

*Washburn University
Graduate Catalog
2015-2016*



*Non Nobis Solum
Not For Ourselves Alone*

WASHBURN UNIVERSITY

GRADUATE CATALOG

2015-2016



[Washburn University Statement of Affiliation Status](#)

[Higher Learning Commission, North Central Association](#)

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THE 150TH LOGO

Washburn is celebrating 150 years of providing an education to all people, regardless of ethnicity, gender or income. Founded in 1865, Washburn has a rich history with an ideal of providing an education to those who sought to improve themselves and the world around them, a vision which continues to endure today. The founding principles of the University are best expressed in Washburn's motto, non nobis solum or "Not for ourselves alone." This is the core of our past and the foundation for future success.

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 Joan Bayens for their assistance in producing the catalog.

TABLE OF CONTENTS

Purpose of This Publication	3	Office of Student Life	29
Statement of Responsibility	3	Career Services	29
Class cancellations/changes in schedules	3	Multicultural Affairs	29
General Information	6	Student Health and Counseling Services	30
Vision, Mission, Values	6	Washburn Student Government Association(WSGA)	30
Equal Educational and Employment Opportunity	6	Honorary Organizations	30
Sexual Harassment and Harassment Policy	7	Student Recreation and Wellness Center	31
Legal Implications.	7	Student Services	31
Informal Complaint Procedure.	8	Veterans Services.	31
Formal Complaint Procedure.	9	International Student Services	31
History of the University	9	Office of Academic Outreach	32
University Assessment	10	Information Technology Services	32
University Accreditation	10	Graduate Programs	33
Open Meetings and Records	11	Graduate Admission Procedures	33
Campus & Facilities	11	College of Arts and Sciences	33
Special Facilities.	11	Master of Education	33
Student Records Policy	14	Master of Liberal Studies	45
Student Access to Records	14	Master of Arts Psychology	49
Admissions	17	School of Applied Studies.	53
Advance Registration	17	Master of Criminal Justice	53
Open Registration	17	Master of Health Sciences	56
Residency Policy	17	Post Graduate Certificat in Health Care Educ.	59
Tuition and Fees	19	Master of Arts Human Services	59
Financial Obligations	19	Master of Social Work.	66
Tuition	19	Dual Degree JD/MSW.	70
Academic Status	20	School of Business.	76
Categories of Charges	20	Master of Accountancy.	76
Fees	20	Dual Degree JD/MAcc.	79
Miscellaneous Charges	20	Master of Business Administration	81
Fines/Other University Financial Obligations	21	Dual Degree JD/MBA	85
Liability for Institutional Charges	21	School of Law.	89
Refunds	21	Juris Doctor	89
Financial Aid	22	Legal, Analysis, Research & Writing Program.	90
Academic Policies	22	Centers of, School of Law	91
Attendance.	22	Business and Transactional Law	
Student Conduct	22	Children & Family Law	
Academic Impropriety Policy	23	Excellence in Advocacy	
Official E-Mail Address	23	Law and Government	
Withdrawals.	23	Oil and Gas Law	
Medical Withdrawal	23	International and Comparative Law	
Military Withdrawal	24	L.L.M in Global Legal Studies	91
Transcript	24	Master of Studies in Law	92
Grading System	25	School of Nursing	94
Incomplete Grades	25	Doctor of Nursing Practice	94
Grade Appeal Procedure	26	Master of Science in Nursing	103
Degrees	27	Psychiatric Mental Health Nurse Pract. Certificate	102
Degree Conferment.	27	Officers of the University	109
Application for Graduation	28	Board of Regents	109
Degree Audit	28	Washburn Alumni Assoc. Officers and Directors	109
Diplomas	29	General Faculty	110
		Faculty Emeriti	121
		Index	125

WELCOME TO GRADUATE EDUCATION AT WASHBURN UNIVERSITY

Washburn University is a publicly funded, independently governed university that offers twelve master's degree programs, the Juris Doctorate (JD) degree, the Doctor of Nursing Practice (DNP) degree, and three dual-enrollment graduate degree programs (the JD-MBA, JD-MAcc and the JD-MSW). Washburn University's professional and practical graduate programs help students transform both their careers and communities.

Students benefit from excellent facilities, small classes, and highly qualified faculty who take a personal interest in them. The programs provide essential research and other skills with a focus on career advancement. According to the U.S. Department of Labor the median weekly earnings of people with a graduate degree were 16% - 36% higher than those who only had a bachelor's degree as of 2013. Depending on the program, you can enroll part-time or full-time, and some programs are offered in the evening or online.

We invite you to learn more about the graduate degree programs described in the Washburn University Graduate Catalog, or by visiting the website at the address below.

Sincerely,

Tim Peterson, Ph.D.

Dean of the Office of Graduate Programs and Academic Outreach

www.washburn.edu/gradprograms

GRADUATE PROGRAMS

Website: www.washburn.edu/gradprograms

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

The College of Arts and Sciences offers three graduate degree programs including the Master of Education with multiple specializations, the Master of Liberal Studies, and the Master of Arts in Psychology with an emphasis in Clinical Skills.

The School of Applied Studies offers four graduate degree programs including the Master of Criminal Justice, the Master of Health Science in Health Care Education, the Master of Human Services in Addictions Counseling, and the Master of Social Work. Also offered is a dual JD/MSW degree program.

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

The School of Nursing offers the Master of Science in Nursing with several specializations, a Post-Graduate Certificate in Psychiatric Mental Health Nursing Practitioner, and the Doctor of Nursing Practice.

The School of Law offers the Juris Doctorate Degree, the LL.M and the Master of Studies in Law (please see the School of Law catalog for complete information about these degree programs).

GENERAL INFORMATION

Approved by the Washburn Board of Regents in 2010

VISION OF THE UNIVERSITY

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

MISSION OF THE UNIVERSITY

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential,

leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

CORE VALUES OF THE UNIVERSITY

Core values guide decision making and provide the foundation for directing our efforts, resources, and conduct. In fulfilling the mission, the faculty, staff, administration, and students are committed to the following core values of Washburn University:

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

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

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

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

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

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

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, sexual orientation/gender identity, or genetic information. 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 students and 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 (EOD) is located in Morgan Hall 200K. Phone: 785-670-1509.

(Washburn University Policy, Regulations and Procedures Manual, Section I, pg 6.)

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, and sexual violence. Such conduct will not be tolerated. The responsibility for maintaining a sexual harassment-free campus environment rests with all employees.

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 unreasonably 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; or,
- Such conduct is in the form of sexual violence

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 working or educational environment;
- Imposed by an employee or agent of the University and denies, limits, conditions, or provides different aid, benefits, services, or treatment; or,
- Imposed by a third party upon an Employee or Student who is engaged in a University-related activity.

Sexual Violence is defined as physical sexual acts perpetrated against an individual's will or where the individual is incapable of giving consent due to the victim's

use of drugs or alcohol or an intellectual or other disability. Examples include, but are not limited to, rape, sexual assault, sexual battery and sexual coercion.

Employee Harassment. Section 703 of Title VII of the Civil Rights Act of 1964 defines harassment on the basis of sex.

Student Harassment. Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education.

Complaints of sexual harassment or harassment (as defined above) are to be made to the Equal Opportunity Director, Bradbury Thompson Alumni Center. Phone: 785-670-1509.

Harassment--General. All individuals must be allowed to pursue activities at the University free from harassment based on race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identify, genetic information or marital or parental status. 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.

Harassment is defined to have occurred when, on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identify, genetic information or marital or parental status 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.

Legal Implications

Harassment of an Employee is a violation of Section 703 of title VII of the Civil Rights Act of 1964 which defines harassment on the basis of sex.

Sexual harassment of a Student is a violation of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education.

Complaints. Complaints of harassment (as defined in this section) are to be made to the Equal Opportunity Director, Morgan Hall 200 K, Phone 785-670-1509

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 in the informal complaint procedure 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
- 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
- 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 200 certificate, associate, baccalaureate, master's and juris doctorate programs through the College of Arts and Sciences and the Schools of Law, Business, Nursing and Applied Studies. Eighty-six 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 Assessment Committee supports the university's commitment to excellence in teaching, scholarly work, and quality academic and professional programs through the collection, analysis, and dissemination of evidence of student learning. The committee is dedicated to ensuring that the entire university community corroboratively shares the responsibility for student learning. To help the University Assessment Committee satisfy its mission, the following are shared expectations:

- Every program/unit/major has a mission statement.
- The program/unit/major ensures the mission statement is shared with all constituents.
- The program/unit/major periodically reviews the mission statement to ensure it is appropriate and compatible with the University's mission.
- Every program/unit/major has student learning goals.

- Each goal is supported by learning objectives (outcomes) which are measurable.
- Evidence is consistently collected and accessible to appropriate constituents.
- Evidence is regularly analyzed i.e. the program/unit has an established 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, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. In addition, several academic programs are accredited or approved by the following accrediting bodies:

- AACSB - International (Business – Master, Baccalaureate)
- ACJS - Academy of Criminal Justice Sciences (Certified – Master)
- ACOTE - Accreditation Council for Occupational Therapy Education (Occupational Therapy Assistant)
- AAM - American Association of Museums (Mulvane Art Museum)
- ACS - American Chemical Society (Certified BS Chemistry)
- CAPTE - Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (Physical Therapist Assistant)
- AHIMA - Commission on Accreditation for Health Informatics and Information Management Education (Health Information Technology)
- CoARC - Commission on Accreditation for Respiratory Care (Respiratory Therapy)
- CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training)
- CAEP - Council for the Accreditation of Educator Preparation (Education - Master, Baccalaureate)
- CCNE - Commission on Collegiate Nursing Education (Nursing – Master, Baccalaureate)
- CSWE - Council on Social Work Education (Social Work – Master, Baccalaureate)
- JRC-DMS - Joint Review Committee on Education in Diagnostic Medical Sonography (Diagnostic Medical Sonography)
- JRCERT - Joint Review Committee on Education in Radiologic Technology (Radiologic Technology)

- KSBN - Kansas State Board of Nursing (Nursing – Master, Baccalaureate)
- KSDE - Kansas State Department of Education (Education – Master, Baccalaureate)
- NASAD - National Association of Schools of Art and Design (Art)
- NASM - National Association of Schools of Music (Music)

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: www.washburn.edu/attractions

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 Office of Academic Outreach. There are approximately 7,000 students enrolled in traditional undergraduate degree programs, two-year associate degree programs and professional graduate programs in Law, Business, Accounting, Psychology, Education, Health Science, Human Services, Social Work, Criminal Justice, Liberal Studies and Nursing. Visit the website listed above to learn more about the campus.

Washburn Institute of Technology was officially established in 1964. The school has completed major rebuilding projects, having grown from one building in 1966 to a 43-acre, multi-building campus providing today's valued technology training. Washburn Tech has 98 fulltime staff including 49 faculty members offering 29 certificate programs to approximately 1230 students, more than 59% of whom are postsecondary. The school also has a Center for Community Outreach and Business and Industry Services with 35 part-time faculty offering continuing education courses and customized training to area businesses. Washburn University and Washburn Tech are governed by an independent, 9-member Board of Regents. Technical education in Kansas is overseen by the Technical Education Authority, a division of

the Kansas Board of Regents through which Washburn Tech receives supplemental funding. For more information about Washburn Tech, visit www.washburntech.edu

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 Kinesiology activities. (See information on Petro Allied Health Center, Whiting Field House, and Student Recreation and Wellness Center)

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

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

Yager Stadium at Moore Bowl was completely renovated in 2003. The first gift to the stadium renovation was from former 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 running back Gary Yager.

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

Petro Allied Health Center is a state of the art physical education and athletic facility. This facility includes a 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 Therapist 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, Institutional Research, and External Grants as well as the offices of the Vice Presidents for Academic Affairs and Administration/Treasurer. The building was designed to serve the needs of alumni and Washburn University, as well as provide meeting space for many community groups and organizations.

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

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

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

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

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

The Law Library for Washburn University School of Law is located in the law building on the northwest corner of the campus. The National Jurist (March 2010) ranked the library 40th among 198 U.S. law school libraries using a mix of categories measuring collection, facility and staff resources. The library contains over 406,000 volumes, including titles in microfiche, video, and digital formats. It is an official depository for materials published by the U.S. Government Printing Office and Kansas state agencies. Appellate case reports and statutes from all fifty states are available as is an extensive collection of briefs from the U.S. and Kansas Supreme Courts. The online catalog provides direct access to selected Internet full text documents as well as to the

holdings of the university's Mabee Library and the 200,000 volumes held by the Kansas Supreme Court Law Library (located a five-minute drive from the law school in the Judicial Center).

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

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

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

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

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

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

Washburn Student Government Association offices are also located on the lower level of the Union, as well as the Campus Activities Board, Washburn Student Media, 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 1988, the Museum houses a collection of approximately 4,000 objects from around the world including paintings, prints, drawings, sculptures, photographs and decorative art. While international in scope, the Museum's collection focuses on the works of artists from Kansas and the Midwest and has a concentration in American art of the 20th century. In addition to showing works from the collection the Museum also hosts traveling exhibitions.

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

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

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

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

The **University Library: Mabee Library**, located in the center of campus, is the intellectual and cultural heart of the university. Its staff offers a wide variety of services, with a special focus upon educational programs that promote the intelligent use of information resources and information literacy, such as the 1-credit course IS 170: Library Research Strategies. Mabee Library has ongoing physical improvements such as a coffee bar which will 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 student art exhibits 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 almost 100 computers for students and faculty. Laptops are available for checkout at the Welcome Center. The Academic Success Center and the Writing Center, also located on the main level, provide free tutoring services for students. 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 extensive 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 (libguides.washburn.edu), which extend public services beyond the 90 hours each week that in-person research assistance is available.

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, the Thomas Fox Averill Kansas Studies Collection and a growing Digital Institutional Repository (cdm16918.contentdm.oclc.org/) that displays the scholarly work of both faculty and students.

The **Carnegie Education Library**, a branch of the Mabee Library, is located in Carnegie Hall. It specializes in teacher resources and is a representative pre k-12 library. The 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) provides access to an increasing number of digital resources. The new integrated learning system lab provides access to burgeoning educational technologies and digital equipment.

STUDENT RECORDS

POLICY, PROCEDURE, AND RECORDS

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

Directory Information

In accordance with the Family Educational Rights and Privacy Act of 1974, 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, photo, current address and phone number, permanent address and phone number, university assigned e-mail address, classification status (i.e. freshman, sophomore, etc.), major field of study, dates of attendance, honors and awards received, degrees and certificates received and dates awarded, enrollment level and status (full-time, half-time, less than half-time, undergraduate or graduate), most recent educational institution attended, participation in officially recognized activities and sports and height and weight of members of athletic teams.

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

Campus Telephone Directory Information

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

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

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

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

of directory information as permitted by FERPA. Students must complete a form in the Student One-Stop (SOS) to "opt out" for that purpose.

Types, Custodians and Locations of Education Records

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

1. (Official) Academic Records: University Registrar, Morgan Hall 102B
2. Academic Records: Deans of Schools/College and/or Departmental Offices, Specific Locations listed in the Campus Directory
3. Academic Impropriety Records: Vice President for Academic Affairs Office, Bradbury Thompson Alumni Center 200
4. Admissions Records: Director of Admissions, Morgan Hall 100
5. Business Records: Bursar, Morgan Hall 103B
6. Career Services: Coordinator of Career Services, Morgan Hall 105H
7. Testing and Placement Records: Office of Academic Advising/Academic Success Center, Mabee Library 201
8. Financial Aid Records: Director of Financial Aid, Morgan Hall 103K
9. International Student Records: Foreign Student Advisor, International House
10. Medical Records: Director of Student Health Services, Morgan Hall 140
11. Residence Hall Records: Director of Residential Living, Living/Learning Center
12. Student Disciplinary Records: Morgan Hall 240D
13. Traffic and Security Records: Chief of Police, Morgan Hall 156
14. Veteran Records: Student Services, Memorial Union, Moisman Room

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. Directory Information, unless a student "opts out," as defined and explained above.

2. School officials who have a legitimate educational interest in the records. A school official is:
 - A person employed by the University in an administrative, supervisory, academic or research or support staff position.
 - A person employed by or under contract to the University to perform a special task, such as an attorney or auditor.
 - A student serving on an official committee, such as disciplinary or grievance committee or
 - 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 person serving on the Board of Regents.
3. A school official has a legitimate educational interest if the needs to review an education record in order to fulfill his or her professional responsibilities for the University.
4. Officials of another school in which a student seeks or intends to enroll.
5. Authorized representatives of the Comptroller General of the U.S., Attorney General of the U.S., the Federal Secretary of Education, or state or local education authorities in connection with an audit of federal or state-supported education programs or with the enforcement of or compliance with federal legal requirements relating to those programs.
6. Financial aid personnel in connection with a student's application for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
7. Organizations conducting certain studies for or on behalf of the University.
8. Accrediting organizations to carry out their functions.
9. Parents of an eligible student who claim the student as a dependent for income tax purposes.
10. Authorities to comply with a judicial order or a lawfully issued subpoena.
11. Appropriate parties in a health or safety emergency if necessary to protect the health or safety of the student or other individuals.
12. University Police Personnel shall have access to student class schedules in an emergency situation.
 - University Police Personnel will attempt to verify the identity of the person requesting information and the emergency situation. The class schedule will not be released to the requesting individual but a police officer will attempt to contact the student directly.

13. A record of each disclosure request must be made and maintained. The record should include the name and address of the requestor, date and time of request, and the nature of the emergency situation. These records of requests are considered part of the student's educational record.
14. The final results of any disciplinary proceeding conducted by the University to the alleged victim of a crime of violence or non-forcible sex offense.
15. To the student him- or herself.
16. To a court in the context of a lawsuit between a student and the institution.
17. To parents of a student under 21 of a drug or alcohol violation.
18. The final results of a disciplinary proceeding against a student whom the University has determined violated an institutional policy of an alleged crime of violence or non-forcible sex offense.
19. Information about sex offenders or other individuals required to register.
20. 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 request is open to inspection of the student.

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

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

Student's Right to Challenge Information Contained in Education Records

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

- A student must ask the appropriate school official to change or modify the record by identifying the part of the record they want changed and specify why the information is inappropriate.
- After researching the request, the Washburn University official may comply with the request and make the changes wanted in a reasonable time. If the school official decides not to comply, the student will be notified in writing of the decision and advised of his/her right to a hearing to challenge the information believed to be inappropriate.
- All requests for a formal hearing by the student shall be directed to the appropriate Area Head and shall contain a concise written statement of the specific facts constituting the student's claim.

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

officer of the date, place and time of the hearing.

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

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

If the appropriate Area Head is adverse to the student's request, the student will be notified that he/she has a right to place in the record a statement commenting on the 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 Policy Compliance Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Campus Police Department Security Report

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

ADMISSIONS

REGISTRATION, ENROLLMENT, AND RESIDENCE QUALIFICATIONS

REGISTRATION AND ENROLLMENT

ADVANCE REGISTRATION

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

OPEN REGISTRATION

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

LATE ENROLLMENT

Late enrollment is available for returning or admissible students who did not enroll before the first day of classes. Students may enroll online during the first week of classes. During the second and third weeks of class, new enrollments and added courses will require permission of the instructor. No student may begin an enrollment schedule after the third week of semester classes. See the respective semester Registration Information Guide for details.

The summer term will have its own specific deadlines according to the length of session or class. See the Summer Registration Information Guide for details.

KANSAS RESIDENCY AND TUITION ASSESSMENT

A. Policy

The University charges two residency rates of tuition for 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.

B. Definitions

“Residency” or “Resident Status” shall mean that status which is achieved when sufficient proof of a domicile within a state is presented.

“Domicile” shall mean presence within a state with intent of making the state a permanent home for an indefinite period.

C. Factual criteria in determination of resident status

1. A resident’s attendance at an institution of higher education outside of Kansas shall be regarded as a temporary absence from the state; therefore, a student neither gains nor loses resident status solely by such attendance.
2. The burden of proof of establishing eligibility for Kansas resident status shall rest with the student.
3. In determining resident status for the state of Kansas, the following shall be sufficient proof of domicile of a person and their dependents within the state of Kansas:
 - Presence within the state of Kansas for a minimum of the six (6) consecutive months prior to the start of the period of attendance coupled with proof of an intent to make the state of Kansas a permanent home for an indefinite period
4. In determining whether a student holds an intent to make the state of Kansas a permanent home for an indefinite period, the following factors, although not conclusive, shall be given heavy weight:
 - Continuous presence in the state of Kansas during those periods not enrolled as a student;
 - Presence within the state of Kansas upon marriage to a Kansas resident and the maintenance of a common domicile with the resident spouse;
 - Substantial reliance on sources within the state of Kansas for financial support;
 - Former domicile within the state and maintenance of significant connections while absent;
 - Ownership of a home within the state of Kansas;
 - Employment within the State of Kansas. The six-(6) month period of presence within the state, as stipulated in paragraph 3 of this rule, in and of itself, does not establish resident status in the absence of the required proof of intent.
5. The following factors indicate intent to make the state of Kansas a permanent home for an indefinite period shall be given equal weight than those in subsection C.4 above and include:
 - Voting or registration for voting;
 - Part-time employment;
 - Lease of living quarters;
 - Automobile registration or operator’s license obtained in Kansas;
 - Acquisition of Kansas driver’s license
 - And payment of income, personal and property taxes in Kansas. The factors listed in this subsection have applicability only as they support the intent to make the state of Kansas a permanent home for an indefinite period.
6. The following criteria shall be sufficient to establish eligibility for Kansas resident status pursuant to Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”):
 - A Veteran who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
 - A spouse or child (as defined in the Choice Act) using transferred benefits who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor’s discharge from a period of active duty service of 90 days or more.
 - A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember’s death in the line of duty following a period of active duty service of 90 days or more.
 - Any person who qualifies for Kansas resident status pursuant to this Section 6 shall retain that status as long as the person remains continuously enrolled at Washburn University.
7. A student who transfers to the Washburn University campus from another Kansas public college or university without an interruption in enrollment, except for a summer term, and who possessed resident status at the prior institution shall be granted resident status at Washburn University.

D. Educational fee assessment rules

- Rates Assessed. Residents of Kansas as defined in the residence rules will be assessed tuition at the resident rates. Students who are not residents of Kansas as defined by these rules will be assessed the tuition at the nonresident rates.

- The exception of the payment of out-of-state tuition rates granted in paragraphs 4, 5, 6, and 7, shall be applicable only for the first six months such person is residing in the state of Kansas. Thereafter, he or she shall be eligible for in-state residence tuition rates only if he/she has established domiciliary residency in the state and can provide the indicia of residency in Kansas.
- Education Employment Tuition Waiver - Persons who are full-time employees of a state educational institution.
- Active Duty Military Tuition Waiver - Persons who are in active military service.
- Military Tuition Waiver - For persons who do not already qualify for in-state tuition pursuant to The Choice Act, Section C above, persons who are domiciliary residents of the state, who were in active military service prior to becoming domiciliary residents of the state, who were present in the state for a period of not less than two years during their tenure in active military service, whose domiciliary residence was established in the state within thirty (30) days of discharge or retirement from active military service under honorable conditions, but whose domiciliary residence was not established at least six months prior to the first day of enrollment for the semester in which the students are enrolling.
- Employment Tuition Waiver - Persons who are domiciliary residents of the state, who are employed on a full-time basis and whose employment requires at least 1,500 hours of work per year, whose domiciliary residence was not established at least six (6) months prior to the first day of enrollment for the semester in which the students are enrolling.
- Alumni Tuition Waiver – Persons who are not domiciliary residents of Kansas, but are the dependent children (legal children, stepchildren or wards) of a graduate of Washburn University. For the purposes of this policy a graduate is any person who has earned a Certificate, Associate, Bachelor’s, Master’s, or Doctorate degree at Washburn University.

E. Appeals

Any student wanting to appeal a residency relative to his or her current residency status shall complete the Resident Status Appeal Form and submit to the campus residency officer (Associate University Registrar). The Resident Status Appeals Committee will review the appeal and all provided documentation.

1. The Resident Status Appeals Committee shall review the appeal and provide such student with a decision based upon submitted materials. The committee will also notify the University Registrar’s Office, the Financial Aid Office, and the Business Office of their

final decision.

2. The student may appeal an adverse ruling with new or additional information to the Executive Director, Enrollment Management, whose decision shall be final.

Resident Status Appeal Committee Procedures

1. Student submits completed appeal form with supporting documentation to Associate Registrar. Students will be encouraged to submit the form and all documentation at once not separately.
2. The committee will meet as needed to review appeals.
3. All residency status changes will be reviewed as a group.
4. Once the committee decision has been made the student will be notified by their my.washburn email.
5. Students wanting to appeal the committee’s decision will be directed to the Executive Director of Enrollment Management only if new or additional information can be provided.

TUITION AND FEES

Financial Obligations

Tuition and fees are established by the Washburn University Board of Regents and are subject to change. Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from all classes via the web before the end of the 100% refund period. Your financial aid eligibility may change if you withdraw from one or more classes, leaving you with a balance due on your student account. You may wish to check with the Financial Aid Office prior to withdrawing from classes. Payments can be made online in WU-View (formerly IBOD) which can be accessed through MyWashburn, Financial Services tab. Payments may also be made by mail or in person at the Student Service Center in Morgan Hall. The Student Service Center is open between 8 AM and 5 PM Monday through Friday, except on Wednesday. On Wednesday office hours are 9:00 AM to 5 PM. A depository is located outside the door of the Business Office to receive payments after office hours. Washburn University accepts cash, checks, e-checks, debit cards and credit cards (VISA, MasterCard, Discover and American Express) for the payment of tuition and fee charges. There is a convenience fee of 2.75% on each credit card transaction.

All tuition and fee charges must be paid, or an installment plan set up, by the published “last day to pay without a late fee” to avoid penalties (more below). An installment plan may be set up in WU-View, accessed through MyWashburn, Financial Services tab. There is a

\$30 setup fee for the installment plan and a \$25 late fee for installments not paid on time. Installment payments may be made online in WU-View, by mail, or in person at the Student Service Center. Students may set up scheduled payments in WU-View to automatically pay installments from a bank account. E-mail reminders will be sent to students who schedule payments.

Electronic e-bills will be generated on a periodic basis and may be viewed in WU-View.

Academic Status: Full-Time and Part-Time Students

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

- Graduate students enrolled in at least 9 hours;
- Law students enrolled in at least 9 hours.

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

- Graduate students enrolled in at least 5 hours;
- Law students enrolled in at least 5 hours.

During the summer session, any student enrolled in at least 6 hours is considered full-time, while students enrolled in at least 3 but fewer than 6 hours are considered half-time. The Financial Aid Office may have different hour requirements in the summer for the full-time/half-time status. Check with that office for information when applicable.

Tuition

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

Categories of Charges

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

Existing categories of graduate students:

- Resident of Kansas
- Non-resident of Kansas
- Distance Education (Non-resident)
- Master of Business Administration
- Master of Accountancy
- School of Law:
 - Resident of Kansas
 - Non-resident of Kansas
- School of Nursing:
 - Master of Science in Nursing (Resident)
 - Master of Science in Nursing (Non-resident)
 - Doctor of Nursing Practice (Resident)
 - Doctor of Nursing Practice (Non-resident)

Information on tuition residence categories may be obtained from the section, "Residence Qualifications."

FEES

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

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. There are no activity fees charged for students taking only distance education or off-campus classes. Please note that any "traditional" class makes a student liable for a partial activity fee if the total credit hours are 3 to 5.5, and for a full activity fee if the total credit hours are 6 or greater.

Existing Categories of Graduate Activity Fee:

- GRADUATE students taking up to six hours per semester
- GRADUATE students taking six or more credit hours per Fall and Spring Semesters
- LAW students taking in excess of six credit hours per Fall and Spring Semesters

Miscellaneous Charges

Late Fees will be charged to those students who have not completed the payment for tuition and fees, or set up an installment plan, by the date set and published as the last day to pay without a late fee. A single late fee, based upon the number of credits in which they are enrolled, will be charged.

Credit Hrs.	Late Fee
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

Certain courses may have materials or other course-related fees in addition to tuition charges. Information on specific course fees can be obtained from the academic department offering the course.

Housing Payments

If a resident of University housing fails to make payments 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 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 semester/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 up to 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 may subject the student to:

- Holds and non-release of the student's records, including transcripts;
- Holds and non-release of diplomas/certificates; and
- Restrictions on advance registration and enrollment in subsequent semesters.
- Placement of the balance due with the Kansas Debt Recovery System (setoff program) and/or other collection agencies
- Collection charges, including attorney fees, incurred as part of collection efforts.

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

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

Refunds

A student permitted to withdraw from a course or courses in an academic session in which he or she is enrolled may be eligible for a refund of the University tuition paid for that course or courses. No refunds will be made of the late fee unless the failure to settle the account balance in a timely manner was due to an error on the part of Washburn University. In the event the student is a financial aid recipient, the refund will first be made to the financial sources used to pay such tuition, including but not limited to scholarships, grants, and Federal Title IV funds. Withdrawal from a course or courses making the student ineligible for the grant, aid or scholarship paid shall require the student to make repayment of the grant, aid or scholarship pro-rated on the basis of the amount of the student's participation in the activity for which the grant, aid or scholarship was awarded. If the student has any unpaid account with the University, any refund from withdrawal may be applied to such an account. Any amount paid to the University that exceeds tuition and fees paid by these other sources, and any amounts due to the University, shall then be paid to the student. For students who completely withdraw from classes and have received Federal Title IV funds, please refer to the Federal Return of Title IV funds policy available in the Financial

Aid office or on the web at www.washburn.edu/financial-aid 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 www.washburn.edu/financial-aid-refunds

If a student account has a refundable credit balance, a refund will be generated. The preferred method of disbursement of excess financial aid is via direct deposit to a student checking or savings account, (which the student sets up via MyWashburn, Financial Services tab, WU-View, eRefunds. The University reserves the right to refund credit balances to credit card(s) used to make payment(s) on the student account. Parents will normally receive any excess funds for Parent PLUS loans by mail.

Students may request that a check be mailed, or they may pick up a check – specific dates, times and places for that process will be posted on the Business Office Web page (www.washburn.edu/business-office). The student is responsible for ensuring that all contact information is correct and up to date. Students will be able to change their mailing address and other contact information 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. In addition, refund dates by course are available on the Business Office website, Tuition Refunds section. If a policy is not specified, the Office of Academic Outreach 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 term, 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.

FINANCIAL AID

Website: www.washburn.edu/financial-aid

Washburn University provides financial aid assistance through scholarships, state programs, federal grants, federal work study, and federal student loans. In addition, some Washburn University academic departments award scholarships to students who have special talents or skills. Information is available by contacting the Financial Aid Office in Morgan Hall or by calling 785-670-1151. Admission to Washburn University is a prerequisite for consideration of financial assistance.

ACADEMIC POLICIES

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/student-conduct and in the Student Life Office, Morgan Hall Room 240D.

Academic Impropriety Policy

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

Authorized Academic Load

Normally, the maximum number of hours permitted for graduate students is 12 per semester. Correspondence, extension, and evening courses taken concurrently are counted as a part of the total load. For summer sessions, the maximum number of hours permitted concurrently is 9, provided that no more than 6 are taken in the same early or late session or shorter term. Superior students may petition the appropriate Dean for permission to enroll in more hours. Normally the term superior will be construed to mean a cumulative grade point average of at least 3.0.

Official E-Mail Address

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

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. Log into Office 365 (outlook.washburn.edu), go to your email, click the gear in the upper right hand corner, select Option, and then select "Forward your email" on the right side of the screen, then follow the prompts. 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. Directions are also available at www.washburn.edu/a-z-index/its/files/training/office365/ForwardEmailOutlookWeb.pdf

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 web registration is not available, students must complete a Schedule Change Form and submit it to the Student One-Stop (SOS) where the information will be processed and the form signed. The student will be given

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

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

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

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

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

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

Medical Withdrawal

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 Student One-Stop (SOS) in Morgan Hall, 101A. 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. A student who believes the circumstances surrounding the withdrawal were unavoidable and extraordinary should contact the Bursar to arrange a payment schedule.

Military Withdrawal

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

Monitoring Progress Toward Degree Completion

Students are expected to monitor their progress toward degree completion periodically throughout their tenure at Washburn University by conducting online degree audits through their MyWashburn account. From the Academic Advising channel on the Students tab, select "Process Degree Audits" for instructions. 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.

Transcript

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

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

Transcripts may be requested online through the transcript ordering service accessible on the Student Academic tag or MyWashburn and on the University Registrar's website (www.washburn.edu/registrar), by mail, or by fax at (785) 670-1104. A mailed request must be sent to the Student One-Stop (SOS). 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, current phone number, date of birth, date of attendance at Washburn, the number of transcripts requested, complete and accurate addresses where each transcript is to be sent and \$8.00 for each transcript requested paid at the time of request. A faxed request may request 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 should be made payable to Washburn University. Fax requests must be paid by credit card. The University accepts Visa, MasterCard, American Express and Discover (Novus). A fax request must include the type of card, the number of the card, its expiration date, the security code on the back of the card and signature of student. Fax requests without complete information, including credit card information, cannot be processed.

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

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.**

Information on graduation and retention rates may be requested from the Strategic Analysis and Reporting office, Bradbury Thompson Center, (785) 670-1645.

GRADING SYSTEM

Grades and Grade Points: Symbols Used In Grading

Grade	Description	Grade Points
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
AU	Audit	*0
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	*0
S	Satisfactory	*0
U	Unsatisfactory	*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 the 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 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 courses completed in the graduate Business and Liberal Studies programs with the exception that all course work must be submitted 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 completed 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.

Repetition of Courses

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

Classification

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

Course Numbering System

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

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

GRADE APPEAL PROCEDURE

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

Consultation with the Faculty Member

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

Mediation by the Department Chair

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

instructor. After receiving and reviewing these materials, the Department Chair shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

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

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

Appeal to Grade Appeal Committee

If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean, which shall specify the grade requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/faculty member consultation was completed. The process shall be terminated if notification is not received within the 10 working days. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the faculty member and student during the mediation process to the Vice President for Academic Affairs, the faculty member, and the student. The Vice President for Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons comprised of three faculty members (at least one and no more than two members from the department/discipline from which the grade appeal originated and a minimum of one from other departments/disciplines) and two students from departments/disciplines outside the originating College/School to serve as the Grade Appeal Committee. The Vice President for Academic Affairs may request names of potential discipline-based committee

members from the appropriate Dean and/or Department Chair. The awarding of grades that are fair and equitable is taken seriously by the University. Therefore, faculty members are urged to view a request to serve on a Grade Appeal Committee as an important obligation and a service to the University which should be refused only under extraordinary circumstances. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard, and review appeal materials from the Vice President for Academic Affairs. The committee shall advise the student and the faculty member of the hearing date. The Grade Appeal Committee may only request clarifying information related to the original documents of the appeal packet. Clarifying information requested from the student/faculty member by the committee should be requested through the Vice President for Academic Affairs. Any clarifying information gathered by the Vice President for Academic Affairs will also be shared with the student and/or faculty member.

Hearing

The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim. The hearing will be informal and the formal rules of evidence shall not be applicable. Oral testimony of witnesses may be presented but is not required. If either the student or the faculty member presents witnesses, he/she must provide a written summary of the testimony expected of the witness(es) to the Vice President for Academic Affairs not later than five business days prior to the date of the hearing. The Vice President for Academic Affairs will then disseminate such information to the committee and each party within three business days. The student or the faculty member may be accompanied by an advisor whose only role in the course of the hearing will be to render advice to the student/faculty member. The student is required to attend the hearing. It is recommended that the faculty member attend the hearing. Should both the student and faculty member attend, they will meet with the committee jointly. The amount of time allotted to each party will be left to the discretion of the committee. The hearing will not be audio, video, or digitally recorded.

Decision

The student will prevail only if at least four of the five members of the committee agree that the relief (grade) sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade be changed. The committee shall report its decision in writing to the Vice President for Academic Affairs who will then

disseminate the decision to the student, faculty member, Dean, and Department Chair (if applicable). The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, the Vice President for Academic Affairs shall notify the University Registrar, who will enter the changed grade.

DEGREES

Degree Conferment

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

Washburn University holds commencement ceremonies twice a year, at the end of the Fall and Spring semesters. Students who are scheduled to complete final requirements for a degree during the following Summer term may be permitted to participate in the Spring commencement. Such candidates must have the Application for Degree form on file in the University Registrar's Office. Additional information and ceremony details can be found at www.washburn.edu/commencement.

Application for Graduation

Students planning to complete a Masters or Doctorate degree must file an online Application located on the Student Academics tab of MyWashburn in order to initiate a graduation check. The graduation check will be completed early in the semester/term in which the student plans to graduate. The online application should be submitted in September for the Fall Semester and in February for the Spring semester and Summer term (see the academic calendar for the exact dates). A student is not a Candidate for Degree until the student has submitted the online Application for Graduation. Students who do not graduate in the semester/term for which they have applied, must contact the University Registrar's Office via audits@washburn.edu to update their semester/term of graduation. Hard copy Application for Graduation forms are available in the Student One-Stop (SOS) or online at www.washburn.edu/registrar for those students whose academic programs or registration status preclude them from participating in the online process.

Degree Audit

Currently enrolled Washburn University students are expected to monitor their progress toward degree completion by accessing unofficial Degree Audits on the web through their MyWashburn account. Students can do this by following the "Generate a Degree Audit" link for their currently declared major and should discuss any potential problems with their faculty advisors.

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

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

DIPLOMAS

Diploma Distribution

Diplomas will be available approximately two months after each semester/term. Diplomas may be picked up in the Student One-Stop (SOS), Morgan Hall, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the Student One-Stop (SOS). Students may also obtain the Diploma Mailing form by printing it at www.washburn.edu/registrar. After printing and completing the form, return it to the Student One-Stop (SOS) by mail with the appropriate fee, by fax to (785) 670-1104 with your credit card information, or by bringing it to the office in person. The fee for mailing an undergraduate and master's diploma is \$5.00 if mailed to a U.S. address and \$10.00 if mailed to an address outside the U.S. The fee for mailing a Law school diploma or a Doctor of Nursing Practice diploma is \$15.00 if mailed to a U.S. address and \$20.00 if mailed to an address outside the U.S. Diplomas are not issued if the student has outstanding financial obligations to the University.

Diploma Replacement

A diploma may be replaced providing a request is made in writing. The Diploma Replacement Form is available in the Student Service Center, Morgan Hall, during regular business hours or it may be obtained by printing it at www.washburn.edu/registrar. The same procedures for returning the form may be used as listed under "Diploma Distribution." The replacement processing fee is \$30.00 for the current academic year and \$50.00 for previous academic years.

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. Stoffer Honors and LINC honors are only posted on the transcript as well.

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; Student Health Services; Student Life Office; Student Recreation and Wellness; and Student Services.

Career Services

Career Services provides comprehensive career development assistance for Washburn students. From the freshman deciding on a major or career to the senior or alumnus seeking a full-time career opportunity, Career Services helps with the developmental process through assessments, counseling, presentations, and print and online materials.

The Career Services staff members provide workshops, class presentations, and individual counseling on topics such as major and career choice, résumé writing, interviewing skills, mock interviews, networking, and job/graduate school 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 résumés 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 information on majors and careers, job search materials, and graduate school information, is at www.washburn.edu/career-services.

Career Services is located in Morgan Hall 105H and is open Monday-Friday, 8 a.m. – 5 p.m. including the noon hour. Appointments for meeting with individual staff members may be limited due to the temporary relocation, but may be arranged by calling 785-670-1450. Individual counseling, assessments, 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.

Counseling Services, temporarily located in Henderson 111, is open from 8 to 5 Monday-Friday. Students may drop in or call for an appointment (670-1450). Visit our website for more information: www.washburn.edu/counseling.

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, 105. Contact information: phone, (785) 670-1622; e-mail, mao@washburn.edu, website, www.washburn.edu/mao or Washburn University Multicultural Affairs Office on facebook.

STUDENT HEALTH and COUNSELING SERVICES

Student Health and Counseling Services strives to help students reach their full potential through the provision of comprehensive, holistic health care with a strong emphasis on education, prevention, affordability and patient advocacy. Confidentiality is maintained for all services.

Services include:

- Treatment and assessment of acute and chronic illness
- Medication refills
- Physical exams including well woman exams
- Assessment and treatment of sexually transmitted infections
- Immunizations and TB testing
- Assessment and treatment of depression, anxiety, ADHD, eating disorders, substance abuse and other mental health concerns
- Counseling services for adjustment to college life, academic improvement, time management and communication skills
- Counseling and medical services for physical/verbal/sexual abuse
- Community and group education on health topics
- Referrals to community resources when necessary

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 Student Health and Counseling Services and the Student Life Office.

Location: Morgan Hall 140

Phone: 785-670-1470

Fax: 785-670-1029

Medical refill line: 785-670-1471

Washburn Student Government Association (WSGA)

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

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

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

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

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 Recreation and Wellness Center

The mission of the Student Recreation and Wellness Center is to provide awareness, education, opportunities and support resulting in enduring healthy lifestyle habits. We strive 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.

Student Services

Location: Student Services, located in
Morgan Hall 105
Phone: 785-670-1629
E-mail: student-services@washburn.edu

The Student Services Office mission is to provide and coordinate relevant services that ensure students with disabilities, veterans, and non-traditional students equal access to Washburn University programs.

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 are tailored to meet the needs of individuals, based on their specific disabilities, e.g. depression, physical or learning disability, and may include in-class note takers, test readers/scribes, adaptive technology training, brailled materials, or other necessary accommodations. Requests for accommodations should be submitted at least 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 generally ceases ten years (15 years under the Post 9/11 GI Bill) 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. Report any drop/add activity to Student Services. Changes in enrollment, such as dropping courses, not attending class, or not formally withdrawing from the University, must be submitted to the VA; it is to the student's advantage to provide a report of mitigating circumstances to Student Services. The VA expects veterans to pursue an educational objective, file a degree plan with Student Services, regularly attend classes, and make satisfactory progress.

Veterans wishing to receive full-time monthly benefits must be enrolled full time, e.g. 12 hours or more FOR THE ENTIRE TERM. Enrollment in short-term classes results in

payment only for the duration of the course (This does not apply to Chapter 33-Post 9/11). Persons eligible under chapter 33 will be considered for the housing allowance based on their rate of pursuit, above 50%, (# of hours taken/# of hours required for fulltime status) and their benefit percentage rate.

INTERNATIONAL STUDENT SERVICES

Heidi Staerkel, Coordinator, International Student Services

Andy Vogel, Coordinator, International Student Recruitment/Retention

785-670-1051

Graduate Admission

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

1. A completed on-line Washburn University International Application Form and signed Signature Page
2. \$70 (USD) non-refundable application fee
3. A balanced iBT TOEFL score of at least 80 or 6.5 on the IELTS with balanced sub-scores for students from non-English speaking countries. Please note that certain academic departments may have higher TOEFL/IELTS requirements. Students who cannot meet this requirement can be admitted conditionally through the Intensive English (ESL) Program.
4. Completed Financial Disclaimer form and original financial supporting documentation of the student's/sponsor's ability to finance studies while in the U.S.
5. Official transcripts of completed secondary education and of any university-level course work evaluated by either Educational Credential Evaluators (ECE) or World Education Services (WES).

Graduate Admission for Transferring International Students (from another U.S. university to Washburn)

In addition to the items mentioned, graduate applicants applying to transfer to Washburn University from another U.S. university/college must submit the following:

1. A completed Washburn University Transfer Eligibility Form, completed by the applicant and an international student advisor at the current school
2. A copy (pages 1 and 3) of the I-20 form or DS-2019 (page 1) issued by the current school
3. A copy of the student's current visa, I-94 card/copy of electronic I-94 record and passport ID page
4. Official transcripts of any university-level work

International Students: School of Law Admissions

Please contact the School of Law about admission requirements using the contact information below, and then submit to the Office of International Programs requirements of "Graduate Admissions" described on the previous page.

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

OFFICE OF GRADUATE PROGRAMS AND ACADEMIC OUTREACH

Website: www.washburn.edu/ao
Benton Hall, Suite 408
(785) 670-1399
Tim Peterson, Ph.D., Dean
Thomas Underwood, Ph.D., Asst. Dean

The Office of Graduate Programs and Academic Outreach coordinates and supports programs designed to increase student and community access to "learning for a lifetime." These include online and off-campus courses, summer sessions, the Accelerated College Experience Program for high school students, and professional development programs and Graduate programs. The Office also provides support for academic conferences and partnerships with other organizations.

The Office of Graduate Programs and Academic Outreach collaborates with the Office of Strategic Analysis and Reporting to provide appropriate data regarding graduate programs and respond to requests for information. The Office of Graduate Programs and Academic Outreach also collaborates with Enrollment Management on generating information on student recruitment, financial aid and graduation.

INFORMATION TECHNOLOGY SERVICES

www.washburn.edu/its

Information Technology Services (ITS) provides computing, networking, video, wireless Internet access, and voice services at the Washburn University campus and at Washburn Institute of Technology. Students may receive assistance with user accounts, e-mail, telephone, wireless connectivity, and other services by emailing support@washburn.edu, calling 785-670-3000 or visiting the Technology Support Center on the main campus in Bennett Hall Room 104.

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 connection to online classes or 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 online-ed-support@washburn.edu or calling 785-670-2381.

On campus, students may connect to the Internet and computing resources using equipment in classrooms, computer labs or via wireless using a personal laptop near one of many wireless access points. Residential students have access to wired and wireless connections to the high-speed campus network from their rooms.

GRADUATE ADMISSION PROCEDURES

Step 1 to apply for any Washburn University graduate program other than the Master of Studies in the Law, the Juris Doctorate, or the L.L.M. degree programs is to complete the online application form for Washburn University. This includes students currently enrolled in a baccalaureate program at Washburn University. International Students should complete the application at www.washburn.edu/apply-international

Step 2 is to apply to the specific graduate program for which you are seeking admission and to send all of your official transcripts from other institutions attended, the application fee, and all other required items to the academic unit that offers the graduate degree program.

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

MASTER OF EDUCATION (MED)

Website: www.washburn.edu/med

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.

Graduate Programs

The Department of Education offers graduate courses and clinical experiences for educators 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's degree may enroll in coursework leading to recommendation for licensure only in programs indicated below, without completing a second master's degree. Candidates do have the option to earn more than one master's degree in Education.

Students may pursue the MED in:

Advanced Licensure Programs

- Reading Specialist
- Special Education
 - Adaptive K-6
 - Adaptive 6-12
- Building Leadership

Licensure Only /Advanced Programs

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

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

MED Curriculum and Instruction

- Educational Technology Emphasis
- Literacy Emphasis
- Educational Studies*
- Teaching Content Emphasis
 - Mathematics
 - Social Sciences
 - Art
 - Educational Foundations

**Pending Board Approval*

Reading Specialist

The graduate Reading Specialist program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading. 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 Literacy 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 school specialist license upon completion of the M.Ed. 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 565 Introduction to Educational Research
ED 568 Curriculum Development & Evaluation
ED 560 Advanced Educational Psychology

Reading Specialist Professional Course

RD 584 Reading in the Content Area
RD 510 Classroom Reading Instruction
RD 512 Literature for 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
Approved Elective (check with advisor)

Special Education

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

Degree. An added endorsement is granted following successful completion of the approved sequence of courses.

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

The Licensure Only Program in Special Education is available for teachers with an elementary, secondary, or P-12 teaching license who wish to pursue a teaching license in adaptive special education without earning a master's degree. Candidates who already have a master's degree - or those not interested in obtaining a master's degree - will be required to submit: 1) an application to the Department of Education, 2) a copy of their current teaching license, 3) two letters of reference, 4) declaration of graduate program form and 5) complete a plan of study with their advisor. Licensure-only candidates can earn a provisional license which will be good for two years and can reapply for a second provisional license with successful completion of coursework. Candidates completing all coursework can apply for an added endorsement in adaptive special education. Candidates who are pursuing licensure-only can opt to apply for the master program no later than the date at which they apply for the second provisional license. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MED – Special Education

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

- The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.
- The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development.
- The teacher of students with adaptive special education needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.
- The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.
- The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.

- The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs.
- The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs
- The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.

Core

ED 565 Introduction to Educational Research
 ED 568 Curriculum Development & Evaluation
 RD 522 Instruction for 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 initial school leadership licensure.

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

Student Learning Outcomes for Leadership

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

- The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation,

implementation and stewardship of a vision of learning that is shared and supported by the school and community.

- The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.
- The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.
- The building level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

MED – Building Leadership Core

ED 572 Issues in Modern American Education OR
 ED 594 Philosophy of Education
 ED 585 Issues in Educational Technology OR
 ED 582 Leadership in Educational Technology
 ED 565 Introduction to Educational Research
 ED 568 Curriculum Development and Evaluation
 SE 510 Learning and Behavior Problems

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 572 Issues in Modern American Education OR
- ED 594 Philosophy of Education
- ED 565 Introduction to Educational Research
- ED 585 Issues in Educational Technology OR
- ED 582 Leadership in Educational Technology
- ED 568 Curriculum Development and Evaluation
- SE 510 Learning and Behavior Problems

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 572 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 585 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 572 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

Elective Literacy and Related Courses

RD 584 Teaching Reading in the Content Area
RD 520 Assessment Procedures in Reading
RD 522 Instruction for Readers at Risk
RD 528 Language Development and Assessment
RD 530 Literacy Practicum
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 674 Special Topics (1-3 credits)
ED 597 Independent Study (1-3 credits)

A capstone experience is required for all Curriculum and Instruction graduates.

Curriculum and Instruction-Educational Studies*

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

Program Courses:

Core Courses

The following seven semester hours are required:
ED 572: Issues in Education (3)
ED 565: Introduction to Educational Research (3)
ED 598: Action Research Capstone (1)

Literacy Courses

The following six semester hours are required:
RD 510: Classroom Reading Instruction (3)
RD 522: Instruction for Readers at Risk (3)

Technology Courses

Six hours of the following are required:
ED 580: Integrating Technology in Curriculum (3)
ED 584: Multimedia in the Classroom (3)
ED 586: Integrating the Internet into Instruction (3)

Special Education Courses

The following six semester hours are required:
SE 510: Learning and Behavior Problems (3)
SE 580: Resources for Families of Children with Disabilities (3)

English for Speakers of Other Languages Courses

The following six semester hours are required:
ED 551: Methods and Cross Cultural Communication (3)
ED 561: ESOL Teaching and Learning (3)

*Pending Board Approval

Admission to Graduate Programs

Students should meet with either the 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. In addition, a Washburn University senior within six hours of graduation may apply to take graduate courses.

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

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

1. Submit the University online graduate application admission form.
2. Submit a completed Application for Formal Admission to a Graduate Program in the Department of Education.
3. Complete declaration of Graduate Program Form.
4. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
5. Have a cumulative grade point average of 3.0 or better in graduate coursework or in the last 60 hours of undergraduate college coursework from accredited institutions.
6. Have achieved the required scores on the Graduate Admissions Test, Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
7. 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.
8. Submit a completed and signed Program of Study form for the appropriate degree or licensure program identifying any transfer credit to be applied to the program.
9. Sign and submit the Professional Conduct and Dispositions form.
10. Provide a copy of current teaching license if appropriate.

The Graduate Program Committee carefully considers each application and makes the decision to formally admit or deny applicants. Students may reapply when all admissions criteria have been met. The student is notified in writing of the committee's decision. Students

may appeal any adverse decision by submitting a written petition to the Chairperson of the Department of Education. Upon receipt of such a petition, the committee will review the case and inform the student of their decision.

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 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 Study subject to the following conditions:

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

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 3.80 cumulative grade point average in program course work will also receive the Graduate Reflective Educator Award.

Academic Status: Full-Time Graduate Student

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

Department of Education Scholarships

Students in the graduate program are eligible to apply for a department scholarship. Scholarship application forms are available in the Department of Education Office and online at our department website: www.washburn.edu/med

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 senior students; courses at the 500 and 600 level are open only to 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.*

ED 674 Special Topics in Educational Administration (1-3)

Topics vary from semester to semester and will be announced in advance. ED 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 541 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 544 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 545 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 547 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 551 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 552 Cognitive and Language Development (3)

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

ED 553 Assess and Evaluation in ECE (3)

Students learn ways in which young children's development is assessed & evaluated. Typical assessment procedures appropriate for children to age eight are studied. Techniques are developed to record children's behavior individually & in group settings. *Prerequisite: ED 347 & Graduate Standing.*

ED 572 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 585 Issues in Educational Technology (3)

Critical examination of historical, sociological, philosophical foundations and implications of the use of technology in an educational setting. *Prerequisites: Graduate standing.*

ED 594 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 541 Language and Lit Dev in ECE (3)

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

ED 544 Art in Elementary/Middle School (3)

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

ED 545 Intro to Craft Techniques (3)

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

ED 547 PreK and K Methods (3)

Focus on methods & materials that support physical, emotional, social & intellectual needs of the kindergarten & pre-kindergarten child. *Prerequisite: Graduate standing.*

ED 551 Methods of Cross Cultural Communication (3)

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

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 561 Exceptional Infants and Young Children (3)

Survey of exceptionalities including etiology, curriculum, identification, adaptation of materials & environments, play, referral & development of an individual Educational Plan (IEP). *Prerequisites: ED 343 or equivalent course in child development and Graduate standing.*

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 563 Advanced Social Studies (3)

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

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 570 Curriculum Development and Evaluation Mid/Sec Sch (3)

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

ED 572 Issues in Modern American Education (3)

Critical analysis of contemporary problems & issues in American education. Consideration of historical, sociological, & philosophical foundations affecting problems and issues included. This course is part of the graduate core. *Prerequisite: Graduate standing.*

ED 578 Org and Admin of ECE Program (3)

Organization & administration of early childhood programs. Emphasis on supervision of volunteers & paraprofessionals. Introduces the student to techniques for organizing staff as an instructional Early Childhood Education team. *Prerequisite: Graduate standing.*

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 590 Tests and Measurements (3)

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

ED 594 Philosophy of Education (3)

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

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 598 Action Research Capstone (1)

Students will identify a question about their own teaching or school practices, review the current research literature, develop a plan to collect data, collect and analyze their data, identify emergent themes, write an action research paper, and present their project and findings to the faculty committee. The objectives of the action research project are to help students understand the research process in an educational setting; provide students with the opportunity to study and improve their own teaching through an action research project; and to show students how research can have a positive effect on school improvement and change. *Prerequisites: Admission to the graduate program, successful completion of at least 18 credit hours of course work and successful completion of ED 565 Educational Research.*

ED 674 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.*

RD 519 Literacy for Young Adults (3)

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

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)

Seminar 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 556 Advanced Children's Lit (3)

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

RD 584 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.

SE 555 Special Education Practicum (4)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include elementary age children.

SE 563 Exceptionalities in Early Childhood (3)

Focuses on children with disabilities ages birth through grade three. Emphasis is placed on understanding assessment, uses of technology, working with families, and development of IEP's. *Prerequisite: Graduate standing.*

SE 576 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. *Prerequisites: 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 educational 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 (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: 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 576 Psych of Exceptional Student (3)

Historical & current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis on procedure & strategies for teaching exceptional students in the regular classroom. *Prerequisite: Graduate standing.*

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.*

ED 674 Special Topics in Special Education (1-3)

Topics vary from semester to semester and will be announced in advance. ED 674 may be repeated for credit. *Prerequisite: Permission of Department Chairperson and Instructor.*

MASTER OF LIBERAL STUDIES (MLS)

Website: www.washburn.edu/mls

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 programs.

The applicant should submit the following:

- Submit the University online graduate application admission form.
- A MLS 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 October 1st, for the spring semester and March 1st, 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:

Director, MLS
College of Arts and Sciences
Washburn University
1700 SW College Avenue
Topeka, KS 66621
(785) 670-1633

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. Students whose GPAs fall below 3.0 will be placed on academic probation for a minimum of two semesters during which time they must raise their GPAs to 3.0 or higher. Failure to do so will result in dismissal from the program. Academic probation will be granted only once. The program of study must be completed within a six-year time span. Students who have not been admitted to the program may take courses on a space-available basis. Undergraduate students may petition for admission to graduate courses in the last six hours of completion of their undergraduate programs.

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 the grade of incomplete to be converted to 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.

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. Courses in the ISP may be dual-listed at the 300/600 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 690. Students may take a maximum of two courses offered by the professional schools.

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 and designing 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 600 Introduction to Graduate Research in Liberal Studies and three seminars from the following four choices:
- LS 601 Interdisciplinary Seminar in Humanities
- LS 602 Interdisciplinary Seminar in the Social Sciences
- LS 603 Interdisciplinary Seminar in the Natural Sciences
- LS 604 Interdisciplinary Seminar in Creative and Performing Arts

Each seminar is offered for 3 hours credit. Students may take these latter seminars more than once, although they will not be able to repeat a specific topic.

In addition to the four required seminars, all students in the program will register for a three-hour capstone course, LS 799: Capstone Experience. Working with a capstone advisor as well as with a committee composed of other faculty members in the program, students will research, write and create a project that serves as the culmination of their MLS studies.

LS 600 Introduction to Graduate Research in Liberal Studies (3)

An introduction to the process, method, and style of graduate research in the humanities, natural sciences, social sciences and creative and performing arts.

Prerequisite: Acceptance into the MLS program or instructor's consent.

LS 601 Interdisciplinary Seminar in Humanities (3)

A team-taught seminar on a special topic in the humanities as it relates to the social sciences, the natural sciences or creative and performing arts; the course will be cross-listed with LS 602, LS 603, or LS 604. 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 602 Interdisciplinary Seminar in the Social Sciences (3)

A team-taught seminar on a special topic in the social sciences as it relates to the humanities, the natural sciences, or the creative and performing arts; the course will be cross-listed with LS 601, LS 603 or LS 604. 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 603 Interdisciplinary Seminar in the Natural Sciences (3)

A team-taught seminar on a special topic in the natural sciences as it relates to the humanities, the social sciences or the creative and performing arts; the course will be cross-listed with LS 601, LS 602 or LS 604. 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 604 Interdisciplinary Seminar in Creative and Performing Arts (3)

A team-taught seminar on a special topic in creative and performing arts as it relates to the humanities, social sciences, or natural sciences; the course will be cross-listed with LS 601, LS 602, or LS 603. 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 690 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 799 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.

AN	600	Special Topics in Anthropology
AN	621	Anthropology of Women
AN	624	History & Theory of Anthropology
AN	637	Creativity and Society
AN	638	Strategies for Social Change
AR	600	Directed Graduate Studies Art Studio
AR	601	Directed Graduate Studies Art History
CM	631	Computational Intelligence

CM	632	Data Mining	HI	663	Borderlands and Beyond
CN	695	Special Topics	HI	670	Modern Africa: c.1700-Present
ED	672	Issues in Modern American Education	HI	680	Women in World History
ED	660	Advanced Educational Psychology	HI	698	Directed Readings
EA	692	School-Community Relations	MM	600	Mass Media Law
EN	601	Critical Reading and Writing	MM	601	Mass Media and the Cinema
EN	605	Advanced Fiction Writing	MM	611	Entrepreneurial Media
EN	606	Advanced Poetry Writing	MM	612	Digital Cinematography
EN	607	Creative Writing, Nonfiction	MM	651	Mass Media Research
EN	610	Modern English Grammar	MM	692	Independent Study
EN	615	Reading as Writers	MM	693	Special Topics
EN	620	Literature for Young Adults	PH	600	General Topics in Philosophy
EN	625	Survey of English Literature I	PH	603	Topics in the History of Philosophy
EN	626	Survey of English Literature II	PH	611	Issues in Ethical Theory
EN	630	American Literature I	PH	615	Philosophy of Law
EN	631	American Literature II	PH	625	Philosophy of Mathematics
EN	636	Contemporary Theater	PH	630	Philosophy of Mind
EN	645	Shakespeare	PH	635	Metaphysics
EN	660	World Literature I	PO	671	Upper Division Topics in American Politics and Government
EN	661	World Literature II	PO	672	Topics in Comparative Politics
EN	670	Medieval Literature	PO	686	Directed Readings
EN	671	Renaissance Literature	RG	600	Special Topics in Religion
EN	672	Restoration and Eighteenth-Century Literature	RG	601	Old Testament Prophets
EN	673	Romantic/Victorian Literature	RG	603	Jesus in the Gospels
EN	674	Modern Literature	RG	605	The Mission and Message of Paul
EN	675	Contemporary Literature	RG	631	Concepts of God: East and West
EN	680	Modern Poetry	SO	600	Special Topics in Sociology
EN	681	Drama	SO	614	Organizations
EN	682	Modern Novel	SO	638	Advanced Social Problems
EN	685	Directed Reading, Writing, Research	SO	660	Sociological Theory
EN	690	Aspects of Film	SP	674	Independent Study (Spanish)
EN	693	Literature of Popular Culture	SP	699	Special Topics (Spanish)
EN	699	Special Topics in Writing and Research	TH	606	Contemporary Theater
FR	674	Independent Studies (French)	TH	607	Non-Western Drama
FR	699	Special Topics (French)			
GE	674	Independent Studies (German)			
GE	699	Special Topics (German)			
HI	600	Special Topics in History			
HI	604	American Revolutionary Period (1763-1789)			
HI	607	The American Civil War: 1848-1877			
HI	611	Cold-War America: 1945-1990			
HI	612	War's Impact on America			
HI	615	Women in U.S. History			
HI	617	Topeka and Urban American History			
HI	620	The American West			
HI	622	Kansas History			
HI	625	American Religious History			
HI	628	African-American History			
HI	636	History of Britain			
HI	638	Victorian Britain: c. 1830-WWI			
HI	643	The European Reformation			
HI	644	The Holocaust: A Seminar			
HI	660	History of Mexico			

MASTER OF PSYCHOLOGY (MA)

Website: www.washburn.edu/ma

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 MA in Psychology with an emphasis in Clinical Skills offers professional training to prepare program graduates for licensure and practice under Kansas statutes.

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

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

Student Learning Outcomes

Upon completion of the program students will be able to:

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

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, with a minimum of 15 hours of undergraduate psychology courses including a statistics course, a research methods or 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 complete any deficiencies before being fully admitted into the program.

After completing the online university graduate admission application form, students are required to submit to the Psychology Department Admissions Committee:

1. A copy of all undergraduate transcripts
2. Three letters of recommendation
3. Graduate Record Exam (GRE general test) scores
4. Completed online admission forms (University admissions and Psychology Graduate Program).

Deadline for submission of all application materials for fall admission is March 15. Late admission requests will be considered on a space-available basis. Official transcripts of all college work should be on file with the Office of Admissions before the student enrolls in his or her first graduate class. It is the student's responsibility to have transcripts transferred, and the University may drop a student whose transcripts are not on file within six weeks from the date of initial enrollment.

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 psychology graduate courses are available to social workers, nurses, teachers, and members of other professional groups eligible for continuing education credit. In addition, the department accepts students as part-time, non-degree candidates, or students presently enrolled in other graduate programs who need graduate courses in psychology. Students who wish to enroll with special student status should request the application form from the Psychology Department. Students may enroll in a total of six credit hours as special students.

Enrollment

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

Students must be continuously enrolled until all requirements for the degree are completed. Candidates who have completed all course and internship requirements, including enrolling in six hours of PY 699, but who still must complete their thesis, are required to enroll in PY 695 each semester, including summer sessions until defense of the thesis is successfully accomplished. The number of hours of enrollment each semester will be determined by the candidate's advisor and must reflect as accurately as possible the candidate's demand on a faculty member's time and university facilities.

Degree Requirements

In order to meet graduation requirements, the student must complete a minimum of 60 hours including:

- Core Courses (16 hours) PY 510, 511, 602, 635, 637, 695;
- Clinical courses (20 hours) PY 532, 533, 540, 550, 551, 646, 650; and
- Seminar (3 hours) PY 620;
- Practicum courses (9 hours) PY 515, PY 534, 590, 591, 647, 651
- Internship courses (6 hours) PY601
- Complete an acceptable thesis or empirically supported case study (6 hours).

Grades

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

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

SUGGESTED SCHEDULE FOR THE MASTER OF ARTS DEGREE

Sample Two Year Plan

1st Year Fall (16 credit hours)

PY 635 Ethics of Psychological Practice
PY 637 Diversity Issues in Assessment and Treatment
PY 510 Intermediate Statistics
PY 515 Counseling Skills & Interviewing Practicum
PY 540 Advanced Psychopathology
PY 551 Individual Adult Psychotherapy
PY 591 Psychotherapy Practicum II

1st Year Spring (16.5 credit hours)

PY 695 Health Psychology
PY 550 Introduction to Psychotherapy Techniques
PY 590 Psychotherapy Practicum I
PY 532 Psychological Assessment of Adults
PY 511 Graduate Research Design
PY 620 Developmental Seminar in Psychology

2nd Year Fall (15.5 credit hours)

PY 636 Group Process Training
PY 602 Advanced Physiological Psychology
PY 533 Psychological Assessment of Children
PY 695 Child Assessment Practicum
PY 699 Thesis
PY 601 Internship

2nd Year Spring (12 credit hours)

PY 650 Child, Marital and Family Therapy
PY 651 Child, Marital and Family Therapy Practicum
PY 647 Group Therapy Practicum
PY 699 Thesis
PY 601 Internship

Sample Three Year Plan

1st Year Fall (11.5 credit hours)

PY 635 Ethics of Psychological Practice
PY 637 Diversity Issues in Assessment and Treatment
PY 510 Intermediate Statistics
PY 515 Counseling Skills & Interviewing Practicum
PY 540 Advanced Psychopathology

1st Year Spring (10.5 credit hours)

PY 695 Health Psychology
PY 550 Introduction to Psychotherapy Techniques
PY 590 Psychotherapy Practicum I
PY 532 Psychological Assessment of Adults

2nd Year Fall (11 credit hours)

PY 551 Individual Adult Psychotherapy
PY 591 Psychotherapy Practicum II
PY 636 Group Process Training
PY 533 Psychological Assessment of Children
PY 534 Child Assessment Practicum

2nd Year Spring (9 credit hours)

PY 511 Graduate Research Design
PY 650 Child, Marital and Family Therapy
PY 651 Child, Marital and Family Therapy Practicum
PY 647 Group Therapy Practicum

3rd Year Fall (9 credit hours)

PY 602 Advanced Physiological Psychology
PY 699 Thesis
PY 601 Internship

3rd Year Spring (9 credit hours)

PY 620 Developmental Seminar in Psychology
PY 699 Thesis
PY 601 Internship

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 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 511 Graduate Research Design (3)

Advanced, detailed study of research design, including experimental, quasi-experimental, and non-experimental designs. Students will also develop skills in critiquing and reporting scientific research. *Prerequisite: Consent*

PY 515 Counseling Skills & Interviewing Practicum Techniques (1.5)

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

PY 530 Psychological Assessment: Intelligence & Achievement (3)

Introduction to test construction and applied training and supervised experience in administration, scoring, and interpretation of tests of intellectual, cognitive, and developmental functioning. Must be taken concurrent with PY 580. *Prerequisite: Graduate standing.*

PY 531 Psychological Assessment: Personality & Behavior (3)

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

PY 532 Psychological Assessment of Adults

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

PY 533 Psychological Assessment of Children

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

PY 534 Psychological Assessment of Children

Practicum

This practicum will focus on the application of child and family assessment skills acquired in PY 533 Psychological Assessment of Children. The practicum will involve a combination of lecture, discussion, role plays, supervision, and practical experience with clients in the Psychological Services Clinic. *Prerequisite: Concurrent enrollment in PY533*

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) PY530.*

PY 551 Individual Adult Psychotherapy (3)

Theory and practice of psychotherapeutic intervention skills with an emphasis on interpersonal, cognitive, and brief therapy approaches for treatment of mood disorders. Must be taken concurrently with PY 591. *Prerequisites: PY 530 & PY 550.*

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 PY530. *Prerequisite: Must be taken concurrently with PY530.*

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 (1-3)

This course may 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 602 Advanced Physiological Psychology (3)

Critical issues within cognitive and behavioral neuroscience are discussed, including neuronal physiology, functional neuro-anatomy, and methods used in psychophysiological research. Special emphasis is placed on biological foundations of psychopathology and psychopharmacology. *Prerequisite: 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 624 Theories of Psychotherapy (3)

Survey of the major psychodynamic, humanistic/existential, and cognitive-behavioral schools of psychotherapy. With the focus on developing case conceptualization skills, the historical development, therapeutic applications, and empirical support for each approach to therapy will be examined. *Prerequisite: Consent.*

PY 635 Ethics of Psychological Practice (2)

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 when providing psychotherapy and psychological assessment services. Special topics such as requirements for licensure and career options may also be explored. *Prerequisite: Graduate Standing*

PY 637 Diversity Issues in Treatment and Assessment (2)

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

PY 646 Group Therapy: Theory and Application (2)

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

PY 647 Group Therapy Practicum (1.5)

The faculty is committed to the belief that the integration of theoretical knowledge and practical experience is an integral part of the curriculum. Must be taken concurrent with PY646.

PY 650 Child, Family and Marital Therapy (3)

Theory and practice of interventions in marital, family, and child management problems. *Prerequisite: PY 551.*

PY 651 Child, Family, and Marital Therapy Practicum (1.5)

This practicum will focus on the application of child, family and marital therapy theory and skills acquired in PY 650 Child, Family and Marital Therapy. The practicum will involve a combination of lecture, discussion, role plays, and practical experience with clients in the Psychological Services Clinic. *Prerequisite: Concurrent enrollment in PY 650.*

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.*

SCHOOL OF APPLIED STUDIES

GRADUATE PROGRAMS

MASTER OF CRIMINAL JUSTICE (MCJ)

Website: www.washburn.edu/mcj

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 degree 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.

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 and Legal Studies at Washburn University or downloaded at www.washburn.edu/mcj. 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 the University Graduate Admission application.
2. Complete and submit the Graduate Admission application to the Criminal Justice and Legal Studies Department.
3. Submit official transcripts of all undergraduate and graduate course work to the Registrar's Office
4. 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.
5. Applicants who do not have a 3.0 GPA must submit evidence to the Criminal Justice and Legal Studies Department that they have achieved a cumulative score of 290 on the Graduate Record Examinations (GRE).
6. Applicants must submit a personal statement explaining (a) personal philosophy of the criminal justice system and (b) reasons for entering the program.
7. Applicants must submit a completed Program of Courses form for the appropriate degree option indicating any transfer credit to be applied to the degree.
8. 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 Criminal Justice and Legal Studies Department to assure equal educational and employment opportunity to qualified individuals without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation

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 while maintaining no less than a "B" (3.0) average.
2. No more than two grades of "C" 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 complete 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 600 Seminar in Criminal Justice Systems
CJ 601 Seminar to Masters of Criminal Justice Program
CJ 602 Criminal Justice Research
CJ 603 Issues in Criminal Procedure
CJ 610 Corrections in the United States OR
CJ 620 The Role of Law Enforcement in the U.S.
CJ 625 Seminar in Criminology Theory
CJ 692 Analytical Research and Statistics

ELECTIVES (9 HOURS)

CJ 604 Seminar in C.J Organization and MGMT
CJ 605 Ethics in Criminal Justice Practice
CJ 630 Seminar in Correctional Admin
CJ 635 Organized and 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 and Delinquency
CJ 660 Seminar in Operational and Staff Planning
CJ 670 Seminar in Correctional Law
CJ 675 Problems and 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 21 hours in the core curriculum (including CJ 693 Capstone course), 21 hours of elective courses.

All courses are 3 hours each except where noted.

CORE (21 HOURS)

CJ 600 Seminar in Criminal Justice Systems
CJ 601 Seminar to Masters of Criminal Justice Program
CJ 602 Criminal Justice Research
CJ 603 Issues in Criminal Procedure
CJ 610 Corrections in the United States OR
CJ 620 The Role of Law Enforcement in the U.S.
CJ 625 Seminar in Criminology Theory
CJ 693 Capstone (3 hours)

ELECTIVES (21 HOURS)

CJ 604 Seminar in C.J. Organization and Mgmt
CJ 605 Ethics in Criminal Justice Practice
CJ 630 Seminar in Correctional Admin
CJ 635 Organized and 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 and Delinquency
CJ 660 Seminar in Operational and Staff Planning
CJ 670 Seminar in Correctional Law
CJ 675 Problems and 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

GRADUATE COURSES

NOTE: Enrollment in all graduate courses requires graduate status or permission of Instructor, Program Director or Department Chair.

CJ 600 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 601 Seminar to the Masters of Criminal Justice Program (3)

This course will expose students to graduate level study expectations prior to or in conjunction with their first year in the MCJ program at Washburn University. Students will be exposed to or gain a better understanding of appropriate graduate level writing, such as research paper composition, citing sources, and avoiding plagiarism. Various activities relating to data gathering, such as resources provided by the University library and other University sources of information, will be reviewed. Students will also be introduced to the Criminal Justice faculty in this class as well as being encouraged to consider career path possibilities after earning a MCJ degree from Washburn University.

CJ 602 Criminal Justice Research (3)

The student will be able to develop and implement basic research designs and interpret findings. Both qualitative and quantitative methods will be examined. Instruction and application will focus upon criminal justice issues and the impact of criminal justice research upon the profession. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

CJ 603 Issues in Criminal Procedure (3)

Current significant issues in criminal procedure will be addressed. Emphasis will be placed upon significance of recent judicial decisions to both enforcement and corrections. Additionally, the relationship between the judiciary and the other segments of the criminal justice system will be examined. Methods for conducting legal research will be examined. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

CJ 604 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 605 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 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 685 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 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. *Prerequisite: 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 HEALTH SCIENCE (MHS)

HEALTH CARE EDUCATION

Website: www.washburn.edu/mhs

Mission Statement

The mission of the Master of Health Science (MHS) in Health Care Education is to prepare existing health care professionals to be effective teachers and leaders who are capable of serving diverse learners within health care organizations and allied health degree programs.

A review of health care trends shows an upcoming shortage in allied health faculty across many disciplines. Not only is the professorate graying, but many community colleges now require Masters Degrees for full-time faculty members. In addition several allied health accreditation agencies have standards that require Program Directors to have a Master's Degree in order to teach in that discipline. For example, radiologic technology program directors must have had a Master's degree by January 1, 2009 (ARRT,2008), and the program director and clinical coordinator for occupational therapy assistant programs must have a Master's Degree by July 1, 2012 (AOTA, 2006).

Program Goals:

1. Meet the need of allied health professions for qualified and effective educators within our community, state and country.
2. Develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.

3. Develop allied health educators who effectively use technology in the learning/instructional process.
4. Develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research.

Program Student Learning Outcomes:

Upon completion of the program students will be able to:

- Administer allied health programs
- Manage accreditation requirements for allied health education programs, including local, state and federal requirements
- Demonstrate effective teaching skills
- Employ assessment measures that ensure student learning
- Demonstrate effective use of educational technology
- Utilize action research for continuous improvement and problem-solving in the educational setting
- Demonstrate knowledge of diverse and special populations in health care and education
- Identify legal and ethical issues in health care
- Explain issues related to higher education, including but not limited to, general education, academic advising and promotion and tenure.

Admission Requirements:

Candidates for admission to the Master of Health Science degree must have completed a bachelor's degree and have two years professional work experience in a health care environment. Such professional experience would include, but is not limited to, health care administration, health information technology, occupational therapy assistant, respiratory therapist, physical therapist assistant, radiologic technologist, dental hygienist, and other health care specialists.

General Requirements for Admission:

1. Complete the University Graduate Admissions application.
2. Complete and submit the Graduate Admission application to the Allied Health Department.
3. Submit all official transcripts of undergraduate and graduate course work to the Registrar's Office.
4. Applicants for unconditional acceptance must have achieved a cumulative grade point average of 3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
5. Applicants for conditional acceptance must have a cumulative grade point average of 2.75 -3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
6. Applicants must submit a personal statement explaining reasons for entering the program.

Applicants applying for conditional acceptance must explain why the cumulative grade point average is lower than 3.0 and how the applicant expects to be successful at the graduate level. Applicants must submit a resume detailing their education and professional growth.

7. Applicants must have successfully completed a College Algebra course with a grade of no lower than a "C" from a regionally accredited institution of higher learning.
8. It is the responsibility of the applicant to be familiar with the Microsoft Office productivity software, including Word, Excel, and PowerPoint.

Life Experience

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

Master of Health Science Degree Requirements

1. Complete all required coursework with no single course grade lower than a "B".
2. The completion of 36 hours of course work
3. Maintain continuous enrollment (enrolled in a 3 credit hour course) each regular semester (fall and spring)

Nondiscrimination

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

PROGRAM CURRICULUM: (36 HOURS)

- AL 600 - Foundations of Health Care Education (3)
- AL 601 - Legal and Ethical Issues in Health Care (3)
- AL 602 - Special Populations in Health Care (3)
- AL 603 - Health Care Decision Making (3)
- AL 620 - Research Method for Health Care Personnel (3)
- AL 622 - Educational Program Administration (3)
- AL 624 - Assessment in Health Care Education (3)
- AL 626 - Instructional Technology (3)
- AL 720 - Curriculum and Instruction Methods in Health Care (3)
- AL 722 - Advanced Trends in Health Care (3)
- AL 724 - Health Care Education Internship (3)
- AL 726 - Health Care Education Practicum (3)

GRADUATE COURSES

AL 600 - Foundations of Health Care Education (3)

This course focuses on the history of health care education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners.

AL 601- Legal and Ethical Issues in Health Care (3)

This course is designed to provide foundational knowledge concerning legal and ethical concepts that guide health care. The course will explore the application of ethics and the law in resolving ethical situations through case studies and articles.

AL 602 - Special Populations in Health Care (3)

This course includes a discussion and analysis of the impact of special populations on the health care delivery system. Major topics will include diverse ethnic populations, rural populations, migrant populations, minority populations and populations defined by diagnosis (e.g., diabetes, etc). This course is designed to acquaint the student with health care delivery implications of globalization in the context of cultural competence.

AL 603 - Health Care Decision Making (3)

Decision making is the study of identifying and choosing alternatives based on reducing uncertainty and selecting a reasonable choice based on the values and preferences of the decision maker. Decision making theories, methods, and processes will be studied as well as the application of decision analysis and knowledge-based systems, including data mining, data warehouses, data marts, clinical data repositories, and data modeling.

AL 620 – Research Method for Health Care Personnel (3)

This course is designed to provide the health care professional with a basic knowledge in quantitative statistical analysis and research design. Topics covered include descriptive statistics, parametric group comparison statistics, basic non-parametric statistics, and provide an introduction to linear modeling. Students will be introduced to Excel and SPSS statistical software programs and application toward solving modern healthcare problems. *Prerequisite: College Algebra*

AL 622 - Educational Program Administration (3)

This course focuses on the fundamental elements of educational health care program planning, assessment, and troubleshooting by examining the activities of Program Directors and Clinical Coordinators. The impact of credentialing, accreditation, and licensure requirements is discussed along with issues related to higher education such as general education requirements, academic advising, grievance/appeal processes, and tenure and promotion.

AL 624 - Assessment in Health Care Education (3)

This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment.

AL 626 – Instructional Technology (3)

This course provides an overview of current instructional technologies which support active learning within health care education programs. The integration of technology in the traditional, blended and online environments is discussed as well as copyright and fair use laws as they relate to the utilization of technology in higher education. This course emphasizes practical application.

AL 720 – Curriculum and Instruction Methods in Health Care (3)

This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application.

AL 722 – Advanced Trends in Health Care (3)

This course explores current trends and issues within the dynamic environment of health care. Learners discuss political, social, cultural and ethical issues and their influence on the health care delivery system.

AL 724 – Health Care Education Internship (3)

The course provides opportunities for observation and experience in presentation related to health care topics. Presentations may include departmental in-service, lecture class, laboratory class, professional society or to the general public such as a support group.

AL 726 – Health Care Education Practicum (3)

Development of an action research project which will address a relevant issue in health care education

POST-GRADUATE CERTIFICATE IN HEALTH CARE EDUCATION

(Pending Washburn Board of Regents Approval)

The post-graduate certificate in healthcare education is available to students pursuing the Doctorate of Nursing practice and to students who have completed a clinical masters or doctorate degree who would like to pursue a career in education at the postsecondary level. The 9 hour certificate includes courses in foundational theory, assessment in healthcare education and curriculum and instruction. Nursing graduates are eligible to sit for the CCNE exam on completion of the sequence. All courses are fully online in eight week increments.

AL 600 Foundations of Health Care Education

This is an 8 week class taught in the first quarter each fall. This course focuses on the history of health care education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners. *Prerequisite: Enrolled in DNP or completion of clinical masters or doctorate in an allied health profession.*

AL 624 Assessment in Health Care Education

This is an 8 week class taught in the second quarter each fall. This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment. *Prerequisite: Enrolled in DNP or completion of clinical masters or doctorate in an allied health profession.*

AL 720 Curriculum and Instruction in Health Care Education

An 8 week class taught in the 2 quarter of the spring semester. This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application. *Prerequisite: Enrolled in DNP or completion of clinical masters or doctorate in an allied health profession.*

MASTER OF ARTS IN HUMAN SERVICES (MA)

Emphasis in Addiction Counseling

Website: www.washburn.edu/ma-human-services

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

Mission Statement

The mission of the Human Services Department is for students to attain the knowledge, skills, and attitudes to become effective, ethical, and compassionate human services professionals who engage in creative approaches that meet and respect the multicultural diverse needs of individuals, communities, and society.

Program Description

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

For the professional currently employed in the field, advanced knowledge, skills, and practical experience acquired in the MA program may enhance opportunities for career advancement. The MA in Human Services with emphasis in addiction counseling is designed to prepare its graduates to become licensed clinical addiction counselors (LCAC) with the Kansas BSRB. In addition, this program prepares students for teaching positions in community colleges and for additional graduate study. Coursework emphasizes the application of theory and research to the delivery of human services with the emphasis in addiction counseling. All courses are offered online to meet the needs of working students. Part-time and full-time scheduling options are available.

LEARNING OUTCOMES

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

- Describe and explain how integrative human services have the potential to impact professional practice;
- Demonstrate the ethical standards of human service professionals;
- Demonstrate effective professional practice skills;
- Demonstrate awareness of one's strengths, limitations, and areas of needed growth through

- supervision and self-reflection;
- Engage in continuing professional education in human services; and
- Obtain licensure or certification in one's respective state.

ADMISSION PROCESS AND REQUIREMENTS

In addition to applying for admission to graduate studies at Washburn University, applicants must also apply to the MA in Human Services program. An application packet may be obtained from the Human Services Department office (Benton 311) or the Department's website: www.washburn.edu/human-services. Complete application instructions and deadlines are included within the application packet. Along with the completed application, applicants must submit copies of undergraduate (and graduate, when applicable) transcript(s), three letters of recommendation from instructors and/ or professionals in the field, and a written essay describing the student's intent and goals in pursuing the MA in Human Services degree.

The applicant must present evidence of adequate preparation to engage in graduate study. Minimum standard for admission to the MA in Human Services program is the completion of a Bachelor's degree in Human Services or a related field (e.g., Social Work, Psychology, Nursing, etc.) from an accredited institution of higher education with an overall GPA of 3.0 (on a 4.0 scale) over the last two years (60 credits) of university coursework.

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

Students who are denied admission to the program may be granted Provisional Standing to take specific courses in order to demonstrate their potential for graduate work. This decision to grant Provisional Standing is made by the HS Admissions Committee and Department Chairperson.

Students who are or will be in their senior year of a Baccalaureate degree in a Helping Profession (e.g., Human Services, Psychology, Social Work, etc.) can apply to take up to 6 credit hours of graduate coursework in addition to the courses required for completing the undergraduate degree. The senior student must submit a letter of interest to the MA Coordinator. The HS Admissions Committee will review the student's GPA and evidence of personal

and intellectual qualities necessary to successfully pursue graduate course and fieldwork. Being approved for early coursework is not the same as being admitted to the MA program. Upon completion of the bachelor's degree, the student may apply for admission to the MA program.

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

TRANSFER STUDENTS

It may be possible for transfer students to substitute a portion of coursework (up to 9 credits hours) from other accredited graduate programs, but all requests for substitutions in coursework for the degree are reviewed on a case by case basis and must be approved by the MA Coordinator and the Chairperson of the Human Services Department. As a general rule, for students applying to the MA in Human Services with emphasis in addiction counseling, only courses that meet Kansas BSRB educational requirements for the LCAC would be considered for transfer credit. The applicant must have received a grade of "B" or better in the course(s) under consideration for transfer credit. Applicants seeking to obtain credit for previous coursework must submit a syllabus for the course and solicit at least one of their three required letters of reference from a faculty member or department chairperson of the accredited program from which the applicant is transferring. If the applicant seeks to obtain transfer credit for a practicum, he/she must obtain a second letter of reference from his/her field practicum supervisor.

COURSEWORK

The MA in Human Services degree program is a two (2) year program (for full-time students) requiring a minimum of 36 credit hours of coursework. Of the 36 required credit hours, 30 credit hours is required coursework and 6 credit hours may be selected from electives. Students seeking licensure with the Kansas BSRB as Licensed Clinical Addiction Counselors must take all of the required courses, as well as the elective courses marked with an asterisk.

Required coursework

The 30 credit hours of required coursework includes:

- HS 600 – Integrative Human Services
- HS 604 – Advanced Methods of Individual Counseling
- HS 605 – Advanced Methods of Group Counseling
- HS 610 – Professional Ethics and Practice
- HS 615 – Advanced Pharmacology and Substance Use Disorders
- HS 635 – Diagnosis of Substance Use Disorders
- HS 640 – Supervised Practicum I
- HS 641 – Supervised Practicum II
- HS 660 – Clinical Supervision
- HS 695 – Applied Research

Elective coursework

The electives from which students must take 6 credit hours include:

- *HS 620 – Integrative Approaches and Treatment of Dual Disorders
- *HS 625 – Addiction and Recovery Services
- HS 630 – Lifespan Development
- HS 678 - Morita Therapy Research Seminar
- HS 679 – Narrative Practices
- HS 665 – Integrative Residential Experience-Special Topic Seminar

FOR STUDENTS WITHOUT LAC

The Master of Arts in Human Services with an emphasis in Addictions Counseling is approved by the Kansas BSRB to provide the graduate course and fieldwork required to become a Kansas Licensed Clinical Addictions Counselor (LCAC). However, the BSRB requires applicants for the LCAC to have already earned status as a Bachelor's level Licensed Addictions Counselor (LAC). The LAC typically requires 33 credit hours of specified, approved undergraduate coursework, along with other requirements. However, many Washburn Human Services Master's courses have been approved for retroactive use in obtaining the LAC. Thus, students who already have a Bachelor's degree in a helping profession can complete the educational course and fieldwork requirements for their LAC by completing the required graduate coursework for the MA in Human Services degree and completing three additional courses: HS 611, HS 624, and HS580. These three courses are offered by our department in online and on-campus formats.

PRACTICUM PLACEMENTS

Students must submit an application and obtain department approval before being placed at a practicum site. Students must be able to attend and participate in fieldwork at approved internships sites in order to complete our program. Students should be aware that criminal conviction could prevent them from being placed in some internship settings or obtaining external licensure or certification.

COURSE DESCRIPTIONS

HS 600 Integrative Human Services (3)

This course presents the study of human services from a holistic perspective of understanding and working with people as whole individuals, including their physical, psychological, emotional, social, and spiritual aspects. This course also addresses the ecological context and healing effects of natural environments. Philosophies, values, and qualities associated with being an integrative helper will be covered as students learn the approaches that evidence consistency of theory and non-contradiction of methods. Students will be exposed to holistic approaches from Western and Eastern traditions.

HS 604 Advanced Methods of Individual Counseling (3)

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

HS 605 Advanced Methods of Group Counseling (3)

This course is designed to provide knowledge and practical skills in management of psycho-educational and therapeutic groups. Students will learn a variety of techniques and strategies designed to facilitate educational and psychosocial development of groups of clients and significant others. This course will include information on evidence-based, culturally sensitive approaches to group counseling. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB. The content of this course is based on TAP 21. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 610 Professional Ethics and Practice (3)

This course covers major professional readiness issues, including code of ethics, privacy rights and confidentiality, legal responsibilities and liabilities of clinical supervision, and development of a professional attitude and identity. Cultural competence, professional organizations, and licensure and certification are also covered topics. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 615 Advanced Pharmacology and Substance Use Disorders (3)

This course will address concepts of pharmacological properties and effects of psychoactive substances. The continuum of drug use will be discussed, such as initiation, intoxication, harmful use, abuse, dependence, withdrawal, craving, relapse, and recovery. Behavioral, psychological, social and physical health effects of psychoactive substances, drug interactions, and medication-assisted therapies will be studied. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 620 Integrated Approaches to Dual Disorders (3)

This course will discuss the collaborative approaches of psychopharmacology, psycho-education, supported employment, and culturally sensitive/integrated/recovery-oriented substance use and mental health treatment. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 625 Addiction and Recovery Services (3)

This course will cover the holistic theories and models of treatment which include the philosophies, practices, policies and outcomes of the most generally accepted and evidence-based models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Students will consider the neurobiological, psychological, sociological, and spiritual theories of addiction and recovery, including theories necessary for social change related to addiction and recovery. Emphasis in the course will be given to recovery-oriented systems of care. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 635 Diagnosis of Substance Use Disorders (3)

This course will cover diagnosis of substance use disorders, including the established diagnostic criteria for culturally sensitive screening, assessment, treatment planning, referrals, service coordination, documentation, and consultation. The theories and principles that support the diagnosis and treatment of substance use disorders will be discussed, including indications and contraindications for use of various approaches, rationale for intervention, role of the counselor, and importance of incorporating gender and ethnicity in selecting and using assessment and treatment methods. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB.**

HS 640 Practicum I (3)

This course includes a seminar and placement at an approved practicum site providing the opportunity for successful clinical practice of integrative human services. This course focuses on the development of diagnostic skills. Course completion will include satisfactory evaluation by the practicum supervisor, fulfillment of seminar course requirements, and at least 200 hours of supervised practice that includes no less than 150 hours of client contact. For students pursuing licensure with the Kansas Behavioral Sciences Regulatory Board (BSRB) as a licensed clinical addiction counselor (LCAC), the practicum will provide clinical experience integrating didactic learning that supports the diagnosis and treatment of

substance use disorders, and will provide at least one hour of supervision for every 10 hours of client contact. Supervision shall be provided by the program's faculty and agency supervisors. The majority of supervision must be provided by an individual who is licensed at the clinical level. **The content of this course is based on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. Prerequisite: HS 635.**

HS 641 Practicum II (3)

This course includes a seminar and placement at an approved practicum site providing the opportunity for successful clinical practice of integrative human services. This course focuses on the development of clinical supervision skills. Course completion will include satisfactory evaluation by the practicum supervisor, fulfillment of seminar course requirements, and at least 200 hours of supervised practice that includes no less than 150 hours of client contact. For students pursuing licensure with the Kansas Behavioral Sciences Regulatory Board (BSRB) as a licensed clinical addiction counselor (LCAC), the practicum will provide clinical experience integrating didactic learning that supports the diagnosis and treatment of substance use disorders, and will provide at least one hour of supervision for every 10 hours of client contact. Supervision shall be provided by the program's faculty and agency supervisors. The majority of supervision must be provided by an individual who is licensed at the clinical level. **The content of this course is based on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. Prerequisites: HS 660 and HS 640**

HS 660 Clinical Supervision (3)

This course will provide the knowledge and skills for successful clinical supervision of addiction counselors and staff. Clinical supervision tasks and functions will be discussed, including ability to assess development of competency; conduct of supervisory interviews; and design of professional development plans. **The content of this course is based on TAP 21 competencies.**

HS 695 Applied Research (3)

This course covers the purposes and techniques of applied research, including qualitative and quantitative approaches. Topics to be discussed include research methodology, data collection and analysis, computer research skills, critical evaluation of professional research reports, and practical application of research within cultural and historical context. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure at the clinical level with the Kansas BSRB. Prerequisite: HS 600 or consent.**

KANSAS ADDICTION COUNSELOR LICENSURE INFORMATION

Students who wish to become a licensed clinical addictions counselor (LCAC) in Kansas will need to have a minimum of 300 client contact hours across a minimum of six credit hours of practicum course work (i.e., a minimum of two practica; at Washburn, these are HS 640 and 641). In addition, the practica must include one in ten hours of clinical supervision. Supervision is to be provided by Washburn faculty and agency supervisors, at least one of whom shall be licensed at the clinical level (e.g., LCAC, LCSW, LCPC). After completing the Master's Degree, applicants for the LCAC in Kansas must pass a national examination and complete a clinical supervision training plan that includes the following:

- 4,000 hours of supervised professional experience including at least 1500 hours of direct client contact conducting substance abuse assessments and treatment;
- Not less than 150 hours of clinical supervision, including not less than 50 hours of person-to-person individual supervision, integrating diagnosis and treatment of substance use disorders with the use of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association.

Students should be aware that criminal conviction could prevent them from obtaining external licensure or certification. Contact your state licensing board with inquiries.

GRADUATE COURSE OFFERINGS OUTSIDE THE MASTER OF ARTS IN HUMAN SERVICES PROGRAM:

The following graduate level courses are not part of the requirements for the Master of Arts in Human Services (and not substitutes for any of the Master of Arts requirements) but allow graduate level students to complete requirements for Human Services Department certificates and/or licensure in certain fields. Many of these courses are offered both online and face-to-face. Students, however, are advised that the courses they need may not be offered in each format every semester. Please see a department advisor for appropriate selection of courses.

HS 512 Substance Abuse & Co-occurring Disorders (3)

This course teaches students about effective addictions treatment for persons with co-occurring disorders. The course will provide students with an understanding of terms, service delivery systems, assessment, and strategies for working with clients with co-occurring disorders. The course will cover methods for providing individualized

treatment based on a consumer's biological, psychological, social and spiritual needs. **The content of this course is based on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. Enrollment in HS 512 requires departmental approval.**

HS 514 Methods of Individual Addiction Counseling (3)

This course will cover a variety of evidence-based counseling theories and approaches for working with individual clients and their significant others. Students will study methods for forming effective helping relationships along with strategies for helping clients in addictions treatment establish and work toward realistic, meaningful goals. In addition, the course will examine characteristics and roles of effective counselors as well as cultural and ethical issues associated with effective counseling practice. **The content of this class is based on TAP 21 competencies. This is a required course for addiction counseling licensing with the Kansas BSRB. Prerequisites: HS 410 recommended. Enrollment in HS 514 requires departmental approval.**

HS 516 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. Students will be exposed to the principles and philosophy of prevention, treatment and recovery. 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. The course will cover psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and coexisting mental health problems. **The content of this class is based on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. Enrollment in HS 517 requires departmental approval.**

HS 560 Directed Study in Human Services (1-3)

In consultation with the instructor, the student selects for intensive study a specific area related to human services. *Prerequisites: Consent of Instructor and Department Chair.*

HS 580 Graduate Internship: Addictions Counseling (3)

HS 580 is an internship course for graduate level majors within the Human Services Department. The internship consists of a minimum of 150 clock-hours of experience in an agency in the community specific addictions counseling, under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Practice will focus on advanced-level skills specific in addictions counseling. *Prerequisite: Consent of Instructor.*

HS 581 Graduate Internship (3)

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

HS 585 Special Topics in Human Services (1-6)

Topics will vary from semester to semester and will be announced in advance.

HS 595 Research and Evaluation (3)

This course introduces students to applied research and evaluation in human services. The purposes and techniques of applied research and evaluation are explored, including qualitative and quantitative approaches. Students gain experience with the critical reading of research articles relating to the evaluation of human service programs. Projects give students direct experience with program evaluation and applied research. Enrollment in HS 595 requires departmental approval.

HS 611 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 competencies.**

HS 621 Women and Addiction (3)

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

HS 624 Addiction Services Coordination (3)

This course focuses on the coordination of addiction services. Students will learn about procedures, practices, and tools used during the intake, screening and assessment process, and the treatment planning process. The course will provide information on preparing reports, writing effective treatment plans, writing discharge/transfer summaries, completing other documentation, and engaging in referral. The course stresses a multidisciplinary approach to case management and examines the roles of professionals, agencies, families, community groups and other support systems in the treatment process and across the continuum of care. Students will learn effective ethical ways to work with clients, families, other professionals and agencies in the process of coordinating recovery-oriented systems of care. **The content of this class is based on TAP 21 competencies. Enrollment in HS 624 requires departmental approval.**

HS 650 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.

HS 655 - Peacemaking (3)

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

HS 670 Mass Victimization and Mental Health (3)

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

HS 673 Disaster Response and Recovery (3)

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

Morita Therapy Certificate Program

Morita Therapy is a holistic and contextual therapeutic system based on Eastern approaches and medical science, practiced and taught internationally as a transcultural counseling approach. With its long history in the psychiatric, research, and clinical fields, Morita Therapy is presently used in a variety of inpatient and outpatient settings, including psychiatric hospitals, residential clinics, counseling centers, support groups, and private practices. Graduate students studying Morita Therapy come from a variety of professional backgrounds, including psychology, social work, human services, education, criminal justice, communications, etc. The certificate is also open to professionals in the community and those already having a Masters or Doctoral degree. Washburn University is internationally recognized by major universities as the premier higher education institution in the United States to offer formal study in Morita Therapy. The required courses are HS 674, HS 676, HS 677, HS 678, and either HS 580 or HS 560. For more information, contact Dr. Brian Ogawa at brian.ogawa@washburn.edu or (785) 670-2215.

HS 674 Eastern Therapies in Intervention and Treatment (3)

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

is highly interactive and experiential. One of the required courses for the Morita Therapy Certificate Program.

HS 676 Morita Therapy Intensive (3)

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

HS 677 Morita Methods in Counseling (3)

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

HS 678 Morita Therapy Research Seminar (3)

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

HS 560 Directed Study in Human Services (1-3)

In consultation with the instructor, the student selects for intensive study a specific area related to Morita Therapy. *Prerequisites: Consent of Instructor and Department Chair.*

Or HS 580 Graduate Internship: Morita Therapy (3)

HS 580 is an internship course at the graduate level. The internship consists of a minimum of 150 clock-hours of experience in an agency or program in the community specific to Morita Therapy, under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Practice will focus on advanced-level skills specific to Morita Therapy. *Prerequisites: Consent of Instructor and Department Chairperson.*

MASTER OF SOCIAL WORK (MSW)

Website: www.washburn.edu/msw

Email: social-work@washburn.edu

MSW (MASTER OF SOCIAL WORK)

JD-MSW DUAL DEGREE

Benton Hall, Room 412

(785) 670-1616

(785) 670-1027 (Fax)

Department of Social Work Mission

The Department of Social Work reflects the Washburn University vision through outstanding Bachelor of Social Work (BSW generalist) and Master of Social Work (MSW clinical) programs. The curriculum is continually enhanced through teaching excellence, scholarly research and publication, and faculty involvement in international, national, and regional forums. Kansas benefits directly from student practica serving our most vulnerable citizens.

Department goals reflect accreditation standards of the National Council on Social Work Education (CSWE). Students build on a solid general education base integrated with humanistic values, cultural competence, and enthusiasm for a lifetime of learning. Upon graduation, students will be able to apply critical thinking to inform and communicate professional judgments, conducting themselves as ethical practitioners. Graduates may further advance the social and economic well-being of clients and human rights through advocacy and shaping of policy and practice.

MSW Program Description

The aim of Washburn University's Master of Social Work Program is to prepare graduate students for the competent practice of clinical social work in order to meet the multi-level needs of clients and others served by our graduates.

The MSW Program is committed to providing quality education for students with or without a baccalaureate social work degree. Therefore, the curriculum may include liberal arts components and generalist social work preparation to maximize each student's readiness for entry into the clinical concentration. In addition, the program focuses on providing a supportive environment for a diverse group of students, including those who may otherwise experience barriers to educational opportunities.

The MSW program has an overarching commitment to ensure that students understand, adhere to, and promote the value base of the social work profession within both generalist and clinical settings. The conceptual centerpiece of the Clinical Curriculum is the integration of the Empowerment and Ecological perspectives. The Clinical Curriculum emphasizes the extension of critical thinking skills and 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

MSW students at Washburn University, upon graduation, are expected to have developed ten core competencies and their related sub-competencies (CSWE, 2008).

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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. Applicants may be asked to provide a course syllabus/outline for each course for which a waiver is being requested. Additional supporting materials may be requested.

A grade of "B" or better in the undergraduate course considered for waiver is required. Full-time advanced standing students typically 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 699) 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.

RSP students begin the MSW Program in the spring, 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 reaccreditation by the Council on Social Work Education (CSWE) in 2010 and has been reaccredited for eight years through the end of October 2018.

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

After completing the online graduate admission application to Washburn University, complete admission requirements and application procedures are outlined in the application packet available from the Master of Social Work degree website: www.washburn.edu/msw. Admission to the MSW Program is competitive and applicants are encouraged to submit their completed applications well in advance of the initial review date (see Application Procedures below). Applicants must demonstrate that they possess the potential for professional development in clinical social work practice. To be admitted to the MSW Program, applicants must have a baccalaureate degree from a college or university accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, or a comparable accrediting body. Consistent with the importance ascribed to the liberal arts perspective by Washburn University and CSWE, the applicant must present evidence of adequate preparation to engage in graduate study, including the satisfactory completion of undergraduate coursework in each of the following areas: the natural sciences, social sciences, English composition, humanities, and mathematics. There must also be evidence of satisfactory completion of coursework in biology and cultural diversity. A minimum overall grade point average of 3.0 on a 4.0 scale is 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.

MSW Admissions-International Students

International students applying to the Washburn MSW program must:

1. Already have a university credential that is equivalent to a US bachelor's degree.
2. Satisfy the admission requirements for the Washburn University MSW program. Among the requirements is a minimum undergraduate grade point average of 3.0 on a 4.0 scale, three professional letters of reference, transcripts, narrative statement, resume, and \$25.00 application fee.
3. Submit the required international application and other required materials to the Office of International Programs. The international application fee is \$70 US (Note: this fee is separate from the \$25 MSW application fee).

4. Have transcripts from any non-US academic institutions evaluated by a recognized evaluation service at the applicant's expense from either Educational Credential Evaluators or from the World Education Services and submitted to the Office of International Programs
5. Provide evidence of having taken the Test of English as a Foreign Language (TOEFL) examination within the past two years. Minimum TOEFL scores required for admission to the MSW program are as follows: Listening (25), Reading (23), Speaking (24), Writing (24). Students without a score or with a low score should seek admission to the Intensive English Program. Native speakers of English or students who have earned a four-year degree from a US college or university are exempt from these requirements.

Contact the Office of International Programs with any questions regarding the university application process, English language proficiency requirement or immigration-related inquiries. The need to take English courses may delay an applicant's start in or extend the length of the MSW program.

Application Procedures

Applications for admission may be obtained from the Master of Social Work degree website: www.washburn.edu/msw. 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, and applicants are encouraged to make this the first step in their application process (to complete this application, first, access www.washburn.edu/admissions and then click on the "Apply Now" logo/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. The deadline for spring applications is October 15. Early submission of applications is encouraged.

Provisional Status

Individuals who have GPAs that do not meet the standards for regular admission may apply for provisional status. All other requirements must be met, including a bachelor's degree from an accredited university or college; a liberal arts background; coursework in the natural sciences (with human biology content); social sciences (with human diversity content); English composition, humanities, and mathematics; and evidence of potential for professional development in clinical social work.

Anyone accepted provisionally will be limited to part-

time status. Provisional status will be maintained until the student has completed, at a minimum, 12 credit hours or two (2) semesters in the MSW Program. 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-Degree Seeking Status

Depending on space availability, a person with a baccalaureate degree who is NOT formally admitted to the graduate social work program may enroll in MSW courses as a non-degree seeking student. Individuals in two categories may be able to take graduate social work courses in the department as non-degree seeking students:

- A person who already has an MSW degree and who wants to return to graduate school at Washburn to complete the School Social Work concentration requirements as a non-degree seeking student; or
- A master's level social worker who wants to take a clinical core course or a clinical elective to earn continuing education units (CEUs) to satisfy LMSW or LCSW license requirements. The Department Chair or the MSW Program Director may grant permission for such enrollment. For more information about this option, contact the Washburn University Department of Social Work at www.washburn.edu/social-work or (785) 670-1616.

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: www.washburn.edu/financial-aid. Applications for specific social work scholarships are sometimes available through the School of Applied Studies webpage www.washburn.edu/SAS. 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 Student Handbook

All students, at the time of initial enrollment into the MSW Program, are expected to read the MSW Student Handbook completely and thoroughly. This handbook includes detailed information regarding the MSW Program and is available online: www.washburn.edu/msw. 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 (6th Edition); compliance with the Code of Ethics of the National Association of Social Workers (NASW); and participation in online training. The MSW Program Attestations document is included within the MSW Program Application form.

New MSW Student Orientation

As part of the admissions process, students newly admitted into the MSW Program are required to complete an online orientation. The MSW Student Orientation is

located in your MyCourses section in D2L. Topics covered within the orientation are The Social Work Profession, Social Work Organizations, Social Work Values and Ethics, The MSW Curriculum and Enrollment, Academic Advising, and Activating Your MyWashburn Account/Enrolling in Courses. A short quiz at the end of the orientation covers information in the MSW Student Handbook and the orientation lessons. Students must pass the quiz with a score of 80% or higher to be able to enroll in courses. Students may take the quiz as many times as necessary to achieve a passing score. After completion of orientation, students will be given the name of their academic advisor to begin the advising process. Students are expected to review their current degree audit and academic plan before each consultation with their academic advisor.

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. The foundation courses are sequential, offered in a fall-spring format. SW 606 Micro Human Behavior in the Social Environment, SW 608 Foundations of Social Policy, and SW 621 Quantitative Social Work Research are offered in the fall semester. During the spring semester, the department offers the second part of each sequence: SW 607 Macro Human Behavior in the Social Environment, SW 609 Social Policy and Advocacy, and SW 622 Qualitative Social Work Research. SW 640 Fundamentals of Social Work Practice is offered only during the fall semester. First year graduate students may take SW 700 Clinical Assessment and Diagnosis, one of the four (4) clinical core classes, during the summer semester along with Generalist Practicum I and the Generalist Practice Seminar I. 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 on Mondays. 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 Core Curriculum

Following completion of the Foundation Curriculum, all students begin the Clinical Core. This consists of 24 credit hours of in-class instruction, including four (4) required clinical core courses: SW 700 Clinical Assessment and Diagnosis, SW 705 Clinical Social Work Practice with Individuals, SW 706 Clinical Social Work Practice with Families, and SW 707 Clinical Social Work Practice with Groups. Students complete classroom work with nine (9) credit hours of clinical social work practice electives (three hours of which may be required through SW 685 Dimensions of Professional Social Work). All students must also complete six (6) credit hours of clinical practicum plus six (6) credit hours of clinical practice seminar. 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 core 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 four (4) required 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 Concentration

Within the clinical MSW program, students may choose to receive specialty training in school social work. The concentration in School Social Work consists of three graduate level courses plus taking their clinical practicum in an approved school social work setting. For students completing the School Social Work concentration, their required nine (9) credit hours of clinical social work elective courses can be used to satisfy the course requirements for the concentration. The coursework in the concentration is consistent with the educational requirements of most states. The required courses in the concentration are as follows:

SW 781 Clinical Social Work Practice with the Exceptional Child;

SW 782 Clinical Social Work Practice in the Educational Environment; and

SW 783 Clinical Social Work Practice in Schools.

SW 783 Clinical Social Work Practice in Schools should be taken concurrently with SW 791 Clinical Practicum and SW 792 Clinical Practice Seminar. In addition, the two-semester clinical practicum must be in a school setting under the supervision of a school social worker. Students other than those in the School Social Work concentration may take the SW 781 and 782 courses listed above.

Detailed information about the School Social Work concentration, including course descriptions, practicum sites, NASW School Social Work Standards, links to organizations and resources, and employment opportunities can be found on the Social Work Department's website at www.washburn.edu/social-work.

Graduates of an accredited MSW program wishing to demonstrate formal academic training in school social work may want to consider post graduate completion of the concentration in school social work.

Certificate Programs

Any applicant who would like to earn a certificate in Addiction Counseling, Victim/Survivor Services, or Morita Therapy may do so while working on his/her MSW degree. The certificate program is managed by the Department of Human Services at Washburn University. Some coursework in the MSW Program may count toward the certificate, but any waivers can only be approved by the chair of the Department of Human Services. More specific information about certificate programs can be found at the Social Work Department website: www.washburn.edu/social-work or by contacting the Department of Human Services at (785) 670-2116. Under current State regulations, a person with a licensed masters of social work (LMSW) may become a licensed addiction counselor (LAC) by passing the national examination. Details on the LAC licensure can be obtained from the Behavioral Science Regulatory Board (www.ksbsrb.org/drugalcoholcounselors.htm)

Dual JD–MSW Degree Program

The Department of Social Work and the Washburn University School of Law began offering the dual JD–MSW Degree Program 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 156 credit hours (i.e., 90 hours for Law and 66 hours for Social Work). However, in the Dual Degree Program, certain courses are accepted for credit by both schools. For an advanced standing student with all course waivers, this reduces the total number of credit hours to 111 (a reduction of 12 credit hours across both programs). For a regular standing student, the total number of credit hours required is reduced to 144 (again, a reduction of 12 credit hours). Students will typically complete most of their course work in the MSW Program before beginning the JD Program, although it is possible for a student to start in the Law School, complete most of the JD requirements, and then begin and complete the MSW degree requirements.

Students must separately apply to and be accepted by both academic programs. Students are asked to indicate to each program, at the time of application, that they are applying to the 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.

Program details and current information can be found in the JD/MSW Dual Degree Program link at www.washburn.edu/msw.

Online and Online-Assisted Courses

At present, the Social Work Department at Washburn University offers three online graduate sequences. SW 608 Foundations of Social Policy is offered in the fall and SW 609 Social Policy and Advocacy is offered in the spring. SW 621 Quantitative Social Work Research is taught in the fall and SW 622 Qualitative Social Work Research is taught in the spring. SW 606 Micro Human Behavior in the Social Environment is taught in the fall and SW 607 Macro Human Behavior in the Social Environment is taught in the spring. Traditional “seat time” sections of these courses are also available to our students.

Social Work faculty members utilize online 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 online-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or other media presentations, and reading materials. A number of faculty members frequently use the within-course email and bulletin board (i.e., messaging) functions. Some instructors prefer the course calendar, online quiz-test, and discussion forum components online as well.

Students who have not taken an online course at Washburn University are required to sign up for and participate in the online Student Orientation training. The online Orientation is available in MyWashburn and is listed under the “My Courses” tab along with any other courses in which the student is enrolled.

Additional information about online courses and web-assisted coursework at Washburn University can be found by going to: www.washburn.edu/online-education.

MSW Degree Requirements

Completion of 66 credit hours or its equivalent, based on a combination of graduate hours and appropriate course waivers, is required for the awarding of the MSW degree. These hours include 54 credit hours (or equivalent) in the classroom and 12 credit hours, 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 Graduate Social Work Association (WUGSWA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WUGSWA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. WUGSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students’ personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on MSW Program committees.

Membership in this organization is open to all Washburn graduate social work students. For more information see the Social Work Student Organizations page on the Social Work Department's website: www.washburn.edu/sw-student-associations.

COURSE DESCRIPTIONS

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

Foundation Courses

SW 606 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 607 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 608 Foundations of Social Policy (3)

The major purpose of this course is to prepare social work students as social work practitioners to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is the development of a conceptual map to focus the student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, 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 609 Social Policy and Advocacy (3)

The primary purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through advocacy in social policies and programs.

A major feature of this course is the emphasis placed on developing knowledge about state legislative procedures and processes in the formulation of important social policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals (bills) currently before the state legislature in "real time." Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. Spring semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 621 Quantitative Social Work Research (3)

Introduces students to the basic principles of quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of quantitative research. In addition, students will learn how to utilize various quantitative research strategies and methodologies to evaluate social service programs and practice outcomes. Fall semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 622 Qualitative Social Work Research (3)

Introduces students to the basic principles of qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of qualitative research. In addition, students will learn how to utilize various qualitative research strategies and methodologies to evaluate social service programs and practice outcomes. Spring semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 640 Fundamentals of Social Work Practice (3)

Presents concepts and skills of generalist social work practice and includes the ecological and empowerment framework. Attention is given to preparation for the clinical concentration. Included is an examination of multi-level systems practice, and development of cultural competency is emphasized and integrated throughout the course. MSW students must complete this course or its equivalent before enrolling in SW 690, SW 691, and SW 692. Fall semester only. *Prerequisites: Admitted MSW students only or consent.*

SW 685 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 690, SW 691, and SW 692.

Prerequisites: Admitted MSW students only or consent. Required of all regular standing MSW students who have not taken an introductory course to social work and social welfare at the undergraduate or graduate level.

SW 690 Pre-Generalist Practicum Workshop (0)

In this mandatory one day workshop, regular standing MSW students will be oriented to the generalist field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 691 and SW 692 is required. Spring semester only.

Prerequisites: Admitted MSW students only, completion of at least 15 graduate hours in the MSW Foundation including SW 640, and a practicum-director-approved placement in a Field Practicum.

SW 691 Generalist Practicum I (3)

Students will gain supervised generalist level social work experience in selected community agencies. A minimum of 16 hours per week (240 clock hours) will be spent in mastering the knowledge and skills for multi-level client assessment, planning, intervention and evaluation. Concurrent enrollment in SW 690 and SW 692 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW Foundation including SW 640, and a practicum-director-approved placement in a Field Practicum.*

SW 692 Generalist Practice Seminar I (3)

This seminar, taken concurrently with SW 691, provides students with the opportunity to integrate academic course-work, including values and ethics, with their field practicum experiences. Concurrent enrollment in SW 690 and SW 691 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW Foundation including SW 640, and a practicum-director-approved placement in a Field Practicum.*

SW 693 Generalist Practicum II (3)

This Generalist practicum provides the student further opportunities to gain supervised social work experience in selected community organizations and programs for a minimum of 20 hours per week (160 clock hours). The focus is on refining generalist practice skills, and applying them to more complex social work situations, with multi-level systems. Concurrent enrollment in SW 694 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 690, SW 691, and SW 692.*

SW 694 Generalist Practice Seminar II (3)

This seminar, taken concurrently with SW 693, provides students with further opportunities to integrate academic coursework with the practice of generalist social work. Concurrent enrollment in SW 693 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 690, SW 691, and SW 692.*

Clinical Concentration Courses

SW 700 Clinical Assessment and Diagnosis (3)

Presents an in-depth analysis of assessment techniques and diagnostic tools, including the DSM-IV, guided by social work values and ethics. Focus is on developing the knowledge and skills for competent, multi-cultural assessment of client functioning, within societal and environmental contexts. Fall and summer semesters only. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework or consent.*

SW 705 Clinical Social Work Practice with Individuals (3)

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with individuals, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to individuals who are vulnerable and/or oppressed. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 706 Clinical Social Work Practice with Families (3)

Students are expected to develop an understanding of theories, and development of skills, relevant to assessment and intervention with families, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to family units who are vulnerable and/or oppressed. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 707 Clinical Social Work Practice with Groups (3)

Students are expected to develop an understanding of theories and development of skills relevant to assessment and facilitation of small group interactions, consistent with social work values and ethics. Special consideration is given to developing cultural competency and providing services to vulnerable populations. *Prerequisites: Admitted MSW students only and completion of all MSW foundation coursework.*

SW 790 Pre-Clinical Practicum Workshop (0)

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

SW 791 Clinical Practicum I (3)

This first semester of Clinical Practicum is taken concurrently with SW 792 Clinical Seminar. In this semester, students begin their professional development in community agencies. Small case load and close supervision is expected. Concurrent enrollment in SW 790 and SW 792 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 792 Clinical Practice Seminar I (3)

In this seminar, taken concurrently with the Clinical Practicum I, students are expected to integrate academic course work, including values and ethics, with the practice of clinical social work, and to analyze and evaluate their effectiveness with clients. Concurrent enrollment in SW 790 and SW 791 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 793 Clinical Practicum II (3)

This field experience is a continuation of Clinical Practicum I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Spring semester only. *Prerequisites: Admitted MSW students only, completion of SW 790, SW 791, SW 792, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 794 Clinical Practice Seminar II (3)

Clinical Seminar II must be taken concurrently with Clinical Practicum II. This online seminar/online course provides students with further opportunity to integrate academic course work, including values and ethics, with the actual practice of clinical social work, and to think critically about their clinical work with clients. The seminar/online course allows students to continue with peer clinical case consultation format. In addition, the seminar/online course permits students to focus on creating a portfolio that will be reviewed by peers and the instructor at the end of the semester. Spring semester only. *Prerequisites: Successful completion of SW 790, SW 791, and SW 792.*

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 685) 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 779 Independent Study (1-3)

This opportunity for study is designed for students wishing to complete an in-depth project in a specific area. The study must be approved by and coordinated with an individual member of the core social work faculty. *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 780 Special Topics (1-3)

Using a (1-3) credit hour format, a variety of clinical social work electives may be offered. These are meant to introduce a specific topic or intervention skill to students. Elective courses that are currently listed under the special topics number include but are not limited to: Bowen Family Systems Therapy, Cognitive Therapy, Couples Counseling, Intensive Structural Family Therapy, Play Therapy, Psychodynamic Group Therapy, Psychoeducational Groups, and clinical school social work electives. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

SW 781 Clinical Social Work Practice with the Exceptional Child (3)

In this elective clinical course within the MSW program, students are expected to develop an understanding of the historical and current social work practices relating to the educational characteristics, needs, and placement alternatives for exceptional learners. *Prerequisites: Admitted MSW students only or consent.*

SW 782 Clinical Social Work Practice in the Educational Environment (3)

Students in this content-driven course are expected to develop the knowledge and skills necessary for school social work practice or other forms of social work practice that might be influenced by the educational setting. In this course, students will gain a deeper understanding of the history, philosophy, and issues/trends of the American educational system. Students will be provided with an opportunity to critically analyze and discuss various historical, philosophical, and current trends in the education system, all the while juxtaposing social work philosophy, ethics, and practice principles against their findings. *Prerequisites: Admitted MSW students only or consent.*

SW 788 Multicultural Social Work in Clinical Practice (3)

Students in this course are expected to develop the knowledge and skills necessary for effective assessment and treatment of ethnic minorities, women, and other disenfranchised groups. The psychological and sociological implications of discrimination are examined from a local, national and international framework, as well as the development of specific skills, including advocacy and empowerment, in working with disadvantaged groups. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 784 Psychopharmacology (3)

Students in this course are expected to develop the conceptual background needed to understand current pharmacological interventions used with clients. An emphasis is placed on the social worker's role in direct service with the client, the family, and other providers. Ethical issues involved with medications and medication compliance are stressed. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 783 Clinical Social Work Practice in Schools (3)

Students in this course are expected to develop the knowledge and skills necessary for effective practice of school social work. An emphasis on the impact of policies for student and family functioning is included. Concurrent placement in a school-based clinical practicum is suggested. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent. Concurrent with SW 791.*

SW 786 Clinical Social Work Practice with Trauma Victims (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 785 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 787 Geriatric Social Work in Clinical Practice (3)

This course is designed to provide students with an overview of gerontological social work in clinical practice with an emphasis on the principles of practice, the application of research, and the formulation of policies as they relate to older adults. The course will define the role of the social worker from a gerontological perspective. It will introduce the student to special populations that are most vulnerable: aging people of color, the disabled, and gay and lesbian aged. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SW 789 International Social Work (3)

This course is designed to provide clinical social work students with an overview of international aspects of social work and its global context. This course covers working with migration, refugees, natural disasters, terrorism, and human rights issues. It will look at the role of humanitarian groups worldwide. This course will challenge students to explore the various ways that different cultures perceive the role of social work and social workers. Students will learn to analyze social development and policy issues. The course will define the role of the social worker from a global perspective, and introduce the student to special populations worldwide with an emphasis on the most vulnerable. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

SCHOOL OF BUSINESS

GRADUATE PROGRAMS

MASTER OF ACCOUNTANCY (MAcc)

Website: www.washburn.edu/MAcc

E-mail: MAcc@washburn.edu

Director of the Master of Accountancy Program
School of Business
Henderson Learning Resources Center
Room 114/310J
Tel: (785) 670-2046
Fax: (785) 670-1063

Washburn's School of Business offers two graduate-level educational tracks in accounting to meet qualifying professional certification requirements while earning the Master of Accountancy (MAcc) degree. To be licensed as a certified public accountant (CPA) in nearly every state, including Kansas, candidates for the qualifying exam must complete at least 150 credit hours of education. Becoming a CPA opens doors to opportunities not only in accounting firms but also across the business landscape. The program also prepares students for the requirements for other professional certification examination such as the Certified Management Accountant Examination (CMA) and the Certified Internal Auditor Examination (CIA). Washburn's MAcc program prepares students to enter or advance careers in public accounting, corporate accounting, management accounting, and governmental accounting, as well as corporate finance, financial analysis, and law enforcement.

The 3+2 Program: The first educational track, the 3+2 Program, is available to qualified currently enrolled Washburn undergraduate accounting majors who have reached senior status and have completed other specified requirements. These students complete their 124-hour undergraduate accounting degree while simultaneously fulfilling the 30-hour additional requirement for the MAcc. Please see the requirements for admission, below.

The 30-hour Flexible Program: The second educational track is the Master of Accountancy 30-hour Flexible Program. This program is available to qualified students who have completed a bachelor degree equivalent to a Washburn University undergraduate accounting degree. This program of study can be completed in as little as twelve months or may be extended to be completed over a period of up to five years while taking one course per semester. Admission requirements include an appropriate score on the Graduate Management Aptitude Test (GMAT). Please see the requirements for admission, below.

The Washburn University School of Business and its master degree programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

MAcc Program Mission

The Washburn University Master of Accountancy (MAcc) program provides a high-quality graduate accounting education. Supported by research and service activities, the program provides an individualized student-focused curriculum, connecting with the business community.

The MAcc program

Offers a student-centered graduate accounting degree program for students drawn primarily from the Northeast Kansas region. The program will prepare students for career success, professional certification, and life-long learning;

- Connects with the business community by focusing on both the traditional student and the working professional. The program facilitates internships and other collaborative business partnerships;
- Creates and applies research that enhances classroom teaching, assists accounting professional development, and advances knowledge in accounting;
- Fosters integrity, mutual respect, and ethical behavior as requisites to accounting practice;
- Provides curriculum flexibility to students with varied accounting course offerings and multiple elective MBA course choices.

MAcc Student Learning Outcomes

Upon completion of the MAcc program a student will be able to:

- Prepare analytical review of complex business and accounting topics from both theory and practice.
- Write clearly, effectively, and efficiently in an accounting context.
- Orally communicate ideas clearly and effectively.
- Demonstrate an appropriate understanding of relevant technology and be able to apply technology to resolve accounting issues.
- Demonstrate an understanding of the professional behavior, regulatory standard setting mechanisms, and ethical responsibilities relevant to clients, markets and society as a whole.
- Demonstrate proficiency in technical topics commonly covered on professional certification examinations such as the CPA, CMA, and CIA examinations.

Assessment process for the above outcomes will be course-imbedded within the graduate accounting courses.

MAcc Curriculum

Thirty graduate-level semester hours beyond the undergraduate degree must be completed by all students.

Required Courses

AC 621	Advanced Financial Accounting
AC 624	Tax for Business Entities
AC 627	Advanced Managerial Accounting
AC 629	Accounting Research Seminar
AC 630	Advanced Accounting Information Systems
AC 639	Accounting Theory and Ethics
EC 952	Managerial Economics

One accounting course from the following:

AC 625	Advanced Auditing
AC 626	Contemporary Issues in Accounting
AC 628	Governmental and Not for Profit Accounting

Total Required Course Hours 24

Elective Courses

Two courses must be selected from the following:

One or two additional accounting course from above;
and/or

One or two upper-level MBA courses (excluding AC 954 and any law courses included in the MBA curriculum);
and/or

BU 616	Commercial Transactions; and/or
AC 699	Internship in Accounting (only three hours of AC 699 credit are allowed)

Total Elective Course Hours 6

Total Required MAcc Program Credit Hours 30

Students should consult with the Director of the MAcc Program regarding availability of electives.

Transfer Credit for Prerequisite Courses

For a prerequisite requirement to be met the course or courses offered for prerequisite credit must have been successfully completed with a grade of "C" or better at an AACSB accredited institution. We reserve the right to evaluate the equivalence of any course offered for prerequisite credit. Students offering courses taken outside the U.S. may be subject to specific course equivalency evaluation before courses can be accepted as prerequisites.

Graduate Transfer Credit Policy

A maximum of 6 hours of graduate credit in the MAcc program may be transferred from AACSB-accredited business schools and posted to the candidate's Washburn transcript. Requests to transfer courses must be made in writing. Requests to substitute transfer credit for required courses will be evaluated by a designated faculty committee.

Application Schedule

Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by November 15 (for spring enrollment); April 15 (for summer enrollment); and July 1 (for fall enrollment). Files are considered complete when the applications and all supporting documents have been received by the Director of the Master of Accountancy Program. International applicants, or applicants applying from outside of the United States, should start the application process early in order to meet the application deadlines.

Admission

Admission will be granted to students showing high prospects of success in graduate accounting study as indicated by the applicant's previous academic record. Admission requirements include oral and written communication abilities and college algebra or equivalent competency.

MAcc 3+2 Program

To be considered for admission, an applicant must:

- Currently be an undergraduate accounting student at Washburn University and:
- Have senior standing as defined by Washburn University.
- Have completed AC224, AC225, AC321, AC322, AC325 and AC330 (or equivalent from AACSB accredited colleges or universities) with a minimum of 2.8 GPA on a 4 point scale.
- Have earned a minimum undergraduate grade point average of at least 3.0 on a 4 point scale.
- Have been admitted to the Washburn University School of Business.
- Submit a completed "Application to Washburn University."
- Have submitted a completed "Application for Graduate Study in Accountancy". These applications are completed on line and are found at www.washburn.edu/MAcc under "Admission Requirements".
- Have submitted an application fee to the MAcc program of \$40. The check should be made payable to Washburn University and be sent to the School of Business. [3+2 applicants are not required to take the GMAT exam.]

MAcc 30-hour Flexible Program

To be considered for admission, an applicant must:

- Hold a baccalaureate degree from a U.S. regionally accredited institution of higher education equivalent to an undergraduate accounting degree, or hold a baccalaureate degree and have completed all identified prerequisite accounting courses and:

- Have completed course(s) equivalent to EC 211 Statistics for Business and Economics.
- Submit a completed “Application to Washburn University.”
- Submit a completed “Application for Graduate Study in Accountancy.”

[These applications are completed on line and are found at www.washburn.edu/MAcc under “Admission Requirements”.]

- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, from all previously attended institutions.
- Earn a minimum score of 500 on the Graduate Management Admission Test (GMAT) taken within the previous five years administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
- Earn a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
- Have an admission index of 1100 – computed as $(200 * \text{GPA}) + \text{GMAT Score}$.
- Submit an application fee to the MAcc program of \$40. The check should be made payable to Washburn University and be sent to the School of Business.

Provisional Admission

By individual application review and based on space availability and the applicant’s previous academic record, a limited number of applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MAcc program for one semester while their application files are completed. During the semester of provisional admission, the applicant is required to complete the application file and may enroll in up to two MAcc courses for a total of no more than six semester hours. No further enrollment is possible without full admission to the MAcc program.

International Admission

International students applying for the MAcc Flexible Program must hold a university credential that is equivalent to a U.S. regionally accredited baccalaureate degree;

1. Submit a completed “Washburn University International Application for Admission”. This application is completed on line and is found at www.washburn.edu/iip under “International Students”.
2. Submit a completed “Application for Graduate Study in Accountancy”. These applications are completed on line and are found at www.washburn.edu/MAcc under “Admission Requirements”.

3. Request that official transcripts be sent to the Director of Master of Accountancy Program, School of Business, Washburn University from all previously attended institutions. Transcripts from non-U.S. institutions submitted as part of an application for graduate study in the School of Business must be evaluated by a Washburn University-recognized evaluation service. (e.g. Educational Credentials Evaluators (ECE) or World Educational Services (WES). A “course-by-course” report is required. Cost of this evaluation is borne by the student. Applications can be obtained from their respective websites (www.ece.org for ECE and www.wes.org for WES). Completed evaluations should be sent directly by the evaluation agency to the Office of International Programs at Washburn University.
4. Earn a score of 500 or higher on the Graduate Management Admission Test (GMAT), taken within the previous 5 years, administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
5. Earn a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
6. Have an admission index of 1100 – computed as $(200 * \text{GPA}) + \text{GMAT Score}$.
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 balanced paper-based TOEFL score of 550, or 80 with the internet-based (iBT) format, or equivalent, including a minimum of 55 on each of the three parts and a TWE (essay) score of 5.0, or the equivalent IELTS scores of 6.5. Students without a TOEFL score or with a low TOEFL score should first seek admission to the Intensive English Program. Native speakers of English or students who have earned a 4-year degree from a U.S. institution are exempt from the TOEFL requirement.
8. Submit an application fee to the MAcc program of \$40, as well as the \$70 processing fee for international students. The two checks should be made payable to Washburn University and be sent to the School of Business and to the International Programs, respectively.

Academic Advising

All academic advising for MAcc students is done by the Director of the MAcc Program. MAcc students are required to consult with the MAcc director every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available and to work toward timely graduation. Students are expected to inform Washburn University and the MAcc 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 or 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 are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

To graduate, MAcc students are required to have at least a 3.0 grade point average in all graded upper-level courses. At least 30 upper-level hours (courses numbered 600 and above) must be taken on a graded basis, including all required upper-level courses. A student will be allowed to have a maximum of two courses with a grade of "C" included in his or her MAcc program. A student receiving a grade of "C" in a MAcc course may retake the course (one time only).

Incompletes

In accordance with Washburn University policy, incomplete grades ("I") may be given when most of the work for the course has been completed (approximately 75%). In order for a grade of incomplete to be turned into a letter grade, all the required course work must, at a maximum, be turned in by the end of the regularly scheduled classes within one regular semester of the date the incomplete was given. This is the maximum length of time allowed for a student to complete the specified course requirements. Otherwise, the incomplete grade will be converted to a grade of "F". Students

must complete all "I" grades in order to graduate from the University. Faculty have the right to impose shorter completion time frames for courses in the MAcc program.

Probation and Dismissal

Students are placed on probation whenever their graduate grade point average falls below 3.0 or whenever the student has received two recorded courses grades of C. Students on probation must work with the MAcc director to develop a plan of study to be restored to good standing in the next semester, subject to course availability. Students who continue on probation for more than one semester may be dropped from the MAcc program.

Students admitted to the 3+2 MAcc Program must maintain a cumulative WU grade point average of 3.0 or higher for all coursework completed subsequent to admission to be considered in good standing in the program.

Time Limits

A student may be awarded a Master of Accountancy degree after completing the requirements for the degree in effect the later of (1) the semester when he/she first enrolled or (2) the semester when he/she was fully admitted to the MAcc program. The student may choose any subsequent catalog in effect within six years prior to the date of graduation.

WASHBURN UNIVERSITY DUAL DEGREE PROGRAM

School of Law (J.D.) & School of Business (M.Acc)

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain Juris Doctor (J.D.) and Master of Accountancy (MAcc) degrees during their course of study at Washburn.

On its own, the J.D. program at Washburn University School of Law requires 90 credit hours; the MAcc program requires 30 master's level credit hours beyond the course prerequisites. Thus, pursued separately, the J.D. and M.Acc. together would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the MAcc and six credit hours of business school courses in the MAcc may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are core courses in which the student earns at least a "B." (Grades will not transfer

between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of MAcc (600 series) business school courses.

Students may choose to begin either their legal studies or their accounting studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association's standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

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.

MAcc ACCOUNTING COURSES

AC 621 Advanced Financial Accounting (3)

Concepts and procedures related to business combinations - domestic and foreign, foreign currency transactions, partnerships, and income tax allocation. *Prerequisites: Admission to the MAcc Program, AC 321, and AC 322.*

AC 624 Tax for Business Entities (3)

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting. *Prerequisites: Admission to the MAcc Program, AC 224, AC 225, and BU 250.*

AC 625 Advanced Auditing (3)

Concepts of, and approaches to, auditing & assurance services in a computerized environment, including skill development to apply the underlying concepts and approaches to these professional services. Development of professional judgment through analysis and discussion of real company cases covering complex topics in auditing. *Prerequisites: Admission to the MAcc Program and AC 425.*

AC 626 Contemporary Issues in Accounting (3)

Current and emerging issues in accounting and accounting standards from theoretical and accounting practice perspectives. Topics vary by semester. *Prerequisites: Admission to the MAcc Program, AC 321, and AC 322.*

AC 627 Advanced Managerial Accounting (3)

Assignment and control of organizational costs including decision making and reward structures. Application of concepts in academic readings to organizational case scenarios. *Prerequisites: Admission to the MAcc Program and AC 325.*

AC 628 Governmental and Not for Profit Accounting (3)

Methods and procedures used in fund accounting with emphasis on state and local governmental units and not-for-profit organizations. *Prerequisites: Admission to the MAcc Program, AC 224, AC 225, and BU 250.*

AC 629 Accounting Research Seminar (3)

Based on review of research literature in the diverse areas of accounting, the development and design of an accounting research project in the student's area of choice employing relevant technology and statistical analysis. *Prerequisites: Admission to the MAcc Program, AC 621, AC 624, and AC 627.*

AC 630 Advanced Accounting Information Systems (3)

Integration of accounting systems in support of organizations in global business environments including end-to-end cross-functional business processes. Application and extension to the professional environment of technology knowledge and skills in Microsoft computer operating systems and applications. *Prerequisites: Admission to the MAcc Program, BU 250, and AC 330.*

AC 639 Accounting Theory and Ethics (3)

Major and alternative ethical models and the historical development of financial accounting theory. Analysis of cases that illustrate ethical failures and dilemmas in accounting practice. Current and proposed accounting standards. *Prerequisites: Admission to the MAcc Program and AC 621.*

AC 699 Internship in Accounting (3)

Professional work experience in accounting with a business firm, governmental agency, or not-for-profit organization. The work experience must create a new learning experience for the student. Credit hours may only be used as elective hours and will not count toward the minimum 21 hours of accounting and economic hours required of the MAcc candidate. Grades for this class are awarded on a pass-fail basis. *Prerequisites: Admission to the MAcc Program, AC 425, and consent.*

Other 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. *Prerequisites: EC 200, EC 201 or EC 925 or consent of instructor.*

BU 616 Commercial Transactions (3)

Nature and sources of commercial law, legal process, common, and statutory law as they pertain to sales, negotiable instruments, secured transactions, suretyship, insurance and bankruptcy. (Not available to those who have taken BU 416.) *Prerequisites: Admission to the MAcc Program and BU 315.*

See also MBA course list for more elective options.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Website: www.washburn.edu/business/mba

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. About 900 MBA degrees have been earned since the program began in 1982, presently at a rate of 25 to 30 per year. Washburn MBA students and graduates are employed at all of the major businesses in Topeka and many are employed outside the region. International students compose about 25% of the nearly 90 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 the MBA Program
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

E-mail: mba@washburn.edu

MBA Program Vision

Washburn MBA Graduates will be able to identify, gather, and analyze relevant information in order to make effective decisions and improve organizational processes.

MBA Program 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

- **Communication Skills:** Students completing the MBA program will be able to communicate effectively both orally and in writing.
- **Analytical and Problem Solving Skills:** Students completing the MBA program will be able to use analytical techniques and information technology to solve business problems.
- **Functional Knowledge:** Students completing the MBA program will demonstrate knowledge of fundamental principles in business disciplines and the ability to integrate knowledge across disciplines.
- **Global Perspective:** Students completing the MBA program will understand the impact of globalization on the business environment.
- **Ethical Awareness:** Students completing the MBA program will be aware of ethical issues and responsibilities in business environments.
- **Teamwork and Interpersonal Skills:** Students completing the MBA program will be able to work effectively in teams toward the achievement of a common goal.

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 the student's closure experience. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is the opportunity for 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, 57 semester hours (19 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. 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 the MBA Program will determine the suitability of undergraduate or graduate course work to satisfy these foundation-level requirements. Initial determination as to whether or not courses taken elsewhere meet foundation-level requirements can be made during the admission process to the MBA program. Students planning to take additional course work prior to application to the MBA program should consult with the Director of the MBA Program 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
- 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 21

One Upper-level course in global business perspectives chosen from:

- BU 974 International Business
- BU977 International Financial Strategy
- BU 978 International Marketing
- Total Required Global Business Perspective Hours 3

Upper-level Elective Courses

- BU 953 Product Systems
- BU 971 Legal and Ethical Issues
- BU 974 International Business
- BU 977 International Financial Strategy
- BU 978 International Marketing

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 the MBA Program 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 place in the capstone course, BU959 Strategic Analysis. This course has as its focus strategic decision making in a simulated business environment. The course requires the students to produce both written and oral presentations requiring them to utilize the content -- their prior MBA course work to explain the strategic decisions they made in the simulated business environment

In addition to the written and oral presentations students in BU959 will take the Major Field Test for Master of Business Administration (MFT-MBA). The exam contains 124 multiple-choice questions, half of which are based on short case-study scenarios. Most of the questions require knowledge of specific information drawn from four content areas: marketing, management, finance and managerial accounting. Some questions require strategic integration skills — the ability to integrate knowledge of two or more content areas. The test also includes questions that focus on: international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

A unique feature of MFT-MBA design is the capability of measuring critical thinking ability — that is, the test assesses the ability to:

- analyze and interpret data
- apply concepts and ideas
- analyze theories and relationships deductively and inductively

The exam is a standardized exam taken by over 300 schools that offer the MBA degree. The MFT-MBA exam is used to provide information to both the MBA faculty and students on their level of academic achievement relative to the other MBA degree granting school that participate in the MFT-MBA exam.

Portfolio Contents

Every MBA student will maintain a portfolio of his/her work as MBA students. A student's portfolio will contain at least one sample of work selected by the course instructor for each required upper-level course. The student is free to select additional samples of his or her work from upper-level courses. The intent of the portfolios is to act as documentation of one's academic progress through the MBA process.

Reflective Essay

In addition to the capstone course, BU959 and the MFT-MBA exam, each student is required to write a reflective essay. This essay is a response to a series of questions in which the student evaluates the MBA Program Goals. For each question, the student is required to write a paragraph to explain his/her response. The contents of the student's portfolio should support the responses.

The purpose of the reflective essay is help the student recognize that the student's work fits into a coherent whole. It helps the student appreciate that upper-level courses had an overall purpose and were not simply random selections. The reflective essay also allows the student to evaluate how well his/her expectations, as specified on the initial portfolio contribution, 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 members of the MBA faculty. The contents (reflective essay & contributions) will each be evaluated as: Unacceptable or Acceptable. 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 "Acceptable". These portfolio evaluations will be completed during finals week 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.

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 provided below.

Application Schedule

Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by December 1 (for spring enrollment); May 1 (for summer enrollment); and July 30 (for fall enrollment). Files are considered complete when the applications and all supporting documents have been received by the Director of the MBA Program, 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) or evidence that demonstrate the academic ability to be a successful in graduate study, work experience, and letters of reference. Admission requirements include oral and written communication and college algebra or equivalent competency to be considered for admission, an applicant must:

- Hold a baccalaureate degree from an accredited institution of higher education;
- Submit completed applications "Admission to Washburn University" and "Application to MBA Program". These applications are completed on line and are found at www.washburn.edu/business/mba under "Application / Admission Requirements";
- Request that official transcripts be sent directly to the Director of Graduate Programs, School of Business, Washburn University, from institutions granting the undergraduate degree or graduate degree;
- Earn an acceptable score on the Graduate Management Admission Management Admission Test (GMAT) or provide evidence that demonstrates the academic ability to be a successful in graduate study (e.g. GRE, LSAT, MCAT, completion of a graduate degree, or an outstanding score on the Washburn University School of Business's MFT for the BBA.)
- Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business. These letters should be sent to the Director of the MBA Program, School of Business, Washburn University, Topeka, Kansas 66621; and
- 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

Applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MBA program while their application information is being completed. During the period of provisional admission, the applicant is required to complete the application and may enroll in any number foundation level MBA courses. However no more than two MBA courses at the upper-level may be taken 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

1. Hold a university credential that is equivalent to a US baccalaureate (Bachelor's) degree
2. All Transcripts from non-US institutions must be evaluated by a recognized evaluation service (e.g. ECE or WES)
3. Earn an acceptable score on the Graduate Management Admission Test (GMAT) or provide evidence that demonstrates the academic ability to be a successful in graduate study (e.g. GRE, LSAT, MCAT, completion of a graduate degree.)
4. Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business. These letters should be sent to the Director of Graduate Programs, School of Business, Washburn University, Topeka, Kansas 66621; and
5. Meet the required level of English proficiency by iBT TOEFL score, IELTS, or another accepted measure of English proficiency. Contact international@washburn.edu with questions regarding this requirement.
6. Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at the website below.

www.washburn.edu/international-admissions

Academic Advising

All academic advising for MBA students is done by the Director of the MBA Program. 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 are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

To graduate, 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.

Time Limits

A student may be awarded a Master of Business Administration degree after completing the requirements for the degree in effect the 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.

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. Therefore, students can obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are upper-level required courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (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 apply separately to and be accepted by both schools. Students will indicate to each school, at the time of application that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

* 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

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.*

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 924, 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. *Prerequisite: BU 926.*

BU 956 Computer-based Information Systems (3)

Computer-based systems for supporting management decisions. *Prerequisites: BU 250 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. *Prerequisite: 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 953 Product Systems (3)

Management of integrated production and marketing systems. *Prerequisites: BU 923, BU 927, and BU 928; BU922 recommended or consent of instructor*

BU 971 Legal and Ethical Issues (3)

The influence of legal, ethical, political, social, and regulatory issues on organizations.

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: BU926.*

BU 978 International Marketing (3)

The economic, political, legal, and cultural environments that affect a firm's international marketing program. Methods, policies, and organization for marketing in various countries and cultures. *Prerequisite: Completion of foundation level courses or consent of instructor.*

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. *Prerequisites: 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 or consent of instructor.*

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 (0-3)

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.

SCHOOL OF LAW

GRADUATE PROGRAMS

www.washburnlaw.edu

JURIS DOCTOR DEGREE

Washburn University School of Law has a long and proud history of training lawyers, judges, executive branch members, and business leaders who have made a deep and lasting impact in Kansas and the nation. For more than a century, Washburn Law has demonstrated its commitment to academic excellence, innovation, and diversity.

To be accepted into the Juris Doctor program, students must have graduated from an accredited college or university with a baccalaureate degree. The J.D. degree is awarded to all students who satisfactorily complete all academic requirements and complete 90 hours of credit in the law school with a grade point average of at least 2.00 and a passing grade in all required courses. A minimum of 74 hours must be taken in courses in which a letter grade is received.

The course of study for the J.D. degree may be completed no earlier than 24 months and no later than 84 months after commencing law study at Washburn or a law school from which Washburn accepts transfer credit. All students must comply with the rules pertaining to legal education prescribed by the Supreme Court of the State of Kansas, the American Bar Association, and the Association of American Law Schools.

Washburn Law offers a curriculum that combines breadth with depth and one that blends classroom instruction with real-world skills and experience. Students may commence their law studies in August or January and must take a minimum of nine credit hours each fall and spring semester. No student may enroll in more than sixteen hours in one semester without approval. Each summer there are two six-week sessions, including a summer study-abroad program, allowing for enrollment in one or both sessions for a maximum of six hours per session.

First-Year Program: Success from the Start

Washburn Law's first-year program gives students a meaningful start to their legal education. The low student/faculty ratio allows for individualized attention and an interactive learning experience. Washburn Law has developed a program to help students maximize their potential for success in law school, on the bar exam, and in law practice. Incoming students take advantage of this program by starting law school a week earlier than second-

and third-year students.

The Law School's rigorous First Week Program teaches strategies to develop the skills needed for academic success. Students work on daily assignments and special projects in small study groups consisting of four to five new students and a carefully trained and closely supervised upper-division law student. These group sessions help students learn from each other and de-emphasize competition.

First-Year Courses

Students entering in the fall will take the following courses in their first year:

Fall Term

Legal Analysis, Research & Writing I	3
Torts	4
Property	4
Criminal Law	3
Total Hours	14

Spring Term

Legal Analysis, Research & Writing II	3
Civil Procedure I	4
Constitutional Law I	4
Contracts	4
Total Hours	15

Students entering in the spring will take the following courses in their first year:

Spring Term

Legal Analysis, Research & Writing I	3
Civil Procedure I	4
Constitutional Law I	4
Contracts	4
Total Hours	15

Fall Term

Legal Analysis, Research & Writing II	3
Torts	4
Property	4
Criminal Law	3
Total Hours	14

*The curriculum is subject to change.

Upper-Level Requirements *

To graduate, students must complete:

- Professional Responsibility,
- Constitutional Law II,
- Civil Procedure II,
- Criminal Procedure,
- Evidence,
- One Perspectives on Law course,
- An upper-level writing certification requirement,
- An oral presentation requirement, and
- Six credit hours of skills courses.

In choosing electives, students should understand that law school is an opportunity to obtain a broad foundation in the law. The faculty, therefore, encourages selection of courses across a wide range of topics. Even if students have an area of law in which they know they want to specialize, it is important to study other areas of law to understand their impact on the chosen specialty.

*Graduation Requirements are subject to change.

Upper-Level Electives

Recommended Foundation Courses

The faculty strongly encourages enrollment in the following foundation courses, which lay the ground work for other advanced electives and are considered part of the core of a well-rounded legal education. Students are urged to enroll in these electives, along with the required courses in the second year of law study. Enrolling in these courses in the second year will not only lay the foundation for more advanced courses in the third year, but also result in fewer conflicts in scheduling classes and exams in both the second and third years.

- Administrative Law
- Business Associations
- Decedents' Estates and Trusts
- Family Law
- Pretrial Advocacy - Civil
- Pretrial Advocacy - Criminal
- Real Estate Transactions
- Secured Transactions
- Taxation of Individual Income

Additional Course Suggestions

The following additional courses are commonly tested on state bar examinations. Thus, while these are not classes that all students take, they are classes to which students should give careful consideration in planning their

upper-level curriculum. Remedies and Conflict of Laws are courses best studied in the third year of law school. The others are feasible in either the second or third year.

Advanced Legal Research
Conflict of Laws
Payment Systems
Remedies

Prerequisites

One factor students should consider in course selection is whether a desired course requires a prerequisite course. Prerequisites are listed at the end of each course description. For descriptions of all courses currently offered, see washburnlaw.edu/academics/courses/index.html

Bar Examination Subjects

Each state determines the subjects to be tested on its bar examination. Students should not feel compelled to enroll in every course tested on a bar examination, but for the student who plans to practice law, bar examination subjects should be an important factor in course selection. Information about subjects tested by each state is available in Washburn Law's Professional Development Office, in the bar exam section of the Law School's website, <http://washburnlaw.edu/career/barexam/index.html>, and online at www.barbri.com.

In addition to the bar examination, there are character, fitness and other qualifications for admission to the bar in every U.S. jurisdiction.

Legal Analysis, Research, and Writing Program

The Legal Analysis, Research, and Writing Program (LARW) provides a strong foundation in lawyering skills for first-year law students. Washburn Law's LARW program is consistently ranked among the top legal writing programs in the United States by U.S. News & World Report. All full-time Legal Analysis, Research, and Writing professors co-direct the first-year program and are members of the Association of Legal Writing Directors (ALWD) and the Legal Writing Institute (LWI). To assist with their writing projects, students and faculty have access to one of the nation's highest-ranked law libraries and professional library staff.

All first-year students complete six hours of graded Legal Analysis, Research, and Writing. Washburn Law's first-year program is one of only a handful nationwide that is staffed by full-time, tenure-track faculty members. Classes are small and are taught by professors dedicated to legal writing as one of their primary fields for teaching, scholarship, and service.

The first-year curriculum is designed to give every

student a strong foundation in both objective and persuasive legal reasoning, legal research skills, clear writing style, and oral advocacy. Legal writing students regularly observe oral arguments before state and federal appellate courts.

Students receive extensive written and oral feedback from faculty members on all major writing assignments. The feedback, consultation, and rewriting process enables law students to become increasingly proficient and independent in many of the core analytical and persuasive lawyering skills by the end of their first year. Furthermore, to introduce students to the rigors of the profession, the course is designed to simulate the demands of the actual practice of law. Washburn Law is among half of law schools that teach Legislative History and Administrative Law research in the first year.

Upper-level students also complete a rigorous writing experience reflecting the core values of supervised rewriting and individualized feedback. Washburn Law's regular upper-level courses include Writing for Law Practice and Transactional Drafting.

CENTERS FOR EXCELLENCE

In 2002, Washburn Law built upon its tradition of excellence in teaching with the establishment of the Centers for Excellence. The Centers enhance the educational experience by providing opportunities for students to interact with exceptional legal practitioners through programming, lectures, and discussion.

Business and Transactional Law Center

The Business and Transactional Law Center provides students with many innovative opportunities to expand their knowledge on business law subjects while developing the essential skills of the transactional lawyer.

Children and Family Law Center

The Children and Family Law Center prepares lawyers to address the vexing problems that arise in the field of children and family law and is a collaborative effort involving Washburn Law students, alumni, and faculty.

Center for Excellence in Advocacy

The Center for Excellence in Advocacy prepares law students and lawyers to be effective advocates by training them in the skilled use of advocacy techniques.

Center for Law and Government

The Center for Law and Government offers law students unique and varied opportunities to learn about lawmaking, judicial decision-making, administrative law, and the regulatory process.

Oil and Gas Law Center

The Oil and Gas Law Center prepares law students for the contemporary practice of oil and gas law.

International and Comparative Law Center

The International and Comparative Law Center provides students with an understanding of international law and familiarity with foreign legal systems.

HONORS AT GRADUATION

The following honors are given at graduation:

- *Summa Cum Laude*: GPA of 3.9 or above.
- *Magna Cum Laude*: The top 5% of the class, with the exception of those students who receive *Summa Cum Laude* honors.
- *Cum Laude*: The top 10% of the class, with the exception of those students who receive *Magna Cum Laude* or *Summa Cum Laude* honors.
- *Dean's Honors*: The top 35% of the class, with the exception of those students who receive *Cum Laude*, *Magna Cum Laude*, or *Summa Cum Laude* honors.

Learn More

For more information about Washburn University School of Law, see washburnlaw.edu/. To apply, see washburnlaw.edu/admissions/

LL.M. IN GLOBAL LEGAL STUDIES

The LL.M. in Global Legal Studies is for the prospective student with a foreign law degree. This program prepares students to work with or across from U.S. counsel in a variety of transactions or disputes. Washburn Law's program consists of three broad areas or "tracks," which offer specialization in corporate and commercial law; public law; and legal analysis, writing, and advocacy. LL.M. students work with the faculty program director to select courses consistent with individual interests and objectives. LL.M. students take classes alongside students enrolled in the J.D. program and develop relationships with future American lawyers. LL.M. students must earn a minimum of 24 credits in order to graduate but may earn up to 30 credits. At least 12 credit hours will be comprised of electives. The Law School Admissions Test (LSAT) is not required for admission to the LL.M. Program.

To obtain the LL.M. degree, students must take:

- Introduction to Anglo-American Law (2 credit hours, summer)
- Graduate Legal Seminar (0 credit hours)
- LARW I (3 credit hours)
- Professional Responsibility (3 credit hours)

The program is designed to meet the qualifications to sit for the New York bar exam, which is the bar most commonly taken by foreign lawyers. In order to ensure that graduates of the program are eligible to sit for the New York bar exam, students must take another six credit hours from a selection of core courses in addition to the requirements listed above. The remaining courses are chosen with the individual student's interests and needs in mind. LL.M. students may take full advantage of Washburn Law's resources and academic programming and may participate in activities offered to J.D. students.

Proof of English Proficiency

Proficiency in English is a requirement for all LL.M. candidates. Foreign students who speak English as a first language, or who obtained a law degree at an institution with instruction in English, may have the Test of English as a Foreign Language requirement waived. All other students must submit a TOEFL score report or an equivalent test. Each application will be evaluated on a case-by-case basis. When necessary, a student may be required to attend English language classes prior to and/or during their enrollment.

Learn More

For more information about Washburn University School of Law, see washburnlaw.edu/. To apply, see washburnlaw.edu/admissions/

Admission decisions are made on a rolling basis beginning November 15th, so early application is encouraged.

MASTER OF STUDIES IN LAW

The M.S.L. degree at Washburn University School of Law is for the prospective student engaged in professional work in which formal exposure to the study of law would be beneficial. Interested students come from a wide range of professions including accounting, business, children and family services, criminal justice, environmental studies, government, healthcare, human resources, journalism, library services, oil and gas, real estate development, and tribal management.

Goal

The goal of the program is to provide a legal background that will complement the professional interests of the participants, strengthen their ability to interact effectively with the legal community, and provide professional certification of these accomplishments. Students choose a curriculum pathway depending on their needs and interests.

The curriculum pathway selected for each student builds upon the particular strengths of Washburn Law, with the Centers and certificate programs of the school providing a framework for selection of courses. For example, masters level students who plan careers related to children and family services will be able to choose electives within a broad range of courses developed in support of the Children and Family Law Center. Similarly, students with a tax or business focus will benefit from the range of courses recognized within the Business and Transactional Law Center; those with criminal justice interests may be particularly inclined to enroll in courses found within the criminal segment of the Center for Excellence in Advocacy; and those with interests in politics, journalism, or government services would find a range of courses enhanced by the Center for Law and Government. The current oil and gas industry employs a growing number of individuals who, although not needing a law degree, would benefit from a legal background focused on those issues, and the Washburn Center for the Study of Oil and Gas Law provides a course and resource base for those students.

Courses

Each student will begin study for the M.S.L. degree by enrolling in an introductory course. In all other courses, M.S.L. students will participate along with J.D. students and will be subject to the same academic standards. They will be expected to enroll in one or more foundation-level courses suited to their individualized career path, and to choose elective courses for the balance of their degree.

Foundation courses include:

- Introduction to Law, Legal Analysis, Legal Research, and Legal Writing (3 hours)
- Contracts (4 hours)
- Criminal Law (3 hours)
- Property (4 hours)
- Constitutional Law I (4 hours)
- Family Law (3 hours)

Elective courses designed to complement the career paths of the M.S.L. student can be selected within identified career paths as illustrated in the list that follows.

- Business and Transactional Career Path
- Children and Family Career Path
- Tax or Estate Planning Career Path
- Government Career Path
- Natural Resources Career Path
- Criminal Justice Career Path
- International Law Career Path

Degree Requirements

Students in Washburn's Master of Studies in Law program must:

- Have completed a four-year college course of study and hold a baccalaureate degree from an accredited college or university,
- Satisfactorily complete a minimum of 30 credit hours of approved work within the individualized professional pathway determined on the basis of the student's professional background and career goals, and
- Complete all such credit hours within 4 calendar years beginning with the first semester after enrollment.

Learn More

For more information regarding Washburn Law's M.S.L. program, see washburnlaw.edu/academics/msl/howtoapply.html. Applications are considered on a rolling basis. Students may begin their M.S.L. studies in fall or spring.

SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE (DNP)

Website: www.washburn.edu/sonu

E-mail: marykay.thornburg@washburn.edu

Petro Allied Health Center, Room 203A

785-670-1525

Fax: 785-670-1032

Also offered: Post-graduate Psychiatric Mental Health Nurse Practitioner Certificate

Mission

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value lifelong 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.

Philosophy

The nursing faculty believe each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals, families, and communities are open systems engaged in a mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, at all levels of preparation, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/coordinator/manager of care, and as a member of the profession.

Nursing is a practice profession that values clinical expertise and the application of scientific knowledge. Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge, skills, and attitudes necessary for the student to become a professional nurse and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for

understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

The student who attains a graduate degree in nursing becomes a specialized practice expert who demonstrates expanded accountability and responsibility for the care of patients, populations, and systems. In addition to the direct practice role, the graduate also demonstrates expertise in the following competencies:

- Scientific underpinnings for practice,
- Organizational and systems leadership for quality improvement and systems thinking,
- Clinical scholarship and analytical methods for evidence-based practice,
- Information systems/technology for the improvement and transformation of health care,
- Health care policy for advocacy in health care,
- Interpersonal collaboration for improving patient and population health outcomes,
- Prevention of disease and promotion of population health, and
- Advancing nursing practice.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for students to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. Students are responsible for learning.

The 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 community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

Accreditation

The Baccalaureate Degree in Nursing and Master's Degree in Nursing at Washburn University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. CCNE Accreditation for the DNP Program and the Post-Graduate PMHNP Certificate Program is pending following the March 2015 site visit.

All graduate APRN Programs are approved by the Kansas State Board of Nursing. The DNP program was accredited by the Higher Learning Commission in the fall of 2012.

Description of the Program

Washburn's Doctor of Nursing Practice degree program offers a strong focus on entrepreneurship. It is the first DNP program in the United States to offer DNP students enrollment in Master of Business Administration courses as part of the DNP curriculum. The school is committed to blending advanced practice knowledge with strong fundamental business practices.

The DNP program at Washburn University offers graduate experiences for nurses based upon educational level and practice interest:

- MSN to DNP (APRN status with national certification as a nurse practitioner*)
- MSN to DNP (without APRN status or national certification as a nurse practitioner)
- BSN to DNP

*as a family nurse practitioner, adult nurse practitioner, geriatric nurse practitioner, adult geriatric nurse practitioner, pediatric nurse practitioner, or psychiatric mental health nurse practitioner

The Doctor of Nursing Practice program prepares graduates for leadership and entrepreneurial roles in advanced practice nursing. All programs prepare graduates to sit for national certification as a family nurse practitioner, adult/gerontology nurse practitioner, or psychiatric mental health nurse practitioner. A generic track is available for nationally certified nurse practitioners seeking a DNP, and who are not seeking an additional certification. The DNP program requires completion of 42 to 77 credits depending on the track chosen. The program also requires a minimum of 1000 clock hours of practicum/residency experiences. Post-MSN students who are nationally certified as a nurse practitioner may be awarded up to 500 clock hours toward the minimum 1000 clock hour requirement. A unique feature of the DNP program at Washburn University is the inclusion of substantial business content within the graduate program, with 12 to 15 credits delivered by faculty in the School of Business. Up to 15 credits in the DNP program can be applied toward an MBA degree from the School of Business. For specific DNP course requirements/sequencing, please refer to www.washburn.edu/sonu.

Doctor of Nursing Practice End-of-Program Outcomes

At the completion of the nursing program, the learner will be able to:

- Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing;
- Support quality healthcare innovations through systems-level leadership;
- Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities;

- Integrate technology with nursing practice to improve quality and accessibility of care;
- Advocate health care policies that seek to improve social justice, equity, and ethical treatment;
- Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems;
- Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators; and
- Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

ADMISSION AND PROGRESSION

Admission Criteria

Students who meet the requirements noted below may apply for admission to the DNP program. The requirements for admission to the DNP program include:

1. Submission of the Washburn University graduate degree seeking application (available online).
2. Official transcripts sent to the School of Nursing (BSN and MSN if applicable);
3. Evidence of current licensure in the state of Kansas as a registered nurse and APRN (post-Master's NP only);
4. Successful completion of a graduate inferential statistics course (with grade of "B" or better within the last 10 years). Transcript must be sent to the School of Nursing;
5. Completion of a written and notarized application to include three references from current or past employers, faculty, or professional peers;
6. National certifications through either ANCC or AANP (applies to post-Master's NP applicants only);
7. Current resume; and
8. GPA of 3.25 or above in previous undergraduate and graduate work preferred.

The School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee reviews all applicants. Potential applicants are required to attend a face-to-face interview and complete a brief writing assessment as part of the application process. The GAPR committee will make admission decisions.

The School of Nursing seeks applicants who 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. 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

Transfer of credits from another graduate nursing program is considered on a case-by-case basis after review of appropriate course syllabi. The applicant must have received a grade of "B" or better in the course(s) being considered. Up to 12 credit hours may be transferred from another program. Academic credit is not given for life or work experience.

Time Limit for Completion of the Program

All students have eight years from their date of entry into the program to complete the requirements of the DNP program at Washburn University. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the advisor and sent to the Chairperson of the GAPR Committee. 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 of the Committee decision in writing.

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) credit hours of non-practicum coursework prior to acceptance to the DNP program. The completion of these courses prior to admission may affect future financial aid by decreasing the number of credit hours taken within a given semester. Please contact the Director of Student Academic Support Services for enrollment assistance.

Grading Policies

The Doctor of Nursing Practice (DNP) degree program provides students with a rigorous course of study. Grades for School of Nursing coursework are defined as: "A" (excellent performance), "B" (satisfactory performance), "C" (below standards), "D" (significantly below standards) and "F" (failure). Students must attain a minimum grade of "B" in all courses offered by the School of Nursing. Courses offered by the School of Business must be completed with a grade of "C" or better.

Requests to Change Track

The School of Nursing Graduate Admission Progression Retention (GAPR) Committee admits qualified applicants to fill available positions within each track. Students admitted in one track may request to change to a different track by writing a letter to the Chairperson of the GAPR Committee. The letter should state the request and indicate the reason for the request. The GAPR Committee decision will be based on space availability, the student's reason for requesting the change, the student's prior academic performance, and the approval of the faculty in the requested track. The student and academic advisor will be notified of the committee decision in writing by the Chairperson of the GAPR Committee. The student should be aware that making this change may affect progression in the program.

Retention and Progression in the Program

Following admission to the DNP program, a student's progress is evaluated by the GAPR Committee upon completion of each nursing course. To remain in good standing, DNP students must attain a minimum grade of "B" in all courses offered by the School of Nursing. Courses offered by the School of Business must be completed with a "C" or better.

Students receiving a failing grade in any 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 successfully completed. 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.

Academic Warning and Dismissal

The first time a student receives a final grade of C, D, or F in a required graduate nursing course the student will be placed on Academic Warning. If the grade is a D or F, the student must repeat the course, contingent upon the following (all must apply):

- approval is granted by the GAPR committee and notice is given to the student;
- the instructor grants permission for the student to repeat the course;
- space is available in the course.

The second time a student receives a grade of C, D, or F in a required nursing course, or demonstrates a pattern of nonattendance, he/she will be academically dismissed from the program. If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program. At that point, the student may not progress further in the graduate nursing program.

The Dean, based on recommendation of the GAPR Committee, has the authority to dismiss a student from the School of Nursing. Academic warning and dismissal shall not be recommended or imposed in the absence of compelling and substantial reasons.

Grade Appeal Procedure

Students wishing to appeal a grade must follow the School of Nursing and University or School of Business policies and procedures for grade appeal as outlined in the University Graduate Catalog.

Grade of Incomplete

The course grade of incomplete is given under specific conditions as outlined in the University Graduate Catalog. Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in graduate courses must be completed by the last day of classes (and grades submitted to the University Registrar Office by the deadline of grade submission) of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes otherwise a grade of F will be recorded.

Students receiving an incomplete in any course will not be allowed to proceed to the next course in that sequence until the work has been completed and a change of grade has been submitted to the Registrar's Office. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program.

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 should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admissions, Progression and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor. If a student withdraws from the same nursing course more

than one time, the student will be academically dismissed from the program. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate the circumstances and take appropriate action.

Non-Academic Dismissal

In order to remain in good standing in the School of Nursing graduate programs at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics;
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in 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 Graduate Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum/residency settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the DNP program will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Graduate Catalog and Student Planner and Handbook. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Leave of Absence

Students who must interrupt their education due to personal or professional reasons may ask the GAPR Committee for a leave of absence. 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 GAPR Committee. If the time limit for completion of program requirements is exceeded, decisions about the student's placement and progression will be made by the GAPR Committee.

Withdrawal from/Readmission to the DNP Program

A student who wishes to withdraw from the DNP program should present to their advisor and the Chairperson of the GAPR Committee a written statement of intent to withdraw. Re-application to the School of Nursing will be necessary should the student desire to re-enter the DNP program. Applicants must meet the

current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to achieve, and available spaces in courses. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

Appeal Procedure for Students Dismissed or Denied Admission/Readmission to the Graduate Program

A student who has been dismissed or who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the GAPR Committee, may seek recourse through the following procedure. The student writes a letter to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the GAPR Committee should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success. If the decision of the Committee is to deny the petition for re-admission, the student may seek mediation by the Dean of the School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Advisement

Following acceptance to the graduate program, every new student attends an orientation session to become familiar with the School of Nursing and the graduate program. Students are assigned a faculty advisor, who assists students with program planning and with registration each semester.

Student must meet with her/his faculty advisor at the time of each enrollment. The University notifies students and faculty advisors of the dates during which registration is to occur, and students contact their advisors to arrange mutually convenient times to confer. Faculty advisors help students select appropriate courses, assign an enrollment personal identification number (PIN) for each enrollment period, and provide other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) must be approved by the faculty advisor. Additional advising may be requested at any time and is arranged between the student and the faculty advisor.

If at some point during his/her period of study, a student wants to change advisors, he/she must submit the request *in writing* to the Chair of the Graduate Admission

Progression Retention (GAPR) Committee. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

GRADUATION

Degree Completion Requirements/Graduation

Successful completion of all courses is required for awarding of the DNP degree. The recommendation that the doctoral degree be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing. 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 or Summer 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.

Licensure/Certification

Graduates seeking qualification as an advanced practice registered nurse (APRN) should apply to the Kansas State Board of Nursing. Graduates must ensure that the Washburn University Office of the Registrar sends an official transcript to the Kansas State Board of Nursing. Transcript request forms may be obtained online or at the University Registrar's Office. Because requirements for advanced practice vary from state to state, graduates 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. Those completing graduate programs are eligible for certification by national credentialing agencies in the area of specialty.

Please refer to the Washburn University website for additional information about university policies and procedures and student resources (www.washburn.edu).

DNP COURSE OFFERINGS

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 DNP 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: Previous adult advanced pathophysiology course.*

NU 512 Advanced Pharmacology (3)

Emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) 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 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 or consent.*

NU 513 Advanced Pharmacology Family (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 517 Clinical Scholarship for Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture for EBP. *Prerequisites: Admission to the MSN or DNP 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 DNP Program and consent of instructor.*

NU 681 Advanced Psychiatric Interviewing and Differential Diagnosis (2)

Focuses on advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the life span and provides the basis for diagnosis of psychiatric disorders. *Prerequisites: Admission to DNP or Post-graduate PMHNP Certificate Program or permission of instructor.*

NU 683 Advanced Psychopharmacology and Neurobiology (3)

Neurobiological processes are emphasized in the study of advanced psychopharmacological treatment of psychiatric symptoms and disorders. Medication selection, dosage and monitoring in the psychopharmacological treatment of individuals across the lifespan are covered including prescriptive issues associated with ethnicity and age. *Prerequisites: Admission to DNP or Post-graduate PMHNP Certificate Program or permission of instructor.*

NU 690 Advanced Practice Psychiatric Mental Health Nursing I (3)

Theoretical Approaches are explored in addressing short-term and diagnostically less complex psychiatric illness. Evidenced-based psychotherapeutic approaches are explored for the treatment of individuals, families and groups. These approaches provide the foundation for clinical management of psychiatric mental health problems that are often time limited as well as those that commonly occur across the lifespan. Health promotion and prevention measures are included in therapeutic interventions. *Prerequisites: NU 681 and NU 683; Co-requisite NU 691.*

NU 691 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)

Direct practice experience with individuals, families and groups provides opportunities for application of assessment, diagnosis, and psychotherapeutic skills in working with individuals experiencing short-term, diagnostically less complex, and commonly occurring psychiatric illnesses across the lifespan. *Prerequisites: NU 681 and NU 683; Co-requisite NU 690.*

NU 692 Advanced Practice Psychiatric Mental Health Nursing II: (3)

Theoretical approaches are explored in the treatment of chronic and diagnostically complex psychiatric illness. Evidenced-based psychotherapeutic approaches are explored for the treatment of individuals, families and groups experiencing complex and chronic mental illnesses and addictions. Differential diagnostic skills and interventional strategies are explored as well as the role of rehabilitation and psycho-educational approaches across the life span. *Prerequisites: NU 690 and NU 691; Co-requisite NU 693.*

NU 693 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3-4)

Direct practice experience with individuals, families, and groups provides opportunities for application of assessment, diagnosis and psychotherapeutic skills in working with individuals experiencing chronic and diagnostically complex psychiatric illnesses across the lifespan. *Prerequisites: NU 690 and NU 691; Co-requisite NU 692*

NU 694 Advanced Practice Psychiatric Specialty Focus Practicum (4-5)

In this final precepted practicum students function in the role of the advanced psychiatric mental health nurse practitioner providing psychopharmacological and psychotherapy interventions. This practicum provides opportunity for skill building in a practice setting or client population of interest, as well as the synthesis of knowledge into this advanced practice role. *Prerequisites: NU 692 and NU 693, or permission of instructor.*

NU 695 Special Topics in Advanced Psychiatric Nursing of Children and Adolescence (1-2)

Designed to enhance students' knowledge of current evidence-based psychotherapeutic approaches in treatment of children and adolescents. *Prerequisite: Permission of program director.*

NU 700 Advanced Health Assessment and Differential Diagnosis (4)

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Promotes a 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 DNP Program, NU 506 and NU 800.*

NU 701 Advanced Health Assessment Childhood through Adolescence (1)

Combines didactics and clinical training to integrate the knowledge and skills necessary for advanced health assessment in the pediatric population. Systematic holistic approach to history taking and physical examination for the purpose of differentiating normal from abnormal assessment appropriate for childhood through adolescence. *Prerequisite: Previous graduate adult health assessment course.*

NU 702 Primary Care I (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 and concurrent practicum. *Prerequisites: NU 506, NU 512, and NU 700.*

NU 703 Primary Care 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, 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. *Prerequisites: NU 506, NU 512, NU 700, and NU 800.*

NU 704 Primary Care 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 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 506, NU 512, NU 700, and NU 800.*

NU 705 Primary Care 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. Students utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention and advanced practice roles are integrated. *Prerequisites: NU 506, NU 512, NU 700, and NU 800.*

NU 706 Primary Care III (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 704 and NU 705.*

NU 707 Primary Care Practicum III (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. Students will utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention and advanced practice roles are integrated. *Prerequisites: NU 704 and NU 705.*

NU 800 Philosophical Worldviews of Advanced Practice Nursing (2)

Emphasizes the philosophical orientations that serve as the basis for developing theory, research, and advanced knowledge. Promotes essential philosophical reflection, understanding evolutionary processes of nursing science, and scientific exploration of phenomena. *Prerequisite: Admission to the DNP Program or consent of instructor.*

NU 801 Theoretical Foundations (2)

Examines the theoretical and conceptual bases of advanced nursing practice. Selected grand, mid-range, and practice theories and conceptual models are analyzed and critiqued by students. Emphasizes the interrelationship of theory, research, practice, and the implications of theory for nursing practice. *Prerequisite: Admission to the DNP Program or consent of instructor.*

NU 802 Principles of Epidemiology (3)

Explores epidemiology principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Theoretical methods will be applied to current population health concerns through the use of case studies. A basic understanding of the practices of community health and biostatistics is recommended.

NU 804 Emerging Concepts in Informatics (2)

Gives the advanced practice nurse the necessary computing skills to critically assess, plan, interview, and evaluate health care delivery. Discussion topics include how the advanced practice nurse gathers, stores, retrieves, and utilizes data. Content on utilization of the computer to search for information and data are included. *Prerequisite: Admission to the MSN or DNP Program or consent of instructor.*

NU 805 Health Policy (2)

Focuses on dynamics of healthcare policy and its influence on complex healthcare systems and delivery of care. Prepares students to design, implement, and influence healthcare policy formation and to develop skill in competent policy action. *Admission to the DNP Program or consent of the instructor.*

NU 806 Health Care Economics (3)

Focuses on economic theories and principles that healthcare providers need to be effective leaders and decision makers. Examines the economic and political environment in which health care is delivered in the United States and explores the role of regulation in protecting consumers. Provides frameworks for conceptualizing costs, risk, value, and strategic decision making in a competitive environment. Students explore the types of economic analyses commonly use in health care decision-making. *Prerequisites: AC 924 and BU92-E.*

NU 808 DNP Residency (2-6)

Expands breadth and/or depth of clinical knowledge and skills in an area of advanced nursing practice with focus on delivery of sub-specialty care services or full spectrum primary care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients. *Prerequisites: NU 706 and NU 707 or equivalents.*

NU 810 Policy and Leadership for Global Health (3)

Explores the concepts and theories of leadership in the areas of personal leadership, leadership in organizations, and leadership in global communities. Emphasis is on innovative leadership skills to foster transformation. Focuses on the complexities of contemporary global health issues within the context of social, economic, political, and environmental factors. *Prerequisite: NU 802.*

NU 811 Doctoral Leadership: Transforming Self (1)

Explores the role of doctoral nurse graduates as healthcare leaders. Students develop awareness of self as leader and identify and build upon leadership strengths. Using knowledge of complex systems and leadership theory, students develop strategies and skills to improve patient and population-based health outcomes. *Prerequisite: Admission to DNP Program.*

NU 812 Innovations in Quality Care (2)

Prepares the nurse leader with knowledge and skills to enhance quality and safety in clinical practice. Students learn to apply current principles of innovation science, quality improvement, evidence-based practice, and risk management to maximize patient care within

complex systems. As leaders, participants analyze how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. *Prerequisite: NU 517.*

NU 814 Implementation Science for APN (3)

Translating evidence into practice and implementing evidence-based changes into a practice setting are the major thrusts of this course. Provides an overview of the methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice, and hence to improve the quality and effectiveness of health care. *Prerequisites: NU 500, NU 517, NU 802, NU 804, and NU810.*

NU 816 Practice Inquiry DNP Project (3)

The DNP project is an amalgamation of the student’s field of inquiry in his/her doctoral course of study. DNP project requires that a practice-focused problem be identified and examined in depth. For most students the DNP project will include application of an intervention suitable to their area of focus (e.g. organizational leadership, clinical practice, etc.) that involves the appropriate metric (or sets of metrics) evaluation, and dissemination of the project findings to a targeted audience. *Prerequisites: Completion of all DNP coursework except NU814, which is taken concurrently with NU 816.*

Accounting and Business Courses:

Entrepreneurship Focus	credit hrs
AC 924 Accounting Concepts*	3
BU 926 Survey of Finance*	3
BU 927 Marketing Concepts*	3
BU 930 Entrepreneurship and Innovation*	3
BU 983 Venture Creation DNP Project*	3

*Courses counts as credit toward an MBA degree from the School of Business

Course descriptions for the accounting and business courses can be found in the Business Section under Graduate Programs.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) CERTIFICATE

The Post-Graduate PMHNP Program prepares graduates to function as psychiatric nurse practitioners. PMHNPs provide treatment of psychiatric disorders for individuals, families, and groups in a variety of clinical settings using therapeutic techniques and pharmacological treatments. This course of study will enable students to expand their abilities and employment opportunities, and prepares them to sit for the American Nurses Credentialing Center (ANCC) certification as a Psychiatric Mental Health Nurse Practitioner (PMHNP). Two tracks are available, one for applicants who are certified as FNPs or ANPs with

no psychiatric mental health experience, and one for applicants who are Adult or Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialists (CNSs).

Course Requirements for FNP and ANP applicants with no psychiatric-mental health experience:

NU 681 Advanced Psychiatric Interviewing and Differential Diagnosis	(2)
NU 682 Advanced Psychopharmacology and Neurobiology	(3)
NU 690 Advanced Practice Psychiatric Mental Health Nursing I	(3)
NU 691 Advanced Practice Psychiatric Mental Health Nursing I Practicum	(2)
NU 692 Advanced Practice Psychiatric Mental Health Nursing II	(3)
NU 693 Advanced Practice Psychiatric Mental Health Nursing II Practicum	(3)
NU 694 Advanced Practice Psychiatric Specialty Focus Practicum	(4)

Following review of the applicant’s transcripts, additional course work or clinical practicum hours may be required.

Course Requirements for applicants with CNS Psychiatric Mental-Health Adult or Child and Adolescents background

This track requires Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment if not completed previously. The 500 clinical hours are weighted near the end of the program.

NU 506 Advanced Pathophysiology	(3)
NU 512 Advanced Pharmacology	(3)
NU 681 Advanced Psychiatric Interviewing and Differential Diagnosis	(2)
NU 683 Advanced Psychopharmacology and Neurobiology	(3)
NU 693 Advanced Practice Psychiatric Mental Health Nursing II	(4)
NU 694 Advanced Practice Psychiatric Specialty Focus Practicum	(5)
NU 700 Advanced Patient Assessment and Differential Dx	(4)

Following review of the applicant’s transcripts, additional course work or clinical practicum hours may be required.

MASTER OF SCIENCE IN NURSING (MSN)

Website: www.washburn.edu/nursing

E-mail: mary.allen@washburn.edu

Clinical Nurse Leader (CNL)

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 lifelong 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 Baccalaureate Degree in Nursing and Master's Degree in Nursing at Washburn University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

Description of the Program

The graduate program offers a nursing curriculum designed to prepare registered nurses as clinical nurse leaders. Students may complete the CNL track as a part-time student, with both online and on campus courses. The curriculum adheres to guidelines provided by pertinent credentialing and regulating organizations (American Association of Colleges of Nursing, 2011); 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 and leadership. Graduates possess an advanced core of knowledge to assess and manage health within complex systems.

CNLs are prepared as a generalist. The role of CNL was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the CNL track will provide and manage care at the point of care to individuals, clinical populations, and communities. The CNL specialty does not prepare the graduate for eligibility as an advanced practice registered nurse (APRN) 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;
- Integrate 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

Requirements for CNL track	Credit hrs.
NU 506 Advanced Pathophysiology	3
NU 512 Advanced Pharmacology	3
NU 515 Advanced Health Assessment for CNL	3
NU 517 Clinical Scholarship for EBP	3
NU 609 Administrative Leadership for the CNL	3
NU 612 Financial Management of Health Care	3
NU 613 CNL Practicum I	3
NU 615 CNL Practicum II	4
NU 671 Graduate Project	2
NU 801 Theoretical Foundations	2
NU 802 Epidemiology	3
NU 804 Emerging Concepts in Informatics	2
NU 812 Innovation in Quality Care	2

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:

- Submission of Washburn University degree seeking application (available online);
- Graduation from an accredited BSN program, as evidenced by submitted transcripts;
- Currently licensed as an RN in Kansas;

- Completion of a written application to include two Applicant Reference Statements from an employer, previous faculty, or professional peer discussing potential for success in the program;
- Successful completion of an undergraduate nursing research course with a grade of “C” or above;
- Successful completion of undergraduate health assessment across the life span with a grade of “C” or above;
- Successful completion of graduate inferential statistics course with a grade of “B” or above;
- 3.0 GPA in last 60 hours of college course work; and

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 www.ets.org/toefl

The School of Nursing Graduate Admission Progression Retention (GAPR) 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.

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. The applicant must have received a grade

of “B” or better in the course(s) being considered. In most instances, transfer of credit is 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 MSN 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 GAPR committee. 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 of the committee decision in writing by the Chairperson of the GAPR Committee.

Part-time Study

The CNL track was developed for working nurses. The program is set up as a part-time program, however, some flexibility in course sequencing is possible. All students begin the MSN program in the Fall semester. Part-time students average 3 to 6 credit hours each semester. Some courses are taught online to increase flexibility for working nurses.

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 the academic year of conditional admission, the student may not enroll in graduate coursework and will be dismissed from the program. The student may reapply to the MSN program after the requirement is completed.

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) credit hours of non-practicum coursework in selected courses prior to acceptance to the MSN program. Please contact the Director of Student Academic Support Services 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. At a minimum, consistent attendance, punctuality, preparation, active participation in class (including online participation for web-assisted classes), and satisfactory 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.

Retention and Progression in the Program

Following admission to the MSN program, a student's progress is evaluated by the Graduate Admission Progression, and Retention (GAPR) Committee upon completion of each nursing course. To remain in good standing within the graduate nursing program, students must attain a minimum grade of B in all required courses. A grade of C, D, or F is considered below standard.

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.

Academic Warning and Dismissal

The first time a student receives a final grade of C, D, or F in a required graduate nursing course, or withdraws from a nursing course with a below standard grade at the time of withdrawal, the student will be placed on Academic Warning. If the grade is a D or F, the student must repeat the course, contingent upon the following (all must apply):

Approval is granted by the GAPR Committee and notice is given to the student;

- The instructor grants permission for the student to repeat the course;
- Space is available in the course.

The second time a student receives a grade of C, D, or F in a required nursing course, or withdraws from a nursing course with a below standard grade at the time of

withdrawal, or demonstrates a pattern of nonattendance, he/she will be academically dismissed from the program. If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program. At that point, the student may not progress further in the graduate nursing program.

The Dean, based on recommendation of the GAPR Committee, has the authority to dismiss a student from the School of Nursing. Academic warning and dismissal shall not be recommended or imposed in the absence of compelling and substantial reasons.

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 Graduate Catalog.

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 should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admissions, Progression and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor. If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate circumstances and take appropriate action.

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 Graduate 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 clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the MSN program will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Graduate Catalog and Student Planner and Handbook. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Leave of Absence

Students who must interrupt their education due to personal or professional reasons may ask for a Leave of Absence from the GAPR Committee. 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 GAPR Committee. 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/Readmission to 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. Re-application to the School of Nursing will be necessary should the student desire to re-enter the nursing program. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to achieve, and available spaces in courses. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

Appeal Procedure for Students Dismissed or Denied Admission/Readmission to the Graduate Program

A student who has been dismissed or who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the

GAPR Committee of the School, may seek recourse through the following procedure. The student writes a letter to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the Committee should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success.

If the decision of the Committee is unsatisfactory, the student may seek mediation by the Dean of the School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Advisement

Following acceptance to the graduate program, every new student attends an orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor who assists students with program planning and with registration each semester.

Students must meet with their 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) must be approved by the faculty advisor. Additional advising may be requested at any time and is arranged between the student and the faculty advisor.

If at some point during his/her period of study, a student wants to change faculty advisors, he/she must submit the request in writing to the Chair of the Graduate Admission Progression Retention (GAPR) Committee. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

GRADUATION

Degree Completion Requirements/Graduation

Successful completion of all courses is required for awarding of the MSN degree. The 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.

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.

Certification

The CNL specialty does not prepare graduates for eligibility as an advanced practice registered nurse (APRN) in Kansas. Graduates of the Clinical Nurse Leader Program are eligible, however, for national certification as a clinical nurse leader. Please refer to the Washburn University website for additional information about university policies and procedures and student resources (<http://www.washburn.edu>).

COURSE OFFERINGS

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 512 Advanced Pharmacology (3)

Emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) 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 is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 506 or consent.*

NU 515 Advanced Health Assessment and Differential Diagnosis for the Clinical Nurse Leader (3)

Emphasizes the knowledge and skills necessary for advanced health assessment. Provides a systematic holistic approach to both history taking and physical examination for the purpose of differentiating normal from abnormal assessments including interpretation of diagnostics and differential diagnosis. When appropriate health promotion

activities are included. Facilitates application of health assessment, health promotion, and disease prevention through in person laboratory experiences. *Prerequisites: Admission to the MSN Program, NU 500, and NU 506.*

NU 517 Clinical Scholarship for Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture for EBP. *Prerequisites: Admission to the MSN or DNP 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 609 Administrative Leadership for the CNL (2)

Students will examine the roles and responsibilities of the clinical nurse leader within the larger context of the health care administration. Students will explore how leadership and organizational behavior theories, advanced practice nursing competencies, and knowledge of public and professional policy are applied to improve outcomes within clinical microsystems. Students will develop skills in strategic planning and complex change management. Content on team performance enhancement including culturally competent communication, conflict management, and motivation will be emphasized.

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: Admission to MSN Program or consent of instructor.*

NU 613 Clinical Nurse Leader (CNL) Practicum I (3)

Equips students with the skills and confidence to apply clinical outcome management strategies that contribute to safe, effective, efficient, timely, and cost-effective patient care. The focus of this first practicum is on the development of the students' role as a lateral care coordinator and direct care provider. Students are expected to develop the personal and professional skills

necessary to function effectively as an advanced generalist at the clinical microsystem level. *Prerequisites: NU 515, NU 609, and NU 611.*

NU 615 Clinical Nurse Leader (CNL) Practicum II (4)

Focuses on the application of evidence-based practice, leadership, and financial management principles to provide safe, effective, efficient, timely, patient-centered, and cost-effective patient care. In the second of two practicum courses, students examine their leadership effectiveness as the lateral care coordinator at the clinical microsystem level. Students demonstrate their ability to practice in the clinical nurse leader role by exhibiting leadership in clinical outcomes and care environment management. *Prerequisite: NU 613.*

NU 671 Clinical Nurse Leader (CNL) Project (2)

Substantive independent evidenced-based practice project done under the supervision of a School of Nursing faculty member. Students integrate theory and skills from core curricula. The project is focused in the student's microsystem. Continuous enrollment is required until completion. *Prerequisites: NU 517 and NU 613.*

NU 801 Theoretical Foundations (2)

Examines the conceptual and theoretical bases of nursing. Selected theories and 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 a School of Nursing graduate program.*

NU 802 Principles of Epidemiology (3)

Explores epidemiology principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Theoretical methods will be applied to current population health concerns through the use of case studies. A basic understanding of the practices of community health and biostatistics is recommended.

NU 804 Emerging Concepts in Informatics (2)

Gives the advanced practice nurse the necessary computing skills to critically assess, plan, interview, and evaluate health care delivery. Discussion topics include how the advanced practice nurse gathers, stores, retrieves, and utilizes data. Content on utilization of the computer to search for information and data are included. *Prerequisite: Admission to the MSN or DNP Program or consent of the instructor.*

NU 812 Innovation in Quality Care (2)

Prepares the nurse leader with knowledge and skills to enhance quality and safety in clinical practice. Students learn to apply current principles of innovation science, quality improvement, evidence-based practice, and risk management to maximize patient care within complex systems. As leaders, participants analyze how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. *Prerequisite: NU 517.*

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INDEX

A

Academic	
attendance.....	22
grade appeal	26
impropriety policy	23
status, full-and part-time	20
withdrawal	23
withdrawal, medical	23
withdrawal, military.....	24
Academic Policies and Regulations.....	22
application for graduation	28
classification, student	25
degree audit.....	25
degrees	27
Academic Outreach, Office of	32
Accountancy, Master of	76
Accreditation, General.	10
Activity fees	20
Administrative Officers	109
Admissions	17
requirements, admission	17
academic load.....	23
academic policies.....	22
grading system.....	25
withdrawals	23
Affirmative Action	6
Alumni Association.....	109
Appeal, Grade	26
Application Procedures	33
for graduation form	28
Applied Studies, see School of	53
Arts and Sciences, see College of	33
Audit: degree audit.	28

B

Board of Regents.....	109
Bookstore (Ichabod Shop).....	12
Bradbury Thompson Center.....	11
Buildings.....	11
Business, see School of	76
Accountancy, Master Program.....	76
Courses	80
Business Administration, Master Program.....	81
Courses	86

C

Campus Facilities.....	11
Carnegie Education Library	13
Career Services.....	29
Campus Police Security Report	17

Categories of Charges	20
Catalog	
Class Cancellations.....	3
Purpose of this Publication	3
Statement of Responsibility	3
Centers for Excellence see School of Law ...	91
Chapel, Carole	11
Cheating	23
Class Attendance	22
Classification	20
College of Arts and Sciences	33
Computer Center	12
Conduct, student.....	22
Core values of the University	6
Counseling Services.....	30
Course load	23
Course numbering system.....	25
Criminal Justice, Master program	53
Courses	54

D

Degree.....	27
application	28
audit.....	25
conferment	27
Diploma.....	29
Disabled Student Services.....	31
Discrimination, non-discrimination Policy, see Equal Opportunity	6
Doctor of Nursing Practice	94
Courses	98

E

Education, Master Program.....	33
Courses	39
Email Address.....	23
Emeriti Faculty	121
Equal Opportunity and Affirmative Action....	6
Executive Officers to the University	109

F

Facilities	11
Faculty, General.....	110
Emeriti	121
Fees	20
Categories	20
FERPA	13
Field House, Whiting.....	11
Financial Aid	22
Financial Obligations	19
activity fee	20
failure to pay fees	21

fees	20
financial aid.....	22
fines	20
library.....	21
miscellaneous charges.....	20
parking.....	21
refunds.....	21
tuition and fees.....	19

G

General Faculty	110
Grade appeal procedure	26
Grade reports.....	24
Grading system.....	25
Graduate Programs	
Accountancy	76
Business Administration	81
Criminal Justice	53
DNP	94
Dual Degrees:	
JD and MAcc	79
JD and MBA	85
JD and MSW	70
Education	33
Health Care Education	56
Human Services, Masters of Arts.....	59
Juris Doctor	89
Legal Analysis, Research & Writing	90
LL.M in Global Legal Studies	91
Liberal Studies.....	45
Nursing.....	94
Psychology:	48
Social Work	66
Studies in Law, Master of.....	92
Graduate Student Status, full-time	20
Grievance, academic (see grade appeal)	26

H

Health Care Education.....	56
Courses	58
Post Graduate Certificate.....	59
Health Services, University Physician.....	30
History of the University	9
Honorary Organizations	30
Human Services, Master of Arts.....	59
Courses	61

I

Ichabod Shop	12
Ichabod Service Center	12
Impropriety Policy	23

Information Technology Services	32
International House	11
International Student Services.....	31
Graduate Admissions.....	31
School of Law Admissions.....	32
Institute of Technology, Washburn	11

J

JD/MAcc Degree.....	79
JD/MBA Degree.....	85
JD/MSW Degree	70
Juris Doctor	89

K

KTWU Channel 11	12
-----------------------	----

L

Late fees	21
Law Library	12
Law School	12,89
Law Centers for Excellence.....	91
Business and transactional	
Children and Family Law	
Excellence in Advocacy	
Law and Government	
Oil and Gas Law	
International and Comparative Law	
Legal Analysis, Research & Writing	90
LL.M in Global Legal Studies.....	91
Liberal Studies, Master Program	45
Courses	46
Library Facilities.....	13
Lincoln College	9

M

Mabee Library	13
Master of:	
Accountancy	76
Business Administration	81
Criminal Justice	53
DNP	94
Dual Degrees:	
JD and MAcc	79
JD and MBA	85
JD and MSW	70
Education	33
Health Care Education	56
Human Services, Masters of Arts.....	59
Juris Doctor	89
Legal Analysis, Research & Writing	90
LL.M in Global Legal Studies	91
Liberal Studies.....	45
Nursing.....	103

Psychology:	49
Social Work	66
Studies in Law, Master of	92
Medical, see Student Health&Counseling Services	30
Medical Withdrawal	23
Meetings, open	11
Memorial Union	12
Military Deployment Withdrawal	24
Miscellaneous Charges.....	20
Mission of University.....	6
Multicultural Affairs	29
Mulvane Art Museum	13

N

Nursing, see School of.....	94
Nursing, Master of Science	103
Courses	107

O

Office of Academic Outreach	32
Officers of the University	109
Open Meetings and Records.....	11

P

Petro Allied Health Center	11
Posthumous Degree.....	28
Post Graduate Certificate Health Care Educ ..	59
Psychiatric Mental Health Nurse Prac. Cert	102
Psychology, Master Program.....	49
Courses	51

R

Records access to	14
Regents, Board of.....	109
Repeat courses.....	25
Residency & Tuition Assessment.....	17

S

Schedule of classes, changes	3
School of Applied Studies.....	53
School of Business.....	76
School of Law	12,89
School of Nursing	94
Sexual Harassment.....	7
Social Work, Master Program.....	66
Courses	72
Statement of Responsibility	3
Student Health and Counseling Services.....	30
Student Records	14

Student Recreation and Wellness Center (SRWC)	13,31
Student Responsibilities.....	22
attendance.....	22
conduct.....	22
withdrawals	23
withdrawals, medical	23
withdrawals, military	24
Student Life, Office of	29
Student Services.....	31
Studies in Law, Master of	92

T

Telephone Directory	14
Theatre, Andrew J.&Georgia Neese Gray....	11
Transcript	24
Tuition and fees.....	19
categories of charges	20
late payment fee.....	21
refunds.....	21

U

Union, Student.....	12
Union, Market Food Court	12
University	
accreditation.....	10
assessment	10
core values.....	6
history.....	9
library.....	13
mission.....	6
open meetings	11
vision.....	6

V

Veteran Services.....	31
Vision of the University.....	6

W

Washburn Alumni Association	109
Washburn Institute of Technology	11
Washburn Student Government Association.	12
Whiting Field House	11
Withdrawal.....	23

Y

Yager Stadium	11
---------------------	----

