on-the-job problems that affect female criminal justice workers, and factors relative to female victims of crime.

CJ 360 Independent Study (1-3)

A research project of extensive reading on aspects of the disciplines, or engagement in a field experience, which may be carried on in absentia. May be elected twice for a maximum of six hours. Students complete a project prospective that is approved by the supervising professor prior to enrollment. *Prerequisite: 12 hours of Criminal Justice and consent of the Department Chair.*

CJ 365 Police and the Community (3)

Relevant literature and the scope of the problem, psychological and sociological considerations; and viable programs that effectively improve communications between the police and the public. *Prerequisite: CJ 110 or consent of instructor.*

CJ 370 Fire Investigation and Prevention (3)

This course will examine the principles of fire investigation, burn patterns, arson, fraud, industrial and commercial fire prevention, hazard recognition, fire control and suppression methods. *Prerequisite: CJ 130 or consent of instructor.*

CJ 375 Forensic Psychological & Criminal Profiling

This course introduces students to the diverse ways in which the forensic psychologist participates in the legal system. Particular attention is given to the role of the forensic psychologist in criminal proceedings as it relates to the state of mind of the offender. The course also introduces students to basic theories of criminal profiling and ethical considerations in the use of profiling. *Prerequisite: CJ 110 or consent of instructor.*

CJ 380 Terrorism (3)

An exploration of the incidence and threats of terrorism and an investigation of the security and law enforcement measures needed to combat it. Topics such as assassination, kidnapping, hijacking, extortion, sabotage, bomb threats/searches, hostage negotiations, victims' survival, and medical/tactical reaction teams will be discussed as they relate to executive protection and terrorism.

CJ 390 Special Topics (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester for variable credit. *Prerequisite: Consent of instructor.*

CJ 395 Seminar in Metropolitan Criminal Justice (Summer) (2-3)

An overview of the functions, interrelations and problems of metropolitan law enforcement, judicial and correctional agencies is provided through lectures, assignments and agency visitations. Usually conducted in the Kansas City metropolitan area over a five-day period. *Prerequisite: Consent of instructor.*

CJ 400 Criminal Justice Research (3)

This course allows students to learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher. *Prerequisite: 12 hours Criminal Justice or consent of instructor*

CJ 410 Criminal Procedure and Evidence (3)

Advanced analysis of the constitutional statutory foundations of modern criminal procedure will be emphasized, with particular focus on the 4th, 5th, and 6th Amendments. The law of search and seizure, interrogations and confessions, warrants, indictment/information, pretrial suppression and exclusionary rule applications will be presented. Rules pertaining to obtaining, qualifying and admitting evidence will be discussed, to include direct and cross examination, application of the hearsay rule, recognized privileged communications, and common evidentiary objections will be offered in the criminal prosecution/defense perspective.

CJ 415 Forensic Science in Criminal Justice (3)

The course examines the role of forensic science in the investigation and solution of crime. Each type of physical evidence normally encountered in criminal investigations will be studied with regard to collection and packaging techniques which maximize the evidence value, the current types of scientific analyses available, and the significance and limitations of the scientific results. The history of forensic science will also be briefly examined. *Prerequisite: CJ 110 or consent of instructor.*

CJ 420 Probation, Parole, and Community-Based Corrections (3)

Probation and parole, including the administration, procedures, and techniques used in the treatment and supervision of offenders. Also, the history and trends of probation and parole, and professional training in these fields. *Prerequisite: CJ 120 or consent of instructor.*

CJ 425 White Collar Crime (3)

Occupational crime, fraud, theft, computer crimes, environmental crimes, business and governmental crimes, and prevention measures. *Prerequisite: CJ 110 or consent of instructor.*

CJ 440 Enforcement Administration (3)

This is a course for students and practitioners interested in police administration. The student will be required to participate in field and classroom experiences designed to expose and prepare the student for an administrative role in the criminal justice system. The student will demonstrate through examinations, assigned papers, reports, and classroom participation his/her knowledge of law enforcement administration principles and practices. *Prerequisite: CJ 110 or consent of instructor.*

CJ 445 Drug Enforcement Policies and Programs (1-3)

The role in establishing alcohol and other drug policy and the development of regulation for the implementation of federal policy. Officials from federal, state, and local agencies describe agency functions and effects at addressing the drug problem. The course will also examine the impact of federal drug policy at the local level. *Prerequisite: CJ 110 or consent of instructor.*

CJ 450 Security Administration and Management (3)

Advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. *Prerequisite: CJ 130 or consent of instructor.*

CJ 460 Correctional Administration (3)

This course provides an overview of the basic functions of correctional administration including activities such as planning, forecasting, budgeting, organizing, training, implementation, evaluation and direction of personnel. The special requirements for administration of a correctional facility such as building public support and understanding, communicating results, informing policy decisions, and interacting with other criminal justice professionals are explored. Case studies from a variety of correctional settings including institutional and field service organizations are analyzed to enhance understanding of administrative complexities. *Prerequisite: CJ 120 or consent of instructor.*

CJ 465 Criminal Justice Planning (3)

Criminal Justice planning, including analysis of crime data and systems interrelations, forecasting, problem identification, establishing goals and objectives, and developing plans for implementation and evaluation.

CJ 470 Internship in Security (6)

Supervised practical internship in a security setting. May be taken for three hours for two semesters or six hours in one semester. Placement requires agency approval. *Prerequisite: CJ 100, 110, CJ 220, CJ 340, CJ 400, CJ 450 or consent of instructor.*

CJ 475 The Police Experience (3)

Travel to law enforcement agencies, guest lectures and class discussion. *Prerequisite: CJ 110 or consent of instructor.*

CJ 480 Internship in Corrections (3-6)

Participant observation in a correctional agency operated by all levels of government, including participation in the treatment of offenders. May be taken in one semester, or over the course of two semesters. Experience may be concentrated in one agency or divided among several agencies. Placement and continuation in the internship requires approval of the corrections agency. *Prerequisite: CJ 100, 120, 220, 320, 400, 420 or consent of instructor.*

CJ 490 Internship in Law Enforcement (3-6)

Supervised observation and participation in the functions of a federal, state, or local law enforcement agency through individual meetings and group seminars by the faculty. Supervision of the assignment will be received from experienced agency personnel and orientation to

agency operations provided. Students may participate in specific activities such as patrol, records maintenance and analysis, administration, research and planning, training, juvenile operations, investigations, and community relations. May be taken in one semester, or over the course of two semesters. Experience may be concentrated in one agency or divided among several agencies. Placement and continuation in the internship requires approval of the law enforcement or security agency involved. *Prerequisite: CJ 100, 110, 230, 310, 400, 410, or consent of instructor.*

CJ 495 The Correctional Experience (3)

This “impact course” is designed to provide the student with the opportunity to “experience” the correctional institution and draw a unique insight into corrections. Students will visit correctional institutions, observe their operations, and interact with correctional practitioners and confined offenders. Institutions have been chosen for visitation to provide the student with as broad a correctional experience as possible, beginning with juveniles through adults, including county, state and federal institutions. *Prerequisite: CJ 120 or consent of instructor.*

MILITARY & STRATEGIC STUDIES

Benton Hall, Room 201 (Criminal Justice Department)
(785) 670-1411

The Military & Strategic Studies Degrees Offered

The Military & Strategic Studies Degrees Offers the student a Minor in Military and Strategic Studies, and to apply graduate course work toward the Master of Liberal Studies.

MISSION

The Military and Strategic Studies Program at Washburn University offers students the unique opportunity to either take unrestricted elective courses that will broaden their general knowledge base or to complete a minor in Military and Strategic Studies that will complement their major course of study. Graduate students may also take courses in the Program, and apply those graduate courses to their Master of Liberal Studies degree track.

STUDENT LEARNING OUTCOMES

Military Studies students at Washburn University, upon graduation, are expected to:

- explain the structure and doctrines of the armed forces;
- analyze a wide range of national security issues; and
- integrate the fundamentals of military planning, organization, and leadership being utilized in today's armed forces.

THE MINOR IN MILITARY AND STRATEGIC STUDIES

1. Requires 15 credit hours of which not less than 6 must be upper division.
2. Subject to approval, students may elect to include up to 6 credit hours of military history or international policy courses from the related disciplines of History and Political Science.*
3. Subject to approval, 3 credit hours of Military Science, Naval Science, or Aerospace Studies may

be applied to a minor as lower division credit. (See Military Science Section)

COURSE OFFERINGS

Undergraduate and Graduate Courses
in Military and Strategic Studies

MS 100 Introduction to Military Operations (3)

This course explores the use of the armed forces as an instrument of national power. Students will develop an understanding of the doctrinal principles of war, fundamentals of the offense and defense, just war doctrine, rules of engagement, and how nations organize and execute military operations in pursuit of national objectives and vital interests. The course also examines the doctrine of Military Operations Other Than War (MOOTW), focusing on the use of the military during peacetime. Historical case studies and examinations of current events are presented as they relate to the course objectives. *Prerequisites: None.*

MS 110 Fundamentals of Military Leadership (3)

This course is oriented toward the college graduate entering the workforce in any profession. Fundamental leadership principles developed by the United States military and Department of Defense are presented, including leadership traits, principles, styles, values, and disciplinary strategies. Foundation for the course begins with individual self-evaluation, including the Myers-Briggs Type Indicator and other personal tendency tests, and progresses through selected group dynamics exercises, and in-depth case study analyses of historically effective leadership examples. The primary focus of the course causes students to become familiar with individual preferences and personality traits in order to form an effective personal leadership style. *Prerequisites: None.*

MS 120 History of the American Military (3)

Historical presentation of the evolution of the American military from colonial period through the present. A survey of those aspects of organization, training and employment of military forces developed over time—either created in response to particular need or borrowed from other international military examples—and presented as a means of providing foundation for an evolving military legacy. *Prerequisites: None.*

MS 210 A Soldier's Story (3)

A view of warfare from the bottom up, using the individual soldier's perspective as a means of de-emphasizing national strategy in favor of the social, psychological and emotional impact experienced by those engaged in close armed combat. Individual experiences reported from news accounts, personal diaries, journals, letters, and autobiographies are used as the primary source materials for the course. *Prerequisites: None.*

MS 215 America At War (3)

Exploration of United States participation in the major wars experienced through its history, with special emphasis on the World Wars. Presentation is made on a broad perspective, to include national interests, mobilization of the home front, and the effect of wars on American society, economy and government. *Prerequisites: None.*

MS 301/MS 501 Great Battle Campaigns(3)

Examines the conduct of war through in-depth analysis of a particular battle or campaign shown to be pivotal to the prosecution of a war. Students are allowed to select the battle/campaign of their choice, with advisement, and proceed with customized research. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

MS 320/MS 520 National Security Policy (3)

Study of the institutions, actors and processes that formulate and execute national security policy in the United States. Traces the historical and contemporary roles of governmental branches, administrative agencies, civilian consultants and contractors, and non-governmental organizations in the development and implementation of policy. Also incorporates the development of intelligence analysis in the formulation of policy, to include the evolution of intelligence assets. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

MS 330/MS 521 International Conflict (3)

Examination of contemporary international conflict. Issues addressed include the evolution of warfare within and between nation states, the interplay between conflict and international diplomacy, economic interdependence, and foundational conflict theory. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

MS 335/MS 522 Elite Forces and Special Operations (3)

This course examines the history, organization, and functioning of modern elite military forces. Analyzes the counter-terrorist forces of the United States and other countries, including the U.S. Army Rangers and Special Forces, Navy Sea-Air-Land (SEALs), Air Force Task Force 160 (Night Stalkers), and Marine Corps Reconnaissance (RECON) units. Also exposes students to foreign elite military forces, to include the British Special Air Service (SAS) and Special Boat Squadron (SBS), French Foreign Legion, Israeli Sayeret (Reconnaissance) units. Uses historical case studies illustrating the use of elite forces in special operations, and follows current special operations in the war on terror. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

MS 336/MS 533 Hollywood Goes To War (3)

Examines of the dual role of filmmakers, the cinema, and the motion picture industry to both entertain and inform. Special emphasis placed on how cinematography can shape popular perceptions and attitudes about warfare in general, as well as particular conflicts. Course makes extensive use of film library materials in making thoughtful analysis. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS or permission.*

surate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

MS 390 Special Topics in Military and Strategic Studies (1-3)

Course titles and topics will vary from semester to semester, and will present current trends of interest in the organization, equipment, training, and employment of military forces. May be taken more than once under different topical areas, and may be offered for variable credit depending upon the scope, amount of material, or course length. *Prerequisites: None.*

MS 420/MS 620 Combat Journalism (3)

Explores war reporting by the media in both historical and political contexts, and demonstrates the balance between open, fair reporting and the security required for military operations. Also presents the role of news accounts in shaping popular opinion. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

MS 425/MS 625 Military Justice and the Law of War (3)

Traces the development of modern international rules pertaining to the conduct of war, and presents the various treaties and conventions that govern the conduct of military operations. Course comprises a serious literature review within the context of actual war crime investigations and trials to present the geopolitical consequences of war conduct. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

MS 450/MS 645 Military Intelligence (3)

Comprehensive analysis of military intelligence operations from tactical to strategic. Studies aspects of collection, analysis and dissemination of intelligence information, to include the use of national intelligence assets and strategic planning. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

MS 470/MS 655 Insurgency and Guerilla War (3)

Overview of insurgent campaigns and guerilla warfare throughout history. Emphasis on popular political movements, opposition to recognized and existing governments, and transition of guerilla leadership into legitimate government. Presents topical coverage of significant historical examples of both successes and failures in revolution and revolt. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

MS 475/MS 675 Independent Study/Directed Readings (1-3)

Extensive engagement in a significant field experience that meets academic objectives. Students are required to receive permission from the Director, and arrange for a supervising instructor prior to approval. May be taken

more than once under different topical areas, and may be taken for variable credit, depending upon the scope of research or experience. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Permission of the Director and instructor.*

MS 480/MS 680 Military Operations Other Than War (3)

Explores the emerging role of military forces in non-standard missions such as peacekeeping, humanitarian relief, non-combatant evacuation operations, and support to host nation military training. Also examines the relationship between and cooperation with non-governmental agencies and organizations through the use of case studies. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

MILITARY SCIENCE

Lieutenant Colonel John Basso, Professor of Military Science, Battalion Commander, (785) 864-3311, basso@ku.edu

Major John Clark, Assistant Professor of Military Science, Executive Officer, MS I Advisor (785) 864-1110, skydive@ku.edu.

ARMY ROTC

Under an agreement between Washburn University, the University of Kansas, and the U.S. Army, students may participate in Army ROTC classes taught at Washburn by KU faculty. First and second year courses are taught at Washburn; third and fourth years and all labs are at Kansas University. Army ROTC classes may be taken by any Washburn student and are available to students at NO TUITION COST. For those that contract into the program, the culmination of the ROTC program is a commission as an officer in either the active army or in the Army Reserve or National Guard.

For those that choose to seek a commission while participating in ROTC, students pursue an academic degree in any academic major of their choice. ROTC classes are broken into basic and advanced courses. All necessary ROTC books and equipment are provided to the student free of charge.

For those interested in scholarship opportunities, Army ROTC awards four-year, three-year, and two-year scholarships on a competitive basis. These scholarships are competitive and pay full tuition, \$1200 for books per year, university fees, and a \$350 - \$500 monthly stipend. For detailed scholarship information contact Major Ted Culbertson, Admissions and Scholarships Officer for the KU Military Science Department, by calling (785) 865-1113.

AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

Department of Aerospace Studies
Detachment 280, Military Science Bldg.
1520 Summerfield Hall Dr., Room 109
Lawrence, KS 66045-7605
(785) 864-4676, <http://www.ku.edu/~afrotc>

Cross Town Agreements: Students from Washburn University, St Mary's University, Mid-American Nazarene

University, Haskell Indian Nations University and Baker University currently attend the University of Kansas for AFROTC classes enrolled as non-degree seeking students under various "cross-town" agreements.

General Information: The Air Force Reserve Officer Training Corps program provides qualified, energetic, and dedicated men and women for service as second lieutenants in the United States Air Force. To accomplish this, the Air Force, with approval of KU, has established a curriculum that allows commissioning in one (based on needs of the AF each year) to five (approved high tech majors)-year programs.

Four-year Program: The standard four-year program is divided into the General Military Course and the Professional Officer Course. Some students receive scholarships as high school seniors; however, many first-year students enroll as college walk-ons to see if AFROTC is an appropriate choice for their education and career. All funding supports tuition and fees, along with a nontaxable subsistence allowance and \$600 per year for books.

The General Military Course (GMC, Foundations of the USAF, Airpower History) is offered during the first two years of college and constitutes an introduction to the present-day Air Force. The emphasis is on the role of military forces in world affairs, customs and courtesies, officership, professionalism, the mission and organization of the Air Force, and the history of air power. If the cadet scores satisfactorily on the Air Force Officer Qualifying Test, is medically and academically qualified, and successfully completes four weeks of Field Training, he or she may enter the POC during the junior and senior years. Students joining in their Junior or Senior (5 yr) years will take the 3rd and 4th years of AFROTC see POC under Graduate students below) class and make up the first 2 at Summer Field Training.

Graduate students who join AFROTC take the POC. The Professional Officer Course teaches the cadet leadership and management, organizational patterns, technologies, military policies and procedures, and provides an in-depth study of national security affairs. The cadet also learns and practices communication, leadership, and management skills. During the academic year, the POC cadet receives tuition and fees, \$600 for books each year, and a nontaxable subsistence allowance.

Program Options: AFROTC offers a variety of programs leading to commissioning. Interested college students can enter the program as freshman, sophomore, junior, or graduate students. Some programs may not be available every year. Contact the AFROTC Detachments Unit Admission Office to learn what programs are available to you.

Leadership Laboratory: The Leadership Laboratory is a noncredit, two-hour, once-a-week course taken every semester throughout the cadet's enrollment in AFROTC. Instruction is conducted in the framework of an organized cadet corps with a progression of experiences that develop each student's leadership potential. Such things as proper wear of the uniform, military rank, and military drill and ceremony are also included in Leadership Lab.

Scholarships: Two- and three-year scholarships are available to college students. These are awarded

competitively. Scholarships generally cover full tuition, laboratory and incidental fees, \$600 per year for books, and the nontaxable subsistence allowance. Subsistence Allowance for contracted Freshman, Sophomore, Junior, Senior as of Oct. 1, 2004 = \$250, \$300, \$350, \$400 respectively. All texts and uniforms for ROTC are provided free of charge.

Service Commitment: Upon commissioning (shortly after graduation), the Air Force service commitment for most cadets is four years of active duty. For cadets who become pilots, navigators, or Air Battle Managers, the respective commitment is ten, eight, or six years of active duty.

Further information can be obtained from the AFROTC Detachment 280 office by phone at (785) 864-4676, by e-mail at afrotc@ku.edu, or online at <http://www.ku.edu/~afrotc>.

AEROSPACE STUDIES COURSES

AIR 100 Leadership Laboratory (Fall and Spring)(0)

All ROTC cadets must be enrolled in Leadership Lab. The AS 100 and AS 200 Leadership Laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

The AS 300 and AS 400 LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information, which will increase the understanding, motivation, and performance of other cadets.

AIR 144 Foundations of the USAF (Fall)(1) and AIR 148 Foundations of the USAF (Spring)(1)

Survey courses designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills.

AIR 284 Airpower History (Fall) (1) and AIR 288 Airpower History (Spring) (1)

A course designed to examine general aspects of air and space power through an historical perspective ranging from the first balloons and dirigibles to the space-age global positioning systems and Balkan War. Leaders, pivotal situations in peace and war, successes and failures are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) in shaping today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. AIR 344 Leadership Studies (Fall) (3) and AIR 348 Leadership Studies (Spring) (3)

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills

required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied.

AIR 404 National Security Affairs (Fall) (3) and AIR 408 National Security Affairs (Spring) (3)

Course examines the national security process (from a military standpoint) from its birth with the Founding Fathers and the US Constitution to the joint war-fighting scenarios of today. It looks at the Constitutionally established roles of the legislative and executive branches of government in dealing with the defense issues in peacetime or when the nation is at war. It examines the current command and control structure within the Department of Defense and lays out the global responsibilities of the military, and specifically the US Air Force. This course also examines the development of National Security policy and the interrelationship between the Air Force, sister services and the Air Reserve component. Additionally, multiple classroom hours on formal military communications skills (writing and briefing) are included. The course culminates with a look at current political trends and U.S. defense policy decisions in some of the world's major geographical areas.

NAVY ROTC

The University of Kansas Naval ROTC Unit offers a cross-town enrollment program for those individuals interested in obtaining a commission in the U.S. Navy Nurse Corps. All Naval Science courses include both practical and theoretical instruction in subjects pertaining to the Navy. These courses are only offered at the Lawrence campus. On a case-by-case basis they may be offered at Washburn if a scheduling conflict exists. The student receives 10 credit hours of Naval Science instruction over a period of four years. Additionally, there is a one credit hour Naval Science laboratory meeting weekly each semester. Lab sessions integrate and apply knowledge gained from Naval Science courses to simulated tactical and strategic warfare situations, and include some close order drills, as well as lectures on naval topics. For more information call 1-800-JHK-NAVY.

ARMY ROTC COURSE OFFERINGS

ARMY 101 The Army Today (1)

An examination of army organization, structure, customs, major legislation concerning the army and an introduction to leadership and management techniques. One hour of lecture and one hour of laboratory per week.

ARMY 102 Introduction to Military Skills (1)

An introduction to a variety of skills required of army leaders, including map reading, orienteering techniques, first aid, mountaineering skills, marksmanship, and leadership and management techniques. One hour of lecture and one hour of laboratory per week.

ARMY 201 Basic Military Operations I (1)

An introduction to aspects of individual and small group tactics. Emphasis on small group leadership and oral and written communication skills. One hour of lecture and one hour of laboratory per week.

ARMY 202 Basic Military Operations II (1)

A study of topographic map reading and its application to military operations. An analysis of the principles of war and modern tactical doctrine as applied to small unit operations. One hour of lecture and one hour of laboratory per week.

ARMY 301 Theory and Dynamics of Tactical Operations (3)

Three hours of lecture and two hours of laboratory per week. Conventional tactical operations. A basic approach to learning the fundamentals of the squad in both offensive and defensive operations to include: mission, organization, principles of war, tactical control measures, troop leading procedures, combat orders, planning and conducting both types of operations, and techniques of patrolling; to include their application in counter guerrilla operations and planning. *Prerequisite: ARMY 202 or consent of department chairperson.*

ARMY 302 Theory and Dynamics of Tactical Operations II (3)

Continuation of ARMY 301. Three hours of lecture and two hours of laboratory per week. Emphasis is placed on putting into practice the knowledge gained in Operations 1 in the application to the Platoon and Company level operations.. *Prerequisite: ARMY 301.*

ARMY 303 Military Conditioning (1)

Introduction to the theoretical and practical aspects of developing physical fitness programs for all Army personnel. Provides an overview of total fitness, defines physical fitness, outlines the phases of fitness, discusses various types of fitness programs, and presents evaluation criteria.

ARMY 401 Concepts of Military Management (3)

Three hours of lecture and two hours of laboratory per week. Introduction to the military management system with special attention to the functions, organizations, and operations of military training, logistics and administration. The use of standardized staff formats in the development of plans and orders is emphasized from the standpoint of the leader with limited resources. Extensive use of standard staff procedures is emphasized in problem solving scenarios. *Prerequisites: Permission of Department Chairperson.*

ARMY 402 The Military Profession (3)

Three hours of lecture and two hours of laboratory per week. A seminar on the military profession as an object of social inquiry. Focus is on the internal structure of the profession, current problems, and interaction with the larger American society. Seminar topics include but are not limited to the following: a historical perspective on the military profession; civil-military relations; social and political impact of military activities; military justice; professionalism versus careerism. *Prerequisite: Student must be in his or her last semester of ROTC.*

AIR FORCE ROTC COURSE OFFERINGS**AIR FORCE MS 105 Aerospace Studies Lab (0)**

The leadership laboratory for aerospace studies. Students will receive leadership training and experience as well as training in Air Force customs and courtesies. This lab is held at the Kansas State University Manhattan

campus. One hour of class a week. Students must also enroll in MS 099.

AIR FORCE MS 110 Aerospace Studies 1A (1)

A study of the mission and organization of the United States Air Force and U.S. general purpose and aerospace support forces. One hour of class a week.

AIR FORCE MS 111 Aerospace Studies 1B (1)

A study of U.S. strategic offensive and defensive forces; their mission, function, and employment. One hour of class a week.

AIR FORCE MS 210 Aerospace Studies 2A (1)

A study of the development of air power from its beginnings to the end of World War II. Traces the development of various concepts of employment of air power. One hour of class a week.

AIR FORCE MS 211 Aerospace Studies 2B (1)

A study of the development of air power from the close of World War II to the present. It focuses upon factors which have prompted research and technological change and stresses significant examples of the impact of air power on strategic thought. One hour of class a week.

AIR FORCE MS 309 Aerospace Studies 3A (3)

A study of U.S. Air Force professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, leadership theory, functions and practices, management principles and functions, problem solving, and management tools, practices, and controls. Three hours of class a week.

AIR FORCE MS 311 Aerospace Studies 3B (3)

A continuation of MS 310. Three hours of class a week.

AIR FORCE MS 409 Aerospace Studies 4A (3)

This course will examine the role of the professional officer in a democratic society; socialization processes within the armed services; the requisites for maintaining adequate national security forces; political, economic, and social constraints upon the overall defense policy-making process. Three hours of class a week.

AIR FORCE MS 411 Aerospace Studies 4B (3)

Focusing on the armed forces as an integral element of society, this course provides an examination of the broad range of American civil-military relations and the environmental context in which defense policy is formulated. Communicative skills are stressed. The role of contemporary aerospace power, and current and future employment of aerospace forces will also be examined. Three hours of class a week.

HUMAN SERVICES

Website: <http://www.washburn.edu/sas/human-services/>

Degrees Offered

Bachelor of Applied Science in Human Services (BAS)
Associate of Applied Science in Human Services (AAS)

Benton Hall, Room 203
(785) 670-2116

Associate Professor Brian Ogawa, Chair
Professor Rick Ellis
Professor Deborah Altus
Professor Dan Petersen

Associate Professor Diane McMillen
Associate Professor Iris Wilkinson
Assistant Professor Kayla Waters

INTRODUCTION

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

MISSION

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

STUDENT LEARNING OUTCOMES

Upon graduation, Human Services students should be able to:

- I. Knowledge:
 - A. Describe the historical roots of the Human Services field;
 - B. Apply the philosophy of the Human Services Department to social problems;
 - C. Articulate the major policy issues and social conditions that are currently confronting human services;
 - D. Explain how conceptual frameworks guide human service practice; and
 - E. Communicate various ways in which human service programs are funded, organized, administered, and evaluated.
- II. Skills
 - A. Demonstrate the ability to think critically, listen attentively, and communicate effectively;
 - B. Demonstrate the interpersonal skills necessary to establish genuine, empathic, and ethical relationships;
 - C. Demonstrate competence in evidence-based prevention, intervention, and evaluation; and
 - D. Demonstrate the behaviors of a healthy helping professional.
- III. Attitudes
 - A. Recognize one's strengths and limitations;
 - B. Commit to lifelong learning with a willingness to be self-reflective and seek assistance; and
 - C. Formulate a set of values consistent with the Human Service perspective of acceptance of diversity, open-mindedness, and compassion.

DEGREE REQUIREMENTS

Students combine general education, human services coursework, and internships with a specific emphasis in one or more of the following areas as part of their individualized program of study: Addiction Counseling, Developmental Disabilities, Gerontology/Aging, Mental Health, Youth Services, and Victim/Survivor Services. The degree programs emphasize a multidisciplinary perspective, preparing students to assist people and their communities to function as effectively as possible. Recommended and required coursework focus on

knowledge and skills in human behavior, group dynamics, organizational behavior, and community systems. Students should refer to the specific General Education Requirements for the University and consult with their faculty advisor for specific Department requirements. Coursework in psychology, sociology, communication, biology, political science, mass media, business, or other areas may be recommended or required.

Associate of Applied Science in Human Services

A minimum of 62 hours is required for completion of the associate degree. The Associate of Applied Science degree in Human Services (AAS) includes 26 credit hours of University and general education requirements. Students majoring in Human Services must complete a minimum of 27 hours of credit in the department. These hours must include HS 100, 131, 250, 251/305, 280 and 281. Nine additional hours must be selected, to develop an emphasis area, in consultation with a faculty advisor. At least six credit hours for the emphasis area must be taken in the Human Services Department. Possible options include, but are not limited to, Addiction Counseling, Youth Services, Gerontology, Victim/survivor Services, Mental Health, or Developmental Disabilities. Majors are encouraged to take OA 128 or CM 101, or show proficiency in working with computer applications. Students must receive a grade of C or better in each course applied to the major.

Bachelor of Applied Science in Human Services

A minimum of 124 hours is required for completion of the baccalaureate degree. The Bachelor of Applied Science degree in Human Services (BAS) includes 47 credit hours of University and general education requirements. Students majoring in Human Services must complete a minimum of 66 hours of credit in the department. These hours must include HS100, 131, 250, 280, 281, 300, 302, 305, 325, 330, 380, 411, 445, 450/550, 481, 495/595, and 498. In consultation with a faculty advisor, a total of fifteen additional credit hours must be selected to develop an area of emphasis. Possible options include, but are not limited to, Addiction Counseling, Youth Services, Gerontology, Victim/Survivor Services, Mental Health, and Developmental Disabilities. Of these hours, at least 12 credit hours must be Human Services coursework, 3 hours may be selected from another discipline relating to the area of emphasis, and a minimum of 6 hours should be upper division courses. Students must receive a grade of C or better in each course applied to the major.

Certificates of Completion

The Human Services Department is approved to offer the following Certificates of Completion upon successful completion of approved course work and/or internships:

- Addiction Counseling - Awarded upon completion of an associate degree, and completion of 30 credit hours as follows: HS210, HS211, HS212, HS315, HS325, HS411, HS415, HS445, HS450 and HS280.
- Victim/Survivor Services - Awarded upon completion of an associate degree, and completion of 27 credit hours as follows: HS100, HS131, HS201,

HS202, HS325, HS450, HS300-400 Elective, HS445, and HS481.

- Non-Profit Management - Awarded upon completion of a bachelor degree, and completion of 27 credit hours as follows: HS100, PO245, HS302, PO393 or PO346, PO395, HS445, HS495 or PO401, 300/400 HS or PO Elective, and HS481 or PO307. This certificate is in collaboration with the Political Science Department.
- Morita Therapy - Awarded upon completion of a Bachelor degree and completion of 15 credit hours as follows: HS 374, HS 376/576, HS477/577, HS 478/578 and HS481 or HS 360.

Note: Other certificates may be offered. Please see the department for details.

Requirements for Minor

A Minor in Human Services consists of no less than 18 hours of Human Services coursework selected in consultation with a Department Advisor and must be approved by the Chair of the Department of Human Services. Students must attain a grade of "C" or better for each course applied to the Minor.

Department Sponsored Co-Curricular Activities

Washburn Human Services Coalition (WHSC) (Faculty sponsor Dr. Diane McMillen). The purpose of the Coalition is to bring together students from different fields of study that relate to human services. The Coalition provides career development, professional education, and networking opportunities for its members.

Tau Upsilon Alpha (TUA) (Faculty sponsor Dr. Diane McMillen.) The department is a chartered campus center of Tau Upsilon Alpha (TUA) National Organization of Human Services (NOHS) National Honor Society. TUA is the acronym of the Greek transliteration of the slogan for the honor society: Excellence in Service to Humanity. Each chapter evaluates qualified students and issues invitations to membership.

Victim/Survivor Services Student Organization (V3SO) (Faculty sponsor Dr. Brian Ogawa). This student organization provides career development activities, extracurricular educational and professional development activities, and networking opportunities for those studying the field of victim services and other interested students.

Washburn Walkers (Faculty sponsor Dr. Deborah Altus). The Washburn Walkers program was established in 1979 to bring people of retirement age to campus in an effort to promote health and offer opportunities for older citizens to engage in both academic and service activities. The group sponsors a lecture series during the school year that is open to the public. In addition, the Washburn Walkers provide a scholarship that offers financial assistance to a meritorious Human Services major with an emphasis in gerontology. Each year the Washburn Walkers are coordinated by a Human Services major intern. See Faculty Sponsor for information on internship.

COURSE OFFERINGS

(Many of the following courses are offered both online and on campus, Students trying to complete the Human Services curriculum online, however, are advised that

the courses they need may not be offered online every semester.)

HS 100 Orientation to Human Services (3)

This course serves as an overview of the historical development of human services and gives an introduction to the philosophical framework, the major theoretical models, and the interdisciplinary nature of human services. Students have the opportunity in this course to explore human service occupations and professional organizations, as well as learn about local and regional community resources. A major component of the course is the opportunity for students to participate in community service learning projects by filling the requirement of 30 hours of volunteer work.

HS 131 Human Development (3)

This course examines human development from a biopsychosocial model and considers various theoretical perspectives that have influenced the study of human development across the lifespan. The course pays attention to variability in human development and the factors that appear to influence this variability, both individual and cultural.

HS 201 Victimology (3)

This course provides an introduction to the history, development, theories, and major issues in the study of persons who are victims/survivors of crime. Using an ecological perspective of victimization, specific areas will be discussed, including domestic violence, sexual assault, child abuse, and homicide. Current research data will be discussed to enhance the understanding of victim trauma and recovery.

HS 202 Victim/Survivor Services (3)

This course is an overview of the variety of human services provided to persons who are victims/survivors of crime. Settings to be studied are various criminal justice, medical, legal, crisis intervention, and advocacy agencies, and organizations that provide victim assistance. Emphasis is on current developments in the field.

HS 210 Introduction to Addictions (3)

This course will cover the following: Knowledge of basic pharmacology, including routes of administration, drug metabolism, drug excretion, dosage and potency, absorption and distribution, drug interactions, and fetal drug effects. Knowledge of fundamental concepts of pharmacological properties and behavioral, psychological, social, and health effects of all psychoactive substances. Knowledge of symptoms of intoxication, withdrawal, and toxicity for all psychoactive substances. Knowledge of toxicity screening - types, limitations, and legal implications. Knowledge of similarity of symptoms of substance abuse disorders and medical or psychological disorders, and methods for differentiating among them. Knowledge of resources for help with drug reactions, withdrawal, and violence. Knowledge of the health risks associated with substance use and abuse, including HIV/AIDS, hepatitis, tuberculosis, and sexually transmitted diseases (STDs). Knowledge of factors that may be associated with the prevention or transmission of infectious diseases, especially as related to substance use and abuse. Knowledge of community health and allied health resources. Knowledge of ways to teach or facilitate discussions of disease transmission and prevention, with clients and community

members. Knowledge of confidentiality and legal issues regarding HIV/AIDS testing and counseling, as well as testing procedures and their limitations. **The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.**

HS 211 Addictions Treatment (3)

This course describes the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Content of the course will focus on the social, political, economic, cultural, and family context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. Emphasis will be given to the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others and the importance of research and outcome data and their application in clinical practice. Knowledge of psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and coexisting mental health problems. Knowledge of principles and philosophy of prevention, treatment, and recovery. **The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.**

HS 212 Addiction Services Coordination (3)

This course will include the following content: Knowledge of methods of systematic data gathering from clients and collateral sources, using appropriate screening and assessment instruments. Understanding the limitations of assessment procedures. Understanding procedures for scoring assessment tools, analyzing and interpreting results, and communicating findings, verbally and in written form, to various audiences including the client, significant others, and other professionals. Understanding of mental health status screening, including assessment of suicide risk, danger to others, and mental illnesses. Knowledge of stages of readiness to change, its assessment, and the effect of stage of readiness to change on treatment planning. Knowledge of current DSM or other accepted criteria for substance use disorders and criteria for client placement into levels of care. Ability to prepare accurate and concise screening, intake, and assessment reports, and write clear treatment plans, discharge and transfer summaries, and other documentation. Understanding the treatment planning process, including the continuum of care and interrelationship among client needs and problems. Understanding the role of the client and family systems on treatment decisions and outcomes. Knowledge of how confidentiality regulations affect all stages of the assessment and treatment process. Understanding the value of a multidisciplinary approach to treatment and the role of other agencies, professionals, civic groups, etc. in helping to address client needs. Knowledge of ways of referring clients to other agencies and coordinating treatment activities. Recognition of the value of including family and other client support systems across the entire continuum of care. Knowledge of constructive ways to work with family members and others. **The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.**

HS 220 Introduction to Youth Services (3)

This course is designed to introduce students interested in working with youth to the developmental and socialization influences that affect children. In addition, when one is concerned about children's development, one must also be concerned with children, families, and communities. This course will provide students the opportunity to become sensitized to the many issues that confront today's youth and critically look at what is being done. Many current topics will be covered in a survey format and students will investigate one topic in-depth.

HS 221 Community Methods with Children & Youth (3)

This course will address environmental intervention with children and their families. Social networking and ecologically oriented programs will be the focus. *Prerequisites: HS 220 or consent.*

HS 231 Methods of Long-Term Mental Health Care (3)

This course will build on the theoretical issues of basic health care, with emphasis on acquiring the skills to care for the health and safety concerns of people in long-term treatment programs.

HS 232 Introduction to Community Mental Health Services (3)

This course is designed to familiarize students with the history and development of community mental health; federal, state and local policies impacting the delivery of community mental health services; and methods utilized in community mental health service delivery such as short-term counseling, crisis intervention, case management, prevention, education, and assessment of need for services.

HS 240 Introduction to Developmental Disabilities (3)

This is a survey course designed to introduce the student to a philosophy of services for people with developmental disabilities, their rights, legal issues, assessment and planning, overcoming communication deficits and preventative and supportive health measures. Requires practical demonstration of skills at scheduled times outside of class.

HS 241 Applied Behavioral Interventions (3)

This course is a practical application of the principles of operant conditioning to teach new behaviors, minimize/eliminate aberrant behaviors, and increase previously learned behaviors. Requires practical demonstration of skills at scheduled times outside of class.

HS 243 Fundamental American Sign Language(3)

This course is designed to provide students with a basic framework of knowledge regarding the nature of hearing loss and its extremely varied influence on the lives of people who are deaf, hard of hearing, late-deafened, and deaf with a dual diagnosis. Important issues within the field of deafness will be addressed, namely: Deaf culture, education of deaf people, technological advances, and political influences. Emphasis will be placed on learning the fundamentals of American Sign Language (ASL) while providing the student with a working vocabulary of approximately 500 signs. The student can expect sign demonstration and practice as well as lecture on various salient topics in deafness.

HS 250 Becoming a Helping Professional (3)

This course is designed to address what it means to become a professional in a field that is devoted to helping people who face critically important problems and issues in their lives. Students are encouraged to consider the knowledge, skills, and education that are expected of people serving in different human service careers. This course will also explore belief systems of effective and ineffective helpers, and discuss the positive and negative effects that a variety of beliefs and assumptions can have on one's professional practice. Values are an integral part of the consumer/helper relationship, and considerable attention will be given to an analysis of how values influence helping. An overview of the stages of helping, with discussion of the skills and knowledge necessary to be a successful helper at each stage, will be presented. Special consideration will be given to understanding and working with diverse populations. *Prerequisites: HS 100 and 131.*

HS 251/305 Case Management (3)

This course is designed to enhance students' ability to provide case management services. This course will focus on serving children with severe emotional disturbance and adults with mental illness. In addition, students will investigate issues and responsibilities of case managers, community resources, the family support perspective, client advocacy, the strengths approach when working with people, and the fundamental philosophy and applications of wraparound community services. This course will be helpful for those students with the desire to work as case managers, social workers who would like to expand their knowledge of case management in community settings, bachelor level psychology students wanting to work in community mental health, and administrators/supervisors who have the desire to implement case management services within their agencies. *Prerequisites: HS 100 and 131, or consent.*

HS 260 Directed Study in Human Services (1-3)

In consultation with instructor, the student selects for intensive study a specific area related to human services. *Prerequisite: Consent of Faculty and Chair.*

HS 270 Theories on Aging (3)

This course provides an overview of the study of aging, giving students an interdisciplinary introduction to the aging process. An emphasis is placed on a bio-psycho-social model which considers biological, psychological, and social theories of the aging process. The course also discusses approaches to the delivery of services that are informed by these theories.

HS 271 Aging and Mental Health (3)

This course provides an overview of biological, psychological, and social factors related to successful aging, with an emphasis on the development and maintenance of mental health across the lifespan. The course considers ways that HS professionals can support mental health throughout the aging process. Students will also learn about mental health problems in relation to the aging process.

HS 273 Gerontology Skills and Methods (3)

This course will allow students to build skills for delivering human services to elderly individuals and groups. Coursework will emphasize building relationships,

assessment, and approaches to treatment. *Prerequisites: HS 270 or consent.*

HS 280 Internship I (3)

This course is the beginning internship required of all majors in both the Associate and the Baccalaureate degree programs. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community under the supervision of staff and university faculty. In addition, a weekly seminar is required to integrate learning in the field with classroom instruction. Emphasis will be given to basic competencies of direct care. *Prerequisites: HS 100, 131, at least one course in area of emphasis, and consent.*

HS 281 Internship II (3)

This course is the second internship course required of all majors in both the Associate and the Baccalaureate degree programs. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community under the supervision of staff and university faculty. In addition, a weekly seminar is required, to integrate learning in the field with classroom instruction. Emphasis will be given to basic helping relationship skills, communication skills, observation, reporting, recording, and assessment. *Prerequisites: HS 250, 280, at least two courses in emphasis area, and consent.*

HS 290 Special Topics in Human Services (1-3)

Selected topics related to human services are announced in advance. See Schedules of classes for availability.

Courses numbered 300-499 are open to students during the semester in which they achieve junior standing only (or a minimum 54 credit hours), provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank.

HS 300 Prevention in Human Services (3)

This course will examine the role of prevention in human services. An emphasis will be given to alternatives to the current health delivery system with particular attention to how people deal with their own health and approaches toward helping. Discussion will also address community development activities and prevention. This course will provide students the opportunity to enhance oral and written communication skills; practice critical and creative thinking skills; and develop skills in systematic problem analysis and selection of appropriate prevention and intervention strategies.

HS 302 Social Change & Advocacy in Human Services (3)

This course is designed to familiarize students with community organizing, mobilizing, and development. The content of the course will focus on an understanding of social action, change and advocacy in human service practice. Community organizing refers to a particular form of community participation in which "grassroots" people learn techniques to share in power. This implies that the model will focus on recruiting grassroots membership and target systems for change. The methods may include collaborative problem solving, strategic planning and confrontation. Targets for change may be individuals, systems, and families.

HS 310 Human Sexuality (3)

This course will provide students the opportunity to develop a basic background knowledge of human sexual anatomy, response, behavior, developmental aspects, problems, and laws. Students will increase vocabulary in the area of human development to describe and identify normal and problematic areas of human sexuality.

HS 313 Drug Abuse and Criminality (3)

This course is designed as an overview of the issues related to drugs and crime. Information will be presented on the many ways in which drug use and criminal behavior are linked. Special emphasis will be placed on treatment and intervention methods currently used to deal with alcohol and other drug problems among offenders.

HS 314 Relapse Prevention Planning (3)

This course is designed as an overview of the process of recovery from addictive disease, understanding the relapse process, and relapse prevention. Concepts are based on the Center for Applied Sciences (CENAPS) Model of Treatment.

HS 315 Substance Abuse & Other Disabilities (3)

This course is designed to prepare addiction, vocational and rehabilitation counselors, social workers, and other human service providers to provide quality substance abuse treatment services and programs for persons with cognitive and physical disabilities. The course will cover the knowledge and skills needed to provide individualized treatment plans specific to the client's biological, psychological, social, and spiritual needs; create alternatives to provide full access to services without barriers; and help to promote employment opportunities for people living with coexisting substance abuse and other disabilities. **The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.**

HS 318 HIV/AIDS and Drug Abuse (3)

HIV/AIDS has become a major epidemic in only twelve years and the link between drug abuse and infection is becoming more apparent every day. This course is designed to give counselors the skills and understanding necessary to provide effective treatment to those clients who are both chemically dependent and HIV infected. This course focuses on the special issues related to the complications or persons who have HIV/AIDS and are addicted to either alcohol or other drugs. Students have the opportunity to learn skills in two areas related to HIV disease and treatment: (1) Risk reduction techniques to assist alcohol and drug clients in reducing their risk for becoming infected with HIV; and (2) the special treatment needs of persons already infected who are seeking treatment.

HS 321 Youth and Violence (3)

This course is designed to provide an overview of violence and youth, specifically the problems associated with it; including, but not limited to, such issues as definition, reporting, investigations, causes, treatment, the importance of family preservation and re-integration, institutional abuse, institutional neglect, parent training, parent support, prevention, the roles of foster care, SRS, the court system, the schools, etc. The role of the human service worker in preventing and dealing with child abuse and youth violence will be an area of special focus. Child

abuse will be viewed as a part of a continuum of personal/family violence.

HS 322 Child Advocacy (3)

This course is an overview of the methods of child advocacy and an individualized program to meet the interests of the student. This course is taught at CASA of Shawnee County and is designed to provide the student with the opportunity to become an effective child advocate in the arena of the student's choice. *Prerequisites: Interview & consent.*

HS 325 Group Work in Human Services (3)

This course is designed to provide both knowledge and practice skills in the management and conduct of psycho-educational or other group experience. Students will be provided a variety of techniques and strategies designed to facilitate and direct group learning and psycho-social development. The course will approach the study and experience of group process work from both a developmental and a personal growth perspective. Understanding the difference between group counseling and other group activities, such as psycho educational groups and educational lectures. And developing understanding of ways to create, present and/or facilitate psycho educational groups and lectures, for clients, significant others, and other audiences will be stressed especially for students preparing to work as addiction and recovery counselors. **The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.**

HS 330 Theories of Intervention in Human Services (3)

This course focuses on the theories that guide the practice and delivery of Human Services. The course gives the student an understanding of how different theoretical approaches have influenced the development of human service interventions, and includes the family systems approach, the feminist approach, and the cognitive-behavioral approach. Students will evaluate the usefulness of the different theoretical approaches in addressing important human problems. In addition, students will be encouraged to explore their own views about human nature and to understand how these views might influence their delivery of human service interventions.

HS 360 Directed Study in Human Services (1-3)

In consultation with instructor, the student selects for intensive study a specific area related to human services. *Prerequisites: Consent of Faculty and Chair.*

HS 372 Death and Dying (3)

This course will cover biological, psychological, social, and cultural issues surrounding death and the dying process. Topics will include stages of dying, approaches to working with people who are dying and their families, the bereavement process, cross-cultural practices related to death and dying, services available to people who are dying and to their caregivers, and legal and ethical issues surrounding end-life decision making.

HS 374 Eastern Therapies in Intervention and Treatment (3)

This course highlights Eastern therapies in intervention and treatment across the range of human service populations, including mental health, alcohol and drug abuse,

crisis and post-trauma, and crime victimization. The focus will be on an understanding of Western adaptations, transcultural, and holistic approaches to suffering and healing. Special emphasis will be on the Western adaptations of Morita and Naikan therapies. The course is highly interactive and experiential.

HS 375 Hate and Bias Crimes (3)

This course provides an overview of hate and bias crimes in the United States. Focus will be on causative factors, human service and criminal justice responses, and impact on victims/survivors and communities. Hate violence based upon race and ethnicity will be a primary focus, but discussion will also include hate violence targeting persons because of gender, sexual orientation, age, religion, and disabilities.

HS 376/576 Morita Therapy Intensive (3)

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

HS 380/381 Internship III (3)

This is the third required internship course for baccalaureate degree level majors within the Human Services Department. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community specific to the student's area of concentration, under the supervision of staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Students will be evaluated related to their mastery of specific competencies in their concentration. *Prerequisites: HS 281, 300, 302, and consent.*

HS 390/585 Special Topics in Human Services (1-6)

Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester for variable credit. *Prerequisite: Consent of instructor.*

HS 411 Family Issues in Human Services (3)

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

HS 415 Advanced Methods in Addiction Counseling (3)

This course will provide information on ways of establishing a helping relationship characterized by warmth, respect, genuineness, concreteness, and empathy. A variety of counseling theories and their efficacy as

demonstrated by research which may include, but are not limited to: Person-centered, Cognitive-behavioral, Behavioral, Motivational interviewing, Stages of change theory, Crisis Intervention, Relapse prevention, Pharmacological, and Family Systems Theory will be reviewed in this addiction counseling course. Discussion will include the role of cultural factors in counseling. Applications of ways of helping clients establish realistic, achievable goals, and maintain movement toward those goals along with the role of significant others in the counseling process. The class will include discussion the role of the counselor, including issues of power and authority; transference, counter transference, and projective identification; and ethical issues in counseling. The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification. *Prerequisites: HS 210 recommended.*

HS 429 Adolescence and Substance Abuse (3)

This course is designed to cover the dynamics of substance abuse for children and youth, and the state-of-the-art of prevention and intervention. Special topics of the course will include growth and development, family process, assessment, intervention, treatment, co-dependency, education, cultural factors, at-risk populations, prevention, and resources.

HS 445 Legal, Ethical, and Policy Issues in Human Services (3)

This course examines the social context of policy development and implementation at national, state, and local levels. Laws and ethical issues which impact the delivery of services will be addressed, including codes of ethics, confidentiality, and the important of supervision. The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.

HS 450/550 Multicultural Issues in Human Services (3)

This course provides an overview of the major issues in providing human services to the increasingly pluralistic population of the United States. Themes to be discussed are: cross-cultural theories of intervention, communication styles, definitions of suffering and recovery, and working with diverse individuals and groups. The range of human service delivery systems, including mental health, alcohol and substance abuse, youth services, gerontology, and victim/survivor services, will be addressed from a multicultural perspective. Emphasis will be on exploring provider attitudes and competencies as well as developing practical applications and solutions. For students preparing to work as addiction and recovery counselors, special emphasis will be given to recognizing the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. The content of this class is based on TAP 21 and meets the requirements for Kansas SRS-AAPS certification.

HS 477/577 Morita Methods in Counseling (3)

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

HS 478/578 Morita Therapy Research Seminar (3)

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

HS 481 Internship IV (3)

This is the fourth required internship course for baccalaureate degree level majors within the Human Services Department. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community specific to the student's area of concentration, under the supervision of staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Practice will focus on advanced-level skills specific to the individual area of concentration. *Prerequisites: HS 380, 325, 330, upper division level course in emphasis area, and consent.*

HS 495/595 Administration & Evaluation of Human Service Programs (3)

This course introduces students to applied research in human services. The purposes and techniques of program evaluation are explored, including qualitative and quantitative approaches. Students gain experience with the critical reading of research articles relating to the evaluation of human service programs. Group projects give students direct experience with program evaluation. *Prerequisites: HS 300, 302.*

HS 498 Senior Human Services Capstone Seminar (3)

This capstone course is meant to provide students with the opportunity to assimilate and synthesize the knowledge, skills, and attitudes they have acquired through their coursework and field experiences in the major. Through the development of a portfolio, students will demonstrate the acquisition of the major learning objectives necessary to become a skilled human service professional. This course will address additional issues related to professional development and educational advancement. Required for all Human Services majors. *Prerequisites: Majors only.*

OFFICE, LEGAL AND TECHNOLOGY DEPARTMENT

Website: <http://www.washburn.edu/sas>

Benton Hall, Room 311
(785) 670-2281

Degrees Offered:

A.A.S.	Banking
A.A.S.	Design Technology (KATS)
A.A.	Food Service (KATS)
A.A.S.	Industrial Technology (KATS)
A.A.	Legal Studies
A.A.	Office Administration (KATS)
B.A.S.	Technology Administration
B.L.S.	Bachelor of Legal Studies

Professor Kay Rute

Associate Professor Richard Martin, Chairperson

Assistant Professor Douglass Smith

Instructor Vickie Kelly

MISSION

The mission of the Office, Legal, & Technology Department is to provide a learning environment to prepare students with the knowledge and skills to succeed in careers and professions. Students learn to think critically and act ethically in the workplace and in the community. The department prepares students to become lifelong learners and encourages community service.

For University and General Education Requirements please see Table of Contents.

BANKING

This program offers students an Associate of Applied Science degree in banking. The courses and program are offered in cooperation with the Topeka Chapter of the American Institute of Banking (AIB). The degree provides a core of general banking courses plus related courses in accounting, economics, and other areas. American Institute of Banking (AIB), through its cooperation with Washburn, is able to offer the latest industry view of the technical principles of bank operations. The core courses in our program use courses developed by the national offices of AIB and are approved for instruction here at Washburn. Students may elect to take these approved AIB courses for college credit as well as for national "AIB credit." Interested students should contact an AIB representative at a local bank or the Department of Office, Legal and Technology.

STUDENT LEARNING OUTCOMES

Banking students at Washburn University, upon graduation, are expected to have:

- explained the role of banking in the U.S. economy;
- compared how the various types of financial institutions operate, the working of monetary and fiscal policies, and the functions and power of the Federal Reserve;
- identified the diversified services offered by the banking industry; and
- analyzed financial statements and be able to handle consumer loans from application through documentation, closing, servicing and collecting.

Degree Requirements for the Associate of Applied Science with an Emphasis in Banking:

Major Courses (6 Credit Hours)

BK 102 Principles of Banking
BK 110 Law and Banking Principles
BK 112 Law & Banking Applications
Choose 8 hours from the following:
BK 104 Economics for Bankers
BK 105 Marketing for Bankers
BK 106 Commercial Lending
BK 107 Money and Banking
BK 108 Consumer Lending
BK 111 Analyzing Financial Statements
BK 114 Supervision
BK 290 Special Topics in Banking

Required Related Courses (24 credit hours)

AC 224 Financial Accounting
 CM 101 Computer Competency and the Internet OR
 OA 128 Computer Applications
 EC 200 Principles of Microeconomics
 EC 201 Principles of Macroeconomics
 EN 208 Business & Technical Writing
 MA 116 College Algebra
 LG 200 Introduction to Law
 CN 101 Principles & Practices of Human Communication
 Electives (10 credit hours)
 FOR A SUGGESTED CURRICULUM PLEASE SEE
 YOUR ADVISOR.

COURSE OFFERINGS**BK 102 Principles of Banking (2)**

The foundation for most other AIB courses, this course looks at nearly every aspect of bank functions. Providing a comprehensive introduction to the diversified services offered by the banking industry today, it is essential for most new banking personnel.

BK 104 Economics for Bankers (2)

Introductory course to the banking industry. Covers nearly every aspect of banking, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry. Serves as a foundation for bank personnel who have not had a formal course in economics and who wish to increase their understanding of economics as it relates to banking.

BK 105 Marketing for Bankers (2)

The focus of this course is how to develop a successful marketing plan by studying the motivation of customers who purchase financial services. Intended for bank personnel who are responsible for conceiving or carrying out any phase of a bank's marketing efforts, including personnel in customer-contact and operations positions, management trainees, and persons entering banking at the mid-management level.

BK 106 Commercial Lending (2)

Providing an introductory overview of the commercial lending function, this course stresses the need for a solid relationship between a bank's commercial customers and lending officer and the importance of commercial loans to a bank's portfolio.

BK 107 Money and Banking (2)

A study of how money functions in the U.S. and world economies. Topics include the concept of money supply and the role your bank plays as a money creator and participant in the nation's payment mechanism. Also covers how the various types of financial institutions operate, the workings of monetary and fiscal policies, and the functions and powers of the Federal Reserve.

BK 108 Consumer Lending (2)

A thorough treatment of the high profile bank function of installment credit, including credit risk evaluation, setting policy, handling the loan from application through documentation and closing, servicing and collecting, compliance methods, portfolio management, and marketing.

BK 110 Law and Banking Principles (2)

This course is a banker's guide to law and legal issues with special emphasis on the Uniform Commercial Code.

Includes summaries of law pertaining to contracts, real estate, bankruptcy, and consumer lending.

BK 111 Analyzing Financial Statements (2)

A practical introduction to financial analysis from the viewpoint of the commercial loan officer. Topics covered: assessment of a borrower's ability to repay loans; analysis of income statements, balance sheets and pro forma statements; calculation of key financial ratios for use in comparing a company's performance with that of the company's industry; and use of advanced analytic techniques such as sensitivity analysis, sustainable growth, and operating leverage. *Prerequisite: Accounting or consent.*

BK 112 Law & Banking Applications (2)

An introduction to the laws pertaining to secured transactions, letters of credit, bank collections process, and a broad range of legal issues related to processing checks.

BK 114 Supervision (2-3)

The course is for both practicing and aspiring bank supervisors who have little formal knowledge of supervision. Topics include: the characteristics of effective management; the benefits of training and development; working effectively with groups and teams; developing effective communication and interpersonal skills; responding to grievances and handling conflict; and interviewing, selecting, appraising, and compensating employees.

BK 290 Special Topics in Banking (2)

Selected topics related to bank administration, which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

DESIGN TECHNOLOGY

(In Cooperation with Kaw Area Technical School)

The Design Technology Associate of Applied Science degree is offered in conjunction with the Kaw Area Technical School (KATS). There are six areas of concentration within this degree. Students who have completed all requirements of the KATS Technical Drafting, Graphics/Printing Technology, Horticulture, and Photo Technology programs (1,080-hour certificates) are eligible for this degree.

For KATS credit transfer, see "Joint Programs with KATS," listed in index. The number of credits awarded to KATS graduates is listed with each concentration.

STUDENT LEARNING OUTCOMES

Students completing the Associate of Applied Science in Design Technology, upon graduation, are expected to have:

- demonstrated proficiency in the use of all technologies essential to the design concentration;
- developed relevant design techniques to produce applied outcomes;
- demonstrated professional applications in applied settings; and
- integrated skills and knowledge to situations or environments other than standardized classroom setting.

Degree Requirements for the Associate of Applied Science with an Emphasis in Design Technology

Concentrations (from KATS)

Technical Drafting (37)

Graphics/Printing Technology (36)

Horticulture(27)

Photo Technology(24)

Technical Drafting Concentration

Major Courses (37 Credit Hours)

Technical Drafting (from KATS)

Correlate Courses

MA 116 College Algebra

MA 117 Trigonometry

TA 310 Technology and Society

Graphics/Printing Technology Concentration

Major Courses (36 Credit Hours)

Graphic/Printing Technology (from KATS)

Correlate Courses

AR 120 Black & White Design

OA 211 Editing & Grammar

TA 310 Technology and Society

Horticulture Concentration

Major Courses (27 Credit Hours)

Horticulture (from KATS)

Correlate Courses

BI 100 General Biology

BI 101 Biology Laboratory

BU 260 Business Startups & Entrepreneurship

OA 128 Introduction to Computer Applications OR

BU 250 Management Information Systems

TA 310 Technology and Society

Photo Technology Concentration

Student receives instruction on theory and application in beginning and intermediate photography and photographic lighting in the core courses. The photography option includes coursework in advanced photography techniques, color photography, and large format photography. The videography specialization option includes coursework in basic and advanced videography, and basic and intermediate video production. Students must complete the core courses and either the advanced photography or videography options as partial fulfillment of the requirements for the associate of applied science degree.

Photo Technology Concentration from KATS

Major Courses (24 Credit Hours)

Photo Technology (from KATS)

Correlate Courses

AR 103 Introduction to Art

AR 120 Black & White Design

TA 310 Technology and Society

BU 260 Business Startups & Entrepreneurship

AC 224 Financial Accounting

FOOD SERVICE

(In Cooperation with Kaw Area Technical School)

The Food Service Associate of Arts degree is offered in conjunction with the Kaw Area Technical School (KATS). Graduates with 1080 hours of coursework from the KATS program will receive 24 credits toward an Associate degree.

For KATS credit transfer criteria, see "Joint Programs with KATS," listed in the index.

STUDENT LEARNING OUTCOMES

Students completing the Associate of Applied Science in Food Service, upon graduation, are expected to have:

- demonstrated organizational skills related to commercial food service;
- demonstrated proficiency in the use of all technologies and tools essential to food service production;
- explained food service preparation and delivery; and
- demonstrated safe food handling techniques.

Major Courses (24 Credit Hours)

Food Service (from KATS)

Correlate Courses

OA 128 Introduction to Computer Applications OR

BU 250 Management Information Systems

TA 310 Technology and Society

TA Electives 6 hours

INDUSTRIAL TECHNOLOGY

(In Cooperation with Kaw Area Technical School)

The Industrial Technology Associate of Applied Science degree is offered in conjunction with the Kaw Area Technical School (KATS). Students who complete all requirements of the KATS Auto Technology, Building Technology; Cabinet & Millwork; Collision Repair; Computer Repair & Networking; Commercial & Heavy Construction; Diesel Mechanics; Electricity, Heating and Air Conditioning; Electronic Technology; Industrial Technology; Machine Technology; and Welding programs are eligible for this degree. No Industrial Technology credits will apply toward a baccalaureate degree at Washburn unless an articulation agreement is in effect with another Washburn department.

For KATS credit transfer criteria, see "Joint Programs with KATS," listed in index.

STUDENT LEARNING OUTCOMES

Students completing the Associate of Applied Science in Industrial Technology, upon graduation, are expected to have:

- demonstrated proficiency in the use of all technologies and tools essential to the concentration;
- practiced techniques related to safety and health concerns;
- compared basic theoretical concepts of the technology;
- demonstrated relevant technique to applied outcomes; and

- integrated skills and knowledge to situations or environments other than standardized classroom.

Degree Requirements for the Associate of Applied Science with an Emphasis in Industrial Technology

Concentrations (from KATS)

Automotive Technology (36)
 Building Technology (30)
 Cabinet & Millwork (30)
 Collision Repair (32)
 Computer Repair & Networking (30)
 Commercial & Heavy Construction(30)
 Diesel Mechanics (36)
 Electricity, Heating and Air Conditioning (35)
 Electronic Technology (30)
 Industrial Technology (30)
 Machine Technology (34)
 Welding (36)

Automotive Technology

Major Courses (36 credit hours)

Automotive Technology (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society

Building Technology

Major Courses(30 credit hours)

Building & Industrial Technology (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Cabinet & Millwork

Major Courses (30 credit hours)

Cabinet & Millwork (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Collision Repair

Major Courses (32 credit hours)

Collision Repair (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Commercial and Heavy Construction

Major Courses (30 credit hours)

Commercial & Heavy Construction(from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Computer Technology

Major Courses (30 credit hours)

Computer Repair & Networking (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Diesel Automotive

Major Courses (36 credit hours)

Diesel Mechanics (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society

Electricity, Heating & Air Conditioning

Major Courses (35 credit hours)

Electricity, Heating & Air (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society

Electronic Technology

Major Courses (30 credit hours)

Electronic Technology (from KATS)

Correlate Courses

TA310 Technology & Society
 TA Electives (6 hours)

Industrial Technology

Major Courses (30 credit hours)

Industrial Technology(from KATS)

Correlated Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society
 TA Elective

Machine Technology

Major Courses (34 credit hours)

Machine Technology (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society

Welding Concentration

Major Courses (36 credit hours)

Welding (from KATS)

Correlate Courses

OA128 Introduction to Computer Applications
 TA310 Technology & Society

LEGAL STUDIES

The Legal Studies program is approved by the American Bar Association. Students may pursue either a Bachelor of Legal Studies (BLS), an Associate of Arts (AA) degree or a Certificate of Completion. Those students wishing to become paralegals should be aware that paralegals are not permitted to practice law. Paralegal's may perform legal work only under the

supervision of a licensed attorney. Courses concentrate on general topics such as terminology, legal research, legal writing, civil procedure, and professional ethics, complemented by various specialty courses selected by the student. Students also take correlated courses in computer use, editing and grammar and technical writing.

STUDENT LEARNING OUTCOMES

Legal Studies students at Washburn University, upon graduation, are expected to have:

- demonstrated proficient legal research and writing skills;
- applied general communication and interpersonal skills in a legal setting;
- demonstrated proficient interviewing and investigation skills;
- described the organization and operation of the legal system;
- analyzed and defended orally legal ethical obligations; and
- explained litigation procedures and legal terminology.

REQUIREMENTS FOR THE BACHELORS DEGREE

Major Courses (27 Credit Hours)

LG 100 Introduction to Paralegalism
LG 150 Computers in the Law Office
LG 200 Introduction to Law
LG 250 Legal Research
LG 300 Legal Writing
LG 305 Litigation I
LG 310 Interviewing & Investigation
LG 405 Litigation II
LG 450 Internship (2-3 hours)

UNIVERSITY REQUIREMENTS (11 CREDIT HOURS) and GENERAL EDUCATION REQUIREMENTS (36 CREDIT HOURS) See Table of Contents for details.

Electives

Select eighteen credits from the following:

LG 205 Corporate Law
LG 210 Family Law
LG 215 Property Law
LG 220 Wills & Estate Administration
LG 315 Legal Research II
LG 320 Elder Law
LG 325 Personal Injury Law
LG 330 Administrative Law for Paralegals
LG 345 Criminal Law & Procedure
LG 350 Professional Ethics
LG 355 Introduction to Contracts
LG 390 Legal Studies Special Topics (1-3 hours)
LG 410 Bankruptcy & Collections Capstone Course (4
Credit Hours)
LG 495 Legal Studies BLG Capstone (4 Credit Hours)

FOUNDATION COURSES

Select fifteen credits from any of the following groups:

A. Computer Skills

CM 101 Computer Competency & the Internet
LG 390 Special Topics in Computer Software
OA 225 Spreadsheet Applications

OA 231 Word Processing Applications
OA 235 Database Applications
OA 290 Special Topics in Office Administration

B. Business/Professional Skills

AC 224 Financial Accounting
BU 101 Introduction to Business
CN 320 Communication in the Legal Process
OA 211 Editing & Grammar
OA 241 Office Management
TA 310 Technology & Society

C. Analytical/Reasoning Skills

PH 107 Critical Reasoning
PH 220 Logic
PH 315 Philosophy of Law
PO 106 Government of the United States
PO 107 American, State & Local Government
PO 339 Constitutional Law I
PO 340 Constitutional Law II
MM 300 Mass Media Law

Unrestricted Electives (13 credit hours)

Total Credit Hours: 124

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE

Major Courses (18 Credit Hours)

LG 100 Introduction to Paralegalism
LG 200 Introduction to Law
LG 250 Legal Research I
LG 300 Legal Writing
LG 305 Litigation I
LG 310 Interviewing & Investigation
Select fifteen credits from the following:
LG 205 Corporate Law
LG 210 Family Law
LG 215 Property Law
LG 220 Wills & Estate Administration
LG 315 Legal Research II
LG 320 Elder Law
LG 325 Personal Injury Law
LG 330 Administrative Law for Paralegals
LG 410 Bankruptcy & Collections
LG 345 Criminal Law
LG 450 Internship (2-3)
LG 355 Introduction to Contracts
LG 390 Special Topics (1-3)

Correlate Courses (9 credit hours)

LG 150 Computers in the Law Office
EN 208 Business and Technical Writing
OA 211 Editing and Grammar

THE MINOR IN LEGAL STUDIES

The Minor shall include a minimum of eighteen (18) hours of coursework in Legal Studies, consisting of six (6) hours of lower division and twelve (12) hours of upper division. Required courses are as follows: LG 200, Introduction to Law; LG 250, Legal Research I; and LG305, Litigation I. Nine hours of electives may be selected, in consultation with an advisor, from the upper division course offerings.

CERTIFICATE IN LEGAL STUDIES

Requirements for Completion of the Legal Studies Certificate (36 credit hours).

The Certificate of Completion in the Legal Studies Program is available to those students who have already completed an associate, bachelor or graduate-level degree.

Courses required to complete the Certificate include the following:

EN 208 Business & Technical Writing
LG 100 Introduction to Paralegalism
LG 150 Computers in the Law Office
LG 200 Introduction to Law
LG 250 Legal Research I
LG 300 Legal Writing
LG 305 Litigation I
OA 211 Editing & Grammar

Candidates for the Legal Studies Certificate must choose 12 credit hours from the following:

LG 205 Corporate Law
LG 210 Family Law
LG 215 Property Law
LG 220 Wills & Estate Administration
LG 310 Interviewing & Investigation
LG 315 Legal Research II
LG 320 Elder Law
LG 325 Personal Injury Law
LG 330 Administrative Law for Paralegals
LG 345 Criminal Law
LG 355 Introduction to Contracts
LG 390 Special Topics (1-3)
LG 450 Internship (2-3)

All certificate courses may be applied to the Legal Studies Associate of Arts degree.

LEGAL STUDIES PROGRAM OPTIONS WITH KAW AREA TECHNICAL SCHOOL

Washburn University and the Kaw Area Technical School (KATS) have entered into an articulation agreement leading to an Associate of Arts degree in the Legal Studies Program. Students who have completed 1080 hours of course work in the Legal Office Professional Program at KATS will receive 25 hours of college credit toward the AA degree. At Washburn, they must complete an additional 44 hours of general education/university courses and legal studies program courses to receive an Associate of Arts degree.

For KATS credit transfer criteria, see "Joint Programs with KATS," listed in the index.

To complete the degree, KATS graduates must complete the following courses at Washburn:

Major and Correlate Courses (21 hours)

LG 100 Introduction to Paralegalism
LG 200 Introduction to Law
LG 250 Legal Research I
LG 305 Litigation I
LG 310 Interviewing & Investigation
LG Elective
TA 310 Technology & Society

Note: Some required and correlate courses count toward general education. Consult your advisor.

FOR A SUGGESTED CURRICULUM PLEASE SEE YOUR ADVISOR.

Washburn Paralegal Association

The Washburn Paralegal Association (WPA), the student organization sponsored by the Legal Studies Program, was formed for the following purposes: (1) to promote and maintain high standards in the paralegal profession; (2) to foster creative expansion of the paralegal career; (3) to provide a forum for meeting and exchanging ideas; and, (4) to assist its members in realizing their career and educational goals. There are three membership categories: (1) active members: Legal Studies majors enrolled at Washburn University; (2) affiliate members; any student at Washburn University; and (3) alumni members: graduates of the Legal Studies Program.

COURSE OFFERINGS

LG 100 Introduction to Paralegalism (3)

Introduction to the substantive skills required of a paralegal. Focus is on the skills of persons who will function under the supervision of an attorney. Course topics include interviewing, investigation, research, legal writing, preparing for litigation, law office management systems, and legal ethics and unauthorized practice of law. *Prerequisite: None.*

LG 150 Computers in the Law Office (3)

Overview of computer technology applicable to law office management, document production, scheduling, research, litigation support and communication with other systems. Includes practice on computer terminals. *Prerequisite: None*

LG 200 Introduction to Law (3)

Introduction to legal terminology and legal principles. Study of course topics will include constitutional principles, judicial decision-making, and the state and federal legal systems, as well as a survey of the law of torts, contracts, criminal law, property, and procedural law. *Prerequisite: None.*

LG 205 Corporate Law (3)

A study of business organizations and the tasks a paralegal would be required to perform in setting up and maintaining those organizations. Topics covered include: law of agency, partnership, limited partnership and corporations. *Prerequisite: LG 100, LG 200, or consent.*

LG 210 Family Law (3)

Family law issues are the focus of this course, including the law of divorce, annulment and separate maintenance actions. The gathering of information and preparation of pleadings are undertaken. Adoption and custody procedures are reviewed. *Prerequisite: LG 100, LG 200, or consent.*

LG 215 Property Law (3)

Procedural and substantive principles of real and personal property laws. Preparation of documents for common real estate transactions, including deeds, contracts, and mortgages. Personal property topics will include bailments, possession, accession and gifts. *Prerequisite: LG 100, LG 200, or consent.*

LG 220 Wills & Estate Administration (3)

Involves probating a will or administering an estate; assembling information necessary for collection and evaluating assets; maintaining proper records for accounting purposes; preparing pleadings for initial petition and appointment of an administrator and executor; sale, mortgage, and lease of assets; and preparing estate tax returns, wills and trusts. Intestate succession and tax implications are studied. *Prerequisite: LG 100, LG 200, or consent.*

LG 250 Legal Research I (3)

Introduction to primary and secondary authorities, including court decisions, legislation, annotations, digests, legal periodicals and specialty texts and reports. Practical research projects, including legal writing. *Prerequisite: LG 200 or consent.*

LG 300 Legal Writing (3)

The various forms of legal writing are the focus of this course, including letters, memoranda, motions, and briefs. Students will learn further research techniques, including an introduction to computerized legal research. Practical writing projects are included. *Prerequisite: LG 250 or consent.*

LG 305 Litigation I (3)

Analysis of the steps and procedures in preparing for litigation. Course topics include a detailed study of the preparation and use of discovery devices, the drafting of pleadings and motions, and a detailed analysis of the steps involved in trial preparation and procedure. *Prerequisite: LG 100, 200, or consent.*

LG 310 Interviewing & Investigation (3)

Study of basic interviewing techniques in various legal settings. Mock interviews of clients and witnesses. Various styles of interviewing covered, as well as question-asking and listening techniques. Factual and legal investigation theories, plans and techniques will be used. Ethical concerns related to interviewing witnesses and clients covered. Rules of evidence are reviewed. *Prerequisites: LG 100, 200, or consent.*

LG 315 Legal Research II (3)

This course is designed to teach students further research techniques, including the research of legislative history and administrative law, both through library research and computer-assisted legal research. *Prerequisites: LG 250 or consent.*

LG 320 Elder Law (3)

Introduction to laws that affect the elderly population. Study of course topics will include estate planning, guardianship and conservatorship, patients' rights, entitlement programs, managed care, social security, Medicare, Medicaid, and elder abuse. *Prerequisite: LG 100, 200, or consent.*

LG 325 Personal Injury Law (3)

Introduction to basic concepts in tort law, including elements of various tort claims, defenses, privileges and immunities. *Prerequisites: LG 100, 200, or consent.*

LG 330 Administrative Law for Paralegals (3)

An introduction to administrative law concepts. Topics covered in the course will include, but not be limited to: delegation of authority to administrative agencies;

limitations on agencies' authority; due process of law in the administrative arena; informal versus formal agency actions; rule-making; FOIA; the Privacy Act; open meetings; adjudicative functions of agencies; Administrative Procedures Act; and judicial review. Practical application of the concepts studied will occur through the completion of exercises and drafting assignments. *Prerequisites: LG 100, 200, or consent.*

LG 345 Criminal Law (3)

Introduction to substantive criminal law and criminal procedure for the paralegal. Topics covered include elements of crimes against persons and property; burden of proof; defenses and constitutional protection; comparison of Kansas law with common law, federal law, and selected other states. *Prerequisite: LG 100, 200, or consent.*

LG 350 Professional Ethics (3)

An overview of the Kansas Rules of Professional Conduct, which govern the practice of law in Kansas. Subjects covered include: ethics in the law office, unauthorized practice of law, advertising of legal services, contact with parties who are represented by counsel, impaired, lawyers, competency, professionalism, and fees for paralegal work. Complaints, disciplinary proceedings, and possible sanctions are covered. The role of the Kansas Supreme Court and the duties of attorneys under the rules are studied.

LG 355 Introduction to Contracts (3)

Overview of contract law in relation to the formation of contracts, the Statute of Frauds, third-party beneficiary contracts, assignment of rights and delegation of duties, liability for breach of contract, termination, discharge and other related issues. Practical drafting projects are included. *Prerequisite: LG 100, 200, or consent.*

LG 390 Special Topics in Legal Studies (1-3)

Selected topics which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

LG 405 Litigation II (3)

Analysis of the steps involved in criminal procedure. Constitutional principles and limitations will be studied. Appropriate pleadings will be drafted relating to the various stages of a criminal trial. Advanced civil litigation topics will also be studied, such as class actions, complex litigation, and various settlement devices, including alternative dispute resolution modalities. Students will research and complete a comparative study of the criminal and civil litigation systems. *Prerequisite: LG305 Litigation I.*

LG 410 Bankruptcy and Collections (3)

Acquaints students with the legal foundations for methods commonly used to collect delinquent accounts, as well as the terminology of bankruptcy practice, and the statutory framework of and proceedings under, the Bankruptcy Act. *Prerequisite: LG 100, 200, and 250 or consent.*

LG 450 Legal Assistant Internship (2-3)

Special placement of a student in a law firm, agency, or other legal setting using paralegals. Specific learning objectives established for each placement. Pass/Fail

only. *Prerequisite: Students must apply with the program director and be given consent to enroll.*

LG 495 Legal Studies BLS Capstone (4)

Students who have completed all of their major course work (or who are concurrently enrolled in their final semester and completing their major course work) may enroll in the capstone course with the consent of the program director. Students will complete a self-assessment, using the core competencies for the profession to determine if remedial work needs to be done in any area before graduation. In addition, students will participate in resume-writing, job interviewing skills and networking. Mock interviews will be scheduled for each student. Each student will complete a research project.

Students will attend two different paralegal organization meetings and two court sessions. Report writing will be included. Ethics will be emphasized by the use of hypothetical situations which will be analyzed and discussed. Students must participate in at least one pro bono activity (i.e., serve as a witness or juror in mock trial or client counseling competitions at the law school or high schools; assist at the Washburn University Law Clinic; assist a not-for-profit organization in the provision of legal services and assistance to low-income individuals and/or children; or, any other approved volunteer effort). *Prerequisite: Consent.*

OFFICE ADMINISTRATION

(In Cooperation with Kaw Area Technical School)

Washburn University and the Kaw Area Technical School (KATS) have an articulation agreement leading to an Associate of Arts in Office Administration. Graduates with 1080 hours of coursework from the KATS Office Technology program receive 28 credits toward the AA degree. Students earning the associate degree must have a minimum of 62 credits.

For KATS credit transfer criteria, see "Joint Programs with KATS," listed in the index.

STUDENT LEARNING OUTCOMES

Office Administration students at Washburn University, upon graduation, are expected to have:

- demonstrated proficiency in composing, formatting, and editing written communications;
- demonstrated technical proficiency of all the skills necessary to fulfill their professional discipline;
- analyzed the basic principles of management theory in relation to the office environment;
- applied interpersonal skills to develop effective working relationships and to function as a member of the office team;
- utilized problem solving and critical thinking skills in performing office procedures; and
- applied appropriate business protocol, ethics, and office etiquette.

Requirements for the Associate of Arts Degree with an Emphasis in Office Administration

Major Courses

(from KATS - 28 hours transfer credit)

OA 211 Editing and Grammar

OA 235 Database Applications

OA 241 Office Management

OA 242 Procedures for the Office Professional

COURSE OFFERINGS

OA 128 Introduction to Computer Applications (3)

An introduction to computer applications including word processing, spreadsheets, database, presentations, e-mail, and the Internet. A hands-on learning experience in class is emphasized. This course is designed for students with little or no prior computer applications knowledge.

OA 211 Editing and Grammar (3)

A review of editing skills needed in writing, transcribing, and keyboarding. Students will review the wide range of potential problems likely to be encountered in punctuation, capitalization, number style, abbreviations, plural and possessive forms, spelling, compounds, word division, grammar usage, and the format of letters, memos, reports, manuscripts, and tables.

OA 225 Spreadsheet Applications (3)

Concepts related to preparing basic business spreadsheets using spreadsheet software. Students will learn how to create and format basic spreadsheets, use functions and formulas to solve problems, use the spreadsheet as a database, and create charts and maps.

OA 231 Word Processing Applications (3)

Concepts of word/information processing including applications of commonly used word processing software for microcomputers and multi-user systems. *Prerequisite: Must be able to keyboard by touch.*

OA 232 Desktop Publishing (3)

A continuation of OA 231 concepts of word/information processing, with an emphasis on advanced applications involving preparing promotional documents, web pages, and publications. *Prerequisite: OA 231 or consent.*

OA 233 Software Applications (3)

An introduction to commonly used software packages, including word processing, spreadsheets, database, and presentations. *Prerequisite: Must be able to keyboard by touch.*

OA 235 Database Applications (3)

Concepts related to creating databases for efficient data access and retrieval using database software. Students will learn to modify tables and forms, refine queries, use advanced report functions, and define relationships.

OA 241 Office Management (3)

An emphasis on the role of office management in business enterprises including information handling, office automation, and the fundamental functions of the management process as they relate to office management.

OA 242 Procedures for the Office Professional (3)

A study of business office procedures as they relate to the administrative or executive assistant. Attention is given to the various duties of the executive assistant. This course is complemented with a mixture of lectures, speakers, work assignments, and library assignments. *Prerequisite: Sophomore standing or consent.*

OA 260 Independent Study in Office Administration(1-3)

In consultation with a faculty member, the student selects for intensive study a specific area of concern related to office administration. *Prerequisite: Consent.*

OA 290 Special Topics in Office Administration (1-3)

Selected topics related to office administration, which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

TECHNOLOGY ADMINISTRATION

The Bachelor of Applied Science degree with a major in Technology Administration is available for students who have completed an occupational oriented associate degree and are interested in pursuing further studies to advance in a technology-management related career. The degree accommodates students from diverse disciplines whose associate degree academic major does not easily lead to a bachelor's degree.

The nature of the program affords the flexibility to meet the needs of students from many technical backgrounds who desire to develop or expand skills to enhance their career opportunities. The curriculum is designed to complement the students' technical and professional skills by providing foundation studies in technological and management topics. Courses are tailored to students' diverse learning capabilities using instructional resources varying from traditional (e.g., classroom work, textbooks) to advanced technology (e.g., online courses). All of the courses for the TA major are available online or by transfer from another college.

MISSION

The Technology Administration Program develops administrators, managers, team leaders, and other professionals who understand technology; its impact on humanity; and use tools, techniques, and systems to enhance their effectiveness in a global, competitive environment.

STUDENT LEARNING OUTCOMES

Technology Administration students at Washburn University, upon graduation, are expected to have:

- demonstrated the impact that discoveries and inventions have on the individual, society, culture, and civilization;
- applied life cycle system development methods to reduce risks associated with management decisions;
- demonstrated the application of process and behavior data to improve efficiency in a production environment;
- selected quality indicators that can be used to modify inputs and impact measured system outputs in a management operation;
- recognized common workplace hazards and responded with approved procedures;
- applied prediction/forecasting techniques which are used to create a more desired future condition;

- evaluated technical and social "fixes" to environmental challenges resulting from the use of technology in meeting mankind's quality of life needs;
- demonstrated contemporary skills in retrieving, organizing, analyzing and reporting information;
- demonstrated competent communication skills (reading, writing, speaking, and listening);
- demonstrated personal skills in time management, self-motivation, and learning through a variety of experiences; and
- contributed interpersonal skills (teamwork, conflict resolution, workplace ethics) in a variety of settings.

MAJOR

The major for this degree consists of an integrative core of technological and administrative courses. This sequence of courses focuses on personnel management, accounting, finance, organizational systems, the evolution and impact of technology, systems design and evaluation, safety issues and quality assurance, and a capstone technology project.

MINOR OPTION

Students who have successfully completed the required, correlate and elective courses in the Administration track of the BAS in Technology Administration may qualify for a minor in Business Administration. For assistance, please contact the School of Business office in HC 114 or call (785) 670-1308.

APPLIED SCIENCE/TECHNOLOGY AREA

This section of the degree program relates to the major courses from the student's associate degree. Because of the diverse nature of associate degree programs, credit hour completion of technical related courses could range up to 45 credit hours.

Admission Requirements

Candidates for admission to the Bachelor of Applied Science degree program with a major in Technology Administration must meet the following requirements:

1. completion of an associate degree from an accredited institution;
2. submission of all associate degree course work to the university registrar's office;
3. a cumulative grade point average of 2.0 or higher on a 4 point scale on the associate degree and with a grade of "C" or higher in all major and related courses;
4. contact the Technology Administration Program director for advising and completion of a declaration of major form.

Technology Administration Requirements for the Bachelor of Applied Science Degree

Technology Core

Required Courses (18 credit hours)

TA 300 Evolution & Development of Technology

TA 310 Technology and Society

TA 320 System Design, Assessment & Evaluation

TA 330 Safety Analysis and Quality Assurance

TA 400 Technology Administration

TA 420 Technology Project

Must Select two from the following (6 credit hours)

TA 340 Technology Policy

TA 360 Independent Study (1-4)

TA 370 Technology Internship (1-4)

TA 380 Technology & the Future (3)

TA 390 Current Issues in Technology (1-3)

Administration (Integrated Core)

Required Courses (15 credit hours)

BU 250 Management Information Systems (or equivalent)

AC 224 Financial Accounting

BU 360 Marketing

BU 345 Human Resources Mgmt

BU 342 Organizational and Management

Correlate Courses (Required)

EC 200 Principles of Microeconomics

EC 201 Principles of Macroeconomics

Must select up to 6 credit hours of professional development from Technology Administration, Business, or Public Administration with advisor approval.

Applied Technology/Science

Associate degree major courses - up to 45 credit hours

FOR UNIVERSITY AND GENERAL EDUCATION REQUIREMENTS SEE THE INDEX IN THIS CATALOG.

COURSE OFFERINGS

TA 300 Evolution and Development of Technology (3)

Provides an historical account of the development and innovation of technology. Emphasis is on the development of scientific knowledge and its relationship to inventions and their evolution. The focus is on the environment that fosters inventions and their impact on civilization.

TA 310 Technology and Society (3)

Provides a critical examination of selected areas of technology and their impact on people. Topics will include invention and product development, communications, construction, energy, transportation, biomedical, environmental and future technologies.

TA 320 Systems Design, Assessment, and Evaluation (3)

Develops and provides practice in skills to assess and evaluate systems using such techniques as flow charts, cause and effect diagrams, pareto charts, etc. The focus is on basic program evaluation procedures as well as such issues as systems thinking, causal loops, and quality enhancement techniques. Concepts of quality

leadership and learning are practiced. *Prerequisites: MA 110, or 116, or a college level statistics course.*

TA 330 Safety Analysis and Quality Assurance (3)

Reviews the organization of accident prevention programs, job hazards, analysis, accident cost control, and planning and maintaining of a safe environment. Includes risk management and quality assurance issues such as inspections, reports, external (federal, state, and local standards) and established internal standards for ensuring the health and safety of clients and agency personnel.

TA 340 Technology Policy (3)

Study of policy issues in relation to technology. Reviews technology policy at the basic economic units such as firms, households, persons; and aggregated units, such as the state, the nation, and the international community as well. Reviews issues such as technological efficiency, socioeconomic development, environment, ethics, security, and others. Special emphasis is given to the political process in which technology policies are shaped in private or public organizations.

TA 360 Independent Study (1-4)

Provides the opportunity for intensive study of a specific area of concern in technology, working under the direction of a faculty member. *Prerequisite: Consent.*

TA 370 Technology Internship (1-4)

Provides the opportunity to gain experience in a technology related field working under the direction of a faculty member and a business contact. *Prerequisite: Consent.*

TA 380 Technology and the Future (3)

Applications of a variety of prediction tools and techniques to forecast future developments in their career related areas. Outcomes include the ability to implement strategies for creating a desired future in an operation, production, or market.

TA 390 Current Issues in Technology (1-3)

This series provides the opportunity for faculty to develop focused courses which meet the needs of current students and employers. Popular courses are adopted into the program. Examples include: Technology & Ecology, Technology & Disaster Management, Database Administration, Technology & Terrorism, and Fire Investigation.

TA 400 Technology Administration (3)

Reviews quality management techniques and applications with a focus on the international marketplace. *Prerequisite: Senior Standing.*

TA 410 Technology Planning (3)

Reviews the theoretical and practical issues of planning in the area of technology. Outlines strategies to implement planning procedures for technological development from the point of view of technical, economic, managerial, and environmental considerations. The focus is on the application of these planning methodologies in specific manufacturing or service industries. *Prerequisites: BU250, AC224, and TA320.*

TA 420 Technology Project - Capstone (3)

Students typically working in teams will complete projects as assigned. These projects may take a variety of forms but must integrate the student's technical and

professional coursework. Student teams will be required to produce both written and oral presentations of their project. Both individual performance and performance as a team member will be evaluated. Leadership skills will be studied and practiced. *Prerequisites: Senior standing and consent.*

SPECIALTY COURSES IN OLT

HE 170 Interior Design (3)

This course offers basic information and references to aid in further self-education in the field of interior design. Geared toward the residential field.

DEPARTMENT OF SOCIAL WORK

E-Mail: social-work@washburn.edu

Website: <http://www.washburn.edu/sas/social-work>

Degrees Offered:

BSW (Baccalaureate in Social Work)

MSW (Master of Social Work)

Benton Hall, Room 405

(785) 670-1616

Associate Professor Jay Memmott, Department Chair,
MSW Program Director

Professor Nan Palmer

Associate Professor Mark Kaufman

Associate Professor James E. Smith

Assistant Professor Carl Myers

Assistant Professor Bassima Schbley, BSW Program
Director

Assistant Professor, Kimberly Harrison

Instructor L. Ray McKamy

Instructor Steve Spyres, Practicum Program Director

Instructor Carolyn Szafran

Lecturer David Jensen

MISSION

Education for competence in social work practice is the guiding mission of the Department of Social Work, Washburn University. The baccalaureate program in Social Work (BSW) provides a respectful, supportive approach to learning while maintaining high academic standards. The program is committed to providing opportunities to students who may otherwise experience barriers to higher education. Originating from the historical roots of social work, the BSW program is inextricably linked with the core values of the profession. The program demonstrates its commitment to maintaining the integrity of its mission through the integration of content throughout the entire curriculum relevant to the ongoing pursuit of social and economic justice: the value, worth, and dignity of all persons; the belief in client self-determination. and the capacity for growth.

The BSW program is designed to prepare undergraduate social work students for generalist practice and to meet the multi-level needs of clients and other people that social workers serve. Emanating from a strong liberal arts education, the BSW program integrates an ongoing commitment to a lifetime of learning and professional development. Individual courses are integrated within the foundation curriculum and are designed to facilitate students' mastery of the generalist base of social work practice.

STUDENT LEARNING OUTCOMES

BSW students at Washburn University, upon graduation, are expected to have:

- demonstrated an over-arching commitment to social work values as evidenced by honoring human diversity, dedication to working with populations at risk, and working towards the elimination of social and economic injustice;
- used critical thinking and logical problem solving skills to analyze ethical dilemmas, analyze policy, assess their practice effectiveness, perform client assessments, and determine appropriate generalist interventions;
- demonstrated mastery of the social work knowledge base including human behavior in the social environment, the impact of oppression and stress on systems, welfare policies, cultural anthropology, sociology, human biology, psychology, and research methods.
- described the history and current mission of social work profession and explained the primary generalist perspectives, including the person-in-environment model, traditional and alternative theories of human interaction and development, and the bio-psycho-social-cultural frameworks;
- demonstrated an integrative knowledge of theories and skills for improving the well-being of individuals, families, groups, and agencies, communities, and the larger environment.
- developed skills for the appropriate and effective use of self in generalist practice, the ability to use supervision for their professional development, and an ongoing commitment to learning and skill building.

Program Information

The BSW Program is designed to prepare social work students for professional generalist practice. This involves the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice involves working effectively within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of roles. Third, generalist practice involves the application of critical thinking skills to the planned change process. Fourth, it emphasizes client empowerment. In this regard, social workers utilize their knowledge and skills to assist individuals, families, groups, communities and organizations to improve their social functioning, obtain the resources needed to accomplish identified goals, or effect social change to eliminate social and economic injustice. The framework for accomplishing these goals is centered in competent assessments of the person-in-the-environment, and the subsequent skillful selection of multilevel interventions, in keeping with social work values and ethical practice.

Careers in social work occur in a variety of settings, such as public/state social services, hospitals, schools, mental health agencies, courts, nursing homes, crisis centers, and children and family service agencies. Career options include direct practice with clients, administration, social planning, and legislative advocacy.

The BSW program may be completed in four years by full-time students. Two lower division courses, Introduction to Social Work and Social Welfare (SW 100) and Generalist Social Work Perspectives (SW 250), are recommended for the freshman year. Foundation theory and skills courses may then be completed in the sophomore and junior years. The culmination of the BSW program is the Field Practicum Placement. Two practicum/seminar courses are required for majors. Students develop their social work practice skills in a community agency under the direct supervision of a licensed social worker. Field Practicum Placement is arranged by the Field Practicum Office (Steve Spyres is the director of this office; more information about the Practicum Program can be found online: <http://www.washburn.edu/sas/social-work/page02.htm>)

Specific goals, objectives, and outcomes for individual courses are available to students for review in the Department of Social Work's office, or from the respective faculty member responsible for an individual course or sequence. For additional information consult the BSW Student Handbook, available online: <http://www.washburn.edu/sas/social-work/page01.htm>.

Licensure Eligibility

All graduates of the BSW program are eligible to pursue licensure at the baccalaureate level (LBSW) in the State of Kansas and in other states that require social work licensing or registration at the baccalaureate level. This licensure is necessary for the practice of social work, and satisfactory completion of an accredited social work program is necessary to be eligible for the LBSW (requirements vary from state to state).

Program Accreditation

Washburn University's BSW program is fully accredited by the Council on Social Work Education (CSWE). Students are also encouraged to review the Educational Policy and Accreditation Standards for social work degree programs in social work education as set forth by the CSWE. The full text of the CSWE Policies is available in the Social Work office, or on the Internet at <http://www.cswe.org>.

Declaring Social Work as a Major

It is the policy of the Washburn University Department of Social Work to assure equal educational opportunities to qualified individuals without regard to age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, political perspective, race, religion, sex, sexual orientation, gender, gender identity, and/or expression. A student may opt to declare a major in social work, declare additional majors, and/or subsequently change majors at any time. The procedure involves the student completing the Declaration of Major-Degree-Catalog Year form, obtained through the Department, the Academic Advising Office, or the Registrar's Office. The academic advisor, the BSW Program Director, and the Department Chair are designated by the program to review and sign the declaration of major form.

Most often, the declaration of major form is completed when a student recognizes a significant interest in the social work profession and seeks academic advising from the department of social work. When this occurs, the student is provided an academic advisor from among the core social work faculty. The student advisor assists

the student in the selection of current semester courses, and develops a curriculum plan for graduation. A student with a declared major in a field other than social work, or an undeclared undergraduate student, is allowed to enroll in all undergraduate social work department courses with the exception(s) of the practice sequence, (SW 352, SW 353,) and the field practicum courses (SW 354 and SW 355). These courses are only open to declared social work majors. In order to proceed into the field practicum, students must achieve formal admission to the BSW Program.

Criminal Record

As part of the application process, each BSW Program applicant is asked if he/she has a criminal record, including a history of any felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a social worker or from making a major contribution to society. Applicants for admission to the Department of Social Work are evaluated based on their overall qualifications. However, applicants should be advised that a criminal conviction could prevent them from being placed in some practicum and agency settings. In addition, it may prevent them from being licensed, certified, or registered to practice social work in some states and jurisdictions. Students are also asked if they have ever been dismissed from an academic program. If the answer is affirmative, the student is required to provide additional information so his/her application can be evaluated in light of all of the facts.

BSW ADMISSIONS

BSW Program Admission Policy Statement

BSW students shall obtain formal admission to the BSW Program at the end of their sophomore year. Transfer students who have completed social work courses at another university must obtain formal admission to the BSW Program in order to establish their eligibility to apply for field practicum training. Typically, students who transfer to the department from another university in the summer or fall term will be considered for formal admission before the end of the fall semester.

Requirements for Admission to the BSW Program

1. Acceptance as a student in good standing at Washburn University as defined in the current Washburn University Catalog.
2. Declaration of Major in Social Work (verified using the university's SCT Banner System).
3. Successful completion of a minimum of 36 hours of General Education course credits with an overall grade point average of 2.0 or above.
4. Successful completion of SW 100 Introduction to Social Work and Social Welfare, and SW 250 Generalist Social Work Perspectives.
5. Successful completion of Freshman Composition (or its equivalent) and Math 110 (Exploring Mathematics) or Math 116 (College Algebra) (or
6. the equivalent of either one of these courses)
7. Completion of the BSW Program Application for Admission Form and BSW Program Attestations with a current academic advising plan developed with a social work department faculty advisor (the BSW Application Packet and BSW Program Attestations are

available online: <http://www.washburn.edu/sas/social-work/page01.htm>);

8. Positive recommendation from the Washburn University social work teaching faculty.
9. Completion of an admission's interview with the Baccalaureate Program Director, the Social Work Department Chair, or his/her designee.

Procedure

1. The prospective BSW student must meet with a Social Work Department advisor, develop an academic advising file and plan, complete required forms, declare a major in social work, and meet the requirements for admission into the BSW Program. A transfer student who has previously completed courses equivalent to SW 100 and SW 250 should submit reference forms from one or more former professors, who are qualified to assess the applicant's suitability for the study of professional social work practice.
2. After the prospective BSW student completes the BSW Program Application and Attestations, the BSW Program Director will elicit reference feedback from all Social Work Department faculty members. Application forms are available in the Social Work Office (Benton Hall, Room 405); in the Appendix of the BSW Student Handbook; and online at <http://www.washburn.edu/sas/social-work/page01.htm>.
3. Applicants for admission to the BSW Program will schedule a personal interview with the Baccalaureate Program Director, the Chair of the Social Work Department, or a designee.
4. The student is advised in writing regarding his/her formal admission to the BSW Program.

Social work faculty and field instructors may ask the Department of Social Work to reassess student readiness for professional social work practice at any point in the program if warranted by apparent infraction of any of the following codes of conduct:

- Washburn University Disciplinary Code
- University Academic Impropriety Policy
- NASW Code of Ethics
- State of Kansas Regulations defining professional misconduct
- An observed pattern of recurring behavior not appropriate for social work education or practice

This is in accordance with Washburn University regulations and policy and Department of Social Work policies and procedures.

BSW DEGREE REQUIREMENTS

Requirements for graduation with a BSW from Washburn University include general education requirements common across the University. The social work major consists of 51 hours of social work courses, including at least 9 hours of elective SW 390 courses. Credit is not granted for previous life experience. In addition to this core curriculum, the following correlated courses are required: Anthropology 112 (Cultural Anthropology), 3 hours of Psychology and 3 hours of Sociology, which may or may not necessarily meet nine (9) credit hours of specified General Education requirements in the Social Sciences. As a component of the General Education

requirements in the Math/Science category, social work students must take a course in human biology (either BI 100 [health emphasis], 150, 170, 202, 203, or other human biology courses [with prior department approval]). Applicants should refer to the Washburn University Catalog of their entering year or the most current catalog for more complete details of specified general education requirements. They should also consult with their assigned academic advisors to determine classes that meet general education requirements.

Bachelor of Social Work (BSW) Degree Requirements

SW 100	Introduction to Social Work and Social Welfare (3)
SW 250	Generalist Social Work Perspectives (3)
SW 325	Micro Human Behavior and Social Environment (3)
SW 326	Macro Human Behavior and Social Environment (3)
SW 350	Social Policy and Program Analysis I (3)
SW 351	Social Policy and Program Analysis II (3)
SW 352	Micro Social Work Practice (3)
SW 353	Macro Social Work Practice (3)
SW 425	Pre-BSW Practicum Workshop (0)
SW 354	BSW Seminar and Field Practicum I (6)
SW 355	BSW Seminar and Field Practicum II (6)
SW 362	Generalist Quantitative Social Work Research (3)
SW 363	Generalist Qualitative Social Work Research (3)
SW 390	Contemporary Issues in Social Work x 3 (9)

51 hours total

Students must successfully complete Introduction to Social Work and Social Welfare (SW 100), Generalist Social Work Perspectives (SW 250), Micro and Macro Social Work Practice (SW 352 and 353), Micro and Macro Human Behavior and Social Environment (SW 325 and 326), and the Pre-BSW Practicum Workshop (SW 425) prior to beginning Seminar and Field Practicum I (SW 354). Students may complete Social Work Policy I and II (SW 350 and 351), Generalist Quantitative and Generalist Qualitative Social Work Research (SW 362 and 363), and social work elective courses (SW 390) concurrent with the Field Practicum.

Students must successfully complete the University's Physical Education requirement (PE 198), the upper division Advanced Composition requirement (EN 300), and the general education mathematics requirement prior to entrance into the Field Practicum Program.

GENERAL EDUCATION REQUIREMENTS

For University General Education Requirements please refer to the Table of Contents of this Catalog. In addition BI 150 Evolution; BI 202 Biology of Behavior or BI 203 Human Impact on the Environment must constitute three hours of the Social Work student's Math/Natural Science requirement. Other Biology courses may meet this requirement – please consult with your academic advisor for further information. For the Social Work Major, students must complete Cultural Anthropology (AN 112) and one course in both Sociology and Psychology.

General Education Electives

A minimum of 20 hours of general elective courses must be completed to reach the 124-hour minimum required for the baccalaureate degree. A grade of "C"

or better is necessary for all required general education courses.

Washburn Transformational Experience (WTE)

Any student formally admitted to the BSW program is required to declare, at the time of admission, the type of Washburn Transformational Experience (WTE) he or she will complete to fulfill the graduation requirement. The requisite paperwork must be completed at the time of admission to the BSW Program.

Social work is a service-oriented profession; the social work faculty has created what has been called a “built-in” transformational experience. This means that a BSW student can fulfill the community service component of the WTE by successfully completing the BSW Practicum and Seminar I and II (SW354 & 355).

BSW students may elect to do any of the four other transformational experiences:

- Leadership
- Scholarly/Creative Activity
- International Education
- Community Service

A BSW student who wishes to graduate with departmental honors is required to collaborate with a faculty mentor on a scholarly and/or creative project. This includes presenting his or her work at Apeiron. The student may opt to declare his or her project as a Scholarly/Creative Activity, thereby also meeting the WTE graduation requirement.

BSW students with questions about the WTE should check with his or her academic advisor, the Director of the BSW Program, or the Department Chair.

Online and Web-Assisted Courses

At present, three BSW sequences are offered exclusively online; that is, Social Policy and Program Analysis I and II; Micro and Macro Human Behavior and the Social Environment; and Generalist Quantitative and Generalist Qualitative Social Work Research. All social work faculty members utilize WebCT or MyWashburn course development tools to offer some course content online in seated or “seat time” classes. Students still meet face-to-face with the instructor, but in some cases, the seat time in a class may be reduced in lieu of online course work. For example, in a typical web-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or other multimedia presentations, and reading materials. A number of faculty members frequently use the within-course email and bulletin board (i.e., messaging) functions. Some instructors prefer the course calendar, online quiz/test, and forum (i.e., chat room) components of WebCT as well.

Students who have not taken a WebCT course at Washburn University are required to sign up for and participate in a face-to-face Student WebCT Orientation session. To sign-up, students should follow this link: http://www.washburn.edu/its/seminars/webct_orientation.html. Additional information about online courses and web-assisted coursework at Washburn University can be found by going to <http://www.washburn.edu/online-education/>.

Undergraduate Social Work Student Association
The primary purpose of the Washburn University Student Social Work Association (WSSWA) is to encourage

responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WSSWA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. WSSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students’ personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on BSW Program committees. Membership in this organization is open to all Washburn undergraduate social work students. For more information contact the Social Work Department or website.

COURSE OFFERINGS

SW 100 Introduction to Social Work and Social Welfare (3)

The purpose of the course is to introduce interested students to the basic mission, values and ethics, knowledge base, methods, and services of the social work profession. An overview of the United States’ historical response to human needs and the current status of public social welfare policy will be explored. *No prerequisites.*

SW 250 Generalist Social Work Perspectives (3)

This course presents an overview of Generalist Social Work Perspectives. The emphasis of this course will be on introducing students to the integration of biological, psychological and social contexts in order to prepare them for upper-level course work in social work theories and practice. *No prerequisites.*

SW 325 Micro Human Behavior and the Social Environment (3)

The purpose of this course is to develop knowledge about human behavioral interactions, using a person-in-environment perspective. Bio-psycho-social aspects of individual, family and group development and interactions will be emphasized. This course will provide the foundation for developing direct social work practice skills. *Prerequisites: SW 100, 250 or consent.*

SW 326 Macro Human Behavior and the Social Environment (3)

The purpose of this course is to develop knowledge about human interactions relevant to large groups, organizations, communities, cultures, societies, and other, larger systems. The emphasis will be to build upon the person-in-environment perspective, and to expand this model to encompass the effects of larger systems on individual functioning. This course will provide the foundation for developing social work macro-level practice skills. *Prerequisite: SW 100, 250 or consent.*

SW 350 Social Policy and Program Analysis I (3)

The major purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is placed on developing a conceptual map to focus the student’s ability to

critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, the majority of the course content will focus on developing familiarity with specific social policies in areas including income maintenance, poverty, child welfare, health and mental health care, and other contemporary policy issues. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. *Prerequisite: SW 100, 250 or consent.*

SW 351 Social Policy and Program Analysis II (3)

The primary purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through advocacy in social policies and programs. A major feature of this course is development of knowledge about legislative procedures and processes in the formulation of important social policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals or bills currently before the state legislature in "real time." Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. *Prerequisite: SW 100, 250, 350 or consent.*

SW 352 Micro Social Work Practice (3)

The major purpose of this course is to prepare social work students for their field practicum work. The emphasis is on the development of working knowledge of the generalist practice model, interactional theories, and methods of facilitating change. In addition, there will be an emphasis placed on developing skills for providing social work services. For social work majors only. *Prerequisites: SW 100, 250 or consent.*

SW 353 Macro Social Work Practice (3)

This second practice course will emphasize more advanced theoretical material, and the application of the generalist practice model to more complex systems. Skill development will be emphasized for assessment of client systems, and delivery of social work services. Audiovisual and other experiential techniques will be utilized. For social work majors only. *Prerequisites: SW 352 or consent.*

SW 354 BSW Seminar and Field Practicum I (6)

This course integrates the Field Practicum component and the Practice Seminar. Students will spend 16 hours per week in their field placements, with direct supervision by a licensed professional social worker. Opportunities for engaging in generalist social work practice at micro, mezzo and macro levels will be provided. In addition, students will attend a three-hour seminar each week. The seminar will emphasize the integration of their field experiences with the generalist practice model, and theories of change. Students must make application for the field in their junior year by the posted deadlines. Concurrent enrollment in SW 425 – Pre-BSW Practicum Workshop is required. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 grade point average in the major; 2.0 grade point average overall; admission to the*

BSW program; and a practicum-director-approved placement in a Field Practicum.

SW 355 BSW Seminar and Field Practicum II (6)

This is the second semester of the field experience and field seminar required for social work majors. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 grade point average in the major; 2.0 grade point average overall; admission to the BSW program; and a practicum-director-approved placement in a Field Practicum.*

SW 361 Independent Study (1-3)

Social Work majors may pursue an independent research project approved by the BSW Program Director in consultation with the Department Chair. For social work majors only.

SW 362 Generalist Quantitative Research (3)

Introduces students to the basic principles of generalist quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of quantitative research as well as exploring quantitative evaluation of programs and outcomes of practice. *Prerequisite: SW 100, 250 or consent.*

SW 363 Generalist Qualitative Research (3)

Introduces students to the basic principles of generalist qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of qualitative research as well as exploring qualitative evaluation of programs and outcomes of practice. *Prerequisite: SW 100, 250 or consent.*

SW 390 Contemporary Issues in Social Work (3)

A series of courses are designed to supplement the core curriculum. Each course will focus on a contemporary issue, and will emphasize the integration of core social work values and ethics, the generalist practice model, and theories of human interactions and change. Specific courses taught under this course number include: Child Welfare, Family Violence, Human Sexuality, Professional Writing, Rural Social Work, Social Work and the Law, Systems of Care.

SW 425 Pre-BSW Practicum Workshop (0)

In this mandatory one day workshop, BSW students will be oriented to the field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 354 – Seminar and Field Practicum is required. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 grade point average in the major; 2.0 grade point average overall; admission to the BSW program; and a practicum-director-approved placement in a Field Practicum.*

GRADUATE PROGRAM IN SOCIAL WORK (MSW)

The Master of Social Work is administered by the Department of Social Work. For complete information about the MSW program, see Graduate Programs in the index.



Faculty member Jennifer Ball discusses a macroeconomics model with Adam Rens.

SCHOOL OF BUSINESS

Henderson Learning Resource Center

Room 114

(785) 670-1308

Fax: (785) 670-1063

Bachelor Degree Seeking: bba@washburn.edu

Master Degree Seeking: mba@washburn.edu

www.washburn.edu/business

David L. Sollars, Dean and Professor

Russell E. Smith, Associate Dean and Professor

Robert Boncella, MBA Director and Professor

Robert Hull, Professor and C. W. King
Chair of Finance

James S. Haines, Jr., Ned Eldon Clark
Distinguished Professor of Business

Robert A. Weigand, Professor and
Brenneman Professor of
Business Strategy

W. Gary Baker, Professor

James Eck, Professor

Richard Moellenberndt, Professor

Kanalis Ockree, Professor

William Roach, Professor

Michael Stoica, Professor

Jennifer Ball, Associate Professor

Paul Byrne, Associate Professor

Novella Clevenger, Associate Professor

Thomas Clevenger, Associate Professor

Martha Crumpacker, Associate Professor

Robert Kerchner, Associate Professor

Sungkyu Kwak, Associate Professor

Dmitri Nizovtsev, Associate Professor

Rosemary Walker, Associate Professor

Gene C. Wunder, Associate Professor

Liviu Florea, Assistant Professor

Norma Juma, Assistant Professor

Xiaofeng Peng, Assistant Professor

Susie Pryor, Assistant Professor

Natalie Ross Adkins, Assistant Professor

James Martin, Lecturer

Janice Schrum, Lecturer

Small Business Development Center

Rick LeJuerne, Director

Scott Taddiken, Assistant Director of
Training

John Adessi, Consultant



School of Business faculty member Robert Weigand returns a test to a student in a financial management class.

SCHOOL OF BUSINESS

Website: www.washburn.edu/business

Henderson Learning Resources Center, Room 114
(785) 670-1308
Fax: (785) 670-1063

Degrees Offered

Bachelor of Business Administration
bba@washburn.edu
Master of Business Administration
mba@washburn.edu

David L. Sollars, Dean and Professor
Russell E. Smith, Associate Dean and Professor
Robert Boncella, Professor and MBA Director
Robert Hull, Professor and C.W. King Chair of Finance
James S. Haines, Jr., Ned Eldon Clark Distinguished Professor of Business
Robert A. Weigand, Professor and Breneman Professor of Business Strategy
W. Gary Baker, Professor
James Eck, Professor
Richard Moellenberndt, Professor
Kanalıs Ockree, Professor
William Roach, Professor
Michael Stoica, Professor
Jennifer Ball, Associate Professor
Paul Byrne, Associate Professor
Novella Clevenger, Associate Professor
Thomas Clevenger, Associate Professor
Martha Crumpacker, Associate Professor
Robert Kerchner, Associate Professor
Sungkyu Kwak, Associate Professor
Dmitri Nizovtsev, Associate Professor
Rosemary Walker, Associate Professor
Gene C. Wunder, Associate Professor
Liviu Florea, Assistant Professor
Norma Juma, Assistant Professor
Xiaofeng Peng, Assistant Professor
Susie Pryor, Assistant Professor
James Martin, Lecturer
Janice Schrum, Lecturer

Small Business Development Center

Rick LeJuerne, Director
Scott Taddiken, Assistant Director

General Information

MISSION

The Washburn University School of Business provides a high quality business education, supported by research and service activities, that enhances the economic vitality of the region. The School:

- offers current, student-centered degree programs at the undergraduate and graduate level for students drawn primarily from the Northeast Kansas region that will prepare them for career success and life-long learning;
- creates and applies research that enhances our classroom teaching, assists practitioners, and advances knowledge in the business disciplines;

- fosters integrity, mutual respect, and ethical behavior as requisites to business practice;
- serves as a catalyst for economic development of the region through our Small Business Development Center, the Washburn Entrepreneurship Program, and other collaborative partnerships;
- provides faculty, staff, and student services to professional and civic organizations.

The Washburn University School of Business and its Bachelor of Business Administration and Master of Business Administration degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

UNDERGRADUATE PROGRAM CORE COMPETENCIES

To implement the mission of the School, the faculty has adopted the following undergraduate program core competencies as broad instructional goals of the BBA program:

- **Business Knowledge:** Students will be able to demonstrate a broad knowledge of business constructs across all the basic, functional areas of business and economics.
- **Written and Oral Communication Abilities:** Students will be able to write with clarity, verbalize concisely, and clearly present ideas.
- **Teamwork and Interpersonal Abilities:** Students will have understanding of group dynamics and the ability to work effectively with others to set priorities, and organize and delegate tasks in order to meet goals.
- **Problem-Solving Abilities:** Students will be able to define and analyze diverse problems; and organize and interpret information in order to draw and support conclusions.
- **Ethical Decision-Making Abilities:** Students will be able to differentiate between ethical and unethical behavior and integrate ethical understanding and societal responsibility into decision-making.
- **Global Awareness:** Students will understand the impact of participation in the global economy on business conduct and performance as well as the effects of business actions on that economy.
- **Technology Abilities:** Students will be able to apply technology in order to solve business problems and explain how technology supports the strategic goals of organizations.
- **Entrepreneurship:** Students will understand the process of new venture creation and the roles entrepreneurs play in dynamic organizations.

DEGREE, MINOR, AND CERTIFICATE PROGRAMS

The School of Business was established on July 1, 1973, by action of the Board of Regents. In 1946, the Bachelor of Business Administration (BBA) degree was created. The Master of Business Administration (MBA) degree, the School's graduate-level program, was implemented in 1982. Undergraduate students may earn the Bachelor of Business Administration (BBA) degree with a major in Accounting, Economics, Finance, Management, Marketing, and General Business, the Minor in International Business, and the Certificate in

Entrepreneurship. Undergraduate students outside of the School of Business may earn the Minor in Business or the Minor in International Business, and the Certificate in Entrepreneurship.

Scholarships

In recognition of the quality of School of Business programs, many alumni, individuals, and organizations have given generously to support worthy students with financial aid. For information and applications, please contact the Director of Financial Aid or the Office of the Dean, School of Business, Washburn University. To be considered for the scholarships administered by the School of Business, either as new or continuing recipients, students must make direct application to the School of Business each year; the normal deadline is February 15.

School of Business Honors

Candidates for the Bachelor of Business Administration degree may qualify for School of Business Honors provided the following criteria are met:

- accumulate a grade point average (GPA) of at least 3.50 in all accounting, business, and economics courses applied to the BBA degree; and
- demonstrate superior research and/or independent study skills while enrolled in Business 405; and
- be approved for honors designation by a two-thirds vote of the School of Business faculty.

In fulfilling conditions (2) and (3), the student will be expected to provide any academic data requested and to provide the School with an extra copy of written work prepared for credit in Business 405. Written notice of intent to graduate with honors must be submitted by the student to the Office of the Dean, School of Business early in the semester in which the student expects to graduate. This written notice is separate from any reporting requirements in place when if Business 405 is taken as part of the Washburn Transformational Experience (WTE) program.

School of Business Scholars

Students graduating with the Bachelor of Business Administration degree will be awarded the designation of School of Business Scholar provided they have accumulated a GPA of at least 3.50 in all accounting, business, and economics courses and rank in the upper quartile of the Washburn University graduating class.

Dean's and President's Honor Rolls for Undergraduates

In order to be included on the Dean's Honor Roll, School of Business, a student must:

- have been admitted to, and be in good standing with, the School of Business, and
- have completed at least twelve graded semester hours with a GPA of at least 3.40 during the immediately preceding semester.

Students who have completed at least 12 graded semester hours with a GPA of 4.00 during the immediately preceding semester will be included on the President's Honor Roll.

Programs of Interest to Non-Business Majors

The School of Business offers several academic programs for students whose bachelor degree or degree programs are not in business. These programs include 1) the Minor in Business, 2) the Minor in International Business, 3) the Certificate in Entrepreneurship, and 4) the Master of Business Administration.

The Minor in Business, the Minor in International Business, and the Certificate in Entrepreneurship can be earned by any student as part of any Washburn University bachelor degree program. The Master of Business Administration program is open to students with a bachelor's degree, or its equivalent, without regard to major, provided they meet the requirements for admission. Admission to the MBA program is selective and requires a separate application to Washburn University as well as a separate application for admission to the MBA program.

In addition, Washburn University students not seeking a BBA degree are welcome to enroll in most undergraduate courses offered by the School of Business (unless otherwise designated) provided they, like BBA students, meet the course, hours, and GPA prerequisites for the course as noted in the class schedule and Washburn University catalog, up to a limit of 30 hours of course credit in accounting and business before being admitted to the School of Business. Questions should be directed to an Academic Advisor in the School of Business office. Final determination as to whether prerequisites have been met resides in the dean's office.

1. The Minor in Business

The business minor is designed to provide the non-business student with an understanding of the essentials of business methods and practices. The requirements are as follows:

Accounting 224 Financial Accounting
Economics 200 Principles of Microeconomics
Economics 201 Principles of Macroeconomics
One of the following:

- Business 342 Organization and Management
- Business 345 Human Resources
- Business 346 Organizational Behavior

Nine additional hours from accounting, business, or economics (in courses numbered 200 and above), including six hours at the upper-division level.

EC200 and EC201 count as part of the University's general education program.

A grade of C or better must be earned in each course used to satisfy the requirements for the minor. Half of the hours used to satisfy the requirements of the minor must be earned at Washburn University.

2. The Minor in International Business

The Minor in International Business provides students with the opportunity to gain an understanding of the special considerations and implications of operating a business in a global environment. Students completing the minor will have an introduction to the basic economics, management, and marketing principles as applied by business today. Students will be exposed to the language and operation of business in a multinational and national environment. Required business and economics courses include:

- Business 101 Introduction to Business*
- Economics 200 Principles of Microeconomics
- Economics 201 Principles of Macroeconomics
- Business 355 International Business
- Business 466 International Marketing
- Economics 410 International Economics
- One additional cross-cultural course approved by the International Business Advisor

A grade of C or better must be earned in each course used to satisfy the requirements for the minor. Half of the hours used to satisfy these course requirements must be earned at Washburn University.

**AC 224 Financial Accounting and AC 225 Managerial Accounting may be substituted for BU 101 for the purpose of this minor.*

Students are required to complete ten (10) credit hours of a modern foreign language beyond the 101 course. Six hours beyond the 101 course may qualify for Arts and Humanities general education credit.

Students are strongly encouraged to participate in a study abroad program offered by Washburn University.

For further information, please contact the Office of the Dean, School of Business, or the Study Abroad Advisor, Washburn University.

3. The Certificate in Entrepreneurship

The Certificate in Entrepreneurship program is designed for the student who seeks to be an entrepreneur in a start-up venture, operate a family business, or work as an entrepreneurial change agent within a corporate setting. For non-business students, the certificate program requires four three-credit-hour courses, including two required core courses, BU 115 and BU 260, and two elective courses from the list of approved electives. For students in the BBA program who have taken BU 315, only BU 260 and two electives are required.

Required courses:

- BU 115 Entrepreneurship and Entrepreneurial Law
- BU 260 Business Plan Development

Additional coursework—two out of the following courses:

- BU 310 Entrepreneurial Finance for Small Business
- BU 470 Entrepreneurship Clinic
- HI 300 Comparative Perspectives of the Market Revolution
- Other courses as they are added to the list of electives. Please consult the program advisor and current advising literature for other options.

4. The Master of Business Administration (MBA) program at Washburn University

For information about the Master of Business Administration (MBA) program, see Graduate Programs in the catalog index.

Internships

The School of Business has developed an internship program that is constantly in demand by successful area businesses. School of Business students have the opportunity to select from internships in many industries. Starting in their junior year, students may earn credit

toward their degree and also acquire job market skills for employment. Both the student intern and the employer are required to file progress reports with the internship coordinator on a regular basis. Internship credit hours are graded on a pass/fail basis only and do not count as electives to meet requirements for the majors. For further information, interested students should consult with the Director of Student Affairs in the School of Business. Descriptions of the programs are provided in the course listings of this catalog under Accounting 499 -Internship in Accounting, Business 499 -Internship in Business, and Economics 499-Internship in Economics. The total number of credits for a School of Business internship may not exceed six (6) semester hours; not more than three hours may be taken during any semester.

Study Abroad

Juniors or seniors may satisfy part of their degree requirements while spending one or two semesters in approved study abroad programs that place special emphasis on international business and economics. Washburn participates in the Magellan Exchange, a business school oriented program with about ten universities in Western Europe, and in the Consortium of North American Higher Education Collaboration (CONAHEC), a consortium of almost 50 schools in Canada, Mexico, and the United States. Washburn also has a number of other international partnerships, including exchange agreements with:

- Denmark International Studies (DIS), Copenhagen
- Fukuoka University, Japan
- Orebro University, Sweden
- SNSPA, Romania
- Tongji University, Shanghai
- University of Claremont-Ferrand, France
- University of Cambridge, England
- University of Klagenfurt, Austria
- Wuhan University of Science and Technology, China

Programs of study in many other countries can be arranged. For further information contact the Office of the Dean, School of Business or the Study Abroad Advisor, Washburn University.

Student Organizations

The School of Business feels that in order for our students to succeed they must develop communication and networking skills. To cultivate these skills the School of Business supports several student organizations that students can join for both camaraderie and learning. For a full listing, description, and contact information, please consult the School's web site at <http://www.washburn.edu/business>.

Small Business Development Center

The Washburn University Small Business Development Center (SBDC) provides free, confidential, one-on-one counseling for small business owners or potential owners in the Northeast Kansas counties of Brown, Geary, Jackson, Marshall, Nemaha, Pottawatomie, Riley, Shawnee, and Wabaunsee. The SBDC also offers low-cost seminars and training programs and utilizes a wide variety of resources including online and Internet databases to help small businesses

obtain the timely, detailed, and relevant information necessary to make sound business decisions. The services of the Small Business Development Center are available to all start-up or existing small businesses. The Washburn SBDC is co-located with the Greater Topeka Chamber of Commerce in downtown Topeka at 120 S.E. 6th, Suite 100, Topeka, KS and can be contacted at 785-234-3235. In Manhattan, the Washburn SBDC is co-located with the Manhattan Area Chamber of Commerce at 501 Poyntz Avenue, Manhattan, KS 66502 and can be contacted at 785-587-9917. The web site is www.washburn.edu/sbdc.

Academic Advising and Admission Requirements

Students pursuing a major within the Bachelor of Business Administration degree program have the ultimate responsibility for understanding the requirements of their degree programs, for monitoring their own progress in the program, and for ensuring that the program requirements, including course prerequisites, are met in order and on a timely basis. Students are expected to understand the program requirements as outlined in this catalog and in the advising materials. In planning their class schedules, students are expected to observe basic advising principles, including course prerequisites, as well as to consult with an advisor within the School of Business to clarify any doubts. Students should process a degree audit prior to every advising session and subsequent enrollment. Other requirements are found in the Graduation Requirement section (below).

The basic advising principle is that among courses required by the School of Business 100-level courses should be completed before 200-level courses, which should be completed before 300-level courses, which should be completed before 400-level courses. However, several general education courses should be saved until the end in order to be able to complete a class schedule when business courses are of limited availability.

An early goal should be prompt admission to the School of Business. Requirements for admission are completion of 54 hours, MA 141 Applied Calculus I, and the six admission courses in the School of Business. Upon admission to the School, students are permitted to take 400-level courses in accounting and business, subject to meeting the other prerequisites.

Administratively, there are four steps in a student's progress to the Bachelor of Business Administration (BBA) degree, apart from the course work and the separate applications for scholarships and financial aid, which need to be initiated by the student. These steps include 1) declaration of major, 2) declaration of an area within the Washburn Transformational Experience (WTE) program, 3) admission to the School of Business, and 4) application for the degree.

1. Declaration of Major Area of Concentration / Degree / Catalog Year

Early in their program of study, all students interested in earning the Bachelor of Business Administration degree should declare their degree goal and major area of concentration. This is done by submitting a declaration of major form to the School of Business. The six concentrations available within the BBA degree are accounting,

economics, finance, management, marketing, and general business. Students interested in the BBA degree but who have not yet decided on a concentration initially can declare a concentration in general business and then later change their declaration to align with their final decision.

2. Declaration of a Washburn Transformational Experience (WTE)

By the completion of 60 hours, students are expected to have declared a WTE from among the four options offered: International WTE, Community Service WTE, Scholarly or Creative WTE, or Leadership WTE. Students are encouraged to follow their own interests in choosing a WTE. They do not have to limit themselves to only one area and can declare and complete WTEs during the freshman and sophomore years prior to declaring a major in the School of Business or being admitted to the School of Business.

3. Application for Admission to the School of Business

Upon completion of 54 semester hours of college credit, MA 141 Applied Calculus I, and the six required lower-division School of Business courses, students should apply for admission to the School of Business. Each course must be taken for a grade and a grade of "C" or better must be earned in each course. Mathematics 343 Applied Statistics may be substituted for Economics 211. A minimum of 30 semester hours must be earned after being admitted to the School of Business. Admission to the School of Business is a requirement for enrolling in BU 449 Strategic Management, the capstone course of the BBA degree as well as all 400-level accounting (AC) and business (BU) courses. As part of the application for admission to the School of Business and prior to each semester's advising, students are asked to process a degree audit and to confirm that all transfer credit is correctly posted.

The School of Business reserves the right to evaluate any credit hours offered for transfer relative to the current standards before accepting or rejecting such hours. Students should file an application for admission with the Office of the Dean of the School of Business as soon as the student becomes eligible to apply.

4. Application for Degree

Early in the semester of graduation, students planning to graduate must file an Application for Degree form in the Office of the University Registrar in order to initiate a graduation check. The form should be filed in September for the Fall semester and in February for the Spring semester and the Summer term. A student is not a Candidate for Degree until the University Registrar's Office has the form on file and the candidacy has been approved.

Advising

It is important that any student who intends to work toward the Bachelor of Business Administration degree be advised by a member of the School of Business faculty or by an academic advisor in the School of Business. Faculty will assist students in selecting a major and in planning their academic schedules. Freshman, sophomore, and transfer students will need to consult initially with an academic advisor in the School of Business office, especially with regard to transfer credit. The School of Business reserves the right to evaluate any credit

hours offered for transfer relative to the current standards before accepting or rejecting such hours. Once established in the program, these students may pursue advising from School of Business faculty.

Students should have reviewed their academic transcript and processed a degree audit through MyWashburn before visiting with their advisor. The purpose of the degree audit is to identify for students the remaining requirements necessary to complete their degree. While the degree audits are unofficial, they should be an accurate reflection of the student's academic progress. If the student believes his or her audit or transcript is incorrect, the question should be brought promptly to the attention of an advisor in the Dean's office. All transfer courses should be evaluated no later than the first semester of enrollment at Washburn.

The School of Business provides advising literature and materials explaining program requirements and requires the student to consult with an advisor during the enrollment process. The student, however, has the ultimate responsibility for understanding the requirements of his/her degree program and for ensuring that the program requirements, including course prerequisites, are met in order and on a timely basis. Program and advising information is available through this catalog, the School's web site, and separate information sheets.

Prerequisite Policy for Students in School of Business Courses

It is the responsibility of all students enrolled in School of Business courses, regardless of major or degree program, to observe the published prerequisites for the course. Students not majoring in one of the majors in the BBA degree may request permission in the Dean's Office to enroll in 400-level accounting (AC) and (BU) courses if they have achieved standing in their own programs comparable to admission to the School of Business. For a prerequisite requirement to be met, the prerequisite course must be successfully completed with a grade of "C" or better. A student not meeting course prerequisite requirements is subject to administrative withdrawal from the course at any time. Any questions should be directed to an advisor in the School of Business office.

Transfer Course Preapproval Requirement

Washburn business majors who wish to take classes at another institution to meet their degree requirements at Washburn must receive prior approval. Guidelines and application forms are available in the School of Business Office.

Preparation for Further Study at the Graduate Level

Students considering graduate study in accounting, business, or economics are encouraged to take mathematics beyond the current minimum requirement, including MA 142 Applied Calculus II or appropriate higher level mathematics courses, such as MA151, MA152, or MA153.

Outcome Assessment and Assurance of Learning

The Washburn University School of Business, as part of its continuous improvement efforts and consistent with the requirements of Washburn University, the Higher Learning Commission of the North Central Association of Colleges and Schools, and AACSB International—The Association for the Advancement of Collegiate Schools of

Business, at intervals administers surveys and tests to its students, graduates, staff, and external constituents. We encourage all of those contacted to support our continuous improvement efforts by participating in these surveys and tests. For currently enrolled students, the tests and surveys may be required as part of coursework, or as program and degree graduation requirements separate from coursework, and are independent of the catalog under which the student intends to graduate. Tests may be administered during regularly scheduled classes, or at other times separate from class meeting times, including on Saturdays; an assessment fee may be charged.

Graduation Requirements

Graduation Requirements for the Bachelor of Business Administration (BBA) Degree

1. Requirements Common to all Bachelor Degrees

The student must meet the requirements common to all bachelor degrees established by the University. These requirements include the freshman and advanced composition requirements, the lifetime wellness requirement, the mathematics requirement, the Washburn Transformational Experience (WTE), and the general education requirements in the areas of Arts and Humanities, Mathematics and Natural Sciences, and Social Sciences. For a description of these requirements, see Requirements Common to all Bachelor Degrees in the index.

2. Specific Degree Requirements

- a. BBA candidates must complete at least 62 hours of coursework in the general education subject areas or coursework offered by the Computer Information Sciences Department. Included in the 62 hours are courses used to meet the University English composition requirement (EN 101, 102, 300, and HN 102); the University mathematics requirement; the University PE 198 Lifetime Wellness requirement; and the University general education requirements, as well as specific correlate courses required for the BBA degree. A maximum of six hours of Principles of Economics and three hours of Economic Statistics may be counted within the 62 hours in general education subject areas.
- b. BBA candidates must complete the following required correlate courses with a grade of "C" or better: MA 140 Statistics; MA 141 Applied Calculus I; one course in oral communication (CN 150 Public Speaking or CN 365 Business and Professional Speaking); and two of the following: AN 112 Cultural Anthropology, PY 100 Basic Concepts in Psychology, and SO 100 Introduction to Sociology. Except for CN 365, all of these courses can be used to meet a University general education group requirement as well.
- c. The following School of Business courses must be completed by all candidates for the BBA degree. These courses include six lower-division courses and six upper-division courses for a total of 36 semester hours.

Lower division:

- Accounting 224 Financial Accounting
- Accounting 225 Managerial Accounting
- Business 250 Management Information Systems
- Economics 200 Principles of Microeconomics
- Economics 201 Principles of Macroeconomics
- Economics 211 Statistics for Business & Economics

Upper division:

- Business 315 Legal Environment of Business
 - Business 342 Organization and Management
 - Business 347 Production & Operations Management
 - Business 360 Principles of Marketing
 - Business 381 Business Finance
 - Business 449 Strategic Management
- d. A grade point average of at least 2.0 is a prerequisite for enrollment in the six upper-division business courses required of all BBA students (BU 315, BU 342, BU 347, BU 360, BU381, and BU 449), as well as for enrollment in EC 300 and EC 301. Prerequisites are met only by successfully completing a prerequisite course with a grade of “C” or better. A student must have completed at least 54 semester hours in order to enroll in accounting, business, or economics courses numbered 300 or above. A student must be admitted to the School of Business to enroll in 400-level accounting (AC) and business (BU) courses.
- e. BBA candidates must complete an additional 24 hours of upper-division coursework offered by the School of Business. This may be done in either of the following ways. A student may select courses from a number of subject areas within the School of Business and receive a BBA with a major in general business. Alternatively, a student may complete one (or more) of the following concentrations within the 24 semester hours. These concentrations are accounting, economics, finance, management, and marketing. The specific requirements of each of these concentrations are found below.
- f. A grade of C or better must be earned in each course required by the School of Business and in each additional required course applied to a major area of concentration, including courses used to meet the 24-hour upper-division requirement noted above.
- g. BBA degree candidates will not be allowed credit for 100-level courses within the last 60 hours presented for the degree. Exceptions are permitted for courses that could be used to satisfy the general education requirements, Computer Information Science Department courses, and those approved by the Dean of the School of Business.
- h. At least 50 percent of the accounting, business, and economics hours used to meet requirements for the BBA degree must be earned at Washburn University
- i. Candidates for the BBA degree may not use economics courses to fulfill the Social Science general education requirement.

Pass/Fail Policy

Candidates for the BBA degree in Business Administration must earn a grade of “C” or better in all required courses and may not take required courses pass/fail. These required courses include required courses offered by the School of Business, courses offered by the School of Business used to meet School of Business requirements, and courses offered outside of the School of Business required as correlate courses for the BBA degree including CN 150 Public Speaking, MA 140 Statistics, MA 141 Applied Calculus I, AN 112 Cultural Anthropology, PY 100 Basic Concepts of Psychology, and SO 100 Introduction to Sociology. In the event a student has pass/fail credit in a required course before admission to the School, the student may be required, as a condition of admission, to take an alternative course or courses for regular credit to fulfill such requirements. Similarly, alternative courses might be required if a required course is taken pass/fail after admission to the School.

Concentrations

Candidates for the BBA degree may choose a concentration from any of the following subject areas: accounting, economics, finance, general business, management, and marketing. With careful advising, two concentrations may be completed within the 124 hour total by meeting all requirements of two concentrations. It may not be possible, however, to complete the specific requirements of two concentrations in the same semester. (The same warning applies to students seeking to earn the minor in international business or the certificate in entrepreneurship.) Any student seeking to earn a third concentration within the BBA degree must complete at least 136 hours of credit. Each major consists of 24 graded upper-division hours in the School of Business divided between required and elective courses.

ACCOUNTING

There are many career choices within the profession of accountancy. The four principal areas of employment are in industrial concerns, public practice, non-profit organizations, and governmental agencies. Industrial accountants assemble and interpret relevant business information for interested parties within their employer’s firm. Public accountants provide professional services primarily in three areas: income tax, auditing, and management services. Governmental accountants perform services similar to those by industrial and public accountants for local, state, and national governmental agencies.

Learning objectives for the accounting concentration

Upon completion of a concentration in accounting, students will be able to:

- perform the systematic transformation of data into accounting information through the application of GAAP and income tax law;
- describe the uses, qualities, and roles of accounting information;

- explain the principles of internal control systems and the importance of internal control systems to organizations;
- apply current technology to the accounting process and the demand for information; and
- evaluate accounting issues and related behavior in an ethical context, while reflecting an understanding of the public service nature of the accounting function.

The following courses are required for the accounting concentration:

Accounting 321 Intermediate Financial Accounting I
 Accounting 322 Intermediate Financial Accounting II
 Accounting 325 Cost Accounting
 Accounting 330 Accounting Information Systems
 Accounting 423 Federal Income Taxation of

Individuals

Accounting 425 Auditing

Six additional upper-division elective hours in accounting, economics, or business

Candidates for the Uniform Certified Public Accountant Examination must also fulfill the subject matter requirements of the Kansas Board of Accountancy. Students desiring to attempt the examination for the Certificate in Management Accounting must meet the requirements of the Institute of Management Accountants. Information regarding the CPA examination and the CMA examination may be obtained from the accounting faculty.

ECONOMICS

The economics curriculum is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by households, businesses, and governments. This type of knowledge, combined with studies in related areas, provides an appropriate background for careers in financial and non-financial business firms and governmental agencies. It also provides a solid basis for graduate study in economics, business and public administration, urban planning, international studies, and law.

Learning objectives for the economics concentration

Upon completion of a concentration in economics, students will be able to:

- find facts and interpret them consistent with economic thinking;
- demonstrate an understanding of how decision makers allocate scarce resources to achieve economic efficiency;
- apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
- use economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

The following courses are required for the economics concentration:

- Economics 300 Microeconomic Analysis
- Economics 301 Macroeconomic Theory
- Six additional upper division economics hours
- Twelve additional upper-division elective hours in accounting, business, or economics

FINANCE

The finance curriculum is designed to prepare students for (1) careers in government services, corporate financial management, commercial banking, security analysis, insurance, real estate, and other finance fields, and (2) graduate study. Students are encouraged to meet with faculty advisors as early as possible in order to plan a program which will satisfactorily fulfill their goals.

Learning objectives for the finance concentration

Upon completion of a concentration in finance, students will be able to:

- demonstrate an understanding of interest rate determination and monetary policy;
- demonstrate an understanding of agency issues in finance;
- calculate and apply present value concepts to financial decisions;
- demonstrate an understanding of the risk-return tradeoff and of insurable risk; and
- analyze accounting information to support financial decisions.

The following courses are required for the finance concentration:

- Business 374 Principles of Risk and Insurance
- Business 483 Investments
- Business 488 Financial Management
- Economics 485 Money and Banking
- Twelve additional upper-division elective hours in accounting, business, or economics

MANAGEMENT

Management courses in the fields of organization theory, human relationships, administrative communication, and related behavioral areas provide students with pertinent background for management careers in business and non-business organizations. Students may focus their studies in the areas of personnel management, industrial relations, and industrial management by selecting appropriate elective courses in consultation with an advisor.

Learning objectives for the management concentration

Upon completion of the concentration in management, students will be able to:

- describe the critical functions of human resource management and how they fit with other organizational functions and strategy;
- demonstrate how an understanding of human behavior can solve interpersonal problems in organizational settings;

- demonstrate proficiency in written and oral communications; and
- demonstrate how economic thought influences management decision making.

The following courses are required for the management concentration:

- Business 302 Business Communications
- Business 345 Human Resource Management
- Business 346 Organizational Behavior
- Economics 341 Labor Economics
- Twelve additional upper-division elective hours in accounting, business, or economics

MARKETING

The marketing curriculum involves analysis of the ways business firms plan, organize, administer, and control their resources to achieve marketing objectives. Through proper selection of courses, a student may prepare for a career in general marketing management, promotion management, personal selling and sales management, marketing research, channels management, and/or retail management.

Learning objectives for the marketing concentration:

Upon completion of a concentration in marketing, the students will be able to:

- conduct and present a comprehensive consumer behavior audit;
- analyze a company's existing product, determine its positioning in the marketplace, and develop a marketing mix strategy reflective of its positioning;
- prepare and defend a marketing plan for a company by integrating appropriate concepts and methods;
- develop a marketing research plan and defend its procedural soundness;
- demonstrate an understanding of the stages of the sales process and the way these stages are implemented; and
- demonstrate an understanding of the global marketplace and how to design marketing strategies that are appropriate for various cultures and countries.

The following courses are required for the marketing concentration:

- Business 362 Marketing Research
- Business 364 Consumer Behavior
- Business 471 Marketing Management
and

Three (3) additional hours from the following:

- Business 361 Principles of Retailing
- Business 363 Promotion
- Business 366 Sales
- Business 466 International Marketing
- Business 473 Marketing Channels
- Twelve additional upper-division elective hours in accounting, business, and economics

GENERAL BUSINESS

The concentration in general business allows the student flexibility to design a 24-hour upper-division program using courses from several or all areas in the School of Business in accord with his or her own

interests and needs. Candidates for the degree of Bachelor of Business Administration with a concentration in general business must: (1) meet the University requirements, (2) meet the School of Business requirements, and (3) complete at least twenty-four (24) additional graded upper-division hours in accounting, business, and economics beyond those named courses required for all candidates for the BBA degree.

Learning objectives for the general business concentration:

Upon completion of a concentration in general business, students will be able to:

- apply quantitative and qualitative analysis and critical thinking to business problems;
- explain how leadership capabilities affect the ability to structure and manage business organizations;
- demonstrate knowledge of the application of ethical concepts to business issues;
- explain the impact of global markets on business operations;
- apply technology to the solution of diverse business issues and problems;
- explain the impact of diversity on organizations; and
- explain the relationships among them.

COURSE OFFERINGS

Each course is listed with number, name, semester hours of credit, and course description. Courses in the 100-200 series are lower-division courses, normally taken in the freshman or sophomore year. Some courses in the 200 series require sophomore standing (at least 24 hours completed) prior to enrollment. Upper-division courses are in the 300 and 400 series and require junior standing (at least 54 hours completed) prior to enrollment. 400-level courses require admission to the School of Business as a prerequisite and may require senior standing (at least 88 hours completed) prior to enrollment. Courses numbered 900 and above are reserved exclusively for graduate credit. Course prerequisites are listed at the end of each course description. Prerequisites are met when the prerequisite courses are successfully completed with a grade of "C" or better.

UNDERGRADUATE COURSES

ACCOUNTING COURSES

AC 224 Financial Accounting (3)

The study of accounting as a means of communicating financial information about the activities of business enterprises. Emphasis is placed on concepts and principles underlying the measurement of income and financial position and how this information may be used to evaluate the progress of a firm. *Prerequisites: EN 101, MA 116 (recommended) or MA110, and 24 hours, or consent.*

AC 225 Managerial Accounting (3)

The development and use of information in the accounting system as a management decision tool. *Prerequisites: AC 224, MA 116 (recommended) or MA110, BU 250 or concurrent enrollment, and 24 hours.*

AC 321 Intermediate Financial Accounting I (3)

Financial theory and problems. Emphasis is on valuation and measurement problems of income determination and balance sheet presentation. *Prerequisites: AC 225, BU 250 and 54 hours. May not be taken A/Pass/Fail.*

AC 322 Intermediate Financial Accounting II (3)

A continuation of financial accounting theory and problems. *Prerequisites: AC 321 and 54 hours. May not be taken A/Pass/Fail.*

AC 325 Cost Accounting (3)

A study of inventory valuation procedures in manufacturing concerns and the processing, analysis and interpretation of data for use by management in the planning and control of operations. *Prerequisites: AC 225, BU 250, and 54 hours, or consent. May not be taken A/Pass/Fail.*

AC 330 Accounting Information Systems (3)

The study of the development and design of an accounting system. Emphasis on procedures necessary to meet generally accepted auditing standards and methods and techniques to evaluate internal control of an accounting system. *Prerequisites: AC 225, BU 250, and 54 hours. May not be taken A/Pass/Fail.*

AC 403 Special Topics in Accounting (1-3)

Selected topics announced in advance. May be taken more than one semester. *Prerequisites: Admission to the School of Business. Other prerequisites will be specified for each topic. May not be taken A/Pass/Fail.*

AC 404 Independent Study in Accounting (1-3)

Individual study of a topic in accounting. Activity must be supervised by a full-time School of Business faculty member with professorial rank. *Prerequisites: Admission to the School of Business and consent of directing faculty member prior to enrollment. May not be taken A/Pass/Fail.*

AC 421 Advanced Financial Accounting (3)

Accounting methods and procedures related to partnerships, branches, business combinations, and foreign exchange. *Prerequisites: Admission to the School of Business and AC 322. May not be taken A/Pass/Fail.*

AC 423 Federal Income Taxation of Individuals (3)

Income tax laws, regulations, and procedures pertinent to individual taxpayer reporting. *Prerequisites: Admission to the School of Business and AC 224, AC 225 and BU 250 completed with grades of "C" or better and 88 hours, or consent. May not be taken A/Pass/Fail.*

AC 424 Federal Income Taxation of Business Entities (3)

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting. *Prerequisites: Admission to the School of Business and AC 225, BU 250 and 88 hours. May not be taken A/Pass/Fail.*

AC 425 Auditing (3)

The course covers essential processes of auditing including specific procedures and techniques usable in the public and private sectors. Technical standards of these sectors receive attention with an emphasis on ethics related to the profession of auditing. The course includes operational and compliance auditing in addition to auditing of financial statements. Other content areas

are the auditor's role in society, the application of internal control concepts, the understanding of accounting information systems, the methods of statistical sampling and the use of auditing software. *Prerequisites: Admission to the School of Business, 88 hours and AC321, AC322, AC325, and AC330 completed with grades of "C" or better, or consent. (AC 322 may be taken concurrently.) May not be taken A/Pass/Fail.*

AC 427 Governmental & Institutional Accounting (3)

Methods and procedure used in fund accounting with emphasis on governmental units and not-for-profit organizations. *Prerequisites: Admission to the School of Business AC 225, BU 250 and 54 hours. May not be taken A/Pass/Fail.*

AC 428 Fraud Examination (3)

Theory, techniques, methods and procedures for the detection, investigation, and deterrence of fraud. *Prerequisites: Admission to the School of Business, AC 224, AC 225, and BU 250 or equivalent, and 54 hours, or consent. May not be taken A/Pass/Fail.*

AC 431 Contemporary Issues in Accounting (3)

Current issues in accounting with emphasis on the releases of the American Institute of Certified Public Accountants and the Financial Accounting Standards Board. Includes accounting theory to solving accounting problems. *Prerequisites: Admission to the School of Business and AC 322. May not be taken A/Pass/Fail.*

AC 499 Internship In Accounting (3)

Professional work experience with a business firm or governmental agency in some phase of public, private, or governmental accounting. The work situation must create a new learning experience for the student. Credit hours in this course may be used only as elective business hours and will not count toward the minimum 62 hours of accounting, business, and economics hours required of the BBA candidate nor will they count toward the minimum twenty-four hours of accounting required of accounting majors. Internship credit hours will be counted in the maximum School of Business hours an accounting major may earn within a 124-hour program. The student's grade will be awarded on a pass-fail basis, as determined by the supervising faculty member. *Prerequisites: Admission to the School of Business, consent of the accounting faculty, appropriate academic background, at least 75 semester credit hours, at least a 2.5 overall grade average, and meet the general qualifications specified by the sponsoring business firm or governmental agency.*

BUSINESS COURSES**BU 101 Introduction to Business (3)**

Designed to introduce the student to the American business system, and to analysis of business organization and operation.

BU 115 Entrepreneurship and Entrepreneurial Law (3)

Assists aspiring business owners and managers in recognizing issues relevant to starting-up, maintaining and growing a company.

BU 180 Personal Finance (3)

Personal and family financial planning. Topics include: consumer legislation, consumer finance, family

budgeting, estate planning, insurance, individual income tax, home buying, mortgages, retirement pensions, and investments.

BU 250 Management Information Systems (3)

Concepts of information systems; analysis, evaluation and implementation of management information systems; data- base management; information systems and management. *Prerequisite: CM 101 or consent, EN 101, MA 116 (recommended) or MA110, and 24 hours.*

BU 259 The Business of Art (3)

Explores and analyzes approaches to art valuation, art appraisal, and entrepreneurship in the arts. Examines the art market, the art consumer, and the value of art. Business problems and opportunities in the world of art are identified, analyzed, and assessed. *Prerequisite: MA 110.*

BU 260 Business Plan Development (3)

Concepts and principles helpful to the development of a business plan. Examples of business plans. The students will develop, as the main assignment, a business plan for a local company or for a business idea that they develop.

BU 302 Business Communications (3)

Written communications including simpler types of business messages. Emphasis is placed on positive planning for effective human relations through management messages. *Prerequisites: EN 101 or EN 140 with grade of "C" or better, CM 101, or equivalent, CN 150 or CN 365, or equivalent.*

BU 305 Contemporary Information Systems (3)

Enterprise Resource Planning (ERP) computer systems. Understanding of business processes and their relation to Integrated Information Systems. Advanced Computer Modeling. *Prerequisites: BU 250, AC 225, and 54 hours.*

BU 309 Business Data Communications and Networking (3)

Understanding of the technical and managerial aspects of business data communications and networking to support business processes. *Prerequisites: BU 250, AC 225, EC 200, EC 201, and 54 hours. Not open to students with credit in CM 313.*

BU 310 Entrepreneurial Finance for Small Businesses (3)

The financial aspects of the management of small business and entrepreneurial firms (sole proprietorships, partnerships, small nonpublic corporations). *Prerequisites: MA 110 or MA 116 or consent; BU 260 and junior status.*

BU 315 Legal Environment of Business (3)

Legal process, nature, and sources of the law, government regulation and administrative law as they affect business. *Prerequisites: EC 200, EC 201, and 2.0 GPA, and 54 hours.*

BU 319 Labor Law and Legislation (3)

The statutory, judicial and administrative law pertaining to labor-management relations. *Prerequisites: EC 200, EC 201, and 54 hours.*

BU 342 Organization and Management (3)

Management theory and practice, including fundamentals of management; making things happen; meeting the competition; organizing people, projects, and processes; and motivating and leading. Emphasis is given to the development of management, organizational structures, organizational dynamics, the impact of environmental forces and use of analytical tools in the performance of the management function. *Prerequisites: EC 200, EC 201; two out of three of the following: AN 112, PY 100, and SO 100; 2.0 GPA; and 54 hours.*

BU 345 Human Resources Management (3)

The principles and practices of sound employee relations with emphasis upon the selection, development and morale of employees. *Prerequisites: EC 200, EC 201, and 54 hours.*

BU 346 Organizational Behavior (3)

Review of theory and research related to work behavior in organizations with focus on individual and group behavior. *Prerequisites: PY 100 or SO 100, and 54 hours.*

BU 347 Production and Operations Management (3)

Operations management in both manufacturing and service organizations. Use of models to make operations management decisions in the areas of productivity, quality, customer service, and product and process strategy. Implementation of models using appropriate software and explanation of results in non-technical language. *Prerequisites: BU 250, BU 342, EC 211 (or MA 343), AC 225, MA 141, 2.0 GPA, and 54 hours.*

BU 355 International Business (3)

The global economic and political environment in which international trade and investment activities as conducted by multinational and national business organizations. Examination of the international dimensions of the areas of finance, management, marketing, operations, and business strategy. *Prerequisites: AC 225 or BU 101, EC 200, EC 201, and 54 hours. Not open to students with credit for BU 466.*

BU 360 Principles of Marketing (3)

Marketing concepts and their relevance to organizational objectives and methods of operation. Marketing environment, marketing mix, marketing planning, strategy implementation, and assessment of marketing performance. Emphasis on improving marketing performance in a socially and ethically responsible manner. *Prerequisites: EC 200, EC 201, 2.0 GPA, and 54 hours.*

BU 361 Principles of Retailing (3)

Structural organization for retailing and the functional activities involved. Principles of site selection, staffing, planning, pricing, buying merchandise, sales promotion and expense management are included. *Prerequisite: BU 360.*

BU 362 Marketing Research (3)

Techniques by which industries and individual firms seek to coordinate buying with consumer demand. Application of research techniques to various marketing problems. *Prerequisites: BU 360 and EC 211 (or MA 343).*

BU 363 Promotion (3)

Examination of the promotion function of the marketing mix. Topics include: promotion strategy; management of

the promotion mix (advertising, sales promotion, public relations); media strategy; and evaluation. *Prerequisite: BU 360.*

BU 364 Consumer Behavior (3)

The behavior of buyers of goods and services. An examination will be made of theories, concepts, methods and research findings of other disciplines and a study of the relation of these findings to management decision making. Industrial and consumer buying behavior will be considered within the context of the course. *Prerequisite: BU 360.*

BU 366 Sales (3)

A detailed examination of the selling dimension of the promotion mix. Topics include: personal communication; personal selling; relationship-building; and sales strategy and management. *Prerequisite: BU 360.*

BU 374 Principles of Risk and Insurance (3)

The study of risk and insurance, dealing with the principal risks to which individuals are exposed, and the various means of dealing with risk, including insurance, risk retention, self-insurance, and loss prevention. Examines the responsibilities and activities for treating risk at three levels: personal and family, employer, and government. *Prerequisite: 54 hours.*

BU 375 Property and Liability Insurance (3)

An advanced insurance course of current financial, legal and social problems involving property-liability insurance; analysis of legal problems involving insurance coverage, financial aspects, and governmental regulation of the property-liability insurance enterprise, and economic aspects of the insurance industry. *Prerequisite: BU 374 or consent.*

BU 378 Life Insurance (3)

The problems of and the alternative techniques for the insuring of human life values from the differing viewpoints of the company, the economy, and the consumer. Among the topics covered are: financial needs in the life cycle of the family, settlement options and the programming elements of business insurance, estate planning, probability theory mortality, rating and reserves. *Prerequisite: BU 374 or consent.*

BU 381 Business Finance (3)

Theory and techniques of financial management, designed to provide the basic financial background needed by students in business, economics, or related fields. Topics include: capital budgeting, capital structure, dividend policy, the cost of capital, and working capital management. *Prerequisites: AC 225, EC 211 (or MA 343, or MA 140, and MA 145), MA 141, 2.0 GPA, and 54 hours.*

BU 387 Credit Management (3)

Principles and procedures involved in mercantile and consumer credit. The organization and operation of a credit department, source of credit information, and collection procedure and policies. *Prerequisites: EC 200, EC 201, and 54 hours.*

BU 390 Principles of Real Estate (3)

A course that surveys the many areas of the real estate business and real estate investment. Financing, appraisal, loan closing, marketing, property management, land

description, title transfer and other topics are included in the course. *Prerequisite: 54 hours.*

BU 392 Real Estate Law (3)

Elements of property laws, purchase contracts, listing agreements, estates and trusts. *Prerequisite: BU 315.*

BU 393 Real Estate Appraisal (3)

An introduction to real estate appraising including the market comparison, cost and income approaches to value with emphasis on house appraisal. *Prerequisite: 54 hours.*

BU 403 Special Topics in Business (1-3)

Selected topics announced in advanced. May be taken more than one semester. *Prerequisites: Admission to the School of Business. Other prerequisites will be specified for each topic.*

BU 404 Independent Study in Business (1-3)

Individual study of a topic in business. Activity must be supervised by a full-time School of Business faculty member with professorial rank. *Prerequisites: Admission to the School of Business and consent of directing faculty member prior to enrollment.*

BU 405 Honors Research in Business (2-4)

Restricted to those students seeking to qualify for honors in the major field and designed to provide an intellectual challenge for superior students with a strong interest in scholarship. Course activity must be supervised by a member of the full-time School of Business faculty with professorial rank. *Prerequisites: Admission to the School of Business, 88 hours and consent.*

BU 406 International Business and Entrepreneurial Experience (3)

First-hand business experience acquired in an international setting. Analysis of business problems, ideas, opportunities, techniques, and strategies in an international context. Emphasizes changes in competition and market structure abroad. Washburn students will work in teams with foreign students to solve a problem for an overseas company. With approval, this course may be taken for credit more than once. *Prerequisites: Admission to the School of Business, BU 315, BU 347, BU 381 (or concurrent), and consent.*

BU 416 Commercial Transactions (3)

Commercial law in the area of the Uniform Commercial Code, suretyship, insurance, professional responsibilities, etc. *Prerequisites: Admission to the School of Business and BU 315.*

BU 417 Legal Business Associations (3)

Examination of the law of agency, partnerships, corporations, and security regulations. *Prerequisites: Admission to the School of Business and BU 315 recommended.*

BU 419 Labor Relations (3)

Labor relations and collective bargaining including the history, structure, and policies of labor organizations. Mediation and arbitration are considered. *Prerequisites: Admission to the School of Business and EC 341*

BU 449 Strategic Management (3)

Integrate the functional areas of business in formulating and implementing basic policy for business. Analytical approach to strategic decisions applied to practical

examples of problems faced by business firms. May not be taken for graduate credit. *Prerequisites: Admission to the School of Business, BU 342, BU 347, BU 360, BU 381, 2.0 GPA, and 88 hours.*

BU 460-461 Small Business Institute (3)

Student groups counsel and consult with small business firms selected by the Small Business Administration and the instructor. Field work with the firms provides opportunities to identify and analyze problems, and to make recommendations. *Prerequisites: Admission to the School of Business, senior business major, and consent.*

BU 466 International Marketing (3)

Analysis of marketing management problems, techniques and strategies in international marketing; emphasizing changes in competition and market structure abroad. *Prerequisite: BU 360 or BU 355.*

BU 470 Entrepreneurship Clinic (3)

The capstone of the entrepreneurship program. Key building blocks: in class debate, field cases, redefinition and development of business ideas moderated by instructors. Students will be expected to work for and with entrepreneurs and develop business models that can be implemented. They will present a working model by the completion of the course. Successful entrepreneurs will participate as speakers/ moderators and mentors for the participating students. *Prerequisites: BU 115, BU 260 and junior status; or EC 201 and CM 335 and junior status; or admission to the School of Business.*

BU 471 Marketing Management (3)

Examination of the strategic marketing management process planning, implementation, and control. Topics include: environmental, competitor, and customer analysis; market targeting; the marketing mix; and the international aspects of marketing management. Case analysis and marketing models are used. *Prerequisites: Admission to the School of Business, BU 360 and 88 hours.*

BU 473 Marketing Channels (3)

The distribution function of the marketing mix. Topics include: channel structure and function; strategic channel development; channel management and logistics; direct channels, service channels, franchising, and international distribution channels. *Prerequisites: Admission to the School of Business and BU 360.*

BU 475 Theory of Insurance (3)

The nature and cost of risk in our economic society, and of the methods of handling it. *Prerequisites: Admission to the School of Business, BU 375 or consent.*

BU 477 International Finance (3)

The financial management of a multinational business enterprise. Develops strategies for investing internationally, including hedging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management. *Prerequisites: Admission to the School of*

Business and BU 381, or equivalent (assumes accounting and statistics).

BU 483 Investments (3)

The theory and techniques of financial asset analysis including the fundamental, technical, and efficient market approaches. The course is designed to provide background needed by individuals (regardless of major) to make investment decisions. Topics include: market mechanism, mutual funds, the yield curve, fundamental common stock analysis, and portfolio theory. *Prerequisites: Admission to the School of Business, BU 381 and 54 hours or consent.*

BU 484 Applied Portfolio Management (3)

Provides students with the opportunity to practice investment analysis and portfolio management. Students analyze stocks and other investments. Based on student research, funds provided by the university are allocated to various investments and held in a portfolio that is reviewed and updated in subsequent semesters. *Prerequisites: Admission to the School of Business, BU 347, 483, and consent.*

BU 488 Financial Management (3)

Specialized skills in corporate financial management are developed through the application of techniques such as the discounted cash flow method, dividend valuation model, capital asset pricing model, and options pricing models. Problem areas covered include working capital management, capital budgeting, and capital structure. *Prerequisites: Admission to the School of Business and BU 381.*

BU 491 Real Estate Finance (3)

Methods of financing residential, commercial and industrial properties. The nature of mortgage loans for construction and permanent financing and land development. Sources of funds, lender requirements, and loan and investment yield analysis. Secondary mortgage market financing. *Prerequisites: Admission to the School of Business and BU 381.*

BU 493 Income Property Appraisal (3)

Techniques and methods used in appraising income properties. *Prerequisites: Admission to the School of Business and BU 393 or consent.*

BU 495 Real Estate Investment (3)

Cash flow and investment return analyses are applied to income-producing properties. The most commonly used methods of yield analysis are used in real estate investment case analysis. Financing, appraisal, taxation, and property rights are applied to apartment and office buildings, rental houses, shopping centers, industrial parks, and other types of properties. The capstone real estate course. *Prerequisites: Admission to the School of Business and 54 hours.*

BU 499 Internship in Business (3)

Professional work experience with a business firm or governmental agency in the following areas of specialization: finance and banking, management, and marketing. The work situation must create a new learning experience for the student. Credit hours may be used only as elective business hours and will not count toward the minimum 62 hours of accounting, business, and

economics hours required of the BBA candidate. The grade will be awarded on a pass-fail basis, as determined by the supervising faculty member. *Prerequisites: Admission to the School of Business, BU 347, consent of the major area faculty, appropriate academic background, at least seventy-five (75) semester credit hours, at least a 2.5 overall GPA, and meet the general qualifications specified by the sponsoring business firm or governmental agency.*

ECONOMICS COURSES

(Courses marked with an </ are part of the University's General Education program.) Economics courses cannot be used as general education courses by students seeking the BBA. (See BBA requirements for details.)

</EC 100 Introduction to Economics (3)

Factors determining the general levels of employment and inflation are examined as well as an analysis of markets, prices and production. Current economic problems are used to illustrate these concepts. Not open to students who have credit in EC 200 or EC 201. EC 100 may not be used as a substitute for EC 200 or EC 201.

</EC 200 Principles of Microeconomics (3)

The fundamentals of price theory. A study of the interaction of markets and decisions made by consumers and firms. Market structure, allocation of resources, and efficiency issues are addressed. *Prerequisites: MA 116 (recommended) or MA110, or higher, and 24 hours, or consent. (Formerly EC 202)*

</EC 201 Principles of Macroeconomics (3)

Nature and performance of the American economy considered in the aggregate. Topics include the determinants of aggregate output, unemployment, and inflation. Analyses of national income, business cycles, fiscal and monetary policies, and international trade are introduced. *Prerequisites: EC200, MA 116 (recommended) or MA110, and 24 hours, or consent.*

EC 211 Statistics for Business and Economics (3)

The application of statistical methods to decision problems in business and economics. Topics include sampling distributions and their properties, statistical inference, simple linear and multivariate regression analysis, application of regression and smoothing techniques to time series analysis, analysis of variance, distribution-free and chi-square test procedures, and concepts of statistical quality control. *Prerequisites: MA 140 and MA 116 or their equivalents with grades of C or better.*

EC 300 Microeconomic Analysis (3)

An in-depth analysis of the behavior of individual economic units and various economic policies is developed, using the tools of price theory and game theory. *Prerequisites: EC 200, EC 201, MA 141, 2.0 GPA, and 54 hours.*

EC 301 Macroeconomic Theory (3)

A study of the determinants of the level of aggregate income, employment, and prices. Analyses of secular and cyclical changes in economic activity, and of the effects of public policy on aggregate economic experience. Integration of international trade and finance into macroeconomic models. Classical, Keynesian, and Monetarist

theories are analyzed. *Prerequisites: EC 200, EC 201, MA141, 2.0 GPA, and 54 hours.*

EC 310 History of Economic Thought (3)

Comparative study of the historical origin, content, and impact of selected schools of economic thought. Emphasis upon tracing evolution of economic theories out of specific historical contexts. Major schools of economic thought from the Greeks through Adam Smith to the present. *Prerequisites: EC 200, EC 201, and 54 hrs.*

EC 313 Industrial Organization and Policy (3)

An in-depth look at market structures and their effect on tactics and strategies of firms. Includes economic analysis of government efforts to regulate and control business activities. *Prerequisites: EC 200, EC 201, and 54 hours.*

EC 341 Labor Economics (3)

An analysis of the market for labor in the United States. Investigates issues of wage determination, worker productivity, labor supply and demand analysis, employment, and education and training. May include income inequality, discrimination, promotion, compensation, and immigration. *Prerequisites: EC 200, EC 201, and 54 hours.*

EC 388 Urban and Regional Economics (3)

The location of economic activity for firms, industries and cities used as a base for considering regional growth and decline and urban economic structure, problems and policies. *Prerequisites: EC 200, EC 201, and 54 hours.*

EC 403 Special Topics in Economics (1-3)

Selected topics announced in advance. May be taken more than one semester. *Prerequisites will be specified for each topic.*

EC 404 Independent Study in Economics (1-3)

Individual study of an economic problem. Course activity must be supervised by a member of the full-time faculty with professorial rank in the School of Business. *Prerequisite: Consent of directing faculty member prior to enrollment.*

EC 405 Honors Research in Economics (2-4)

Restricted to those students seeking to qualify for honors in the major field. The study is designed to provide an intellectual challenge for superior students with a strong interest in scholarship. Course activity must be supervised by a member of the full-time faculty with professorial rank in the School of Business. *Prerequisites: senior major and consent.*

EC 409 Introductory Econometrics (3)

An introduction to analysis and its applications. Investigates the use of linear regression models, their standard assumptions, and correction for violation of these assumptions. Special topics may include qualitative explanatory variables, distributed lags, and simultaneous equation models. *Prerequisites: EC 200, EC 201, and EC 211 (or MA 343), and 54 hours.*

EC 410 International Economics (3)

The theory of international trade and international finance. Costs and benefits of international economic interdependence. Discussion of current issues in trade

policy and the international economic system. *Prerequisites: EC 200, EC 201, and 54 hours.*

EC 480 Public Finance (3)

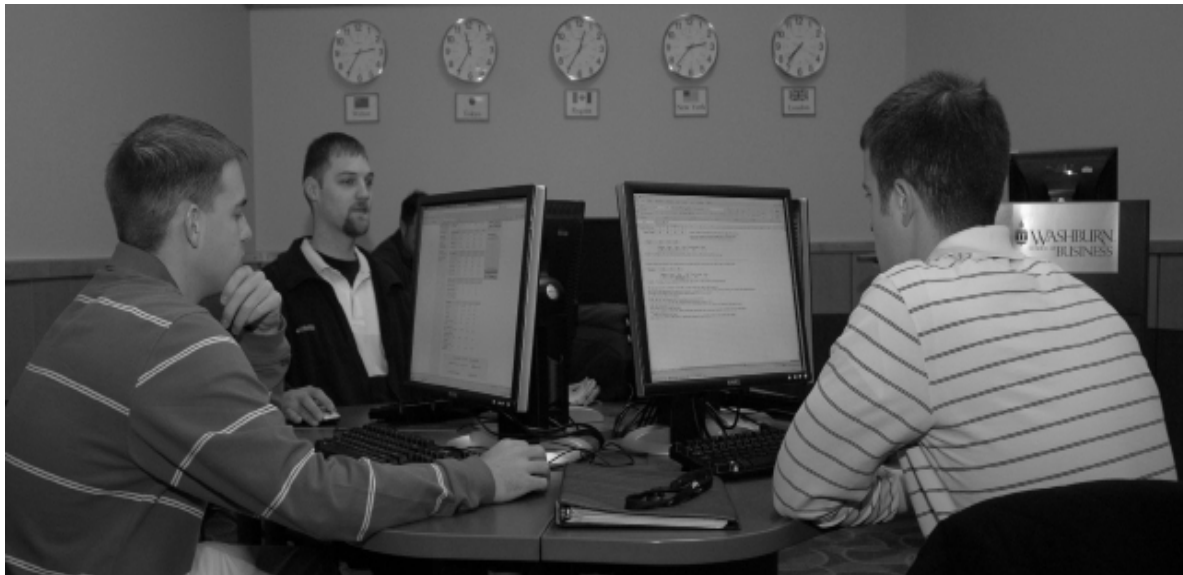
The theory of taxation, public expenditure and fiscal policy. Impact of government financial policies upon resource allocation, income distribution, economic growth, economic stabilization and balance of payments. Foundations for balanced state and local taxation. *Prerequisites: EC 200, EC 201, and 54 hours.*

EC 485 Money and Banking (3)

The economic principles and institutional features of money, the payments system, and the financial system, with emphasis on commercial banking. Analyzes the Federal Reserve System and the effect of monetary policy on the economy. *Prerequisites: EC 200, EC201, and 54 hours.*

EC 499 Internship in Economics (3)

Professional work experience with a government agency, financial institution, or other business firm in the area of economic analysis or planning. The work situation must create a new learning experience for the student. Credit hours in this course will not count toward the minimum 62 hours in the School of Business required for the BBA. The student's grade will be awarded on a pass/fail basis, as determined by the supervising faculty member. *Prerequisites: Consent of major area faculty, appropriate background, at least seventy-five (75) semester credit hours, at least a 2.5 overall GPA and meet the general qualifications specified by the sponsoring business firm or governmental agency.*



Business students check market reports in the Mayo Schmidt Finance Laboratory.



Horn players wait to perform at Family Day festivities.



Nursing students congratulate one another at commencement.

SCHOOL OF NURSING

www.washburn.edu/sonu

Bachelor of Nursing (BSN) Master of Nursing (MSN)

Cynthia Hornberger, Dean and Professor*
Marian Jamison, Associate Dean and Professor*

Ellen Carson, Professor*

Shirley Dinkel, Associate
Professor*

Janice Dunwell, Emeritus
Associate Professor

Brenda Patzel, Associate Professor *

Jane Carpenter, Assistant
Professor

Nora Clark, Assistant Professor *

Annie Collins, Assistant Professor

Caren Dick, Assistant Professor

Lori Edwards, Assistant Professor

Debra Isaacson, Assistant
Professor

Patricia Joyce, Assistant Professor

Maryellen McBride, Assistant
Professor*

Marilyn Masterson, Assistant
Professor

Sue Unruh, Assistant Professor

Sue Washburn, Assistant
Professor

Crystal Acker, Assistant Professor

Finette Gress, Lecturer

Laura Sidlinger, Lecturer

Barbara Stevenson, Lecturer

Jeanne Catanzaro, Lecturer

Bonnie Peterson, Assistant Professor

Jane Tanking, Lecturer

*Graduate Program Faculty



Nursing students listen intently to the course instructor during their surgical rotation.

General Information

MISSION STATEMENT

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value life-long learning as professional nurses.

Washburn nursing graduates collaborate with communities applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

DESCRIPTION OF THE PROGRAM

The baccalaureate program in nursing at Washburn University is designed to prepare women and men as professional nurses. The focus of the program is the study of the individual and family life process from conception through aging, in varying stages of health within the context of community. Through use of the nursing process, the student utilizes critical thinking and a scientific approach to maximizing health for individuals, families, and groups. The program provides professional nursing education for beginning college students, college transfer students, second-career and non-traditional students, licensed practical nurses, and for registered nurses from Associate Degree and Diploma Nursing Programs. The nursing curriculum builds upon and augments courses in the humanities and the natural and social sciences and provides for application of this general education throughout the nursing major. Emphasis is on the development of the student as an integrated professional person. The basic program is four academic years in length.

Clinical laboratory is coordinated with the theoretical content in nursing and is planned to meet specific objectives. Clinical laboratory takes place in a variety of community facilities including nursery schools, clinics, public health agencies, hospitals, physicians' offices, and private homes. The normal developmental processes of the individual and family in varying circumstances, and the health needs of individuals, families, and groups form the basis for the selection of learning experiences. Community resources are selected for different courses according to their potential for illustrating principles and theories students are studying simultaneously in the classroom. Several resources may be used in any given class in a given semester as deemed appropriate to meet the course objectives.

Graduates of the program are prepared to function as generalists in nursing. They assume professional responsibility for health promotion, for care of people in acute and chronic illness, and for provision of supportive and restorative measures for realization of optimum health potential. Graduates of the baccalaureate program are eligible for examination for licensure as registered nurses and they have the foundation for graduate study in nursing.

BACCALAUREATE NURSING PROGRAM

The baccalaureate nursing program was established at Washburn University in the Fall of 1974 as a department within the College of Arts and Sciences. In 1982, the program was granted School of Nursing status and operates as one of the major academic units of the University.

The School of Nursing has an enrollment of approximately 300 undergraduate students majoring in nursing. In addition, pre-nursing students preparing to enter the nursing program are advised, and an articulation program is available for registered nurses, licensed practical nurses and paramedics seeking the BSN degree. An advantage of the School is its urban focus and access to Topeka's extensive health care facilities that provide excellent learning environments for clinical learning experiences.

In addition to the baccalaureate program, the School of Nursing offers a certificate program in school nursing. In conjunction with the Division of Continuing Education, the School of Nursing offers continuing education programs for registered nurses and licensed practical nurses; and Kan-Be-Healthy certification for registered nurses.

ACCREDITATION

The BSN program is approved by the Kansas State Board of Nursing and has national accreditation by the Commission on Collegiate Nursing Education (CCNE).

Student Learning Outcomes of the Baccalaureate Program

Nursing students, upon graduation, are expected to have:

- incorporated professional values in the delivery of caring, ethical practice;
- designed, coordinated, and managed innovative health care; formulated and evaluated nursing decisions using critical thinking skills;
- selected and appraised effective professional and therapeutic communication patterns;
- evaluated the need for and the efficacious use of technology in holistic assessment;
- collaborated with community partners to establish health promotion goals and implement risk reduction strategies;
- designed nursing measures to manage disease and maximize health; and
- participated in multidimensional efforts to influence health care policy locally and globally.

Admission Policies

Students may apply for admission to the School of Nursing for Fall or Spring semester when meeting the following criteria:

1. Completion of 30 hours of Washburn University general education requirements and School of Nursing prerequisite courses.
2. Have a cumulative grade point average of 2.70 (minimum).

The following items are required for application:

1. School of Nursing application
2. Official transcripts from all colleges or universities attended, sent directly to the School of Nursing
3. Two letters of recommendation (forms provided)
4. Washburn University application if not already a student at Washburn.

Applications are accepted September 1 to November 1 for Fall admission and March 1 to May 1 for Spring admission a year prior to expected date of entry into the program. To qualify for the WU academic scholarship,

the university application and updated transcripts are due to the Admissions office by February 15.

Students transferring from other nursing programs are required to submit syllabus for each completed nursing course. Transfer credit may be awarded for equivalent coursework.

The School of Nursing Admission Committee reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. Students are selected for admission to the nursing major without discrimination in regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The School of Nursing adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others in both the classroom and the clinical area. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants also should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop professional behaviors. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional attributes.

Students with disabilities may voluntarily identify themselves to their course instructors to request accommodations. The Office of Student Services, located in Morgan Hall, Room 150, is available to students for assistance in arranging reasonable accommodations and identifying resources on campus.

Applicants who have been convicted of a felony may be considered for admission only if, in the judgment of the Admission Committee, the applicant has been satisfactorily rehabilitated. However, applicants for admission should be aware that current Kansas law provides that no license, certificate of qualification or authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced registered nurse practitioner or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in Article 34 of Chapter 21 of the Kansas Statutes Annotated, as amended. Newly admitted students will complete a background check as part of clearance prior to beginning nursing classes.

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person has not been sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before licensure is granted or denied. Admission to and graduation from the School of Nursing does not guarantee that a student will be eligible for licensure.

Philosophy

The nursing faculty believe that each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals form families and communities, which are also open systems engaged in mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, an integral part of the client's environment, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/manager/coordinator of care, and as a member of the profession (AACN, 1986/1998)*.

Professional education in nursing, which is an integral part of higher education, begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge base and skills necessary for the student learner to become a professional practitioner of nursing and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for the student to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. The student is responsible for learning.

The philosophy and purposes of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and the community provide the opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

**American Association of Colleges of Nursing (1986/1998). Essentials of college and university education for professional nursing. Washington, D.C.: Author.*

Conceptual Framework

The conceptual framework upon which the nursing program at Washburn University is based, is the Science of Unitary Human Beings. The work of Martha E. Rogers provides the foundation for the conceptual framework. The principles of Helicy, Resonancy, and Integrality provide the basis for understanding the mutual process between human beings and the environment and provide for the organization of knowledge essential to the science and practice of nursing.

A nursing curriculum is implemented to assist the learner in viewing the human person and the

environment as unified wholes. Students enter the nursing program with a foundation of life experiences and education in the natural and social sciences and the humanities. The program is designed to facilitate the professional development of students and their integration of learning.

Professional Aptitudes, Abilities and Skills for Nursing

The professional nurse is responsible for maintaining and promoting health, caring for people in acute and chronic illness, alleviating suffering whenever possible and providing supportive and restorative measures for individuals and families to realize their maximum health potential. Inherent in nursing is respect for life and the dignity and rights of all persons

The School of Nursing Faculty has determined that the following general categories address the aptitude, ability, and skills needed by students in the School of Nursing in order to become prepared to function as generalists in nursing as identified in the program description.

1. **SENSORY AND MOTOR ABILITY:** The use of motor skills to perform client exams, laboratory procedures, and other clinical maneuvers. Students must be able to execute gross and fine motor movements required to provide assessment, general care and emergency treatment of clients. Examples of such skills include but are not limited to:
 - administering CPR;
 - using the assessment skills of inspection, palpation, percussion, and auscultation;
 - assisting in moving and lifting clients using proper body mechanics;
 - demonstrating the ability to perform clinical skills such as initiating intravenous therapy, catheter insertion and dressing changes;
 - determining changes in skin temperature.
2. **OBSERVATION:** The use of assessment skills such as observing faculty demonstrations, obtaining a health history from the client, and directly observing a client's health condition. Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess accurately the health status of clients. Examples of such skills include but are not limited to:
 - hearing with a stethoscope to assess blood pressure, heart, lung and abdominal sounds;
 - seeing color changes in the skin and changes in pupil reaction;
 - accurately reading calibrations on syringes and measuring utensils.
3. **COMMUNICATION:** Communication with client and members of the health care team about the client's condition in settings where communication typically is oral, in settings where communication typically is written, and in settings when the time span for communication is limited. Students must be able to speak, to hear, and to observe clients in order to obtain complete and accurate assessments of client status. Communication includes speaking, reading, writing, and non-verbal behaviors that reflect sensitivity, clarity and comprehension. Examples of such skills include but are not limited to:
 - initiating and maintaining a nurse client relationship;
 - sharing pertinent client information with members of the health team;
 - giving verbal or written reports;
 - documenting accurately and clearly in written or electronic form;
 - providing client/family teaching that results in mutual understanding.
4. **INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:** Critical thinking, problem solving and teaching skills necessary to provide care for individuals, families and groups. Students must have sufficient critical thinking skills to problem solve in the clinical setting and to synthesize information in an analytical, deliberative, decisive, and evaluative manner. Examples of such skills include but are not limited to:
 - accurately identifying nursing problems from all relevant client data;
 - analyzing data to determine client's health care needs and nursing diagnoses;
 - using judgment to develop a plan of care that will implement nursing interventions relevant to client needs;
 - developing an alternative plan of care if current plan is ineffective.
5. **BEHAVIORAL AND SOCIAL CHARACTERISTICS:** The ability to provide care that is client centered and shows respect for human dignity and the uniqueness of each individual, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems. Students must be emotionally stable. Examples of such skills include but are not limited to:
 - possessing the emotional stability to enable them to develop facilitative relationships and successfully communicate with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds;
 - possessing the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity;
 - possessing the ability emotionally to handle demanding clinical assignments and to function effectively under stress.

Degree Requirements

Requirements Common to All Bachelor Degrees

The student must meet the requirements common to all bachelor degrees established by the University. (See Requirements Common to all Degrees in the index.)

Requirements for the Degree Bachelor of Science in Nursing

The curriculum is designed to be completed in four academic years and leads to the degree Bachelor of Science in Nursing (BSN). Because of a required sequence for prerequisites and nursing courses, those

interested in the program should contact the School of Nursing early in their program of studies for advisement. Application to the major generally is made the first semester of the sophomore year for admission to the nursing major in the first semester of the junior year.

Baccalaureate Nursing Curriculum

The following courses are required for all students who seek a baccalaureate nursing degree, including registered nurses seeking a baccalaureate degree.

- I. General Education Requirements
 - A. Humanities Courses: 9 credit hours required in at least 2 subject areas - Three hours of Music, Art or Theater are required.
 1. English (excluding composition courses)
 2. Philosophy
 3. Religion
 4. Music
 5. Art
 6. Mass Media
 7. Modern Foreign Language
 8. Theater
 9. Communication
 - B. Social Sciences: 9 credit hours

*1. General Psychology	3
*2. General Sociology	3
*3. Cultural Anthropology	3
 - C. Natural Sciences and Mathematics

*1. Intro to Biology/Lab	4-5
*2. Human Anatomy/Lab	4
*3. Human Physiology/Lab	4
*4. General Chemistry/Lab	4-5
*5. Intro to Physics	3
*6. Microbiology/Lab	4.
*7. Statistics	3
 - II. Supporting Courses: 6 credit hours
 - *A. Nutrition 3
 - *B. Principles of Human Development (Life Span) 3
 - III. University Requirements Common to All Bachelor Degrees:
 - A. Six (6) credit hours of English Composition: EN 101 and EN 300
 - B. Physical Education - Lifetime Wellness-- 2 hrs.
 - C. Algebra 110 (Exploring Mathematics) or MA 116 (College Algebra) – Unless Exempt
 - D. Transformational Experience - unless exempt
 - IV. Unrestricted Requirements

6 credit hours required – may include general education courses, algebra courses, nursing elective courses or independent study
- Pass/Fail Option**
Humanities and elective courses may be completed on a pass/fail basis (see University policy on pass/fail option).
Required natural and social sciences, mathematics, supporting courses, English composition courses (listed above), and courses in the nursing major must be completed for a letter grade. Please seek advisement with questions regarding pass/fail options.
- V. Nursing Major: 59 credit hours (total) credit hours

NU 303 Nursing Technologies I	1
NU 304 Health Assessment	3
NU 307 Family Health	2
NU 309 Nursing Concepts	3
NU 313 Patho/Pharmacology I	4
NU 315 Nursing I Practicum	2
NU 340 Nursing Technologies II	1
NU 343 Patho/Pharmacology II	3
NU 355 Nursing of Childbearing Families	2
NU 357 Childbearing Nursing Practicum	1
NU 358 Nursing of Children	2
NU 359 Nursing of Children Practicum	1
NU 385 Nursing II	4
NU 387 Nursing II Practicum	1
NU 440 Technologies III	1
NU 473 Nursing III	4
NU 475 Scientific Methods in Nursing	2
NU 477 Nursing III Practicum	5
NU 479 Professional Nursing Leadership	3
NU 482 Community/Public Health Nursing	3
NU 483 Community Health Nursing Practicum	2
NU 484 Mental Health Nursing	3
NU 486 Mental Health Nursing Practicum	2
NU 490 Capstone Practicum	2
NU Nursing Elective	2
Total Credit Hours Required	(124)
General Education	65 hours
Nursing Major	59 hours

*Courses must be satisfactorily completed with a grade of "C" or better prior to nursing courses.

GENERIC CURRICULUM PATTERN

FIRST YEAR

BI 100	Intro. Biology	3
BI 101	Biology Lab	2
EN 101	Freshman Composition	3
PY 100	Basic Concepts in Psychology	3
_____	Humanities #1	3
PE 198	Lifetime Wellness	2
TOTAL		16
NU 220	Nutrition	3
HS 131	Human Development	3
CH 121	General Chemistry	5
AN 112	Cultural Anthropology	3
_____	Open Elective	3
TOTAL		17

SECOND YEAR

BI 204	Microbiology	3
BI 205	Microbiology Lab	1
BI 275	Human Anatomy/Lab	4
SO100	Intro to Sociology	3
_____	Humanities #2	3
_____	Open Elective	3
TOTAL		17
BI 255	Human Physiology/Lab	4
PS 102	Intro to Physics--Health	3
EN 300	Advanced Composition	3
_____	Humanities #3	3
MA 140	Statistics	3
TOTAL		16

THIRD YEAR

NU 303	Nursing Technologies I	1
NU 304	Health Assessment	3
NU 307	Family Health	2
NU 309	Nursing Concepts	3
NU 313	Patho/Pharm I	4
NU 315	Nursing I Practicum	2
TOTAL		15

NU 340	Nursing Technologies II	1
NU 343	Patho/Pharm II	3
NU 355	Nursing of Childbearing Families	2
NU 357	Childbearing Nursing Practicum	1
NU 358	Nursing of Children	2
NU 359	Nursing of Children Practicum	1
NU 385	Nursing II	4
NU 387	Nursing II Practicum	1
TOTAL		15

FOURTH YEAR

NU 440	Technologies III	1
NU 473	Nursing III	4
NU 475	Scientific Methods in Nursing	2
NU 477	Nursing III Practicum	5
NU 479	Professional Nursing Leadership	3
NU ____	Nursing Elective	2
TOTAL		17

NU 482	Community/Public Health Nursing	3
NU 483	Community Health Nursing Practicum	2
NU 484	Mental Health Nursing	3
NU 486	Mental Health Nursing Practicum	2
NU 490	Capstone Practicum	2
TOTAL		12

Student Transfer from Other BSN Nursing Program

Students transferring from another nursing program are required to submit the following additional documents to be considered for admission and/or placement in the nursing curriculum:

1. A course syllabus for all completed nursing courses so that transfer credit may be awarded for equivalent nursing coursework.
2. A letter of recommendation from the Dean or Chairperson that clarifies:
 - a. the student's academic standing at time of transfer, and
 - b. the student's ability to be successful in the Washburn University School of Nursing

R.N. Articulation

The RN Articulation Program at Washburn University School of Nursing is designed specifically for registered nurses seeking to earn a Bachelor of Science in Nursing (BSN) degree. The nursing courses can be completed in one calendar year if full-time study is pursued and all general education requirements are completed. Part time study is also available.

RN Articulation Program Curriculum Requirements

One hundred twenty-four (124) credit hours are required for the BSN degree. Sixty-five (65) of these hours are general education requirements (see listing on previous page). General education hours may be taken at any accredited four-year or community college. Eighty-four hours of graded coursework are required for graduation.

Nursing Course Requirements: 59 credit hours.

Forty-five hours (45) of Junior-Senior work are required for the bachelors degree. At least 30 hours must be earned in residence at Washburn, including 20 of the last 30 hours, or 40 of the last 60 hours presented for the degree.

NOTE: If there is a question as to whether a course will transfer, please discuss with the nursing advisor in the School of Nursing prior to taking the course.

RN-BSN Nursing Major Requirements

Fifty-nine (59) credit hours are required in the nursing major. A maximum of 33 nursing credit hours may be earned by the transfer/portfolio assessment. Six of the 33 credit hours of supporting courses (NU 220 and HS 131) may be earned by the transfer/portfolio assessment. Two articulation pathways are available:

1. As a participant of the Kansas Articulation Plan (KAP), the WU School of Nursing will award a minimum of 28 credits (44%) for the nursing courses listed below to graduates of Kansas nursing programs. Entrance into this WU School of Nursing RN to BSN Articulation Program must be within 5 years of graduation from the initial nursing program.
2. Nurses who graduated more than five years before entrance into the WU RN Articulation Program and nurses from outside Kansas may also earn credit for the courses listed below (See Advanced Standing/Transfer Credit). The following portfolio materials should be submitted to the School of Nursing:
 - official transcript(s) of all nursing courses,
 - description of all nursing courses (catalogue or course syllabus).
 - detailed resume of your nursing experience.

Advance Standing/Transfer Credit

A. Courses Available for Transfer Credit

<u>Nursing Courses</u>	<u>Semester Credit Hours</u>	
NU 303	Nursing Technologies I	1
NU 315	Nursing I Practicum	2
NU 340	Nursing Technologies II	1
NU 355	Nursing of Childbearing Families	2
NU 357	Childbearing Nursing Practicum	1
NU 358	Nursing of Children	2
NU 359	Nursing of Children Practicum	1
NU 385	Nursing II (Adult M/S Nursing)	4
NU 387	Nursing II Practicum	1
NU 440	Technologies III	1
NU 473	Nursing III (Adult M/S Nursing)	2
NU 477	Nursing III Practicum	5
NU 484	Mental Health Nursing	3
NU 486	Mental Health Nursing Practicum	2
TOTAL		28

<u>Supporting Courses</u>	<u>Semester Credit Hours</u>	
NU 220	Principles of Nutrition	3
HS 131	Human Development	3
TOTAL		6

Credit for the courses listed above will be posted on the Washburn University transcript after being officially accepted to the nursing major. Coursework will be posted on transcripts as "CR" for credit without a letter grade. These courses will not count in computation of grade point average.

B. Required Nursing Courses

<u>Nursing Courses</u>	<u>Semester Credit Hours</u>
NU 304 Health Assessment	3*
NU 313 Pathophysiology & Pharmacology I	4*
NU 308 Family Health & Nursing Science	5
NU 343 Pathophysiology/Pharmacology II	3
NU 475 Scientific Methods in Nursing	2
NU 478 Complex Care Concepts	2
NU 479 Professional Nursing Leadership	3
NU 482 Community/Public Health Nursing	3
NU 483 Community/Public Health Nursing Practicum	2
NU 490 Capstone Practicum	2
NU ___ Nursing Elective	2
TOTAL	31

* Credit may be available for portfolio assessment or credit by examination.

Summary of BSN Nursing Curriculum Requirements

Nsg. Transfer Exam credits	28 credit hours
Required courses	<u>31 credit hours</u>
TOTAL	59 credit hours

Summary of Total BSN Program Requirements

General Education Requirements	65 credit hours
Nursing Major	<u>59 credit hours</u>
TOTAL	124 credit hours

R.N. Curriculum Pattern

The following course sequence will provide for completion of BSN requirements in one additional academic year. This sequence requires full-time enrollment. Part-time study is also available. Some courses may be available during summer session.

<u>Semester 1</u>		<u>Semester 2</u>	
NU 304	3 Hrs	NU 343	3 Hrs
NU 308	5 Hrs	NU 475	2 Hrs
NU 313	4 Hrs	NU 479	3 Hrs
NU 478	2 Hrs	NU 482	3 Hrs
NU elective	2 Hrs	NU 483	2 Hrs
		NU 490	2 Hrs
Total	16 Hours	Total	15 Hours

R.N. Articulation Advisement and Admission Procedures

Registered nurse students seeking the Bachelor of Science in Nursing degree are encouraged to meet with the Academic Advisor or designated faculty advisor in the School of Nursing. The advisor will assist the registered nurse student in developing an individualized degree plan. A final degree check is made by the Dean of Nursing and the Registrar's office prior to graduation to determine eligibility for graduation based on completion of all general education and nursing requirements for the degree Bachelor of Science in Nursing. Applications for RN-BSN students are accepted for Fall admission only. Registered nurses wishing to complete requirements for the BSN should proceed as follows:

1. obtain a copy of the Program of Study for Registered Nurses (RN Articulation for the BSN) that is available in the School of Nursing;
2. schedule an appointment with a School of Nursing advisor;

3. apply for admission to the University by submitting to the Admissions Office the Degree Seeking Application for Admission to the University;
4. provide to the School of Nursing transcripts of the completed nursing program and of previous college credits obtained;
5. meet with a nursing faculty advisor prior to each semester course enrollment;
6. complete general education courses which are the requirements for the BSN. All science courses must be completed prior to enrollment in upper division nursing courses.

LPN to BSN Articulation

The School of Nursing facilitates educational mobility for the licensed practical nurse (LPN) seeking the BSN degree. Graduates from a State Board of Nursing approved practical/vocational nursing program may receive credit for the following general education/nursing courses:

<u>Course</u>	<u>Credit Hours</u>
NU 220 Nutrition	3
HS 131 Human Growth & Development	3
NU 303 Nursing Technologies I	1
NU 340 Nursing Technologies II	1
NU 315 Nursing Practicum	2
NU 387 Nursing Practicum II	1
NU 102 Medical Terminology	1

The LPN to BSN articulation student will need to complete the remaining general education courses and nursing requirements. Interested students need to make an appointment with the nursing advisor.

Credit for courses listed above will be posted on the Washburn University transcript after being officially accepted to the nursing major. Course work will be posted on transcripts as "CR" for credit without a letter grade. These courses will not count in computation of grade point averages.

Paramedic to BSN Articulation

The Paramedic to BSN Articulation program is specifically designed for the paramedic seeking to earn a Bachelor of Science Degree in Nursing. Applications for paramedic to BSN students are accepted for Fall admission only.

Eligibility Requirements

1. Meet program and university admission requirements.
2. Satisfactory completion of prerequisite and general education requirements.
3. Have graduated from a Commission on Accreditation of Allied Health Education Program (CAAHEP) accredited program based on the National Standard EMT-P curriculum or a Kansas approved program.
4. Possess current Kansas certification or National Registration.
5. If graduation was more than three years ago, 1000 hours of documented EMT-P work experience within the last three years.

Students will complete a bridge course (2 credit hours) during the summer prior to admission as a nursing major. After successful completion of the bridge course, Washburn University School of Nursing will award eleven (11 credit hours) as listed:

	<u>Course</u>	<u>Credit Hours</u>
NU 305	Nursing Concepts for the Paramedic	2
NU 303	Nursing Technologies I	1
NU 340	Nursing Technologies II	1
NU 304	Health Assessment	3*
NU 313	Patho/Pharmacology I	4
NU 335	Nursing Elective	2
Total		11

**To receive credit for NU 304, the student is required to complete an adult and child health assessment. Students may elect to enroll in NU 304 the first semester.*

Summary of Credit

General Education/Prerequisite Courses	65 hrs.
Credit for Nursing Courses	11 hrs.
NU 305	2 hrs.
Required Nursing Courses (enrollment)	48 hrs.
Total	126 hrs.

Graduation and Degree Requirements

Eligibility for Graduation

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired. A student who fulfills the University requirements for the Bachelor of Science Degree in Nursing and the School of Nursing requirements for the major in nursing is eligible for graduation and for attainment of the degree, Bachelor of Science in Nursing (BSN).

Candidates for graduation must have on file in the Registrar's Office, 1) a major declaration form signed by the student and the Dean of the School of Nursing; 2) a completed degree application form; and 3) a degree audit. The Dean of the School of Nursing, in conjunction with the Registrar, validates that prospective graduates have completed all requirements for graduation. The Admission, Retention and Progression Committee presents the candidates for graduation for vote by the faculty of the School of Nursing at the close of each term.

The University confers degrees at the end of each semester and at the end of the summer session. Students who are scheduled to complete final requirements for the degree and major during the following summer term may be permitted to participate in the Spring Commencement.

RN Licensure

Graduates of the nursing program are eligible to apply for licensure as a registered nurse from the Kansas State Board of Nursing or other State Boards of Nursing. To become licensed, graduates must complete the nursing program as verified by the Registrar and the Dean of the School; submit required applications, photos, fees, and transcripts; receive a passing score on the national licensure exam (NCLEX-RN) and meet all other requirements stipulated by the Board of Nursing. Graduation from the nursing program does not guarantee licensure as a registered nurse.

Nursing Continuing Education

The School of Nursing is a Kansas State Board of Nursing approved provider of mandatory continuing education for registered nurses and licensed practical nurses. A series of workshops, seminars, and conferences that provide continuing education contact hours are offered each year through the School of Nursing. College

credit nursing courses offered through the School of Nursing also meet continuing education requirements for R.N. re-licensure.

School Nurse Certification Program

The School Nurse Certification Program is designed to prepare professional nurses for practice in elementary and secondary school settings. The curriculum is designed for registered nurses with the baccalaureate degree in nursing, but courses are open to generic nursing students on an elective basis or RNs desiring certification. The program provides theory and practicum related to the role of the nurse in the school setting at the elementary and secondary levels and the promotion of optimum health for school children and their families. Further information about this program is available through the School of Nursing.

Curriculum for School Nurse Certification

NU 350/550 GA Foundations of School Nursing*	3 hrs.
NU 351/551 GA Practicum in School Nursing	4 hrs.
ED 302 Teaching Exceptional Learners	3 hrs.
OR	
SE 476 Psychology of the Exceptional Student	3 hrs.
ED 472 Issues in Modern American Education	3 hrs.
OR	
ED 494 Philosophy of Education	3 hrs.
Elective in Related Area	2 hrs.
TOTAL	15 hrs.

*Health Assessment (or equivalent) and Community/Public Health Nursing (or equivalent) are prerequisites to NU 350 and must be completed prior to enrollment in NU 350.

School of Nursing General Policies

Equal Educational Opportunity

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

HIPAA Requirements

Students will receive HIPAA (Health Insurance Portability and Accountability Act) training prior to attending clinical. This training is mandatory for all nursing students.

Completion of Prerequisite Courses

All prerequisite courses must be successfully completed with a grade of C or better before beginning the upper division clinical nursing courses.

Clinical Placement

Students are reminded that pre-enrollment does not guarantee clinical placement in exact section. Changes in the schedule may need to be made based on student numbers, clinical agency availability and faculty availability. With increased class size, it is expected that students will travel to clinical experiences outside Topeka.

Retention and Progression in the Major

Following admission to the nursing major, a student's progress is evaluated by the Admission, Retention, Progression, and Retention (APR) Committee upon completion of each nursing course for both academic and clinical

nursing performance. The School of Nursing follows the University policy of requiring attainment of a minimum grade of C in all required nursing courses.

Repeating Nursing Courses

A student who does not receive a minimum grade of C in a required nursing course may receive one of three courses of action determined by the APR Committee.

1. The first time a student receives a final grade of D or F in a nursing course, or withdraws from a course, or demonstrates a pattern of non-attendance in a course, the student will receive a letter of Academic Warning from the APR Committee Chairperson. The student may then be allowed to repeat the course under the following conditions (all must apply):
 - a. It is the first time a grade of D or F or a withdrawal was received in a nursing course;
 - b. approval is granted by the APR committee and notice is given to the student;
 - c. the instructor grants permission for the student to repeat the course;
 - d. space is available in the course.
2. The second time a student receives a grade of D or F in either a repeated nursing course or another nursing course, or withdraws from any nursing course a second time, or continues to demonstrate a pattern of non-attendance, he/she will receive a letter from the APR Chairperson stating that the student has been placed on Academic Suspension. The student may not repeat the course or enroll in any further nursing courses unless approved by the APR Committee. If, in semesters with multiple clinical courses (2 or 3), a D or F is received in the first or second clinical course of the sequence, the student may not continue in subsequent clinical courses for that semester. To be considered for continuation in the major, the student must write a letter of petition requesting reinstatement. The letter must be submitted to the committee chairperson by the first day of the month of the next enrollment period. The letter must address the following:
 - a. the student's explanation for the situation in which the D or F grade or the withdrawal occurred
 - b. rationale for continuing in the program
 - c. a plan of action for preventing a similar situation in the future.

The request will be reviewed by the APR Committee and determination made as to whether the student should:

- be allowed to repeat the course;
 - be counseled to withdraw from the program; or
 - be dismissed from the program.
3. The third time a student receives a grade of D or F in a nursing course or withdraws from a nursing course a third time, or does not attend class or clinical, he/she will receive a letter of Academic Dismissal from the Dean. At that point, the student may not progress further in the nursing major.

Withdrawal From the Nursing Major

A student who wishes to withdraw from the nursing major should present to the Dean of the School of Nursing a written statement of intent to withdraw. An official University withdrawal must be completed by the student on the computer Banner system. Re-application

to the School of Nursing will be necessary should the student desire to re-enter the nursing program.

Readmission to the School of Nursing

Undergraduate students who have satisfactory academic status at the time of absence or withdrawal from the nursing program may request readmission. A letter requesting readmission is to be submitted to the Admission, Progression, and Retention Committee before the application deadline established by the School of Nursing. Students will be considered for readmission using admission criteria and as space is available in clinical courses.

Grades of Incomplete for Nursing Courses

Course grades of incomplete are given under specific conditions as outlined in the University catalog. In the event that a grade of incomplete has been awarded to a student, the student must complete course work in sufficient time so that a final course grade can be awarded one week prior to the next semester. Students may not progress to the next semester without special permission from the Dean. Fourth semester courses; NU 482, 483, 484, and 486 must be completed by the eleventh week of the semester prior to progressing to NU 490 Capstone.

Nursing Skills Competency Following an Absence

Students who have been absent from a baccalaureate nursing program for more than one semester must pass a skills competency examination for all Nursing Technology courses previously completed. The competency exam must be successfully completed the week prior to the beginning of the semester. The student may access the Learning Center resources for review of skills. Any student who does not pass the competency exam will audit the technology class specified by the Admissions, Progression, and Retention Committee and will meet all requirements of the course. In the event the student is not able to pass the skills competency test following the audit of the course, the student will be dismissed from the program.

Appeal Procedure for Students Denied Admission or Readmission to the Nursing Major

A student who has been denied admission or readmission to the Nursing major and who wishes to appeal the decision of the Admission, Progression and Retention (APR) Committee of the School, may seek recourse through the following procedure:

1. The student should state in writing to the Chairperson of the APR Committee the student's reasons for disagreement with the decision of the committee and should request reconsideration.
2. If the result of the request for reconsideration by the APR Committee proves unsatisfactory to the student, the student may seek mediation by the Dean of the School of Nursing.
3. Should the student feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Attendance

Regular attendance at all classes and clinical experiences is expected as a part of professional responsibility and is required of all nursing majors. Students are expected to notify the nursing course instructor in advance

when there is need to be absent from class or clinical laboratory. Students are required to make up missed clinical laboratory time. Students who have missed an excessive portion of a given course may be withdrawn from the course or receive a failing grade.

Health Clearance Requirements

A health examination, together with prescribed laboratory tests and immunizations, including Hepatitis B vaccine (or signed waiver), is a requirement for entrance into the nursing major. The completion of this requirement is each student's responsibility. Under no circumstances will a student engage in clinical study in nursing without a record of health clearance filed in the School of Nursing. Health clearance is valid for one calendar year. The student is responsible for renewing this annually, by August 5 or January 5 (corresponding to the initial admission date to the nursing major), with his/her personal physician or through the University Health Service. Forms for the Annual Health Examination are available in the Nursing Office. Any expenses associated with health examinations or incurred during the course of study in the nursing major are borne by the student.

All nursing students are required to carry personal health insurance and to show verification of a health insurance policy. A low cost group health insurance program is available to all students on an annual basis. All foreign students, unless they have evidence of other health insurance, must participate in the University sponsored insurance program which is available at each registration period. The cost of the health insurance is the student's responsibility.

CPR Certification

Current certification in Cardiopulmonary Resuscitation (CPR for the Professional Rescuer) is required for all nursing students. Students are responsible for completing the CPR requirement prior to entering the nursing major and for keeping the certification current throughout the nursing program.

Student Liability Insurance

A group liability insurance policy is provided through Washburn University at no cost to students admitted to the nursing major. The policy protects nursing students only when they are engaged in clinical learning experiences under Washburn nursing faculty supervision.

Background Checks

A criminal background check will be completed on students admitted to the School of Nursing prior to onset of first semester. Students must complete the process with the company designated by Washburn University and are responsible for all costs related to completing the background checks. Background clearance must be completed and available to the School of Nursing by August 5 in the fall semester and January 5 in the spring semester. Students who have not been cleared by this date will not be permitted to begin the semester, regardless of the outcome of the background check.

Nursing Students Employed by Clinical Agencies

Students working for clinical agencies must understand that when they work for pay in a clinical agency, they do not represent the University, and therefore must not wear anything that designates them as a Washburn student (such as caps, uniforms, name tags, or arm

patches). Students are cautioned to perform only those duties outlined in the job descriptions for which they are prepared and which are within the legal confines of a non-professional position. Washburn University liability insurance does not cover nursing students under employment conditions.

Policy Statement on Chemical Dependency

The School of Nursing, as a unit within Washburn University, prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on University property or as part of any School of Nursing activities on or off campus. The School of Nursing faculty will follow federal, state and local laws as indicated in the Washburn University Student Disciplinary Code and Drug Free Workplace policy. Violators will be subject to disciplinary action by the University in accordance with University policies and procedures.

The School of Nursing will require students applying for admission to the School of Nursing to disclose any current chemical dependency and the nature of treatment being received. The School of Nursing will communicate to students the requirements of the Kansas State Board of Nursing for chemically dependent students who apply for licensure.

The School of Nursing defines chemical dependency as an illness in which alcohol and/or drug use interferes with the person's ability to function safely and affects the person's physical, emotional and social health. Chemical dependency is characterized by physical and psychological dependence on drugs/alcohol and if untreated causes health, social and legal problems, and possibly death. The School of Nursing faculty believes it has a professional and ethical responsibility to students and patients to provide a safe teaching and learning environment.

The School of Nursing faculty will confront students who show signs of chemical dependency, or in whom there is suspicion of chemical dependency, and direct them into further assessment and evaluation. Drug screening is required of all students in certain clinical settings and also may be required at any time if suspicion of alcohol and/or drug use exists. When there is evidence of chemical dependency, students will be directed into a treatment program. Continuation of chemically dependent students in the School of Nursing depends on compliance with the treatment program and with the terms of a contract initiated by the Dean of the School with the student. The faculty will maintain a supportive attitude toward chemically dependent students during their treatment program and in the follow-up period. The faculty believes that students who comply with treatment and remain drug free can become safe practicing nurses.

Student Academic Integrity Policy

Academic integrity is essential for maintaining a standard of professional behavior expected of all students enrolled in the School of Nursing. Becoming a member of the School of Nursing obligates implicit and explicit adherence to academic integrity.

Academic integrity implies honesty in all aspects of the educational process and is essential for promotion of an optimum learning environment, and for the development of personal and professional responsibility and accountability in nursing students. Students in the School of Nursing are expected to conduct themselves

in a professional manner according to the ANA Code for Nurses (see Student Handbook) and to adhere to all School of Nursing and University policies in any endeavor associated with School of Nursing activities, either on or off campus. Dishonesty, disruption of learning experiences, or any other form of academic impropriety or misconduct will not be tolerated. A partial list of proscribed behaviors pertaining to academic misconduct in the School of Nursing is included below. See also the University Student Disciplinary code (both of which are included in the University Catalog). A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

1. Disruption and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies.
2. Academic impropriety including, but not limited to:
 - a. Cheating on tests.
 - b. Copying from another student's test paper.
 - c. Using materials during a test not authorized by the person giving the test.
 - d. Collaboration with any other person during a test without authorization.
 - e. Attempting to obtain, or knowingly obtaining, using, buying, selling, transporting or soliciting in whole or in part the contents of an unreleased test or information about an unreleased test.
 - f. Bribing any other person to obtain an unreleased test or information about an unreleased test.
 - g. Substituting for another student or permitting any other person to substitute for oneself to take a test.
 - h. "Plagiarism," which means the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.
 - i. Submitting the same work for more than one course, unless authorized to do so by the instructors of all the courses in question.
 - j. "Collusion," which means the unauthorized collaboration with any other person in preparing work offered for credit.
3. Filing a formal complaint with the Coordinator of Student Discipline with the intention of falsely accusing another with having violated a provision of this code.
4. Furnishing false information to the Coordinator of Student Discipline with the intent to deceive, the intimidation of witnesses, the destruction of evidence with the intent to deny its presentation to the Coordinator or the Disciplinary Appeal Board.
5. Forgery, alteration, unauthorized destruction, unauthorized use or misuse of university documents, records, identification cards, or computer services.
6. Physically abusing, harassing, or intentionally inflicting severe emotional distress upon a member of the University community on or off campus; or physically abusing, harassing or intentionally inflicting severe emotional distress upon a non-member of the university community on campus or while engaged in university activities off campus.
7. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities or programs whether occurring on or off campus or of activities or

programs authorized or permitted by the university to be conducted on campus.

8. Unauthorized entry upon the property of the university or into a university facility or any portion thereof, including a computer file, which has been reserved, restricted in use, or placed off limits; unauthorized presence in any university facility after closing hours; or unauthorized possession or use of a key to any university facility.
9. Violation on campus of any state or federal law or violation of any state or federal law off campus while participating in any university sponsored activity, including but not limited to sex offenses and/or sexual assault as defined by the laws for the State of Kansas.

FINANCIAL INFORMATION

Program Expenses

Tuition and fees are established by the University Board of Regents and are subject to change at any time. Nursing courses are assessed at a higher per credit hour tuition rate than other undergraduate courses. Nursing students are assessed the same fees as other undergraduate students. Nursing students should anticipate additional costs for physical examinations, laboratory tests, immunizations, health insurance, CPR certification, laboratory supplies, textbooks, uniforms, transportation to clinical agencies, R.N. licensing fees, nursing pin, and graduation fees. Nursing students also are expected to have a watch with a second hand, bandage scissors, stethoscope, and other laboratory equipment. Laboratory packets are a required purchase.

Assessment Testing

Nursing majors will be required to complete a comprehensive assessment and review program in preparation for registered nurse licensure. Students will receive curricular materials each semester and complete normative examinations in specific content areas in the second, third and fourth semesters of the curriculum. Students must pass the RN Comprehensive Predictor Exam to successfully complete NU 490 Capstone Practicum. The minimum passing score on the RN Comprehensive Predictor Exam, as noted in the NU 490 syllabus, is subject to change as the exam is revised on a regular basis.

Scholarships, Grants and Loans

Students who have been admitted to the School of Nursing and have above average academic records and/or a demonstrated financial need may apply for nursing scholarships/loans/grants through the University Financial Aid Office and the School of Nursing. See the General Information section of the Catalog. Application forms are available in the Financial Aid Office and are submitted directly to the Financial Aid Office. Nursing endowed scholarships are awarded by the Financial Aid Office upon recommendation of the School of Nursing. Deadlines for application for Fall and Spring Scholarships are February 15 and October 15 respectively.

Organizations and Activities

STUDENT NURSES OF WASHBURN
SIGMA THETA TAU INTERNATIONAL
MULTICULTURAL CLUB

See description and membership eligibility in Student Handbook.

Honors

The Honor designation is received at the time of graduation to recognize students who achieve academic excellence with approval by Faculty Consensus Commendation. Two honors categories are awarded: School of Nursing Honors and School of Nursing Scholar. See the School of Nursing Student Handbook for complete details.

Graduation Awards

Members of each graduating class are eligible to be nominated and selected by the faculty for School of Nursing Awards. The recipients' names are placed on a permanent plaque in the School of Nursing. Criteria for each award is detailed in the Student Handbook. The awards include the ALETHA J. CUSHINBERRY PROFESSIONALISM IN NURSING AWARD; the ALICE JENSEN AWARD; and the SPIRIT OF NURSING AWARD.

Dean's Honor Roll

Students whose grade point average for the semester is equivalent to 3.40 or better are honored by having their names placed upon the Dean's Honor Roll and they are so notified by the Dean of the School of Nursing.

President's Honor Roll

Students whose grade point average for the semester is 4.00 are honored by having their names placed upon the President's Honor Roll and they are so notified by the President.

ROTC Programs

ARMY ROTC Program for Nursing Students

The University of Kansas Army ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Army Nurse Corps.

NAVAL ROTC Program for Nursing Students

The University of Kansas Naval ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Navy Nurse Corps.

AIR FORCE ROTC Program for Nursing Students

Kansas State University Air Force ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Air Force Nurse Corps.

Course Offerings

Required Courses

NU 220 Principles of Nutrition (3)

Principles of normal nutrition with emphasis on nutrient interrelationships, dietary assessment, and nutritional needs through the life cycle. *Prerequisite: BI 100/101.*

NU 303 Nursing Technologies (1)

Provides the student with the theory, rationale, and procedure for performing the skills needed for entry level practice. It is also designed to introduce the student to

the utilization of standard problem solving, critical thinking, sound judgment, and selected communication skills in the clinical setting. *Prerequisite: All nursing prerequisite courses and admission to Nursing Major.*

NU 304 Health Assessment (3)

Basic skills necessary for assessing the total health status of the adult and child. The course is designed to involve the student in theoretical concepts of health assessments and skill-oriented exercises ranging from practice in basic interviewing and history-taking to skills in physical examination. *Prerequisite: All nursing prerequisite courses and admission to the Nursing Major.*

NU 307 Family Health (2)

Explores the relationship between health and illness and the impact on the family unit. The intent of this course is to familiarize the student with family nursing concepts that will facilitate assessment of the family and aid understanding of family health. Traditional, as well as contemporary social issues, will be discussed as they relate to family health throughout the life span. *Prerequisite: All nursing prerequisite courses and admission to Nursing Major.*

NU 309 Nursing Concepts (3)

Introduces the basic concepts of professional nursing practice. An overview of the development of nursing in the United States, roles and responsibilities of the nurse in contemporary society, the changing health care system and legal aspects of nursing. The Science of Unitary Human Beings is used as the theoretical basis of nursing practice to assist the student to explore concepts of health, illness and human development. *Prerequisite: All nursing prerequisite courses and admission to Nursing Major.*

NU 313 Pathophysiology and Pharmacology I (4)

Introduces relationships between normal human body physiology and the alterations that disease can cause. Builds on the learner's background from normal Anatomy, Physiology, and Biology. Discusses impact of disruptive mechanisms on cell adaptability, immunity and inflammation, the stress response, pain, sleep, oxygenation, and hormonal and neural regulation. Introduces ways in which cellular and body functions are affected by medication. General classes of medications are discussed in relation to the appropriate physiologic concept. *Prerequisite: All nursing prerequisite courses and admission to Nursing Major, or permission of instructor.*

NU 315 Nursing I Practicum (2)

In this first clinical course, students care for select clients in community extended-care agencies in the area. Development of a plan of care for each assigned client is based on a problem-solving approach as faculty guide students in their use of critical thinking, priority setting, and ethical decision-making. Students also have their first experiences in the administration of oral and selected topical medications. *Prerequisite: NU 303.*

NU 340 Nursing Technologies II (1)

Builds on concepts introduced in Technologies I. Emphasis is placed upon theory, rationale, and procedures for performing skills, and introduction of technologies needed for entry level into Nursing of Children and

Childbearing Families and Adult Medical/Surgical Nursing. *Prerequisite:* NU 303, NU 304, NU 307, NU 309, NU 313, NU 315.

NU 343 Pathophysiology/Pharmacology II (3)

Builds on the basic disruptive mechanisms/concepts and their impact on the human system and the basic understanding of pharmacodynamics introduced in Fundamental Pathophysiology/Pharmacology. Focuses on in-depth learning of the disruptive mechanisms on the human systems. Specific diseases, the manifestations, the related laboratory and diagnostic tests, and the medications used to manage these diseases are discussed in this course. *Prerequisite:* All nursing prerequisite courses and NU 313.

NU 355 Nursing of Childbearing Families (2)

Emphasizes basic theory and concepts related to family development, the maternity cycle and care of the newborn. *Prerequisite:* NU 304, NU 313, NU 315.

NU 357 Childbearing Nursing Practicum (1)

Considers the nursing care of individuals on a continuum related to childbearing, evolving through the maternity cycle and care of the neonate. Students will apply the basic concepts in caring for childbearing families. Students' knowledge and understanding of the family and how it is affected during the reproductive experiences is approached in terms of basic health needs--physical, psychosocial, and socio-cultural. Students will be exposed to concepts and techniques used in childbirth preparation classes. Throughout the childbearing experience, students will provide nursing care to clients during pregnancy, labor/delivery, and postpartum. *Prerequisite:* NU 340, NU 355 or concurrent.

NU 358 Nursing of Children (2)

Emphasizes basic theory and concepts of children and adolescents in varying stages of health in a variety of settings. *Prerequisite:* NU 304, NU 313, NU 315.

NU 359 Nursing of Children Practicum (1)

Allows students to provide care for children in the hospital and community settings. Implementation of the nursing process provides students an opportunity to identify needs and assist families in problem solving. *Prerequisite:* NU 340, NU 358 or concurrent.

NU 385 Nursing II Adult Medical-Surgical Nursing I (4)

Builds upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. *Prerequisite:* NU 304, NU 313, NU 315, NU 343 or concurrent.

NU 387 Nursing II Practicum (1)

Emphasizes the life process of adulthood and aging. Integration of nursing science into the problem solving process and extension of intellectual, interpersonal and clinical skills in the nursing care of older adults, in varying stages of health, in the acute care setting. *Prerequisite:* NU 340, NU 385 or concurrent.

NU 440 Technologies III (1)

Builds on the two previous Technology courses. Emphasis is placed upon theory, rationale, and procedures for performing advanced skills used in specialized settings,

for example, critical care/emergency units. *Prerequisite:* NU 340, NU 343, NU 355, NU 357, NU 358, NU 359, NU 385, NU 387.

NU 473 Nursing III Adult Medical-Surgical Nursing II (4)

Focuses on theory and concepts related to nursing care of adult individuals, families and groups with varying health-illness needs in a variety of settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology and therapeutic nursing interventions to provide holistic health care. *Prerequisite:* NU 440 or concurrent.

NU 475 Scientific Methods in Nursing (2)

Focuses on scientific methodology and the research process with emphasis on the contribution to nursing practice. Elements of investigator's design and ethical considerations. Analysis and critique of nursing research studies. *Prerequisite:* MA 140 or equivalent, NU 315.

NU 477 Nursing III (Adult Medical-Surgical Nursing II) Practicum (5)

Builds on skills the students learn and practice in previous and current courses. Students design, implement, and evaluate care of individual patients and their families in various health care settings. *Prerequisite:* NU 440, NU 473 or concurrent.

NU 479 Professional Nursing Leadership (3)

Explores leadership, management and professional nursing issues. Opportunity is provided for students to utilize critical thinking skills to investigate a wide range of contemporary health care issues and trends and to prepare the graduate for the management and leadership responsibilities of the professional nurse. *Prerequisite:* NU 385, NU 387.

NU 482 Community/Public Health Nursing (3)

Introduces basic tenets of public health theory and epidemiology. Analyzes facts and beliefs about health, global health care services and health care delivery systems related to community/public health. Examines social, cultural, historical, professional and legislative issues and complex community systems and strategies for intervention. *Prerequisite:* NU 440, NU 475, NU 479.

NU 483 Community/Public Health Nursing Practicum (2)

This population-focused clinical course uses public health science to emphasize an epidemiologic approach in community health assessment and program planning, implementation and evaluation to meet the health care needs of high-risk aggregates. Focuses on providing culturally relevant care, addressing levels of prevention, identifying and reducing health risks and improving the health of aggregate groups and populations. *Prerequisite:* NU 473, NU 477, NU 482 or concurrent.

NU 484 Mental Health Nursing (3)

Focuses on mental health nursing across the life span. Highlights basic theories and concepts related to the dysfunctional patterning of children, adolescents, adults, and older adults as well as individuals, groups and families. Emphasizes the varying health-illness needs of clients and the role of the psychiatric-mental health nurse

in mental health settings. *Prerequisite: NU 440, NU 475, NU 479.*

NU 486 Mental Health Nursing Practicum (2)

Focuses on application of the nursing process and knowledge of dysfunctional patterning. Operationalizing theoretical base and communication skills in meeting the varying health-illness needs of clients in mental health settings. Students implement preventive, supportive and restorative measures. *Prerequisite: NU 473, NU 477, NU 484 or concurrent.*

NU 490 Capstone Practicum (2)

This final upper-division nursing course is where students will integrate all previous theoretical and clinical learning. The focus in clinical is on consolidation of clinical and leadership and to practice coordination and delegation of care. The seminar groups will allow time to process the clinical experience and focus on ethical, leadership, management, and practice issues. *Prerequisite: NU 479, NU 482, NU 483, NU 484, NU 486.*

Nursing Electives

NU 330 Independent Study in Nursing (1-3)

Advanced study and/or guided learning experiences in a selected area of nursing. Student defines objectives and learning experiences and selects faculty preceptor. *Prerequisite: Consent.*

NU 331 Nursing in Addictions (2)

This is an upper division nursing course which provides the participant with a broad understanding of addiction as a disease process. Application of nursing theoretical concepts in the care of clients with addictions. Students will be expected to develop a variety of skills for nursing care of clients with addictions. Specific strategies for intervention, available treatment modalities, family dynamics and codependency issues are presented. *Prerequisite: NU 315.*

NU 332 Transcultural Nursing (2)

An overview of cultural beliefs, values, and life styles that influence health care delivery in a variety of cultures. Historical development of the major non-western and western health systems with implications for nursing practice. The influence of the cultural values of the nurse and the client as they affect the nursing process. Two hours per week. *Prerequisite: NU 315.*

NU 333 Stress Management for Nurses (2)

Discussion of stress theory and the effects stress has on the nurse, professionally and personally. Introduction and application of a variety of stress reduction interventions will be incorporated into each class. *Prerequisite: NU 315.*

NU 334 Interpretation of Laboratory Tests and Diagnostic Modalities (2)

Interpretation of results of laboratory tests and diagnostic procedures with implications for nursing care of clients. Exploration of new technology used in diagnostic modalities. *Prerequisite: NU 315.*

NU 335 Special Topics in Nursing (1-3)

Selected subjects of relevance for nursing, announced in advance. *Prerequisite: Consent.*

NU 337 Organizational Management for Nurses (2)

Exploration of organizational management theories, styles, and principles and their application in professional nursing. *Prerequisite: NU 315.*

NU 338 Nursing for Pain Management (2)

Application of nursing theoretical concepts in the care of clients with pain and comfort needs. Exploration of the nature of the pain experience, theories of pain transmission, types of pain and nursing interventions in the management of pain. Upper division nursing course designed to supplement basic knowledge in the care of patients with pain. *Prerequisite: NU 315.*

NU 339 Spanish for Nurses (2)

Focuses on communication necessary to care for the Hispanic client and family in varying stages of health. Culture and beliefs as it impacts health and health care. No previous experience with Spanish language necessary. *Prerequisite: Consent.*

NU 364 Nursing of the Homeless (2)

Didactic/experiential course. Includes health teaching, health clinic, and sports activities. *Prerequisite: NU 315.*

NU 366 Perioperative Nursing (2)

A theoretical/experiential approach to the nursing care of clients undergoing surgical procedures. Content focus is on the nurses' responsibilities during the preoperative, intraoperative and postoperative phases of the surgical experience. Observations and demonstrations included. *Prerequisite: NU 315.*

NU 368 High Risk Perinatal Nursing (2)

A participative/observational course providing an overview of principles and essential concepts of high risk infants during the perinatal period. Content includes prenatal screening and care, high risk labor care, neonatal resuscitation, neonatal care and community follow-up of high risk mothers and infants. Exploration of ways nurses can help prevent perinatal problems and provide support and care for high risk families. *Prerequisite: NU 358/359.*

NU 369 Integrative Healing (2)

Overview course that examines popular health care systems such as Chinese, Medicine, Naturopathy and Homeopathy which go beyond the traditional medical model and illness-focused care. The course explores theories about beliefs and lets participants practice/experience different modalities, including progressive muscle relaxation, guided imagery, yoga, Tai Chi, acupuncture, biofeedback, therapeutic touch, massage, and herbal and botanical medicine. Open to nursing and other disciplines. *Prerequisite: NU 315.*

NU 374 Health Promotion of Children in Summer Camp(2)

Participation in health screenings and health promotional activities with children in summer camp. Didactic/experiential course. Includes health teaching, health clinic, and sports activities. *Prerequisite: NU 304, NU 358, NU 359.*

NU 377 Nursing in Ireland (3)

Three-week international nursing experience in Nottingham, England at Queen's Medical Centre in London, England. Clinical experiences planned for hospital

nursing, community health nursing and nursing history.
Prerequisite: Consent.

NU 380 Oncology Nursing (2)

Focuses on nursing care of clients and their families with a diagnosis of cancer. The role of the clinical specialist in oncology nursing and current nursing interventions for common malignancies. *Prerequisite: NU 315.*

NU 381 Emergency Nursing (2)

An introductory didactic experiential course in emergency nursing. The role of nursing in facilitating the client's entry into health care via the Emergency Medical Services system. Emphasis is directed toward trauma nursing. Students apply nursing concepts to the care of clients during clinical experiences in the Emergency Department and pre-hospital transport. *Prerequisite: NU 315.*

NU 382 Women's Health Issues (2)

Broad perspective of contemporary women's health concerns, including multidimensional factors influencing women's health and the delivery of services; the self-help movement and nurses' roles in providing women's health are examined. *Prerequisite: NU 315.*

NU 383 Epidemiology and Prevention and Control of Communicable Diseases (2)

Overview of the scope and methods used in communicable and infectious disease control. Epidemiology and prevention of specific diseases including Hepatitis, HIV/AIDS and Tuberculosis. A variety of the more common viral, bacterial, fungal and parasitic diseases are studied. Recent and current infectious disease outbreaks, as well as trend and care considerations, are discussed in terms of individuals, groups and communities. Upper division nursing elective. *Prerequisite: NU 315.*

NU 384 Rogerian Applications (2)

Expansion of the knowledge of the Science of Unitary Human Beings with applications in the practice of nursing. Familiarization with published literature utilizing the Rogerian framework in nursing practice, research, education and theory development. Elaboration of Rogerian concepts through creative expressions of the art and science of nursing. Upper division nursing elective. *Prerequisite: NU 315.*

Other Courses Offered

NU 102 Medical Terminology (1)

Introduction to basic terminology used in medical reports and treatment recommendations. Word compositions, prefixes, suffixes, and roots of medical terms are studied in relation to body systems. Extensive use of audiovisual media. One hour of theoretical content per week. *Prerequisite: None.*

Courses for School Nurses

NU 350 Foundations of School Nursing (3)

The role of the professional nurse in the school setting in the care of children and adolescents. Overview of therapeutic communication, health assessment, screening procedures, epidemiology, pertinent health problems, and relevant family and community nursing theory. The nursing process with the school-aged child and his family. Three hours theoretical content per week. *Prerequisite: R.N. or upper division nursing student.*

NU 550 Foundations of School Nursing (3)

This course may be taken by BSN-prepared nurses for credit at the graduate level if the nurse completes all of the requirements for NU 350 plus the addition of a major written paper about a topic of the student's choosing that is specific to school nursing. The selected topic must be approved by the instructor.

NU 560 Selected Subjects of Relevance for Nursing

(1-3) Selected subjects of relevance for graduate studies, announced in advance. *Prerequisite: Graduate standing and consent.*

NU 351/ NU 551 Practicum in School Nursing (4)

Guided laboratory experience in the school setting in nursing care of school children and their families. Co-ordinated with group seminar discussion of the role of the school nurse and contemporary trends and issues in school nursing. Six hours clinical laboratory experience in the school per week, and five 3-hour seminar discussions per semester. *Prerequisite: NU 550 or concurrent.*

NU 352 Human Sexuality and AIDS/STD Education for School Nurses (2-3)

Overview of age-appropriate curriculum on human sexuality and sexually transmitted diseases. Designed to enhance understanding of perspectives of human sexuality by school nurses and facilitate development of health education programs. *Prerequisite: NU 350; NU 351 or consent of the instructor*

COURSES FOR PARAMEDIC TO BSN ARTICULATION

NU 305 Nursing Concepts for the Paramedic (2)

Provides skills and content necessary for transition to nursing practice; pathophysiology, pharmacology, health assessment, medication administration and fundamental skills testing. Designed for EMT-P students accepted into the nursing major. *Prerequisite: admission to the Paramedic to BSN program. Offered summer semester only.*

Courses for Registered Nurse

(RN Articulation)

NU 308 Nursing Science & Family Health (5)

Provides the theoretical basis of nursing practice and the understanding of self as an adult learner and as a participant in redefinition of professional identity. Emphasis is on contemporary nursing roles, current concepts of health, illness, family, the changing health care system, legal aspects, cultural basis of nursing intervention, stress management, crisis theory including grief and loss. *Prerequisite: Registered Nurse student or consent.*

NU 478 Complex Care Concepts (2)

Focuses on health care needs of clients and families with complex alterations in health patterning. Emphasis will be placed on the professional nursing role in planning care with clients and families with complex needs. Ethical, legal, economic, health policy and spiritual considerations related to complex client needs are addressed. *Prerequisite: Registered Nurse student or consent.*



A diploma brings a big smile to the face of a School of Nursing graduate.



Students enjoy a yogurt eating contest staged as a fund raiser.

GRADUATE PROGRAMS

Business – MBA and MBA/JD

Criminal Justice - MCJ

Education - MEd

Liberal Studies - MLS

Nursing - MSN

Psychology - MA

Social Work – MSW and MSW/JD



Monica Gwinn works on the Great Mural Wall project in Chesney Park neighborhood for her Washburn Transformational Experience.

GRADUATE PROGRAMS

Washburn University offers graduate programs in Business, Criminal justice, Education, Law, Liberal Studies, Nursing, Psychology, and Social Work. The School of Business offers a Master of Business Administration degree program. The School of Applied Studies offers two master degree programs, one administered by the Department of Criminal Justice and the other administered by the Department of Social Work. The Department of Education administers the Master of Education program. The School of Law offers a Juris Doctorate Degree. The College of Arts and Sciences offers the Master of Liberal Studies. The Department of Psychology administers a graduate program leading to a Master of Arts Degree in Psychology with an emphasis in Clinical Skills. Washburn's latest addition to the graduate degree programs, the Master of Nursing, is administered by the School of Nursing.

For complete information about the Law School program, see the separate catalog for the School of Law

MASTER OF BUSINESS ADMINISTRATION (MBA)

Website: <http://www.washburn.edu/business>
E-mail: mba@washburn.edu

The Washburn Master of Business Administration (MBA) program is designed for the business professional who desires to combine an existing career with formal educational development. Over 750 MBA degrees have been earned since the beginning of the program in 1982, presently at a rate of about 40 per year. Washburn MBA students and graduates can be found at all of the major employers in Topeka and many are employed outside the region. International students compose about 10% of the nearly 110 MBA student body.

Broad in nature, the Washburn MBA program aims at producing general competence for overall management of corporate enterprises, public and governmental organizations, health and educational institutions, and entrepreneurial ventures. Courses are taught in state-of-the-art facilities by faculty who are academically and professionally qualified. Admission and initial enrollment can be for the fall, spring, or summer. Each class meets one night a week for two and one-half contact hours, with occasional Saturday offerings.

The Washburn University School of Business and its Master of Business Administration and Bachelor of Business Administration degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Inquiries should be directed to:

Director of Graduate Programs

School of Business
Henderson Learning Resource Center, Room 114
1700 SW College Avenue
Washburn University
Topeka, Kansas 66621
Tel: (785) 670-1307
Fax: (785) 670-1063

MBA PROGRAM MISSION

To provide management education of recognized high quality through an evening MBA program for current and future business professionals in the area. Our goal is to assure that our students have the knowledge and skills to enable them to succeed in general management and leadership roles and to contribute to the success of their organizations and of their local and regional economies. Specifically, Washburn MBA graduates will be able to identify, gather, and analyze relevant information, in order to make effective decisions and improve organizational processes.

MBA STUDENT LEARNING OUTCOMES

A student who has completed the MBA Program will be able to:

- construct and explain effective business strategy to stakeholders, which include employees, customers, suppliers, financial markets, investors, etc.,
- demonstrate effective business communication and presentation skills, both orally and in written correspondence,
- demonstrate an understanding of the components of a good IT/IS system and how to use the system for effective management,
- perform analysis and interpretation of accounting statements for effective decision-making,
- demonstrate knowledge of financial analysis, modeling and forecasting,
- model other business processes and decisions such as production, supply chain, etc.,
- demonstrate an understanding of modern human resource management – an understanding of what different age cohorts find fulfilling, and how these groups work effectively with more mature workers,
- demonstrate proficiency in identifying marketing issues for a variety of firms and utilize current marketing literature and thought in creating theoretically and practically sound business solutions
- identify if an organization is “ethical” and how an employee charts a smart course of action when he or she suspects unethical behavior

The MBA Program is composed of three distinct parts: an orientation, a curriculum, and a closure experience. Each of these three parts is explained in detail below. In addition student portfolios are used as an assessment of learning methodology for the MBA Program and as a requirement for the MBA degree.

MBA Program Orientation Experience

Before the start of the fall semester, all students admitted for the previous spring, summer and current fall semesters are required to attend the MBA Program Orientation. The purpose of this orientation is to set the expectations of students and faculty regarding the student's MBA experience. This is accomplished through the presentation of the MBA Vision Statement, the MBA Program Values Statement, and set of exercises designed to promote interaction among students and faculty. In addition, the students are encouraged to form a cohort group through participation in WMBAA, the Washburn MBA Student Association.

Finally, the orientation session provides an opportunity to explain the use of an academic portfolio to assess student performance and how their portfolio will be used as part of their closure experience. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is an attempt by the student to write out her or his expectations of the MBA Program. As part of the closure experience, presented below, the student will be required to assess the extent to which the MBA Program met his or her expectations.

MBA Program Curriculum

The Washburn MBA curriculum combines opportunities to develop one's skills in communication, quantitative analysis, computer technology, and teamwork with study of accounting, economics, finance, information systems, management, marketing, legal and ethical issues, and production and operations in the context of domestic and global environments of business.

For the students without a prior business degree or related course work, 58 semester hours (20 courses) are required, divided between the foundation-level level (27 semester hours) and the upper level (30 semester hours). MA 116 College Algebra is prerequisite to the program. Students are expected to acquire basic competence in the business use of spreadsheets either by course work or by self-study early in the foundation level program

I. The Foundation-level Program

All students must show proficiency, normally through course work, in quantitative methods, accounting, and the core areas of business, including financial analysis and markets, domestic and global economic environments, the creation and distribution of goods and services, and human behavior in organizations. Students in many other majors receive partial foundation-level credit. Students with baccalaureate degrees in business from schools following the national pattern will be given credit for much of the foundation-level program. At Washburn University, the MBA-level courses numbered 920 to 929 and BU250 meet the foundation-level requirements.

Foundation-level Courses

BU 250 Management Information Systems
 AC 924 Accounting Concepts
 BU 922 Quantitative Methods I
 BU 923 Quantitative Methods II
 EC 925 Economic Environment
 BU 926 Survey of Finance
 BU 927 Marketing Concepts
 BU 928 Production and Operations Systems
 BU 929 Human Behavior in Organizations
Total Foundation-level Hours 27

The Director of Graduate Programs will determine the suitability of undergraduate or graduate course work to satisfy these foundation-level requirements. Final determination as to whether or not courses taken elsewhere meet foundation-level requirements will be made only upon full admission to the MBA program. Students planning to take additional course work prior to application to the MBA program should consult with the Director of Graduate Programs/MBA Advisor to determine which courses at Washburn University and elsewhere meet these requirements.

II. The Upper-level Program

Thirty semester hours beyond the foundation-level courses must be completed by all students.

Required Upper-level Courses

EC 952 Managerial Economics
 BU 953 Product Systems
 AC 954 Management Accounting Analysis
 BU 955 Financial Strategies
 BU 956 Computer-based Information Systems
 BU 957 Strategic Marketing Management
 BU 958 Managerial Skills and Professional Experiences
 BU 959 Strategic Analysis
Total Required Course Upper-level Hours 24

Upper-level Elective Courses

BU 971 Legal and Ethical Issues
 BU 972 Human Resources
 BU 974 International Business
 BU 977 International Financial Strategy
 BU 979 Investments
 BU 983 Venture Creation
 BU 984 Mergers, Acquisitions, and Ethics
 BU 985 Business Intelligence Systems
 BU 996 Research Project in Business
 AC 997 Research Project in Accounting
 BU 998 Special Topics in Business
 AC 999 Special Topics in Accounting
Total Required Elective Course Hours 6

Students should consult with the Director of Graduate Programs/MBA Advisor as to the availability of these electives.

Total Required Upper-level MBA Program Credit Hours 30

MBA Program Closure Experience

The closure experience will provide the student an opportunity to synthesize the academic information that has been contributed to their academic portfolio. The closure experience will take the form of both written and oral presentations requiring the student utilize the contents of their portfolios. The writing component of the closure experience will be a reflective essay based on the contents of the portfolio. The purpose of this essay is described below. Suggested scenarios for oral presentation include a mock job interview, formal presentations to graduate faculty, etc. Whatever the scenario given to the students, they will have to rely on the contents of their portfolio in order to complete the experience.

Portfolio Contents

A student's portfolio will contain at least one sample of work selected by the course instructor for each upper-level course and elective. The student is free to select up to two additional samples of his or her work from upper-level and elective courses. These samples should not be rewritten or revised beyond the version that was graded by the professor.

The instructor will provide an evaluation of each student's required contribution for the course. The evaluation may be the instructor's original grades and comments on the contribution. Alternatively, the instructor may simply specify how well the student's performance achieved the course objective. This specification will take the form of "exceeded the objective", "achieved the

objective” or “failed the objective” for each element of the contribution that illustrates a course objective.

Reflective Essay:

In a maximum of five pages, double-spaced, the student will describe how the portfolio’s contents demonstrate the student’s success in achieving the vision of the MBA program. The student may write about how each contribution meets one or more of the “Competencies for the MBA Program” implied by the vision statement. Alternatively the student might write how they meet the AACSB MBA Competencies. There is no specific approach or format for the Reflective Essay. However, it will be read as one of the student’s most mature and developed statements of their education. An additional purpose of the reflective essay is for the student to recognize that their work fits into a coherent whole and that upper-level courses and electives are not simply a random selection but do have an overall purpose. Also the student will evaluate how well their expectations, as specified in their initial contribution to their portfolio, were met.

The reflective essay will be completed during finals week of the student’s graduation semester.

Portfolio Evaluation

Each student’s portfolio will be evaluated by the MBA Portfolio Committee, which will be composed of three members of the MBA faculty. The contents (reflective essay & contributions) will each be evaluated as: Unacceptable, Acceptable, or Outstanding. The contributions will be evaluated as a whole and the reflective essay will be evaluated on the basis of how well it succeeds in achieving its purpose. In order to receive the MBA degree a student’s portfolio must be evaluated as at least “Acceptable” by the MBA Portfolio Committee. These portfolio evaluations will be completed during finals weeks of the student’s graduation semester.

Transfer Policy

A maximum of nine hours of graduate credit in the upper-level MBA program may be transferred from AACSB-accredited business schools and posted on the Washburn University transcript. Requests to transfer courses must be made in writing. Requests to substitute transfer credit for required upper-level courses go to the designated faculty committee.

Law School Courses

Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MBA requirement. The law school credit must be in business-related, non-required law school courses approved by the School of Business. Washburn University offers a dual JD/MBA degree. A statement of that degree is provide below.

Application Schedule

Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by November 15 (for spring enrollment); April 15 (for summer enrollment); and July 1 (for fall enrollment). Files are considered complete when the applications and all supporting documents have been received by the Director of Graduate Programs, School of Business. International applicants, or applicants applying from outside of the United States, should start the

application process early in order to meet the application deadlines.

Admission

Admission will be granted to students showing high promise of success in graduate business study as indicated by the applicant’s previous academic record, scores on the Graduate Management Aptitude Test (GMAT), work experience, and letters of reference. Admission requirements include oral and written communication and college algebra or equivalent competency. (The program applied calculus requirement should be met in the first semester of enrollment.) To be considered for admission, an applicant must:

1. hold a baccalaureate degree from a regionally accredited institution of higher education;
2. submit a completed “Application to Washburn University”.
3. submit a completed “Application for Graduate Study in Business”. These applications are completed on line and are found at www.washburn.edu/business/mba under “Admission Requirements”.
4. request that official transcripts be sent directly to the Director of Graduate Programs, School of Business, Washburn University, from all previously attended institutions;
5. earn an acceptable score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
6. Arrange for two letters to be submitted by academicians, employers, or other persons who can attest to the applicant’s potential for success in graduate study in business. These letters should be sent to the Director of Graduate Programs, School of Business, Washburn University, Topeka, Kansas 66621; and
7. submit an application fee to the MBA program of \$40. The check should be made out to Washburn University and be sent to the School of Business.

Provisional Admission

By specific application and based on space availability and the applicant’s previous academic record, a limited number of applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MBA program for one semester while their application files are completed. During the semester of provisional admission, the applicant is required to complete the application file and may enroll in up to two MBA courses for a total of no more than six semester hours, with no more than one MBA course at the upper-level. No further enrollment is possible without full admission to the MBA program. Definite statements as to the length of the applicant’s MBA program, including final determination on waivers and transfer courses, cannot be made until after the applicant has been granted full admission to the MBA program.

International Admission

International students must hold a university credential that is equivalent to a U.S. baccalaureate degree;

1. submit a completed “Washburn University International Application for Admission”.

2. this application is completed on line and is found at www.washburn.edu/iip under "International Students"; submit a completed "Application for Graduate Study in Business".
3. this application is completed on line and is found at www.washburn.edu/business/mba under "Admission Requirements"; request that official transcripts be sent to the Director of Graduate Programs, School of Business, Washburn University, from all previously attended institutions. Transcripts from non-U.S. institutions submitted as part of an application for graduate study in the School of Business must be evaluated by a Washburn University-recognized evaluation service. Cost of this evaluation is borne by the student. Washburn University now requires a detailed report from Educational Credential Evaluators, Inc. Applications can be obtained by writing to ECE, PO Box 92970, Milwaukee, WI, 53202-0970, US (Web site is <http://www.ece.org>) or from the International Student Office at Washburn University;
4. earn an acceptable score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928;
5. arrange for two letters to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business. These letters should be sent to the Director of Graduate Programs, School of Business, Washburn University, Topeka, Kansas 66621;
6. submit an application fee to the MBA program of \$40, as well as the \$60 processing fee for international students. The two checks should be made out to Washburn University and be sent to the School of Business and to International Programs respectively;
7. take the Test of English as a Foreign Language (TOEFL) including the Test of Written English (TWE). Request that scores be reported directly to the School of Business, Washburn University by the testing agency. Washburn University requires a TOEFL score of 550, or 213 with the computer-based format, or equivalent, for graduate students including a minimum of 55 on each of the three parts and a TWE score of 5.0, or the equivalent scores through the computer based format. Students without a TOEFL score or with a low TOEFL score should first seek admission to the Intensive English Program. Native speakers of English or students who have earned a 4-year degree from a U.S. institution are exempt from the TOEFL requirement.

Academic Advising

All academic advising for MBA students is done by the Director of Graduate Programs/MBA Advisor. MBA students are required to consult with the MBA advisor every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available as well as timely graduation. Permission for enrollment in any class for which the instructor feels the student's background and preparation are inadequate will be withdrawn. Foundation-level courses should be completed before upper-level courses are taken. Students are expected to inform Washburn

University and the MBA program of any changes of their permanent and current address and contact information. International students must inform the International Student Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

Academic Status: Full-Time and Part-Time Graduate Student

Full-time and part-time status of graduate students during the fall and spring semesters are calculated as follows:

- 9 or more semester hours=full time
- 8 semester hours = three-quarter time
- 5 to 7 semester hours = one-half time
- 1 to 4 semester hours = one-quarter time

Grades

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

To graduate, MBA students are required to have at least a 3.0 grade point average in all graded upper-level courses. At least 30 upper-level hours (courses numbered 950 and above) must be taken on a graded basis, including all required upper-level courses. For all upper-level courses, a student will be allowed to have a maximum of two courses with a grade of "C" included in his or her MBA program. A student receiving a grade of "C" in an upper-level MBA course may retake the course, but only one time.

Incompletes

In accordance with Washburn University policy, incomplete grades ("I") may be given when most of the work for the course has been completed (approximately 75%). In order for a grade of incomplete ("I") to be turned into a letter grade, all the required course work must be turned in by the end of the regularly scheduled classes within one year of the date the incomplete was given. Otherwise, the incomplete grade will be converted to a grade of "F". Students must complete all "I" grades in order to graduate from the University.

Probation and Dismissal

Students are placed on probation whenever the upper-level grade point average falls below 3.0, or whenever a grade below "C" is earned in a foundation level course or in a course being used for core foundation-level credit. Students on probation must work with the MBA Advisor to develop a plan of study to be restored to good standing in the next semester, subject to course availability. Students who continue on probation for more than one semester may be dropped from the MBA program.

Statute of Limitations

A student may be awarded a Master of Business Administration degree after completing the requirements for the degree in effect the later of (1) the semester when he/she first enrolled or (2) the semester when he/she was fully admitted to the MBA program. The student may choose any subsequent catalog in effect within six years of the date of graduation. Students first admitted and enrolling beginning in the fall 2007 semester will be

under the program as presented in this catalog, subject to any modifications approved by the School of Business prior to the first day of class of the fall semester.

WASHBURN UNIVERSITY DUAL DEGREE PROGRAM

School of Law (J.D.) & School of Business (M.B.A.)

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain J.D. and M.B.A. degrees during their course of study at Washburn.

On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the M.B.A. program at the Washburn University School of Business requires 30 credit hours of upper-level courses.* Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the M.B.A., and six credit hours of business school courses may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are upper-level required courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (950 series) business school courses.

Students may choose to begin either their legal studies or their business studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association's standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

* The M.B.A. program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 920 level courses offered by the School of Business.

GRADUATE COURSES

MBA Foundation Level Program

Admission requirements: Oral and Written Communications, College Algebra'

AC 920 Financial Accounting Concepts (2)

The study of the development and communication of financial information reported in general purpose financial statements. These statements are primarily used by investors and creditors to assist in making investment and credit decisions and also by management to assist them in internal decision making. *Prerequisite: College Algebra.*

AC 921 Managerial Accounting Concepts (2)

An introduction to basic managerial accounting and the related language necessary to support decision making and analysis internal to the firm. Analytical skills for management planning, control, and performance evaluation in the current business environment are emphasized. *Prerequisites: College Algebra and AC 920.*

BU 922 Quantitative Methods I (3)

Linear algebra, calculus, spreadsheet use, and compound interest. *Prerequisite: College Algebra.*

BU 923 Quantitative Methods II (3)

Business statistics, data analysis, quality control statistics, computer statistics, computer-based. *Prerequisite: BU 922.*

AC 924 Accounting Concepts (3)

Accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic information system for communicating and measuring use of financial data for planning and control purposes. Primary focus is to provide background for upper-level graduate courses. *Prerequisite: College Algebra.*

EC 925 Economic Environment (3)

The nature and scope of economics, the firm in a market economy, level of economic activity, international aspects, and policy alternatives.

BU 926 Survey of Finance (3)

The principles and concepts of corporate finance. The emphasis is on developing the ability to understand and analyze financial information as it relates to the timing, magnitude, and risk factor of cash flows. Topics include but are not limited to understanding financial statements, time value of money, capital structure, capital budgeting, dividend policy, and the risk versus return trade-off. *Prerequisites: AC 920 and AC 921.*

BU 927 Marketing Concepts (3)

The role and importance of marketing in our economy; principles, methods, and problems involved in the management of marketing operations and activities. *Prerequisite: EC 925 or consent of instructor.*

BU 928 Production and Operations Systems (3)

Management of the production/operations function in service, retailing and manufacturing. Discusses models for strategic, tactical, and operational decisions. *Prerequisites: BU 923; BU 922 recommended or consent of instructor.*

BU 929 Human Behavior in Organizations (3)

Aspects of individual and group behavior as they affect the business environment.

MBA UPPER-LEVEL PROGRAM

Admission Requirements: Students are expected to have fulfilled all or most of the foundation level requirements before taking upper-level courses.

REQUIRED UPPER-LEVEL COURSES**EC 952 Managerial Economics (3)**

Management problems from an economic point of view. Focuses on the application of economic theory to day-to-day managerial decision making. *Prerequisite: EC 925 or consent of instructor.*

BU 953 Product Systems (3)

Management of integrated production and marketing systems. *Prerequisites: BU 923, BU 927, and BU 928; BU 922 recommended.*

AC 954 Management Accounting Analysis (3)

In-depth study of the uses of management accounting tools and their impact on the contemporary business organization. Includes evolution of cost and decision models and the management accounting function, as well as the application of fundamental methods. Emphasis is on case studies and research and the development of written and oral communication skills in a management accounting context. *Prerequisites: BU 250, AC 920, and AC 921, or consent of instructor.*

BU 955 Financial Strategies (3)

Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis. *Prerequisites: BU 922, BU 923, and BU 926.*

BU 956 Computer-based Information Systems (3)

Computer-based systems for supporting management decisions. *Prerequisites: BU 250, BU 922, & BU 923, or consent of instructor.*

BU 957 Strategic Marketing Management (3)

An analytical approach to the marketing function of the firm. Development of competitive marketing strategy in a dynamic environment. *Prerequisites: AC 921 and BU 927.*

BU 958 Managerial Skills and Professional Experiences (3)

This course will be composed of two components. The first, Manager Skills, students will acquire a set of skills to manage the group and individual dynamics in organizations. The second, Professional Experiences will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations

BU 959 Strategic Analysis (3)

Study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization. This course should be taken during the last two semesters of the program and after

completion of most of the upper-level required courses. *Prerequisite: BU 955.*

UPPER-LEVEL ELECTIVE COURSES**BU 971 Legal and Ethical Issues (3)**

The influence of legal, ethical, political, social, and regulatory issues on organizations.

BU 972 Human Resources (3)

The roles of top management and line managers in shaping organizational success. *Prerequisite: BU 929 or consent of instructor.*

BU 974 International Business (3)

The study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing and human resource management in the international context is addressed. *Prerequisite: Completion of foundation-level requirements or consent of instructor.*

BU 977 International Financial Strategy (3)

Theory, methods, technique, financial instruments, and practices of international corporate finance. Emphasis is placed on currency risk management, international banking, international trade finance, and international investment. *Prerequisite: BU922, BU923, and BU926*

BU 979 Investments (3)

Introduction to the theory of investment portfolio evaluation. Topics include: Bonds, Preferred Stock, Common Stock, Puts, Calls, and Mutual Funds. *Prerequisite: Completion of foundation-level requirements, or consent of instructor.*

BU 983 Venture Creation (3)

Covers the entrepreneurial process from conception to implementation of a venture, while concentrating on attributes of entrepreneurs and entrepreneurial teams, their search for and assessment of opportunities, and the gathering of resources to convert opportunities into businesses. Students will learn how to evaluate entrepreneurs and their plans for new businesses. While the heart of entrepreneurship is opportunity assessment, a holistic approach to venture creation is taken. Students will work in teams to write a business plan for a new venture. *Prerequisite: Completion of foundation-level requirements or consent of instructor.*

BU 984 Mergers, Acquisitions, and Ethics (3)

A study of the theory and techniques pertaining to mergers, acquisitions, and related ethical decision making. Coursework will include analysis and application. Students will analyze successful and failed mergers and related ethical issues. Requirements include student identification of potential merger parties and proposition of a structure and strategy for merger completion and integration. *Prerequisite: Completion of foundation-level requirements.*

BU 985 Business Intelligence Systems (3)

Business intelligence systems combine operational data with analytical tools to present complex and competitive information to planners and decision-makers. The objective is to improve the timeliness and quality of inputs to the decision process. BI (Business Intelligence) is used

to understand the capabilities available in the firm; the state of the art, trends, and future directions in the markets, the technologies, and the regulatory environment in which the firm competes; and the actions of competitors and the implications of these actions. *Prerequisites: Completion of foundation-level requirements and BU 956.*

BU 996 Research Project in Business (3)

Individual study of selected problems in the field of business or economics as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. *Prerequisite: Enrollment by consent of instructor only.*

AC 997 Research Project in Accounting or Tax (3)

Individual study of selected problems in the field of accounting or tax as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. *Prerequisite: Enrollment by consent of instructor only.*

BU 998 Special Topics in Business (3)

Special topics announced in advance. May be taken more than once.

AC 999 Special Topics in Accounting or Tax (3)

Special topics announced in advance. May be taken more than once.

MASTER OF CRIMINAL JUSTICE (MCJ)

Website: <http://www.washburn.edu/sas/cj/>

Mission Statement: The Master of Criminal Justice (MCJ) Degree is designed to meet the needs of criminal justice professionals and pre-professionals who desire to enhance their knowledge, skills, and talents in the field of criminal justice administration. The MCJ emphasizes organizational operations and management principles and practices within criminal justice related agencies. Courses are offered on campus weekdays, evenings, and weekends as well as on-line via WebCT.

Student Learning Outcomes

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

- formulated administrative principles and practices found in criminal justice agencies;
- analyzed theories relating to crime causation and criminality;
- summarized the interdisciplinary nature of the criminal justice system;
- interpreted contemporary technologies used to manage criminal justice information.
- acquired skills that enable the learner to conduct criminal justice related research;
- demonstrated advanced problem-solving skills that allow the learner to identify, analyze, and solve

criminal justice operational problems that affect the delivery of criminal justice related services; and

- mastered advanced reading, writing, and verbal communications skills.

Applications

Applications for admission and accompanying forms can be obtained from the Department of Criminal Justice at Washburn University or downloaded at <http://www.washburn.edu/sas/cj/mcj.htm>. Correspondence regarding admission should be addressed as follows:

Master of Criminal Justice Admissions
Department of Criminal Justice
Washburn University
1700 SW College Avenue
Topeka, Kansas 66621
(785) 670-1411

Application Fee

A \$35 non-refundable fee must be submitted with the "Application for Admission" form. The check should be made out to Washburn University with the notation at the bottom of the check for MCJ Application Fee

General Requirements for Admission:

1. Complete and submit Graduate Admission application to the Criminal Justice Department.
2. Submit official transcripts of all undergraduate and graduate course work to both the Registrar's Office and the Washburn University Criminal Justice Department.
3. Applicants for unconditional admission must have achieved a cumulative grade point average of 3.0 or better in the last two years (60 hours) of college course work from accredited institutions.
4. Applicants who do not have a 3.0 GPA must submit evidence to the Criminal Justice Department that they have achieved an acceptable score on the Graduate Record Examinations (GRE).
5. Applicants must submit a personal statement explaining (a) personal philosophy of the criminal justice system and (b) reasons for entering the program.
6. Applicants must submit a completed Program of Courses form for the appropriate degree option indicating any transfer credit to be applied to the degree.
7. Applicants must obtain the recommendation of the Graduate Program Director/Advisor and the Graduate Admissions and Retention Committee.

Nondiscrimination

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

Transfer of Academic Credits

Students who are admitted as a "full-standing" student may transfer a maximum of 6 semester hours of relevant graduate course work from another university or another Washburn department. These will be considered on a case-by-case basis. The applicant must have received a grade of "B" or better in the course(s) being considered for transfer.

Life Experience

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

Non-Degree Students

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

Academic Advising

Upon admission to the Master of Criminal Justice program, all students will participate in at least one (1) student orientation session. Likewise, all students will be advised by the graduate program coordinator, who will assist students with selecting and scheduling courses. Students must see the graduate program coordinator for advising prior to enrollment.

Master of Criminal Justice Degree Requirements:

1. Complete all required coursework with no less than a "B" (3.0) average.
2. Obtain no more than two "C" ('s) in the plan of study.*
3. Maintain continuous enrollment each regular semester (fall and spring). A minimum of ONE (1) semester hour of graduate work will constitute continuous enrollments.
4. Complete all program requirements within seven (7) years of the date of entry into the MCJ degree program.

Thesis Option: The completion of 36 hours of course work, which includes CJ 699 Thesis.

Non-Thesis Option: The completion of 42 hours of course work, which includes CJ 692 Capstone.

PROGRAM CURRICULUM

THESIS OPTION (36 HOURS)

Students pursuing the "Thesis" option must completed 21 hours in the core curriculum, 9 hours of elective courses, and 6 hours of Thesis.

All courses are 3 hours each except where noted.

CORE (21 HOURS)

CJ 500 SEMINAR IN CRIMINAL JUSTICE SYSTEMS
CJ 520 CRIMINAL JUSTICE RESEARCH
CJ 530 ISSUES IN CRIMINAL PROCEDURE
CJ 610 CORRECTIONS IN THE UNITED STATES
CJ 620 THE ROLE OF THE LAW ENFORCEMENT IN THE U.S.
CJ 625 SEMINAR IN CRIMINOLOGY THEORY
CJ 692 ANALYTICAL RESEARCH AND STATISTICS

ELECTIVES (9 HOURS)

CJ 510 SEMINAR IN C.J. ORGANIZATION & MGMT
CJ 540 ETHICS IN CRIMINAL JUSTICE PRACTICE
CJ 585 SPECIAL TOPIC
CJ 630 SEMINAR IN CORRECTIONAL ADMIN
CJ 635 ORGANIZED & WHITE COLLAR CRIME
CJ 640 SEMINAR IN LEGAL ISSUES IN L.E.
CJ 645 COMPARATIVE CRIMINAL JUSTICE
CJ 650 SEMINAR IN COMMUNITY CORRECTIONS
CJ 655 SEMINAR IN JUVENILE JUSTICE & DELINQUENCY
CJ 660 SEMINAR IN OPERATIONAL & STAFF PLANNING
CJ 670 SEMINAR IN CORRECTIONAL LAW
CJ 675 PROBLEMS & PRACTICES IN JUDICIAL ADMIN

CJ 680 SEMINAR IN STAFF DEVELOPMENT
CJ 685 SPECIAL TOPICS IN CRIMINAL JUSTICE
CJ 690 DIRECTED READINGS (1-3 HOURS)
CJ 699 CRIMINAL JUSTICE THESIS (6 HOURS)

NON-THESIS OPTION (42 HOURS)

Students pursuing the "Capstone" option must complete 18 hours in the core curriculum, 21 hours of elective courses, and 3 hours of Capstone.

All courses are 3 hours each except where noted.

CORE (18 HOURS)

CJ 500 SEMINAR IN CRIMINAL JUSTICE SYSTEMS
CJ 520 CRIMINAL JUSTICE RESEARCH
CJ 530 ISSUES IN CRIMINAL PROCEDURE
CJ 610 CORRECTIONS IN THE UNITED STATES
CJ 620 THE ROLE OF THE LAW ENFORCEMENT IN THE U.S.
CJ 625 SEMINAR IN CRIMINOLOGY THEORY

ELECTIVES (21 HOURS)

CJ 510 SEMINAR IN C.J. ORGANIZATION & MGMT
CJ 540 ETHICS IN CRIMINAL JUSTICE PRACTICE
CJ 585 SPECIAL TOPIC
CJ 630 SEMINAR IN CORRECTIONAL ADMIN
CJ 635 ORGANIZED & WHITE COLLAR CRIME
CJ 640 SEMINAR IN LEGAL ISSUES IN L.E.
CJ 645 COMPARATIVE CRIMINAL JUSTICE
CJ 650 SEMINAR IN COMMUNITY CORRECTIONS
CJ 655 SEMINAR IN JUVENILE JUSTICE & DELINQUENCY
CJ 660 SEMINAR IN OPERATIONAL & STAFF PLANNING
CJ 670 SEMINAR IN CORRECTIONAL LAW
CJ 675 PROBLEMS & PRACTICES IN JUDICIAL ADMIN
CJ 680 SEMINAR IN STAFF DEVELOPMENT
CJ 685 SPECIAL TOPICS IN CRIMINAL JUSTICE
CJ 690 DIRECTED READINGS (1-3 HOURS)
CJ 692 ANALYTICAL RESEARCH AND STATISTICS
CJ 693 CAPSTONE (3 HOURS)

GRADUATE COURSES

NOTE: Enrollment in all graduate courses requires graduate status or permission of Instructor, Program Director or Department Chair.

CJ 500 Seminar in Criminal Justice Systems (3)

Professional graduate seminar designed to engage the first-semester criminal justice graduate student in the analysis of the array of issues in the process of justice administration. Exploration of the origins and significance of key issues influencing the rise and development of the criminal justice administrative theory and practice within the criminal justice system. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

CJ 510 Seminar in Criminal Justice Organization and Management (3)

Application of organizational, administrative and management principles in law enforcement, courts, and corrections. Course will examine issues in organizational structure, administration, problem solving, planning, and budgeting. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

CJ 520 Criminal Justice Research (3)

The student will be able to develop and implement basic research designs and interpret findings. Both qualitative and quantitative methods will be examined. Instruction and application will focus upon criminal justice issues and the impact of criminal justice research upon the profession. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

CJ 530 Issues in Criminal Procedure (3)

Current significant issues in criminal procedure will be addressed. Emphasis will be placed upon significance of recent judicial decisions to both enforcement and corrections. Additionally, the relationship between the judiciary and the other segments of the criminal justice system will be examined. Methods for conducting legal research will be examined. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

CJ 540 Ethics in Criminal Justice (3)

Examination of issues of professionalism and ethical behavior within the criminal justice profession. Key issues examined will include professional behavior of the individual and the agency. Current topics, such as sexual harassment, accreditation, and maintenance of standards, and community relations will be significant topics of focus. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

CJ 585 Special Topics in Criminal Justice (3)

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

CJ 610 Corrections in the United States (3)

A study of the policies which affect modern correctional agencies in the United States. Corrections will be examined from a historical prospective to provide a benchmark for the analysis of current and future trends.

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

A study of the policies and human issues affecting law enforcement agencies in the United States. Law enforcement will be examined from a historical prospective with analysis of current activities and expected future trends. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

CJ 625 Seminar in Criminological Theory (3)

Theories of criminal justice are traced from the 1700's through modern times. Theories of crime causation and criminal behavior will be discussed.

CJ 630 Correctional Administration (3)

The course will develop students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration arena. Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement will be examined.

CJ 635 Organized and White Collar Crime (3)

Examination of organized crime, white collar crimes, and gang activity in the United States. Focus will be on the historical development of these criminal patterns with

an examination of current activities as well as proposed intervention theories.

CJ 640 Seminar in Legal Issues in Enforcement (3)

Current significant issues in enforcement administration will be addressed. Emphasis will be placed upon significance to federal, state, and local enforcement administrators, their agencies, and their communities. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

CJ 645 Comparative Criminal Justice Systems (3)

Study of the criminal justice systems of four major countries. Each country's different philosophical and practical approaches to criminal justice will be studied and compared. Field study will be utilized when possible.

CJ 650 Community Corrections (3)

The course will examine the traditional practices of probation and parole, as well as newer community methods. The major focus will be on the organization and integration of community-based programs into the modern criminal justice system.

CJ 655 Juvenile Justice & Delinquency (3)

A study of delinquency prevention, investigation of juvenile crime, disposition of offenders and juvenile courts. The Seminar will include an examination of the roles and interaction of juvenile agencies' operations and the administrative challenges to them as well as a review of the due process considerations mandated by courts.

CJ 660 Seminar in Operational and Staff Planning (3)

Examination of the principles and practical application of operational and staff planning as applied to law enforcement agencies. Emphasis will be placed on the development and implementation of organizational goals and objectives, strategic, and tactical planning and operational needs assessment. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

CJ 670 Correctional Law (3)

An examination of correctional law as related to probation and parole, juvenile and adult institutions, local jails, legal liabilities, and legal research.

CJ 675 Problems & Practices in Judicial Administration (3)

Examination of the problems that face judicial administration and how those problems affect other elements of the criminal justice system.

CJ 680 Staff Development in Criminal Justice (3)

A study of the role of staff development in the management of human resources in criminal justice, and effective staff development methods and techniques. Emphasis will be placed on training and human resources development in criminal justice, organizationally determined outcomes, training needs assessment, performance standards, and assessment

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

This course offers an opportunity for students to explore topics of contemporary interest that are not covered in the standard course offerings.

CJ 692 Analytical Research and Statistics (3)

Statistical methods and computer applications are covered as they relate to survey research, agency evaluation, and content analysis. Qualitative methods are also taught, and include field methods, historical research, and legal bibliography. *Prerequisites: successful completion of CJ 520 Research Methods.*

CJ 693 CAPSTONE EXPERIENCE (3)

The course is designed to integrate and synthesize all coursework in the criminal justice graduate program and related areas so the student has a broad conceptual and practical understanding of the criminal justice career field.

CJ 699 Thesis (6)

May be directed by any member of the criminal justice graduate faculty who accepts responsibility for supervising the thesis. The thesis topic must be pre-approved by the faculty advisor who serves as the student's graduate committee chair. The student normally conducts original empirical research which involves the collection and analysis of new data, or re-analyzing existing data to arrive at certain conclusions. The written Thesis report is submitted to the student's Thesis Committee. An oral defense of the Thesis is required for graduation.

MASTER OF EDUCATION (MED)

Website: <http://www.washburn.edu/cas/education/>

Aims and Objectives

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

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

Licensure program requirements listed below are based on the Kansas performance-based licensure system.

Graduate Programs

The Department of Education offers graduate courses, clinical experiences, and internships for teachers wishing to pursue the Master in Education degree. Teachers may also enroll in graduate courses to work toward additional teaching endorsements, licensure renewal, or professional development. Teachers holding a master degree may enroll in coursework leading to recommendation for licensure only in programs indicated below, without completing a second master degree.

Students may pursue the MEd in:

Advanced Licensure Programs

- Reading
- Special Education
 - Adaptive K-6
 - Adaptive 6-12
- Building Leadership

Licensure Only /Advanced Programs

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

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

M ED Curriculum and Instruction

- Educational Technology Emphasis
- Literacy Emphasis
- Teaching Content Emphasis
 - Mathematics
 - English and Communication
 - Social Sciences
 - Music
 - Art
- Educational Foundations Emphasis
- Leadership in Early Childhood Education Emphasis

Reading

The graduate Reading program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading. The recipient of this degree has the competencies necessary to act as a Reading Specialist, a reading resource teacher or supervisor, or a reading specialist in Pre-Kindergarten through 12th grade classrooms. This program fulfills the standards set forth by the Kansas Department of Education for licensure as a Reading Specialist and with the recommendations and guidelines of such professional groups as the International Reading Association.

Students seeking the M.Ed. in reading must complete a thirty-six hour graduate program which includes a core curriculum of graduate courses and twenty-seven credit hours of specialized coursework in reading. Students apply for a conditional license upon completion of the MEd. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MEd - Reading Specialist

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

- acquired the ability to understand theories of the reading process and the variables that may impact students engaged in the reading process;
- demonstrated the ability to select, administer, analyze, and use data from all forms of assessment instruments to understand the learner's literacy strengths and challenges;
- acquired extensive knowledge of current, research-based instructional practices and interventions in

literacy and be able to select and use them appropriately in meeting all struggling readers' needs;

- demonstrated the ability to create and implement appropriate plans for all learners who struggle with reading and writing (P-12) and to monitor for student progress towards literacy goals, and adjust instruction as necessary;
- developed the ability to provide staff development for teachers, paraprofessionals, administrators, school boards, parents, the community, the media, and others who need to be informed about research and instructional practices in literacy; and
- acquired the tools and the desire to continue to grow professionally and to serve as a literacy leader.

Core

ED 560 Advanced Educational Psych
ED 565 Introduction to Educational Research
ED 568 Curriculum Development & Evaluation

Reading Specialist Professional Course

RD 484 Reading in the Content Area
RD 510 Classroom Reading Instruction
RD 512 Literature & Literacy Instruction
RD 516 Teaching Writing
RD 520 Assessment Procedures in Reading
RD 522 Instruction for Readers at Risk
RD 526 The Reading Specialist
RD 528 Language Development & Assessment
RD 530 Literacy Practicum

Special Education

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

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

Most special education endorsements are granted at the level (e.g., elementary, secondary) for which a regular teaching licensure is held.

The Licensure Only Program in Special Education is available for teachers with an elementary or secondary teaching license who wish to pursue a teaching license in adaptive special education without earning a master's degree. Candidates who already have a master's degree - or those not interested in obtaining a master's degree - will be required to submit: 1) an application to the Department of Education, 2) a copy of their current teaching license, 3) two letters of reference, and 4) complete a plan of study with their advisor. Licensure-only candidates can earn a provisional license which will be good for two years and can reapply for a second provisional license with successful completion of coursework. Candidates completing all coursework can apply for full licensure in adaptive special education. Candidates who are pursuing licensure-only can opt to apply for the master program no later than the date at which they apply for the second provisional license. . All degree-seeking

students must complete a capstone experience. See your advisor for details.

Candidates who wish to be considered for the MED program must:

1. achieve passing scores on the Department Graduate Admissions Test, GRE or MAT.
2. have a GPA of 3.0 or better in graduate work attempted, and
3. have the recommendation of their advisor.

Student Learning Outcomes for MED – Special Education

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

- acquired the ability to understand the philosophical, historical and legal foundations for special education;
- acquired the ability to understand and appreciate child development, diversity and support for learner needs;
- developed the ability to give, score and interpret a broad range of formal and informal assessments and use this information to plan and evaluate instruction;
- developed the ability to plan, implement and monitor instruction and have good classroom management skills;
- demonstrated effective communication with families, students and staff and have good collaboration skills; and
- acquired knowledge of appropriate legal and ethical issues in order to conduct activities professionally.

Core

ED 565 Introduction to Educational Research
ED 568 Curriculum Development & Evaluation
RD 522 Readers at Risk

Adaptive Special Education Professional Courses

SE 510 Learning & Behavior Problems
SE 520/522 Educational Planning
SE 530/532 Methods & Materials
SE 535 Conferencing & Consulting in Special Education
SE 540 Individual & Group Management
SE 556/558 Practicum I
SE 557/559 Practicum II
SE 560/562 Assessment
SE 580 Resources for Families

Building Leadership

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

The Licensure-Only Program in Building Leadership is designed for students who already hold a Master's degree in other disciplines, but who wish to qualify for Building Leadership. . To be eligible for admission to the Building Leadership program ,applicants must hold a Master's degree from a regionally-accredited institution

and a teaching license. Three years of teaching experience as a licensed teacher must be earned prior to the completion of the Licensure Program. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MEd – Leadership
At the conclusion of the Building or District Leadership Program, candidates are expected to have:

- developed the ability to apply appropriate managerial skills in the administration of schools;
- acquired the ability to understand child and adolescent development;
- developed the ability to apply skills and leadership behaviors to administer preschool, elementary, middle school, and high school and special education programs and their associated environments;
- developed the ability to design, implement, and evaluate curriculum and instructional practices in schools;
- developed the ability to correctly apply principles of school law, educational policy, and public institutional ethics;
- developed the ability to plan, organize, manage, and focus human, operational, material, and financial resources of the school organization in effective and efficient ways;
- acquired the ability to engage in productive planning, goal setting, and use feedback in leadership for school organizations;
- acquired the ability to plan, organize, develop, and implement sound and appropriate community relationships and organizational policies;
- acquired the ability to apply effective principles of school governance, administrative theory, leadership, management and administration; and
- acquired the ability to evaluate and diagnose environments, conditions and contexts using tools of philosophy, history, and theory for data driven decision-making.

MED – Building Leadership Core

ED 472 Issues in Modern American Education OR
ED 494 Philosophy of Education
ED 560 Advanced Educational Psychology
ED 565 Introduction to Educational Research
ED 568 Curriculum Development and Evaluation
RD 510 Classroom Reading Instruction

Building Leadership Professional Courses

EA 581 Basic Concepts of Education Administration
EA 583 Supervision and Staff Development in Schools
EA 584 School Finance and Business Administration
EA 586 School Law
EA 589 The Building Leader
EA 592 School Community Relations
EA 594 Practicum in Educational Administration

Licensure-Only Building Leadership Core

Applicants must show evidence of completion of or enroll in the following core courses:

ED 472 Issues in Modern American Education OR
ED 494 Philosophy of Education
ED 560 Advanced Educational Psychology
ED 565 Introduction to Educational Research

Building Leadership Professional Courses

EA 581 Basic Concepts of Education Administration
EA 583 Supervision and Staff Development in Schools
EA 584 School Finance and Business Administration
EA 586 School Law
EA 589 The Building Leader
EA 592 School Community Relations
EA 594 Practicum in Education Administration

Licensure-Only District Level Leadership

Eligible candidates must hold a Building Level License
EA 595 Practicum in Educational Administration II
EA 596 Human Resources Management
EA 597 School Planning and Facilities
EA 598 The District Leader

Curriculum and Instruction

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

Student Learning Outcomes for MED – Curriculum & Instruction

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

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

Curriculum and Instruction – Educational Technology Emphasis

The Curriculum and Instruction program with an Emphasis in Instructional Technology is designed for educators interested in gaining knowledge about

technology integration to support teaching and learning. The primary mission of the program is to develop educational leaders (teachers, administrators, and other educators) who are able to enhance curriculum and empower students using appropriate and effective instructional technologies. The program focuses on the appropriate, effective, and creative integration of technologies in all content areas and at all levels. Graduate students in the program develop skills and knowledge in the use of technology resources to support student learning. They examine how technology is changing the face of education and how those technologies can address diverse learners and learning situations. Current and emerging technologies demand that educators be reflective in the choice of methods, materials, technologies, and assessments to enhance and improve the teaching and learning process. The program provides a broad range of experiences for developing the skills, attitudes, and values of a reflective professional. All degree-seeking students must complete a capstone experience. See your advisor for details.

Educational Technology Core Courses

ED 472 Issues in American Education
ED 560 Advanced Educational Psychology
ED 565 Introduction to Educational Research
ED 568 Curriculum Development and Evaluation

Required Educational Technology Courses

ED 486 Issues in Educational Technology
ED 580 Integrating Educational Technology in Curriculum*

Elective Educational Technology Courses (minimum of 24 credit hours required)

ED 584 Multimedia in the Classroom
ED 586 Integrating the Internet into Instruction
ED 587 Emerging Technologies in Education
ED 582 Leadership in Educational Technology
ED 674 Special Topics in Educational Technology (1-9 hrs)
CM 463 Networking, Fundamentals and Design
EA 581 Basic Concepts of Educational Administration

A capstone experience is required for all Curriculum and Instruction graduates.

**ED 580 requires a clinical/field experience that allows students to apply their skills and knowledge in a school or classroom setting.*

Curriculum and Instruction – Literacy Emphasis

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

Literacy Core Courses

ED 472 Issues in American Education
ED 560 Advanced Education Psychology

ED 565 Introduction to Educational Research
ED 568 Curriculum Development and Evaluation

Required Literacy Courses

RD 510 Classroom Reading Instruction
RD 512 Literature for Literacy Instruction
RD 516 Teaching Writing
RD 518 Integrating Language and Literacy through Inquiry *

Elective Literacy and Related Courses

RD 484 GA Reading in the Content Area
RD 520 Assessment Procedures in Reading
RD 522 Instruction for Readers at Risk
RD 528 Language Development and Assessment
ED 580 Integrating Technology into the Curriculum
ED 584 Multimedia in the Classroom
ED 586 Integrating the Internet into Instruction
ED 587 Emerging Technologies in Education
ED 474 GA Independent Study (1-3 credits)
ED 597 GA Independent Study (1-3 credits)

A capstone experience is required for all Curriculum and Instruction graduates.

**RD 518 requires the creation of an Integrated Curriculum unit that must be implemented within a classroom to be accompanied by an Action Research project to reflect teaching and learning.*

Admission to Graduate Programs

Students should fill out a declaration of graduate program form and meet with either your advisor or the department chairperson as soon as you decide you would like to begin a program of study in the Department of Education.

Before enrolling in any graduate courses, the student must (a) hold a bachelor's degree from a regionally-accredited institution, and (b) complete the online degree-seeking application for admission to Washburn University at www.Washburn.edu. However, a Washburn University senior within six hours of graduation may apply to take graduate courses.

All requirements for formal admission to an advanced degree or licensure program must be completed no later than the completion of the first nine (9) semester hours of graduate course work taken at Washburn University. This includes receipt of the required Graduate Admissions Test, GRE or Miller Analogy Test scores.

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

1. Submit a completed Application for Formal Admission to Graduate Programs in Professional Education to the Department of Education.
2. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
3. Have a cumulative grade point average of 3.0 or better in the last two years, 60 hours of college coursework from accredited institutions.
4. Have achieved a cumulative grade point average of 3.0 in all graduate course work attempted.

5. Have achieved the required scores on the Graduate Admissions Test, Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Consult the Department of Education office or website for the specific score at the time of admission.
6. Submit two (2) letters of recommendation supporting the applicant's ability to succeed in a graduate program from such persons as (a) the applicant's immediate supervisor, (b) a professional colleague, and (c) a university professor other than the Graduate Program Advisor.
7. Submit a completed Program of Courses for the appropriate degree or certificate program identifying any transfer credit to be applied to the program.
8. Obtain the recommendation of the Graduate Program Advisor. The Graduate Program Committee carefully considers each application and makes the decision to formally admit applicants or deny admissions. Students may reapply when all admissions criteria have been met. The student is notified in writing of the faculty's decision. Students may appeal any adverse decision by submitting a written petition to the Chairperson of the Department of Education. Upon receipt of such a petition, the Department Faculty will review the case and inform the student of their decision.

Advising

All graduate students will be assigned to a faculty advisor. The purpose of advising is two-fold: (a) to provide professional guidance and (b) to assist in academic course selection. Students are encouraged to meet with their advisor to define and discuss professional aspirations and are required to consult with their advisor about course selection to ensure that the departmental requirements of their program will be met.

Degree and Licensure Requirements

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

All course work must be completed within six (6) calendar years.

1. A cumulative GPA of 3.0 must be maintained in all graduate work.
2. A maximum of six (6) semester hours of "C" credit may be counted.
3. Any grade below C will not be accepted.
4. Correspondence courses will not be accepted.
5. A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received.
6. A maximum of three (3) semester hours of Independent Study or workshop credit may be counted.
7. A minimum of twenty-one (21) semester hours of courses must be at the 500 level or above.
8. Licensure candidates must have three years of full-time licensed/certified employment to obtain Institutional Recommendation for licensure.
9. Degree candidates must complete one of the following capstone experiences: written comprehensive examination, thesis, portfolio, comprehensive paper, or action research project.

sive examination, thesis, portfolio, comprehensive paper, or action research project.

Grades

The symbols used in grading are as follows: A, excellent; B, above average; C, average; D, below average but passing; F, failure; I, incomplete. In graduate courses in Education, a mark of an Incomplete does not automatically convert to a grade of F; however, all degree requirements must be completed within a six-year time limit.

In computing grade point averages, A equals 4 points, B equals 3 points, C equals 2 points, D equals 1 point, and F equals 0 points. A student who has earned a cumulative grade point average of 3.80 or better in a graduate degree program in Education is designated as a Stoffer Scholar at Commencement. Graduate students with a 3.8 cumulative grade point average in program course work will also receive the Graduate Reflective Educator Award.

Academic Status: Full-Time Graduate Student

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

Department of Education Scholarships

Students admitted to a graduate program are eligible to apply for a department scholarship. Scholarship application forms are available in the Department of Education Office.

Students may view the Suggested Program of Study for all M Ed and licensure programs on the Department of Education Website listed above.

COURSE OFFERINGS

Courses at the 400 level are open to both seniors and graduate students; courses at the 500 level are open only to graduate students; courses at the 600 level are open only to advanced graduate students.

EA 581 Basic Concepts of Educational Administration (3)

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

EA 583 Supervision & Staff Development in Schools (3)

This course has two purposes: to improve the instructional competencies of teachers and to help those in supervisory positions develop those competencies necessary to help others improve their instructional performance. Major topics include the characteristics of effective instruction, alternative instructional strategies, and alternative supervisory models. *Prerequisite: Graduate standing.*

EA 584 School Finance & Business Administration (3)

This course describes various forms of school revenue including ad valorem taxation and bonded indebtedness; appropriate methods of school accounting according to the Kansas Department of Education; and models for effective business management. *Prerequisite: Graduate standing.*

EA 586 School Law (3)

The legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, pupils, and adults are addressed. *Prerequisite: Graduate standing.*

EA 589 Building Leadership (3)

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

EA 592 School-Community Relations (3)

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

EA 594 Practicum in Educational Administration (3)

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

EA 595 Practicum II in Educational Administration (3)

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

EA 596 Human Resources Management (3)

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

EA 597 School Planning and Facilities Management (3)

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

EA 598 The District Leader (3)

This course is designed for individuals who wish to become central office administrators. The course emphasizes sound administration of financial, material, and human resources as necessary for optimal realization of the goals of the school district. Effective public school administrators must understand the systems principles and leadership potential which are found in the area

of central office administration. Relationships with the board, the community, staff, and students are a major focus. *Prerequisite: Building Level licensure/certification.*

EA 674 Special Topics in Educational Administration (1-3)

Topics vary from semester to semester and will be announced in advance. EA 674 may be repeated for credit. *Prerequisite: permission of Department Chairperson and Instructor.*

ED 405 Classroom Management (1)

Various methods of managing classrooms and student behaviors within diverse learning environments. *Prerequisite: taken concurrent with student teaching.*

ED 441 Language & Literacy Development in Early Childhood Education (3)

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

ED 444 Art in the Elementary/Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Correlates various art experiences with the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. *Prerequisite: permission of the instructor.*

ED 445 Introduction to Craft Techniques (3)

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

ED 447 Pre-Kindergarten & Kindergarten Methods (3)

The primary focus of this course is on methods and materials that support physical, emotional, social and intellectual needs of the kindergarten and Pre-Kindergarten child. *Prerequisite: graduate standing.*

ED 450 ESL Methods and Cross Cultural Communication (3)

Emphasis on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting language and cultural habits. May be taken for undergraduate or graduate credit. *Prerequisite: senior standing and permission of the instructor.*

ED 472 Issues in Modern American Education (3)

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

ED 474 Special Topics in Education (1-3)

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 474 may be repeated for credit. *Prerequisite: permission of Department Chairperson and the instructor.*

ED 486 Issues in Educational Technology (3)

Critical examination of historical, sociological, philosophical foundations and implications of the use of technology in an educational setting. *Prerequisites: ED 300 and graduate standing.*

ED 494 Philosophy of Education (3)

An historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy. The relationship between educational philosophy and practice will be emphasized. *Prerequisite: permission of the instructor.*

ED 518 Supervision of Student Teachers (3)

An analysis of problems, issues, and strategies of student-teacher supervision. Different perspectives and approaches to supervision are addressed. Issues of teacher education as they apply to supervision are explored. Designed for cooperating teachers and supervisors of student teachers.

ED 560 Advanced Educational Psychology (3)

The purpose of this course is to explore advanced topics in educational psychology as they apply to teacher practice. Topics include learning theory, child and adolescent psychology, theories of motivation and achievement, and social and cultural influences on learning and development. This course is part of the graduate core curriculum.

ED 562 Methods of Teaching English in the Secondary Schools (4)

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

ED 565 Introduction to Educational Research (3)

The purpose of this course is to introduce graduate students to basic information needed to understand processes used to plan, conduct, and report research on education related issues and problems. The course focuses on increasing students' appreciation of the field of educational research, while increasing their ability to interpret and evaluate published research studies. Both qualitative and quantitative research methodologies are reviewed. This course is part of the graduate core curriculum.

ED 568 Curriculum Development & Evaluation (3)

An examination of social and psychological influences upon curricula design and implementation. Emphasis is placed upon study of the societal forces which affect

school curricula, prominent instructional models and their supporting theoretical rationale, barriers of effective implementation of innovative curricula, and systematic evaluation of educational programs. Students learn to review the process of curricular modification from a perspective which integrates theory and practice.

ED 580 Integrating Technology in Curriculum (3)

Presents students with principles underlying selection and use of technology to enhance learning. The class examines software and multimedia technologies as they contribute to the instructional process.

ED 582 Leadership in Technology (3)

This course will provide guidance regarding varying aspects of technology implementation, including software/hardware acquisitions, funding, and staff development.

ED 584 Multimedia in the Classroom (3)

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

ED 586 Integrating the Internet into Instruction (3)

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

ED 587 Emerging Technologies in Education (3)

Technology is a constantly changing and ever-evolving process. Students in this course will explore new technologies, evaluate them, and determine their applicability for the classroom. *Prerequisite: graduate standing.*

ED 588 Using Technology with Special Needs Students (2)

Students will learn to use technology, including computers to enhance the education of students with exceptionalities.

ED 596 Thesis (3-6)

Research design and analysis of action research or library research study. This project is the culminating activity for the graduate student interested in research or advanced study. Professional laboratory experiences in child study, innovative problems constitute the typical projects for thesis designs. *Prerequisite: ED 565 and permission of Chairperson of the Department of Education.*

ED 597 Independent Study in Education (1-3)

Independent research for graduate students investigating a special problem in a specific area. *Prerequisite: permission of Chairperson of the Department of Education.*

ED 674 Special Topics in Education (1-3)

Topics vary from semester to semester and will be announced in advance. May repeat for credit. *Prerequisite: permission of Department Chairperson and Instructor.*

RD 420 Literature for Young Adults (3)

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

RD 484 Teaching Reading in the Content Areas (3)

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. Addresses the philosophy that the effective content teacher includes the teaching of reading as an essential element for mastery of the content. Emphasis is given to the importance of pre and post assessment of student's reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials, and collateral reading. Required for all middle school and secondary school majors in the State of Kansas.

RD 510 Classroom Reading Instruction (3)

Theories of the reading process, current approaches to instruction, and instructional practices across a P-12 curriculum. The focus is on improving instruction through appropriate and thoughtful decision-making which supports the development of process, content, and attitude goals in a total reading curriculum.

RD 512 Literature for Literacy Instruction (3)

Survey of literature across P-12 levels with an emphasis on how literature can be used in the development of readers and writers, and learners within all content fields. A variety of literary genre and text types will be explored. Students will learn strategies as well as create and implement plans using literature within a broad context of instructional and learner needs.

RD 516 Teaching Writing in Classrooms (3)

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

RD 518 Integrating Language and Literacy Through Inquiry and Assessment (3)

An inquiry approach to integrating language and literacy across the curriculum. Emphasis is on the use of literature and technology as springboards to motivate and sustain student-centered inquiry. Instruction in language and literacy skills is integrated within purposeful learning.

RD 520 Assessment Procedures in Reading (3)

Principles and techniques of assessment of reading for the classroom or clinic. Current trends in naturalistic assessment procedures which emphasizes the use of portfolios is included along with traditional assessment procedures which emphasize administering various assessment instruments, analyzing diagnostic data, and evaluating strengths and weaknesses to determine goals for instruction.

RD 522 Instruction for Readers at Risk (3)

Principles and techniques of instruction for at-risk readers, including the mildly handicapped student in classroom or clinic. Current trends in applying strategies

grounded in whole language philosophy are included, along with more traditional strategies. The focus is on selection of appropriate approaches, strategies and materials for readers who exhibit specific strengths and weaknesses.

RD 526 The Reading Specialist (3)

eminar in the role of the reading specialist as an instructional leader for students, parents, teachers, administrators, professional colleagues and the community. *Prerequisite: Admission to the Graduate Program in Reading.*

RD 528 Language Development and Assessment Development (3)

Principles of the processes of language development including the social and cultural factors which affect language acquisition, the stages of language development, and the relationship between oral language and literacy. The focus is on developing assessment procedures and instructional strategies to facilitate development for language-challenged and language different learners.

RD 530 Literacy Practicum

Supervised experience with learners who exhibit reading problems. Emphasis is on administering tests, analyzing data, determining a reader's strengths and challenges, developing instructional plans, selecting and implementing appropriate strategies and materials, and assessing a reader's progress toward goals. *Prerequisites: RD 510, 512, 520, 522, and 528.*

RD 674 Special Topics in Reading Education (1-3)

Topics vary from semester to semester and will be announced in advance. RD 674 may be repeated for credit. *Prerequisite: permission of Department Chairperson and Instructor.*

SE 456 SPED Practicum I (4)

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

SE 460 Exceptionalities in Early Childhood (3)

This course focuses on children with disabilities ages birth through grade three. Emphasis is placed on understanding assessment, uses of technology, working with families, development of IEP's/IFSP, legal and historical foundations, curriculum, and collaboration with school personnel. *Prerequisite: ED 302*

SE 476 Psychology of the Exceptional Student (3)

Historical and current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis placed on procedure and strategies for teaching exceptional students in the regular classroom. *Prerequisite: ED 200 or equivalent.*

SE 510 Learning and Behavior Problems of Children and Youth with Mild-Moderate Disabilities (3)

Social, cognitive, behavioral, educational, medical aspects of development to establish etiology, characteristics, and best practice interventions for children and youth with learning and behavioral problems and theories of the causes of learning and behavioral problems. Emphasis on identifying disabilities according to state guidelines, utilizing appropriate assessment data, engaging in

multi-disciplinary planning, and developing appropriate interventions. *Prerequisite: ED 302 or SE 476.*

SE 520 Educational Planning for Children and Youth with Mild-Moderate Disabilities Preschool / Elementary (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: SE 510.*

SE 522 Educational Planning for Children and Youth with Mild-Moderate Disabilities Middle/Secondary School (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for middle and secondary school students with learning and behavioral problems. Emphasis placed on establishment of procedures for regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: SE 510.*

SE 530 Methods & Materials for Teaching Mild-Moderate Disabled Children & Youth (Preschool/Elementary School) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. IEP development. *Prerequisite: ED 302 or SE 510.*

SE 532 Methods & Materials for Teaching Mild-Moderate Disabled Children & Youth (Middle School/Secondary) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. *Prerequisite: IEP development, ED 302 or SE 510.*

SE 535 Conferencing and Consulting in Special Education (3)

An introduction to conferencing, collaboration, and communication skills to develop multidisciplinary approaches to work with parents and other professionals to secure supportive school/home environments for exceptional children. *Prerequisites: ED 302 or SE 476 or SE 510.*

SE 540 Individual & Group Management for Children & Youth with Mild-Moderate Disabilities (3)

Principles and applications of individual and group management techniques for children and youth with mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures.

SE 556 Special Ed. Practicum I (Preschool/Elementary School) (3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educa-

tional settings which include pre-school/elementary age children. *Prerequisites: SE 510, SE 520, or concurrent enrollment in SE 520.*

SE 557 Special Education Practicum II (Preschool/Elementary School) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. *Prerequisites: SE 556 and 18 hours graduate coursework.*

SE 558 Special Education Practicum I (Middle School/Secondary School) (3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include middle school and secondary age children. *Prerequisites: SE 510, SE 520, or concurrent enrollment in SE 522.*

SE 559 Special Education Practicum II (Secondary) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. *Prerequisites: SE 558 and 18 hours graduate coursework.*

SE 560 Assessment in Special Education (Preschool/Elementary School) (3)

Survey and analysis of individual tests, curriculum-based and ecological measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis is on development of individual portfolios through data collection, administration and interpretation of multi-sources educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (A fee may be assessed to cover the cost of consumable materials.) *Prerequisites: SE 510 or SE 520.*

SE 562 Assessment in Special Education (Middle School/Secondary School) (3)

Survey and analysis of individual tests and curriculum-based measures applicable to diagnosing and planning instructional programs for youth with mild/moderate disabilities. Emphasis is on development of individual portfolios through data collection, administration and interpretation of multi-sourced educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (A fee may be assessed to cover the cost of consumable materials.) *Prerequisites: SE 510 or SE 520.*

SE 580 Resources for Families with Disabilities (3)

A study of the local, state and national resources available to assist children with disabilities and their families is the focus of this course. Structural characteristics of families are presented to assist students in understanding the needs of individuals with disabilities. *Prerequisites: ED 302 or graduate standing.*

SE 674 Special Topics in Special Education (1-3)

Topics vary from semester to semester and will be announced in advance. SE 674 may be repeated for credit. *Prerequisite: permission of Department Chairperson and Instructor.*

MASTER OF LIBERAL STUDIES (MLS)

Website: <http://www.washburn.edu/cas/liberal-studies>

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Master of Liberal Studies program at Washburn University is designed to develop students who understand the integrated nature of learning. Through the combination of core interdisciplinary seminars and an individualized study program, students become increasingly proficient at moving from the specific to the general and at seeking solutions by integrating the various disciplines. The capstone experience provides students with an opportunity to demonstrate these skills, as well as the broad humanistic goals of reading, writing, and thinking at a sophisticated level.

APPLICATIONS

Applicants to the program must have a minimum GPA of 3.0 in the last 60 hours of undergraduate work, and a bachelor's degree from an accredited institution. Those who do not meet the minimum requirement may petition for probationary admission. To move from probationary to full admission, candidates must complete 9 hours of graduate courses with a 3.0 GPA. Undergraduate students may petition for admission to graduate courses in the last six hours before completion of their undergraduate program.

The applicant should submit the following:

- an application form
- a three to five page essay defining what a liberal education means at the graduate level and specifying how the general aims of a liberal education are relevant to the applicant's specific goals in pursuing the MLS degree.
- three letters of recommendation which address the applicant's accomplishments and ability to work at the graduate level.
- all undergraduate transcripts

After reviewing the application, essay, recommendations and transcripts, the committee may interview applicants for admission.

Deadlines for application are November 15th for the spring semester and April 15th for fall semester

Transfer credit from other accredited graduate programs will be considered on a case-by-case basis, but in no case will more than nine hours of transfer credit be accepted. Transfer credit will be granted only in the individualized study component of the program. Twelve hours of interdisciplinary seminars must be completed at Washburn University. Correspondence regarding admission should be addressed as follows:

Dr. Maureen Godman, Director, MLS
College of Arts and Sciences
Washburn University
1700 SW College Avenue
Topeka, KS 66621
(785) 670-1917
email: mo.godman@washburn.edu

Academic Advising and Graduate Faculty

The Master of Liberal Studies Advisory Committee comprises faculty representation from the divisions of Humanities, Social Sciences, Creative and Performing Arts, Natural Sciences, and Education. The Director of the MLS program serves as Chair. The Committee approves all core courses, individualized study programs, and special topics courses. The Committee Chair signs off on all degrees. Each student will be assigned an advisor from among the graduate teaching faculty. A co-advisor from another academic field may be selected by the student.

Although the MLS Advisory Committee has responsibility for determining which faculty members will teach courses in the program, the faculty will usually consist of full-time members of the faculty who are either tenured or on a tenure-track contract.

MLS Degree Requirements

Completion of the thirty hour (30 hour) requirement with a minimum GPA of 3.0 at graduation and completion of a successful capstone project.

Satisfactory Progress

Students must maintain a GPA of 3.0 in graduate courses to remain in good standing. Upon completion of six graduate hours, students will be required to select an advisor who will assist them in creating an integrated program with a clear rationale. The program of study must be completed within a six-year time span. Students who have not been admitted to the program may take courses on a space available basis.

Individualized Study Program

In consultation with their advisors, students must construct an integrated program that goes beyond their undergraduate experience. Students may not repeat for graduate credit a course they have already taken for undergraduate credit. The individualized study program must have a clear rationale and must include course work from at least two divisions. The program proposal must be approved by the MLS Committee. Courses in the ISP may be dual-listed in the 300/500 level. Students receiving graduate credit will have more demanding course requirements and will complete an appropriate research project. In addition, students, with the consent of the MLS Committee, may take a Special Topics in Liberal Studies course, LS 590.

STUDENT LEARNING OUTCOMES

Master of Liberal Studies students, upon graduation, are expected to have:

- demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources;
- demonstrated a mastery of the formal conventions of scholarly writing;
- acquired an understanding of the interconnection among the various academic disciplines so that "interdisciplinary" becomes an active approach to understanding and interpretation; and
- acquired the ability to put these skills into practice by writing a capstone project that carefully analyzes a specific problem and that does so by placing that

problem in a context that transcends disciplinary boundaries.

Core Disciplinary Seminars

These courses do not assume that students possess professional-level proficiency in the disciplines that provide the courses. They are not offered in specific disciplines such as Philosophy or Chemistry. Rather they are offered as Liberal Studies courses designed to introduce students to the underpinnings of the disciplines. They are built around a considerable body of independent work and student presentations to the seminar as a whole. They are interdisciplinary and taught by faculty from two or more departments. These courses must be completed at Washburn University. Core interdisciplinary courses are regularly offered in the evenings or on weekends. The Director works with individual departments to ensure that a reasonable mix of upper-division courses are offered at times that are accessible to non-traditional students.

Students must take four seminars:

- LS 500 Introduction to Graduate Research in Liberal Studies
- LS 501 Interdisciplinary Seminar in Humanities
- LS 502 Interdisciplinary Seminar in the Social Sciences
- LS 503 Interdisciplinary Seminar in the Natural Sciences

Each seminar is offered for 3 hours credit. Students may take LS 501, 502, or 503 more than once, though they will not be able to repeat a specific seminar.

In addition to the four required seminars, all students in the program will register for a three-hour capstone course, LS 599: Capstone Experience. Working with a capstone advisor as well as with a committee composed of other faculty members in the program, students will research and write a paper that serves as the culmination of their MLS studies.

LS 500 Introduction to Graduate Research in Liberal Studies (3)

An introduction to the process, method, and style of graduate research in the humanities, natural sciences, and social sciences. *Prerequisite: Acceptance into the MLS program or instructor's consent.*

LS 501 Interdisciplinary Seminar in Humanities (3)

A team-taught seminar on a special topic in the humanities as it relates to either the social or natural sciences; the course will be cross-listed with either LS 502 or 503. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

LS 502 Interdisciplinary Seminar in the Social Sciences (3)

A team-taught seminar on a special topic in the social sciences as it relates to either the humanities or the natural sciences; the course will be cross-listed with either LS 501 or 503. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

LS 503 Interdisciplinary Seminar in the Natural Sciences (3)

A team-taught seminar on a special topic in the natural sciences as it relates to either the humanities or the social sciences; the course will be cross-listed with either LS 501 or 502. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of instructors.*

LS 590 Special Topics (1-6)

With the consent of the advisory committee students may arrange with a member of the graduate faculty a special topics course in Liberal Studies.

LS 599 Capstone Experience (3)

Students will apprentice themselves to one faculty member to pursue a theme developed in the core interdisciplinary program or individualized study program. The expectation is a research paper of 30 pages or an approved equivalent. Students will be strongly encouraged to develop creative alternatives. Regardless of the form the project takes, it must in some significant way reflect both an in-depth understanding of a specific subject matter and the interdisciplinary nature of learning.

Papers or projects are defended before a three- to five-person committee consisting of the advisor and two to four other faculty members chosen by the student and approved by the advisor and the MLS Director.

The Capstone course provides the final opportunity to evaluate the student's mastery of the Liberal Studies curriculum. The final project should reflect the student's appreciation of the interdisciplinary nature of learning.

The following courses have also been identified as meeting the criteria for the Master of Liberal Studies Program. Courses must be taken at the highest level offered to apply to the MLS degree.

AN 321/521	Anthropology of Women
AN 324/524	History & Theory of Anthropology
AN 337/537	Creativity and Society
AN 338/538	Advanced Social Problems
AR 500	Directed Graduate Studies in Art
CM 531	Computational Intelligence
CM 532	Data Mining
ED 472	Issues in Modern American Education
ED 494	Philosophy of Education
ED 560	Advanced Educational Psychology
EA 592	School-Community Relations
EN 301/501	Critical Reading and Writing
EN 310/510	Modern English Grammar
EN 330/530	American Literature I
EN 331/531	American Literature II
EN 345/545	Shakespeare
EN 370/570	Medieval Literature
EN 374/574	Modern Literature

EN 390/590 Aspects of Film
 EN 505 Advanced Fiction Writing
 EN 506 Advanced Poetry Writing
 EN 507 Creative Writing, Nonfiction
 EN 515 Reading as Writers
 EN 520 Literature for Young Adults
 EN 525 Survey of English Literature I
 EN 526 Survey of English Literature II
 EN 536 Contemporary Theater
 EN 560 World Literature I
 EN 561 World Literature II
 EN 571 Renaissance Literature
 EN 572 Restoration and Eighteenth-Century Literature
 EN 573 Romantic/Victorian Literature
 EN 575 Contemporary Literature
 EN 580 Modern Poetry
 EN 581 Drama
 EN 582 Modern Novel
 EN 585 Directed Reading, Writing, Research
 EN 593 Literature of Popular Culture
 EN 599 Special Topics in Writing and Research
 FR 574 Independent Studies (French)
 FR 599 Special Topics (French)
 GE 574 Independent Studies (German)
 GE 599 Special Topics (German)
 HI 300/500 Special Topics in History
 HI 304/504 American Revolutionary Period (1763-1789)
 HI 307/507 The American Civil War: 1848-1877
 HI 311/511 Cold-War America: 1945-1990
 HI 312/512 War's Impact on America
 HI 315/515 Women in U.S. History
 HI 317/517 Topeka and Urban American History
 HI 320/520 The American West
 HI 325/525 American Religious History
 HI 322/522 Kansas History
 HI 328/528 African-American History
 HI 336/536 History of Britain
 HI 338/538 Victorian Britain: c. 1830-WWI
 HI 344/544 The Holocaust: A Seminar
 HI 360/560 History of Mexico
 HI 370/570 Modern Africa: c.1700-Present
 HI 380/580 Women in World History
 HI 398/598 Directed Readings
 HI 512 War's Impact on America
 MM 300/500 Mass Media Law
 MM 301/501 Mass Media and the Cinema
 MM 351/551 Mass Media Research
 MM 393/593 Special Topics
 MM 400/515 Media Effects
 MM 401/501 Media Analysis and Criticism
 MM 410/510 Broadcast Programming and Sales
 MM 411/511 Media Management
 MM 412/512 TV Production II
 MM 492/592 Independent Study
 MM 493/593 Special Topics
 MU 306/506 Introduction to Aesthetics and Music Criticism
 MU 325/525 Music History I
 MU 326/526 Music History II
 MU 551 Orchestra
 MU 552 String Orchestra
 MU 554 Small Ensembles

MU 556 Cello
 PH 300/500 General Topics in Philosophy
 PH 303/503 Topics in the History of Philosophy
 PH 311/511 Issues in Ethical Theory
 PH 315/515 Philosophy of Law
 PH 325/525 Philosophy of Mathematics
 PH 330/530 Philosophy of Mind
 PH 335/535 Metaphysics
 PO 321/521 The Presidency
 PO 333/533 Classical and Medieval Political Theory
 PO 334/534 Modern and Contemporary Political Theory
 PO 339/539 Constitutional Law I
 PO 340/540 Constitutional Law II
 PO 586 Directed Readings
 RG 500 Special Topics in Religion
 RG 301/501 Old Testament Prophets
 RG 303/503 Jesus in the Gospels
 RG 305/505 The Mission and Message of Paul
 RG 331/531 Concepts of God: East and West
 SO 314/514 Organizations
 SO 338/538 Advanced Social Problems
 SO 360/560 Sociological Theory
 SP 574 Independent Study (Spanish)
 SP 599 Special Topics (Spanish)
 TH 306/506 Contemporary Theater
 TH 307/507 Non-Western Drama

MASTER OF SCIENCE IN NURSING (MSN)

Website: <http://www.washburn.edu/sonu>

E-mail: mary.allen@washburn.edu

Degrees Offered:

Master of Science in Nursing (MSN)

Post-graduate Certificate in Education

Petro Allied Health Center, Room 203

785-670-1525

Fax: 785-670-1032

MISSION

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value life-long learning as professional nurses. Washburn nursing graduates collaborate with communities applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

ACCREDITATION

The MSN program was initiated in the fall of 2005. The Washburn University Board of Regents approved the graduate nursing program in the spring of 2004 with acceptance by the Kansas Board of Regents in September 2004 and approval by the Kansas State Board of Nursing in November 2004. The MSN program's Advanced Registered Nursing Practitioner (ARNP) tracks are approved by the Kansas State Board of Nursing. The Commission on Collegiate Nursing Education (CNNE) completed an initial accreditation review in the fall of 2006.

Description of the Program

The graduate program in nursing at Washburn University offers a nursing curriculum designed to prepare Registered Nurses as advanced practice nurses.

The Master of Science in Nursing (MSN) degree is a 42 to 50 credit hour curriculum that offers four specialty tracks: adult nurse practitioner, family nurse practitioner, administrative leadership, and clinical nurse leader. The clinical nurse leader track is pending Board of Regents approval. Two tracks, adult nurse practitioner and family nurse practitioner meet the Kansas State Board of Nursing requirements for ARNP.

The curriculum is composed of seven core courses, three advanced practice core courses, four to six specialty courses, and Graduate Project or Thesis. Students may complete the curriculum as a part-time or full-time student, with five courses being offered online. The curriculum adheres to guidelines provided by pertinent credentialing and regulating organizations (American Association of Colleges of Nursing, 1996; Kansas State Board of Nursing, 2004; National Task Force on Quality Nurse Practitioner Education, 2002; National Organization of Nurse Practitioner Faculty, 2002) while creating a flexible and contemporary graduate education.

The graduate nursing curriculum builds upon the baccalaureate degree in nursing to develop an advanced practice nurse with a high level of expertise in clinical practice, education, and/or administrative leadership. All graduates possess an advanced core of knowledge to assess and manage health within complex systems.

Adult nurse practitioners provide clients with health education, health promotion and maintenance interventions. They assume responsibility with individuals and families to maintain and promote health, care for people with acute and chronic illness and provide supportive and restorative measures for realization of maximum health potential.

Family nurse practitioners provide clients with health education, health promotion and health maintenance interventions. They assume responsibility with individuals across the life span and their families to maintain and promote health, care for people with acute and chronic illness and provide supportive and restorative measures for realization of maximum health potential.

Administrative leaders will creatively guide organizations through system change and adaptation. They will competently provide advanced leadership and management for healthcare organizations in a variety of settings. Clinical Nurse Leaders are prepared as a generalist. The role of clinical nurse leader was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the clinical nurse leader track will provide and manage care at the point of care to individuals, clinical populations, and communities. The administrative leadership and clinical nurse leader specialties do not prepare the graduate for eligibility as an Advanced Registered Nurse Practitioner (ARNP) in Kansas.

MASTER OF SCIENCE IN NURSING END-OF-PROGRAM OUTCOMES

At the completion of the nursing program, the learner will be able to:

- provide organizational leadership demonstrating knowledge of health policy and health care systems;
- integrated knowledge and theory into evidence-based practice and research;

- collaborate with interdisciplinary groups within the role and scope of advanced practice nursing;
- demonstrate sound critical thinking and clinical decision-making;
- provide holistic care that is culturally proficient with diverse groups and communities;
- incorporate ethical and legal principles in health care policies; and
- integrate effective communication in advanced nursing roles.

MSN COURSE REQUIREMENTS

<u>Core Requirements</u>	<u>(30 hrs)</u>
NU 500 Theoretical Foundations for ANP	3
NU 502 Advanced Nursing Practice Ethics	2
NU 504 Integrative Healing Therapies	2
NU 506 Advanced Pathophysiology	3
NU 508 Health Policy, Finance & Org	4
NU 510 Professional Role Development	2
NU 512 Advanced Pharmacology	3
NU 514 Advanced Health Assessment	4
NU 516 Informatics in Health Settings	2
NU 518 Advanced Nursing Research	3
or	
NU 6XX Clinical Scholarship Evidence-Based Practice (CNL students only)	3
NU 670 Graduate Project or Thesis	2-6
<u>Adult Nurse Practitioner (ANP) Core</u>	<u>(15 hrs)</u>
NU 600 Adult Health I	3
NU 602 Adult Health I Practicum	3
NU 604 Adult Health II	3
NU 606 Adult Health II Practicum	3
NU 608 Health Care Practicum III-Specialty	3
<u>Family Nurse Practitioner (FNP) Core *</u>	<u>(5 hrs)</u>
NU 507 Advanced Pathophysiology-Family	1
NU 513 Advanced Pharmacology-Pediatrics	1
NU 603 Primary Care Family	3
<i>*These courses plus ANP courses are required for FNP specialization.</i>	
<u>Administrative Leadership</u>	<u>(12 hrs)</u>
NU 610 Administrative Leadership	3
NU 612 Financial Management	3
NU 614 Administrative Practicum	3
NU 616 Administrative Leadership Elective	3
<u>Clinical Nurse Leader (CNL)</u>	<u>(16 hrs)</u>
NU 610 Administrative Leadership	3
NU 612 Financial Management of Health Care	3
NU 6XX Care Continuity and Management	3
NU 6XX CNL Practicum I	3
NU 6XX CNL Practicum II	4

Degree Completion Requirements/Graduation

Completion of 42 to 53 credit hours, depending upon track specialization, is required for the awarding of the MSN degree. These hours include 30 hours of advanced practice core curriculum, 12 to 20 hours of specialization coursework, and 2 to 6 hours of project/thesis. The adult nurse practitioner track includes 705 clock hours of practicum/laboratory experience. The family nurse practitioner track includes 765 hours of practicum/laboratory experience. Students may not be able to graduate

with a cumulative grade point average of less than 3.0. Recommendation that the master's degree be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing, the University administration, and the Washburn University Board of Regents.

To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to graduation to review their degree audit. All students must also submit an Application for Degree to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring graduation).

Education Certificate

The Certificate in Education prepares nurses at the graduate level with expertise in educational theory, teaching strategies, and curriculum development. Students with a previous graduate degree in nursing or those students currently pursuing a graduate degree may choose to complete the certificate in preparation for clinical nursing faculty role. The twelve hour curriculum is composed of two didactic courses, one practicum and one education elective courses and provides a contemporary graduate education tailored to the interests of the student.

<u>Post-Masters Education Certificate</u>	<u>(12 hrs)</u>
NU 680 Educational Foundations in Nursing	3
NU 682 Teaching and Learning for Nursing Practice	3
NU 684 Education Practicum	3
NU 686 Education Elective	3

ADMISSION AND PROGRESSION

Admission Criteria

Students who meet the requirements noted below may apply for admission to the graduate nursing program. Students will be admitted to the program each year in the fall semester. Students make application to the School of Nursing and file the required credentials with the Nursing Office during the specified time period indicated in the application instructions available in the School of Nursing. The requirements for admission include:

1. Graduation from an accredited BSN program, as evidenced by submitted transcripts;
2. Currently licensed as an RN in Kansas;
3. Completion of a written application to include:
 - a. Two Applicant Reference Statements from an employer, previous faculty, or professional peer discussing potential for success in the program;
 - b. A written statement on personal philosophy of nursing and potential for success in the program;
4. Successful completion of an undergraduate nursing research course with a grade of "C" or above;
5. Successful completion of undergraduate health assessment across the life span with a grade of "C" or above;
6. Successful completion of graduate inferential statistics course with a grade of "B" or above;
7. 3.0 GPA in last 60 hours of college course work;
8. Students with English as a second language must demonstrate a TOEFL score of 550 (213). Information about the TOEFL exam may be reviewed at the website <http://www.ets.org/toefl/>

If a student is not already enrolled at Washburn University at the time of applying for admission to the

School of Nursing, an online Washburn University Admission application must be submitted to the University Office of Admissions. The School of Nursing Graduate Education Committee (GEC) reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. Students are selected for admission to the graduate program without discrimination in regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The School of Nursing adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others in both the classroom and clinical areas. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of a professional person. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

Criminal Record

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before advanced practice licensure is granted or denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure.

Transfer Students

Students transferring from other nursing graduate programs are required to submit course syllabi for all completed nursing courses. Transfer of credits from another graduate nursing program is considered on a case-by-case basis. Transfer credit will be awarded for equivalent coursework. The applicant must have received a grade of "B" or better in the course(s) being considered. In most instances, transfer of credit is only granted for first year courses up to 12 credit hours. Academic credit is not given for life or work experience.

Time Limit for Completion of the Program

All students have six years from their date of entry into the program to complete the requirements of the graduate nursing program at Washburn University. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the faculty advisor and sent to the Chairperson of the GEC for committee consideration. The petition should state why the extension is being requested and it should include a detailed timetable for completion of the requirements. The student will be

notified in writing by the Chairperson of the GEC as to the acceptance or rejection of this petition.

Part-time and Full-time Students

Both part-time and full-time scheduling options are available. All students begin the MSN program in the Fall semester. Students who choose to attend full-time may complete the program in 5 semesters. The University's requirement for full-time status as a graduate student is 9 credit hours. Full-time students in the nursing graduate program will average 10-11 credit hours per semester. Part-time students, averaging 5 to 8 credit hours each semester, may complete the program in 7 semesters. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum.

Conditional Admission

Students may be "conditionally" admitted to the MSN program as a part-time student for one academic year. A student whose status is "conditional" may have one prerequisite course not completed at the time of application. A student admitted as "conditional" is expected to complete the admission requirement within a year, preferably sooner. If the requirement is not met within academic year of conditional admission, the student may not enroll in graduate coursework in and will be dismissed from the program. The student may reapply to the MSN program after the requirement is completed and approval from the GEC committee.

Unrealized Admissions

A student who has been admitted and subsequently does not enroll in the first semester after admission will have their admission revoked. This student will not be counted in the admission or dismissal numbers for the respective academic year.

Non-degree seeking option

Students may complete up to ten (10) hours of non-practicum coursework prior to acceptance to the MSN program. Please contact the Director of Student Support Services advisor for enrollment assistance.

Grading Policies

The Master of Science in Nursing (MSN) degree program at Washburn University provides students with a rigorous course of study with a generalist foundation and a clinical concentration. At a minimum, consistent attendance, punctuality, preparation, active participation in class (including online participation for web-assisted classes), and above average performance in completing readings, assignments, quizzes, tests, and any other course-related tasks translate to a letter grade of "B." Grades within the MSN program consist of "A" (excellent performance), "B" (satisfactory performance), "C" (below standards), "D" (significantly below standards) and "F" (failure). All courses are graded on this scale.

Academic Probation and Dismissal

The GEC, in consultation with the Dean, has the authority to dismiss a student from the School of. The imposition of probation, suspension and/or dismissal is a very serious matter and shall not be recommended or imposed in the absence of compelling and substantial reasons.

To remain in good standing within the MSN program, students must maintain an average GPA of 3.0 in all courses. Faculty will notify the GEC Chairperson when a grade of "C," "D" or "F" (or comparable failing or non-credit grade) has been earned by a student. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation for a minimum of two semesters. Notification of probationary status will be provided in writing to the student by the Chairperson of the GEC following review by the GEC. During the probationary period, the student is expected to raise his/her cumulative grade point average to 3.0 or higher. When a student is successful, the Chairperson of the GEC will notify the student in writing that he/she is no longer on academic probation. A student who fails to raise his or her cumulative grade point average to 3.0 or higher in the two-semester period will be dismissed from the graduate nursing program. Academic probation will only be granted one time. Any student whose cumulative grade point average falls below 3.0 a second time after he or she is released from academic probation will be dismissed from the program.

Students who receive a failing grade (e.g., "D," "F,") in any course will be placed on academic suspension. The student may not repeat the course or enroll in further nursing courses unless approved by the GEC. To be considered for continuation in the major, the student must write a letter of petition to the GEC requesting reinstatement. The letter must be submitted to the committee chairperson by the first day of the month of the next enrollment period. The letter must address the following:

The student's explanation for the situation in which the D or F grade or the withdrawal occurred,
Rationale for continuing in the program, and
A plan of action for preventing a similar situation in the future.

The request will be reviewed by the GEC and determination made as to whether the student should (1) be allowed to repeat the course; (2) counseled to withdraw from the program; or (3) be dismissed from the program. The second time a student receives a failing grade in any course he/she will be dismissed from the program.

If academic dismissal is necessary, the GEC Chairperson will notify the student, the Dean of the School of Nursing, and the Registrar's office, in writing, of the dismissal. The student may appeal academic dismissal, in consultation with his or her faculty advisor, according to Appeal Procedure for Students Denied Admission/Readmission published in the University catalog.

Appeal after Dismissal Procedure

A student who has been dismissed from the Graduate Program and who wishes to appeal the decision of the GEC of the School, may seek recourse through the following procedure:

1. The student should submit in writing to the Chairperson of the GEC the student's reasons for disagreement with the decision of the committee and should request reconsideration of the decision.
2. If the result of the request for reconsideration by the GEC proves unsatisfactory to the student, the student may then seek remediation by the Dean of the School of Nursing.

3. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Grade Appeal Procedure

Students wishing to appeal a grade must follow the School of Nursing and University policies and procedures for grade appeal as outlined in the University Catalog.

Progression after Failing Grade

Students receiving a failing grade or an incomplete in any sequential core curriculum course will not be allowed to proceed to the next course in that sequence or to the advanced practice core courses until the course has been retaken (or, in the case of an incomplete, the work has been completed and a change of grade has been submitted to the Registrar's Office). Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program. Students receiving a failing grade or incomplete in didactic specialty courses may not proceed to the specialty practica until the course has been retaken (or, in the case of an incomplete, the work has been completed and a change of grade has been submitted to the Registrar's Office). Likewise, an incomplete grade in any practicum will prevent that student from moving forward in the practicum sequence.

Grade of Incomplete

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in all courses must be completed by the last day of classes and grades submitted to the University Registrar Office by the deadline of grade submission of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise a grade of "F" will be recorded.

Academic Withdrawal

A student may withdraw from an academic course any semester with a grade of "W" up to and including the date of the "last day to withdraw" as specified in the published Washburn University calendar. The faculty advisor and the SON Director of Student Support Services should be consulted prior to withdrawal. Withdrawal from a practicum course anytime after the beginning of the semester requires the notification of the Course Coordinator, faculty advisor, and practicum preceptor. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the Course Coordinator will investigate circumstances and take appropriate action.

Tuition Refund

A student who withdraws from any course may be entitled to a partial refund according to the university's established refund policies. Students should consult the "Tuition and Refund Schedule" published in the Class Schedule Bulletin for each semester. Cancellation of registration that entitles the student to a tuition refund is subject to approval by the Dean of the School of Nursing, the Vice President for Academic Affairs (or his/her designee), and other Washburn University administrators. Typically, approval is granted only in rare and extraordinary circumstances such as a serious illness or death

in the family. The student is responsible for initiating the request for a tuition refund in writing and the request must include sufficient written documentation to make rendering a decision possible. (See Medical Withdrawal in this Catalog.)

Non-Academic Dismissal

In order to remain in the MSN program at Washburn University students must:

- adhere to the nursing profession's Code of Ethics;
- adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook;
- adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act; and
- adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and in the field, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, every attempt will be made to counsel the student out of the program by the student's faculty advisor. However, depending on circumstances, primary responsibility may rest with the Dean of the School of Nursing, or relevant faculty. When a student is not successfully counseled out of the program and is determined to be unsuited for advanced nursing practice, non-academic dismissal from the MSN program is governed by specific criteria, policies, and procedures as published in the University Catalog and Student Planner and Handbook.

If faculty determines that a student's presence in the classroom or practicum setting constitutes an immediate threat to the student and/or others, the student may be removed from the situation by the faculty. If such action is taken, the faculty shall immediately notify the Dean of the School of Nursing, the student's faculty advisor, and any other parties (e.g., campus police, classroom or practicum instructors) involved in the situation. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code. The Dean of the School of Nursing will also notify the Vice President for Academic Affairs.

Leave of Absence

Students who must interrupt their education due to personal or professional reasons may ask for a Leave of Absence from the GEC. A letter should be submitted as soon as the student realizes the need for a leave, which describes the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GEC. If the 6 year completion time limit is exceeded, decisions about the student's placement and progression will be made by the GEC.

Withdrawal from the Nursing Program

A student who wishes to withdraw from the graduate nursing program should present to the Dean of

the School of Nursing a written statement of intent to withdraw. An official University withdrawal form must be signed by the Dean or SON faculty Advisor and filed with the Registrar's Office. Re-application to the School of Nursing will be necessary should the student desire to re-enter the nursing program.

Readmission to the School

Following interruption of the nursing sequence and withdrawal from the nursing major, a letter requesting readmission to the School of Nursing must be submitted to the Dean at least one month in advance of the desired admission date. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GEC. Consideration will be given to the length of absence, the student's ability to achieve, and the available spaces in the clinical courses in which the student will enroll. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

Appeal Procedure for Students Denied Admission or Readmission to the Graduate Program

A student who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the GEC of the School, may seek recourse through the following procedure:

1. The student should state in writing to the Chairperson of the GEC the student's reasons for disagreement with the decision of the committee and should request reconsideration.
2. If the result of the request for reconsideration by the GEC proves unsatisfactory to the student, the student may then seek remediation by the Dean of the School of Nursing.
3. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Advisement

Following acceptance to the graduate program, every new student attends a mandatory orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor in the Nursing School. Faculty advisors assist students with program planning (schedules, selection of concentration, elective course, etc.) and with registration each semester.

Advisory conferences may be scheduled as requested by the student. However, the student must meet with her/his faculty advisor at the time of each enrollment. The University notifies students and faculty advisors of dates during which registration is to occur, and students contact their faculty advisors to arrange mutually convenient times to confer. Faculty advisors help students select appropriate courses, assign enrollment personal identification numbers (PIN) for each enrollment period, and provide other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) also begin by conferring with one's faculty advisor. Prior to graduation, faculty advisors, in consultation with the Dean, complete a form verifying that the student has completed all requirements.

The student and faculty advisor will meet and develop a plan of study which is placed in the student file. Plans of study are to be submitted before completion of 9 credit hours. Faculty advisors play an important role in helping students select appropriate elective courses. The selection of electives should be based upon the plan of study that has been discussed and mutually agreed upon between student and advisor. In this way, students are able to tailor their courses of study to meet their particular educational objectives.

If at some point during his/her period of study, a student wants to change faculty advisors, he/she must submit the request in writing to the Dean. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

GRADUATION

See Degree Completion Requirements on previous page. To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to graduation. All students also must submit an Application for Degree to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring graduation).

Commencement and Hooding Ceremony

The University confers degrees at the end of each semester and at the end of the summer session. Students who are scheduled to complete final requirements for the degree during the following summer term may be permitted to participate in the Spring commencement and hooding ceremonies. Students who complete their degree requirements in May are encouraged to participate in the May commencement and hooding ceremony. Students who complete their degree requirements in December may participate in the December commencement or may return to campus to participate in the commencement and hooding ceremony in May following their graduation.

Licensure/Certification

Students interested in applying for Kansas advanced registered nurse practitioner (ARNP) are responsible for making application on their own with the Kansas State Board of Nursing. It is the student's responsibility to ensure that the Washburn University Office of the Registrar sends an official student transcript to the Kansas State Board of Nursing. The School of Nursing secretaries can provide to the student appropriate transcript request forms for the Office of the Registrar. Because requirements for advanced practice vary from state to state, students who desire to practice in other states are responsible for identifying qualifications required for the specific state by contacting the appropriate State Board of Nursing.

Graduates of the adult and family nurse practitioner tracks are eligible for a certificate of qualification as an ARNP in Kansas. Graduates of the nurse practitioner tracks and the administrative leadership track are eligible to sit for certification exams administered by the American Nurses Credentialing Center (ANCC). The Administrative Leadership specialty does not prepare the

graduate for eligibility as an ARNP in Kansas, however, graduates of the Administrative Leadership specialty may be eligible to sit for certification exams administered by the ANCC, if they meet other eligibility requirements related to employment.

COURSE OFFERINGS

NU 500 Theoretical Foundations for Advanced Nursing Practice (3)

Examines the conceptual and theoretical bases of nursing. Selected theories/conceptual models are analyzed and critiqued. Emphasis placed on the interrelationship of theory, research and practice and the implications of theory for nursing practice. *Prerequisite: Admission to the MSN Program or consent.*

NU 502 Advanced Nursing Practice Ethics (2)

Ethical frameworks and moral reasoning presented in this course provides the underpinning for research and advance practice nursing. Healthcare situations that present ethical dilemmas will be analyzed and discussed in a seminar format. Local, national, and international ethical and legal issues included. *Prerequisite: Admission to the MSN Program or consent.*

NU 504 Integrative Healing Therapies (2)

Explores conceptual bases of integrative health and healing modalities within an holistic nursing framework, current research, standards and utilization of these modalities within the practitioner's scope of practice is emphasized. Interdisciplinary, cultural and health policy considerations are stressed. *Prerequisite: Admission to the MSN Program or consent.*

NU 506 Advanced Pathophysiology (3)

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly. *Prerequisite: Admission to the MSN Program or consent.*

NU 507 Advanced Pathophysiology Family (1)

Focuses on pathophysiology related to children and infants for students in FNP track. Content includes conditions and diseases specific to pregnancy, post-partum, infancy and childhood. Application of principles from Advanced Pathophysiology course to age-appropriate case studies. Clinical diagnosis and management focuses on birth to 18 years of age. *Prerequisite: NU 506 concurrent, or consent.*

NU 508 Healthcare Policy, Finance, and Organization (4)

Focuses on the complex dynamics between healthcare policy, finance and organization. Designed to prepare the graduate to provide quality cost-effective care and to participate in the design and implementation of care in a variety of health care systems through an understanding of the available human, fiscal, and organizational resources. *Prerequisites: Admission to the MSN Program or consent.*

NU 510 Professional Role Development (2)

Designed to make the graduate aware of the development of health policy and economic issues affecting the scope of nursing practice specifically in relation to the professional roles of the nurse. Roles of the nurse in a variety of health care settings including advanced practice nursing will be explored. *Prerequisite: Admission to the MSN Program or consent.*

NU 512 Advanced Pharmacology (3)

Emphasizes application of selected drug therapies to meet the needs of adults from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurses' role in prescribing, monitoring pharmacotherapies. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 506 or consent.*

NU513 Advanced Pharmacology (1)

Focus on the application of selected drug therapies to meet the needs of diverse children from birth to age 18. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of standards of practice, prescription writing and ethical, legal and economic issues surrounding the advanced nurse's role in prescribing and monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 506, 507, 512, or consent.*

NU 514 Advanced Health Assessment, Health Promotion and Disease Prevention (4)

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Systematic holistic approach to both history-taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. *Prerequisites: Admission to the MSN Program, NU 506.*

NU 516 Informatics in the Health Care Setting (2)

Designed to give the advanced practice nurse the necessary computing skills to critically assess, plan, intervene, and evaluate health care delivery. Discussion topics will include how the advanced practice nurse gathers, stores, retrieves, and utilizes data. Additional information on utilization of the computer to search for information and data will also be included within the course content. *Prerequisite: Admission to the MSN Program or consent.*

NU 518 Advanced Nursing Research (3)

Focuses on advanced nursing research knowledge and methodologies. Serves as the foundation for the development of a research project to meet the requirements of the graduate program. Facilitates the participation and use of evidence-based nursing research. *Prerequisites: Admission to the MSN Program, an undergraduate level nursing research course, and a graduate level inferential statistics course.*

NU 560 Selected Subjects of Relevance for Nursing (1-2)

Selected subjects of relevance for graduate students, announced in advance. *Prerequisites: Admission to MSN Program, and consent.*

NU 600 Adult Health I (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 500, NU 506, NU 510, NU 512, NU 514.*

NU 602 Adult Health Practicum I (3)

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on the advanced nursing roles of primary care provider, consultant, educator, and case manager. Course provides 180 clock hours of practicum experience. *Prerequisites: NU 500, NU 506, NU 510, NU 512, NU 514, NU 600 or concurrent.*

NU 603 Primary Care Family (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the laboratory/clinical setting. A minimum of 30 clock hours will be completed in the laboratory setting and 30 clock hours are precepted experiences in community/family agencies. *Prerequisites: NU 600, NU 602, NU 507, NU 513 or concurrent.*

NU 604 Adult Health II (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of sensory, psychological, neurological, musculoskeletal, dermatological, reproductive and immunological systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 600 and NU 602.*

NU 606 Adult Health Practicum II (3)

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions, pregnancy and lactation. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on the advanced nursing roles

of primary care provider, educator, case manager, clinical researcher and quality improvement coordinator. Course provides 180 clock hours of practicum experience. *Prerequisites: NU 600, NU 602 and NU 604 or concurrent.*

NU 608 Health Care Practicum III: Specialty Focus (3)

Implementation of skills and knowledge in caring for patients and their families from diverse cultural backgrounds as they experience wellness and acute and chronic health conditions. Diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Integration of advanced practice roles. Course provides 180 clock hours of practicum experience. *Prerequisites: NU 600, NU 602, NU 604, NU 606.*

NU 610 Administrative Leadership (3)

Evaluate the roles of nursing with the larger context of health care administration in the allocation and management of scarce human and capital resources. Focus on the development of skills in strategic planning, communication, and marketing of health care services. Knowledge of human resource management is applied to improve the work environment. Participation in learning and maximizing leadership skills such as performance appraisal, conflict resolution, delegation, and motivational techniques will be emphasized. *Prerequisite: NU 508.*

NU 612 Financial Management of Health Care Services (3)

Financial management of nursing and health care delivery emphasizing the role of information, the financial reporting systems, financial analysis and planning, cost analysis, cost control, budgeting time value of money, capital project analysis, capital formation, the economic environment of health care, and market trends within nursing. Strategic planning skills are expanded using creating financing, utilization of computer technology, and critical analysis of the nursing labor market. *Prerequisite: NU 508.*

NU 614 Health Care Systems Administration Practicum (3)

A professional experience in healthcare setting as a nurse executive intern applying administrative concepts and principles of healthcare leadership and management. Seminar discussions will focus on the participants' assessment of organizational models of finance, human resource management, care delivery and quality assessment. Students will envision innovations in future healthcare delivery. Provides 180 clock hours of practicum. *Prerequisite: NU 610 and NU 612 or concurrent.*

NU 616 Administrative Leadership Elective (3)

Focuses on contemporary topics in healthcare administration. May be completed as an independent study or substitute a course from the School of Business, with consent of instructor.

NU 630 Public Health Administration & Practice (3)

Designed to provide a strong theoretical basis using a societal approach to public health practice. Emphasis is placed on the conceptual and structural elements of public health administration with operational issues, leadership skills, and practical application methods. Epidemiology methods for planning, implementing and evaluation

of population-focused programs are discussed. Focus on developing leadership skills, critical thinking and ethical reasoning when practicing public health, population-focused health services. *Prerequisites: NU 500, NU 504, NU 508, NU 510, NU 516, NU 518.*

NU 632 Public Health Theory (3)

Emphasis on concepts and practices of public health roles and on understanding public health law, regulations, standards, legislation and legislative procedures. Policy and policy development, politics and political issues are discussed. Principles and procedures for population focused health promotion, education and disease control and prevention designs and programs are analyzed. *Prerequisite: NU 630.*

NU 634 Public Health Practicum I (3)

Clinical course to provide the opportunity to practice advanced population-focused health care in varied official public health settings. Experiences are designed to allow synthesis of knowledge and critical thinking leading to independent advanced practice. Supervised experiences will be within the US or abroad and intended to develop a graduate aware, respectful and appreciative of all people. Provides 180 clock hours of practicum experience. *Prerequisite: NU 632 or concurrent.*

NU 636 Public Health Elective (3)

Contemporary topics and issues to increase depth and breadth of public health nursing knowledge.

NU 638 Public Health Practicum II (4)

For students preparing for the Clinical Nurse Specialist role, opportunity for a focused clinical experience in area of public health interest. Provides 240 clock hours of practicum experience. *Prerequisite: NU 634.*

NU 640 Gerontology for the Advanced Practice Nurse (4)

Specific issues common to aging persons, providing health care to older adults in all clinical settings. Focus on changing demographics, theories of aging, age-related changes and risk factors that interfere with elder functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on special aging considerations in both physical and psychiatric health problems and in the distinction between normal versus abnormal. Integration of health screening, health care maintenance and health promotion. Use of research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain, and restore health and quality of life. *Prerequisites: NU 600, NU 602, NU 604, NU 606.*

NU 670 Graduate Project/Thesis (2-6)

Substantive independent research, administrative or professional role project or thesis done under the supervision of a School of Nursing faculty member integrating theory and skills from core curriculum. Focused in the student's specialty track. Continuous enrollment is required until completed. *Prerequisites: One of the following: NU 606, NU 612, or NU 632.*

EDUCATION CERTIFICATE COURSES (12 CREDIT HOURS)

NU 680 Educational Foundations in Nursing (3)

Focuses on education theories, principles of learning and application to nursing. Curriculum development and didactic teaching will be the main emphasis of this course. *Prerequisite: masters degree or consent.*

NU 682 Teaching and Learning for Nursing Practice (3)

Education theory related to experiential learning with special emphasis on the practice of nursing, clinical teaching, mentoring and the supervision. *Prerequisite: NU 680.*

NU 684 Education Practicum (3)

Acquisition of teaching experiences in the classroom and clinical settings. Practicum provides 120 hours of teaching experience, half in the classroom and half in a clinical setting, with 15 hours of seminar conferences for a total of 180 hours. Arranged to student area of practice interest. *Prerequisites: NU 680 and NU 682.*

NU 686 Education Elective (3)

Contemporary concepts and issues that address a variety of classroom teaching strategies, use of technology in education, or diversity that increase the depth and breadth of education practice. The following Washburn University courses are acceptable as education electives: ED 472 Issues in Modern American Education; ED 486 Issues in Educational Technology; ED 494 Philosophy of Education.

MASTER OF SOCIAL WORK (MSW)

Email: social-work@washburn.edu

Website: <http://www.washburn.edu/sas/social-work>

MSW (Master's in Social Work)

Benton Hall, Room 405

(785) 670-1616

(785) 670-1027 (Fax)

Associate Professor Jay Memmott, Department Chair,
MSW Program Director

MSW MISSION

The mission of Washburn University's Masters of Social Work Program is to prepare graduate students for the competent practice of clinical social work in order to meet the multi-level needs of clients and other people that we serve.

The MSW Program is committed to providing quality education for students with or without a baccalaureate social work degree. Therefore, the curriculum may include liberal arts components and generalist social work preparation to maximize each student's readiness for entry into the clinical concentration. In addition, the program focuses on providing a supportive environment for a diverse group of students, including those who may otherwise experience barriers to educational opportunities.

The MSW program has an overarching commitment to ensure that students understand, adhere to, and promote the value base of the social work profession within both generalist and clinical settings.

The conceptual centerpiece of the Clinical Curriculum is the integration of the Empowerment and Ecological perspectives. The Clinical Curriculum emphasizes the extension of critical thinking skills and expansion of practice skills to the specific demands of clinical practice. Upon completion of the MSW Program, graduates will be prepared and committed to providing direct clinical social work services to individuals, families, and groups in inner-city, urban, and rural settings, with particular emphasis on those who are at-risk, unrepresented or under-represented, culturally diverse and oppressed.

MSW STUDENT LEARNING OUTCOMES

Social Work students at the Master level are expected to have:

- demonstrated an overarching commitment to social work values as evidenced by honoring human diversity, dedication to working with populations-at-risk, working toward the elimination of social and economic injustice and ongoing professional development through practice, policy analysis and advocacy;
- used critical thinking and logical problem-solving skills to analyze ethical dilemmas in clinical settings, assess their practice effectiveness, perform clinical assessments and differential diagnosis, and determine appropriate clinical interventions;
- demonstrated mastery of the knowledge base of clinical social work including the impact of oppression and stress on individual and family functioning, clinical assessment and diagnostic systems, practice evaluation methods, and intervention techniques;
- applied the major theories of impaired functioning and major theories of change mechanisms for individuals, families and groups;
- integrated the clinical social work knowledge base with theoretical perspectives to complete accurate assessments of individual, family and group functioning, and to design interventions appropriate to needs;
- acquired the skills necessary for professional communication, implementation of clinical interventions, and evaluation, including knowledge of scientific inquiry of clinical practice;
- demonstrated the ability to integrate knowledge, theories, values and skills and use research based knowledge for improving the well-being of individuals, families, groups, organizations and communities; and
- developed skills for the appropriate and effective use of self in clinical practice, developed the ability to use supervision for their professional development, and developed an ongoing commitment to learning and skill building.

The Program

The primary goal of the Master of Social Work program at Washburn University is to prepare students to integrate the knowledge, values, and skills of the social work profession into the competent and sensitive practice of clinical social work. The MSW curriculum consists of both Advanced Standing and Regular Programs. For both programs, students enter the Clinical Concentration

following successful completion of all Foundation course work. The Clinical Concentration provides students with the theoretical knowledge and methodological and technical skills necessary for the practice of entry level clinical social work. The Clinical Concentration is dedicated to maintaining a person-in-environment perspective for multiple levels of practice.

Advanced Standing Program (ASP) Students

Applicants who have a baccalaureate degree from a CSWE-accredited social work program may apply for advanced standing status in the MSW Program at Washburn University. However, advanced standing is not automatically granted to everyone who applies. Course waivers can be granted only for foundation courses and they are determined on a course-by-course basis. Course and/or credit waivers are dependent on the equivalency of the course content as determined by the MSW Program Director in consultation with the department chairperson and Washburn social work faculty. At a minimum, applicants should provide a course syllabus/outline for each course for which a waiver is being requested. Additional supporting materials may be requested by the Director of the MSW Program.

A grade of "B" or better in the undergraduate course considered for waiver is required. Full-time advanced standing students begin their studies in the MSW Program in the summer semester. Part-time advanced standing students begin their studies in the fall term.

Regular Standing Program (RSP) Students

Applicants who have a baccalaureate degree in a field other than social work may apply for regular standing status in the MSW Program at Washburn University. Regular standing students typically start taking classes in the MSW Program during the fall semester. However, there is one exception: regular standing students who would like to lighten their academic loads during the first year may take Dimensions of Professional Social Work (SW 599) during the summer semester following their admission to the MSW Program.

Part Time and Full Time Schedules

Both part-time and full-time scheduling options are available. All ASP students begin the MSW Program in the summer semester. ASP students who elect to go full-time will complete the program in three semesters, including the initial summer semester. Part-time ASP students will complete the program in two full years, including the summer semester between the first and second year.

All RSP students begin the MSW Program in the summer or fall semester. RSP students who elect to go full-time can complete the program in two academic years, including the summer semester between the first and second year. Regular standing students attending part-time must complete the program in four years.

Accreditation

The MSW program was granted full accreditation by the Council on Social Work Education (CSWE) in 1996 and has been reaccredited for eight years through the year 2010.

Licensure

All graduates of the MSW program are eligible to pursue licensure at the master's level in the State of Kansas

and in all other states which require social work licensure or registration at the master's level. Social Work license, registration, certification, and/or credentialing requirements will vary from state to state.

Admission Requirements

Complete admission requirements and application procedures are outlined in the application packet, available from the Social Work Department Office Benton Hall, Room 405; website: <http://www.washburn.edu/sas/social-work/page03.htm>. Admission to the MSW Program is competitive and applicants are encouraged to submit their completed applications well in advance of the initial review date (see below). Applicants must demonstrate that they possess the potential for professional development in clinical social work practice. To be admitted to the MSW Program, applicants must have a baccalaureate degree from a college or university accredited by the North Central Association of Colleges and Secondary Schools, or a comparable accrediting body. Consistent with the importance ascribed to the liberal arts perspective by Washburn University and CSWE, the applicant must present evidence of adequate preparation to engage in graduate study, including the satisfactory completion of undergraduate course work in each of the following areas: the natural sciences, social sciences, English composition, humanities, and mathematics. There must also be evidence of satisfactory completion of coursework in human biology and human cultural diversity. A minimum overall grade point average of 3.0 on a 4.0 scale is required for full admission to the MSW Program. Admission decisions are made by the MSW Admissions Committee, comprised of social work faculty members. The committee weighs all aspects of the completed application, including academic performance, communication skills, commitment to the values underlying the social work profession, and personal qualities necessary for effective clinical social work practice.

Application Procedures

Applications for admission may be obtained from the Department of Social Work at Washburn University (Benton Hall, Room 405; website: <http://www.washburn.edu/sas/social-work/page03.htm>). Complete application instructions and deadlines are included with this packet of materials. Official transcripts of all university and college work, three completed reference forms, a personal statement of interest, MSW Program application, and a non-refundable \$25 application fee must be included when the application is submitted. An online Washburn University application must also be completed, applicants are encouraged to make this the first step in their application process (to complete this application, first, access <http://www.washburn.edu/admissions> and then select the Future Students and Parents link). It is the applicant's responsibility to submit all required materials for consideration for admission into the MSW Program. Incomplete applications will not be considered. The deadline for Summer/Fall applications is January 15. Applications submitted early are welcome.

Provisional Status

Individuals who have GPAs that do not meet the standards for regular admission may apply for provisional status. All other requirements must be met, including a bachelor's degree from an accredited university or

college; a liberal arts background; coursework in the natural sciences (with human biology content); social sciences (with human diversity content); English composition, humanities, and mathematics; and evidence of potential for professional development in clinical social work

Anyone accepted provisionally will be limited to part-time status. Provisional status will be maintained until the student has completed, at a minimum, 12 credit hours or two (2) semesters in the MSW Program. At the end of this time, provisional students achieving a "B" or better in each course may petition the MSW Program Director requesting permission to be admitted as a degree candidate in the MSW Program. Provisional students not achieving at least a "B" in each course will be dismissed from the program and will not be permitted to take additional classes in the MSW Program at Washburn University.

Non-Matriculated Status

Depending on space availability, a limited number of individuals with baccalaureate degrees, who are not formally admitted to the graduate program, may enroll in selected foundation or non-clinical elective courses as non-matriculation status students. Such enrollment is granted by permission of the MSW Program Director.

Regular standing non-matriculated students may take no more than nine (9) credit hours in the MSW Program, and the courses can be selected only from the MSW Foundation (i.e., SW 500, 501, 510, 511, 520, 521, 599). Regular standing non-matriculated students cannot take SW 530 (Fundamentals of Social Work Practice) or SW600 level courses.

Non-matriculated students with a conferred undergraduate degree in social work from a CSWE-accredited program may take no more than a total of six (6) credit hours in the MSW Program, and the courses will be limited to foundation and/or clinical core courses. Non-matriculating students may apply for admission to the graduate program during the regular application-admission cycle. If admitted to the program, these successfully completed courses may count toward graduation. Completion of coursework prior to admission does not guarantee or imply acceptance into the program or an application favored status. All such applicants are required to follow the standard application process by completing the Nonmatriculation/Non-Degree Packet (available through the Social Work Office, Benton Hall, Room 405 or online: <http://www.washburn.edu/sas/social-work/page03.htm>).

Transfer Students

Transfer of credits from another MSW program is considered on a case-by-case basis. As a general rule, only courses taken in a Council on Social Work Education (CSWE) accredited Master of Social Work program will be eligible for transfer. The applicant must have received a grade of "B" or better in the course(s) being considered. Each course must be deemed to be substantially equivalent in content to an existing social work graduate course for which transfer credit is being considered. In most instances, transfer of credit is only granted for first year foundation courses. In accordance with accreditation requirements, academic credit is not given for life experience or work experience.

All graduate transfer students must complete an application packet (see Application, Procedures, supra). One of the three letters of reference must come from the dean/department chair of the CSWE-accredited program from which the student is transferring. If the student was in a practicum placement while in the other program, he/she should obtain the second letter of reference from his/her field practicum instructor. All other letters of reference should be from teaching faculty in the host program, who have had the student in his/her class. The MSW Admissions Committee will be convened to consider the application.

Life Experience: The Council on Social Work Education (CSWE) specifically prohibits the social work department from granting credit for life experience.

Financial Assistance: Applications for financial aid are available in the Financial Aid Office. Applicants should contact the Financial Aid Office at (785) 670-1151, additional information is available on their website: <http://www.washburn.edu/financial-aid>. Applications for specific social work scholarships are sometimes available through the Department of Social Work and School of Applied Studies, Benton Hall, rooms 405 and 306. All admissions materials must be completed before a student may access any available scholarship opportunity. A limited number of field practicum stipends are available through some of the organizations that serve as field practicum settings (e.g., hospitals and clinics in the Veterans Administration Medical Center system).

MSW Handbook

All students, at the time of initial enrollment into the MSW Program, are expected to read the MSW Student Handbook completely and thoroughly. This handbook includes detailed information regarding the MSW Program and is available online: <http://www.washburn.edu/sas/social-work/page03.htm>. Policies for course schedules, grading, graduation requirements, academic retention and dismissal, and practicum determinations are included. Students are expected to carefully read this handbook and to comply fully with all of its provisions. To this end, students are required to sign attestations indicating a willingness to comply with rules and policies contained in the student handbook. In addition, students admitted to the MSW Program are required to sign attestations concerning the university's Academic Integrity and Honesty Policy; the department's policies regarding confidentiality, email, courtesy expectations, adherence to the writing style conventions contained in the American Psychological Association Publication Manual (5th Edition); compliance with the Code of Ethics of the National Association of Social Workers (NASW); and participation in WebCT training. The MSW Program Attestations document is available online: <http://www.washburn.edu/sas/social-work/page03.htm>.

COURSE OF STUDY

Foundation Curriculum

Foundation Curriculum courses are designed to prepare students for beginning generalist practice. These courses are taken prior to and concurrently with the practicum. The Foundation Curriculum includes 27 credit hours of in-class instruction. Full-time regular standing students complete six (6) credit hours of

practicum in a community agency during the spring and summer semesters of the first year. A minimum of 400 hours of generalist practicum must be completed over a two-semester period. Applicants should note that this translates into 20 hours per week spent at the practicum site. Advanced standing students may have some or all of these courses waived.

Students must take the foundation courses first, followed by the four (4) clinical core classes (SW 605, 600, 601, 604), three electives and a clinical practicum paired with a clinical practice seminar the fall semester. The foundation courses are sequential, offered in a fall-spring format. Micro Human Behavior and the Social Environment (SW 500), Foundations of Social Policy (SW 510), and Quantitative Social Work Research (SW 520) are offered in the fall semester. During the spring semester, the department offers the second part of each sequence: Macro Human Behavior and the Social Environment (SW 501), Social Policy and Advocacy (SW 511), and Qualitative Social Work Research (SW 521). Fundamentals of Social Work Practice (SW 530) is offered only during the fall semester. First year graduate students may take Clinical Assessment and Diagnosis (SW 605), one of the four (4) clinical core classes, during the spring semester along with Generalist Practicum I and the Generalist Practice Seminar I. Students finish Generalist Practicum II and the Generalist Practice Seminar II in the summer. Course offerings depend on student enrollment. If enrollment is insufficient, a course may be cancelled. Students should work closely with their advisor to develop a flexible plan of study.

Foundation courses are offered in an all-day block format. A typical class session runs for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Every reasonable attempt is made to offer the second part of each foundation sequence course on the same day and at the same time during the spring semester.

Clinical Concentration Curriculum

Following completion of the Foundation curriculum, all students begin the Clinical Concentration. This consists of 24 credit hours of in-class instruction, including four (4) core courses: Clinical Assessment and Diagnosis (SW 605), Clinical Social Work Practice with Individuals (SW 600), Clinical Social Work Practice with Families (SW 601), and Clinical Social Work Practice with Groups (SW 604). Students complete classroom work with nine (9) credit hours of clinical social work practice electives (three hours of which may be required through SW 599 Dimensions of Professional Social Work). All students must also complete six (6) credit hours of clinical practicum plus three (3) credit hours of clinical practice seminar (fall semester only). A minimum of 720 clock hours are required for completion of the clinical practicum. Applicants should note that this translates to 24 hours per week spent at the practicum site.

Advanced clinical electives will be clearly labeled and designated as such. Only regular standing students who have completed all the Foundation courses or advanced standing students who have completed the clinical core classes will be allowed to enroll in and take advanced clinical electives. Exceptions to this policy can be made only by the teaching faculty (i.e., the instructor teaching

the specific course in question) in consultation with the MSW Program Director and the chairperson of the Social Work Department.

Clinical Core classes are offered in an all-day block format on Wednesdays. Classes usually run for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Compared to the fall semester, the order in which clinical core classes are offered in the spring may be different.

School Social Work Track

Within the clinical concentration, students may opt to receive specialty training in school social work. This entails taking three (3) specific electives: Social Work Practice in Schools (SW618); clinical Social Work Practice with the Exceptional Child (SW585) or its equivalent. SW 618 should be taken concurrently with Clinical Practicum I (SW 650) and Clinical Seminar (SW 655) during the fall semester. In addition, the two-semester clinical practicum must be in a school setting under the supervision of a school social worker.

Certificate Programs

Any applicant who would like to earn a certificate in Addiction Counseling and/or Victim/Survivor Services may do so while working on their MSW degree. The certificate program is managed by the Department of Human Services at Washburn University. Some course work in the MSW Program may count toward the certificate, but any waivers can only be approved by the chair of the Department of Human Services. More specific information about certificate programs can be found at the department web site: <http://www.washburn.edu/sas/social-work> or by contacting the Department of Human Services at (785) 670.2116.

Dual JD–MSW Degree Program

The Department of Social Work and the Washburn University School of Law are offering the dual JD–MSW Degree Program beginning in the Fall of 2007. The goal of the JD–MSW Dual Degree Program is to prepare students with combined skills in both social work and law for professional practice with complex social and legal issues, in areas where social work and law converge. Although graduates of this program will be particularly well-prepared to work with clients having problems in the area of mental health, children and youth, family relations, and the elderly, they will also possess the knowledge and skills necessary to work in any area where the legal system interacts with the social services delivery system (e.g., criminal and juvenile justice administration, legal services to disadvantaged persons, housing and community development). The program curriculum meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines.

If pursued separately, the two-degree programs would require a total of 153 credit hours (i.e., 90 hours for Law and 63 hours for Social Work). However, in the Dual Degree Program, certain courses are accepted for credit by both schools. This reduces the total number of credit hours to 141 credit hours (a reduction of 12 credit hours). Students must apply separately to and be accepted by both academic programs. Students are asked to indicate to each school, at the time of application, that they are

applying to the JD–MSW Dual Degree Program. Each fall semester, JD–MSW Dual Degree students will be required to attend a “Law School and Social Work Colloquium.” Other Law and graduate social work students may attend as well. This two to three clock-hour colloquium will focus on either a topical area of relevance to Dual Degree students, or on relevant career opportunities. Guest speakers may include prominent judges, public policy experts, political officeholders, practicing attorneys, practicing social workers, and social service administrators.

Every effort will be made to place students in practical settings that will contribute to their individual goals in the Dual Degree Program. Practical training opportunities are available through a variety of agencies, programs, and services offered at the local, county, state, and federal levels.

Online and WebCT-Assisted Courses

At present, the Social Work Department at Washburn University offers three online graduate sequences. Foundations of Social Policy (SW 510) is offered in the fall and Social Policy and Advocacy (SW 511) is offered in the spring. Quantitative Social Work Research (SW 520) is taught in the fall and Qualitative Social Work Research (SW 521) is taught in the spring. Micro Human Behavior in the Social Environment (SW500) is taught in the fall and Macro Human Behavior in the Social Environment (SW501) is taught in the spring. Traditional “seat time” sections of these courses are also available to our students.

Social Work faculty members utilize WebCT and the MyWashburn course development tools to offer some course content online, even in traditional “seat time” classes. Students will meet face-to-face with the instructor, but in some cases, the seat time in a class may be reduced in lieu of online course work. For example, in a typical WebCT-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or other media presentations, and reading materials. A number of faculty members frequently use the within-course email and bulletin board (i.e., messaging) functions. Some instructors prefer the course calendar, online quiz-test, and forum (i.e., chat room) components of WebCT as well.

All students who have not taken a WebCT course are required to register for and attend a WebCT student orientation session. Students may register for the face-to-face orientation session by going to the website: http://www.washburn.edu/its/seminars/webct_orientation.html. Additional information about online courses and web-assisted coursework at Washburn University can be found by going to: <http://www.washburn.edu/online-education>.

MSW Degree Requirements

Completion of 63 credit hours or its equivalent, based on a combination of graduate hours and appropriate course waivers, is required for the awarding of the MSW degree. These hours include 51 credit hours (or equivalent) in the classroom and 12 credit hours, 1120 clock hours (or equivalent), in field practicum. Students must maintain a 3.0 grade point average on a 4.0 point scale. Students will not be allowed to graduate with a cumulative grade point average that is less than 3.0.

Recommendation that the master's degree be granted must be made by the faculty of the Department of Social Work to the Dean of the School of Applied Studies, the University Administration, and the Washburn University Board of Regents.

Graduate Social Work Student Association

The primary purpose of the Washburn University MSW Student Association (MSWSA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. MSWSA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. MSWSA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students' personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on MSW Program committees. Membership in this organization is open to all Washburn graduate social work students. For more information see the web site, which can be accessed via a link on the Social Work Department's homepage: <http://www.washburn.edu/sas/social-work>.

COURSE DESCRIPTIONS

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

FOUNDATION COURSES

SW 500 Micro Human Behavior in the Social Environment (3)

Presents a bio-psycho-social perspective on the developmental processes of human personality and behavior. It also examines human interactions within the social environment, concentrating on interactions occurring within families and groups, while emphasizing the ecological perspective. Fall semester only *Prerequisites: Admitted MSW students only or consent.*

SW 501 Macro Human Behavior in the Social Environment (3)

Students are exposed to concepts and substantive information about persons-in-environment transactions. Emphasis is placed on the structure and dynamic processes of organizations, communities and societies. Spring semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 510 Foundations of Social Policy (3)

The major purpose of this course is to prepare social work students as social work practitioners to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is the development of a conceptual map to focus the student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, the majority of the course content will focus on developing familiarity with

specific social policies in areas including income maintenance, poverty, child welfare, health and mental health care, and other contemporary policy issues. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. Fall semester only *Prerequisites: Admitted MSW students only or consent.*

SW 511 Social Policy and Advocacy (3)

The primary purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through advocacy in social policies and programs. A major feature of this course is the emphasis placed on developing knowledge about state legislative procedures and processes in the formulation of important social policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals (bills) currently before the state legislature in "real time." Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. Spring semester only. *Prerequisites: Admitted MSW students only and successful completion of SW 510, or consent.*

SW 520 Quantitative Social Work Research (3)

Introduces students to the basic principles of quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of quantitative research. In addition, students will learn how to utilize various quantitative research strategies and methodologies to evaluate social service programs and practice outcomes. Fall semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 521 Qualitative Social Work Research (3)

Introduces students to the basic principles of qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of qualitative research. In addition, students will learn how to utilize various qualitative research strategies and methodologies to evaluate social service programs and practice outcomes. Spring semester only. *Prerequisites: Admitted MSW students only and successful completion of SW 520 or consent.*

SW 525 Pre-Generalist Practicum Workshop (0)

In this mandatory one day workshop, regular standing MSW students will be oriented to the generalist field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 550 and SW 551 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 15 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

SW 530 Fundamentals of Social Work Practice (3)

Presents concepts and skills of generalist social work practice and includes the ecological and empowerment framework. Attention is given to preparation for the clinical concentration. Included is an examination of multi-level systems practice, and development of cultural competency is emphasized and integrated throughout the course. MSW students must complete this course or its equivalent before enrolling in SW 525, SW 550, and SW 551. Fall semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 550 Generalist Practicum I (3)

Students will gain supervised generalist level social work experience in selected community agencies. A minimum of 16 hours per week (240 clock hours) will be spent in mastering the knowledge and skills for multi-level client assessment, planning, intervention and evaluation. Concurrent enrollment in SW 525 and SW 551 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 15 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

SW 551 Generalist Practice Seminar I (3)

This seminar, taken concurrently with SW 550, provides students with the opportunity to integrate academic course-work, including values and ethics, with their field practicum experiences. Concurrent enrollment in SW 525 and SW 550 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 15 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

SW 560 Generalist Practicum II (3)

This Generalist practicum provides the student further opportunities to gain supervised social work experience in selected community organizations and programs for a minimum of 20 hours per week (160 clock hours). The focus is on refining generalist practice skills, and applying them to more complex social work situations, with multi-level systems. Concurrent enrollment in SW 561 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 525, SW 550, and SW 551.*

SW 561 Generalist Practice Seminar II (3)

This seminar, taken concurrently with SW 560, provides students with further opportunities to integrate academic coursework with the practice of generalist social work. Concurrent enrollment in SW 560 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 525, SW 550, and SW 551.*

SW 599 Dimensions of Professional Social Work Practice (3)

In this course, students will become familiar with the history and development of the social work profession, the history of social welfare, the work ethic of the social work profession, the various roles and related responsibilities of social workers in the many different fields of practice that the profession embraces, career opportunities in social work nationally and internationally, the practical aspects of the NASW Code of Ethics, and selected portions of state rules and regulations that govern the practice of social work in Kansas. In addition,

students will have an opportunity to develop sensitivity to, and respect for, human diversity and the value base that underlies the social work professions. An advanced standing student may be required by the MSW Program Director to complete this course. MSW students must complete this course or its equivalent before enrolling in SW 525, SW 550, and SW 551. *Prerequisites: Admitted MSW students only or consent. Required of all regular standing MSW students who have not taken an introductory course to social work and social welfare at the undergraduate or graduate level.*

CLINICAL CONCENTRATION COURSES**SW 600 Clinical Social Work Practice with Individuals (3)**

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with individuals, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to individuals who are vulnerable and/or oppressed. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 601 Clinical Social Work Practice with Families (3)

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with families, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to family units who are vulnerable and/or oppressed. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 604 Clinical Social Work Practice with Groups (3)

Students are expected to develop an understanding of theories and development of skills relevant to assessment and facilitation of small group interactions, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to vulnerable populations. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 605 Clinical Assessment and Diagnosis (3)

Presents an in-depth analysis of assessment techniques and diagnostic tools, including the DSM-IV, guided by social work values and ethics. Focus is on developing the knowledge and skills for competent, multi-cultural assessment of client functioning, within societal and environmental contexts. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework or consent.*

Clinical Practica and Seminar

The clinical practicum sequence is the culmination of the MSW educational experience. Students are placed in selected community agencies, under the supervision of qualified clinical social work instructors. Students complete a minimum of 16 hours in placement each week, and over two or three semesters, complete a total of 720 clock hours. If the practicum is completed in two semesters, then the average number of hours per week is 24. Students who work part or full time should plan

accordingly. There are very few evening, night, and/or weekend practica. As such, special arrangements are not guaranteed. In the practicum setting, students are expected to develop clinical skills for assessment and intervention with individuals, families, and groups, while maintaining a person-in-environment approach. This development rests firmly on the integration of theoretical clinical approaches, based on social work values and ethics. Concurrent enrollment in the Pre-Clinical Practicum Workshop is mandatory.

SW 625 Pre-Clinical Practicum Workshop (0)

In this mandatory one day workshop, MSW students will be oriented to the clinical field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 650 and SW 655 is required. Fall semester only. *Prerequisites: Admitted MSW students only; completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 650 Clinical Practicum I (3)

This first semester of Clinical Practicum is taken concurrently with SW 655 Clinical Seminar. In this semester, students begin their professional development in community agencies. Small case load and close supervision is expected. Concurrent enrollment in SW 625 and SW 655 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 655 Clinical Practice Seminar I (3)

In this seminar, taken concurrently with the Clinical Practicum I, students are expected to integrate academic course work, including values and ethics, with the practice of clinical social work, and to analyze and evaluate their effectiveness with clients. Concurrent enrollment in SW 625 and SW 650 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 656 Clinical Practice Seminar II (3)

Clinical Seminar II must be taken concurrently with Clinical Practicum II. This online seminar/online course provides students with further opportunity to integrate academic course work, including values and ethics, with the actual practice of clinical social work, and to think critically about their clinical work with clients. The seminar/online course allows students to continue with peer clinical case consultation format. In addition, the seminar/online course permits students to focus on creating a portfolio that will be reviewed by peers and the instructor at the end of the semester. Spring semester only. *Prerequisites: Successful completion of SW 625, SW 650, and SW 655.*

SW 660 Clinical Practicum II (3)

This field experience is a continuation of Clinical Practicum I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Spring semester only. *Prerequisites: Admitted MSW students only, completion*

of SW 625, SW 650, SW 655, and a practicum-director-approved placement in a Clinical Field Practicum.

CLINICAL ELECTIVE COURSES

Students should select elective courses in concert with their social work advisor and based on their particular area of practice interest. Nine credit hours of clinical social work electives are required. Dimensions of Professional Social Work (SW 599) counts as an elective for those students who are required to take it.

All elective courses will not be offered every semester. Other clinical electives may be added to fit client/community needs.

SW 585 Special Topics (1-3)

Using a (1-3) credit hour format, a variety of clinical social work electives may be offered. These are meant to introduce a specific topic or intervention skill to students. Elective courses that are currently listed under the special topics number include but are not limited to: Bowen Family Systems Therapy, Cognitive Therapy, Couples Counseling, Intensive Structural Family Therapy, Play Therapy, Psychodynamic Group Therapy, Psychoeducational Groups. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

SW 610 Clinical Social Work Practice with Children and Youth (3)

Students in this course are expected to develop the knowledge and skills necessary for effective assessment and treatment of children and youth. Effects of environment, culture, family, and developmental influences are emphasized. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

SW 612 Clinical Social Work Practice with Diverse Populations (3)

Students in this course are expected to develop the knowledge and skills necessary for effective assessment and treatment of ethnic minorities, women, and other disenfranchised groups. The psychological and sociological implications of discrimination are examined from a local, national and international framework, as well as the development of specific skills, including advocacy and empowerment, in working with disadvantaged groups. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 615 Psychopharmacology (3)

Students in this course are expected to develop the conceptual background needed to understand current pharmacological interventions used with clients. An emphasis is placed on the social worker's role in direct service with the client, the family, and other providers. Ethical issues involved with medications and medication compliance are stressed. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 617 Human Sexuality and Clinical Social Work Practice (3)

Students in this course are expected to develop the knowledge and skills necessary for effective clinical social work services to clients experiencing difficulties in

the area of sexual functioning. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 618 Social Work Practice in Schools (3)

Students in this course are expected to develop the knowledge and skills necessary for effective practice of school social work. An emphasis on the impact of policies for student and family functioning is included. Concurrent placement in a school-based clinical practicum is required. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent. Concurrent with SW 650.*

SW 619 Clinical Social Work Practice with Survivors of Trauma (3)

Students in this course are expected to develop the knowledge and skills necessary for effective clinical or systemic interventions for children, adolescents, and adults who have survived a traumatic event. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

SW 620 Brief Intervention in Clinical Social Work Practice (3)

Students in this course are expected to develop the knowledge and skills necessary for effective application of brief intervention, including current models of brief therapy in clinical social work practice with individuals, families, and groups. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 630 Independent Study (1-3)

This opportunity for study is designed for students wishing to complete an in-depth project in a specific area. The study must be approved by and coordinated with an individual member of the core social work faculty. *Prerequisites: Admitted MSW students only, completion of a minimum of 15 credit hours of MSW foundation coursework, and approval of both the MSW Program Director and the Department Chair.*

SW 632 Mental Health and the Law (3)

This elective course is designed to acquaint social workers and other human service practitioners with the basic legal principles and procedures relevant to their work. The course also focuses on the impact which the legal system has on professional practice, with an emphasis on the following areas: the structure of the legal system; relation of ethics and law; informed consent; guardianship; family law; laws and the severely mentally ill; basic principles of malpractice; and testifying in court. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 633 Survival Spanish and Cultural Issues (3)

This an elective course which consists of an integrated program of printed and audio instructional materials focused on learning generic Spanish designed for the workplace (i.e., requesting personal information of a limited nature) and content introducing students to the history and experiences of Latino and Hispanic populations throughout the U.S. Students will be exposed to the rich diversity, strengths as well as challenges, of immigrating populations. Issues of social injustice and oppression

are explored including immigration and social welfare policies. Through case examples and assignments, students will have an opportunity to critically think about application of course context to social work practice. Active participation of students is required. Graduates taking this course will have different assignments and additional learning objectives than undergraduates. Both groups of students will learn the same generic Spanish material. Learning is facilitated through the use of some on-line discussion and instruction. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

PSYCHOLOGY (MA)

Website: http://www.washburn.edu/cas/psychology/ma_program.html

Master of Arts, Psychology, emphasis in Clinical Skills
Henderson Learning Center, Room 211
(785) 670-1564

MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES

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

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

ADMISSION POLICY

In order to be admitted to the graduate program, the candidate must have a bachelor's degree from an accredited college or university, and a minimum of 15 hours of undergraduate psychology courses including a statistics course, an experimental laboratory course, and a course in abnormal psychology. Students lacking required courses may be admitted on a provisional basis with the understanding that they make up any deficiencies before they are fully admitted into the program. Students are required to submit to the Psychology Department Admissions Committee a copy of all undergraduate transcripts, three letters of recommendation, scores on the Graduate Record Exam (general test), and completed admission forms. Deadline for submission of all application materials for fall admission is March 15. Late admission requests will be considered on a space-available basis. Further information concerning the program, including admission forms and application procedures, may be obtained by contacting the department chairperson.

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

Academic Status: Full Time Graduate Student

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

Special Student Admission

Several graduate courses are available to social workers, nurses, teachers, and members of other professional groups eligible for continuing education credit. In addition, the department accepts students as part-time, non-degree candidates, or students presently enrolled in other graduate programs who need graduate courses in psychology. Students who wish to enroll with special student status need to acquire the short application form from the Psychology Department. Students may enroll for a total of only six credit hours as special students.

Admission to Candidacy

After completion of all required 500 level courses and the comprehensive exam, the student's work will be evaluated by the faculty. If the student is considered to be a mature, emotionally stable, and a potentially competent master's level professional in psychology, he or she will be admitted to candidacy status and will be permitted to begin internship training.

Post-Candidacy Enrollment

Subsequent to admission to candidacy, the candidate must be continuously enrolled until all requirements for the degree are completed. Candidates who have completed all requirements, including enrolling in six hours of PY 699, but who still need to complete their thesis, must enroll in PY 695 each semester, including summer sessions. The number of hours of enrollment each semester will be determined by the candidate's advisor and must reflect as accurately as possible the candidate's demand on a faculty member's time and university facilities.

Degree Requirements

In order to meet graduation requirements, the student must:

1. complete a minimum of 60 hours including: a) Core Courses (12 hours) PY 501, 502, 510, 560; b) Clinical courses (21 hours) PY 520, 521, 540, 550, 551, 650, 660; and c) Seminar (3 hours) PY 620;
2. demonstrate satisfactory performance on a comprehensive exam after successful completion of all required 500 level courses;
3. complete 6 hours of practicum and 12 hours of internship; and
4. complete an acceptable thesis.

Grades

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

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

SUGGESTED SCHEDULE FOR THE MASTER OF ARTS DEGREE

First Year

<u>Fall Semester (9 hrs)</u>	<u>Spring Semester (9 hrs)</u>
Psychology 501	Psychology 502
Psychology 510	Psychology 540
Psychology 660	Psychology 560

Second Year

<u>Fall Semester (9 hrs)</u>	<u>Spring Semester (9 hrs)</u>
Psychology 550	Psychology 551
Psychology 590	Psychology 591
Psychology 520	Psychology 521
Psychology 580	Psychology 581

Third Year

<u>Fall Semester (12 hrs)</u>	<u>Spring Semester (12 hrs)</u>
Psychology 650	Psychology 620
Psychology 601	Psychology 601
Psychology 699	Psychology 699

Students interested in pursuing an accelerated course of study with the possibility of completing the master's degree in two years should contact the department chair.

COURSE OFFERINGS

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

PY 501 Experimental Foundations I (3)

Survey of fundamental areas of psychology including learning, perception, physiological, motivation, emotion, research design, etc. *Prerequisite: Consent.*

PY 502 Experimental Foundations II (3)

Continuation of PY 501. *Prerequisite: Consent.*

PY 510 Intermediate Statistics (3)

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

PY 520 Intellectual and Diagnostic Assessment of Adults (3)

Introduction to administration, scoring, and interpretation of tests of intellectual and neurological function, objective personality tests, projective techniques, and screening measures. Emphasis on assessment of adults. Must be taken with PY 580. *Prerequisite: Graduate standing.*

PY 521 Intellectual & Diagnostic Assessment of Children (3)

Continuation of Psychology 520, with emphasis on assessment of children and adolescents. Must be taken with PY 581. *Prerequisite: PY 520.*

PY 540 Advanced Psychopathology (3)

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

PY 550 Introduction to Psychotherapy Techniques (3)

Theory and practice of basic interviewing and therapy skills, with an emphasis on the Cognitive Behavioral approach for treatment of anxiety disorders. Must be taken with PY 590. *Prerequisites: Graduate standing and concurrent enrollment in (or completion of) PY 520.*

PY 551 Individual Adult Psychotherapy (3)

Theory and practice psychotherapeutic intervention skills with an emphasis on interpersonal, cognitive, and brief therapy approaches for treatment of mood disorders. Must be taken concurrently with PY 591. *Prerequisites: PY 520 & PY 550.*

PY 560 Ethics, Diversity, and Professional Practice (3)

This course will explore contemporary aspects of professional practice germane to masters level psychologists. The primary focus will be on the understanding and application of the APA Ethics Code, with a secondary emphasis on the development of sensitivity, expertise, and competencies for working with clients with diverse beliefs, values, heritages, and preferences. Special topics such as domestic violence and substance abuse, as well as other professional issues such as requirements for licensure and career path options, may also be explored. *Prerequisite: Graduate standing.*

PY 580 Assessment Practicum I (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving assessment skills being taught concurrently in PY 520. *Prerequisite: Must be taken concurrently with PY 520.*

PY 581 Assessment Practicum II (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving assessment skills being taught concurrently in PY 521. *Prerequisite: Must be taken concurrently with PY 521.*

PY 590 Psychotherapy Practicum I (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 550. *Prerequisite: Must be taken concurrently with PY 550.*

PY 591 Psychotherapy Practicum II (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 551. *Prerequisite: Must be taken concurrently with PY 551.*

PY 601 Internship (6)

(To be repeated to a maximum of 12 hours credit toward the degree) Field training experience oriented toward the development of skills in assessment and therapeutic intervention, consultation experiences, preventive applications, and group and family interventions. *Prerequisite: Admission to candidacy status and consent of instructor.*

PY 620 Seminar in Psychology (3)

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

PY 650 Child, Family and Marital Therapy (3)

Theory and practice of interventions in marital, family, and child management problems. *Prerequisite: PY 551.*

PY 660 Theories of Psychotherapy (3)

Survey of the major psychodynamic, humanistic, and behavioral schools of psychotherapy. The historical development, therapeutic applications, and empirical support of each will be discussed. *Prerequisite: Consent.*

PY 695 Independent Research (1-3)

Independent supervised research. Does not count toward graduation. *Prerequisite: Completed 6 hours in PY 699 Thesis.*

PY 699 Thesis (3)

(To be repeated to a maximum of 6 hours credit toward the degree) Independent supervised research. *Prerequisite: Admission to candidacy status.*



Students participating in a summer trip to South Africa and Botswana pose in front of a termite mound.



Derek Koenigsdorf and a group of preschoolers from the Literacy Education Action Project (LEAP) take a break from learning their letters.

Board of Regents 2008-2009

W.U. Administrative Officers

**Washburn Alumni Association
2008-2009**

Officers & Directors

General Faculty

Faculty Emeriti



Art students share opinions during a friendly critique session.



A student discusses his poster presentation at the annual Apeiron, A Forum of Student Research, Scholarship, and Creativity.



President Farley congratulates the Washburn Student Government Association on their successful "Can Emporia" food drive for the United Way Campaign.

THE BOARD OF REGENTS

OFFICERS OF THE BOARD 2008-2009

Bob W. Storey, Chair
Ben Blair, Vice-Chair

MEMBERS OF THE BOARD

William W. Bunten, Mayor of Topeka
James P. Lagerberg
Dan Lykins
Christal Marquardt
Blanche C. Parks
James R. Roth
Maggie Warren

EXECUTIVE OFFICERS OF THE UNIVERSITY

Jerry B. Farley, President
Kenneth P. Hackler, Secretary
Wanda B. Hill, Treasurer

ADMINISTRATIVE OFFICERS

Jerry B. Farley, Ph.D., President
Robin Bowen, Ed.D., Vice President for Academic Affairs
Wanda B. Hill, M.B.A., Vice President for Administration
and Treasurer
Denise C. Ottinger, Ph.D., Vice President for Student Life
David Monical, M.P.A., Executive Director of
Governmental Relations
Carol Vogel, M.A.T., Director, Equal Opportunity
Tom Ellis, Interim Dean of Enrollment Management
Loren Ferre, M.A., Director, Athletics
Gordon McQuere, Ph.D., Dean, College of Arts
and Sciences
William Dunlap, Ph.D., Dean, School of Applied Studies
David Sollars, Ph.D., Dean, School of Business
Thomas Romig, J.D., Dean, School of Law
Cynthia Hornberger, Ph.D., Dean, School of Nursing
(Until June 30, 2009)
Meredith Kidd, M.S., Dean of Students
Donna LaLonde, Ph.D., Dean, University Honors
Program and Director, Center for Undergraduate
Studies and Programs
Tim Peterson, Ph.D., Dean, Division of Continuing
Education
Alan Bearman, Ph.D., Interim Dean, University Libraries

WASHBURN ALUMNI ASSOCIATION

2008-2009 Officers and Directors

Website: <http://www.washburn.edu/alumni>

Bradbury Thompson Alumni Center
1700 SW College Avenue
Topeka, Kansas 66621
(785) 670-1641

OFFICERS

President	Ann Adrian
Vice President	Roger VanHoozer
Past President	Leo Taylor
Director	Susie Hoffmann

DIRECTORS

Kirsten Allen	Dennis Bohm
Jami Bond	Stacey Calhoon
Tara Cunningham	Amy Garton
Ray Killam	Bill Marshall
Erin Menard	Dave Moore
Cindy Rogers	Jim Sloan

General Faculty

Crystal Acker, Assistant Professor of School of Nursing, 2007. B.S.N., Emporia State University, 2003.

Aida M. Alaka, Associate Professor of Law, 2006. B.A., University of Wisconsin – Madison, 1981; Loyola University Chicago School of Law, 1993.

Rebecca Alexander, Librarian, School of Law, 1996. B.A., University of Kansas, 1984; M.S., University of Illinois at Urbana-Champaign, 1993.

Michael Almond, Assistant Professor of Art, 1988. B.F.A., Kansas City Art Institute, 1981; M.A., University of Iowa, 1984; M.F.A., *ibid*, 1986.

Joanne Altman, Professor of Psychology, 1991. B.A., Franklin and Marshall College, 1984; M.A., Temple University, 1987; Ph.D., *ibid*, 1990.

Deborah Altus, Professor of Human Services, 2000. B.A., University of California, 1982; M.A., University of Kansas, 1984; Ph.D., *ibid*, 1988.

Kelly Anders, Associate Dean of Students, School of Law, 2005. B.A., University of Nebraska-Lincoln, 1989; J.D., Pepperdine University, 1996.

Bobbie Anderson, Lecturer in International Programs, 2001. B.A., Phillips University, 1964; M.S., Kansas State University, 1990.

Stephen Angel, Chair and Associate Professor of Chemistry, 1991. B.A., Inter-American University, 1976; B.S., University of California, 1984; Ph.D., University of Colorado, 1989.

Matthew Arterburn, Assistant Professor of Biology, 2006. B.S., George Mason University, 2001; Ph.D., Washington State University, 2006.

Sharon M. Ashworth, Assistant Professor of Biology, 2008. B.A., Smith College, 1987; M.S., University of Wisconsin-Madison, 1992; Ph.D., University of Kansas, 2003.

Michael W. Averett, Lecturer of Music, 2008. B.A., Lenoir-Rhyne College, 2002; M.A. Ball State University, 2006..

Thomas Fox Averill, Professor of English, Writer in Residence, 1980. B.A., University of Kansas, 1971; M.A., *ibid*, 1974; M.F.A., University of Iowa, 1976.

Rory Bahadur, Associate Professor, School of Law, 2007. B.S., University of the West Indies, 1990; M.A., University of Miami, 1992; J.D., St. Thomas University, 2003.

David W. Bainum, Professor of Computer Information Sciences, 1985. B.S., Massachusetts Institute of Technology, 1968; M.S., George Washington University, 1972; M.S., Ohio University, 1974; Ph.D., *ibid*, 1977.

W. Gary Baker, Professor of Finance, 1975. B.S., Ohio State University, 1965; M.A., Wichita State University, 1967; Ph.D., University of Nebraska, 1975.

Tammy K. Baker, Technology Librarian, Mabee Library, 2008; B.A., University of North Carolina at Greensboro, 1989; M.S., North Carolina Central University, 1995.

Jennifer Ball, Associate Professor of Economics, 2001. B.S., California State University-Long Beach, 1989; M.A., *ibid*, 1994; Ph.D., University of Southern California, 2000.

Rick J. Barker, Associate Professor of Computer Information Sciences, 1981. B.S.E., Northeast Missouri State University, 1974; M.A., *ibid*, 1975; M.S., Kansas State University, 1981

Karen Barron, Lecturer in English, 2006. B.A., Kansas State University, 1979; M.F.A., Bennington College, 2005.

Gerald Bayens, Chair and Professor of Criminal Justice, 1996. B.A., Washburn University, 1989; M.A., University of Alabama, 1995; Ph.D., Union Institute, 1998.

Kellis Bayless, Lecturer in Biology, 2006. B.S., University of Kansas, 2001, Ph.D., *ibid*, 2007.

Alan Bearman, Interim Dean of Mabee Library, 2008; Assistant Professor of History, 2003. B.A., Murray State University, 1998; B.S., University of Kentucky, 1999; M.A., Murray State University, 2000; Ph.D. Kansas State University, 2005.

Robert J. Beatty, Associate Professor of Political Science, 2000. B.A., Carleton College, 1988; M.A., University of Kentucky, 1993; Ph.D., Arizona State University, 2000.

Harry C. Beckman, Lecturer of Mathematics and Statistics, 2001. B.S., Kansas State University, 1961; M.S., Emporia State University, 1967.

Patricia A. Bender, Assistant Professor of Health, Physical Education and Exercise Science, 1986. B.A., Trinity University, 1976; M.S., University of Illinois, 1980; Ph.D., University of Southern California, 1987.

Phyllis E. Berry, Associate Professor of Criminal Justice, 2004. B.G.S., Wichita State University, 1991; M.A.J., Wichita State University, 1993; Ph.D., Oklahoma State University, 1999.

Susan Bjerke, Assistant Professor of Biology, 2005. B.S., University of Idaho, 2000; Ph.D, University of Iowa, 2005.

Steven Black, Chair and Assistant Professor of Physics and Astronomy, 1983; B.S., Emporia State University, 1976; Ph.D., Oklahoma State University, 1982.

Sharla A. Blank, Assistant Professor of Anthropology, 2007. A.B., Occidental College, 1991; M.A., University of California-San Diego, 1996; Ph.D., *ibid*, 2005.

Larry D. Blumberg, Associate Professor of Mathematics and Statistics, 1967. B.A., Sterling College, 1965; M.A., University of Kansas, 1967; Ph.D., Kansas State University, 1978.

Robert J. Boncella, Professor in School of Business, 1983. B.A., Cleveland State University, 1971; M.A., *ibid*, 1974; M.S., University of Kansas, 1982; Ph.D., *ibid*, 1990.

Bradley T. Borden, Associate Professor of Law, 2004. B.B.A., Idaho State University, 1995; M.B.A., Idaho State University, 1996; J.D., University of Florida College of Law, 1999; LL.M., University of Florida College of Law, 2000.

- Robin Bowen**, Vice President for Academic Affairs and Professor of Education, 2007. B.S., University of Kansas, 1982; M.Ed., University of Arkansas, 1983; Ed.D., Texas Tech University, 1988.
- Barbara Bowman**, Associate Professor of Psychology, 1994. B.A., Washburn University, 1989; M.A., University of North Dakota, 1991; Ph.D., *ibid*, 1994.
- Lee E. Boyd**, Professor of Biology, 1982. B.S., St. Mary's College of Maryland, 1977; M.S., University of Wyoming, 1980; Ph.D., Cornell University, 1988.
- John Burns**, Lecturer of Health, Physical Education and Exercise Science, Clinical Coordinator, Athletic Trainer, 2003. B.A. Washburn University 1992, M.S. University of Arizona, 1994.
- Paul F. Byrne**, Associate Professor of Economics, 2003. B.A., University of Montana, 1996; Ph.D., University of Illinois, 2003.
- Karen D. Camarda**, Associate Professor of Physics and Astronomy, 2002, B.S., University of California at San Diego, 1991; M.S. University of Illinois-Urbana-Champaign, 1992; Ph.D., *ibid*, 1998.
- Steven J. Cann**, Professor of Political Science, 1985. B.S., North Dakota State University, 1970; M.S., *ibid*, 1972; Ph.D., Purdue University, 1977.
- Carolyn Carlson**, Assistant Professor of Education, 2007. B.A., University of Kansas, 1999; M.A., *ibid*, 2003; Ph.D., *ibid*, 2006.
- Jane H. Carpenter**, Assistant Professor of Nursing, 1993. B.S.N., Washburn University, 1980; M.S., University of Kansas, 1993.
- Ellen Carson**, Professor, School of Nursing, 2003. B.S.N., Pittsburg State University, 1978; M.N. University of Kansas, 1987; Ph.D., University of Arkansas, 1994.
- Regina Cassell**, Lecturer of Mass Media and Director of Student Publications, 2003. B.A., Northwest Missouri State University, 1996; M.S., University of Kansas, 1998.
- Jeanne Catanzaro**, Lecturer of Nursing, 2008. B.S. Saint Louis University, 1981; M.S. University of Missouri, 1993; Ph.D., Saint Louis University, 1993.
- Kevin Charlwood**, Chair and Associate Professor of Mathematics & Statistics, 1997. B.S., Carroll College, 1986; M.S., University of Minnesota, 1988; Ph.D., University of Wisconsin-Milwaukee, 1994.
- Erin D. Chanberlain**, Assistant Professor of English, B.A., Hanover College, 2000; M.A. Ohio University, 2002; Ph.D., Purdue University, 2007.
- Cheryl Childers**, Associate Professor of Sociology & Anthropology, 1996. B.A., Southeastern Oklahoma State University, 1976; M.A., Texas Woman's University, 1993; Ph.D., *ibid*, 1996.
- Frank J. Chorba**, Professor of Mass Media, 1984. B.A., West Liberty College, 1965; M.A., West Virginia University, 1968; Ph.D., Southern Illinois University, 1975.
- John E. Christensen**, Library Director and Professor of Law, 1979. B.S., Brigham Young University, 1971; J.D., University of Utah College of Law, 1975; M.L.S., University of California at Berkeley, 1976.
- Nora K. Clark**, Assistant Professor of Nursing, 1991. B.S., Pacific Union College; B.S.N., Walla Walla College; M.N., University of Kansas, 1986; Ph.D., University of Kansas, 2004.
- Novella Noland Clevenger**, CPA, Associate Professor of Taxation, 1988. B.S., Southeast Missouri State University, 1962; M.A., *ibid*, 1977; M.B.A., *ibid*, 1982; J.D., University of Memphis, 1985; LL.M., College of William and Mary, 1987.
- Thomas Benton Clevenger**, CPA, Associate Professor of Accounting, 1988. B.S., University of Missouri, 1970; M.B.A., Southeast Missouri State University, 1981; D.B.A., University of Memphis, 1987.
- Lee Anne Coester**, Lecturer in Education, 1998. B.S.Ed., Emporia State University, 1972; M.S.Ed., *ibid*, 1980.
- Anna L. Collins**, Assistant Professor of Nursing, 2002. A.A., Penn Valley Community College, 1972; B.S.N., Fort Hays State University, 1994; M.S.N., *ibid*, 2001.
- Heather Collins**, Curriculum Resources Librarian, Mabee Library, 2004. B.M., Kansas State University, 1999; M.L.S., Emporia State University, 2004.
- James M. Concannon**, Professor of Law, 1973. B.S., University of Kansas, 1968; J.D., *ibid*, 1971.
- Donovan W. Cook**, Associate Professor of Education, Coordinator of Student Field Experience, 1987. B.S., Buena Vista College, 1964; M.S., Mankato State University, 1968; Ed.D., Virginia Polytechnic Institute and State University, 1986.
- Sarah Cook**, Associate Professor of Mathematics & Statistics, 1998. B.S., Emporia State University, 1992; M.S., Kansas State University, 1994; Ph.D., *ibid*, 1998.
- Dean Corwin**, Catalog Librarian, Mabee Library, 1996. B.M., University of Kansas, 1971; M.S., University of Illinois, 1977; M.A., West Chester University, 1987.
- Charles M. Cranston**, Professor of Mass Media, 2004. B.A., Texas A & M University, 1968; M.S., Texas A & M University, 1972; Ed.D., *ibid*, 1982.
- Barry Crawford**, Professor of Religion, 1978. B.A., Catawba College, 1969; M.A., Wake Forest University, 1971; Ph.D., Vanderbilt University, 1978.
- Linda Croucher**, Clinical Coordinator Radiation Technology and Associate Professor of Radiologic Technology, 1983; Stormont-Vail School of Radiologic Technology, 1968; B.S., Pittsburg State University, 1985; M.S., Kansas State University, 1987.
- Martha Crumpacker**, Associate Professor of Management, 1977. B.A., Boise State University, 1968; M.S., Oregon State University, 1971; D.B.A., Louisiana Tech University, 1980.
- Jack L. Decker**, Associate Professor of Computer Information Sciences, 1984. B.S., Kansas State University, 1969; M.S., Lehigh University, 1973.
- Sophie Delahaye**, Assistant Professor of Modern Languages, 2008. D.E.U.G de Lettres et Arts, Université de la Sorbonne Nouvelle, Paris III, 1994; Licence de Littérature Générale et Comparée, *ibid*, 1995; Maîtrise

de Lettres Modernes, Université Michel de Montaigne, Bordeaux III, 1996; D.E.A. de Littérature et Civilisation Françaises, Université de la Sorbonne Nouvelle, Paris III; PhD. University of Kansas, 2007.

Barbara J. DeSanto, Chair and Professor of Mass Media, 2007. B.S., St. Cloud University, 1982; M.S., *ibid*, 1991; Ed.D., Oklahoma State University, 1995.

Karen Diaz Reategui, Assistant Professor of Modern Languages, 2008; M.A. University of Georgia, 2004; PhD., Arizona State University, 2008.

Caren D. Dick, Assistant Professor of Nursing, 1996. B.S.N., Washburn University, 1984; M.S.N., University of Kansas, 1999, of Toledo, 1970.

Shiao-Li Ding, Associate Professor of Music, 1992. B.M., Central Conservatory of Music, Beijing, 1980; M.M., University of Michigan, 1982; D.M.A., Boston University, 1991.

Shirley Dinkel, Associate Professor of Nursing, 2002. B.S.N., Marymount College, 1979; M.S.N., University of Kansas, 1990; Ph.D., University of Missouri, 2005.

Becky Dodge, Clinical Coordinator and Lecturer of Allied Health, 2002. A.S., Washburn University, 1994; B.A., Ottawa University, 2001; M.E.T., Mid America Nazarine University, 2006.

Brian S. Dorrel, Program Director of Athletic Training and Lecturer of Health, Physical Education and Exercise Science, 2007. B.S., Northwest Missouri State University, 1996; M.A.Ed., Northern State University, 1998;.

Steven Doubledee, Assistant Director of Forensics/ Lecturer, 2006. B.A., Missouri Southern State University, 2000; M.A., Central Missouri State University, 2005.

Richard Driver, Lecturer of Mathematics and Statistics, 1996. B.A., Baker University, 1961; M.A., Boston College, 1968; Ph.D., Kansas State University, 1993.

Judy Druse, Interim Assistant Dean Mabee Library, 2008; Curriculum Librarian Mabee Library, 1987. B.S., Northwest Missouri State University, 1968; M.L.S., Emporia State University, 1974.

Yongtao Du, Assistant Professor of History, 2006. B.A., Henan University, 1993; M.A., Beijing University, 1996; Ph.D., University of Illinois at Urbana-Champaign, 2006.

Myrl L. Duncan, Professor of Law, 1977. B.A., University of Kansas, 1970; J.D., Georgetown University School of Law, 1975; LL.M., Columbia University School of Law, 1981; J.S.D., *ibid*, 1988.

William S. Dunlap, Dean, School of Applied Studies and Professor of Allied Health, 1983. B.S., Wichita State University, 1967; M.S., Pittsburg State University, 1976; Ph.D., University of Missouri-Columbia, 1981.

Gloria Dye, Chair and Professor of Education, 1994. B.A., Walsh University, 1978; M.S., University of New Mexico, 1988; Ph.D., *ibid*, 1994.

James Robert Eck, Professor of Finance, 1979. B.S.C., St. Louis University, 1960; M.B.A., Indiana University, 1961; Ph.D., University of Illinois, 1979.

Lenora Edwards, Assistant Professor of Nursing, 1998. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1998.

Larissa Mitrophanova Elisha, Artist in Residence in Music, Violin, 1999. B.M., Lunatcharsky Academy of Music, Belorussia, 1986; M.M., *ibid*, 1989; Doctorate, K. Lipinski Academy of Music, Poland, 1997.

Steven Elisha, Lecturer of Music, Director of String Studies, 2001. B.M., Indiana University School of Music, 1983; M.M., Yale University, 1985.

Richard B. Ellis, Director, Learning in the Community, and Professor of Human Services, 1991. B.S., Kansas State University, 1973; M.S., *ibid*, 1976; Ph.D., *ibid*, 1997.

Linda Henry Elrod, Distinguished Professor of Law, 1974. B.A., Washburn University, 1969; J.D., *ibid*, 1971.

Dennis Etzel Jr. Lecturer of English, 2007. B.A., Washburn University, 1999; B.A., *ibid*, 2004; M.A., Kansas State University, 2006.

Andrew Evans, Head of Reference and Gov't. Documents Librarian, School of Law, 2002. B.S., National American University, 1995; J.D., Washburn University, 2001, M.L.S., Emporia State University, 2007.

Howard J. Faulkner, Chair and Professor of English, 1972. B.A., University of Northern Iowa, 1966; M.A., University of Oklahoma, 1968; Ph.D., *ibid*, 1972.

David Feinmark, Coordinator of Collection Development, Mabee Library, 1981. B.A., Boston University, 1973; M.S., Simmons College, 1979; M.B.A. Washburn University, 1992.

Jessie Fillerup, Lecturer of Music History, 2006. B.F.A., University of Arizona, 1999; M.M., *ibid*, 2001.

Karen Fernengel, Lecturer of Nursing, 2008. B.A., Augustana College, 1973; M.S., University of Kansas School of Nursing, 1986; Ph.D., *ibid*, 1994.

Liviu Florea, Assistant Professor of Management, 2006. M.B.A., University of Missouri-Columbia, 2000; Transylvania University, 1999; Ph.D., University of Missouri-Columbia, 2007.

Gary B. Forbach, Professor of Psychology, 1973. B.A., University of Denver, 1969; M.S., Oklahoma State University, 1972; Ph.D., *ibid*, 1973.

John J. Francis, Director, Washburn Law Clinic, and Professor of Law, 1999. B.A., Lafayette College, 1985; J.D., The American University, 1989.

David A. Freeman, Professor of Political Science, 1988. B.A., Univ. of Kentucky, 1969; M.A., Eastern Kentucky Univ., 1972; M.A., Univ. of South Carolina, 1984; Ph.D., The Claremont Graduate School, 1977.

Ross Friesen, Assistant Professor of Health, Physical Education and Exercise Science, 1995. B.S., Bethel College, 1976; M.Ed., University of Missouri-Columbia, 1980; Ed.D., University of Kansas, 1992.

Timothy Fry, Associate Professor of Education, 2002. B.S., Emporia State University, 1977; M.S., *ibid*, 1982; Ph.D., Kansas State University, 1995.

- William Gahnstrom**, Lecturer of Mathematics & Statistics, 1998. B.A., University of Kansas, 1973; M.S., Naval Postgraduate School, 1986.
- Norman A. Gamboa**, Director of Orchestra and Lecturer of Music, 2004. B.M., Baylor University, 2001; M.M., University of Nevada, 2003.
- Barbara Ginzburg**, Assistant Classroom/Teaching Technology Librarian, School of Law, 2005. B.A., Kansas University, 1993; MLS, Emporia State University, 1998.
- Alex Glashausser**, Associate Dean and Professor of Law, 1999. B.A., Harvard College, 1990; J.D., Duke University School of Law, 1995.
- Daniel Glen**, Lecturer of History, 2008. B.A. Xavier University, 1997; M.A., University of Cincinnati, 2003; Ph.D., *ibid*, 2007.
- Maureen Godman**, Associate Professor of English, 1999. B.A., University of Leicester, 1982; M.A., University of Kansas, 1990; Ph.D., *ibid*, 1997.
- Deborah Goering**, PT Mobile Health Clinic Nurse of School of Nursing, 2009. BS., College of Charleston, 1984; BSN., Montana State University, 1990.
- J. Lynn Entrikin Goering**, Associate Professor of Law, 2003. B.G.S., University of Kansas, 1977; M.P.A., *ibid*, 1982; J.D., Washburn University, 1987.
- Miguel Gonzalez-Abellas**, Chair of Modern Languages and Associate Professor of Spanish, 1997. Diplomatura, Universidade de Santiago de Compostela, 1987; Licenciatura, *ibid*, 1990; M.A., University of Kansas, 1992; Ph.D., *ibid*, 1997.
- Robert Goodwin**, Lecturer of Education, 2007. B.S., Kansas State Teachers College, 1968; M.S., Emporia State University, 1976; Ph.D., Kansas State University, 1984.
- Rachel Goossen**, Associate Professor of History, 2000. B.A., Bethel College, 1982; M.A., University of California, 1984; Ph.D., University of Kansas, 1993.
- Nancy Gray**, Circulation & Faculty Services Librarian, School of Law, 1996. B.A., Kansas State Teachers College, 1971.
- Finette Gress**, Lecturer in School of Nursing, 2007. R.N., Stormont-Vail, 1986; BSN Washburn University, 2004; MSN FNP Clarkson College, 2007.
- Ronald C. Griffin**, Professor of Law, 1978. B.A., Hampton Institute, 1965; J.D., Howard University, 1968; LL.M., University of Virginia, 1974.
- Michael Hager**, Lecturer of Art, 2007. B.F.A., Washburn University, 1992; M.A., University of Iowa, 1997; M.F.A., *ibid*, 1999.
- James Haines Jr.**, Ned Eldon Clark Distinguished Professor, School of Business, 2008; A.A. Jackson Community College, 1966; B.A. University of Missouri-Columbia, 1969; J.D. *ibid*, 1975.
- Chris Hamilton**, Professor of Political Science, 1997. B.A., Wichita State University, 1973; M.A., University of Missouri, 1976; Ph.D., University of Kansas, 1983.
- Kimberly Harrison**, Assistant Professor of Social Work, 2005. B.A., University of Kansas, 1991; M.S.W., *ibid*, 1993; Ph.D., *ibid*, 2003.
- Margaret Hawthorne**, Associate Director and Lecturer, Leadership Institute, 2002. B.A., University of Mississippi, 1985; M.A., *ibid*, 1992; M.A. *ibid*, 1993; Ph.D., University of Kansas, 2007.
- Andrew Herbig**, Assistant Professor of Biology, 2007. B.S., Truman State University, 1995; Ph.D., Cornell University, 2001.
- Duane A. Hinton**, Lecturer of Biology, 2004. B.A., Washburn University, 1986; Ph.D., University of Kansas, 1991.
- Raylene J. Hinz-Penner**, Lecturer of English, 2003. B.S. Kansas University, 1970; M.A., *ibid*, 1972; M.F.A., Wichita State University, 1995.
- James L. Hoogenakker**, Professor of English, 1963. B.S., Iowa State University, 1961; M.A., State University of Iowa, 1963; Ph.D., University of Kansas, 1975.
- Cynthia Hornberger**, Dean of the School of Nursing (through June 30, 2009) and Professor of Nursing, 1989. B.A., University of Kansas, 1976; B.S.N., Washburn University, 1978; M.S., University of Kansas, 1989; M.B.A., *ibid*, 1992; Ph.D., *ibid*, 1999.
- Robert M. Hull**, Professor of Finance and Clarence W. King Chair of Finance, 1990. B.A., University of Kansas, 1971; M.B.A., *ibid*, 1983; Ph.D., *ibid*, 1990.
- Catherine A. Hunt**, Assistant Professor and Director of Music Education, 2003. B.M., Millikin University, 1977; Diploma in Voice, Hochschule für Musik, Salzburg, Austria, 1980; M.A., University of Iowa, 1981; Ph.D., University of Nebraska, 2000.
- John. C. Hunter**, Professor of Theatre, 1975. B.E., Wisconsin State University, 1969; M.F.A., Florida State University, 1975.
- Kathy Hupp**, Coordinator and Lecturer in the Physical Therapist Assistant Program, 2003. A.S., Washburn University 1998; B.A., *ibid*, 1998.
- Martha Imparato**, Special Collections Librarian, Ma-bee Library, 1989. A.A., Northern Virginia Community College, 1978; B.A., Radford University, 1980; M.S., University of Tennessee, 1981.
- Debra Isaacson**, Assistant Professor of Nursing, 1998. B.S.N., Fort Hays State University, 1990; M.S., University of Kansas, 1997.
- Janet Thompson Jackson**, Associate Professor of Law, 2004. B.A., Wittenberg University, 1984; J.D., Howard University School of Law, 1988.
- Jeffrey Jackson**, Associate Professor of Law, 2004. B.B.A., Washburn University, 1989; J.D., Washburn University, 1992; LL.M., Georgetown University Law Center, 2003.
- Russell A. Jacobs**, Professor of Philosophy, 1975. B.A., Midland Lutheran College, 1969; Ph.D., University of Texas, 1976.

Marian Jamison, Associate Dean and Professor, School of Nursing, 2007. BSN, University of Kansas, 1978; MA, *ibid*, 1986; MBA, *ibid*, 1990; Ph.D., *ibid*, 2003.

Ursula Jander, Associate Professor of Biology, 1985. M.S., University of Freiburg, Germany, 1964; Ph.D., University of Freiburg, Germany, 1965.

Reinhild Janzen, and Professor of Art, 1996; B.A., Pädagogische Hochschule in Germany, 1963; M.A., University of Chicago, 1967; M.Phil, University of Kansas, 1975; Ph.D., *ibid*, 1978.

S. Yvette Jenkins, Lecturer of Education, 2008. B.A., Rutgers University/Livingston College, 1978; M.A., University of Michigan, 1991; Ph.D., *ibid*, 1997.

David Jensen, LSCSW, Lecturer of Social Work, 1999. B.A., Washburn University, 1974; M.S.W., University of Kansas, 1978.

Roberta A. Jolly, Lecturer of Computer Information Sciences, 1999. B.S.E., Emporia State University, 1971; M.S.E., *ibid*, 1977; A.A., Washburn University, 1985; Ed.D., University of Kansas, 1995, Professional Development Certificate in Distance Education, University of Wisconsin-Madison, 2001.

Douglas H. Jones, Clinical Coordinator and Instructor of Diagnostic Medical Sonography, 2000. B.A., University of Kansas, 1974.

Patricia A. Joyce, Assistant Professor of Nursing, 1994. B.S.N., Washburn University, 1977; M.S., University of Kansas, 1994; S.N.C., *ibid*, 1994.

Norma Juma, Assistant Professor of Management, 2005. B.B.M., Mysore University, 1995; M.B.A., Pondicherry University, 1997; Ph.D., University of Texas-Arlington, 2005.

Karen Kapusta-Pofahl, Lecturer of Sociology/Anthropology, 2008. B.A., University of Wisconsin, 1998; M.A. Texas Women's University, 2001.

Mark Kaufman, Associate Professor of Social Work, 1998. B.A., Washington University, 1975; M.S.W., *ibid*, 1977; M.B.A., St. Louis Univ., 1984; J.D., Washington Univ. School of Law, 1979.

Michael Kaye, Professor of Law, 1979. B.A., Case-Western Reserve University, 1963; J.D., Cleveland-Marshall College of Law, 1966; LL.M., New York University, 1967.

Kevin Kellim, Associate Professor of Music, Director of Choral Studies, 1992. B.M., Southwest Baptist University, 1977; M.M., Kansas State University, 1979; D.M.A., University of Kansas, 1998.

Don Kellogg, Instructor and Coordinator of the Bachelor of Health Sciences Program, 2005. B.S., Wichita State University, 1975; M.S., *ibid*, 1978; B.S., University of Kansas, 1995.

Vickie Kelly, Instructor of Technology, 2008. B.S., Washburn University, 1981; M.S., Central Michigan University, 1991.

Robert B. Kerchner, Associate Professor of Economics, 1976. B.S., Kansas State University, 1956; M.A., *ibid*, 1960; Ph.D., University of Missouri-Columbia, 1973.

L. Ali Khan, Professor of Law, 1983. B.Sc., Punjab University, 1969; M.A., *ibid*, 1973; LL.B., *ibid*, 1976; LL.M., New York University, 1980, J.S.D., *ibid*, 1983.

Lori M. Khan, Assistant Professor and Director of Physical Therapist Assistant Program, 2006. B.S., Andrews University, 1993; M.S.P.T., *ibid*, 1995; D.P.T., Creighton University, 2005.

Terry Knowles, Instructor of Criminal Justice, 2005. B.A., Kansas State University, 1961; M.C.J., Washburn University, 1999.

Tonya Kowalski, Associate Professor of Law, 2006. B.A., University of Florida, 1992; J.D., Duke University School of Law, 1995.

John Kratina, Program Director of Radiation Therapy and Lecturer, 2001. B.M.Ed. Washburn University, 1982; A.S. in Radiologic Technology, RT(R), Washburn University, 1988; Washburn University Radiation Therapy, RT(T), 1989.

Sungkyu Kwak, Associate Professor of Economics, 2001. B.A., Seoul National University, 1985; M.A., University of Minnesota, 1987; Ph.D., *ibid*, 2001.

Donna E. LaLonde, Dean, University Honors Program, Director of CUSP and Associate Professor of Mathematics, 1991. A.B., Colgate University, 1980; M.A., University of Kansas, 1985; Ed.D., University of Massachusetts, 1991.

James V. Landrum, Associate Professor of Biology, 1997. B.S., Mississippi State University, 1988; M.S., University of Southern Mississippi, 1990; Ph.D., University of Texas, 1997.

Stephanie Lanter, Catron Professor of Art, 2008. B.A., Xavier University, 1998; M.A., Ohio University, 2002.

Brogan Lasley, Education Coordinator and Instructor of Art, 2004. B.F.A., Fort Hays State University, 1999.

Richard LaJuernne, Jr., Director of SBDC and Lecturer, 2006. B.B.A., Washburn University, 1991; J.D., University of Kansas School of Law, 1996.

Sam Leung, Associate Professor of Chemistry, 1997. B.S., California State University-Stanislaus, 1990; Ph.D., University of California-Davis, 1995.

Hwa Chi Liang, Assistant Professor of Mathematics and Statistics, 2004. B.A., Soochow University, 1979; M.A., University of Texas at Austin, 1987; Ph.D., University of New Mexico, 2003.

Park A. Lockwood, Assistant Professor of Health, Physical Education and Exercise Science, 2001. B.A., University of Kansas, 1987; M.S., University of Kansas, 1989; Ph.D., University of Maryland, 2003.

Joseph Loeb, Instructor of Allied Health, 2008. A.S., Washburn University, 2004; B.S., *ibid*, 2008.

Robert Loehr, Clinical Instructor of Nursing, 2007. B.S.N., University of Kansas, 1987; M.S.N., *ibid*, 1998.

Gabriele Lunte, Assistant Professor of German, Modern Languages, 2003. M.A., University of Kansas, 1992; Ph.D., *ibid*, 1998.

- Bruce Mactavish**, Associate Dean, College of Arts and Sciences and Assistant Professor of History, 1998. B.A., Furman University, 1983; M.A., University of Mississippi, 1988; Ph.D., *ibid*, 1993.
- Keith Mallory**, Lecturer and Director of Athletic Bands, Music, 2005. B.A., University of Connecticut, 1992.
- Michael W. Manske**, Associate Professor, Criminal Justice, 1994. B.S. University of Nebraska, 1980; M.A., University of Kansas, 1998; J.D., University of Nebraska, 1987.
- James A. Martin**, Lecturer of Business, 2004. B.B.A., Washburn University, 1979; M.Prof. Acc., University of Texas, 1983.
- Richard Martin**, Chair and Associate Professor, Legal Studies, 1993. B.S., Colorado State University, 1964; J.D., Washburn University, 1970.
- Marilyn K. Masterson**, Assistant Professor of Nursing, 1998. B.S.N., Washburn University, 1978; B.A., *ibid*, 1978; M.S.N., University of Utah, 1982.
- Nancy G. Maxwell**, Professor of Law, 1979. B.A., University of North Dakota, 1972; J.D., *ibid*, 1975; LL.M., Harvard University, 1979.
- JuliAnn Mazachek**, CMA, Associate Professor of Accounting, 1992; B.S., University of Missouri-Rolla, 1984; M.B.A., University of Kansas, 1987; Ph.D., University of Kansas, 1993,.
- Keith D. Mazachek**, Lecturer and Coordinator of Pre-Engineering, Physics and Astronomy, 1999. B.S., University of Missouri-Rolla, 1982; M.S., University of Missouri-Columbia, 1986; Ph.D., University of Kansas, 1992.
- Glen McBeth**, Classroom/Teaching Technology Librarian, , School of Law, 2004. B.B.A., Washburn University, 1999; J.D., Washburn University School of Law, 2003. M.L.S., Emporia State University, 2007.
- Maryellen McBride**, Assistant Professor of Nursing, 1988. B.S., Arizona State University, 1979; M.N., University of Kansas, 1987.
- Judith McConnell-Farmer**, Professor of Education, 1994. B.S., University of Kansas, 1970; E.D., Columbia University, 1982; E.D.D., *ibid*, 1984.
- Michael McGuire**, Associate Professor of Psychology, 2002. B.A. Wabash College, 1993; M.S., Idaho State University, 1995; Ph.D., Texas Tech University, 2000.
- Lawrence Ray McKamy**, Field Practicum Coordinator and Instructor of Social Work, 2006. B.A., Texas Christian University, 1961; M.S.S.W., University of Missouri, 1967.
- Meredith McKee**, Lecturer of Psychology, 2008. B.A., Washburn University, 2000; M.A., Uiniversity of Kansas, 2004; Ph.D., *ibid*, 2006.
- Lori McMillan**, Associate Professor School of Law, 2007. B.A., University of Toronto, 1992; LL.B., Queen's University at Kingston, Ontario, 1995; M.L., New York University School of Law, 1999.
- Diane McMillen**, Associate Professor and Clinical Coordinator of Human Services, 1990. B.S., Kansas State University, 1975; M.S.W, University of Kansas, 1981; Ph.D., *ibid*, 1998.
- Gordon McQuere**, Dean, College of Arts and Sciences and Professor of Music, 2002. B.M., University of Tulsa, 1971; M.A., University of Iowa, 1973; Ph.D., *ibid*, 1978.
- Rebecca Meador**, Associate Professor of Music, Flute & Music Theory, 2000. B.S., University of Missouri-Columbia, 1991; B.M., *ibid*, 1991; M.M., University of Cincinnati, 1993; D.M.A., University of Cincinnati College-Conservatory of Music, 2000.
- Bruce Mechtly**, Interim Chair and Associate Professor of Computer Information Sciences, 1999. B.A., Gettysburg College, 1979; M.S., Penn State University, 1982; Ph.D., *ibid*, 1988.
- Cal Melick**, Public Service Librarian, Mabee Library, 1984. B.A., New York State University College-Geneseo, 1969; M.L.S., Emporia State University, 1982.
- Jay Memmott**, Chair and Associate Professor of Social Work, 2002. B.A., University of Utah, 1974; M.S.W., University of Kansas, 1977; Ph.D., *ibid*, 1984.
- Kathy A. Menzie**, Assistant Professor of Mass Media, 1998. B.A., Baker University, 1973; M.S., Kansas State University, 1991; Ph.D., University of Kansas, 2006.
- William Merkel**, Associate Professor of Law, 2005. B.A., John Hopkins University, 1988; J.D., Columbia University School of Law, 1996.
- Richard A. Moellenberndt**, CPA, Professor of Accounting, 1976. B.S., Northwest Missouri State University, 1964; M.A., University of Nebraska, 1968; Ph.D., *ibid*, 1973.
- Carl Monk**, Distinguished Professor of Law, 1974. B.A., Oklahoma State University, 1965; J.D., Howard University School of Law, 1971.
- Meredith A. Moore**, Chair and Professor of Communication, 1976. B.S., Kansas State University, 1965; M.A., *ibid*, 1968; Ph.D., Purdue University, 1972.
- John Thomas Morgan**, Associate Professor of Music, Percussion, 1988. B.M., University of Northern Colorado, 1978; M.M., *ibid*, 1984; D.M.A., University of Oklahoma, 1993.
- Cindi Morrison**, Director of Mulvane Museum, 2008. A.A., Keystone Junior College, 1974; B.A., Edinboro University, 1977; M.A. *ibid*, 1979.
- Kimberly J. Morse**, Assistant Professor of History, 2003. B.A., University of Kansas, 1992; M.A., Indiana University, 1995; Ph.D., University of Texas, 2000.
- Michael C. Mosier**, Associate Professor of Mathematics and Statistics, 2001. B.S., Emporia State University, 1983; M.S. *ibid*, 1985; Ph.D., Colorado State University, 1992.
- Jeffrey Mott**, Director/Lecturer of Leadership Institute, 2008. B.A., Boston College, 1988; M.A., University of Michigan, 1995; Ph.D., University of Massachusetts, 2008.
- Patricia Mower**, Associate Professor of Mathematics & Statistics, 1995; B.S., Dickinson State University, 1987; M.S., University of North Dakota, 1989; Ph.D., *ibid*, 1995.

John C. Mullican, Associate Professor of Biology, 1999. B.S., Missouri Western State College, 1987; Ph.D., University of Nebraska Medical Center, 1995.

Pat Munzer, Associate Professor and Chairperson of Allied Health, 1984. A.S., Quinnipiac College, 1976; B.S., Pittsburg State University, 1986; M.S., *ibid*, 1990; D.H.Sc., Nova Southeastern University, 2006.

Carl S. Myers, BSW Program Director and Assistant Professor of Social Work, 1977. B.A., Colorado State University, 1973; M.S.W., University of Utah, 1976.

Bryan A. Naylor, Associate Professor of Theatre, 1989. B.F.A., University of Kansas, 1981; M.A., Southwest Texas State University, 1988; M.F.A., University of Kansas, 1993.

Samuel J. Newland, Instructor Criminal Justice, 2007. B.A., Evangel College, 1963; M.A., Pittsburg State University, 1966; M.Ph., University of Kansas, 1980; Ph.D., University of Kansas, 1982.

Faye Niesen, Lecturer of Radiation Therapy, 2004. B.A., University of Illinois, 1974; A.A.S., Chicago City-Wide College, 1983; M.A., University of Phoenix, 1999.

Dmitri Nizovtsev, Associate Professor of Economics, 2001. M.S., Leningrad Institute of Electrical Engineering, 1984; M.S., Purdue University, 1997; Ph.D., *ibid*, 2001.

Jorge Luis Nobo, Professor of Philosophy, 1972. B.A., University of Miami, 1966; Ph.D., University of Texas, 1973.

Kanalis A. Ockree, CPA, CMA, Professor of Accounting, 1992. B.B.A., Washburn University, 1982; M.Acc., Kansas State University, 1983; Ph.D., Univ. of Kansas, 1993.

Brian K. Ogawa, Chair and Associate Professor of Human Services, 2001. B.A., University of California at L.A., 1967; M.Div., Fuller Theological Seminary, 1972; D.Min., San Francisco Theological Seminary, 1979.

Kevin M. O'Leary, Lecturer of Communication and Director of Forensics, 2003. B.S., Southern Illinois University, 1992, M.A., St. Louis University, 1994, Ph.D., Southern Illinois University, 1999.

Aliza Organick, Associate Professor of Law, 2004. B.U.S., University of New Mexico, 1992; J.D., University of New Mexico School of Law, 1996.

Nan Palmer, Professor of Social Work, 1991. B.A., California State University Fullerton, 1969; M.S.W., University of Kansas, 1979; Ph.D., *ibid*, 1991.

Sangyoub Park, Assistant Professor of Sociology & Anthropology, 2006. B.A., Korea University, 1993; M.A., University of South Carolina, 2001; Ph.D., *ibid*, 2006.

Brenda Patzel, Associate Professor of Nursing, 2004. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1991; Ph.D., University of Missouri, 2001.

John Paul, Assistant Professor of Sociology & Anthropology, 2003. B.S., East Central University, 1997, M.S., University of North Texas, 1999, Ph.D., Oklahoma State University, 2003.

Gregory Pease, Professor of Law, 1976. B.A., Wichita State University, 1963; J.D., University of New Mexico, 1970.

Xiaofeng Peng, Assistant Professor of Accounting, School of Business, 2007. B.S., Nankai University, 1987; M.S., Kent State University, 1996; M.S., Michigan State University, 2002, Ph.D., Kent state University, 2008.

Marguerite Perret, Assistant Professor of Art, 2003. B.A., William Paterson University, 1980; M.A., Montclair State University, 1983; M.F.A., Southern Illinois University, 1986.

Dan L. Petersen, Associate Dean, School of Applied Studies and Professor of Human Services, 1993. B.A., North Central College, 1971; M.A., University of Kansas, 1977; Ph.D., *ibid*, 1981.

Bonnie Peterson, Assistant Professor of School of Nursing, 2008. B.S., University of Kansas School of Nursing; M.S., *ibid*.

Mark Peterson, Chair and Associate Professor of Political Science, 1998. B.A., University of Wyoming, 1970; M.P.A., University of New Mexico, 1991; Ph.D., *ibid*, 1996.

Timothy Peterson, Dean of Continuing Education, 1998. B.A., University of Northern Iowa, 1975; M.Ed., Texas A&M University, 1978; E.D.S., George Washington University, 1987; Ph.D., University of Maryland, 1991.

Lynette Petty, Associate Professor of Law, 1992. B.A., Southwestern University, 1972; M.A., University of Texas at San Antonio, 1978; J.D., Washburn University, 1987.

Fernando Pezzino, Lecturer of Modern Languages, 2008. B.A., Universidad Nacional de Tucuman, 2000; M.A., Arizona State University, 2005; Ph.D., Texas Tech University, 2006.

David E. Pierce, Professor of Law, 1989. B.A., Pittsburg State University, 1974; J.D., Washburn University, 1977; LL.M., University of Utah, College of Law, 1982.

Mary Pilgram, Assistant Professor of Communication, 2007. B.A., William Jewell College, 1985; M.A., University of Kansas, 1988; Ph.D., *ibid*, 2006.

Evelyn Pitts, Lecturer of Mathematics & Statistics, 1996. B.A., Evangel College, 1970; M.A., University of Kansas, 1972.

Gaspar Porta, Assistant Professor of Mathematics, 2007. B.S., University of Illinois-Urbana, 1987; M.S., *ibid*, 1989; Ph.D., University of Illinois-Chicago, 1999.

David Pownell, Assistant Professor of Education, 2002. A.A., Hutchison Community College, 1989; B.S., McPherson College, 1993; M.S., Kansas State University, 1998; Ed.D., *ibid*, 2002

Thomas Prasch, Chair and Professor of History, 1997. B.A., University of Nebraska-Lincoln, 1974; M.A., *ibid*, 1977; Ph.D., Indiana University, 1995.

Paul Prece, Chair and Professor of Theatre, 1982. B.A., Catholic University of America, 1972; M.F.A., Florida State University, 1975; Ph.D. University of Kansas, 2008.

Dave Provorse, Chair and Associate Professor of Psychology, 1991. B.A., Midland Lutheran University, 1982; M.A., University of Nebraska-Lincoln, 1987; Ph.D., *ibid*, 1996.

- Virginia D. Pruitt**, Professor of English, 1974. B.A., Saint Olaf College, 1965; M.A., University of North Carolina, 1966; Ph.D., University of Virginia, 1974.
- Lynne Ann Pryor**, Assistant Professor of Marketing, School of Business, 2007. B.A., MidAmerica Nazarene, 1995; M.B.A., *ibid*, 1999; Ph.D., University of Nebraska-Lincoln, 2006.
- Carrie Quinn**, Lecturer of HPEES, 2008. B.S. Baker University; M.S., University of Kansas.
- Maria Raicheva-Stover**, Assistant Professor of Mass Media, 2003. B.S., Southern Illinois University, 1998; M.A., *ibid*, 2001; Ph.D., *ibid*, 2005.
- Mary Kreiner Ramirez**, Associate Professor of Law, 2001. B.S., University of Missouri-Columbia, 1983; J.D., St. Louis University School of Law, 1986.
- J. Karen Ray**, Professor of English, 1996. B.A., Austin College, 1967; M.A., Louisiana State University, 1970; Ph.D., University of Texas at Austin, 1977.
- Gerrald Reed**, Lecturer of Computer Information Sciences, 1997; B.B.A., Washburn University, 1970; M.B.A., *ibid*, 1989.
- Michael Rettig**, Professor of Education, 1994. B.A., University of Kansas, 1974; M.Ed., University of Wichita, 1978; Ph.D., University of Kansas, 1984.
- Leslie Reynard**, Assistant Professor of Communication, 2007. A.A., Tulsa Junior College, 1987; B.S., University of Kansas, 1990; M.A., *ibid*, 1992; Ph.D., *ibid*, 2006.
- Sheila Reynolds**, Professor of Law, 1979. B.A., University of Kansas, 1966; J.D., *ibid*, 1971.
- William Rich**, Professor of Law, 1977. B.A., Oberlin College, 1970; J.D., University of California at Berkeley, 1975.
- A. Allan Riveland**, Professor of Mathematics and Statistics, 1971. B.A., Minot State College, 1962; M.A., University of Wyoming, 1964; Ph.D., *ibid*, 1972.
- James C. Rivers**, Professor of Music and Artist Pianist in Residence, 1969. Artist Diploma, The Julliard School for the Performing Arts, 1965; B.M., North Texas State University, 1966; M.M., *ibid*, 1968.
- William L. Roach**, Professor of Business Administration, 1983. B.S., University of Notre Dame, 1966; M.B.A., Northwestern University, 1968; Ph.D., University of Michigan, 1973.
- Jera J. Roberts**, Associate Professor of Radiologic Technology, 1983. Stormont-Vail School of Radiologic Technology, 1972; B.A., Ottawa University, 1979; M.S., Pittsburg State University, 1986; Ed. Spec., Pittsburg State University, 1989.
- Keith A. Rocci**, Information Literacy Librarian, Mabee Library, 2008. B.S., Arizona State University, 2001; M.Ed., Northern Arizona University, 2003; *ibid*, 2004; M.A., University of Arizona, 2006.
- Thomas J. Romig**, Dean of the School of Law and Professor, 2007. B.S., Kansas State University, 1970; M.S., National Defense University, 1996; J.D., Santa Clara University Law School, 1980.
- Harold J. Rood**, Chair and Professor of Philosophy, 1970. B.A., Michigan State University, 1963; M.A., *ibid*, 1968; Ph.D., *ibid*, 1974.
- Tracy Routsong**, Assistant Professor of Communication, 2007. B.S.S., Cornell College, 1998; M.A., University of Northern Iowa, 2000.
- Joseph Ruskowitz**, Instructor of Criminal Justice, 2005. B.A., Wichita State University, 1973; M.S., *ibid*, 1976.
- Michael Russell**, Associate Professor of Psychology, 2001. B.A., University of Connecticut, 1987; M.A., *ibid*, 1994; Ph.D., *ibid*, 1999.
- Kay Rute**, Professor of Legal Studies, 1989. B.A., Washburn University, 1971; J.D., *ibid*, 1980.
- Roberta Sue Salem**, Lecturer of Chemistry, 1999. B.S., Baker University, 1970; M.S., Iowa State University, 1973.
- Bassima Schbley**, Assistant Professor of Social Work, 2003. B.A., Wichita State University, 1995; M.A., *ibid*, 1997; M.A., Newman University, 1999; Ph.D., University of Utah, 2004.
- Cecil Schmidt**, Professor of Computer Information Sciences, 1994. B.S., Kansas State University, 1984; M.S., Wichita State University, 1993; Ph.D., Kansas State University, 2005.
- Gary E. Schmidt**, Professor of Computer Information Sciences, 1973. B.A., Fort Hays State University, 1968; M.S., Kansas State University, 1971; Ph.D., *ibid*, 1972.
- Shaun E. Schmidt**, Associate Professor of Chemistry, 2001. B.S., Florida Southern College, 1991; M.S., University of South Florida, 1995; Ph.D., *ibid*, 1999.
- Tom Schmiedeler**, Professor of Geography and Director of Kansas Studies Program, 1996. B.A., St. Mary of the Plains College, 1971; M.A., University of Kansas, 1985; Ph.D., *ibid*, 1991.
- James Schnoebelen**, Lecturer of Communication, 2001. B.S. Central Missouri State University, 1999; M.A., *ibid*, 2001.
- Janice Schrum**, Lecturer of Business, 2005. B.A., Wichita State University, 1995; M.A., University of Missouri-Kansas City, 2000; M.P.A., *ibid*, 2001; Ph.D., *ibid*, 2002.
- Michael Schwartz**, Professor of Law, 2006. A.B., University of California at Berkeley; J.D., University of California at Hastings College of the Law, 1987.
- Azyz Sharafy**, Associate Professor of Art, 1998. M.A., Concordia University, 1995; M.F.A., University of Baroda, India, 1983.
- Janet Sharp**, Lecturer of Mathematics, 2008. B.A., Wichita State University, 1984; M.E., *ibid*, 1986; M.S., Emporia State University, 1990; Ph.D., Kansas State University, 1992.
- Alan Shaver**, Lecturer of Chemistry, 2005. B.S., Northern Arizona University, 1967; M.S., Arizona State University, 1970; Ph.D., Seton Hall University, 1978.
- Mary Sheldon**, Associate Professor of English, 1988. B.A., Gannon College, 1973; M.A., *ibid*, 1974; Ph.D., Purdue University, 1984.

- Roy Sheldon**, Associate Professor of English, 1982. B.A., Kent State University, 1974; M.A., Bowling Green University, 1976; Ph.D., Purdue University, 1982.
- Michelle L. Shipley**, Assistant Professor of Health Information Technology, 1996. B.S., University of Kansas, 1990; M.S., Pittsburg State University, 2000.
- Mary Shoop**, Professor of Education, 1982. B.S., Wittenberg University, 1969; M.A., University of Michigan, 1974; Ph.D., Kansas State University, 1979.
- Bradley Siebert**, Assistant Professor of English, 1995. B.A., Bethel College, 1979; MA, University of Arizona, 1983; Ph.D., *ibid*, 1990.
- Sarah Smarsh**, Assistant Professor of English, 2008. B.S., University of Kansas, 2002; B.A., *ibid*, 2002; M.F.A., Columbia University, 2005.
- Douglass Smith**, Assistant Professor of Technology, 2008. B.G.S., University of Michigan, 1990; M.B.A. and M.P.M., Keller Graduate School of Management, 2003; Ph.D., Walden University, 2008.
- James E. Smith**, Associate Professor of Social Work, 2008. B.A., Hampton University, 1975; M.S.W., Virginia Commonwealth University, 1988; Ph.D., Kansas State University, 2000.
- Loran B. Smith**, Professor of Political Science, 1982. B.A., Salem State College, 1968; M.A., Oklahoma State University, 1971; Ph.D., University of Nebraska-Lincoln, 1980.
- Russell E. Smith, Associate Dean**, School of Business, and Professor of Economics, 1984. B.A., University of California, 1969; M.A., San Francisco State University, 1978; M.S., University of Illinois, 1981; Ph.D., *ibid*, 1985.
- Ann Marie Snook**, Associate Professor of Music, 1991. B.M., Millikin University, 1976; M.M., Michigan State University, 1990; D.M.A. University of Kansas, 2000.
- Lee E. Snook**, Chair and Associate Professor of Music, 1990. B.A., Michigan State University, 1972; M.A., *ibid*, 1976; D.M.A., *ibid*, 1995.
- David L. Sollars**, Dean, School of Business, and Professor of Economics, 2003. B.B.A., Ohio University, 1986; M.A., *ibid*, 1987; Ph.D., Florida State University, 1991.
- Stephen Spyres**, Lecturer and Director of Practicum for Social Work, 2004. B.A., University of Texas, 1973; M.S., University of Texas, 1986.
- Laura Stephenson**, Associate Dean, College of Arts and Sciences, Associate Professor of Psychology, 1985. A.B., Goucher College, 1978; M.A., University of Kansas, 1982; Ph.D., *ibid*, 1985.
- Barbara A. Stevenson**, Lecturer, School of Nursing, 1997. B.S.N., Marymount College, Salina, KS, 1971; M.S., Kansas State University, 1985.
- Margaret E. Stewart**, Professor of English, 1990. A.B. Radcliffe College, 1967; M.A., University of Denver, 1975; Ph.D., University of Wisconsin, 1981.
- Mihail Stoica**, Professor of Management, 1999. M.E., University Politehnica Bucharest, 1975; Ph.D., Institute for Atomic Physics, 1985; M.B.A., Washington State University, 1994; Ph.D., *ibid*, 1995.
- Courtney A. Sullivan**, Assistant Professor of French, 2003. B.A., Loyola University, 1993; M.A., University of Texas, 1996; Ph.D., *ibid*, 2003.
- Sharon Sullivan**, Assistant Professor of Theatre, 2002. A.A., North Lake College, 1986; B.A., Smith College, 1992; M.A., Washington University, 1994; Ph.D., University of Kansas, 2004
- Wenyng “Nan” Sun**, Associate Professor of Computer Information Sciences, 2002. B.A., East China Normal University, 1989; B.A., Washburn University, 1994; M.S.E., Kansas State University, 2002.
- Carolyn Szafran**, LSCSW, Lecturer and Field Coordinator of Social Work, 1999. B.A., Washburn University, 1975; M.S., Kansas State University, 1979; M.S.W., University of Kansas, 1987.
- Jane Tanking**, Lecturer School of Nursing, 2007. B.S.N., Marymount College, 1982; M.S.N., Fort Hays State University, 2006.
- Nancy A. Tate**, Associate Vice President for Academic Affairs and Associate Professor of Computer Information Sciences, 1985. B.S., University of Kansas, 1975; M.S., Pittsburg State University, 1979; Ed.D., Oklahoma State University, 1983.
- Glenda M. Taylor**, Chair and Professor of Art, 1987. B.A., Bethany College, 1976; M.A., Emporia State University, 1979; M.F.A., Kansas State University, 1985.
- Harry Russell Taylor**, Director of Clinical Education and Instructor of Respiratory Therapy Program, 2005. B.S., William Jewell College, 1981; M.Ed., Washburn University, 1997.
- Georgina Tenny**, Lecturer of Modern Languages, 2004. B.A., Brigham Young University, 1997; M.A., University of Kansas, 1999.
- Joleyn Terry**, Lecturer of Nursing, 2007. B.S.N., University of Northern Colorado, 1988; M.S.N., *ibid*, 2000.
- Brian C. Thomas**, Assistant Professor Of Physics & Astronomy, 2005. B.S., University of the Pacific, 1999; M. S., University of Kansas, 2002; Ph.D., University of Kansas, 2005.
- Craig Treinen**, Instructor, Saxophone, and Director of Jazz Studies, 2006. B.M.Ed. & Performance, Washburn University, 1990; M.M., Kansas State University, 2000.
- Janet O. Todwong**, School of Law Librarian, 2008. B.S., Makerere University, 1992; M.L.S., Emporia State University, 2006.
- Cynthia L. Turk**, Associate Professor of Psychology, 2005. B.A., University of Kansas, 1991; M. S., Oklahoma State University, 1992; Ph.D., Oklahoma State University, 1996.
- Sandra Winn Tutwiler**, Professor of Education, 1999. B.A., Northwestern Illinois University, 1970; M.S.E., Illinois State University, 1978; Ph.D., University of Texas-Austin, 1992.
- Sarah E. Ubel**, Assistant Professor of Communication, 2003. B.A., Baker University, 1995; J.D., University of Kansas, 1998, Ph.D., *ibid*, 2003.

Thomas Underwood, Assistant Dean ,Division of Continuing Education and Director, JCVVS, 2004. B.A., Washburn University, 1982; M.A., Kansas University, 1990; Ph.D., Kansas State University, 2001.

Sue Unruh, Assistant Professor School of Nursing, 2006. B.S.N., Pittsburg State University, 1973; M.S.N., University of Texas at El Paso, 1989.

Carol Lyon Vogel, Director of Affirmative Action and Instructor of German, 1969. B.A., Washburn University, 1967; M.A.T., University of Kansas, 1969.

Danny G. Wade, Assistant Professor of English, 2008. B.S., University of Oklahoma, 1997; M.Ed., *ibid*, 2002; Ph.D., *ibid*, 2008.

James B. Wadley, Director, Rural Law Center and Professor of Law, 1979. B.A., Utah State University, 1969; M.S., *ibid*, 1969; J.D., Tulane University, 1972.

Jennifer Wagner, Assistant Professor of Mathematics and Statistics, 2006. B.A., Grinnell College, 1995; M.A., University of California at San Diego, 1997; Ph.D., *ibid*, 2000.

Paul G. Wagner, Assistant Professor of Biology, 1999. B.S., St. Andrews Presbyterian College, 1982; Ph.D., University of North Carolina-Chapel Hill, 1990.

Tracy L.E. Wagner, Assistant Professor of Biology, 1999. B.S., Marshall University, 1992; Ph.D., University of Kentucky, 1998.

Rosemary Walker, Associate Professor of Economics, 1999. B.A., Saint Cloud State University, 1992; M.S., University of Illinois at Champaign-Urbana, 1995; Ph.D., *ibid*, 2000.

Yeqiang Wang, Assistant Professor of Art, 2007. B.F.A., Sichuan Institute of Fine Arts, 1991; M.F.A., University of Windsor, 2000.

Mary Dorsey Wanless, Lecturer of Art, 2000. B.S., University of Missouri-Columbia, 1971; M.A., *ibid*, 1972.

Susan Washburn, Assistant Professor of Nursing, 2002. B.S.N., University of Wisconsin-Eau Claire, 1974; M.S.N., University of Wisconsin-Madison, 1979.

Israel Wasserstein, Lecturer of English, 2007. B.A., Washburn University, 2003; M.F.A., University of New Mexico, 2005.

Kayla Waters, Assistant Professor of Human Services, 2008. B.A. and B.S., Truman State University, 1998; Ed.S., University of Iowa, 2002; Ph.D. *ibid*, 2004.

Harrison J. Watts, Instructor of Criminal Justice, 2008. BAAS, Midwestern State University, 1996; M.A., *ibid*, 1998; M.A., Sam Houston State University, 2004.

David Weed, Lecturer of English, 1997. B.S., University of Kansas, 1981; M.A., *ibid*, 1990; Ph.D., Syracuse University, 1996.

Robert A. Weigand, Professor of Finance and Breneman Professor of Business Strategy, 2005. B.S., University of Arizona, 1989; Ph.D., *Ibid*, 1993.

Penny Weiner, Assistant Professor of Theatre, 1998. B.S., University of Kansas, 1974; M.F.A., University of Missouri-Kansas City, 1982.

Iris Wilkinson, Associate Professor of Human Services, 1979; B.A., University of Kansas, 1975; M.S.Ed., *ibid*, 1979. Ed.D., *ibid*, 1988.

David Winchester, Serials Librarian, Mabee Library, 1982. B.A., Bethel College, 1970; M.A., University of Kansas, 1979; M.L.S., Emporia State University, 1979.

Martin Wisneski, Assistant Director Head Tech Services, Law Library, 1986. B.A., Western Michigan University, 1979; M.S., *ibid*, 1980.

Royal E. Wohl, Chair and Associate Professor of Health, Physical Education and Exercise Science, 1994. B.S., East Stroudsburg University, 1976; M.S., University of North Carolina at Chapel Hill, 1982; Ph.D., University of New Mexico, 1996.

Margaret C. Wood, Associate Professor of Anthropology, 2002. B.A., University of Michigan, 1987; M.A., Syracuse University, 1996; Ph.D., *ibid*, 2002.

Gene C. Wunder, Associate Professor of Marketing, 1991. B.B.A., University of Iowa, 1969; M.B.A., University of Missouri, 1971; Ph.D., University of Arkansas, 1987.

Kerry Wynn, Assistant Professor of History, 2006. B.A., Bradley University, 1998; Ph.D., University of Illinois, Champaign-Urbana, 2006.

Bruce M. Zerkovitz, Chair and Professor of Sociology & Anthropology, 1978. B.A., Temple University, 1966; M.A., Washington University, 1970; Ph.D., *ibid*, 1976.

Faculty Emeriti

James R. Ahrens, B.A., J.D., Distinguished Professor of Law, 1948-1988.

Gunnar Alksnis, B.A., B.D., S.T.M., Ph.D., Associate Professor of History, 1968-1997.

Dale N. Anderson, B.A., M.A., Ed.D., Manager KTWU, 1967-1998.

Ronald J. Ash, B.S., M.S., Ph.D., Professor of Biology, 1987-2007.

Lyle D. Baker, B.S., M.A.T., Ed.D., Associate Professor of Education, 1987-1998.

Michael A. Barbara, B.S., J.D., Professor of Law, 1980-1992.

Janice Sweeny Barton, Professor of Chemistry, 1982. B.S., Butler University, 1962; Ph.D., Florida State University, 1970.

J. Wendell Bayles, B.S., J.D., LL.M., Professor of Law, 1983-2003.

Terry Booth, B.A., M.A., Ph. D., Assistant Professor of Anthropology, 1969-2002.

Rodney Carney Boyd, B.M.E., M.S.M.E., Associate Professor of Music, 1968-1999.

Don R. Boyer, B.S., M.A., Ph.D., Professor of Biology, 1958-1999.

John Frederick Buckner, B.A., M.M.E., Ph.D., Professor of Music, 1970-1993.

Barbara Burgess, B.A., M.S., Ph.D., Director of Kansas Studies and Assistant Professor of Mass Media, 1986-2003.

Glenn Cafer, B.S., M.S., Assistant Professor of Health and Physical Education, 1967-1996.

Emanuel Calys, B.S., M.A., Ph.D., Professor of Mathematics, 1964-66, 1968-1997.

Barbara K. Clark, B.A., M.N., Ph.D., Associate Dean and Associate Professor of Nursing, 1981-2003.

Sheldon Cohen, B.S., Ph.D., Executive Director of Planning and Professor of Chemistry, 1960-1999.

Betty Cole, B.A., M.S., Ph.D., Associate Professor of Biology, 1979-2006.

E. Marjorie Moore Colton, B.Ed., M.Ed., Assistant Professor of Education, 1970-1982.

Kennett Cott, B.A., M.A., Ph.D., Chair and Professor of History, 1969-2003.

Aletha J. Cushinberry, B.S.N., M.S.N., Ed.D., R.N., Associate Professor of Nursing, 1974-1993.

Joan E. Denny, B.S.N., C.N.M., M.S.N., Lecturer of Nursing & Learning Center Coordinator, School of Nursing, 1983-2008.

David L. DePue, B.S., M.S., Ph.D., Associate Professor of Technology Administration, 2003-2008.

Judy H. Diffley, B.S., M.B.A., Ph.D., Program Director and Professor of Office Administration, 1982-2007.

Jean Dimmitt, B.A., M.A., Ph.D. Associate Professor of English, 1990-2008..

Nancy L. Dinneen, B.A., M.A., Ph.D., Assistant Professor of Spanish, 1972-1999.

Lee Dodson, B.S., Ed.D., Vice President and Dean of Students, Associate Professor of Education, 1966-1989.

Janice Dunwell, B.S., B.S.N., M.S.N., Ed.D., Associate Professor of Nursing, 1989-2003.

Robert R. Dunwell, B.S.Ed., M.S.Ed., Ed.D., Professor of Education, 1986-2001.

Ronald G. Evans, B.S., M.A., Ph.D., Professor of Psychology, 1976-2008.

Karen Field, B.A., M.A., Ph.D.; Professor of Sociology & Anthropology, 1979-2008.

Marilyn L. Geiger, B.S., M.S., Ph.D., Professor of History, 1962- 2000.

Paul David Gilkison, B.S., M.B.A., D.B.A., Professor of Marketing, 1981-1993.

Lois Rimmer Glazier, Ph.D., R.N., Professor of Nursing, 1974-2000.

John L. Green, Jr., B.S., M.S., Ph.D., Professor of Business Administration, 1981-1993.

Emory A. Groves, B.S., M.S., Ed.D., Professor of Education, 1961-1982.

Oliver F. Guinn, B.B.A., M.B.A., Ph.D., Professor of Economics, 1961-1988.

Larry J. Halford, B.A., M.A., Ph. D., Associate Professor of Sociology, 1972-2001.

G. Daniel Harden, B.S., M.S., Ph.D., Professor of Education, 1987-2009. (Pending BOR approval.)

Marvin W. Heath, B.A., Ph.D., Professor of Political Science, 1966-1988.

Theodore L. Heim, B.A., M.A., Assistant Professor of Criminal Justice, 1971-1998.

Mary Alice Hines, B.S., M.S., Ph.D., C. W. King Professor of Real Estate and Finance, 1982-2004.

Susan J.W. Hsia, B.S., M.S., M.N., Ph. D., Associate Professor of Nursing, 1975-2002.

Harold Hula, B.A., M.S., Assistant Professor of Education, Associate Dean and Director of Counseling and Testing, 1965-1994.

John L. Iltis, B.M., M.M., D.Mu.Ed., Professor of Music, 1965-1986.

Walter F. James, B.S., M.S., Ph.D., C.P.A., Professor of Accounting, 1973-1997.

Alyce Jessop, R.N., M.S.N., Assistant Professor of Nursing, 1997-2004.

Ross E. Johnson, B.S., M.S., Ph.D., Professor Biology, 1961-1997.

Simone A. Johnson, Bac.-es-lettres, M.A., Ph.D. Chair and Professor of French, 1965-1986.

Audrey H. Kennedy, B.S., M.S., Assistant Professor of Nursing, 1976-1997.

Thomas Kennedy, B.A., M.A., Ph.D., Professor of English, 1972-2008.

Harlan J. Koca, B.S., M.S., M.A., Assistant Professor of Mathematics and Statistics, 1967-1995.

Paul H. Kopper, A.M., Ph.D., Chairperson and Professor of Biology, 1956-1979.

Laurine Kreipe, School of Applied Studies, Assistant Professor of Legal Studies, 1983-1992.

Robert N. Lawson, B.A., M.A., Ph.D., Professor of English, 1963-1994.

Bruce Levine, B.B.A., J.D., LL.M., Professor of Law, 1956-1971.

Teresita S. Leyell, Lic., M.A., Ph.D., Professor of Business Administration, 1982-2006.

Donna T. Love, B.A., M.S.W., Chairperson and Associate Professor of Social Work, 1967-1992.

Margaret McCausland, A.B., A.M., Assistant Professor of English, 1963-1983.

James H. McCormick, B.S., M.A., P.E.D., Professor of Health, Physical Education and Exercise Science, 1981-2009. (Pending BOR approval.)

Mary McCoy, B.A., M.A., Ph.D., Professor of Biology, 1976-2008.

Lawrence E. McKibbin, B.B.A., M.B.A., Ph.D., Professor of Business, 1991-1998.

Carolyn Y. Middendorf, B.A., M.N., Assistant Professor of Nursing, 1983-1997.

Susan Miller, B.A., M.S., Ph.D., Associate Professor of Health, Physical Education and Exercise Science, 1984.-2005.

Billy E. Milner, B.S., M.S., M.A., D.A., Professor of Mathematics, 1970-2001.

Loretta W. Moore, B.A., J.D., Professor of Law, 1991-2005.

Edward W. Navone, B.A., M.A., Professor of Art, 1964-2007.

Janet R. Nuzman, B.S., M.S., Assistant Professor of Physical Education, 1962-1995.

Ken Ohm, B.S.;M.S.,Ed.D., Lecturer of Mathematics & Statistics, 1992-2009. (Pending BOR approval.)

Richard E. Olson, B.S., M.S., Ph.D., J.D., Professor of Economics and Business Administration, 1980-2001.

Adebisi Otudeko, B.A., M.A., Ph.D., Professor of Sociology & Anthropology, 1982-2007.

Thomas James Ouellette, B.A., Ph.D., Associate Professor of Chemistry, 1970-2001.

Marie-Luce Parker, License es Lettres, M.A., Ph.D., Chair of Modern Languages and Professor of French, 1986-2008.

Julia Etta Parks, B.Ed, M.Ed., Ed.D., Professor of Education, 1964-1992.

Darrell Parnell, B.S., M.S., Ph.D., Associate Professor of Physics, 1962-2001.

Joanne Ramberg, R.N., B.A., M.A., Ph.D., Professor of Mental Health, 1976-1993.

Paul B. Rasor, B.Mus., J.D., Professor of Law, 1978-1993.

Patricia Renn-Scanlan, B.A.; M.L.S.; M.A., Instruction Librarian, Mabee Library, 1993-2008. (Pending BOR approval).

Wilma Rife, B.A., M.A., M.L.S., Director of Mabee Library, 1977-1994.

Clifford Roberson, B.A., J.D., Ph.D., L.L.M., Professor of Criminal Justice, 1997-2006.

Donald S. Rueschhoff, B.S.B.A., M.S., Ph.D., Professor of Accounting, 1984-1993.

David L. Ryan, B.A.,J.D., LL.M. Distinguished Professor of Law, 1968-2005.

Michael Sarkesian, B.S., M.Ed. Professor of Health, Physical Education and Exercise Science, 1966-1997.

Richard Shermoen, B.S., M.S., M.A., Ed.D., Chairperson and Professor of Mathematics, Statistics and Computer Information Sciences, 1967-1993.

J. Elwood Slover, B.S., J.D., LL.M., Professor of Law, 1968-1983.

Charlene Smith, B.A.; M.A., J.D., LL.M., Professor of Law, 1982-2003.

Virgie Smith, B.S., M.L.S., Librarian, School of Law, 1976-2008.

Robert Soppelsa, B.A., M.A., Ph. D., Director of Mulvane Art Museum and Professor of Art, 1981-2002.

William G. Sparks III, B.S., M.S., Ed.S., Ph.D., Professor of Health, Physical Education and Exercise Science, 1997-2008.

Robert D. Stein, B.A., M.A., Ph.D., Chair and Professor of English, 1973-2006.

Reed Stolworthy, B.S, M.S., Ed.D., Associate Professor of Education, 1965-1994.

Ronald Tannehill, A.S., B.S., M.A., Ph.D., Assistant Professor of Criminal Justice, 1996-2006.

Robert Thompson, B.S., M.A., D.SC., Associate Professor of Mathematics, 1967-1989.

Rita Tracy, B.S.N., M.S., M.N., Assistant Professor of Nursing, 1976-2000.

Sara Waitstill Tucker, B.A., M.A., Ph.D, Professor of History, 1975-2009. (Pending BOR approval.)

Ann Ellen Ukena, B.S., M.A., Assistant Professor of Mathematics and Statistics, 1965-1996.

William O. Wagnon, Jr., B.A., M.A., Ph.D., Professor of History, 1968-2008.

Thomas Wolf, B.S., M.S., Ph.D., Professor of Biology 1971-2006.

Linda L. Woolf, B.S., M.A., M.S., Ph.D., Associate Professor of Economics, 1969-1999.

Donald C. Wright, B.S., M.A., Professor of Economics and Business Administration, 1949-1984.

Jack E. Wright, B.F.A., M.F.A., Professor of Art, 1957-1988.

Delphine Yelen, B.A., M.A., Ph.D., Professor of Psychology, 1963-2001.

Donald R. Yelen, B.A., Ph.D., Professor of Psychology, 1963-2001.

Alice Adam Young, B.S., M.S.N., Ph.D., Dean and Professor of Nursing, 1973-2000.



Excitement mounts as Washburn students prepare to embark on a game drive to observe native wild life on a summer trip to South Africa and Botswana.



A participant in the annual Apeiron explains the results of her research project to Nursing faculty member, Marilyn Masterson.



Washburn University's orchestra traveled to Honduras to perform at several major cities and interact with Honduran students this past summer.

INDEX

A	
A/Pass/Fail	61
Academic	
advising, undeclared	25
attendance	53
course numbering system	54
fresh start	64
grade appeal	62
impropriety policy	53
load, authorized	53
policies	51
probation	64
programs	73
reinstatement	64
status, full- and part-time	33
student responsibilities	53
suspension	64
withdrawal	53
withdrawal, medical	54
withdrawal, military	54
Academic Policies and Regulations	51
A/Pass/Fail	61
application for degree	55
classification, student	61
declaring a major	54
degree audit	55
degrees	55
general education requirements	69
graduation requirements	67
participation in commencement	55
posthumous degrees	55
repetition of courses	61
requirements common to all associate degrees	69
requirements common to all bachelor degrees	68
Academic Programs	73
Accounting, courses	244
Accreditation, General	11
ACT	19
Activities, campus	29
Activity fees	33
Add/Drop and withdrawal	53
Addiction Counseling	214
Administrative Officers	316
Admission	15
ACT	19
auditing	19
auditors, 65 and older	19
COMPASS scores	19
Fresh Start Program	64
high school students	19
international students	28
program admission	19
provisional status	18
registration and enrollment	19
requirements, admission	17
tests, admission	17
transfer students	18
Advanced Placement	59
Advance registration	19
Advising	25
academic advising, undeclared	25
academic load	53
academic policies	51
community college credit	18
credit by exam	59
credit hours, maximum (authorized academic load)	53
declaring a major	54
degree application form	55
double degree	69
double major	69
enrollment	19
English composition requirement	68
failed courses	61
grading system	61
international students	26
upper-division hours required	68
withdrawals	53
Affirmative Action	8
AG (Accepted General Schools)	18
Allied Health	197
Alumni Association	316
American Citizenship	84
American College Test (ACT)	17
Anthropology	84
AP (Advanced Placement)	59
AP (Accepted Provisional Schools)	18
Appeal, Grade	62
Application	
for admission, freshman	17
for admission, transfer student	18
for degree form	55
for enrollment as high school student	19
for graduation form	55
for major	54
Applied Studies, see School of	188
Art, program and courses	87
Associate Degrees, requirements	69
Applied Studies	190
Arts and Sciences	77
Astronomy, program and courses	94
Athletic facilities	11
Athletics, Intercollegiate	27
Attendance regulations	53
Audit	19
degree audit	55
tuition free for 65 and over	19
B	
Banking	220
Biochemistry	98
Biology, program and courses	94
Board and Room Payments	34
Board of Regents	317
Board of Student Publications	29
Bonner Leaders Program	41
Bookstore	12
Botany, see Biology	94
Buildings	11
Business, see School of	238
Minor in Business	239
Minor in International Business	239
see graduate program	272

Business, see Small Business Development	
Center	240
C	
CAB	29
Campus	11
Campus Activity Board	29
Campus Facilities	11
Campus Map	336
Career Services	27
Catalog	
Class Cancellations	1
Purpose of this Publication	1
Statement of Responsibility	1
CEEB	59
Center For Undergraduate Studies & Programs (CUSP)	25
Cheating	53
Chemistry, program and courses	98
Class Attendance	53
Classes, drop/add (also see withdrawal)	53
Classes, maximum load	53
Classification codes & definitions	61
CLEP	60
Clinical Laboratory Sciences	101
College Credit by means other than Completion of Prescribed College courses	59
College Entrance Advanced Placement, Examination	59
College Level Examination Program	60
College of Arts and Sciences	77
declaring a major	79
degree programs	80
filing for graduation	80
history and mission	79
majors offered	83
optional minor	80
undergraduate courses	84
Commencements	55
Communication programs and courses	102
COMPASS Scores	19
Composition requirement, University	68
Computed Tomography	196
Computer Center	26
Computer Information Sciences, programs & courses	105
Conduct, student	53
Continuing Education, Division of	49
Core values of the University	7
Corrections, see Criminal Justice	204
Correspondence work, limits	69
Counseling Services	28
Course load	53
Course numbering system	54
Course repetition	61
Course requirements, general education	70
Courses, upper division	68
Credit by exam	59
advanced placement	59
Credit Change from audit	19
Credit hours, maximum	53
Criminal Justice, program and courses	204
Cumulative grade point average	61

CUSP	25
academic advising	25
career counseling, testing, & assessment	25
educational opportunity program	25

D

Dean's Honor Roll	62
Declaration of Degree form, for commencement	55
Declaring a Major	54
Degree	55
application	55
audit	55
candidate	55
conferment	55
declaration form	55
diploma	59
non-degree special student	18
posthumous	55
request for record analysis	55
Degree Requirements	68
Associate	69
Bachelor	68
General Education	69
Posthumous	55
Degrees and Programs	72
Dentistry, pre-professional	46
Design Technology	220
Diploma	59
Disabled Student Services	30
Disciplinary code	53
Discrimination, non-discrimination Policy, see Equal Opportunity	8
Dismissal, for Third suspension	64
Double degree	69
Double major	69
Drama, see Theatre	183
Drop/Add and withdrawal	53

E

Economics	110, 244
Education, undergraduate program and courses	111
see also Graduate Programs, Education	283
Emeriti Faculty	326
Engineering, pre-professional	44
Engineering, program and courses	120
English, The Intensive English Program	45
English, as second language	24
English composition, University requirement	66
English Proficiency requirement, non-native	24
English, programs and courses	121
Enrollment	19
advance	19
auditors	19
Enrollment (cont.)	
for students in high school	19
late	19
provisional	18
Entrepreneurship	240
Equal Opportunity and Affirmative Action	8
Evening and Weekend Classes	49
Exams	59
Advanced Placement	59
CLEP subject exams	60

Exams (continued)	59
credit by	59
subject exams for specific course credit	59
TOEFL	26
Executive Officers to the University	316

F

Facilities	11
Faculty	318
Emeriti	327
General	318
Failed courses	61
Fees	33
Categories	33
failure to pay	34
miscellaneous	34
music lessons, private	34
student activity	33
FAFSA	36
FERPA	55
Finance	244
Financial Aid	36
Financial Information	33
board and room	34
deferred payments	33
failure to pay fees	34
fees	33
financial aid	36
fines	34
free tuition for 65 and over	19
installment payments	33
miscellaneous charges	34
private music lessons	34
refunds	35
residency	20
Student loans	36
Title IV funds	36
tuition and fees	33
unpaid accounts	34
Financial obligations	34
Fines	34
library	34
parking	34
traffic	34
Food Service	220
Foreign Languages (See Modern Languages)	141
Foreign Students, see International Programs	26
Fraternities	29
French, program and courses	141
Freshman classification	61
Fresh Start, academic	64
Full-time student and Part-time student	33

G

GED	18
General Education Requirements	70
course requirements	70
group and subject areas	70
group requirements - specific for degrees	68
transfer students	18
Geography, courses	126
Geology, courses	127
German, courses	141
GPA, grade point average	64

Grade appeal procedure	62
Grade reports	56
Grades and grade points	64
Grading System	61
academic impropriety policy	53
academic probation, suspension, and reinstatement	64
grade appeal	62
grades and grade points	64
honors	62
Graduate Education, Special Education	281
Graduate Programs	
Business	278
Criminal Justice	224
Education	281
Liberal Studies	292
Nursing	294
Psychology	310
Social Work	302
Graduate Student Status, full-time	33
Graduation application form	55
Commencement	55
graduation requirements	69
Greek life	29
Grievance, academic (see grade appeal)	62

H

Health, courses (Health, Physical Education)	162
Health Information Technology	229
Health Insurance	28
Health Services Administration Program	192
Health Services, University Physician	28
High school student, enrollment application	19
History of the University	10
History, program and courses	128
Honors	62
Dean's Honor Roll	62
Departmental	62
Latin Honors	62
Presidential	62
Honors Program, University	42
Honors Societies	29
Housing	13
off-campus	14
on-campus	13
facilities	13
payments	34
Human Services, program	213
Humanities & Creative & Performing Arts, program	131

I

Ichabod Washburn	10
Incomplete grade	61
Industrial Technology	221
Information Systems and Services (ISS)	26
Insurance, health	28
Integrated Studies	132
Intercollegiate Athletics	27
Interdisciplinary Studies, courses	43
International Business Minor	239
International Programs	40
admissions	25
study abroad	40

International Programs (continued)	40
English Proficiency requirement	26
student services	25

J

Japanese, courses	148
Joint program with KATS, see KATS.	190
Junior classification	61
Journalism, see Mass Media.	135

K

Kansas Studies, programs	45
KATS articulation agreement.	190
Kaw Yearbook	29
KTWU Channel 11.	12

L

Late fees	34
Law Enforcement (See Criminal Justice)	203
Law Library	12
Law, pre-professional	46
Law School	12
see Law School catalog	
Leadership Studies	39
Legal Studies.	222
Library Facilities.	12
Lincoln College	10
Literary Magazine	29
Loans, student.	36

M

Mabee Library	13
Magnetic Resonance.	196
Major	
and General Education Requirements.	70
declaration	54
double	69
Management	244
Marketing	245
Mass Media, program and courses	135
Mathematics and Statistics,	
program and courses	137
M.B.A. Graduate Program	273
Medical, see Health Services	28
Medical Imaging, program	192
Medicine, pre-professional	47
Meetings, open	11
Mental Health, program	213
Military Science	208
Military Service, credit awarded.	60
Military Strategic Studies	206
Minor, optional	54
also, see specific department for required minor	
Mission of University	7
Modern Languages	141
Morita Therapy Certificate	214
Multicultural Affairs	28
Music, private lesson fees	34
Music, programs and courses	148

N

Natural Sciences & Mathematics, program	158
New Student Orientation	18
Non-Profit Management, program	171

Non-resident, see residency	21
Nursing, pre-professional	47
Nursing, see School of	253

O

Off-Campus Housing.	14
Office Administration, program	226
Officers of the University	313
Open Meetings and Records.	11
Optional minor	54
see specific department for required minor	
Organizations, student.	28
Orientation	18
Out-of-State, see Residency	21

P

Parking violations	34
Part-time student	17
Pass/Fail policy	61
Peace, Justice, & Conflict Resolution Studies.	48,158
Petition	
fresh start	64
general education transfer	18
grade appeal	62
reinstatement	63
Pharmacy, pre-professional	47
Philosophy, program and courses	159
Physical Education, facilities	11
Physical Education, program and courses	162
Physical Education, requirement.	69,164
Physical Therapist Assistant	193
Physician, University	28
Physics, program and courses	168
PLAN 2 + 2	49
Political Science, program and courses	170
Posthumous degree	55
Pre-Professional Programs	46
dentistry	46
engineering	46
law	46
medicine.	47
nursing	47
pharmacy	47
theology	47
veterinary medicine	47
Presidential Honors	62
Probation, academic	64
Probationary semester	64
Programs, Special	37
Bonner Leaders Program.	40
Center for Undergraduate Studies and Programs	25
Continuing Education, Division of	49
Diversity Studies	47
Evening/Weekend Classes	49
Honors Program, University.	41
Interdisciplinary Studies.	42
International Programs.	40
Joint Center on Violence & Victim Studies.	48
Kansas Studies	45
Leadership Institute	39
Peace, Justice, & Conflict Resolution Studies	48
PLAN 2 + 2 Degree Programs	49
Pre-Professional Studies	46
Study Abroad	41

Programs, Special (continued)	37
Summer session	49
Women's Studies	48
Psychology	
undergraduate program and courses	176
graduate program and courses	310
Public Administration, program and courses	176
Publications, student	29
Public Relations, see Mass Media	135

R

Radiation Therapy	195
Radiologic Technology	195
Records	
access to	55
student	55
transcript policy	58
Refunds for withdrawal	35
Regents, Board of	316
Registration and enrollment	19
Reinstatement, academic	64
under fresh start	64
Religious Studies	179
Repeat courses	61
Requirements common to degrees	68
Associate degree	69
Bachelor degree	68
general education requirements	69
Transformational Experience	72
Requirements for Admission	17
Requirements for graduation	70
application form	55
Residency	20
appeal procedure	21
married persons	21
military personnel	21
non-resident status	21
qualifications	21
Residence Committee	21
resident status	21
tuition	33
Residential Living	28
Respiratory Therapy	195
Room and Board	34
ROTC	
see Military Science	208
Nursing Students	263

S

Schedule of classes	1
Scholarships, see Financial Aid	36
School of Applied Studies	189
academic standards	190
accreditation	189
certificates of completion	189
degree requirements	189
general information	189
history	189
joint programs with KATS	190
mission	189
School of Business	235
accounting concentration	243
accounting courses	245
baccalaureate degree requirements	242

School of Business (continued)	235
business courses	246
economics concentration	244
economics courses	249
finance concentration	244
general business concentration	244
general information	238
graduate program	273
management concentration	244
marketing concentration	245
School of Law	12
School of Nursing	253
School Nurse Certification	261
Schools	
Applied Studies	189
Business	235
Law	12
Nursing	253
see College of Arts and Sciences	77
Security Administration (see Criminal Justice)	204
Sexual Harassment Policy	8
Sixty-five and over tuition free program	19
Small Business Development Center	240
Social Work, program and courses	229
masters program	301
Sociology, program and courses	180
Sororities	29
Spanish, program and courses	146
Special Education, see Graduate Education	277
Special Programs	37
Bonner Leaders Program	41
Center for Undergraduate Studies & Programs	25
Continuing Education, Division of	49
Diversity Studies	48
Evening/Weekend classes	49
Honors Program, University	42
Interdisciplinary Studies	43
Joint Center on Violence & Victim Studies	48
Kansas Studies	46
Special Programs(cont.)	
Leadership Institute	39
Peace, Justice, & Conflict Resolution Studies	48
PLAN 2 + 2 Degree Program	49
Pre-Professional Studies	46
Study Abroad	40
Summer Session	49
Women's Studies	48,185
Special Students	18
Statement of Responsibility	1
Student Publications	29
Student Records	55
Student Responsibilities	53
academic impropriety policy	53
academic load, maximum	53
attendance	53
conduct	53
declaring optional minor	54
declaring a major	54
withdrawals	53
withdrawals, medical	54
withdrawals, military	54
Student Right to Know Act	59
Student Services	29
Study Abroad	40

Subject Examination, for specific course credit	59
Summer Session	49
Summer Session, tuition and fees	33
Surgical Technology, program	195
Suspension	63

T

Technology Administration	227
Testing, subject exams for specific courses	59
Testing, career exploration	25
Tests, see Credit by Exam	59
Theatre, program and courses	183
Theology, pre-professional	47
Title IV funds	36
TOEFL	26
Traffic regulations	34
Transcript	58
Transfer Credit	18
Transfer Student	18
Transformational Experience	72
Tuition	33
and fees	33
categories of charges	33
late payment fee	34
refunds	35
residence qualification	21
tuition free, 65 and over	19
unpaid account	34

U

Union, Student	12
University	
accreditation	11
core values	7
history	10
University (cont.)	
library	12
mission	7
mission, select	7
open meetings	11
vision	7
University Educational Opportunities/Initiatives	37
Bonner Leaders Program	40
Center for Undergraduate Studies & Programs . . .	25
Continuing Education, Division of	49
Diversity Studies	45
Evening/Weekend Classes	49
Honors Program, University	41
Interdisciplinary Studies	42
International Programs	39
Joint Center on Violence & Victim Studies	48
Kansas Studies	45
Leadership Institute	39
Peace, Justice, & Conflict Resolution Studies . 48,158	
PLAN 2+2 Degree Programs	49
Pre-Professional Studies	46
Study Abroad	40
Summer session	49
Women's Studies	48,185
University Honors Program	41

V

Veteran Affairs	30
Veterinary Medicine, pre-professional	47

Victim/Survivor Services	214
Vision of the University	7

W

Washburn Alumni Association	316
Washburn Review	29
Washburn Student Government Association	28
Washburn Transformational Experience	72
Weekend Classes	49
Withdrawal and Drop/Add	53
Women's Studies Minor	48,185
Work Study	36
Writing requirement, university	68

Z

Zoology, see Biology	94
--------------------------------	----



Washburn Student Government Association celebrates another successful "Can Emporia" food drive.

