

# *Washburn University Catalog*

2013-2014



# WASHBURN UNIVERSITY

## UNIVERSITY CATALOG

### 2013-2014

1700 SW College Ave

Topeka, Kansas 66621

Phone: (785) 670-1010

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

TDD: (785) 670-1025

[www.washburn.edu](http://www.washburn.edu)



[Washburn University Statement of Affiliation Status](#)  
[Higher Learning Commission, North Central Association](#)

# THE COVER ART

The cover photo is of Harvey Gardens, the popular oriental-style garden, located north of the art building. The Chinese lantern was donated by Margaret Barnum Franklin ('ba 70) whose husband, C. Benjamin, was a former member of the Washburn Board of Regents. This photo was taken by Kristina Scott who is a junior at Washburn University, majoring in Art with a concentration in photography.

## 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.



President Jerry Farley

Welcome! We are glad that you have chosen to attend Washburn University. This catalog provides important information about our university. Each college and school has provided descriptions and requirements for their degree and certificate programs, with more than 200 majors to choose from. In addition, our admission, enrollment, and progression to graduation processes are explained to help you navigate your path to success. We are ready and eager to help you meet your goals!

Washburn University has a long tradition of excellence. Our vision and mission emphasize our strengths as a teaching institution. Outstanding faculty will work closely with you in your chosen field, whether it is in the sciences, liberal arts, or one of our many professional programs. Washburn offers small class sizes taught by teachers who care about your success. Your academic program will be complemented by many opportunities to participate in community service, leadership, research and scholarly activities, and international study. If you desire, you can participate in our Washburn Transformational

Experience (WTE) in one of these four areas to obtain a truly “value-added” exceptional education. Also while obtaining your degree, you can enjoy one or several of our extra- and co-curricular activities such as sports, student clubs, or Greek Life. Students enjoy walking around our beautiful campus with state-of-the-art living spaces, the Student Recreation and Wellness Center, and Mabee Library. In our library you can meet your friends for coffee, use our computers, and work on the latest class project using the “white board” wall. Who said learning had to be boring? Many of our other services are described in this catalog, including student health services, career services, and free parking.

It is exciting to consider that your future professional career preparation is described inside these covers. As you take responsibility for this important step in your life’s journey, read carefully about all of the choices you have for future careers. If you see a class that interests you, read more about that degree. You may be surprised where your path will lead when you allow yourself to do something different.

A university catalog is a rule book as well as a guide book. Make sure you understand what is required to obtain your degree. Know important deadlines, and understand what the consequences are when you make difficult choices. We recognize that “life happens along the way” when one starts a long-term goal, so know where to seek help. Washburn faculty and staff are committed to serving our students and our community as we mutually achieve the goal of a well-educated society.

I encourage you to get involved! Go to class, find a study group and ask for help when you need it. Enjoy meeting new friends through student activities. The college experience is what you make it and I encourage you to take part in all that Washburn has to offer. Best wishes for a successful year!

# TABLE OF CONTENTS

Purpose of This Publication. ....	1	Residential Living. ....	23
Statement of Responsibility. ....	1	Student Activities and Greek Life. ....	23
Class cancellations/changes in schedules. ....	1	Washburn Student Government Association (WSGA). 24	
<b>General Information. ....</b>	<b>4</b>	Campus Activities Board (CAB). ....	24
Vision, Mission, Values.....	4	Greek Organization .....	24
Equal Educational and Employment Opportunity. ....	4	Honorary Organizations. ....	24
Sexual Harassment and Harassment Policy. ....	4	Student Media. ....	24
Legal Implications. ....	5	Student Recreation and Wellness Center. ....	25
Informal Complaint Procedure.....	6	Student Services. ....	25
Formal Complaint Procedure. ....	6	Veterans. ....	25
History of the University. ....	7	<b>Fees and Financial Aid. ....</b>	<b>26</b>
University Assessment .....	8	Financial Obligations. ....	26
University Accreditation. ....	8	Tuition. ....	26
Washburn Tech.....	8	Categories of Charges. ....	26
Open Meetings and Records .....	9	Fees. ....	27
Campus & Facilities. ....	9	Miscellaneous Charges. ....	27
Special Facilities. ....	9	Fines/Other University Financial Obligations.....	28
Student Housing on Campus. ....	12	Liability for Institutional Charges. ....	28
Off-Campus Housing. ....	12	Refunds. ....	28
<b>Admission, Registration, Enrollment and</b>		Financial Aid. ....	29
<b>Residence Qualifications .....</b>	<b>13</b>	<b>University Educational Opportunities and Initiatives. ....</b>	<b>31</b>
Admission Requirements/Degree Seeking Candidates	13	The Washburn Transformational Experience. ....	31
Admission Criteria. ....	13	Scholarly and Creative .....	31
Bridge Program. ....	13	Leadership .....	31
Transfer Students .....	14	International Education .....	31
Provisional Status.....	15	Community Service .....	32
High School Students. ....	15	<b>Academic Programs and Centers. ....</b>	<b>32</b>
Non-Degree Seeking Students .....	16	Learning in the Community (LinC): Center for	
New Student Orientation .....	15	Community Service and Civic Engagement .....	32
Welcome Week .....	15	Leadership Institute. ....	36
Program Admission .....	15	Office of International Programs. ....	39
Registration. ....	16	Intensive English Program .....	40
<b>Residency. ....</b>	<b>16</b>	University Honors Program. ....	41
Residency determinations. ....	17	Interdisciplinary Studies. ....	43
Student Services and Academic Support .....	19	Kansas Studies. ....	46
First Year Experience .....	19	Peace, Justice and Conflict Resolution Studies. ....	46
Office of Academic Advising.....	19	Women’s and Gender Studies. ....	46
Academic Success Center & The Writing Center.....	20	Latin American, Caribbean, and Latino/a Studies. ....	47
Mathematics Enrichment Program– Tutor Center ....	20	Pre-Professional Studies. ....	48
Information Technology Services. ....	20	Pre-Dentistry .....	48
International Student Services.....	20	Engineering Transfer Program .....	48
Intercollegiate Athletics. ....	22	Pre-Law.....	49
Office of Student Life. ....	22	Pre-Medicine .....	49
Career Services.....	22	Pre-Nursing.....	49
Counseling Services. ....	23	Pre-Pharmacy .....	49
Health Services. ....	23	Pre-Theology .....	49
Multicultural Affairs. ....	23	Pre-Veterinary Medicine.....	50
		<b>Academic Support Programs. ....</b>	<b>50</b>
		Joint Center on Violence and Victim Studies. ....	50

Office of Graduate Programs and Academic Outreach.....	50	<b>College of Arts and Sciences. ....</b>	<b>80</b>
Online 2+2 Plan Bachelor Degree Completion Programs .....	51	General Information.....	80
Evening and Weekend Classes .....	51	Degrees and Majors Offered .....	81
Summer Session. ....	51	Undergraduate Courses and Programs. ....	86
<b>Academic Policies. ....</b>	<b>52</b>	American Citizenship. ....	86
Student Responsibilities.....	52	Anthropology .....	86
Attendance.....	52	Art .....	90
Student Conduct .....	52	Astronomy.....	100
Academic Impropriety Policy .....	52	Biology .....	101
Official E-Mail Address .....	52	Chemistry .....	105
Withdrawals .....	52	Communication.....	110
Medical Withdrawal.....	53	Computer Information Sciences.....	113
Military Withdrawal .....	53	Economics .....	119
Declaring/Changing A Major.....	53	Education .....	120
Degrees .....	54	Engineering Transfer Program.....	131
Degree Conferment.....	54	English Department .....	132
Student Records.....	55	Geography.....	14
Transcripts. ....	58	Geology .....	140
Drug Free Schools, The Student Right to Know Act & Campus Security.....	59	German .....	170
Diplomas .....	59	Health.....	140
Credit by Examination.....	59	History.....	141
Credit Granted for Military Service. ....	62	Humanities and Creative and Performing Arts.....	146
Grading System. ....	63	Integrated Studies .....	146
Grade Points.....	63	Japanese.....	175
Awarding “Incomplete” Grades .....	63	Kinesiology .....	149
A/Pass/Fail Option.....	63	Mass Media.....	156
Grade Appeal Procedure.....	65	Mathematics and Statistics .....	160
Academic Probation, Suspension and Reinstatement. ....	67	Modern Languages.....	165
Academic Fresh Start. ....	69	French .....	168
<b>Programs, Degrees and Graduation Requirements. ....</b>	<b>70</b>	German .....	170
Graduation Requirements. ....	70	Spanish .....	172
University Requirements Bachelor Degrees. ....	70	Foreign Languages.....	174
University Requirements Associate Degrees. ....	71	Spanish.....	175
<b>General Education Statement .....</b>	<b>72</b>	Music.....	175
<b>Student Learning Outcomes.....</b>	<b>72</b>	Natural Sciences and Mathematics.....	186
<b>General Education Requirements. ....</b>	<b>72-75</b>	Peace, Justice and Conflict Resolution Studies.....	187
Requirements for Specific Bachelor’s & Associate Degrees. ....	76-77	Philosophy Department .....	188
College of Arts and Sciences Degree Programs. ....	77	Physics Department .....	191
School of Business Degree Programs .....	78	Political Science and Public Administration.....	194
School of Nursing Degree Programs.....	78	Psychology.....	201
School of Applied Studies Degree Programs. ....	78	Public Administration.....	194
Washburn Institute of Technology, Associate Programs. ....	79	Religious Studies .....	205
Washburn Institute of Technology. ....	79	Sociology .....	207
		Spanish .....	172
		Theatre.....	210
		Women’s and Gender Studies.....	213
		<b>School of Applied Studies .....</b>	<b>214</b>
		General Information.....	214
		General Degree Requirements.....	214
		Certificate Programs.....	216

Scholarship/Financial Aid .....	215	Marketing .....	282
Associate Degree Programs w/ Washburn Tech.....	216	General Business .....	282
Allied Health.....	219	<b>School of Nursing .....</b>	<b>290</b>
Bachelor of Health Science .....	220	General Information.....	290
Health Services Administration .....	220	Baccalaureate Nursing Program .....	290
Medical Imaging .....	221	Admission Policies.....	291
Diagnostic Medical Sonography .....	221	Degree Requirements .....	294
Health Information Technology .....	222	Baccalaureate Nursing Curriculum.....	294
Occupational Therapy Assistant .....	223	Graduation and Degree Requirements .....	296
Physical Therapist Assistant.....	224	General Policies.....	296
Radiation Therapy .....	225	ROTC Programs.....	300
Radiologic Technology .....	226	<b>Graduate Programs.....</b>	<b>305</b>
Computed Tomography (CT).....	226	<u>College of Arts and Sciences</u> .....	305
Magnetic Resonance (MR).....	226	Master of Education .....	605
Respiratory Therapy .....	226	Master of Liberal Studies.....	317
Surgical Technology .....	227	Master of Arts Psychology.....	320
Technology Administration .....	238	<u>School of Applied Studies</u> .....	323
Criminal Justice & Legal Studies.....	241	Master of Criminal Justice .....	323
Criminal Justice.....	241	Master of Health Sciences.....	327
Legal Studies.....	247	Master of Arts Human Services.....	329
Legal Studies Program Options/Washburn Tech	249	Master of Social Work .....	332
Military & Strategic Studies .....	251	<u>School of Business</u> .....	342
Military Sciences.....	253	Master of Accountancy.....	342
Army ROTC.....	253	Master of Business Administration.....	347
Aerospace Studies Courses.....	254	<u>School of Nursing</u> .....	354
Navy ROTC .....	255	Doctor of Nursing Practice.....	354
Air Force ROTC.....	256	Master of Science in Nursing.....	361
Human Services.....	257	<b>Officers of the University .....</b>	<b>372</b>
Degree Requirements.....	257	Board of Regents.....	372
Associate of Applied Science (AAS) .....	257	Administrative Officers.....	372
Bachelor of Applied Science (BAS) .....	258	Washburn Alumni Assoc. Officers and Directors.....	372
Certificates of Completion.....	258	General Faculty .....	373
Social Work .....	265	Faculty Emeriti .....	384
Program Information .....	265	Index.....	388
Requirements for Admission .....	267		
Degree Requirements.....	267		
<b>School of Business .....</b>	<b>271</b>		
Washburn University Small Business			
Development Center .....	275		
General Information.....	271		
Degree, Minor, and Certificate Programs.....	273		
Academic Advising and Admission			
Requirements .....	277		
Transfer Credit.....	276		
Graduation Requirements.....	278		
Concentrations.....	280		
Accounting.....	280		
Economics.....	281		
Finance .....	281		
Management .....	282		

# 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, or sexual orientation/gender identity. Each unit within the University is charged with conducting its practices in conformity with these principles.

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

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

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

The Equal Opportunity Director is located in Morgan Hall, Room 380A. 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 unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment; or,



- Such conduct emphasizes the sexuality of an individual in a manner which prevents or impairs that individual's full enjoyment of work and/or educational benefits, environment, or opportunities; 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, Morgan Hall Room 380A. 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 Room 380A, 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 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)
- APTA - 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)
- CCNE - Commission on Collegiate Nursing Education (Nursing – Master, Baccalaureate)
- CSWE - Council on Social Work Education (Social Work – Master, Baccalaureate)
- JRE-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)
- KDHE - 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)
- NCATE - National Council for Accreditation of Teacher Education (Education – Master, Baccalaureate)

## Washburn Tech

- NATEF - National Automobile Technical Education Foundation
- ATEF - Accredited Training and Education Facility by NCCER National Center for Construction Education & Research
- I-CAR - Inter-Industry Conference on Auto Collision Repair
- NLNAC - National League for Nursing Accrediting Commission
- KSBN - Kansas Board of Nursing
- CAAHEP - Commission on Accreditation of Allied Health Education Programs
- AWS - American Welding Society

## 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](http://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, Psychology, Education, Social Work, Criminal Justice, Liberal Studies and Nursing. Visit the website listed above to learn more about the campus.

Washburn Tech 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 66 fulltime staff including 37 faculty members offering 24 certificate programs to approximately 860 students, more than 72% 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 <http://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](http://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](http://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](http://www.washburnlaw.edu)

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

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

Washburn Student Government Association offices are also located on the lower level of the Union, as well as the Campus Activities Board, Washburn Student 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](http://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](http://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 (<http://ir.washburnlaw.edu>) 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](http://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 HOUSING ON CAMPUS**

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

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

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

**Kuehne and West Halls**- These coed residence halls consist of five self-contained units, housing eight persons each, with a large living room and an outside entrance with a patio or balcony. Both halls house approximately

43 students. These halls have wireless internet access and newly renovated bathrooms. There is a lounge in each building with a kitchenette and laundry facilities.

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

## **OFF-CAMPUS HOUSING**

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



# ADMISSIONS

## REGISTRATION, ENROLLMENT, AND RESIDENCE QUALIFICATIONS

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

### ADMISSION REQUIREMENTS FOR DEGREE SEEKING CANDIDATES

Students who are graduates of accredited high schools who meet admission criteria, and wish to fulfill the requirements for a degree will be admitted as degree seeking students. Admission classification will depend upon the student's academic credentials and test score(s) (ACT or SAT or COMPASS).

An Application for Admission must be completed by all first time students and by former students who were not in attendance during the prior semester. An Application for Admission may be obtained by going to [www.washburn.edu/admissions](http://www.washburn.edu/admissions).

1. Official high school or GED transcripts are required on all degree seeking applicants with fewer than 24 completed hours of college or vocational work.
2. Official transcripts of all previous college or vocational work must be submitted by all degree seeking applicants. A transcript must be received from EACH institution attended.
3. Entering freshmen or students who have completed less than 24 hours of college or vocational work are required to submit test score(s) (ACT or SAT or COMPASS). These results will be used both to determine admission status and by the student's academic advisor to select the proper courses of study.
4. Fall enrollment, applications for admissions and transcripts should be on file in the Office of Admissions by August 1st. Applicants for the spring should have applications and transcripts on file by January 2nd. Summer applicants should have applications and transcripts on file by 10 business days prior to Summer enrollment.

### Application Fee Waivers

To be eligible for an application fee waiver, students must submit documentation with a guidance counselor signature proving financial need. To prove financial need, guidance counselors can provide evidence of a student's participation Federal Free/Reduced Lunch Program, an ACT/SAT fee waiver form, or a NACAC Request for Admission Application Fee Waiver form.

## ADMISSION CRITERIA

### High School and Homeschool Students

Students who are or will be graduates from an accredited high school or homeschool curriculum.

### Regular Admission for High School and Homeschool Students:

Students meeting one of the following criteria will be granted admission:

- High School GPA  $\geq 3.50$  on a 4.00 scale OR;
- ACT Composite Score  $\geq 23$  OR;
- ACT Composite Score 19-22 and High School GPA  $\geq 2.50$  on 4.00 scale OR;
- ACT Composite Score 16-18 and High School GPA  $\geq 3.00$  on 4.00 scale OR;

### Admission Exceptions for High School and Homeschool Students:

Given our commitment of access to a high quality education, students not meeting Regular Admission or Bridge Program criteria (See below) may be granted admission by exception. Applicants admitted by exception are required to attend New Student Orientation and must participate in the Passport for Success Program (see section: Center for Student Success). Additionally, students admitted by exception will complete placement testing, receive prescriptive course selection and academic advising through the Center for Student Success.

### Bridge Program for High School and Homeschool Students:

Students with an ACT Composite Score of less than or equal to 15 and a High School gpa less than or equal to 3.49 on a 4.00 scale who are applying to Washburn University and wishing to complete a credential will need to complete an exploratory Bridge Program through Washburn Institute of Technology as a preliminary step. This program is designed to assist students in determining readiness levels and strengthening academic skill sets. [Success in this program may lead to the pursuit of a certificate at Washburn Tech and/or a degree at Washburn University.

## **Students Graduating from an Unaccredited High School or Homeschool Curriculum:**

The completion of the ACT test and receipt of the scores by the University is required for admission. An official transcript is also required and will be evaluated on an individual basis for course content and completion. Home schooled students with an ACT composite score less than 23 are required to submit a General Educational Development (GED) test score.

## **GED Students**

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

### **Regular Admission for GED Students:**

- ACT Composite Score  $\geq$  23 OR GED Score  $\geq$  510
- ACT Composite Score 21 or 22 and GED Score  $\geq$  475.

### **Admission Exceptions for GED Students:**

Applicants not meeting Regular Admission or Bridge Program criteria (See below) may be granted admission by exception. Applicants admitted by exception must participate in the Passport for Success Program (see section: Center for Student Success) and are required to attend a New Student Orientation, placement testing, prescriptive course selection, and receive academic advising through the Center for Student Success.

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

### **Bridge Program for GED Students:**

Students with an ACT Composite Score of less than or equal to 18 OR a GED Score of less than 450 who are applying to Washburn University and wishing to complete a credential will need to complete an exploratory Bridge Program through Washburn Institute of Technology as a preliminary step. This program is designed to assist students in determining readiness levels and strengthening academic skill sets. [Success in this program may lead to the pursuit of a certificate at Washburn Tech and/or a degree at Washburn University.]

### **Questions regarding Admission Status**

If students have questions regarding their admission status they should contact the Admissions Office at (785) 670-1030.

## **Transfer Students**

Transfer students who have completed 24 or more hours of college or vocational work must submit an official transcript from each college previously attended. To be official, transcripts must be mailed directly from each school to the Office of Admissions at Washburn University.

If the student has completed fewer than 24 college or vocational hours and is degree seeking, he/she must also submit ACT scores that are not more than five years old. In addition, students transferring with fewer than 24 completed hours of college or vocational credit must submit an official copy of their high school transcript.

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

A cumulative 2.0 GPA on 4.00 scale (C=2.0) is the minimum required on all completed course work of transfer students seeking admission to the University. Credits and grades earned in courses which are not acceptable from a transfer school will not be counted in the final grade point average or total hours earned at Washburn.

To determine whether transfer coursework has been approved as satisfying Washburn's general education program, students can access the on-line transfer guide links at [www.washburn.edu/transfer-guide](http://www.washburn.edu/transfer-guide). A general education transfer application process is available to students who believe a transfer course meets the spirit and intent of the Washburn general education criteria. The application is available at [www.washburn.edu/gen-ed-transfer-petition](http://www.washburn.edu/gen-ed-transfer-petition). Students should work through their academic advisors to pursue this option.

Transfer students who have completed a baccalaureate degree at an accredited institution of higher education are considered to have satisfied general education requirements, and are therefore not required to meet Washburn's specific general education requirements. This includes all aspects of the general education program including the core coursework and the general education distribution hours. Students will, however, be required to meet degree requirements that are specific to certain Bachelor and Associate degrees. Courses satisfactorily completed in the Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics as part of an A.A. or A.S. will be accepted towards credit in the appropriate general education distribution area.

Transfer students who have completed a technical certificate from 16 to 60 hours approved by the Kansas Board of Regents from a college accredited by the Higher Learning Commission may transfer up to 48 credit hours of earned technical certificate course credit to apply to degrees at Washburn University. Courses completed as a component of an earned Associate's degree beyond the technical program certificate requirements will be

evaluated by the appropriate department at Washburn University and, based on that evaluation, may transfer to partially fulfill the core or general education requirements for Washburn programs. Academic units may develop specific policies limiting the number of technical certificate credit hours which can be applied to a particular degree.

At least 60 hours of the 120 hours required for the baccalaureate degree must be taken at a 4-year college or university.

### **Provisional Status**

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

### **Academically Dismissed Students**

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

### **Non-Degree Seeking Students**

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

### **New Student Orientation**

Washburn will host New Student Orientation sessions for new freshmen and transferring students enrolling in fall and summer terms. For more information, please contact the Office of Admissions, (785) 670-1030 or (800) 332-0291, Morgan Hall 114.

### **Welcome Week**

New students should plan to attend Welcome Week, just prior to the start of fall classes in August. For more details about Welcome Week please visit [www.washburn.edu](http://www.washburn.edu).

## **Program Admission**

Admission is required in the following programs:

### **College of Arts and Sciences**

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

### **School of Business**

Bachelor of Business Administration  
Master of Business Administration  
Master of Accountancy

### **School of Applied Studies**

Computed Tomography  
Magnetic Resonance  
Diagnostic Medical Sonography  
Occupational Therapy Assistant  
Physical Therapist Assistant  
Radiation Therapy Technology  
Radiologic Technology  
Health Information Technology  
Respiratory Therapy  
Bachelor of Health Science  
Master of Criminal Justice  
Master of Health Services  
Master of Arts in Human Services  
Master of Social Work

### **School of Nursing**

Bachelor of Science in Nursing  
Master of Science in Nursing  
Doctor of Nursing Practice

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

## **HIGH SCHOOL STUDENTS**

Opportunity to accelerate an educational program while in secondary school is given and a student may take courses on campus before graduation. Upon the written authorization of the high school principal or high school counselor, junior and senior students with a 3.0 average or better may enroll in day or evening classes for which they are qualified. Students are limited to a maximum of two courses (6 credits) per semester. A Request to Enroll form may be obtained through the student's local high school guidance office or Washburn's Office of Admissions

website, [www.washburn.edu/admissions](http://www.washburn.edu/admissions). It should be submitted to the Office of Admissions, along with a completed Non-Degree Seeking application, 15 days before enrollment. Students below high school junior standing or not presenting a 3.0 grade point average must also have permission of the relevant academic dean prior to enrollment.

### **ACT OR COMPASS SCORE**

Prospective students who are more than four years out of high school and who do not have an ACT score may use the COMPASS test. This test is administered by the Office of Academic Advising.

### **AUDITING CLASSES**

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

### **65 AND OVER TUITION-FREE AUDIT PROGRAM**

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

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

Auditors must be at least 65 years old on or before the first day of the semester/term in which the class is taught and need to be prepared to have their birth date verified by showing a driver's license or birth certificate when they register. Registration forms will be processed only after the majority of fee paying students have enrolled which enables the identification of classes that have space available.

By filling out a non-degree seeking application, auditors may apply in the Office of Admissions, and then they will enroll through the University Registrar's

Office, MO 115. Registration instructions are available in the Registration Information Guide for each semester/term under the title of "65 Years of Age and Over Audit Program".

## **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 during the first week of classes via the web. During the second and third week of classes, new enrollments and added courses will require permission of the instructor. No student may begin an enrollment schedule after the third week of semester classes. See the respective semester 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 undergraduate, graduate, and law courses: 1) a resident of Kansas rate for students who can meet the University's residence requirements and 2) a nonresident of Kansas rate for those who do not qualify as a resident of Kansas. No refund shall be made if residence qualifications are met after the end of the fifth week.

## **B. Definitions**

1. "Residency" or "Resident Status" shall mean that status which is achieved when sufficient proof of a domicile within a state is presented.
2. "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. 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**

1. Rates Assessed. Residents of Kansas as defined in the residence rules will be assessed tuition at the resident rates. Students who are not residents of Kansas as defined by these rules will be assessed the tuition at the nonresident rates.
2. The exception of the payment of out-of-state tuition rates granted in paragraphs 4, 5, 6, and 7, shall be applicable only for the first six months such person is residing in the state of Kansas. Thereafter, he or she shall be eligible for in-state residence tuition rates only if he/she has established domiciliary residency in the state and can provide the indicia of residency in Kansas.
  - Interstate Tuition Waiver – Starting Fall 2012, persons who are domiciliary residents of the state of Missouri shall be eligible for in-state residence tuition rates. Starting Fall 2013, persons who are domiciliary residents of the state of Colorado shall be eligible for in-state residence tuition rates. The Interstate Tuition Waiver shall be renewable as long as the student maintains a cumulative 3.0 or higher grade point average on a 4.0 scale.
  - 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 - 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.

- KS High School Tuition Waiver - Persons who are not domiciliary residents of the state, who have graduated from a high school in the state of Kansas within six (6) months of enrollment, who are domiciliary residents of the state at the time of graduation from high school or within twelve (12) months prior to graduation from high school, and who are eligible for admission to the University.
- 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.
- Missouri Tuition Waiver – Graduate students who are residents of selected counties in the state of Missouri who can document a cumulative 3.0 or higher grade point average on a 4.0 scale. The eligible counties in Missouri are: Andrew, Holt, Buchanan, Platte, Clay, Jackson, Cass and Bates.
- 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 (Tom Stuart, Terri Hearrell and Kris Klima) 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**

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.

The committee will meet as needed to review appeals.

All residency status changes will be reviewed as a group.

Once the committee decision has been made the student will be notified by their my.washburn email.

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.

# STUDENT SERVICES AND ACADEMIC SUPPORT

## CENTER FOR STUDENT SUCCESS AND RETENTION

### First-Year Experience

Mabee Library

[www.washburn.edu/fye](http://www.washburn.edu/fye)

(785)670-1378

First Year Experience (FYE) supports the academic, social, and personal transitions of all first-year students. Through collaborative efforts with faculty, staff, and peer educators, we empower and support first-year students by providing intentional courses, programs, and services that promote success and persistence in college. The Washburn FYE program seeks to help students begin the process of becoming information literate to promote student success in the Information Age.

First-Year Experience initiatives include the iRead common reading program, success workshops, and special programs for first-year students. FYE is involved in New Student Orientation, Welcome Week, and Convocation. Beyond programmatic efforts, the First-Year Experience offers a series of success courses.

#### WU 101: Washburn Experience (3)

This course is designed to help students direct from high school develop the vital skills necessary to successfully transition into Washburn University by focusing on topics such as: information literacy, academic honesty and success, college reading and writing, campus involvement, and others that promote student success at Washburn.

#### IS 100: The College Experience (2)

This course is designed to help adult learners develop the vital skills necessary to successfully transition into Washburn University by focusing on topics such as: information literacy, academic honesty and success, college reading and writing, campus involvement, and others that promote student success at Washburn.

Additional courses which may assist students in achieving success at the university include:

IS 120: Major & Career Exploration (2)

IS 170: Library Research Strategies (1)

IS 171: Internet Research Strategies (1)

IS 172: Advanced Research Strategies (1)

IS 173: Information Literacy for Scholars (1)

Course descriptions can be found in the Interdisciplinary Studies section of the catalog.

### Office of Academic Advising

Mabee Library

(785) 670-2299

The Office of Academic Advising serves as a resource for high quality academic advising for the entire Washburn community. The Office provides advising services for prospective, undeclared, transfer, probationary, and reinstated students and oversees both the Passport for Success (see below) and the Academic Fresh Start program. Professional advisors assist undecided students with academic concerns, provide information about university policies, regulations, and services, assist students with course selection, and guide students in the exploration of majors. Advisors are available Monday-Friday from 8 to 5 in Morgan 122. Students may schedule appointments by calling (785) 670-1942. Daily drop-in times are also available. Visit [www.washburn.edu/advising](http://www.washburn.edu/advising) for more information.

### Passport for Success

Students required to participate in the year-long Passport for Success program must adhere to the following criteria:

- Mandatory multi-session per semester advising: These three academic advising sessions will include academic assessment, program and degree planning.
- Limit on number of semester hours: 12 semester credit hours per semester during their first year. (Exceptions will be made upon approval by the advisor).
- Compulsory Enrollment in WU 101: Washburn Experience or IS 100 College Experience in Fall semester and IS 120: Career & Major Exploration in Spring semester.
- Required participation in study skills, career planning, test taking and other seminars offered by the Office of Academic Advising/Academic Success Center.
- Tutoring as needed.

## ACADEMIC SUCCESS CENTER & THE WRITING CENTER

### Mabee Library

Students are encouraged to maximize their success by utilizing the tutoring services located on the main floor of Mabee Library. Services are provided in two areas: the Writing Center is in Room 200A; and, the Academic Success Center (ASC) is next door in Room 206A. The Writing Center supports students seeking writing assistance in a one-on-one manner, while the ASC provides

help in other course areas and general study skills, along with an ongoing program of success workshops. Services are provided on a drop-in basis and are free of charge. For additional information, see the Mabee Library website or check the Facebook page at “Washburn Tutoring at Mabee Library.” The Writing Center can be reached at (785) 670-1397 or visit [www.washburn.edu/writingcenter](http://www.washburn.edu/writingcenter). The Academic Success Center can be reached at (785) 670-1980 or visit [www.washburn.edu/tutoring](http://www.washburn.edu/tutoring).

### **Academic Testing**

The Academic Testing office administers placement tests for new students, proctors exams for Washburn students who are concurrently enrolled in a distance education course at another college and serves as a testing center for a number of national standardized testing programs.

## **ADDITIONAL ACADEMIC SERVICES**

### **The Harlan J. Koca Mathematics Enrichment Program– Tutor Center**

The Mathematics Tutor Center located in Morgan Hall 279 is a peer tutoring facility for students in MA 103, 104, 112, 116, 117, 123, 140, 141, and 151. Hours of operation for the Fall and Spring semesters are typically 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 1 p.m. Friday. Summer hours vary and will be posted. No appointment is necessary. The Tutor Center is staffed by one or two student tutors at a time; most tutors are math or science majors. Please visit the web link [www.washburn.edu/math](http://www.washburn.edu/math) for more information.

### **Departmental Advising/Tutoring**

Academic advising for students with a declared major are advised through their academic department. Students should consult with their department for further information.

### **Supplemental Instruction in the Sciences**

Students completing science courses should contact their instructor regarding supplemental instruction opportunities.

## **INFORMATION TECHNOLOGY SERVICES**

[www.washburn.edu/its](http://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](mailto: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](http://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](mailto: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.

## **INTERNATIONAL STUDENT SERVICES**

Heidi Staerkel, Coordinator, International Student Services

Andy Vogel, Coordinator, International Student Recruitment/Retention  
785-670-1051

### **Undergraduate Admission**

A complete application 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 paper-based TOEFL score of at least 523 (52, 56, 52) or 72 (18 for Listening and Speaking, 17 for Reading and 19 for Writing) on the iBT for students from non-English speaking countries. Please note that certain departments may have higher TOEFL requirements. Students who cannot meet this requirement will be admitted conditionally through the Intensive English 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

### Graduate Admissions

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 paper-based TOEFL score of at least 550 (55, 56, 55) or 80 on the iBT with balanced sub-scores for students from non-English speaking countries. Please note that certain departments may have higher TOEFL requirements. Students who cannot meet this requirement will be admitted conditionally through the Intensive English 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 any university-level course work, evaluated by either ECE, Inc. or WES, Inc.

### International Transfer Student Admissions (from another U.S. school to Washburn)

A completed application includes the following:

1. A completed on-line Washburn University International Application Form and signed Signature Page
2. A completed Washburn University Transfer Eligibility Form, completed by the applicant and an international student advisor at the current school
3. A copy (pages 1 and 3) of the I-20 form or DS-2019 (page 1) issued by the current school
4. A copy of the student's current visa, I-94 card and passport ID page
5. \$70 (USD) non-refundable application fee
6. A balanced paper-based TOEFL score of at least 523 (52, 56, 52) or 72 (18 for Listening and Speaking, 17 for Reading and 19 for Writing) on the iBT for undergraduate students from non-English speaking countries. Please refer to department for graduate student requirements. Students who cannot meet this requirement will be admitted conditionally through the Intensive English Program.

7. Completed Financial Disclaimer form and original financial supporting documentation of the student's/ sponsor's ability to finance studies while in the U.S.
8. Official transcripts of any university-level work

### School of Law Admissions

First, please contact the School of Law about admission requirements using the contact information below, and then submit to the Office of International Programs requirements #1, 2 and 4 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](http://www.washburnlaw.edu)

### ESL Program Admissions

A complete application 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. Completed Financial Disclaimer form and original financial supporting documentation of the student's/ sponsor's ability to finance studies while in the U.S.

### Transcript Requirement

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

All university-level foreign transcripts must be evaluated by ECE or WES. Application forms can be obtained by going on-line to <http://www.ece.org> or <http://www.wes.org>. A "course-by-course" report is required.

### English Proficiency Requirement for undergraduate studies

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

1. A minimum paper-based TOEFL score of 523 (52, 56, 52) or 72 (18 for Listening and Speaking, 17 for Reading, and 19 for Writing) on the iBT. Students are required to take Intensive English courses in any deficient area indicated by the sectional scores.

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

**\*Washburn's IEP staff will determine the compatibility.**

**Please note:**

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

**International Student Advisor**

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

**INTERCOLLEGIATE ATHLETICS**

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

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

**OFFICE OF STUDENT LIFE**

Student Life enriches the educational experience of the Washburn community with an appropriate balance of challenge and support, through a commitment to learning, student development and advocacy. We value all students and strive to create environments which foster the sustained development of well-balanced, civic-minded individuals.

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

**CAREER SERVICES**

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](http://www.washburn.edu/career-services).

Career Services is located in Morgan Hall 123 and is open Monday-Friday, 8 a.m. – 5 p.m. including the noon hour. Appointments for meeting with individual staff members are encouraged and may be arranged by calling 785-670-1450. Individual counseling, 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, located in Morgan 123, 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](http://www.washburn.edu/counseling).

## **HEALTH SERVICES**

Washburn University Student Health Service exists to enhance the learning and development of University students (and staff/faculty), through provision of holistic health care, with a strong emphasis on education, prevention, affordability and patient advocacy. Student Health Services is located in 170 Morgan Hall. Immunizations, TB testing and urgent care are provided for students, faculty and staff. Additional primary care services for students include health promotion/education, treatment of stable chronic conditions, physical exams, well woman exams, psychological care in collaboration with Washburn University counseling services, and referrals to community resources if 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 Health Services and Student Life Offices.

## **MULTICULTURAL AFFAIRS**

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

students (African American, Asian American, Hispanic American, Native American) in their overall development as they pursue a course of study.

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

## **RESIDENTIAL LIVING**

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

Washburn's state-of-the-art living facilities have been recognized in national magazines for their comfort and design. Students report that living on-campus is the best way to make new friends, have fun and be healthy! Descriptions of on-campus housing options can be found in the Campus and Facilities section of the catalog. For a housing contract or further information, please visit [www.washburn.edu/resliving](http://www.washburn.edu/resliving) or contact the Residential Living Office, Washburn University, 1801 SW Jewell Ave., Topeka, KS 66621 . The office phone number is 785-670-1065.

## **STUDENT ACTIVITIES AND GREEK LIFE**

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

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

## **WASHBURN STUDENT GOVERNMENT ASSOCIATION (WSGA)**

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

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

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

The senate is funded by a portion of student activity fees. These fees help provide student services such as the Collegiate Readership Program, the WSGA Lecture Series, 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 .

## **CAMPUS ACTIVITIES BOARD (CAB)**

The Campus Activities Board (CAB) is the student organization directly responsible for planning, implementing, and providing university-wide student activities and events at Washburn. Membership is open to all university students. The organization regularly plans special programs, comedy nights, lectures, concerts, tournaments, and a variety of other entertainment for Washburn students. CAB is funded by a portion of student activity fees and advised by the Office of Student Activities & Greek Life. The Campus Activities Board office is located in the lower level of the Memorial Union. CAB can be contacted at 670-1222 or at [www.wuevents.com](http://www.wuevents.com).

## **GREEK ORGANIZATIONS**

Washburn University is home to 6 fraternities and 5 sororities. The Greek community of Washburn University provides a comprehensive educational and social learning experience for all of its members through the promotion of academics, leadership and personal development, brotherhood and sisterhood, and service to the University and the Topeka community.

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

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

## **HONORARY ORGANIZATIONS**

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

## **STUDENT MEDIA**

### **Board of Student Media**

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

### **The Washburn Review**

The Review is the student newspaper. Publications are weekly during the fall and spring semester. Washburn's award winning student publication has a long history of offering the student body and faculty current news, interesting features and lively opinions. The Review staff is

open to all interested students to apply; visit the office in the basement of Memorial Union. The paper is distributed free in all of the main buildings on campus. In addition to the printed version, students produce the Washburn Review Online, which can be viewed at [www.washburnreview.org](http://www.washburnreview.org)

## **Kaw**

Washburn University offers a unique opportunity for students to become involved with the annual student yearbook, the KAW. Both the Review and KAW provide opportunities to gain experience in marketing, layout and design, photography, videography, web production, writing, editing, advertising, sales and leadership.

## **Inscape: The Washburn Literary Arts Review**

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

## **STUDENT RECREATION AND WELLNESS CENTER**

The mission of the Student Recreation and Wellness Center is to 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, Morgan Hall, Room 135  
Phone: 785-670-1629  
TDD: 785-670-1025  
E-mail: [student-services@washburn.edu](mailto: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.

## **MILITARY DEPLOYMENT WITHDRAWAL**

Students who are called to active duty and must withdraw from classes as a result should contact the Dean of Students, Student Life Office, Morgan Hall 104. Phone: 785-670-2100, or via email at [meredith.kidd@washburn.edu](mailto:meredith.kidd@washburn.edu).

# FEES AND FINANCIAL AID

## 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 IBOD (Ichabod Billing on Demand), which can be accessed through MyWashburn, Financial Services tab. Payments may also be made by mail, by phone, or in person at the Business Office in 205 Morgan Hall. The Business Office is open between 8 AM and 5 PM Monday through Friday, except on Wednesday. On Wednesday office hours are 8:30 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, VISA, MasterCard, Discover and American Express for the payment of tuition and fee charges. The University does not accept debit cards.

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 IBOD, 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 IBOD, by mail, by phone, or in person at the Business Office. Students may set up scheduled payments in IBOD to automatically pay installments from a bank account or credit card. Debit cards may not be used to make installment payments. 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 IBOD.

### **Academic Status: Full-Time and Part-Time Students**

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

- Undergraduates enrolled in at least 12 credit hours;
- Graduate students enrolled in at least 9 hours;
- Law students enrolled in at least 9 hours.

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

- Undergraduates enrolled in at least 6 hours;
- Graduate students enrolled in at least 5 hours;
- Law students enrolled in at least 5 hours.

During the summer session, any student enrolled in at least 6 hours is considered full-time, while students enrolled in at least 3 but fewer than 6 hours are considered half-time. 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](http://www.washburn.edu/business-office)

### **Existing categories of students:**

1. Undergraduate:
  - Resident of Kansas
  - Nonresident of Kansas
  - PLAN 2+2
  - Distance Education
  - Radiation Therapy
2. Graduate:
  - Resident of Kansas
  - Nonresident of Kansas
  - Distance Education (Non-resident)
  - Master of Science in Nursing (Resident)
  - Master of Science in Nursing (Non-resident)
  - Master of Business Administration
3. Allied Health Online Programs
  - Radiation Therapy
  - Diagnostic Medical Sonography
  - Bachelor of Health Science
4. ESO/CEP (Early Start Option/Concurrent Enrollment Program)
5. School of Law:
  - Resident of Kansas
  - Nonresident of Kansas
6. School of Nursing
  - Doctor of Nursing Practice (Resident)
  - Doctor of Nursing Practice (Non-resident)

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

## FEES

Current fee structure may be viewed at:

[www.washburn.edu/business-office](http://www.washburn.edu/business-office) (tuition and fees link).

### Credit by Exam Fee

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

### Student Activities Fee

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

### Existing Categories of Activity Fee:

1. UNDERGRADUATE and GRADUATE students taking up to six hours per semester
2. UNDERGRADUATE and GRADUATE students taking six or more credit hours per Fall and Spring Semesters
3. LAW students taking in excess of six credit hours per Fall and Spring Semesters

### COURSE FEES

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.

### Private Music Lessons

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

### Semester Charges\*

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

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

\*For additional information contact the music department.

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

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

Private lessons are not available during the summer sessions.

## MISCELLANEOUS CHARGES

Late Fees 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.

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

### Cap and Gown Use

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

### Laboratory Usage

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

### Course Materials Charge

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 registration in courses, the ability to obtain transcripts and/or diploma. Enrollment in subsequent terms will not be permitted until the financial obligation is paid in full. Parking and traffic regulations are distributed each semester.

## **LIBRARY FINES/OTHER UNIVERSITY FINANCIAL OBLIGATIONS**

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

## **LIABILITY FOR INSTITUTIONAL CHARGES**

(Tuition, Fees, Housing, Fines, etc.)

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

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

If a student withdraws from one or more classes in which she or he has enrolled, it may be necessary to return all or a portion of the Title IV financial aid (e.g. loans) that were received for the term, as required by federal regulations. This means that if the student was refunded excess financial aid, the student will have to repay Washburn University 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](http://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](http://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, IBOD, Personal Profile, Payment Profile). 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 MyWashburn, on the Business Office Web page ([www.washburn.edu/business-office](http://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. 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 Session, the day published as the official first class meeting for the course constitutes the beginning of the course for tuition refund purposes, assuming the course is for a term of five or more weeks and is subject to tuition refund. Withdrawal from

a course and enrollment in another course are treated as separate transactions and there may be fees attached.

### **Refund Due to Death of a Student**

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

### **Non-Credit-Hour Courses (Academic Outreach)**

For cancellations or refunds registrants should contact the Office of Academic Outreach as soon as possible. A substitute may be sent at no additional cost or the fee may be transferred to another professional education program offered within a year of the intended program. Unless otherwise stated, refunds can be issued for cancellations made at least 10 working days before the program minus a 15% administrative fee; no refunds will be issued for cancellations made less than 10 working days of the program. The Division of Continuing Education reserves the right to cancel a program due to insufficient enrollment or other reasons deemed appropriate in which case a full refund will be issued. Liability is for registration fee only.

### **Non-Credit-Hour Courses (Sponsored by Other Departments/Divisions)**

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

## **FINANCIAL AID**

Website: [www.washburn.edu/financial-aid](http://www.washburn.edu/financial-aid)

Washburn University provides financial aid assistance through scholarships, state programs, federal grants, federal work study, and federal student loans. Washburn University Academic Scholarships may be available to undergraduate students who meet the minimum cumulative GPA requirement, enrollment criteria and the priority date of February 15 based on availability of funds. In addition, Washburn University academic departments award scholarships to students who have special talents or skills.

Washburn Academic Scholarships are renewable up to a maximum of eight semesters by applying each

year before the February 15 priority date. Students must maintain a Washburn University cumulative grade point average as established upon your initial financial aid award. Applications are available in the Financial Aid Office or on the web at [www.washburn.edu/financial-aid](http://www.washburn.edu/financial-aid)

Federal financial aid is awarded for one year with its continuance based upon financial aid eligibility as determined by the Free Application for Federal Student Aid (FAFSA), and satisfactory academic progress [www.washburn.edu/financial-aid](http://www.washburn.edu/financial-aid) which is evaluated at the end of each semester. Students need to apply yearly by completing the FAFSA after January 1 on the web at <http://www.fafsa.ed.gov>. Washburn's federal school code is 001949. To receive the best financial aid package, students should have their federal FAFSA information in the

Financial Aid Office prior to the priority date of February 15.

For financial aid recipients, you may receive aid for repeated coursework of a failing grade until you receive a passing grade for your degree. A previous passing grade may only be repeated once.

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

# EDUCATIONAL OPPORTUNITIES AND INITIATIVES

## THE WASHBURN TRANSFORMATIONAL EXPERIENCE

### (WTE) AT WASHBURN UNIVERSITY

The Washburn Transformational Experience (WTE) provides Washburn University students with the opportunity to do something truly extraordinary. The main objective of the WTE program is to transform students into a new kind of individual. The WTE goes beyond the everyday classroom experience by allowing students to choose and create projects that reflect their interests. Students are responsible for making their WTE experiences as great and amazing as they want them to be. Students pursuing a baccalaureate degree have the opportunity to pursue one or more transformational experiences: (1) scholarly or creative activity, (2) community service, (3) leadership, (4) international education.

### (1) THE SCHOLARLY OR CREATIVE TRANSFORMATIONAL EXPERIENCE

Director: Dr. Mike Russell,  
Henderson Learning Center, Room 211 F  
785-670-1566

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

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

### (2) THE LEADERSHIP TRANSFORMATIONAL EXPERIENCE

Director: Michael Gleason, Ph.D  
Benton Hall, Room 408,  
785-670-2000

*Purpose: Students who serve in leadership roles are transformed by improved self-understanding derived from practical experience and examination of inspirational examples of selfless leadership service; they graduate from the University as citizens who recognize the abundance of leadership opportunities and are ready to accept the mantle of responsibility that comes with these opportunities.*

Students electing the Leadership Transformational Experience will 1) complete with a grade of "C" or better at least 3 semester hours of college coursework consisting of an academic study of leadership (e.g., LE 100, NU 479 or any other course, provided that the unit offering the course endorses it as an academic study of leadership); and 2) serve in one or more functional leadership roles for a minimum of 150 hours. As an alternative, students who complete a Leadership Studies Minor or Certificate also complete a Leadership WTE in conjunction with their Leadership Studies program.

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

### (3) The International Education Transformational Experience

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

[www.washburn.edu/wte](http://www.washburn.edu/wte)

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

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

- Type 1: Study in a foreign institution with which Washburn maintains exchange agreements. Washburn University currently has exchange

agreements with “sister” universities in such places as Austria, China, England, France, Germany, Ireland, Japan, Mexico, Paraguay, Spain, Sweden, and Taiwan. In addition, Washburn belongs to the Magellan Exchange consortium, which provides additional opportunities in Belgium, Costa Rica, Finland, Denmark, the Netherlands and , S. Korea.

- Type 2: Study in a program offered by another accredited U.S. Institution or approved consortium/program.
- Type 3: Participate in a study abroad program or internship coordinated and taught by Washburn faculty or for Washburn credit, in programs offered occasionally by some schools or departments (e.g.: School of Business, School of Law, School of Nursing, Departments of Art, Criminal Justice, Modern Languages, Political Science, and others). Mostly, these are short term programs (one to four weeks).

Besides these types, in some cases and under Washburn faculty supervision, students can also study abroad in other foreign institutions with which Washburn does not have an agreement. Other types of foreign study or experience (for example, involvement in a humanitarian project abroad) would be considered as well.

To identify an appropriate experience, students will work with a faculty member or the study-abroad coordinator. Students will declare their program as a International Education WTE, complete an Activity Plan, and write a Pre-Trip Background Research Paper on a relevant topic prior to their departure to help prepare for the experience. A post program Final Written Assessment Report and Public Presentation about experience is required within the semester after returning and prior to graduation. More information about the International Education WTE can be found at: [www.washburn.edu/iip](http://www.washburn.edu/iip).

#### **(4) The Community Service Transformational Experience**

Director: Richard B. Ellis, Ph.D.  
Benton Hall, Room 405  
(785) 670-1950

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

Students participating in the community service transformational experience are required to complete 150 hours of service. A mentor will guide each student through this WTE. While engaged in direct service, students will

meet with a mentor and other students at least four times per semester to reflect on their experiences. These meetings will help students to develop a service focus complementing their interests and academic pursuits.

Each student will conclude the experience with a public presentation of his or her learning. This presentation can be done in a variety of venues from an on-campus forum to national or international conferences.

## **ACADEMIC PROGRAMS AND CENTERS**

### **Learning in the Community (LinC)**

**Director: Richard B. Ellis, Ph.D.**

Associate Director: Kristine Hart, MCJ

Washburn VISTA Fellows Coordinator:

Judy Nickelson, MA

Benton Hall, Room 405

(785) 670-1950

[rick.ellis@washburn.edu](mailto:rick.ellis@washburn.edu)

[kristine.hart@washburn.edu](mailto:kristine.hart@washburn.edu)

[judy.nickelson@washburn.edu](mailto:judy.nickelson@washburn.edu)

### **Mission**

Consistent with the mission of the University, LinC, Washburn’s Center for Community and Civic Engagement, promotes an opportunity for Washburn students, faculty, and staff to engage in meaningful service experiences that enhance the educational experience while improving the community. Through ongoing interaction with students LinC provides opportunities for leadership and engagement that result in the development of productive and responsible citizens.

### **Learning Outcomes:**

#### **I. Washburn students completing any of the service**

activities offered through LinC will be able to:

- Demonstrate an understanding of the issues facing people in the community;
- Demonstrate an appreciation for the diverse composition of the community;
- Articulate the needs of the community encountered through their service experience.

#### **II. Washburn students completing any of the academic service programs offered through LinC will be able to:**

- Demonstrate the personal, professional and leadership skills necessary to address the needs of the population served;

- Demonstrate the ability to read critically and analyze academic information related to the issues confronted through their service experiences;
- Demonstrate the ability to understand and think in an interdisciplinary way about the social issues related to inequality and communicate, both orally and in writing, this knowledge effectively.

### **Learning in the Community (LinC):**

Provides a variety of pathways for individuals to engage in service to the community and to personally build on and grow from the service they are doing. Within these pathways are a wide range of opportunities, both limited and committed, that LinC is able to offer members of the Washburn University campus. These opportunities include:

- **General Volunteer Opportunities:** LinC has partnerships with numerous community agencies who offer a variety of volunteer opportunities for students;
- **Alternative Break Program:** This program engages Washburn students in focused service away from campus over winter and spring academic breaks.
- **Community-Based Work Study:** Students who qualify for Federal Work Study funds have the option of earning this money by working with a nonprofit in the community.
- **Community Service Transformational Experience (CSTE):** The Washburn Transformational Experience (WTE) offers students the opportunity to get academic credit and experience that goes beyond the traditional classroom setting. The CSTE includes 150 hours of direct service, monthly mentored reflection sessions, and a public presentation of learning. Students who enroll in three one credit hour courses over three semesters will participate in reflection groups to meet this requirement. All WTE experiences appear on students' transcripts with the title of the project to reflect each student's personal achievement;
- **Nicaragua Service Experience:** Each year, LinC sponsors a two-week service trip to Nicaragua where students, under the supervision of a faculty mentor, travel to Managua to learn about the culture, history, and people of the country, engage in service in La Chureca, the world's second largest garbage dump that is home to thousands of individuals and families, and live with a family in a remote village for a week to engage in a service project with and for that community;

- **Literacy Education Action Project (LEAP):** Washburn students who apply for and are accepted to the LEAP program provide academic support to struggling learners from age three years to adult in order to promote academic success. Students admitted to this program are expected to commit to doing at least four hours per week at their site(s) during the academic year and may qualify to receive an AmeriCorps Education Award for their service;
- **Academic AmeriCorps:** LinC, in conjunction with academic departments on campus, is able to offer AmeriCorps Education Awards to students whose academic work meets the mission of AmeriCorps. The academic program must include a minimum of 300 hours of service that can be completed in not more than one calendar year. This work could take the form of a practicum or internship or a community-based research directed study project. All Academic AmeriCorps members are required to attend monthly mentored reflection sessions and do a final presentation of their learning;
- **LinC Scholar/Bonner Leader Program:** This is a national community service scholarship and university honor program that requires a significant community service commitment, semimonthly mentored reflection meetings, and participation in group service initiatives with other members of the program. Members of the program engage in service to effect social change; become knowledgeable about the issues that affect the local, national and international community in which we live; and develop broad-based leadership skills through their service experience to support their development as actively engaged citizens. This is based on the premise that college students have a unique and important ability to contribute to society in meaningful, lasting ways. The program is also meant to create a supportive community of students on campus whose common focus on community service gives them a sense of purpose and meaning while connecting their service back to their academic and professional goals. Washburn is one of more than 70 colleges and universities who receive service scholarships for students through the Bonner Foundation and LinC provides opportunities for all members of the program to interact with other members in the network and to engage in service with national partners. Individuals who successfully complete the program receive an AmeriCorps Education Award;

- **Service Learning:** LinC provides assistance to faculty in developing projects to be included in their curriculum, introduction to service sites, and assistance in placement of students;
- **Community-Based Research:** LinC staff will assist faculty in developing classroom research projects that assist communities and organizations with policy or program issues. The research is designed to be community driven and student directed with faculty support;
- **Civic Engagement Poverty Studies Minor:** Students who choose to complete this minor will have the opportunity to combine their passion, curiosity, and skills to understand and be a part of the world as civically engaged citizens who are aware of and can ethically and humanely address the complexities that emerge in their field as a result of poverty and inequality. Poverty is as complex and as such, no single academic discipline can provide a holistic examination of the issue or solution for addressing the poverty that exists. It takes people from different backgrounds, with differing academic preparation, working together to bring a collaborative understanding of the issue and to make a real difference in the world in which they live. Therefore, this minor, by the nature of its focus, is interdisciplinary. This means that each student can have the experience of collaborating with peers who hold different pieces of the puzzle of how to effectively address poverty. The Civic Engagement Poverty Studies Minor will consist of 18 credit hours of coursework from three required courses (IS251, IS401 and three credit hours of experiential learning) and three elective courses.

**Experiential Learning (3 or 4 credits)**

- The experiential learning requirement is designed to get students into the field where classroom concepts come to life, disciplinary boundaries are challenged, and students contribute to community life in a meaningful way. Experiential learning will enhance students' understanding of poverty and prepare them for the final capstone experience. The experiential learning requirement may be satisfied by completing one of the following options:
  - Three one credit hour Community Service WTE Seminars. Students choosing this option must take each of these designated courses (IS250, IS350 and IS351), one each semester for three semesters. The requirements for each course include at least 100 hours of direct service with an organization addressing poverty and/or inequality in the community; attendance

in seminars to explore and process the issues being experienced within the context of how it relates to the students' academic majors, their core beliefs about themselves and the world around them; and to provide an academic foundation for framing the issues they are addressing; or

- One approved three credit hour community based learning or research course. Includes courses and internships taught on campus that include a significant service learning or community based research (CBR) component. The course must be pre-approved by LinC and can be local, national or international in focus.

\* Regardless of which option the student selects he or she will be required to participate in a guided reflection seminar facilitated by a staff member of LinC.

**Electives (9 credits)**

Students must choose at least three from the following course options with no more than two courses in the same discipline. This list is not to be considered exclusive in any way; students who wish to include other courses they feel may be appropriate toward the minor can propose the inclusion of such courses to the faculty and staff of LinC for consideration. The student must include not only the course title but also a written rationale of how he or she sees the course fitting with the overall goal of the Civic Engagement Poverty Studies Minor. New courses developed or identified in any discipline that would be related to the topic of the minor may be added as well.

- AL375 Health Care Policy
- AN323/SO323 The City and Urban Life
- BI203 Human Impact on the Environment\*
- CN330 Communication in Conflict and Negotiation
- CN341 Persuasive Speaking\*
- CN351 Interpersonal Communications
- CN361 Communication in Social Movements
- CN369 Critical Studies
- EC100 Introduction to Economics\*
- EC200 Principles of Microeconomics\*
- EC201 Principles of Macroeconomics\*
- EC341 Labor Economics
- EN110 American Ethnic Literature\*
- GG151 Urban Geography
- HL377 Critical Issues in Health
- HI329 The Civil Rights Movement
- HI363 Borderlands and Beyond
- HS302 Social Change and Advocacy
- HS450 Multicultural Issues in Human Services

NU364 Nursing of the Homeless  
 PH102 Ethics: Introduction to Moral Problems\*  
 PO107 American State and Local Government\*  
 PO305 Public Policy  
 PO322 Politics of the 1960s to Now  
 PY325 Community Psychology  
 SO101 American Social Problems\*  
 SO/AN207 Race and Ethnic Group Relations  
 SO/AN310 Social Class in the U.S.  
 SO/AN336 Globalization  
 SO/AN338 Strategies for Social Change  
 SW350 Social Policy and Program Analysis  
 SW390 Contemporary Issues in Social Work

**Students may not use required major courses to fulfill requirements of the minor**

**\* Approved for General Education**

### **Washburn VISTA Fellows:**

The Washburn VISTA Fellows program provides opportunities for students who have completed their undergraduate or graduate degree or who are wanting to take a year away from being a full-time student to expand their passion for service into a real, full-time work experience with a nonprofit organization. Individuals who participate in this program are placed as a full-time member of an organization for one calendar year to create or expand programs designed to bring individuals and communities out of poverty. The program provides participants with a living allowance, health insurance, and an education or cash award at the end of their term of service.

## **COURSE OFFERINGS**

### **IS250 Community Service Transformational Experience I (1 credit)**

Students enrolling in this course will meet regularly to reflect on their community service with an approved organization or agency. The focus of the service, readings and discussions in CSTE I is on the basic concept in civic engagement--associating. To be human is to live among and with others. Our natural habitat is society. This is where civic engagement begins, with a gathering of people, some joining together, for us to have any kind of community or society. Associating is the underlying condition of civically engaged activity--it is also the general form of civically engaged activity. At the heart of community service is the association or connection we develop with others. The readings, discussion and writing for IS250 CSTE I are chosen to help us think and talk about how, why, and with whom we associate through service (Davis & Lynn, 2006).

### **IS251 Introduction to Poverty Studies (3 credits)**

This gateway course will introduce students to academic research, ethnographic studies and current news stories and governmental reports about the nature, causes, and consequences of poverty. Readings, lectures and discussions will underscore the interdisciplinary nature of poverty studies, enhance understanding of what it means to be poor and the interlocking problems that lead to and result from poverty, and increase knowledge about the policies and practices used to prevent and alleviate poverty. Although the emphasis will be on poverty in the United States, the lessons (such as the methodology for measuring poverty) cross cultural boundaries and have relevance for and are, to an extent, interconnected with poverty in other parts of the world. Although this course is intended to be the introduction course for the minor it will be offered in a manner that will allow it to be taken as a stand alone course for all students whether they intend to pursue the minor or not.

### **IS350 Community Service Transformational Experience II (1 credit)**

Students enrolling in this course will meet regularly to reflect on their community service with an approved organization or agency. The focus of the service, readings and discussions in CSTE II are based on two concepts of civic engagement: serving and giving. Service, including public or community service, has the unusual feature of serving at least two different ends: service expressly benefits those served but at the same time benefits the servant as well (Davis & Lynn, 2006). For the first half of this section the readings and discussion will consider both kinds of benefits; the benefits to the server and those served. The focus of the second half of this section will look at the experience of giving. Very often we give gifts that fill us with joy and other times we have given gifts that lead us to resentment and regret (Davis & Lynn, 2006). Much of the time the act of giving and receiving leads us to question the act itself. "Should I have given that man on the street that dollar?" (Davis & Lynn, 2006.) The readings and discussion in this section will explore the motives of the human experience of giving.

### **IS351 Community Service Transformational Experience III (1 credit)**

Students enrolling in this course will meet regularly to reflect on their community service with an approved organization or agency. Leadership, in most cases, is not something one learns or even prepares for--more often it sneaks up on you. One day you find yourself in charge, creating the experience of others, for better or worse. You look up one day and you are a teacher, a coach, a program director. You may have stepped up because of an event in your community, organized a group in response to that

issue and now you are in charge. What do you do? How do you lead? (Davis & Lynn, 2006.) The readings in this section do not answer these questions, but rather through discussion may help ease the burden and improve the leadership experience.

### **IS401 Capstone Experience (3 credits)**

The Civic Engagement Poverty Studies Minor culminates in a capstone course project that connects students' concerns about poverty to their future careers combined with either a seminar led by LinC faculty or a directed study research project by a faculty member affiliated with the Minor and approved by the Director of LinC.

## **LEADERSHIP INSTITUTE**

Director: Michael Gleason, Ph.D

Associate Director: Marsha Carrasco Cooper, M.Ed

Benton Hall, Room 408

(785) 670-2000

[leadership@washburn.edu](mailto:leadership@washburn.edu)

[www.washburn.edu/leadership](http://www.washburn.edu/leadership)

## **Leadership Studies Minor and Certificate Offered**

### **VISION**

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

### **MISSION**

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

## **MINOR AND CERTIFICATE PROGRAMS**

The Leadership Studies Minor and Certificate are interdisciplinary programs open to students in all majors and degree programs. The Leadership Studies Minor or Certificate combines academic, co-curricular and community leadership experiences and is designed to be completed concurrently while earning a baccalaureate degree. These programs provide graduates with the knowledge and skills necessary to be effective leaders in government, business, not-for-profit, educational, and civic settings.

## **Student Learning Outcomes**

Washburn graduates who complete the Leadership Studies Minor or Certificate will have successfully demonstrated:

- The ability to think critically and analytically about the essence of leadership
- An understanding of the historical, psychological and social bases of leadership
- An appreciation for and acceptance of the ethics and responsibilities of leadership
- An intellectual mastery of the skills and abilities necessary for effective leadership
- Experience in converting leadership theory into action
- The capacity to evaluate and observe leadership in a variety of contexts

## **Leadership Core Curriculum**

The Leadership Studies Certificate requires 12 credit hours and the Leadership Studies Minor requires 18 credit hours of leadership curriculum. As cultivated at Washburn, leadership is broadly defined and inclusive in scope in order to expose students to many differing views of leadership. The Leadership Institute takes an integrative approach to the education, experience, and empowerment of personal leadership development. Three multidisciplinary leadership courses and one leadership internship experience constitute the core curriculum of the Leadership Studies Minor and Certificate. Each course has a primary focus and emphasis, but all courses work toward the following interrelated goals:

- To foster the ability to think critically and analytically about leadership
- To advance the understanding of the historical underpinnings of leadership
- To advocate internalization of the ethical basis for leadership
- To promote the development of leadership skills
- To aid comprehension of the theoretical components of leadership
- To enhance a self-reflective, self-assessing awareness of one's own leadership potential
- To cultivate the ability to convert leadership theory into action

## **Core Curriculum**

### **LE 100 - Exploring the Concept of Leadership (3)**

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



### **LE200 - Ethical Responsibilities of Leadership (3)**

A survey of the fundamental ethical responsibilities of leadership; requires examination of obstacles to and opportunities for ethical leadership, an understanding of the cultural contexts of leadership and an articulation of a personal ethics statement as a foundation for applied ethics in the leadership process. *Prerequisite: LE100 or appropriate HN 202 section or consent.*

### **LE300 - Leadership Skills Development (3)**

Students focus on developing individual and interpersonal leadership skills, teamwork and collaboration skills, and an understanding that leadership is more than the exercise of power; techniques for embracing and leading change are practiced in a semester-long change project. *Prerequisite: LE200 or appropriate HN 201 section or consent.*

### **LE400 - Leadership Internship (3)**

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

### **Additional Leadership Courses**

#### **LE398 - Special Topics (1-3)**

Independent study or project in leadership. The same project may be repeated up to 3 credits. *Prerequisite: Consent of instructor.*

#### **LE399 - Special Topics (1-3)**

Special studies in leadership. May be repeated for different topics. See course schedule for current offerings. *Prerequisite: Consent of instructor.*

## **LEADERSHIP STUDIES MINOR**

### **Requirements for the Minor**

Students will complete at least 18 credit hours of coursework. In addition to 12 credit hours of required leadership core curriculum courses, students must complete at least 6 credit hours of elective courses from one of four thematic tracks. Some courses require completion of relevant departmental prerequisites.

### **Required Courses**

- LE 100/HN 202 (3 credits)
- LE 200/HN 201 (3 credits)
- LE 300 (3 credits)
- LE 400 (3 credits)

### **Elective Courses**

**Students must complete at least 6 credit hours from one of the four thematic tracks. At least 3 credit hours must be a level 300 course or higher. Elective courses which may count towards the minor include:**

### **Leadership in Business, Communication and the Media**

- BU342 – Organization & Management\*
- BU345 – Human Resources Management\*
- BU346 – Organizational Behavior\*
- BU355 – International Business\*
- CN101 – Principles & Practices of Human Comm
- CN308 – Organizational Communication\*
- CN309 – Political Communication\*
- CN330 – Communication in Conflict/Negotiation\*
- CN341 – Persuasive Speaking\*
- CN342 – Small Group Communication\*
- CN351 – Interpersonal Communication\*
- CN361 – Communication in Social Movements\*
- CN363 – Intercultural Communication\*
- CN365 – Business/Professional Presentation
- CN366 – Nonverbal Communication\*
- CN370 – Training and Development\*
- MM300 – Mass Media Law\*
- MM363 – Promotions Writing\*
- MM400 – Media Effects\*
- MM411 –Entrepreneurial Media\*
- MM420 – Public Relations II\*
- MM485- International Media Systems\*

### **Leadership in a Cultural Context**

- AN112 – Cultural Anthropology
- AN333 – Culture and Personality\*
- BU355 – International Business\*
- CJ303 – Diversity in American Culture
- CN306 – Health Communication\*
- CN363 – Intercultural Communication\*
- EN110 – American Ethnic Literature
- EN133 – Stories Around the World
- HI329 – Civil Rights Movement\*
- HS325 – Group Work in Human Services
- HS450 – Multicultural Issues in Human Services
- PO225 – Introduction to International Politics
- RG102 – World Religions
- SO207/AN207 – Race and Ethnic Relations\*
- SO312/AN312 – Culture, Health, and Illness\*
- TA310 – Technology and Society
- MM485 International Media Systems\*

## Leadership and Social Change

AN336/SO336 – Globalization\*  
BI203 – Human Impact on the Environment  
CN307 – Communication and Legal Processes\*  
CN361 – Communication in Social Movements\*  
CN364 – Gender and Communication\*  
HS302 – Social Change and Advocacy in Hum. Ser.  
HS355 – Peacemaking  
IS180 – Peace, Justice, and Conflict Resolution  
MM400 – Media Effects\*  
PH102 – Introduction to Moral Problems  
PH220 – Logic  
PO352 – Peace Studies & Conflict Resolution  
PO395 – Non Profit Management  
PY310 – Social Psychology\*  
PY325 – Community Psychology\*  
SO330 – Crowds, Disasters, and Social Movements\*  
SO338/AN338 – Strategies for Social Change\*  
SW326 – Macro Human Behavior & Social Enviro.\*  
SW351 – Social Policy & Program Analysis\*

## Leadership in a Historical/Political Context

CN309 – Political Communication\*  
HI380 – Women in World History\*  
HS445 – Legal, Ethical & Policy Issues in H.S.  
MS101 – Foundations of Leadership\*  
MS301 – Theory and Dynamics of Tactical Operations 1\*  
PO106 – The Government of the U.S.  
PO107 – American State and Local Government  
PO235 – Intro to Comparative Politics  
PO245 – Intro to Public Administration  
PO321 – The Presidency  
PO337 – Religions and Politics\*  
PO338 – Contemporary American Politics\*

**\* Completion of prerequisite course(s) required prior to enrollment in course**

## Specialized Track Option

At the approval of the Leadership Institute Director, the elective track can be customized to an individual student's interests. To elect this specialized track option, a student must present a justifiable rationale to take one class from each of two separate tracks in order to satisfy the six hours of elective credits required. This rationale should be based on the student's individual career interests and academic plan. Furthermore, in unique circumstances based on a personalized opportunity, a

student can include up to three independent study credit hours with their specialized track. Students electing this option would gain approval from their major department utilizing an independent study course number in that discipline.

## Guidelines for the Minor

- 18 total credit hours (9 credit hours must be upper-division coursework). One elective must be upper-division level, in addition to LE 300 and LE 400
- The Leadership Institute permits using "correlate" courses to satisfy the requirements of both a major and the Leadership minor (e.g. a student with a Management major could include major course requirements from the College of Arts & Sciences, but cannot select Management courses from the list of Minor electives for the Leadership Minor). Further, Business electives for the Leadership Minor cannot also be used as Business electives within a Business major (this includes Economics and Accounting).
- LE 100 can also be taken for General Education and/or Honors credit by registering for the course as HN 202. HN 202 counts as general education credit in the social sciences.
- LE 200 can also be taken for Generation Education and/or Honors credit by registering for the course as HN 201. HN 201 counts as general education credit in the humanities and fine arts.
- Nursing students can supplement NU 479 (3 credits) and NU 490 (2 credits) as substitutes for LE 300 and LE 400; however, students opting to take NU 490 (2 credits) instead of LE 400 (3 credits) will be required to complete an additional project in the course to receive an additional credit hour. This additional capstone project will comprehensively integrate all aspects of leadership coursework completed for the minor prior to NU 490.

Transferability of applicable course credit will be prescribed for each institution in WU's transfer guide, though ultimately is left at the discretion of each academic department. Transfer students will only be able to transfer a maximum of 6 credit hours toward completion of a leadership studies minor.

## LEADERSHIP STUDIES CERTIFICATE

The Leadership Studies Certificate is obtained by successfully completing 12 credit hours of leadership core curriculum.

## **WASHBURN TRANSFORMATIONAL EXPERIENCE (WTE) IN LEADERSHIP**

The WTE in Leadership is administered by the Director of the Leadership Institute. Detailed information about the WTE in Leadership may be found at the beginning of this section entitled "The Washburn Transformational Experience (WTE) at Washburn University." (NOTE: Students who earn a Leadership Studies Minor or Certificate will have satisfied the Leadership Washburn Transformational Experience requirement.)

## **LEADERSHIP INSTITUTE CONTACT INFORMATION**

The Leadership Institute website [www.washburn.edu/leadership](http://www.washburn.edu/leadership) is a source for more information about the Leadership Institute, its activities and programs. Alternatively, you can contact the Leadership Institute at [leadership@washburn.edu](mailto:leadership@washburn.edu) or 785-670-2000.

## **OFFICE OF INTERNATIONAL PROGRAMS**

**Website:** [www.washburn.edu/iip](http://www.washburn.edu/iip)

**Office of International Programs**

**Tel: (785) 670-1051**

**Fax: (785) 670-1067**

E-mail: [international@washburn.edu](mailto:international@washburn.edu)  
[studyabroad@washburn.edu](mailto:studyabroad@washburn.edu)

Baili Zhang, Director

Kelly McClendon, Coordinator and Instructor,  
Intensive English Program

Heidi Staerkel, Coordinator, International Student  
Services

Tina Williams, Coordinator, Study Abroad

Andy Vogel, Coordinator, International Student  
Recruitment / Retention

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

The Office of International Programs is located at the west end of the International House, directly west of Memorial Union. Services coordinated by the director and staff include oversight of the International Washburn Transformational Experience, international student advising, assistance with study abroad, assistance to

faculty and administrative officials who wish to present papers or do short-term projects abroad, assistance to international students, hosting of international guests to campus, development and maintenance of relationships with foreign universities and international programming on campus. The Director also serves as university liaison to International Center of Topeka, Inc., a community group of about fifty members interested and involved in international issues.

## **International Education Washburn Transformational Experience**

For additional information, refer to the description of the Washburn Transformational Experience at the beginning of this section of the University Catalog.

## **Study Abroad**

Washburn University supports three types of study abroad programs. For more information regarding these programs refer to the International Education Transformational Experience at the beginning of this catalog section.

Whatever type of program is chosen, students must complete a Study Abroad Admissions & Scholarship Application. The application is available on line at: [www.washburn.edu/iip](http://www.washburn.edu/iip). The Department of Modern Languages (Morgan Hall 375) processes study abroad admission and scholarship applications for students who have declared Foreign Language as their major or minor.

## **Financial Aid for Study Abroad**

The International Education Committee recommends financial aid from designated endowments and WTE funds for qualified students who wish to study abroad to fulfill the WTE opportunity and other purposes. To be considered for financial aid a student must be a degree seeking student at WU and have completed a minimum of 12 hours at WU with a minimum C average. (Extenuating circumstances may be considered - check with the Study Abroad Coordinator.) Students may also apply most other types of financial aid, including student loans, toward the cost of their study abroad programs.

## **Transfer of Academic Credit Earned at Foreign Institutions**

Students participating in credit bearing study abroad programs are required to complete a Study Abroad Credit Transfer Form with the Study Abroad Coordinator prior to beginning their program. This form confirms that the student consulted with his/her academic advisor and that the academic advisor approves the proposed program of study.

This also serves as a guarantee to the student that his/her credits will be transferred to his/her Washburn transcript upon successful completion of the program. A letter grade will only be posted if the course is required for the student's major or minor academic program. All other course work is posted as credit.

## Study Abroad Programs

Washburn has study abroad programs in Austria, China, England, France, Germany, Ireland, Japan, Mexico, Paraguay, Spain, Sweden and Taiwan. In addition, Washburn belongs to the Magellan Exchange consortium, which provides additional opportunities in Belgium, Costa Rica, Finland, Denmark, the Netherlands and S. Korea. Programs in many other countries can also be arranged through other US schools and consortiums.

## Study Abroad Courses

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

- IS 201 Study Abroad in North America
- IS 202 Study Abroad in Latin America
- IS 203 Study Abroad in Europe
- IS 204 Study Abroad in Asia
- IS 205 Study Abroad in Oceania
- IS 206 Study Abroad in Africa
- IS 301 Study Abroad in North America
- IS 302 Study Abroad in Latin America
- IS 303 Study Abroad in Europe
- IS 304 Study Abroad in Asia
- IS 305 Study Abroad in Oceania
- IS 306 Study Abroad in Africa
- IS 420 Study Abroad-Internal Program
- IS 421 Study Abroad-External Program
- IS 221 Study Abroad-US Host University-External Program

## Intensive English Program

Website: [www.washburn.edu/iip](http://www.washburn.edu/iip)

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

## Curriculum

Three levels in each of the four areas are available spring and fall semester: Speaking and Understanding, Grammar and Structures, Reading Comprehension, and Academic Writing. Academic Writing also has an

additional level course offered for graduate students. All classes follow the University schedule and meet four hours per week in class each semester (15-16 weeks).

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

## Credit

Students receive academic credit for all courses taken in the IEP. However, only the 200-level courses can be applied toward degree programs as general electives (for non-native speaking students). Please note: International students who receive funding from their governments may not be able to apply the IEP courses toward their degree.

## Admission

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

## COURSE OFFERINGS

### IE 091 Language in Context Seminar I (0-2 hrs)

### IE 092 Language in Context Seminar II (0-2 hrs)

These courses give international students unique opportunities to experience language in local cultural contexts and challenge their application of the English language. Students will go on field trips and hear guest speakers from diverse backgrounds on relevant topics to the international student. Students will be required to complete a project and write a journal with reflections on their experiences. IE091 is offered in the fall and IE092 is offered in the spring. These courses meet for two hours per week but do not count toward the 124 hour baccalaureate degree requirement. Fulltime Intensive English students are required to enroll in these courses. No prerequisite.

## **Grammar and Structure**

### **IE 071 Basic Grammar & Structures (3 hrs)**

#### **IE 101 Grammar and Structure I (3 hrs)**

These are foundational courses for nonnative English speakers that focus on English grammar, particularly sentence structure. Students will also study verb tenses, basic writing, and vocabulary to improve their speaking and writing skills.

#### **IE 201 Grammar and Structure II (3 hrs)**

Nonnative English students will study all verb tenses, voice, and complex grammar structures that are common in academic English in order to improve their personal, academic and professional communication in American English.

## **Reading Comprehension**

### **IE 072 Basic Reading Comprehension (3 hrs)**

#### **IE 102 Reading Comprehension I (3 hrs)**

These courses develop nonnative English speakers' vocabulary and reading skills for personal and academic communication using materials with diverse topics.

#### **IE 202 Reading Comprehension II (3 hrs)**

By reading books, articles and sample academic texts, nonnative English speakers in this course study and practice effective reading and investigating strategies to discover the ways ideas are expressed and put into writing. Besides building academic vocabulary, the goals are increased reading fluency, speed and understanding.

## **Speaking and Understanding**

### **IE 073 Basic Speaking and Understanding (3 hrs)**

#### **IE 103 Speaking and Understanding I (3 hrs)**

Nonnative English speaking students practice to improve their oral and aural skills. They prepare to participate in everyday social conversations, classroom interactions, listening effectively to lectures and being involved in basic discussions. Students are expected to prepare and give short speeches and will be tested weekly on a list of idiomatic expressions.

#### **IE 203 Public Speaking for Nonnative English Speakers (3 hrs)**

This course focuses specifically on the skills needed for presentations, the basic organization of American communication, and idiomatic expressions that prepare the student for the American academic and professional environment.

## **Academic Writing**

### **IE 074 Basic Academic Writing (3 hrs)**

#### **IE 104 Academic Writing I (3 hrs)**

These courses for nonnative English speakers focus on foundational writing skills from sentence structure to well-organized paragraphs of various kinds. Besides analyzing audience and purpose, basic citation and research skills are covered.

#### **IE 204 Academic Writing II (3 hrs)**

#### **IE 294 Academic Writing III (3 hrs) - for graduate students**

Expressing ideas in writing for the American academic and business reader is the goal in these courses for nonnative English speakers. Students will learn the conventions of expository paragraphs, essays and investigative reports. Summary, analysis, citation and research skill practice are included.

## **UNIVERSITY HONORS PROGRAM**

Henderson Learning Center (HC) 110

(785) 670-1342

Dr. Michael J. McGuire, Dean

The mission of the Honors Program at Washburn University is to provide highly motivated and academically talented students with enriched educational experiences in and out of the classroom, enabling and empowering them to realize their full potential as critical thinkers, informed global citizens, and agents of change. Toward this end, the program provides curricular and co-curricular experiences supporting, promoting, and rewarding excellence in academic rigor, research and scholarship, leadership, and service learning.

## **Student Learning Outcomes**

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

- The ability to read critically and analyze academic texts and primary resources;
- The ability to defend academic positions both orally and in writing;
- The ability to design and carry out independent research (or other creative scholarship endeavors);
- Higher order thinking skills, the ability to select and organize evidence to support arguments, and solve problems using strategies appropriate to the task at hand.

In pursuit of its mission the University Honors Program at Washburn provides opportunities for highly motivated students to enrich their educations through special honors

sections of existing courses and special honors seminars that satisfy general education requirements; independent research projects or other creative scholarly projects; a close working relationship with distinguished faculty; individual advising; and special intellectual, cultural, and social activities. The program fits well with Washburn's many four-year degree programs. Students work with the Honors Dean to identify opportunities to explore, relate, and assimilate many diverse learning experiences. As Linus Pauling said, "The best way to have a good idea is to have lots of ideas." The University Honors Program is committed to providing students, faculty, and staff with opportunities to develop and implement good ideas.

Entering freshman students with an ACT of 28 or higher and an unweighted high school GPA of 3.5 or higher are especially encouraged to inquire about the University Honors Program by submitting a completed application (found on the University Honors website). Individuals may apply on their own initiative, be recommended to apply by their high school or college faculty, or be invited to apply by the Dean of University Honors. Students who meet the minimum criteria and successfully complete the application process (application materials can be found online at [www.washburn.edu/honors](http://www.washburn.edu/honors)) will be invited to join the community of exceptional learners and thinkers.

Although proven scholastic performance is important, the Honors Dean will place substantial emphasis on students' ability to benefit from and contribute to the program. Once admitted into the program, students who complete 24 credit hours of University Honors courses and satisfy the thesis and GPA requirements will graduate with University Honors and have their transcripts so marked. Washburn is an institutional member of the National Collegiate Honors Council. For more information on the University Honors Program, contact Dr. Michael McGuire, Dean, University Honors Program.

## **COURSE OFFERINGS**

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

### **EN 102 Freshman English Honors: Facts, Plots, Arguments, and Principles (3)**

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

### **HN101 Honors Washburn Experience (3)**

This three-hour course, designed for first-year honors students, focuses upon information literacy, technology, and the transition into the Washburn University Community of Learning. Common themes such as the exploration of writing, study skills, wellness, technology, plagiarism, service learning and others will be covered to introduce honors students to a series of best practices for success.

### **</HN 201 Seminar in the Humanities and Fine Arts (3)**

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

### **</HN 202 Seminar in the Social Sciences (3)**

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

### **</HN 203 Seminar in the Natural Sciences and Mathematics (3)**

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

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

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

### **HN 392 Directed Readings (1-3)**

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

### **HN 399 Honors Thesis: Independent Research (3-6)**

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

## INTERDISCIPLINARY STUDIES

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

### COURSE OFFERINGS

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

#### **IS 090 Introduction to Academic, Cultural & Social Life in the United States (2)**

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

#### **WU 101: Washburn Experience (3)**

This course for first-year students focuses on developing the skills and experiences necessary to be successful in college. WU 101 is designed as an extension of new student orientation as a way to connect students to Washburn University and its resources. With information literacy as its primary learning outcome, students explore topics such as study skills, wellness, technology, academic integrity, co-curricular involvement, global citizenship, and the history of Washburn University.

#### **IS 100 The College Experience (2)**

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

#### **IS 110 Special Topics in Interdisciplinary Studies (0-6)**

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

#### **IS 120 Major & Career Exploration (2)**

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

#### **IS 150 Human Sexuality (3)**

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

#### **IS 160 Dying, Death and Bereavement (2-3)**

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

#### **</IS 170 Library Research Strategies (1)**

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

#### **IS 171: Internet Research Strategies (1)**

Designed to both introduce and improve research strategies for finding scholarly information on the Internet, including resources in the Invisible Web that cannot be accessed with standard search engines such as Google. Students will learn to formulate and modify an effective research strategy, investigate the theory behind the research process, and critically evaluate electronic resources based on appropriate criteria. This course is offered on-campus, on--line or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IS 170, IS 171, IS 172, IS 173 and IS 174. *Prerequisite: IS 170.*

#### **IS 172: Advanced Research Strategies (1)**

Designed to introduce and improved advanced research strategies for students that have completed both IS 170 and IS 171. Students will focus on research in the disciplines and create artifacts for an identified discipline. This course is ideal for students that are interested in designing a research plan for publication. This course is offered on-campus, on-line or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IS 170, IS 171, IS 172, IS 173 and IS 174. *Prerequisite: IS 170.*

### **IS 174: Trace Your Family History**

This is an introductory course in family and personal history research methods, designed to explore the role of the local or family historian. Students will use historical or genealogical research techniques to trace their own roots and study their own family histories as far back as possible. They will learn to see their history as shaped by historical change, including immigration, social and political struggles, and local, national and ethnic histories. This course is offered on-campus, on-line or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IS 170, IS 171, IS 172, IS 173 and IS 174.

### **</IS 175 Introduction to Women’s Studies (3)**

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

### **IS 180 Introduction to Peace, Justice, and Conflict Resolution (3)**

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

### **IS 199 Kansas Studies (3)**

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

### **IS 200 Mock Trial (3)**

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

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

Approved Study Abroad Programs coordinated by the Office of International Programs.

### **IS 250 Community Service Transformational Experience I – Associating (1)**

Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. The focus of the service, readings and discussions is on the basic concept in civic engagement—associating. To be human is to live among and with others. Our natural habitat is society. This is where civic engagement begins, with a gathering of people, some joining together, for us to have any kind of community or society. Associating is the underlying condition of civically engaged activity—it is also the general form of civically engaged activity. At the heart of community service is the association or connection we develop with others. The readings, discussion and writing for this course are chosen to help us think and talk about how, why, and with whom we associate through service (Davis & Lynn, 2006).

### **IS 251 Introduction to Civic Engagement-Poverty Studies (3)**

This course examines poverty as a problem for individuals, families, and societies. It focuses on the United States, perhaps the most impoverished of any developed nation. Introduction to Civic Engagement – Poverty Studies is the first course in the Civic Engagement minor. This course emphasizes discussion intended to advance understanding and prompt critical analyses of the assigned readings. *Prerequisite: None.*

### **IS 300 Mock Trial II (1)**

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

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

Approved Study Abroad Programs suitable for upper division credit coordinated by the Office of International Programs.

### **IS 350 Community Service Transformational Experience II – Service and Giving (1)**

Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. The focus of the service, readings and discussions are based on two concepts of civic engagement—serving and giving. Service, including public or community service, has the unusual feature of serving at least two different ends: service expressly benefits those served but at the same time benefits the servant as well (Davis & Lynn, 2006). For the first half of this section the readings and discussion will consider both kinds of benefits—the benefits to the server and those served. The focus of the second half of this section will look at the experience of giving. Very often we give gifts that fill us with joy and other times we have given gifts that lead us to resentment and regret (Davis & Lynn, 2006). Much of the time the act of giving and receiving



leads us to question the act itself. "Should I have given that man on the street that dollar?" (David & Lynn, 2006). The readings and discussion in this section will explore the motives of the human experience of giving. *Prerequisite: IS 250 or consent of instructor.*

### **IS 351 Community Service Transformational Experience III – Leading (1)**

Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. Leadership, in most cases, is not something one learns or even prepares for—more often it sneaks up on you. One day you find yourself in charge, creating the experience of others, for better or worse. You look up one day and you are a teacher, a coach, a program director. You may have stepped up because of an event in your community, organized a group in response to that issue and now you are in charge. What do you do? How do you lead? (Davis & Lynn, 2006). The readings in this section do not answer these questions, but rather through discussion may help ease the burden and improve the leadership experience. *Prerequisite: IS 350 or consent of instructor.*

### **</IS 375 Women and Popular Culture (3)**

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

### **IS 380 Internship/Special Project in Peace, Justice, and Conflict Resolution (3)**

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

### **IS 389 Integrated Studies Capstone Proposal (1)**

This course is the prerequisite course to the IS 390 Capstone Project course and must be taken the semester immediately preceding IS390. This course is designed to assist the student in developing an appropriate capstone project. Topics will include: writing a research paper, constructing research questions, organizing

a research paper, using proper writing style, making charts and graphs, and developing a research argument. *Prerequisites: At least thirty completed hours from either the Individualized Study Plan (ISP) or the Multi-Disciplinary Study Plan (MDSP).*

### **IS 390 Directed Research (1-7)**

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

### **IS 400 Special Topics (1-3)**

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

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

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

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

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

### **IS 430 Civic Engagement – Poverty Studies Capstone (3)**

This course will involve students in Community Based Research (CBR) to solve problems of various community organizations. Students will come from different majors and will play a role in selecting the topics for focus through negotiation with Community Partners. They will share perspectives of their major disciplines as well as their varied experiences in the field thus ensuring the interdisciplinary nature of the inquiry. Students will engage in various ways with poverty-related programs, communities, and experts to address research needs identified by Center-affiliated Community Partners. Students will produce a final research paper and will be expected to present their research in a public venue such as a conference, Apeiron, or the WTE Day of Transformation. *Prerequisites: IS 230 and ((IS 250, IS 350, IS 351) or Approved Practicum Experience) or Instructor Consent.*

# KANSAS STUDIES

Website: [www.washburn.edu/cks](http://www.washburn.edu/cks)

Dr. Tom Schmiedeler, Director

(785) 670-1559

## Minor Offered

### Kansas Studies

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

To obtain the optional minor in Kansas Studies, a student must complete at least 15 hours from among the courses listed below, with at least 6 of those hours at the upper division level. The Director of the Center for Kansas Studies will serve in the role of department chair for certification that a student has successfully met the requirements for this optional minor.

### Student Learning Outcomes

Kansas Studies minors at Washburn University, upon graduation, are expected to have:

- Acquired knowledge of the natural environment of Kansas and how humans have interacted with that environment;
- Acquired knowledge and appreciation of the diversity of the cultures, arts and literature of Kansas; and
- Acquired knowledge of Kansas history, economics and political processes.

Courses which could be applied toward the requirements of the minor are:

AN 225	Kansas Archaeology
AR 114	Art and Architecture of Kansas
AR 399	Documentary Photography (Small Kansas Towns)
BI 280	Special Topics (when taught as Kansas Amphibians, Turtles & Reptiles or Kansas Birds)
CN 330	Communication and Conflict in Negotiation (Kansas emphasis)
EN 138	Kansas Literature
EN 190	Film Appreciation (when taught as "Kansas in the Movies")
EN 199,299	Special Topics (when taught as

399	Kansas Characters, Kansas Folklore or Mapping Kansas Literature)
GG 304	Kansas Geography
GL 103	Historical Geology
HI 300	Topics in History (when taught as Kansas Characters)
HI 322	Kansas History
HI 397	Internship in Historical Agencies
IS 400	Topics (when taught as Kansas Characters)
LS 590	Mapping Kansas Literature
MM 402	Kansas and the Media
KN 198K	Lifetime Wellness (with Kansas emphasis)
PO 107	American State and Local Government
PO 309	Kansas Legislative Experience
PO 307	Internship in State and Local Government

## PEACE, JUSTICE AND CONFLICT RESOLUTION STUDIES

Dr. Rachel Goossen, Advisor

Henderson 311

(785) 670-2060

### Degree Offered

#### Optional Minor

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

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

## WOMEN'S AND GENDER STUDIES

Optional Minor

Dr. Sharon L. Sullivan, Chair

Garvey 122

785-670-2246

### MISSION

The Washburn University Women's and Gender Studies Minor is an interdisciplinary program devoted to encouraging research on women and gender, sponsoring events focused on issues relevant to women and gender, and promoting outreach across the campus and to the larger community. Women's and Gender studies explores the connections between race and ethnicity, class, sexual

identity and gender as they impact women's and men's lives in a variety of cultural contexts. Courses critically examine the social, historical, psychological, literary, artistic, philosophic, and biological roles of women and gender while seeking to provide a fuller understanding of the multidimensional nature of personhood. Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through internships, community involvement projects, research, and service learning courses.

### Student Learning Outcomes

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

- Discuss the multiple types of feminisms that currently exist in the U.S. and internationally, as well as their histories and development;
- Critically analyze and make connections between feminist theories and feminist practices;
- Explicate the basic debates or areas of contention within contemporary feminist thought;
- Describe the multiple ways in which gender is intersected by other social relations such as race, ethnicity, sexuality, class, and nation;
- Identify the basic components that distinguish feminist methodologies from other approaches to inquiry, and the ways in which women's studies approaches have transformed traditional disciplines; and
- Design and implement a project demonstrating in-depth knowledge of one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic.

### Study Plan

To obtain the Optional Minor in Women's & Gender Studies, a student must complete at least 18 hours of designated Women's & Gender Studies course work, with at least 6 of the hours at the upper division level. These courses should include IS 175: Introduction to Women's Studies and IS 400: Women's and Gender Studies Capstone. The minor will be supervised by a Women's & Gender Studies Advisory Committee member. Students may complete the minor in two ways. They may (a) submit a study plan consisting of coursework formally identified as counting towards the WGSM or (b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

### Required Courses

- IS 175 Introduction to Women's Studies
- IS 400 Women's and Gender Studies Capstone

### Courses which may be applied to the minor include:

- AN 321 Anthropology of Women
- CJ 314 Women in Criminal Justice: Offenders, Employees and Victims
- EN 214 Women and Literature
- HI 315 Women in US History
- HI 380 Women in World History
- IS 375 Women and Popular Culture
- NU 382 Women's Health Issues

Pertinent Special Topics courses, with approval, such as Human Trafficking and Modern Day Slavery, Women & Gender in Early America, Feminist Theories, etc.

For additional information or to begin developing your minor study plan, contact Sharon L. Sullivan, [Sharon.sullivan@washburn.edu](mailto:Sharon.sullivan@washburn.edu), 785-670-2246, Garvey 122.

## LATIN AMERICAN, CARIBBEAN, AND LATINO/A STUDIES

Dr. Kim Morse, Advisor

[Kim.morse@washburn.edu](mailto:Kim.morse@washburn.edu)

785-670-2059

### Degree Offered

#### Optional Minor

This minor is constructed around the premise that broader understanding issues that face Latin America, the Caribbean and the Latino/a population today is crucial in the global community. The minor is also constructed around the second premise that nations do not exist in isolation. Interaction and interdependence shaped nations in the Western hemisphere in the past, do so in the present, and will continue to do so in the future.

To obtain the optional minor students will complete at least 18 credit hours of coursework. In addition to six credit hours of required coursework, students must complete at least 12 credit hours of elective courses from at least two disciplines. A student will not be able to take more than six elective credits in a single discipline. Some courses require completion of prerequisites. The advisor will serve in the role of department chair to certify that a student has successfully met the requirements for this optional minor.

## Student Learning Outcomes

Latin American, Caribbean, and Latino/a Studies minors, upon graduation from Washburn University, are expected to have:

- Acquired an intermediate fluency in Spanish, written, reading and speaking.
- Acquired a basic understanding of the history of the relationships between nations in the American hemisphere.
- Acquired knowledge of cultural and ethnic relationships, economics, literature, and environmental issues pertinent to Latin American, Caribbean and Latino/a peoples in the Americas.

## Courses required for the minor are:

SP 201 or 202 Intermediate Spanish I/II

### One of the following:

- HI 100 Early World History
- HI 101 Changing World History
- HI 102 Modern World History
- AN 112 Cultural Anthropology

## Elective courses include, but are not limited to the following:

- AN 120/MU 106 World Music
- HI 360 History of Mexico
- HI 361 Colonial Latin America
- HI 362 Modern Latin America
- HI 363 Borderlands and Beyond
- HI 364/SP 340 History and Literature of Latin America
- HI 300 Special Topics in History (as pertinent to the minor, with permission of the minor advisor).
- HI 398 (as pertinent to the minor, with permission of the advisor)
- SP 290/390 Study Abroad in a Spanish Speaking Country
- SP 307 Contemporary Hispanic Culture
- SP 325 Civilization of Mexico
- SP 326 Civilization of Spanish America
- SP 331 Introduction to hispanic Literature
- SP 370 Latin American Literature through the 19th Century
- SP 372 Twentieth Century Latin American Literature
- SP 380 Hispanic Culture Through Film
- SP 399 Special Topics (as pertinent to the minor, with permission of minor advisor)
- PO 362 Mexico and Latin American Politics
- PO 366 Special Topics (as pertinent to the minor, with permission of minor advisor)
- AN 114 Introduction to Archaeology
- AN 320 Olmec, Maya Aztec

AN 325 Anthropology of the Caribbean

AN 300 Special Topics (as pertinent to the minor, with permission of minor advisor)

IS 400 Special Topics (as pertinent to the minor, with permission of minor advisor)

## PRE-PROFESSIONAL STUDIES

### Pre-Dentistry

#### Biology Advisors

Associate Professor John Mullican

[john.mullican@washburn.edu](mailto:john.mullican@washburn.edu)

Assistant Professor Andrew Herbig

[Andrew.herbig@washburn.edu](mailto:Andrew.herbig@washburn.edu)

Assistant Professor Paul Wagner

[paul.wagner@washburn.edu](mailto:paul.wagner@washburn.edu)

Assistant Professor Tracy Wagner

[tracy.wagner@washburn.edu](mailto:tracy.wagner@washburn.edu)

#### Chemistry Advisors

Professor Sam Leung

[sam.leung@washburn.edu](mailto:sam.leung@washburn.edu)

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

### Engineering Transfer Program

Keith Mazachek, Lecturer and Coordinator

[keith.mazachek@washburn.edu](mailto:keith.mazachek@washburn.edu)

Stoffer Science Hall, Room 210

(785) 670-2263

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

For details about this program, see Engineering in the index. A suggested schedule for the engineering transfer program and the content of engineering courses may be

found under the engineering section of the College of Arts and Sciences catalog.

## Pre-Law

Professor Steve Cann, Advisor & Coordinator

[steve.cann@washburn.edu](mailto:steve.cann@washburn.edu)

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

## Pre-Medicine

### Biology Advisors:

Associate Professor John Mullican

[john.mullican@washburn.edu](mailto:john.mullican@washburn.edu)

Associate Professor Susan Bjerke

[susan.bjerke@washburn.edu](mailto:susan.bjerke@washburn.edu)

Assistant Professor Paul Wagner

[paul.wagner@washburn.edu](mailto:paul.wagner@washburn.edu)

Assistant Professor Tracy Wagner

[tracy.wagner@washburn.edu](mailto:tracy.wagner@washburn.edu)

### Chemistry Advisor:

Professor Sam Leung

[sam.leung@washburn.edu](mailto:sam.leung@washburn.edu)

Students preparing to enter medical school should consult an advisor during their first year in college. Most medical schools prefer a four-year degree preparation with strong foundations in chemistry, biology, physics, and English. Additionally, pre-medical students should acquire significant experience in a health care environment

involving direct patient contact, and become active in service activities. The Medical College Admission Test is required for students applying to either an allopathic (M.D.) or osteopathic (D.O.) medical school and is typically taken shortly after the junior year in college. The pre-medical student is urged to consult a chosen medical school before the junior year in college. The exact course of study applicable to any student's background can only be established in consultation with a pre-medicine advisor.

## Pre-Nursing

Mary Allen, R.N., Director of Student Support Services

[mary.allen@washburn.edu](mailto:mary.allen@washburn.edu)

Louisa Schurig, Advisor

[louisa.schurig@washburn.edu](mailto:louisa.schurig@washburn.edu)

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

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

## Pre-Pharmacy

Professor Shaun Schmidt, Advisor

[shaun.schmidt@washburn.edu](mailto:shaun.schmidt@washburn.edu)

Associate Professor Matt Arterburn

[matt.arterburn@washburn.edu](mailto:matt.arterburn@washburn.edu)

Most students in the pre-pharmacy program transfer to the School of Pharmacy at the University of Kansas, which requires about 68 hours (approximately two years) of college level pre-professional studies prior to admission to the professional program. The exact course of study applicable to any student's background can only be established in consultation with the pre-pharmacy advisor. Students can complete the Associate of Science in Laboratory Science concurrently with the pre-pharmacy requirements.

## Pre-Theology

Professor Barry Crawford, Advisor

[barry.crawford@washburn.edu](mailto:barry.crawford@washburn.edu)

Garvey Fine Arts Center, Room 233

(785) 670-1542

The Philosophy Department recommends that pre-theology students complete a broad course of study, including work in the Humanities, Social Sciences, Natural Sciences and in Creative and Performing Arts. The

Philosophy Department offers courses in Religion and is happy to assist students in planning pre-seminary majors in either Religious Studies or Philosophy.

### **Pre-Veterinary Medicine**

Professor Lee Boyd, Advisor

[lee.boyd@washburn.edu](mailto:lee.boyd@washburn.edu)

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

## **ACADEMIC SUPPORT PROGRAMS**

### **JOINT CENTER ON VIOLENCE AND VICTIM STUDIES**

**Website:** [www.washburn.edu/jcvvs](http://www.washburn.edu/jcvvs)

**Benton Hall, Room 408D**

**(785) 670-1242**

**(800) 910-4308**

**Thomas Underwood Ph.D., Executive Director**

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

### **OFFICE OF GRADUATE PROGRAMS AND ACADEMIC OUTREACH**

**Website:** [www.washburn.edu/ao](http://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, Early Start Options for high school students, and professional development programs

and Graduate programs that have a direct connection to academic areas and are generally considered to be post-baccalaureate in terms of knowledge or skills. The Office also provides support for academic conferences and partnerships with other organizations.

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

## **CREDIT OPTION POLICY FOR PROFESSIONAL DEVELOPMENT PROGRAMS**

### **Washburn University Sponsored Programs**

Pending the approval of the appropriate academic department, noncredit programs sponsored or conducted by the Washburn University Office of Academic Outreach may be eligible for an academic credit option. Participants must pay one third of the applicable undergraduate or graduate resident tuition rate in addition to the noncredit registration fee, the combination of which must equal or exceed the regular credit tuition rate. Participants must complete both the noncredit course registration form and the (credit) Special Enrollment form.

### **Collaborative Organizational Programs**

Academic credit may also be awarded for noncredit training, in-service programs, and conferences offered or sponsored by another organization (e.g., USD 501, state agencies, or professional associations) that involve Washburn University faculty, staff, consultation, or other forms of collaboration. These programs may also include contract or externally funded programs. Pending the approval of the appropriate academic department, program participants may earn academic credit by completing the Special Enrollment form and paying the negotiated tuition rate.

### **Center for Organizational Excellence**

The Center for Organizational Excellence is a partnership between the Office of Academic Outreach, School of Business, and the Greater Topeka Chamber of Commerce/Go Topeka. The Center offers quality education and consultation services responsive to organizations of sizes and all types.

## **ONLINE 2+2 PLAN BACHELOR DEGREE COMPLETION PROGRAMS**

**Website:** [www.washburn.edu/PLAN](http://www.washburn.edu/PLAN)

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

Students may complete an associate's degree at any of the partner community or technical colleges and then a bachelor's degree online from Washburn in just two years without traveling to Topeka, moving, or changing jobs.

The programs include the Bachelor of Health Science, the Bachelor of Integrated Studies, the Bachelor of Applied Science in Human Services, the Bachelor of Applied Science in Technology Administration, and the Bachelor of Science in Criminal Justice.

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

## **EVENING AND WEEKEND CLASSES**

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

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

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

to those needs including noncredit programs offered by the Office of Academic Outreach.

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

The Academic Scheduling and Commencement Services Office annually produces three class schedules. Course listings are available online only at [www.washburn.edu/schedule](http://www.washburn.edu/schedule) and have a search feature for online, evening and weekend courses. The semester schedule can also be accessed on Washburn University's homepage at [www.washburn.edu/](http://www.washburn.edu/) Select Academics, then select Course Schedule from the options on the left side, and then choose the appropriate semester.

## **SUMMER SESSION**

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

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

# 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](http://www.washburn.edu/student-conduct) and in the Student Life Office, Morgan Hall Room 104.

### Academic Impropriety Policy

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

### Authorized Academic Load

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

the approval of their faculty advisor, may petition the Dean to carry 21 or more hours.

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

### Official E-Mail Address

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

### Withdrawals

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

When web registration is not available, students must complete a Schedule Change Form and submit it to the University Registrar's Office where the information will be processed and the form signed. The student will be given a copy documenting these transactions. The date of withdrawal is determined by the day the withdrawal form is processed in the University Registrar's Office. Students who cannot complete the withdrawal process on campus must notify the University of their intent to withdraw by sending an e-mail to [enrollment@washburn.edu](mailto:enrollment@washburn.edu) using their MyWashburn account or by mailing or faxing a signed request to the University Registrar's Office. To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account on-line and view the "Detail Course Schedule" link on the Student 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 University Registrar's Office rests with the student, not the faculty. Failure to officially withdraw results in the recording of "F" grades at the end of the semester/term and responsibility for all assessed charges.

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

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

Similar dates/deadlines for short term courses can be found on MyWashburn by selecting the Student 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**

The University Medical Withdrawal policy has changed as of Fall, 2008. If a student is unable to complete a semester or term due to serious illness or injury, the student may withdraw him/herself from courses by the Last Day to withdraw from that semester. A Medical Withdrawal DOES NOT CHANGE the student's financial obligation to the University.

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

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

section) will generate any kind of refund of tuition. A student who believes the circumstances surrounding the withdrawal were unavoidable and extraordinary should contact the Bursar to arrange a payment schedule.

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

### **Military Withdrawal**

Students who are called to military active duty and must withdraw from classes as a result should contact the Dean of Students, Student Life Office, Morgan Hall, Room 104, Phone: 670-2100, or via e-mail at [meredith.kidd@washburn.edu](mailto:meredith.kidd@washburn.edu) prior to deployment. The Dean of Students 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 Registrar for complete withdrawal.

### **Declaring/Changing A Major**

In order to ensure the early and proper selection of a field of concentration, students seeking a baccalaureate degree are required to file a declaration of major by the time they have completed 54 hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free to change majors at any time, or to add a second or third major, by following the prescribed procedures. Declaration of a major is made online from the Academic Advising channel on the Academic Success tab on MyWashburn or through this link: [www.washburn.edu/majordec](http://www.washburn.edu/majordec)

After the information has been submitted, the student will receive an e-mail confirming the declaration or change, and within a week, the student will receive notification on the status of the request; if approved, an advisor will be assigned.

## Declaring an Optional Minor

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

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

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

## 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.

## COURSE NUMBERING SYSTEM

Students with fewer than 54 hours completed may take courses numbered 100-299. Students with more than 54 hours completed may take courses numbered 100-499. Courses numbered 400-499 are also open to graduate students. Courses numbered 500-699 are open to graduate students only. Courses numbered 300-499 are open to students during the semester in which they achieve junior standing, provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank. Exceptions to this rule may be made by consent of the department head and the Dean. Forty-five hours of junior-senior work are required for completion of any baccalaureate degree.

## DEGREES

### Degree Conferment

The University confers degrees three times a year to students who have met all requirements as of the last day of final examinations for each semester/term: Fall semester, Spring semester, and the Summer term. The summer term is comprised of several sessions or short courses, but the degree will be conferred at the end of the

term. All work not completed by the last day of finals for each semester/term will result in a graduation date of the following semester/term. 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.

The University holds commencement ceremonies twice a year, at the end of the Fall and Spring semesters. Students who are scheduled to complete final requirements for a degree during the following Summer term may be permitted to participate in the Spring commencement. Such candidates must have 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](http://www.washburn.edu/commencement).

### Application for Degree

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

### 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 (e.g., missing transfer work, unposted course substitutions, etc.) with their faculty advisors. Students can also use this unofficial Degree Audit tool to explore different majors by using the "Explore Different Degree Programs" link.

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

### **Posthumous Degree**

Upon 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:

1. Was in good academic standing at the time of death, and,
2. 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.

## **STUDENT RECORDS**

### **Policy, Procedure, and Records**

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

### **Directory Information**

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.

## **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.

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

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

## **TYPES, CUSTODIANS AND LOCATIONS OF EDUCATION RECORDS**

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

1. (Official) Academic Records: University Registrar, Morgan Hall 115
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 114
5. Business Records: Bursar, Morgan Hall 205
6. Career Services: Coordinator of Career Services, Vice President of Student Life, Morgan Hall 123
7. Testing and Placement Records: Office of Academic Advising/Academic Success Center, Morgan 122
8. Financial Aid Records: Director of Financial Aid, Morgan Hall 267
9. International Student Records: Foreign Student Advisor, International House
10. Medical Records: Director of Student Health Services, Morgan Hall 170

11. Residence Hall Records: Director of Residential Living, Living/Learning Center
12. Student Disciplinary Records: Dean of Students, Morgan Hall 104
13. Traffic and Security Records: Chief of Police, Morgan Hall 156
14. Veteran Records: Student Services, Morgan Hall 135

### **Student Access to Education Records**

Students may inspect, review and/or receive copies of their education records upon written request to the appropriate record custodian with the exceptions noted below. The written request submitted to the record custodian or appropriate University staff should identify as precisely as possible the record or records he or she wishes to inspect. The record custodian or appropriate University staff must comply within a reasonable period of time, not to exceed 45 days from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her. If any question arises as to the identity of the requesting student, the student shall be asked to provide photo identification.

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

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Washburn University or a component unit of Washburn University if that application was denied.
4. Medical and counseling records. These records may be released, however, to other medical or psychological professionals at the written request of the student; and may be inspected by the patient at the discretion of the professional staff.
5. Law enforcement records.
6. Private notes of staff, faculty, and administrators.
7. Official transcripts of credit earned at other institutions which have been presented for admission or evaluation of credit and have become a part of the student's permanent record are not reissued or copies duplicated. Transcripts from other institutions, including the high school transcript and test scores, should be obtained from the original institution. Copies of records accessible to the student will be provided at the

student's expense. The charge to the student for any such records is 25 cents per page.

8. When a student is delinquent in a financial account to the University, has incomplete admission credentials, or about whom official disciplinary action has not been resolved, the appropriate university official may request that the student's record not be released. The effect of this action is that grade reports, transcripts, and diplomas/certificates are not released. In addition to these documents not being released, registration and enrollment at Washburn in subsequent semesters is not permitted.

### **Disclosure of Education Records or Personally Identifiable Information**

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

1. School officials who have a legitimate educational interest in the records. A school official is:
  - A 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 school official has a legitimate educational interest if the official is:

- Performing a task specified in his/her position description or by contract agreement.
  - Performing a task related to the discipline of a student.
  - Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
2. Officials of another school in which a student seeks or intends to enroll.
  3. Authorized representatives of the Comptroller General of the United States, the Secretary of H.E.W., the U.S. Commissioner of Education, the Director of the National Institute of Education, and Assistant Secretary for Education and state

educational authorities in connection with certain state or federally supported education programs.

4. Financial aid personnel in connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. State and local officials or authorities to whom information is specifically required to be reported or disclosed according to State statute adopted before November 19, 1974.
6. Organizations conducting certain studies for or on behalf of the University
7. Accrediting organizations to carry out their functions.
8. Parents of an eligible student who claim the student as a dependent for income tax purposes.
9. Authorities to comply with a judicial order or a lawfully issued subpoena.
10. Appropriate parties in a health or safety emergency. University Security Personnel shall have access to student class schedules in an emergency situation when knowledge of the information concerning the emergency, is considered necessary to protect the health or safety of students or other persons.
  - University Security Personnel will attempt to verify the identity of the person requesting information and the emergency situation. The class schedule will not be released to the requesting individual but a security officer will attempt to contact the student directly.
  - A record of each disclosure request must be made and maintained. The record should include the name and address of the requestor, date and time of request, and the nature of the emergency situation. These records of requests are considered part of the students educational record.
11. Individuals inquiring about directory information designated by the University.
12. The results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
13. School officials who have access to student educational records should view only the records associated with carrying out their responsibilities to the University. School officials will not disclose non-directory information to other school officials or university employees unless that person has

a legitimate educational reason for knowing the information.

### **Notice to Third Parties**

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

### **Maintaining Education Records and Records of Requests and Disclosures**

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

Washburn University officials responsible for the various types of records will maintain a record of all requests for disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record of 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; or 4) requests for directory information.

### **Student's Right to Challenge Information Contained in Education Records**

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

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

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

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

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

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

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

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

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

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

## **Complaints**

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

## **Transcript**

A transcript is an official copy of a student's permanent academic record. Official transcripts are available from the Office of the University Registrar. Each transcript costs \$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. Because a transcript contains confidential information, it cannot be released to anyone without a written request from the student. Any individual acting on behalf of the student with regard to requesting a transcript must have written authorization from the student and will be required to show photo identification. (\*effective July, 2013)

Transcripts may be requested in person upon showing some form of photo identification at the University Registrar's Office, 115 Morgan Hall, during regular business hours. Any transcript mailed, or faxed to, or picked up by the student will be marked "Issued to Student".

Transcripts may be requested through the mail or by fax (785) 670-1104 or in person. A mailed request must be sent to the Office of the University Registrar, Morgan Hall 115. The request should include the following information: current name and other names while attending Washburn, student signature, identification number/social security number, return address for receipt purposes, current phone number, date of birth, date of attendance at Washburn, the number of transcripts requested, complete and accurate address where each transcript is to be sent, and \$8.00 for each transcript requested paid at the time of request. A faxed request form may specify that a transcript be mailed or faxed. If the transcript is to be faxed, the request must include the information listed above as well as the fax number, the name of the person who is to receive the fax, and the Company/Agency/Institution name where it is to be faxed. Faxed requests will not have processing priority over requests received by mail or in person. Some agencies or institutions will not accept faxed transcripts as official.

Checks should be made payable to Washburn University. Fax requests must be paid by credit card. The University accepts Visa, Master Card, and Discover (Novus). A fax request must include the type of card, the

number of the card, its expiration date, the security code on the back of the card and the signature of the student. Fax requests without complete information including credit card information cannot be processed. Please include your phone number, in case there are questions during processing your request.

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

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

### **Grade Reports**

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

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

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

The Washburn University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Washburn, and on public property within, or immediately adjacent to and accessible from, the campus. Other reports include institutional policies concerning campus security, such as policies concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report can be obtained by contacting the Office of Student Life (Morgan 104, 785-670-2100) or by accessing the following website: [www.washburn.edu/required-reporting](http://www.washburn.edu/required-reporting)

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

## **DIPLOMAS**

### **Diploma Distribution**

Diplomas will be available approximately two months after each semester/term. Diplomas may be picked up in the Office of the University Registrar, Morgan 115, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the University Registrar's Office. Students may also obtain the Diploma Mailing form by printing it after accessing [www.washburn.edu/registrar](http://www.washburn.edu/registrar). After printing and completing the form, return it to the University Registrar's Office 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 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. (\*effective July, 2013)

### **Diploma Replacement**

A diploma may be replaced providing a request is made in writing. The Diploma Replacement Form is available in the University Registrar's Office, 115 Morgan Hall, during regular business hours or it may be obtained by printing it after accessing [www.washburn.edu/registrar](http://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. (\*effective July, 2013)

### **Diploma Designations**

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

### **CREDIT BY EXAMINATION**

Recognizing that many individuals gain knowledge through self-study which may be equivalent to that attained through the completion of formal college courses, Washburn University has adopted a comprehensive

program whereby college credit may be granted through means other than enrollment in and the successful completion of prescribed college courses.

The University may grant credit through national/international examinations and university departmental examinations. The national/international examinations are the College Entrance Examination Board (CEEB), Advanced Placement Examinations, the International Baccalaureate (IB) Diploma Program, the Defense Activity for Non-Traditional Education Support (Dantes) program, and the College Level Examination Program (CLEP). The University Departmental Examinations are administered on campus by individual academic departments.

Students must be either currently enrolled at Washburn University or former students of Washburn University in order to have credit awarded and posted to their transcripts. Test scores must be submitted directly from national testing companies in order to be considered for credit. Specific information about the different types of examinations is provided below.

## A. National Examinations

### 1. College Entrance Examination Board (CEEB): Advanced Placement Examinations

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

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

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

A.P. Subject	Score	Award	Hours
Art	3-4-5	Consult Chair	3@
Biology	3-4-5	BI 100	3
Chemistry	5	CH 151	5
English	3	EN 135	3
A.P. Subject	Score	Award	Hours
English	4	EN 135	3
	5	EN 101	3
Calculus AB	3	Consult Chair	
Calculus AB	4-5	MA 151	5
Calculus BC	3	MA 151	5
Calculus BC	4-5	Consult Chair	10>
Mod. Foreign Language	4-5	FR 211 OR GE 211 OR SP 211	4-8**
Music	3	MU 215	
Music	4-5	MU 215 AND MU 314	
Physics	3-4-5	PS 101	3
Pol.Science	4-5	PO 106	3
Psychology	3-4-5	PY100	3
Statistics	3-4-5	MA 140	3
US History	4	HI 111 OR HI 112	3~
US History	5	HI 111 AND HI 112	6^
World History	4	HI 100 OR HI 101 OR HI 102	3#
World History	5	2 of 3 Courses: HI 100 OR HI 101 OR HI 102	6+

@ The 3 hours of Art are to be selected by Art Department Chair and student based on content or test or portfolio.

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

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

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

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



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

## 2. International Baccalaureate (IB) Diploma Program

Washburn University recognizes the International Baccalaureate (IB) Program. Students should seek information and obtain registration materials through appropriate high school counselors or other secondary school officials. This program is designed for high school juniors and seniors planning to enter college and is administered in conjunction with International Baccalaureate courses taught in high schools.

At the time of enrollment in the University, official transcripts should be forwarded to the University Registrar in order to receive appropriate credit. Credit is awarded on a course-by-course basis by academic departments depending on departmental policy and the examination scores which are achieved. No entry is made on the college transcript for scores which are lower than those determined to be satisfactory by the Washburn academic departments.

IB Subject	Score	Award	Hours
Biology	5-6 (SL)	BI 100 AND BI 101	5
	7 (SL)	BI 102	5
	4-5 (HL)	BI 100 AND BI 101	5
		BI 102	5
	7 (HL)	BI 102 AND (BI 105 OR BI 110)	9**
	Chemistry	5-7 (SL)	CH 101
3 (HL)		CH101	3
4 (HL)		CH 121	5
5-7 (HL)		CH 151	5
Computer Science	4-7 (HL)	CM 111	3
English A1	5-6 (HL)	EN101	3
	7 (HL)	EN101 AND EN 135	6
Foreign Language	B5-7 (SL) 5-7 (HL)	FL 102 FL 201	4 3
Geography	5-7 (HL)	GG 101	3
History	6-7 (SL)	HI 102	3
	4-7 (HL)	HI102	3
ITGS	4-7 (SL)	CM 299	3*
	4-7 (HL)	CM 299	3*

Mathematics	5-7 (SL)	MA 116	3
	5-6 (HL)	MA 151	5
	7 (HL)	MA 151 AND MA 152	10
Music	5-7	MU 100	3
Philosophy	6-7 (HL)	PH 100	3
Physics	5-7 (SL)	PS 101	3
	5-7 (HL)	PS 261	5
Psychology	5-7 (HL)	PY 100	3
Theatre	4-7 (SL)	TH 102	3
	4-7 (HL)	TH 102	3
Visual Arts	5-7 (HL)	AR 103 OR Art Studio Elect. 3~	
		World Religions	6-7 (HL)

\*The 3 hours of CM 299 Special Topics will be Software Lifecycles.

\*\*The 9 hours of Biology are to be selected by Biology Department Chair and Student.

~AR 103 will be awarded for nonmajors; Art Studio elective will be awarded for majors.

## 3. DANTES Program

Military personnel can obtain information for certain subjects then take a standardized test to receive college credit through the DANTES program (Defense Activity for Non-Traditional Education Support). Washburn University awards credit for the following DANTES exams:

Subject	Score	Award	Hours
Criminal Justice	50	CJ 100	3
Into to Law Enfor	50	CJ 110	3
Foundations of Ed	46	ED 385	3
Substance Abuse	49	HS 210	3
Here to Your Health	49	HS 131	3
Lifespan Dev/Psy	46	PY 209	3
Psy Intro	50	PY 100	3
Gen.Anthr	47	AN 112	3
Envir & Humanity	46	BI 203	3
Astronomy	48	AS 101	3
Physical Geology	46	GL 101	3
Fund of College Alg	54	MA 116	3
Here's to Your Health	48	HS 131	3
Tech Writing	46	EN 208	3
Ethics in America	46	PH 106	3
Intro to World Relig	48	RG 102	3

## **4. College Level Examination Program (CLEP)**

### **A. CLEP General Examinations**

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

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

### **B. CLEP Subject Examinations**

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

A student who has attempted credit in the course to be fulfilled by the CLEP Subject Examination either at Washburn or another university is not eligible to receive credit with the CLEP Subject Examination for that course. There is no entry in the college transcript for scores which the appropriate academic department has determined to be unsatisfactory.

## **5. University Departmental Exams**

When a student identifies a course which he or she feels qualified to “challenge” or “quiz-out of,” the student should contact the chair of the department offering that course to determine whether a departmental examination could be accepted. If the academic department gives approval for the student to quiz out of a specific course, the student obtains a Credit by Examination registration form in the University Registrar’s Office, MO 115. The University Registrar’s Office determines that the student is either currently enrolled or a former student who is not

currently enrolled in the challenged class and is free of all holds. The student completes the credit by examination registration form and obtains signatures as required on the form. The student must finalize this process by taking the credit by exam registration form to the Business Office where he or she pays the fee for challenging a course by examination. The fee for each credit hour is one-third of the current resident under-graduate per-credit-hour tuition rounded to the nearest dollar. After payment is made, the student returns the top copy of the form to the University Registrar’s Office. The student takes his/her copy which has been marked “paid” to the department at the scheduled time of the examination. Under no circumstances will the examination be administered prior to payment. No refunds will be given for exams not taken or not passed.

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

Credit given by departmental examination is considered residential credit.

## **CREDIT GRANTED FOR MILITARY SERVICE**

Credit awarded for military service is based upon the recommendations of the Commission on Accreditation of Service Experiences which was appointed by the American Council on Education. Credit will be granted to all military personnel in accordance with the recommendations of the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. Students should provide their military service record in one of the following formats according to their branch of service: DD 214 form, DD 295 form, Department of Defense transcript, Community College of the Air Force transcript, or the Army/American Council on Education Registry transcript. Military credit is subject to the same limitations as regular transfer credit i.e. technical credit limits and no credit awarded for course duplications. For more information and to secure forms for making application, students should contact the Office of the University Registrar.

## GRADING SYSTEM

### Grades and Grade Points

#### Symbols Used In

Grading	Description	Grade Points
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
AU	Audit	*0
CR	Credit only-letter grade C or better	*0
I	Incomplete	*0
NC	No Credit	*0
IP	In Progress	*0
NR	Not Recorded	*0
P	Credit only-letter grade of D	*0
W	Withdrawn	*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 undergraduate courses must be completed by the last day of classes and grades submitted to the University Registrar Office by the deadline of grade submission of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise a grade of “F” will be recorded.

The above procedure applies to graduate Nursing and Psychology incomplete grades, except for PY 695 and PY 699, which do NOT automatically turn to F. The above procedure also applies to courses completed in

the graduate Business Administration 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.

### A/Pass/Fail Option

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

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

Subject to the provisions above, a student may elect graded or A/Pass/Fail status for a course at any time during the period in which that student may elect to withdraw from that course. Please see the academic calendar at [www.washburn.edu/academic-calendar](http://www.washburn.edu/academic-calendar) for specific deadline dates.

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

## **Repetition of Courses**

Undergraduate courses may be repeated. The transcript will contain a complete record of all courses taken and grades earned. Courses for which grades of Ds and Fs are recorded can be retaken without departmental approval; courses for which a grade of C, or pass, or higher are recorded will require departmental approval prior to registration. The transcript will contain a complete record of all courses taken and grades earned. The repeated and not the original grade will be included in determining the cumulative grade point average. However, after a student has repeated the same course three times, or has repeated three different courses, that student must have the permission of his/her academic dean before repeating any course.

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

## **Classification**

An entering student with fewer than 24 semester hours of accumulated credit is classified as a Freshman. To be classified as a Sophomore, a student must have 24 semester hours of college credit. To be classified as a Junior, a student must have 54 semester hours of college credit. A student who has at least 88 semester hours of college credit is classified as a Senior. Graduate students are those who have been formally admitted to a graduate program. Law students are those who have been formally admitted to the School of Law.

## **Honors**

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

## **Latin Honors**

Any student seeking a Bachelor's degree who has met degree requirements by completing only Washburn course work and by achieving a cumulative grade point average of:

- 3.4-3.59 receives a degree cum laude.
- 3.6-3.79 receives a degree magna cum laude.
- 3.8-4.0 receives a degree summa cum laude.

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

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

## **Dean's Honor Roll**

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

## **President's Honor Roll**

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

## **Departmental and School Honors**

In the College of Arts and Sciences, students are eligible to receive departmental honors upon graduation if they fulfill the following minimum requirements: (1) a grade point average of 3.5 in the major, including a 3.5 in upper division work in the major; (2) successful completion of a research project or an equivalent deemed suitable by the department; (3) the recommendation of the department. Individual departments may specify additional requirements.

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

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

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

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

### **LINC Scholar/Bonner Leader Program**

This honor is open to any undergraduate student enrolled part-time or full-time who is in good academic standing. LinC Scholar/Bonner Leader honors are awarded to students who have been accepted into the Bonner Leader program and who have completed the required service commitment (see Learning in the Community (LinC): The Center for Community Service and Civic Engagement)

## **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 ([www.washburn.edu/eoo-complaints](http://www.washburn.edu/eoo-complaints)).

### **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.

## **ACADEMIC PROBATION, SUSPENSION AND REINSTATEMENT**

**A student in good standing is defined as one whose cumulative grade point average (GPA) is 2.00 or above.**

**A student whose cumulative grade point average is still below 2.00 but who earned a semester GPA of 2.25 or above will be maintained on probation;**

**A student whose cumulative GPA is still below 2.00 and who earned a semester GPA between 2.00 and 2.25 may be maintained on probation or may be suspended.**

Any student whose cumulative GPA falls below 2.00 will be placed on academic probation for the next semester in which the student enrolls.

1. Students will have their records evaluated at the end of the probationary semester with one of the outcomes listed above.
2. Students whose cumulative GPA still does not meet the required standards and who earned a semester grade point average below 2.00 will be suspended for at least one semester. Summer Sessions are not considered as one semester.
3. If a student feels that there were extenuating circumstances beyond the student's control which resulted in the low level of academic performance, the student may:
  - Submit a typed petition to the Office of the Vice President for Academic Affairs requesting consideration for the extenuating circumstances. (See "Reinstatement from Suspension Status" section for deadlines)
  - The student must present evidence of the extenuating circumstances.
  - The student must present evidence that these circumstances no longer exist and that the student will be able to perform at a higher level during the next semester.
  - The request will be presented to the Probation and Reinstatement Committee for consideration as detailed in the Section "Probation and Reinstatement Meeting".

### **Reinstatement from Suspension Status**

1. In order to be considered for academic reinstatement, the student must complete the established reinstatement process no later than 60 calendar days prior to the beginning of the semester/session in which the student wants to enroll.

2. The student must complete the following steps in order to complete the reinstatement petition process:
  - Contact the Student Life Office and set up an appointment with the Dean of Students for consultation about reinstatement.
  - Obtain a Reinstatement Petition form from the Student Life Office.
  - The petition must be submitted with a legible Washburn ID number, mailing address including zip code, home/cell number and any former names.
3. Meet with an academic advisor in the Office of Academic Advising to:
  - Discuss the past academic history,
  - Identify strategies for academic success,
  - Create an academic plan.
4. The student should create a letter outlining:
  - What was discussed with the academic advisor,
  - Discussion of the past academic performance
  - Identified strategies that will assist in having a successful academic reentry to the University, and
  - The academic plan for the upcoming semester, if reinstated.
5. The student must submit the completed Reinstatement packet which includes the Petition Form and the typed letter requesting reinstatement to the Office of the Vice President for Academic Affairs no later than 60 days prior to the beginning of the semester/session in which the student wants to enroll. The petition packet can be submitted to the Dean of Students who will ensure the completed packet is sent to the VPAA office within two (2) days of receipt.

### **Probation and Reinstatement Meeting**

1. The Probation and Reinstatement committee will meet to review all completed reinstatement petition packets. At this meeting, the committee will decide which will be approved or denied for reinstatement. All completed packets will be provided to the Probation and Reinstatement committee at a minimum of five (5) calendar days prior to the committee meeting.
2. The Probation and Reinstatement Committee will meet twice a semester to consider reinstatement petitions and probation/suspension decisions. The

Committee will consider reinstatement decisions (first meeting) between 50 to 55 calendar days prior to the beginning of the semester in which the student wants to enroll. A second meeting will be held immediately after semester/summer grades are submitted to consider probation and suspension decisions for the upcoming semester. A final meeting may be required to review any appeals for reconsideration of suspension decisions.

3. In making its decisions, the Committee will consider in the completed petition packet:
  - The extent to which a student demonstrates awareness of the causes of poor performance during the previous enrollment;
  - Evidence that the student has effectively dealt with the causes of previous poor performance and understands what will be required in order to achieve academic good standing,
  - Has developed a solid plan to assure academic success; and
  - Any other evidence which would indicate the student has the motivation and ability to undertake and succeed in a program of college study.
4. Copies of the student's Washburn transcript will be obtained by the Office of Vice President for Academic Affairs. The student needs to ensure all outstanding transcripts (from other institutions) have been requested and received at Washburn University. Transcripts will contain a complete record of all courses taken and grades earned, but only the last grade earned in a repeated course will be used to compute the cumulative GPA.
5. Any written reinstatement requests by students for exceptions to the timelines will be referred to the Office of the Vice President for Academic Affairs where they will be reviewed for potential consideration by the Probation and Reinstatement committee. If approved for consideration by the Committee, the student will be responsible for completing the entire reinstatement process as soon as possible with the completed packet submitted to the VPAA office no later than one week prior to the committee's second meeting. The student should be aware that the reinstatement/petition must be approved by the Committee as a whole.

## **Appeal for Reconsideration of Suspension**

- Those students whose GPA was between 2.0 and 2.5 are encouraged to submit a petition to be placed on continued probation; however, students whose GPA falls below that level may request reconsideration if there were extenuating circumstances beyond their control which prevented them from attaining the required academic standards.
- If any appeals for reconsideration of suspension are received, a meeting of the Probation and Reinstatement committee will be convened to hear only those appeals.

### **Procedures:**

1. In order to appeal a suspension, the student must submit a typed statement to the Office of the Vice President for Academic Affairs no later than two (2) weeks prior to the beginning of the semester/session in which the student wants to enroll.
  - The typed statement must include:
  - The past academic history,
  - Identified strategies for academic success,
  - Creation of an academic plan for success, and
  - Any supporting documentation that will assist in providing reasons the student was not able to succeed academically or that there were extenuating circumstances beyond the student's control, which resulted in the low level of academic performance.
2. The student is strongly encouraged to contact the Student Life Office and/or the Office of Academic Advising to set appointments to meet with the Dean of Students or an academic advisor PRIOR to submitting an appeal of their suspension.
3. Any written appeals for reconsideration of suspension by students which indicate extenuating circumstances outside of the student's control will be referred to the Office of the Vice President for Academic Affairs where they will be reviewed for potential consideration by the Probation and Reinstatement committee. If approved for consideration by the Committee, the student will be responsible for completing the entire reinstatement process as soon as possible with the completed packet submitted to the VPAA office no later than one week prior to the committee's meeting. The student should be aware that the reinstatement/petition must be approved by the Committee as a whole.



## Administrative Information

1. Transfer students must meet the retention standards of Washburn students including entering on probation.
2. A grade of incomplete will not affect the GPA for the semester in which it is received. The grade, when it has been awarded, or the F to which it has been converted, will affect the subsequent semester and cumulative GPA.
3. Students who have academic deficiencies are advised to enroll in no more hours than they have successfully (with C or better grade) completed in the preceding semester.
4. Students who have been suspended and are later reinstated will be readmitted on academic probation.
5. Students who have been readmitted on academic probation may be asked to comply with conditions that will assist them in having a successful semester. In these instances, a reinstatement hold outlining the conditions for reinstatement will be placed on a student's account for the semester. The reinstatement hold will be removed when the student meet with an academic advisor during advanced/open registration for the subsequent semester. Failure to comply may mean the student will be returned to their previous status.

No student will be reinstated more than twice. The third academic suspension is, in effect, the final academic dismissal, except that a student who has been academically dismissed may, three or more years after dismissal, apply for readmission under the Fresh Start Program.

## ACADEMIC FRESH START

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

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

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

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

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

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

# PROGRAMS, DEGREES AND GRADUATION REQUIREMENTS

## GRADUATION REQUIREMENTS

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired. The ultimate responsibility for complying with degree requirements rests with the student. In order to ensure the early and proper selection of a field of concentration, every student seeking a baccalaureate degree is required to have filed a declaration of major by the time the student has completed 54 credit hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free to change or add majors at any time by following the correct prescribed procedures. Declaration of a major is made online from the Academic Advising channel on the Students tab on MyWashburn or through this link: [www.washburn.edu/majordec](http://www.washburn.edu/majordec)

Candidates for the Baccalaureate or Associate Degree must file an Application for Degree form in the Office of the University Registrar in September for the fall semester and in February for the spring and summer semester. The University confers degrees at the end of each semester and at the end of the Summer Session.

Students who have completed baccalaureate degrees at accredited institutions of higher education are considered to have satisfied general education requirements, and are therefore not required to meet Washburn's general education requirements common to all Bachelor and Associate degrees. This includes all aspects of the general education program including the core coursework and the general education distribution hours. Students will, however, be required to meet degree requirements that are specific to certain Bachelor and Associate degrees. Students who have completed associate degrees (A.A. or A.S.) at accredited institutions of higher education and have satisfactorily completed coursework in the general education distribution groupings (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) as part of their associate degree program will receive general education distribution credit in the appropriate grouping. Transfer students should also see "Transfer" section for additional information.

## UNIVERSITY REQUIREMENTS

### COMMON TO ALL BACHELOR DEGREES

A minimum of 120 semester hours of credit. Some baccalaureate degrees may require additional hours. See specific degree/major.

1. A cumulative grade average of at least C (2.0 grade point).
2. Forty-five hours of upper division work (300-400 numbered courses).
3. At least 12 hours in the major must be in the upper division courses.
4. Nine hours of course-specific core coursework including EN 101 and EN 300 (communication), and MA 112 or MA 116 (quantitative and scientific reasoning and literacy) further described under Core Requirements
5. Complete WU101: The Washburn Experience, IS100: The College Experience or HN101: Honors Washburn Experience (conditional upon admittance into the Honors Program) with a minimum grade of C. Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution with a GPA of 2.0 or higher are exempt from the requirement to take WU101, IS100 or HN101.

#### Notes:

1. Students entering Washburn University direct from high school enroll in WU101 or HN101 (conditional upon admittance into the Honors Program).
2. Students not direct from high school entering Washburn University with less than 24 hours completed at an accredited post-secondary institution who have not completed a university success course with a minimum grade of C enroll in WU101, IS100 or HN101 (conditional upon admittance into the Honors Program) as determined by their Academic Advisor.
3. Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution with a GPA of 2.0 or higher are exempt from the requirement to take WU101, IS100 or HN101. They are strongly encouraged to complete a series of independent online modules introducing them to the Washburn University Community of Learning. Students not falling in designated categories will be reviewed by Academic Advisors for applicable placement recommendations.
4. Students originally determined as being required to complete WU101, IS100 or HN101 who advance

beyond 24 hours of credit without fulfilling the requirement with a minimum grade of C, are required to complete a 3-credit hour Directed Readings project (IS110) administered by the FYE Lecturer/Coordinator.

5. A minimum of nine hours in each of the distribution groupings of General Education (see General Education Distribution Groupings and Subject Areas) from courses outside the major selected from at least two disciplines in each distribution group. The number of hours in each distribution grouping will vary by degree. The individual student should check with the major department. Courses in the student's major discipline cannot fulfill distribution requirements; however, in many cases, courses required by the major department in correlated areas will fulfill some of the general education distribution requirements.
6. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
7. A/Pass/Fail option cannot be taken in the major department, or correlated area unless written permission is obtained from the head of the major department for that course and filed with the University Registrar's Office.
8. For the bachelor degrees, at least 30 hours must be earned in residence at Washburn, including 20 of the last 30, or 40 of the last 60 presented for the degree. At least 25 percent of the credit hours required for the major must be taken at Washburn.
9. At least 60 hours of the total credit hours required for the baccalaureate degree must be taken at a 4 year college or university.
10. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.
11. A double major may be completed within the 120 hour total by meeting all the requirements of the two majors.
12. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present an additional 30 credit hours beyond the first baccalaureate degree.
13. For general elective credits for a baccalaureate degree, no more than a combined total of ten hours of credit in physical activity courses (beyond the two-hour core requirement) and music ensemble courses will count.
14. No more than 12 hours of correspondence work may be offered toward any degree. This applies to correspondence courses only and not to extension courses. Courses failed by a student in residence may not be repeated by correspondence. Normally, courses offered on campus may not be taken by correspondence.
15. While there is no specific limit to the total number of semester hours that may be taken on a non-graded basis such as A/pass/fail, credit by examination, advanced placement, and/or military service, a minimum of 84 hours presented for graduation must be on a graded basis.
16. Candidates for degrees other than the BBA degree are limited to a maximum of 21 hours of Accounting (AC) and Business (BU) courses within the 120 minimum required for graduation.

## **UNIVERSITY REQUIREMENTS COMMON TO ALL ASSOCIATE DEGREES**

1. A minimum of 60 hours. Some associate degrees may require additional hours. See specific degree/major.
2. Six hours of course-specific core coursework including EN 101 (communication), and MA 112 or MA 116 (quantitative and scientific reasoning and literacy) further described under Core Requirements. Any mathematics course taken to satisfy this requirement may also be used to meet the distribution requirements for Mathematics and Natural Sciences.
3. Complete WU101: The Washburn Experience, IS100: The College Experience or HN101: Honors Washburn Experience (conditional upon admittance into the Honors Program) with a minimum grade of C. Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution with a GPA of 2.0 or higher are exempt from the requirement to take WU101, IS100 or HN101.

### **Notes:**

1. Students entering Washburn University direct from high school enroll in WU101 or HN101 (conditional upon admittance into the Honors Program).

2. Students not direct from high school entering Washburn University with less than 24 hours completed at an accredited post-secondary institution who have not completed a university success course with a minimum grade of C enroll in WU101, IS100 or HN101 (conditional upon admittance into the Honors Program) as determined by their Academic Advisor.
3. Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution with a GPA of 2.0 or higher are exempt from the requirement to take WU101, IS100 or HN101. They are strongly encouraged to complete a series of independent online modules introducing them to the Washburn University Community of Learning. Students not falling in designated categories will be reviewed by Academic Advisors for applicable placement recommendations.
4. Students originally determined as being required to complete WU101, IS100 or HN101 who advance beyond 24 hours of credit without fulfilling the requirement with a minimum grade of C, are required to complete a 3-credit hour Directed Readings project (IS110) administered by the FYE Lecturer/Coordinator.
5. A minimum of six hours in each of the distribution groupings of General Education (see General Education Distribution Groupings and Subject Areas). The number of hours in each distribution grouping may vary by degree. The individual student should check with the major department. Courses in the student's major discipline cannot fulfill general education distribution requirements; however, in many cases, courses required by the major department in correlated areas will fulfill some of the requirements. Any mathematics course taken to satisfy the quantitative and scientific reasoning and literacy core coursework may also be used to meet the distribution requirements for Natural Science and Mathematics.
6. A cumulative grade average of at least 2.0.
7. To count toward a major, minor, or required correlated area, work must be of C grade or better. A correlated area is defined as any course or courses outside the major discipline required for the completion of that major.
8. A/pass/fail option cannot be taken in the major department or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
9. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits.
10. Forty-two hours must be graded. (Cooperative programs with Washburn Institute of Technology are exempt).
11. A student may be awarded a degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no degree shall be awarded based upon requirements not in effect within six years of the date of graduation.

## **GENERAL EDUCATION STATEMENT**

The General Education component of higher education specifically focuses on introducing students to ways of knowing, integrative knowledge, appreciation of historical context, common themes of human experience, social responsibility, analytical reasoning, civic engagement, and the development of practical skills and reflective habits of mind. The General Education requirements at Washburn University are designed with the intent of providing students with a grounding in liberal arts and sciences and shaping an informed, capable citizenry through a broad education in a range of disciplines. These courses ensure that students are equipped with the knowledge and skills necessary to engage with our rapidly-changing world over their lifetimes. In order to accomplish these goals, students will complete core courses in composition and mathematics and a broad range of course work in Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics designed specifically to meet the following five major learning outcomes:

1. **Communication.** Communications skills involve the ability to clearly express and understand ideas in written, oral and non-verbal forms. Communication includes the practical exchange of information, which can include the ability to listen, comprehend and respond to others, as well as the creative expression of ideas in the visual, written and performing arts. In oral and written communication, students will demonstrate the ability to shape a central thesis, organize an argument, and formally support that argument. Students will be able to understand and interpret creative expression based on knowledge of the forms and principles of various expressive media.

2. **Quantitative and Scientific Reasoning and Literacy.** Quantitative reasoning involves the ability to work with numerical data and the higher-order thinking skills required to make and understand mathematical arguments. Scientific literacy involves the acquisition and application of skills and knowledge necessary to understand the nature and content of science, and to evaluate scientific arguments using evidence-based reasoning. Students will be able to understand and develop arguments supported by quantitative evidence, clearly communicate those arguments in a variety of formats (using words, tables, graphs, statistical inference, mathematical equations and functions, etc., as appropriate), and apply mathematical and scientific methods to solve problems from a wide array of contexts and everyday situations.
3. **Information Literacy and Technology.** Information literacy and technology involves the ability to locate, select, use and evaluate information obtained from appropriate electronic and/or printed resources, including a critical analysis of the information and the credibility of the sources of information. It also involves the ability to use technology to research, organize, present and/or communicate information in meaningful ways. Additionally, information literacy and technology includes skills such as the ability to understand the development of technology and its impact on society, the ability to understand and use existing technologies and information to address real-world issues, and the ability to recognize emerging technological trends and their possible impact on the future.
4. **Critical and Creative Thinking.** Critical thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.
5. **Global Citizenship, Ethics, and Diversity.** Global citizenship refers to the broad understanding of

peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

While all courses offered at the university educate students in most if not all of the five learning outcomes identified as critical to providing an educated citizenry, some courses are designed to emphasize and assess particular learning outcomes. Each of these courses bases a substantial portion (typically at least 30%) of the final course grade on the specified student learning outcome. These courses are identified in the course catalog description (Communication: COM; Quantitative and Scientific Reasoning: QSR; Information Literacy and Technology: ILT; Critical and Creative Thinking: CCT; and Global Citizenship, Ethics, and Diversity: GED). All of the courses in the general education distribution requirements have been identified as meeting a specified student learning outcome. However, general education distribution courses must be completed outside the student's major. The number of general education distribution hours will depend on the specific degree requirements listed below. The individual student should check with the major department. Although Student Learning Outcomes (SLOs) are a useful tool for assessing general education courses, it must also be recognized that SLOs in no sense equal general education. Nothing in this document should be taken to construe that equivalency, or to suggest that every course entailing an SLO should be considered as counting toward general education.

## **CORE REQUIREMENTS**

The following course-specific core Student Learning Outcome courses are required of all undergraduate degree-seeking students (C or better):

EN 101: Freshman Composition (COM). Most freshmen will satisfy this requirement by taking EN 101: Freshman Composition. Freshmen whose names begin with A through K will enroll in English 101 during Fall Semester and those whose last names begin with the letters L through Z in the Spring Semester. For those students who do not feel adequately prepared for 101,

the English Department offers EN 100: Developmental English. This course, taught by full-time faculty members, offers smaller classes and individual attention to students who need additional preparation before attempting EN 101. Students may be placed in this course based on consultation with members of the English faculty, departmental advisers, and advisers in Academic Advising. Students should be aware that EN 100 does not fulfill the Freshman Composition requirement and does not count toward the minimum of 120 credit hours required for graduation since EN 100 is considered a remedial course. However, completion of this course can assist students in acquiring the level of proficiency required to be successful in EN 101.

EN 300: Advanced Composition (COM - Baccalaureate Only). This course, which is designed to be taken in the junior year, prepares students for advanced academic writing. Students need to have completed 54 credit hours to enroll in EN 300. EN 300 satisfies three hours of the forty-five upper division hours required for a baccalaureate degree.

English 101, English/Honors 102, English 200, and English 300 will not count toward the completion of the Arts and Humanities General Education requirement; however, transfer students who have completed a second semester freshman composition course at another institution may use that course to fulfill three hours of the humanities General Education requirement.

MA 112: Essential Mathematics or MA 116: College Algebra (QSR). This requirement will be waived if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. (Some acceptable waivers: completion, with a C or better, of any Washburn mathematics course or its equivalent numbered higher than MA 116; an ACT score in mathematics of at least 28 or an SAT score in mathematics of at least 640.

## GENERAL EDUCATION DISTRIBUTION REQUIREMENTS

Washburn's General Education Distribution program is designed to provide all students with a breadth of knowledge across all the Student Learning Outcomes and the traditional areas of 1) Arts and Humanities; 2) Natural Sciences, Mathematics and Statistics; and 3) Social Sciences. Completion of a minimum of nine hours (actual number depends on baccalaureate degree) is required in each of the three General Education Distribution groupings: Arts and Humanities, Natural Sciences and Mathematics, and Social Sciences to receive a baccalaureate degree (see Specific Degree Requirements below). Completion of a minimum of six hours (actual number depends on associate degree) is required in

each of the groupings to receive an associate degree. Courses in the student's major discipline cannot fulfill General Education Distribution requirements and must be completed in at least two disciplines within the distribution grouping. The individual student should check with the major department; in many cases, courses required by the major department in correlated areas will fulfill some of the General Education Distribution requirements.

## General Education Distribution Approved Subject Areas/Designated Student Learning Outcomes and Specific Courses

### ARTS AND HUMANITIES (GEHU)

#### ART

COM: AR 120

CCT: AR 101, AR 102, AR 140, AR 141, AR 260, AR 301, AR 306, AR 307

GED: AR 103, AR 309, AR 310

#### COMMUNICATION

COM: CN 101, CN 150, CN 341

**ENGLISH** (Excluding: EN 100- Developmental English, EN 101 – Freshman Composition, EN 102 – Honors English, EN 300 – Advanced Composition) Note: Second lower division English composition transfer course counts as Humanities

COM: EN 131, EN 190, EN 206, EN 207, EN 208, EN 209

CCT: EN 135, EN 138, EN 177, EN 178, EN 192, EN 210, EN 212, EN 214, EN 332

GED: EN 110, EN 133

#### HONORS

CCT: HN 201

#### INTERDISCIPLINARY STUDIES

CCT: IS 375

GED: IS 175

ILT: IS 170\*

#### MASS MEDIA

ILT: MM 100

**MODERN LANGUAGE** (FL 102, FR 102, GE 102, JP 102, SP 102 may not be counted toward fulfillment of the general education requirement for the B.A. degree.)

GED: FL 102, FR 102, FR 201, FR 202, FR 308, FR 309, GE 102, GE 201, GE 202, GE 308, GE 309,

JP 102, JP 201, JP 202, SP 102, SP 201, SP 202,  
SP 307, SP 308, SP 380

## **MUSIC**

CCT: MU 100, MU 101, MU 102, MU 103,  
MU 104,  
MU 106, MU 108, MU 307

## **PHILOSOPHY**

CCT: PH 104, PH 201, PH 202, PH/RG 207  
GED: PH 100, PH 102, PH 115, PH 117, PH 214,  
PH 315  
QSR: PH 220

## **RELIGION**

CCT: RG/PH 207  
GED: RG 101, RG 102, RG 105, RG 106

## **THEATRE**

COM: TH 103, TH 202  
CCT: TH 101/301, TH 102, TH 206, TH 207,  
TH 306

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

## **NATURAL SCIENCES, MATHEMATICS AND STATISTICS (GENS)**

### **ASTRONOMY**

QSR: AS 101, AS 102

### **BIOLOGY**

CCT: BI 100, BI 102  
GED: BI 203  
QSR: BI 101, BI 150, BI 202

### **CHEMISTRY**

CCT: CH 103  
QSR: CH 101, CH 121, CH212, CH 151, CH 152

### **GEOLOGY**

QSR: GL 101, GL 103

### **HONORS**

CCT: HN 203

### **INTERDISCIPLINARY STUDIES**

ILT: IS 170\*

**MATHEMATICS** (Excluding: MA 110, MA 112 or MA  
116, if taken for University requirements for  
baccalaureate degree. MA 112 or MA 116 will count  
toward distribution requirements for associate degrees  
or if both are taken for baccalaureate degree.)

QSR: MA 123, MA 140, MA 141, MA 142,  
MA 151

## **PHYSICS**

QSR: PS 101, PS 102, PS 120, PS 126, PS 261,  
PS 281

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

## **SOCIAL SCIENCES (GESS)**

### **ANTHROPOLOGY**

CCT: AN 114  
GED: AN 112, AN 120  
QSR: AN 116

### **ECONOMICS**

QSR: EC 100, EC 200, EC 201

### **GEOGRAPHY**

GED: GG 101, GG 102

### **HISTORY**

CCT: HI 111, HI 112  
GED: HI 100, HI 101, HI 102

### **HONORS**

CCT: HN 202

### **INTERDISCIPLINARY STUDIES**

ILT: IS 170\*

### **KINESIOLOGY**

CCT: KN 248

### **POLITICAL SCIENCE**

CCT: PO 225  
GED: PO 106, PO 107, PY 235

### **PSYCHOLOGY**

CCT: PY 100  
GED: PY 210, PY 211, PY 231

### **SOCIOLOGY**

CCT: SO 101  
GED: SO 100

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

## **GENERAL EDUCATION REQUIREMENTS FOR SPECIFIC BACHELOR'S & ASSOCIATE DEGREES**

### **1. Bachelor of Arts**

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

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

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

### **2. Bachelor of Business Administration, Bachelor of Integrated Studies, and Bachelor of Public Administration degrees**

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

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

### **3. Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Health Science, or Bachelor of Music with a major in Education or Performance.**

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

**NOTE:** Bachelor of Science Degree Requirement- A thirty hour concentration (minor) chosen from the Natural Sciences and Mathematics Division in departments other than the major, and with at least 20 of these hours in one department. All coursework taken to meet the concentration in Natural Sciences must be a grade of "C" or better.

### **4. Bachelor of Education (majors in elementary education and physical education).**

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

### **5. Bachelor of Social Work**

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

### **6. Bachelor of Science in Criminal Justice, Bachelor of Legal Studies**

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



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

## 7. Bachelor of Applied Science

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

## 8. Associate of Arts, Associate of Science and Associate of Applied Science

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

# ACADEMIC PROGRAMS

## COLLEGE OF ARTS AND SCIENCES

### DEGREE PROGRAMS

#### CREATIVE AND PERFORMING ARTS

Art (BA)

*Studio Art History*

Art (BFA)

*General*

*Art History*

*Drawing and Painting*

*Ceramics and Sculpture*

*Graphic Design and Electronic Arts*

*Photography*

*Print Making*

Art Education, P-12, (BFA)

Mass Media (BA)

*Advertising*

*Electronic Media*

*Media Writing & Publishing*

*Public Relations*

Music (BA)

Music Education (BM)

*General*

*Preschool-Grade 12 Education*

Music Performance (BM)

Brass, Strings, Percussion, and

Woodwinds

Piano or Organ

Voice

Theatre (BA)

#### HUMANITIES

Communication (BA)

*Corporate*

*Health*

*Legal*

*Political*

English (BA)

*Literature*

*Writing*

*Secondary Education*

Humanities & Creative Performing Arts (AA)

Modern Languages (BA)

French

German

Spanish

*Preschool-Grade 12 Education*

Philosophy (BA)

Religious Studies (BA)

#### NATURAL SCIENCES AND MATHEMATICS

Biochemistry (BA) (BS)

Biology (BA) (BS)

*Secondary Education*

Chemistry (BA) (BS)

*Secondary Education*

Computational Physics (BS)

Computer Information Science (BS) (BA)

Computer Information Science (AA)

Forensic Chemical Science (BS)

General Science (BS)

Laboratory Science (AS)

Mathematics (BA) (BS)

*Mathematics*

*Actuarial Science Specialization*

*Secondary Education Specialization*

Natural Science & Mathematics (AA)

Physics (BA) (BS)

*Secondary Education Specialization*

#### SOCIAL SCIENCES

Anthropology (BA)

Economics (BA)

History (BA)

*Secondary Education*

Political Science (BA)

Public Administration (BPA)  
*Non Profit Management (C)*  
Psychology (BA) (MA)  
*Clinical (MA)*  
Sociology (BA)

## **EDUCATION AND KINESIOLOGY**

Early Childhood Education (AA)  
Elementary Education (BEEd)  
Building Leadership (MEd-Building Leadership)  
Curriculum & Instruction (MEd-Curriculum and  
Instruction)  
*Educational Technology*  
*Literacy*  
Adaptive Special Education (MEd-Adaptive Special  
Education)  
Reading (MEd)  
Athletic Training (BS)  
Physical Education (BEEd)  
*P - 12 Teaching Emphasis (BEEd)*  
*P- 12 Teaching (Licensure Only)*  
Kinesiology (BA)  
Exercise Physiology (BA)  
Physical Therapist Assistant (BA)  
Sport Management (BA)  
Flexible Option (BA)  
Kinesiology (Minor Only)  
Coaching (Minor Only)  
Fitness (Minor Only)  
INTERDISCIPLINARY PROGRAMS  
Civic Engagement - Poverty Studies (Minor Only)  
Integrated Studies (BIS)  
*Individualized Studies*  
*Administrative Communication*  
*Liberal Arts Program*  
*Web Technology Utilization*  
Kansas Studies (Minor Only)  
Leadership Studies (Minor Only)  
Liberal Studies (MLS)  
Latin American, Caribbean, and Latino(a) Studies  
(Minor Only)  
Peace, Justice, and Conflict Resolution Studies (Minor  
Only)  
Women's and Gender Studies (Minor Only)

## **School of Business Degree Programs**

Accounting (BBA-MAcc)  
Accountancy (MAcc)  
Business Administration (MBA)  
Economics (BBA)  
Entrepreneurship (C)  
Finance (BBA)  
General Business (BBA)  
Management (BBA)  
Marketing (BBA)  
Dual Juris Doctorate/MBA Degree

## **School of Nursing Degree Programs**

Nursing (BSN) (MSN) (DNP)  
Family Psychiatri/Mental Health Nurse Practitioner (C)  
LPN to BSN Articulation (BSN)

## **School of Applied Studies Degree Programs**

### **ALLIED HEALTH**

Clinical Laboratory Science (BHS)  
Diagnostic Medical Sonography (C)  
*General Sonography*  
*Vascular Sonography*  
*Cardiac Sonography*  
Health Care Education (MHS)  
Health Information Coding (C)  
Health Information Technology (C) (AS)  
Health Services Administration (BHS)  
Medical Imaging (BHS)  
Occupational Therapy Assistant (AS)  
Physical Therapist Assistant (AS)  
Radiation Therapy (C)  
Radiologic Technology (AS)  
*Computed Tomography (C)*  
*Magnetic Resonance (C)*  
Respiratory Therapy (AS)  
Surgical Technology (AS)\*  
Technology Administration (BAS) #

### **CRIMINAL JUSTICE & LEGAL STUDIES**

Criminal Justice (AA) (BSCJ)  
Corrections (BSCJ)  
Law Enforcement (BSCJ)  
Security Administration (BSCJ)  
Criminal Justice (MCJ)  
Legal Studies (C) (AA\*, BLS) #  
Military & Strategic Studies (Minor Only)

## HUMAN SERVICES

Human Services (AA) (BAS) (MA)

*Addiction Counseling (C)*

*Developmental Disabilities*

*Gerontology*

*Mental Health*

*Victim/Survivor Services (C)*

*Youth Services*

*Morita Therapy (C)*

*Non-Profit Management (C)*

## SOCIAL WORK

Social Work (BSW) (MSW)

Dual Juris Doctorate/MSW Degree

# WASHBURN INSTITUTE OF TECHNOLOGY/ WASHBURN UNIVERSITY

## ASSOCIATE PROGRAMS (AA, AS, AAS)

**Office Administration #**

**Culinary Arts #**

**Surgical Technology #**

**Design Technology #**

*Graphics Technology (AA)*

*Technical Drafting (AS)*

**Industrial Technology #**

Advanced Systems Technology

Auto Collision

Automotive Service Technician

Building Technology

Cabinet/Millwork

Climate & Energy Control Technologies

Commercial & Heavy Construction

Computer Repair & Networking

Diesel Mechanics

Electricity, Heating and Air Conditioning

Electronic Technology

Machine Tool

Welding

Note: Concentrations are italicized and indented.

C = Certificate of Completion

\*See Associate Degree Programs with WIT in the index

# = WIT and Washburn University Associate programs

## WASHBURN INSTITUTE OF TECHNOLOGY

Advanced Systems Technology

Auto Collision

Automotive Service Technician-Level 2

Building Technology

Business Bookkeeping and Accounting

Cabinet/Millwork

Climate & Energy Control Technologies

Commercial and Heavy Construction

Computer Repair and Networking

Culinary Arts

Diesel Technology

Early Childhood Professional

Electrical Technology

Electronic Technology

Graphics Technology

Legal Office Professional

Machine /Tool Technology

Medical Office Specialist

Office Careers Technology

Practical Nursing

Surgical Technology

Technical Drafting

Welding

## Short Term Certificates

Certified Logistics Technician

Certified Production Technician

Emergency Medical Technician

Home Health Aide

Medication Aide

Nursing Aide

# College of Arts and Sciences

## GENERAL INFORMATION

### MISSION

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

### History

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

Through its faculty, the College remains the advocate for liberal education as a force for adaptation to an ever-changing world. Faculty commitment to the triad of teaching, scholarship and service helps guide students in specialized ways while exposing them to broad areas of knowledge encompassed by liberal education. This combination of generalized and specialized learning leads to the integrated understanding characteristic of an educated person.

### Why a College of Arts and Sciences Education?

The College of Arts and Sciences promotes “learning for a lifetime” across a variety of disciplines. Although the content and focus of course work may vary across disciplines, several themes characterize all departments and programs within Arts and Sciences. Faculty pay attention to students as individuals. Course offerings are designed to meet the needs of a diverse student population. Students work with Ph.D.’s from the beginning of their academic careers. Majors are well-known as individuals and valued as members of a departmental family. As Dr. William Langdon, former Director of International Programs commented, “All of our majors are hand-made. There is no mass production here.”

Alumni have gone on to do extraordinary things. Among the 11,000 graduates of the college are Nobel

Prize winners, Governors, CEO’s, Members of Congress, Presidential candidates, nationally recognized coaches, world-renowned scientists, entrepreneurs, academics, and writers.

Arts and Sciences students win honors. The debate team has qualified for elimination rounds at the national level for ten consecutive years. Math, science, and social science majors regularly publish their scholarship. Humanities and performing arts students frequently receive prestigious awards. Year after year, Arts and Sciences graduates are accepted into prestigious graduate and professional schools. Year after year, Arts and Sciences graduates go immediately into interesting jobs and begin making important contributions to their communities.

Arts and Sciences students inherit the values of the liberal arts. Students who take courses in Arts and Sciences are drawn immediately into the “conversation of humankind”: What is the meaning of experience? What is the nature of the universe? What is our place in the world?

Students learn information, but they also learn how to think, how to ask questions, and how to pursue and evaluate answers.

Success in every profession depends on the ability to think critically, recognize new trends, find the key questions in new contexts, and recognize the consequences of new answers. Since many students will enter professions unrelated to their major, the College provides students with the skills necessary to meet future challenges.

Arts and Sciences departments reach out to the community through a wide range of activities that include: service activities, consulting, public events, internships, special activities for high school students. The College of Arts and Sciences offers a broadly based liberal education for all students, regardless of their specific objectives. In addition, it also provides for career-oriented endeavors, including a number of terminal programs and practical experiences in the field, and prepares qualified students for graduate and professional schools.

### Graduation Requirements

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired.

### Declaring A Major

In order to ensure the early and proper selection of a field of concentration, students seeking a baccalaureate degree are required to file a declaration of major by the time they have completed 54 hours. Candidates for the associate degree must file the declaration of major at the completion of 24 credit hours. A student is free at any

time to change majors, or to add a second or third major, by following the prescribed procedures. Declaration of a major is made on a Declaration of Major/Degree/Catalog Year form which the student secures on-line at [www.washburn.edu/advising-forms](http://www.washburn.edu/advising-forms). The student fills out the form, in consultation with the department chair of the department in which he or she plans to major. The chairperson signs the form and assigns the student an advisor. Either the chairperson or the student then returns the form to the office of Enrollment Management. An additional form should be submitted for any change of major, change of degree, or additional major.

A separate form should be submitted for any change of major, change of degree, or additional major or degree.

### **Optional Minor**

An Optional Minor for the Bachelor of Arts degree in the College of Arts and Sciences shall consist of no less than 15 hours in one discipline as specified by the department. Of these, 6 hours must be at the upper division level. Students must have a grade of C or better in each course in the Optional Minor. The Optional Minor is not to be confused with any department's required minor or required correlated courses.

## **DEGREES AND MAJORS OFFERED**

### **Requirements for All Arts and Sciences Baccalaureate Degrees**

To receive a B.A., B.Ed., B.F.A., B.I.S., B.M., B.P.A., or B.S. degree from Washburn University, a student must complete a minimum of 99 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences. Exempted from this policy is the existing articulation agreement between the Division of Education and Kinesiology and the Physical Therapist Assistant program. For general elective credit for one of these degrees, no more than a total of ten hours of credit in Kinesiology activities courses (beyond the two hour graduation requirement) and music ensemble courses will count. Certain other courses applied toward special certificates and associate degrees will not count for general elective credit for the baccalaureate degrees specified above. Among the courses offered in post-secondary institutions, some are of such a nature that they will not be counted toward the degrees offered in the College of Arts and Sciences. Such courses include, but are not limited to, those focusing on keyboarding, shorthand, drafting, coding, record maintenance, and manual skills. The Curriculum Committee of the College of Arts and Sciences determines which courses will be credited toward the degrees listed below.

### **Bachelor of Arts Degree**

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300 or 400 level.
- A major consisting of no less than 24 hours of which 12 must be at the upper division level.
- Eighty-four hours outside the major discipline.
- Mathematics 112 (MA 112) or Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- Six hours of English composition, three of which must be at the upper division level (EN 300).
- The 102 level course in one of the languages offered by the Department of Modern Languages, or the equivalent. Course work taken to fulfill this requirement may not be applied toward general education requirements for completing the B.A. degree. Equivalents of the required course work are defined as follows:
- Successful completion of a similar course of study in a foreign language taken at an accredited post-secondary institution.
- Successfully challenging the departmentally administered 102 level examinations or a score of "4" or higher on the AP or CLEP foreign language examinations.

Note: Native speakers of a language other than English may not receive credit for any 100 level courses in that language.

\*Acceptance into a regular credit-bearing academic program of study by students whose native language is not English.

- Students must complete 15 hours in Arts and Humanities with at least 3 hours selected from the area of Art, Music, or Theatre; the remaining credit hours must be selected from at least two other disciplines. To meet the distribution requirement in the Social Sciences, students must complete 15 hours, from this group, with no more than 6 hours counted from any one discipline in Social Sciences. To meet the distribution requirement in Natural Sciences and Mathematics, students must complete 12 hours of Natural Sciences and Mathematics courses; the credit hours must include courses from at least two disciplines other than Mathematics. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted

if earned in two separate General Education courses. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.

- Candidates must have a cumulative grade point average of at least 2.0 and a grade of C or better in each course in the major, required correlate courses and the two required English composition courses, and the required lifetime wellness course. A double major may be completed within the 124 hour total by meeting all the requirements of the two majors. Students may also elect a minor in the College of Arts and Sciences. The minor shall consist of no less than 15 hours specified by the department of which 6 must be at upper division level. Candidates for a minor must have a grade of C or better in each course in the minor. This optional minor is not to be confused with any department's required minor or required correlated courses. See the General Information section of the catalog concerning hours transferred to Washburn University.

### **Bachelor of Fine Arts Degree**

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of no less than 86 hours, 12 of which must be at the 300-400 level (See Art Department for specific requirements).
- Six hours of English composition, three of which must be at the upper division level (EN 300), and 3 hours of MA 112 or 116.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- Candidates must have a cumulative grade point average of at least 2.0 and a grade of C or better in each course in the major, in English Composition and in the course taken to satisfy the University Mathematics requirement. See the General information Section of the catalog concerning hours transferred to Washburn University.

### **Bachelor of Education Degree**

The Bachelor of Education degree is designed to meet the needs of those who want to teach at the early childhood, elementary school or middle school levels and those who plan to teach physical education and business.

The Bachelor of Education Degree requires at least 48 semester hours of credit in general education with specific course requirements in Social Science, Natural Science, and Humanities and Creative and Performing Arts. The Department of Education requires regular academic advising to facilitate the student's successful completion of degree requirements.

To obtain a Kansas Teaching Certificate, the student must satisfy Kansas State Department of Education Certificate requirements in addition to degree requirements.

Majors in the P-12 Physical Education Teaching Emphasis must meet the specific requirements of the selected specialization as described in the Kinesiology section of this catalog.

### **Bachelor of Integrated Studies**

The Bachelor of Integrated Studies requirements are based on the assumption that the depth of experience component of a baccalaureate degree may be adequately provided by utilizing a multi-disciplinary approach. In particular, those students who do not plan to seek post baccalaureate education in a specific field still might benefit greatly from a relatively brief exposure to fundamental aspects of selected disciplines relevant to their personal interests, goals, aspirations, or career path, despite never completing the full set of major requirements in a discipline.

Multi-disciplinary plans of study within the Bachelor of Integrated Studies may be created in one of two ways: 1) Unique, customized plan created by a student and 2) Standard multi-disciplinary plan created by a group of departments.

**Creation of a Customized Plan.** To meet the depth of experience component of the degree requirements, the student designs and submits for approval an Individualized Study Program (ISP). This ISP is formulated by selecting courses from two (or more) Emphasis Areas, or by selecting courses which are consistent with a specific focus, theme, or unifying conceptual principle.

A six-member Integrated Studies Advisory Committee (ISAC) chaired by the College of Arts and Sciences (CAS) Dean or the Dean's designee is charged with the responsibility of reviewing and approving each BIS Individualized Study Program (ISP). Working with a member of the ISAC, students will develop and present an ISP proposal. The committee will review ISPs submitted,

and approve or modify ISPs. Generally, an ISP will have to be approved (by majority vote) at least one year (24 credit hours) before expected graduation. In exceptional situations, the ISAC at its discretion may consider appeals to approve an ISP one semester (12 credit hours) before graduation.

Completion of Departmentally-Generated Multi-Disciplinary Plan. As the world becomes more complex, the need for interdisciplinary educational experiences increases. To respond to this trend, groups of departments may design a Multi-Departmental Study Program (MDSP) for approval by the six-member Integrated Studies Advisory Committee (ISAC). Such Multi-Departmental Study Programs require the approval of the Dean of the College of Arts and Sciences as well as the Dean of any academic unit participating in such a program. Students who choose to pursue these “pre-approved” plans of study must complete the course-work identified by the participating departments.

Students interested in obtaining more information should contact the College of Arts and Sciences Dean’s office.

Each candidate for the Bachelor of Integrated Studies degree is required to complete the following:

- ISAC approval of Individualized Study Program (ISP) at least one year before intended graduation or completion of the requirements of a pre-approved multi-departmental study program (MDSP);
- Grade of “C” or better required for designated courses in ISP or MDSP;
- ISP/MDSP consists of at least 36 graded hours, including 12 hours 300-400 level courses and a capstone project (IS389 and IS390 or substitute approved by ISAC);
- The first 36 hours of the ISP/MDSP may not be applied to the 84 hour “non-major” requirement; and
- Courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements; and
- All requirements for the Bachelor of Arts degree with the following exceptions:
  - No major requirements
  - No foreign language requirement.

## **Bachelor of Music Degree**

Candidates for the degree, Bachelor of Music, may choose a major in music performance or a major in music education. All students graduating with the Bachelor of Music degree will be expected to appear in recital. Participation in two large ensembles or accompanying is required during each semester of full-time enrollment.

In addition, all full-time students are required to attend recitals and programs.

## **Music Performance Major**

The major in music performance consists of a total of 124 hours, including 24 hours in private lessons. Those electing the performance major must complete six hours of English Composition, three of which must be at the upper division level (EN 300). In consultation with the advisor, the student must elect nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings. Music courses may not be used in fulfilling the Humanities requirements. Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in music, in English Composition and in course taken to satisfy University Mathematics requirement.

## **Music Education Major**

The major in music education is designed for those who wish to teach in public or private schools. This degree program amounts to 142 hours and may necessitate work beyond the eight semesters shown in the curriculum. Those majoring in music education will take the courses outlined in the catalog and choose their electives to cover the general education requirements and the professional education requirements for the Kansas Degree Secondary Certificate as specified in the catalog. Candidates must have a cumulative grade average of at least 2.5 and a grade of C or better in each course in the major, in lifetime wellness, and in English Composition. A grade point average of 2.75 is required in music, general education, and professional education categories.

## **Bachelor of Public Administration Degree**

The Bachelor of Public Administration (BPA) degree is designed to meet the needs of students seeking careers in the public or quasi-public sector or seeking to continue their education in professional programs.

Each candidate for the degree is required to complete the following:

- One hundred twenty-four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of at least 30 hours, but not in excess of 40 hours, in Political Science Courses. At least 15 of these hours will be in upper division courses. See Political Science in the index.
- Eighty-four hours outside the major.

- Six hours of English composition, three of which must be at the upper division level (EN 300) with a grade of C or better.
- Students must complete 15 hours in Arts and Humanities with at least 3 hours selected from the area of Art, Music, or Theatre; the remaining credit hours must be selected from at least two other disciplines. To meet the distribution requirement in the Natural Sciences and Mathematics, students must complete 12 hours of Natural Sciences and Mathematics courses; the credit hours must include courses from at least two disciplines other than Mathematics. Students must complete 15 hours in Social Sciences. No more than 6 hours may be counted for General Education credit from any one discipline except in Biology, Chemistry, Physics, or Mathematics where up to 8 hours may be counted if earned in two separate General Education courses. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in the major, required correlate courses, English composition, and course taken to satisfy the University Mathematics requirement.

selected in consultation with an advisor from the approved courses in each of the distribution groupings.

- Mathematics 112 (MA 112), Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- Six hours of English Composition
- Candidates must have a cumulative grade average of at least 2.0 and a grade of C or better in each course in the major and minor and in English Composition. See the General Information section of this catalog concerning hours transferred to Washburn University.

In addition to offering the traditional Bachelor of Science Degree in Physics or Mathematics, Washburn University offers a 3-2 engineering program in cooperation with Kansas State University and the University of Kansas. Under this program a typical student will take three years of prescribed curriculum at Washburn and then transfer to Kansas State University or the University of Kansas. Upon completion of one year of prescribed work at either of the institutions named, the student will be awarded the Bachelor of Science degree from Washburn, and upon completion of the requirements of the selected school, the appropriate engineering degree will be awarded by that school. Bachelor of Science candidates should meet with the chairperson of their major department no later than their third semester to complete a declaration of major form.

## **Bachelor of Science Degree**

Each candidate is required to complete the following:

- One hundred twenty four hours, 84 of which must be graded and 45 of which must be at the 300-400 level.
- A major consisting of at least 30 hours, and no more than 48 in one department, of which 12 must be at the upper division level. Majors for the Bachelor of Science degree are limited to the following disciplines: Biology, Chemistry, Computer Information Sciences, Mathematics, Medical Technology, Athletic Training, and Physics.
- A thirty hours concentration (minor) chosen from the Natural Sciences and Mathematics Division in departments other than the major, and with at least 20 of these hours in one department. The thirty hours must be approved by the student's major department chairperson.
- Seventy-six hours outside the major discipline, 30 of which must be allocated to the required minor.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are

## **Bachelor of Science in General Science**

An alternative program to the Bachelor of Science described above is the Bachelor of Science in General Science. A student may elect this program by substituting the following requirements for the major and minor requirements listed above. The candidate must take at least eight hours of course work in each of the subject areas of Biology, Chemistry, Computer Information Sciences, Mathematics and Physics/Astronomy. These hours must be in courses that would count toward a major in each of the respective departments. Also, an additional 20 hours of course work that would be appropriate for majors in the listed departments must be completed by the student, at least 12 hours of which must be in upper division courses. Students desiring middle school teaching certification in General Science should contact the certification office in the Department of Education for specific requirements relative to that certification. Candidates for this program should meet with the chairperson of the Natural Science and Mathematics division no later than their third semester to complete a declaration of major.



## The Associate of Arts Degree

The following Associate of Arts degrees are offered in the College of Arts and Sciences:

- Computer Information Systems
- Early Childhood Education
- Humanities and Creative and Performing Arts
- Natural Science and Mathematics

*See requirements common to all Associate degrees.*

For specific requirements of the Associate degrees in Computer Information Sciences and Early Childhood Education, contact the appropriate department; for the remaining degrees, see appropriate academic department.

## MAJORS OFFERED

### Anthropology

Anthropology - BA

### Art

Art - BA

Art - BFA

Art Education - BFA

### Biology

Biology – BA, BS

Secondary Education – BA, BS

### Chemistry

Biochemistry -- BA, BS

Chemistry – BA, BS

Forensic Chemical Science – BS

Laboratory Science - AS

Secondary Education – BA, BS

### Communication

Communication – BA

Corporate Emphasis

Health Emphasis

Legal Emphasis

Political Emphasis

### Computer Information Sciences

Computer Information Science – AA, BA, BS

### Economics

Economics - BA

### Education

Early Childhood Education – AA

Elementary Education – B.Ed

Secondary - Licensure

Reading - M.Ed

Curriculum and Instruction - M.Ed

Educational Leadership - M.Ed

Special Education - M.Ed

Building Leadership - M.Ed

### English

English - BA

Literature Emphasis

Writing Emphasis

Secondary Education - BA

### French

French - BA

Pre K-12 Licensure - BA

### General Science

General Science – BS

### German

German - BA

Pre K-12 Licensure - BA

### History

History - BA

Secondary Education - BA

### Humanities and Creative and Performing Arts

Humanities and Creative and Performing Arts - AA

### Integrated Studies

Integrated Studies - BIS

Liberal Studies - MLS

### Kinesiology

Athletic Training - BS

Physical Education (P-12) - B.Ed.

Kinesiology – BA

Exercise Physiology

Physical Therapy Assistant

Sport Management

Flexible Option

### Mass Media

Mass Media – BA

Creative Advertising

Film and Video

Public Relations

Contemporary Journalism

### Mathematics and Statistics

Mathematics – BA, BS

Mathematics

(Secondary Education Specialization) BA, BS

Mathematics

(Actuarial Science Specialization) – BA, BS

## Music

Music - BA  
Music - BM  
Music Education  
Music Performance:  
Piano, Organ, Voice, Strings, Brass,  
Percussion, Woodwinds

## Natural Sciences and Mathematics

Natural Sciences and Mathematics –AA

## Philosophy

Philosophy - BA

## Physics and Astronomy

Physics – BA, BS  
Computational Physics - BS  
Secondary Education - BA, BS

## Political Science

Political Science- BA  
Public Administration – BPA  
Public and Non-Profit Management

## Psychology

Psychology - BA  
Psychology (Clinical)- MA

## Religion

Religious Studies - BA

## Sociology

Sociology - BA

## Spanish

Spanish – BA  
Pre K-12 Licensure- BA

## Theatre

Theatre – BA

## Undergraduate Courses And Programs

Each course description carries a statement of conditions under which the course may be taken, and the amount of credit given for its satisfactory completion. The absence of stated prerequisites in the course description implies that the course number indicates the status of students eligible to take the course.

## American Citizenship

A Department of American Citizenship was made possible through the gift contributed, in part, by the George I. Alden Trust. The Departments of History and Political Science administer the American Citizenship Program. Specific courses are listed under History and Political Science.

The courses in the American Citizenship Program are designed to offer students a study of history that will give them a broad view of what has happened in the past as a basis for an adequate understanding of what is happening now and to give them, further, a study of political science that will contribute toward their competence as effective citizens. The courses are organized to meet the needs of four specific groups of students: first, those who want well-rounded training as part of a liberal arts program; second, those who are preparing for graduate work in history and political science; third, those who are preparing to go to a professional school; and fourth, those who plan to teach in secondary schools.

The program for majors in history and/or political science who plan to teach includes interdisciplinary cooperation in the study of the structure, key concepts, and methodology of the various areas, work with new ideas in social studies curriculum projects, the inclusion of media resources, the importance of current affairs, and the study of education that is multicultural in nature.

## ANTHROPOLOGY

### Sociology and Anthropology Department

Website: [www.washburn.edu/anso](http://www.washburn.edu/anso)  
Henderson Learning Center Room 218  
(785) 670-1608

Associate Professor Cheryl Childers, Chair  
Associate Professor Sangyoub Park  
Associate Professor John Paul  
Associate Professor Margaret Wood  
Assistant Professor Sharla Blank  
Assistant Professor Stephanie Decker  
Assistant Professor Mary Sundal  
Lecturer Karen Kapusta-Pofahl

### Degree Offered

Bachelor of Arts  
*Anthropology*

### Minor Offered

*Anthropology*

### Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Sociology and Anthropology offers students the opportunity to deepen and broaden their knowledge of humankind and themselves. We provide a broad understanding of cultural, social, and physical diversity in the world - past, present, and future. Students enrolled in sociology and anthropology classes will learn to critically examine social life, its organization, and its meaning.

Through engaged pedagogy, we contribute to the intellectual development of our students who acquire the skills needed to examine cultures and societies through empirical, analytical, comparative, and historical methods. We believe that a firm grounding in sociological and anthropological knowledge will enrich the lives of our students and prepare them to be active citizens of their local communities and our global society.

## Description of Anthropology

As the study of humankind, anthropology examines the culture, society, and biology of humans and their closest relatives across time. Anthropology encompasses the following sub-disciplines:

- Cultural anthropology, the study of human cultures across the globe
- Archaeology, the study of the human past through material culture
- Physical anthropology, the study of human evolution and biological diversity
- Linguistics, the study of human language and its meaning in social context

Students may go on to pursue careers in fields such as public health, nursing, law, education, business, urban planning, and museum studies.

## Student Learning Outcomes

Anthropology majors at Washburn University, upon graduation, should be able to:

- Demonstrate knowledge of, and appreciation for, global cultural and biological diversity;
- Explain the logic of the four-field approach to American anthropology;
- Demonstrate a scientific understanding of biological evolution and cultural change over time;
- Evaluate the impacts of colonialism and globalization on world cultures;
- Apply critical and analytic thinking skills to representations of human culture; and
- Evaluate major ethical dilemmas of anthropological research.

## THE MAJOR

Students majoring in Anthropology must complete a minimum of 33 hours of credit in the department. These hours must include AN 112, 116, 324, and 362; and one course from each of the following: SO 100 or SO 101; AN 114 or 303; AN 317, 319, 320 or 325. In addition, students majoring in Anthropology must complete twelve (12) credit hours by completing one AN elective, two AN upper division electives, and one AN or SO upper division

elective. Students must receive a grade of “C” or better in each course applied to the major.

It is recommended that the major in Anthropology develop a correlate area in a sub-discipline of Anthropology (ethnology, physical anthropology, archaeology, or linguistics), nine hours to be chosen from the department or from other departments in consultation with a department advisor. Department honors are awarded to majors who attain: (1) a 3.5 GPA in all coursework in the major; (2) a 3.5 GPA in all upper-division Anthropology coursework, including the two capstone courses (AN 324, AN 362); (3) a research project within one of the capstone courses, with a grade of “A”; (4) a 3.2 GPA in all university coursework.

Majors are strongly encouraged to take courses in statistics and computer science; and to complete a minor.

## THE MINOR

To minor in Anthropology, students must complete a minimum of 15 hours of credit in Anthropology. These hours must include AN 112 and any other 4 courses in Anthropology, two of which must be upper division courses. Students must have a grade of C or better in each course applied to the minor. Sociology majors are permitted to minor in Anthropology.

## COURSE OFFERINGS

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

### </AN 112 Cultural Anthropology (3)

A nontechnical survey of the diversity of human culture, including: techno environmental adaptation, social and political organization, belief systems and aesthetics. **(GESS - GED)**

### </AN 114 Introduction to Archaeology (3)

The course introduces the data and theory of archaeological science. Drawing on selected examples from world prehistory, the course examines excavation techniques, dating methods, and procedures for reconstructing the artifacts, skeletal remains and events of prehistory. **(GESS - CCT)**

### </AN 116 Physical Anthropology (3)

The study of human biology within the framework of evolution. Will investigate the biological basis of human life through the study of genetics, inheritance, and the principles of evolution. Will also be concerned with human adaptation and variation. Become acquainted with the principal living primates and their social behavior, as well as fossil anthropoids and hominoids. Analyze the data, methods, theories, and debates surrounding the evolution

of hominids, with special emphasis on biocultural evolution. **(GESS - QSR)**

### **</AN 120/MU 106 Introduction to World Music (3)**

A survey of music from cultures around the world from musical and anthropological perspectives. This course has been approved as a multi-cultural course by the Department of Education. **(GESS - GED)**

### **AN 200 Special Topics in Anthropology (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be taken more than one semester. *Prerequisite: AN 112 or consent of instructor.*

#### **AN 207/SO 207 Race and Ethnic Group Relations (3)**

How racial and ethnic group contacts are resolved, including expulsion, annihilation, segregation, assimilation and pluralism. Social power and intergroup conflict are emphasized. A major segment is devoted to discrimination and racism in the United States. *Prerequisite: SO 100 or AN 112.*

### **AN 225 Kansas Archaeology (3)**

The archaeological record in Kansas with consideration of the ethno-historic period. Archaeological techniques will be demonstrated and field trips will be taken when weather permits. *Prerequisite: AN 112 or AN 303.*

### **AN 300/400 Special Topics in Anthropology (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: AN 112 or consent of instructor.*

### **AN 302/SO 302 Culture and Human Sexuality (3)**

A theoretical and empirical survey of human sexual beliefs and activities in selected Western and non-western cultures. *Prerequisite: AN 112, SO 100, or consent of instructor.*

### **AN 303 Human Prehistory (3)**

A nontechnical survey of human primate background, fossil primates and fossil humans, and the growth and differentiation of human cultures from the earliest beginning to the development of civilization. *Prerequisite: AN 112 or AN 114.*

### **AN 304/SO 304 The Family (3)**

Changes that have occurred in definitions of family and family functions, the effects of the changes on status and roles of family members, and family disorganization, with emphasis placed on the United States family and families in non-western societies. *Prerequisite: SO 100 or AN 112.*

### **AN 311 Primate Social Behavior (3)**

A comparative study of primate and social structures, emphasizing free-ranging baboon, chimpanzee, and gorilla societies. The course will also survey recent laboratory primate research and will also include observational studies at the local zoo. *Prerequisite: AN 116.*

### **AN 312/SO 312 Culture, Health and Illness (3)**

Sociocultural causes of illness; health care delivery systems, patient-practitioner relationships; prevention of illness. *Prerequisite: SO 100 or AN 112 or consent of instructor.*

### **AN 313 Religion, Magic and Witchcraft (3)**

A cross-cultural examination of the many ways in which human beings have conceived of the "supernatural," including magic or religious beliefs and practices in both the non-Western and Western worlds. Major theories about the origins and social functions of such beliefs and practices will be explored. *Prerequisite: AN 112 or consent of instructor.*

### **AN 316 Forensic Anthropology (3)**

Forensic Anthropology introduces the student to osteology and focuses on the identification of skeletal remains utilizing both laboratory analysis and literature. Hands on laboratory exercises along with text questions challenge students to interpret crime scenes based on physical evidence. Students read fictional accounts of forensic practice and are encouraged to critically evaluate popular media presentation of forensic science. This class can be useful to students in nursing, criminal justice, prelaw, chemistry, biology, archaeology, and anthropology. *Prerequisite: 3 credit hours in Anthropology or 3 credit hours in Biology.*

### **AN 317/SO 317 Peoples and Cultures of Africa (3)**

A survey of the indigenous cultures and societies of Africa through the study of kinship, politics, economics, religion and contemporary socio-cultural change. *Prerequisite: AN 112 or consent of instructor.*

### **AN 318 North American Archaeology (3)**

A non-technical survey course about the diversity of human experiences in North America from earliest settlement on this continent to the present time. The course will also provide an opportunity to investigate ancient tool making techniques. *Prerequisite: AN 112, AN 114, or consent of instructor.*

### **AN 319 North American Indians (3)**

Selected North American Indian cultures from Mexico to Alaska. Includes the major culture areas of North America, such as the American Plains Indians, Pueblos, Eskimo, Northeast Woodlands, Southeast, and contemporary Mexican. *Prerequisite: AN 112.*

### **AN 320 Olmec, Maya, Aztec (3)**

This course focuses on the prehistory of the peoples of Mesoamerica (Mexico & Central America). Students are introduced to early human occupation of the region, the advent of agriculture, village life and the emergence of complex societies. Special attention will focus on the

Olmec, Teotihuacan, Maya, and Aztec. *Prerequisite: AN 114 or consent of instructor.*

### **AN 321/521 Anthropology of Women (3)**

The roles and statuses of women around the world are examined in the three sub-systems of culture-material, social and ideational- including in-depth studies of women in horticultural, peasant, and modern societies. *Prerequisite: AN 112 or consent of instructor.*

### **AN 322 Visual Anthropology (3)**

This course explores the production and reception of images among and between members of diverse cultures in the contemporary world and by anthropologists themselves. Topics to be covered include the use of photographs, film and video as a tool in ethnographic research; the 'reading' of photographs and film from an anthropological perspective; and the creation of the "other" through visual images. *Prerequisite: AN 112.*

### **AN 323/SO 323 The City and Urban Life (3)**

Comparative study of the origin and development of cities. Focuses on processes of development, rural-urban migration, interrelationships between people, urban cultures, social institutions, use of space and competing theoretical perspectives. Examines Latin American, African, European as well as American cities. *Prerequisite: AN 112, SO 100, or consent.*

### **AN 324/524 History and Theory of Anthropology (3)**

The course explores the development of key themes in anthropology, such as the origins of the human species, the "nature-nurture" debate, the sources of cultural diversity, and the direction of social change. The approaches of various influential thinkers are compared and contrasted, and the major current "schools of thought" are clarified. One of two capstone courses required of Anthropology majors. *Prerequisite: declared major, junior/senior standing, or consent.*

### **AN 325 Anthropology of the Caribbean (3)**

This course examines cultural life in the Caribbean through the study of colonialism, slavery, race, class, gender, tourism, and religion. *Prerequisite: AN 112.*

### **AN 326/SO 326 Aging and Society (3)**

The social position of the aged, paying particular attention to American society, using historical and cross-cultural considerations. The situation and problems of older persons will be examined from the vantage point of sociological theories of aging and related empirical studies. *Prerequisites: SO 100 or consent of instructor.*

### **AN 333 Culture and Personality (3)**

Cultural, social and psychological dimensions of significant relationships that affect personality development. Attention will be given to cross-cultural

studies of personality. *Prerequisite: SO 100 and AN 112; PY 100.*

### **AN 335 Applied Anthropology (3)**

Uses of anthropology in the modern world, and its relationship to planned cultural change. *Prerequisite: SO 100, AN 112, or consent of instructor.*

### **AN 336/SO 336 Globalization (3)**

An examination of work, life, and culture in an increasingly globalized world. *Prerequisite: AN 112 or consent of instructor.*

### **AN 337/537 Creativity and Society: Anthropology and "The Arts" (3)**

An exploration of the relationship between the artist, "the arts", and the wider society. Considers what constitutes "creativity" in different cultures, how the artist's role varies, and the social functions served by visual art, music, literature, dance, drama, and other expressive forms. Cases are drawn from a wide range of culture, including the contemporary U.S. *Prerequisite: AN 112 or consent of instructor.*

### **AN 338/SO 338 Strategies for Social Change (3)**

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. *Prerequisite: SO 100, SO 101, or consent of instructor.*

### **AN 340 Childhood and Society (3)**

A cross-cultural survey of how the phenomenon of "childhood" is defined, viewed, and experienced in various societies around the world. *Prerequisite: AN 112.*

### **AN 362/SO 362 Methods of Social Research (3)**

Specific research techniques employed by Sociologists, Anthropologists, and other social scientists are considered, including polls and surveys, the interview and participant observation. Each student will complete an outside project. One of two capstone courses required of Anthropology majors. *Prerequisite: declared major and 15 hours of Anthropology; or consent of instructor.*

### **AN 363 Internship (1-3)**

Field training to provide students with experience in an operational or research setting through assignment to local social agencies or museums approved and supervised by a faculty member. May be elected twice for a maximum of three hours. *Prerequisite: declared major, senior standing, and consent of instructor.*

### **AN 366 Directed Readings (3)**

Under supervision of a faculty member, students will undertake an extensive readings course to further their understanding of a specific topic within Anthropology.

May be repeated for a maximum of six hours. Students are limited to six hours total from AN366 and AN367 combined. *Prerequisite: Declared major, junior/senior standing, and consent.*

### **AN 367 Directed Research (3)**

Upon supervision of a faculty member, students will undertake an independent research project in a specific aspect of Anthropology. May be repeated for a maximum of six hours. Students are limited to six hours total from AN366 and AN367 combined. *Prerequisite: Declared major, junior/senior standing, and consent.*

### **AN 370 Historical Archaeology (3)**

The major goal of this course is to examine the ways in which historical archaeologists combine documentary evidence and material culture to understand how people in the past negotiated their everyday lives in an arena of global-scale social interactions. Chronologically, the course covers the period of colonialism and the spread of capitalism from 1400 AD to the present. Using the Americas and Caribbean as a geographical focus, the course devotes special attention to anthropological approaches to colonialism and capitalism through the topics of material culture, gender, ideology, ethnicity, race, identity, labor, class and resistance. *Prerequisites: AN 114 or consent of instructor.*

### **AN 371 Laboratory Methods in Archaeology (3)**

In this course, students will be introduced to laboratory methods through a project-oriented, hands-on format. This course will introduce you to many of the important principles and concepts that archaeologists use to identify, analyze, manage and curate artifacts. In addition, students will have hands-on experience working with a real archaeological collection. *Prerequisite: AN 114 or consent of instructor.*

### **AN 372 Archaeological Field School (1-6)**

Field experience in excavation procedure, laboratory preparation and artifact analysis. Offerings include classroom instruction in regional and site prehistory. *Prerequisite: AN 112 and AN 114; or consent of instructor.*

### **AN 500 Special topics in Anthropology (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: Admission to the MLS program and consent of instructor.*

### **AN 524 History and Theory of Anthropology (3)**

The course explores the development of key themes in anthropology, such as the origins of the human species, the “nature-nurture” debate, the sources of cultural diversity, and the direction of social change. The approaches of various influential thinkers are compared and contrasted, and the major current “schools of

thought” are clarified. *Prerequisite: Admission to the MLS program and consent of instructor.*

### **AN 538 Strategies for Social Changes (3)**

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. Not open to students with credit in SO 538. *Prerequisite: Admission to the MLS Program and consent of instructor.*

## **ART**

Website: [www.washburn.edu/art](http://www.washburn.edu/art)

Art Building, Room 101

(785) 670-1125

Professor Glenda Taylor, Chair

Professor Azyz Sharafy

Associate Professor Marguerite Perret

Associate Professor Yeqiang Wang

Associate Professor Marydorsey Wanless

Assistant Professor Michael Hager

Assistant Professor Kelly Watt

Lecturer Emily Rice

Catron Visiting Professor, Jennifer Marsh

## **Degrees Offered**

### **Bachelor of Arts**

*Studio Art*

*Art History*

### **Bachelor of Fine Arts**

*Studio Art (General)*

*Studio Art (with concentrations in:*

*Art History, Ceramics and Sculpture, Drawing and Painting, Graphic Design and Electronic Arts, Photography, Print making)*

*Art with Teacher Licensure*

*Emphasis with Emphasis in Art History, suspended Fall 2013*

### **Minors Offered**

*Art Studio*

*Art History*

## **Mission**

The mission of the Washburn University Department of Art is to provide students with a strong foundation based on mastering basic concepts of art, design, art history and criticism, as well as learning the technical skills necessary to make art in a changing world. Upon

graduation, art students will understand the role of visual arts in expressing human emotions and needs in historical and contemporary life, as well as the power of artistic creation in its many forms.

The Art Department serves those intending to prepare for a profession in the Visual Arts (BFA degrees), those students seeking a Liberal Arts education focused in the visual arts (BA degrees), as well as non-majors who seek knowledge of the visual arts. Studio and art history courses are open to anyone with proper prerequisites. Faculty maintain active professional careers as content for teaching and are exemplars of life-long learning in the visual arts.

## Department Description

The degree programs in art are designed to meet a variety of student needs. The B.A. in Art is considered a basic liberal arts degree, easily combined with other degree programs in the college for purposes of obtaining a double major. The B.A. in Art History is structured for the student interested in museum studies or advanced work in art history or related fields. The B.F.A. is a professional degree program for students interested in an art career and/or advancement into graduate programs in art, art history, or curatorial studies. Concentration areas within the BFA program allow students to focus their study in one area and also provide instruction in fundamental art skills and media. Each concentration area includes 18 hours of course work in a specific curricular area and an art internship. The B.F.A with Teaching Licensure includes studio, art history and professional education courses leading to Kansas P-12 Art Teacher licensure. See Degree Requirements and Course Offerings.

## Art Department Scholarships

The Art faculty award scholarships for BA and BFA art majors each year. The Barbara L. Buzick Art Scholarship provides tuition, books, art supplies, and on-campus room and board. It is awarded to an incoming freshman art major and may be renewed through graduation. The deadline for submission of portfolios and support materials is February 15. Contact the Art Department for more information.

## Student Learning Outcomes

Art majors at Washburn University, upon completion of their degree programs, are expected to:

- Demonstrate Technical Proficiency in the skillful use of art media, tools, processes, and technology.
- Demonstrate the ability to employ elements and principles of effective visual design to express content.

- Demonstrate cultural understanding and global citizenship through the knowledge of historic and contemporary artistic creation of diverse peoples.
- Use creative thinking as evidenced in the creation of original artworks or new interpretations of art's meaning or role in society.
- Use critical thinking to clarify problems, evaluate ideas and forms, compare multiple solutions to make informed judgments and express conclusions through speaking and writing effectively about art.

The abilities are assessed in course work and at beginning, mid- and exit levels through critiques, papers, exhibitions, tests and class projects.

## BA DEGREE REQUIREMENTS

### Requirements for the Bachelor of Arts Degree in Art (B.A.)

The Bachelor of Arts in Art is a degree consisting of forty (40) credit hours in Art plus the general education requirements of the college.

#### Foundation Courses - 22 hours

- AR 101 Survey of Art History I (3)
- AR 102 Survey of Art History II (3)
- AR 120 Design I 2-D(3)
- AR 121 Design II 3-D(3)
- AR 131 Basic Digital Art Media (3)
- AR 140 Drawing I (3)
- AR 300-level art history (3)
- AR 402 Art Forum (1)

Elective Art Studio Courses - 18 hours

Must include 12 hours upper division studio courses chosen in consultation with an art advisor. NOTE: Senior BA majors must present a portfolio for faculty review. All studio art majors must enter the juried student art exhibition at least once during their academic career.

### Requirements for the Bachelor of Arts Degree in Art History (B.A.)

The B.A. in Art History is a degree consisting of forty (40) credit hours in the major plus the general education requirements of the college. All students majoring in Art History shall take the following required courses:

- AR 101 Survey of Art History I (3)
- AR 102 Survey of Art History II (3)
- AR 131 Basic Digital Art Media (3)
- AR 140 Drawing I (3)
- AR 313 Museums and Materials (3)
- AR 300 Art Criticism (3)
- AR 312 Research in Art History (3)
- AR 402 Art Forum (1)

18 hours art history electives (15 hours must be upper division)

**NOTE:** A senior research paper is required of all BA-Art History majors (AR 312). All BA Art History students must take RG 105 Introduction to Old Testament, or RG 106 Intro to New Testament or EN 210 Mythologies in Literature (3) as required correlate course in Humanities (may count as General Education).

## **BACHELOR OF FINE ARTS DEGREE - B.F.A.**

The Bachelor of Fine Arts (BFA) degrees are programs designed to prepare students for employment in the field of art. The Bachelor of Fine Arts Degree is particularly suited to the student who intends to follow a career in the visual arts, including but not limited to: graphic design, photography, electronic arts, museum education, art teaching, curatorial studies, painting, drawing, sculpture, ceramics, and printmaking. BFA graduates exhibit sophisticated technical knowledge, creativity, and expression indicative of those entering the professional art world. All BFA students prepare a senior exhibition of their artwork as the capstone experience of their degrees. Additionally, BFA students with Teacher Licensure meet all competencies and requirements to teach art P-12 in the state of Kansas.

### **Requirements for the BFA degree**

The degree consists of 84 hours in Art, the University Core requirements (12 hours), 27 hours general education (9 hours from each of the divisions), and 45 hours in upper division work. Note: All 45 hours of upper division credits can be obtained in Art. All BFA degrees require 3 hours of internship. The internship requirement for BFA with Teaching Licensure is met through student teaching. All BFA students must enter the Juried Student Exhibition at least twice during their academic careers.

### **Major Requirements –**

#### **BFA (General)**

#### **Foundation Requirements – all BFA Concentrations (21)**

- AR 101 Survey of Art History I (3)
- AR 102 Survey of Art History II (3)
- AR 120 Design I 2-D (3)
- AR 121 Design II 3-D (3)
- AR 131 Basic Digital Art Media (3)
- AR 140 Drawing I (3)
- AR 141 Drawing II (3)

#### **General Studio/Intermediate Courses -- all BFA Concentrations (18)**

- AR 219 Introduction to Printmaking (3)
- AR 220 Darkroom Photography I (3)
- AR 223 Graphic Design I (3)
- AR 240 Painting I (3)

AR 260 Ceramics I (3)

AR 262 Sculpture 1 (3)

#### **Studio Electives: Mid/Upper Level Courses (9 hours, of which 6 hours must be Upper Level)**

AR XXX 3-D Elective (3) (AR 265, 360, 361, 364, 365, 381)

AR XXX Painting OR Drawing OR Printmaking Elective (3) (AR 319, 323, 324, 340, 341, 419, 443, 441)

AR XXX Photography OR Graphics OR Electronic Arts Elective (AR 318, 320, 321, 322, 325, 326, 221, 226, 352, 353, 354, 355)

#### **Required Upper Level Courses – all BFA Concentrations except Art History (18)**

AR 3XX Art History Elective (3) (AR 300-316)

AR 300 Art Theory Past and Present (3) or AR 307 20th Century Art (3)

AR 343 Figure Drawing (3)

AR 407 21st Century Art Practices (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

#### **Open Art Electives: Upper level (18)**

Any studio courses or special topics courses. May include 3 hrs travel/study courses and/or 3 hrs Art History courses.

#### **TOTAL =84 hours**

NOTE: All studio classes meet twice the amount of time as a lecture class. 3 hours of credit = 6 hours per week of classroom instruction and 3 hours minimum of work outside of class.

#### **BFA (Concentration in Art History)**

**Art Foundation Requirements – see above (21)**

**General Studio/Intermediate Courses – see above (18)  
Courses for Concentration (18)**

AR 300 Art Theory Past & Present OR AR 307 20th Century Art (3)

AR 3XX Art history electives or AR 407 21st Century Art Practices – see above (9)

AR 313 Museums and Materials (3)

AR 312 Research in Art History (3)

#### **Required Upper Level Courses (18)**

AR 3XX 3-D elective (3) (360, 361, 364, 365, 381)

AR 3XX Painting, Drawing, or Printmaking elective – see above (3)

AR 3XX Photography, Graphic or Electronic Art elective (3) (318, 320, 321, 322, 325, 326, 352, 353, 354,



355)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

**Open Art Electives: Upper Level (9)**

Any studio or special topics courses. May include 3 hrs travel/study and/or 3 hrs Art History courses.

**Total Art Hours: 84**

**BFA (Concentration in Ceramics and Sculpture)**

**Art Foundation Requirements – see above (21)**

**General Studio/Intermediate Courses – see above (18)**

**Courses for Concentration (18)**

AR 360 Ceramics II (3)

AR 364 Advanced Sculpture – two different topics (6)

AR 361 Ceramics Glaze/Surface Exploration OR AR 460  
Advanced Ceramics (3)

AR 3XX 3-D Elective -- see above (3)

AR 343 Figure Drawing (3)

**Required Upper Level Courses (18)**

AR 3XX Art History Elective –see above (3)

AR 300 Art Theory Past and Present OR AR 307 20th  
Century Art (3)

AR 407 21st Century Art Practices (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

**Open Art Electives: Upper level (9)**

Any studio or special topics courses. May include 3 hrs travel/study and/or 3 hrs Art History courses.

**Total art hours: 84**

**BFA (Concentration in Graphic Design and Electronic Arts)**

**Art Foundation Requirements -- see above (21)**

**General Studio/Intermediate Courses -- see above (18)**

**Courses for Concentration (18)**

AR 231 Basic Multimedia (3)

AR 318 Typography (3)

AR 321 Photoshop Imaging (3)

AR 322 Graphic Design II (3)

AR 418 Advanced Typography (3)

AR 429 Web Design (3)

**Required Upper level Courses (18)**

AR 3XX Art History Elective – see above (3)

AR 343 Figure Drawing (3)

AR 300 Art Theory Past and Present OR AR 307 20th  
Century Art (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

**Open Art Electives: Upper Level (9)**

Any studio or special topics courses. May include 3 hrs travel/study and/or 3 hrs Art History courses.

**Total Art Hours 84**

**BFA (Concentration in Painting and Drawing)**

**Art Foundation Courses – see above (21)**

**General Studio/Intermediate Courses – see above (18)**

**Concentration Courses (18)**

AR 340 Advanced Painting (Topic I) (3)

AR 343 Figure Drawing (3)

AR 323 Silkscreen OR AR 324 Lithography OR AR 319  
Etching or AR 419 Advanced Relief Printing (3)

AR 342 Watercolor OR AR 345 Chinese Painting (3)

AR 340 Advanced painting (Topic II) OR AR 442

Advanced Watercolor OR AR 341 Art of Landscape (3)

AR 421 Digital Painting and Drawing (3)

**Required Upper Level Courses (18)**

AR 3XX Art History Elective – see above (3)

AR 407 21st Century Art Practices (3)

AR 300 Art Theory Past and Present OR AR 307 20th  
Century Art (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

**Open Art Electives (9)**

Any studio or special topics courses. May include 3 hrs travel/study and/or 3 hrs Art History courses.

**Total Art Hours: 84**

**BFA (Concentration in Photography)**

**Art Foundation Courses – see above (21) hrs**

**General Studio/Intermediate Courses – see above (18)**

**Concentration Courses (18)**

AR 231 Basic Multimedia OR elective in Graphic Design

or Electronic Arts (3) (AR 221, 226, 318, 322, 325, 326) AR 320 Darkroom Photography II OR AR 332 Advanced Photo Techniques (3)

AR 321 Photoshop Imaging (3)

AR 354 Documentary Photography (3)

AR 355 Experimental Photography OR AR 352 Professional Photographic Lighting (3)

AR 353 Alternative Processes Photography (3)

#### **Required Upper Level courses (18)**

AR 3XX Art History Elective OR AR 315 History of Photography -- see above (3)

AR 407 21st Century Art Practices (3)

AR 300 Art Theory Past and Present OR AR 307 20th Century Art (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

#### **Open Electives (9)**

Any studio or special topics courses. May include 3 hrs travel/study and/or Art History courses.

**Total Art Hours: 84**

#### **BFA (Concentration in Printmaking)**

**Art Foundation Courses – see above (21)**

**General Studio/Intermediate Courses – see above (18)**

**Concentration Courses – see above (18)**

AR 323 Silkscreen OR AR 324 Lithography OR AR 319 Etching OR AR 419 Advanced Relief Printing (9 )

AR 340 Adv. Painting (Topic I) OR 341 Art of Landscape OR AR 320, 352, 353, 354, 355 – Upper level Photo Course (3)

AR 322 Graphic Design II: Print/InDesign OR AR 321 Photoshop Imaging OR AR 341 Digital Painting (3)

AR 343 Figure Drawing (3)

#### **Required Upper Level Courses (18)**

AR 3XX Art History Elective – see above (3)

AR 407 21st Century Art Practices (3)

AR 300 Art Theory Past and Present OR AR 307 20th Century Art (3)

AR 400 Senior Exhibition (1)

AR 401 Internship (3)

AR 403 Workshop in Art Media (3)

AR 404 BFA Professional Practice (2)

#### **Open Electives (9)**

Any studio or special topics courses. May include 3 hrs

travel/study and/or Art History courses.

**Total Art Hours: 84**

#### **Requirements for the Bachelor of Fine Arts Degree with Teacher Licensure**

The Bachelor of Fine Arts Degree with Teacher Licensure is a degree consisting of 66 credit hours in Art plus 39 hours in General Education/University Core and 36 hours Professional Education hours. The total hours for the BFA with Teacher Licensure degree is 141 hours. Upon graduation, candidates must pass licensure exams to receive teaching licenses from the State of Kansas.

#### **Required Courses: Art Foundation Requirements 21 hrs. (all courses are 3 hrs, except as noted)**

AR 101 Survey of Art History I

AR 102 Survey of Art History II

AR 120 Design I 2-D

AR 121 Design II 3-D

AR 131 Basic Digital Art Media

AR 140 Drawing I

AR 141 Drawing II

#### **General Studio/Intermediate Courses 15 hrs**

AR 240 Painting I

AR 219 Intro to Printmaking

AR 220 Darkroom Photography I

AR 223 Graphic Design I

AR 260 Ceramics I

#### **Required Upper Level Art Courses 12 hrs**

AR 3XX Art History Elective (AR 300-316)

AR 300 Art Theory Past and Present OR AR 307 20th Century Art OR AR 407 21st Century Art Practices

AR 400 Senior Exhibition – 1 hr

AR 404 BFA Professional Practice – 2 hrs

AR 403 Workshop in Art Media

#### **Open Art Electives: Upper level – 9 hrs**

Any studio courses or special topics courses. May include 3 hrs travel/study and/or 3 hrs Art History courses.

#### **Required Art Education Courses – 9 hrs**

AR 380 Elementary Art Education

AR 381 Craft Techniques

AR 382 Methods and Philosophy of Art Education

#### **Required Professional Education Courses – 21 hrs**

ED 150 EPIC Experience – 1 hr

ED 200 Education Psychology

ED 225 Becoming an Education Professional

ED 300 Integrating Technology in the Curriculum  
ED 302 Exceptional Learners  
ED 385 Foundations of Education  
ED 402 Teaching Struggling Learners – 2hr  
ED 484 Teaching Reading in the Content Area

#### **Student Teaching – 15 hrs**

ED 400 – 2 hrs  
ED 405 Classroom Management – 1 hr  
ED 440 Student Teaching K-12 – 12 hrs

**Total Art hours: 66**

**Total Gen Ed/University Core credits: 39**

**Total Professional Education and Student Teaching  
Credits: 36**

**Total Credits for Degree: 141**

### **MINOR IN ART**

A minor in Art is designed to integrate art knowledge with other disciplines of the University. It may be constructed from courses in any area of the curriculum. The minor must be planned with the aid of art faculty. A minor consists of 18 hours and includes study in art history and studio courses. In order for the minor to both provide an overview of the discipline and offer opportunity for proficiency in some aspect of it, the following guidelines must be met:

- Studio: Must include AR 120 Design I 2-D or AR 140 Drawing I; AR 101, 102, or 103; and at least 6 hours of upper division studio courses. Total of 18 hours.
- Art History: Must include AR 101, 102, and 12 hours upper division Art History electives.

### **COURSE OFFERINGS**

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

#### **</AR 101 Survey of Art History I (3)**

A survey of major monuments and movements in the history of art from Paleolithic through Medieval times. **(GEHU - CCT)**

#### **</AR 102 Survey of Art History II (3)**

Major monuments and movements in Western Art from the Proto-Renaissance through the arts of today. **(GEHU - CCT)**

#### **</AR 103 Introduction to Art (3)**

The major principles and ideas of art, with emphasis on different purposes art has served in both Western and non- Western cultures. Course is for non-art majors. **(GEHU - GED)**

#### **AR 116 Art in Health, (3)**

Historical and thematic examination of the role of the visual arts in health care settings, from medieval to contemporary practices. Students may not repeat this course at 316 level.

#### **</AR 120 Design I: 2-D(3)**

An exploration of the fundamentals of visual communication. Students will become familiar with the elements of design and organizational principles. Studio assignments will encourage creative thinking, synthesis and analysis, and problem solving. **(GECPA - COM)**

#### **AR 121 Design II: 3-D(3)**

An expanded investigation of the basic design principles with an emphasis on idea generation and creative translation. Students will learn how to think critically about visual art, problem solve, and consider a broad range of contemporary and historical approaches. *Prerequisite: AR 120.*

#### **AR 131 Basic Digital Art Media (3)**

An introduction to digital media for communications and art making. Key concepts will include image capture, editing, input and output devices, file storage and archiving, printing and post-production. Students will present images that they have created in a digital format portfolio. Digital Camera with manual control required. Instructor can provide more information. No prerequisite.

#### **</AR 140 Drawing I (3)**

Basic principles of drawing and pictorial design. This course is fundamental to all studio courses and should be taken in the freshman year. **(GECPA - CCT)**

#### **</AR 141 Drawing II (3)**

A continuation of Drawing I. *Prerequisite: AR 140 or equivalent.* **(GEHU - CCT)**

#### **AR 219 Introduction to Printmaking (3)**

Drawing and cutting upon the blocks (plywood, linoleum, and masonite), assemblage will be explored for form and texture. Initial prints will be considered temporary evidence of how marks or forms work toward a completed work. *Prerequisite: AR 120 and 140.*

#### **AR 220 Darkroom Photography I (3)**

Lecture and studio. History of the development of the Photographic process, equipment and material. Darkroom procedures with an emphasis on composition and design in the black and white print.

#### **AR 221 Digital Painting and Drawing (3)**

The course is designed to provide the student with knowledge and skills necessary to create digital paintings and drawings with Painter Software. Students will explore a variety of visual art media related to digital drawing and painting processes. Emphasis of the course is focused on

the student's ability to use digital media to demonstrate artistic design, creativity and visual concepts in paintings and drawings. *Prerequisites: AR 120 or AR 140*

### **AR 222 Video Game Design (3)**

This course introduces the making and creating of 2D/3D video games. Students learn to create a fully interactive video game. This hands-on course focuses on design, aesthetics and interactivity of the video game. *Prerequisite: CM 101, AR 131, or equivalent computer competency.*

### **AR 223 Graphic Design I (3)**

Introduction to graphic design through formal and theoretical context. Focus is on development of technical skills and design concepts for print production. *Prerequisite: AR 120*

### **AR 226 Video Editing: FinalCut Pro (3)**

Fundamentals of digital video, including lighting, sound composition and editing are taught with the aim of creating time-based art forms. Aesthetic issues evident in video design and editing structure will be examined through viewing, discussion and critique. Software: FinalCut Pro. *Prerequisite: AR 120 or MM 100*

### **AR 231 Basic Multimedia (3)**

Introduction to the use of social media to share creative artwork, including video and animations. This course covers video capture with simple video cameras or smart phones, movie editing, and posting work to the Internet. It will include basic animation, sound and interactivity. Students must provide their own phone or other video capture device.

### **AR 240 Painting I (3)**

Introduction to oil or acrylic painting techniques. Emphasis is placed on color theory and effects. Subject matter includes still life, landscape, figure and abstraction. *Prerequisite: AR 141 and 120*

### **AR 260 Ceramics I (3)**

Introduction to ceramics as creative media for utilitarian and expressive purposes. Course content includes forming techniques, the nature of clay and glazes, firing principles and ceramic history. Creative Thinking will be practiced and assessed as part of the ceramic process. **(GECPA - CCT)**

### **AR 262 Sculpture I (3)**

Introduction to modeling, casting, carving, and construction as basic methods of executing 3-dimensional form. *Prerequisite: AR 121.*

### **AR 265 Kiln-formed Glass and Mosaics(3)**

Applied design work utilizing glass techniques of cutting, grinding, fusing, and slumping.

### **AR 291 Art Therapy (3)**

Practice of Art Therapy as a treatment and diagnostic tool in the psychiatric setting. Visiting lecturers and field experience will be included. *Prerequisite: PY 100.*

### **AR 299 Special Topics in Art (1-3)**

Special media or content offerings not covered in other art courses. May be repeated with different topics. Prerequisites as specified for each offering.

### **AR 300 Art Theory Past and Present (3)**

This class will examine approaches to art and art history from mimesis to the competing theoretical approaches used today. Methods employed by critics, historians, sociologists, and others will be studied as constructions that reflect the sociopolitical circumstances of their authors and audience. *Prerequisite: AR 101 and 102.*

### **AR 301 Ancient Art (3)**

The arts of the Ancient Near East, Egypt, Aegean, Greece, and Rome. **(GEHU - CCT)**

### **AR 302 Medieval Art (3)**

The art of the Christian era to the thirteenth century.

### **AR 304 Renaissance Art (3)**

The arts of Northern Europe (The Netherlands, France, Germany, England) and of Italy from the 14th through the 16th centuries, especially in their cultural, humanist contexts.

### **AR 305 Baroque Art (3)**

A study of Baroque and Rococo art and culture of the 17th and 18th centuries in relationship to imperial power, the church and capitalism. (Includes study of Caravaggio, Bernini, Rubens and Rembrandt.)

### **AR 306 Development of Modern Art (3)**

Survey of the broad trends in art and architecture from 17th - 20th century. Course material will be examined through visual and historical analysis, emphasizing the sociopolitical, religious, and cultural shifts for each period. *Prerequisite: AR 101, 102 or 103; or junior standing.* **(GEHU - CCT)**

### **AR 307 Twentieth Century Art (3)**

Examination of the response of the visual art world to historical, cultural and political changes of the twentieth century. Modernist movements, performance, installation, and the effects of globalism will be considered through visual and historical analysis. *Prerequisite: AR 101, 102, or 103; or junior standing.* **(GEHU - CCT)**

### **AR 308 American Art (3)**

American art from the early colonial period to the present.

### **</AR 309 Arts of Africa (3)**

A historical survey of the major arts produced by African cultures. *(GEHU - GED)*

### **</AR 310 Art of Asia (3)**

A survey of the major traditions of art in Asia from Neolithic times through the 19th century. *(GEHU - GED)*

### **AR 311 Art of the Americas (3)**

An overview of the visual arts traditions of the ancient and contemporary cultures of the indigenous peoples of North, Central and South America.

### **AR 312 Research in Art History (3)**

Library and Archival research and writing on specific research topics in the History of Art. *Prerequisite: Major/minor in Art History or consent.*

### **AR 313 Museum and Materials (3)**

Study of the history, organization and practice of museums as well as art materials, conservation and archival methods. *Prerequisite AR 101 or 102.*

### **AR 315 History of Photography (3)**

History of photography as related to the visual arts, including technical innovations, major photographers and aesthetic philosophies. *Prerequisite: AR 101, 102, OR 103 or Consent.*

### **AR 316 Art in Health (3)**

See Description under AR 116 above. AR 316 Students are expected to complete additional research and written work. Students who have taken AR 116 may not repeat this course at the 316 level. *Prerequisite: AR 101, 102, or 103, or EN 300.*

### **AR 318 Typography I (3)**

Introduction to the basics of typography and design, and to the use of type to solve visual problems. Topics include anatomy, legibility, hierarchy, and verbal/visual relationships. *Prerequisite: AR 120*

### **AR 319 Etching (3)**

An exploratory course in etching. Emphasis will be placed on black and white techniques, including intaglio, drypoint, and aquatint. *Prerequisite: AR 219.*

### **AR 320 Darkroom Photography II (3)**

Course focuses on developing technical proficiency in black and white photography. Students will work primarily with fiber-based paper. Emphasis is placed upon exploration and expansion of traditional photographic values. *Prerequisite: AR 220 or consent.*

### **AR 321 Photoshop Imaging (3)**

An intermediate course in creative Photoshop software techniques. Students execute assignments such as photo coloring, restoration and retouching, print design, and collage. *Prerequisites: AR 120 and 131*

### **AR 322 Graphic Design II (3)**

Advanced graphic design course building on concepts learned in Graphic Design I. Emphasis is on systems of design with a focus on branding, packaging, and information design. *Prerequisites: AR 223 and 318*

### **AR 323 Silkscreen (3)**

An introductory course in silkscreen printing. Sequential thinking for the production of prints plus application of color theories is investigated. Emphasis will be placed on traditional photographic and inventive applicators of silkscreen techniques for the production of personal images. *Prerequisite: AR 219.*

### **AR 324 Lithography (3)**

An introductory course for lithography. The printing process of stone and plate lithography is explored with emphasis on imagery and the aesthetics of the fine print. *Prerequisite: AR 140, 141, 219.*

### **AR 325 Photoshop Imaging II (3)**

An advanced course in Photoshop software techniques focusing on aesthetic and critical issues. Students produce assignments with an emphasis on photo composites for illustration, printing, and fine art. *Prerequisite: AR 321.*

### **AR 326 2- and 3-D Digital Animation (3)**

Through the use of 3-D animation software and Adobe Premier, students will create computer graphics and animations. Also includes digital video and sound. Software: Lightwave 3D, Final-Cut Pro. *Prerequisite: AR 223.*

### **AR 332 Advanced Photo Techniques (3)**

Course focuses on developing technical proficiency in use of different format cameras and large size printing. Students explore aspects of photography such as cibachrome, Polaroid transfer and emulsion lifts, or mural printing. *Prerequisite: AR 220.*

### **AR 336 Video Editing , FX and Motion Graphics (3)**

This course covers video editing techniques using Final Cut Pro, Motion, Soundtrac Pro and Live Type Software. The course introduces various aspects of digital editing related to special effect, motion graphics, visual and special effects using text. The course covers the basics of sound, camera and editing for special effects in film, the use of green screen, composite effects and integration of computer graphics to digital film. *Prerequisite AR 131 or MM 210.*

### **AR 340 Advanced Painting - (topic) (3)**

Advanced study of specific oil or acrylic painting techniques, subjects and styles. Includes class paintings, outside work, and research documentation. *Prerequisite AR 240. May be repeated with different content to 6 hours total credit.*

### **AR 341 Art of Landscape (3 hrs)**

Creative activity in the outdoor environment. Students consult with instructor regarding media choice and expressive intent. *Prerequisites* AR 140 for students engaged in *Painting or Drawing*; AR 140 and AR 220 for students emphasizing *photography*.

### **AR 342 Watercolor (3)**

Exploration of watercolor techniques. Subject matter includes still life, landscape, figure and abstraction. *Prerequisite: AR 240*

### **AR 343 Figure Drawing (3)**

Drawing from the nude and draped human figure. *Prerequisite: AR 141*

### **AR 352 Professional Photographic Lighting (3)**

Introduction to studio lighting using 35 mm digital cameras. Students will study the principles of lighting and their practical use in areas such as portraiture, products, food, and fashion. Field trips will expose students to professional studios and practices. *Prerequisite: AR 220.*

### **AR 353 Alternative Photo Processes (3)**

Study of historical non-silver photographic processes used in the early stages of photographic development and currently used by contemporary artists as a creative element. Processes include: cyanotype, Van Dyke, platinum/palladium, salted paper, gum bichromate. *Prerequisite: AR 220.*

### **AR 354/454 Documentary Photography (3)**

Course focuses on basic principles and techniques of documentary photography. Topics will vary by semester and will be announced in advance. *Prerequisite* for 354: AR 220 or consent. *Prerequisite for 454: AR 354. AR 354/454 may not be taken concurrently. (Both levels of the course may be taken when topics are different.)*

### **AR 355 Experimental Photography (3).**

Experimental and creative methods using digital and historic photographic techniques. Students will experiment and combine new techniques with old, and use the results in mixed-media art. Techniques include: bromoil, pronto plates, albumen on paper, anthotypes, tintypes, mixed-media. *Prerequisite AR 220*

### **AR 359 The Business of Art (3)**

This course will explore and analyze approaches to art valuation, appraisal and entrepreneurship in the visual arts. Business problems and opportunities in the art world are identified, analyzed and assessed. The art market and the art consumer are researched. Special aspects of consumer behavior of art collectors, art investors, art dealers will be included, also marketing and financial issues

in the arts. *Prerequisite: junior standing or above. Cross listed with BU 259*

### **AR 360 Ceramics II (3)**

Continued exploration of ceramics with emphasis on wheel-throwing techniques, glaze formulation, and various firing methods. *Prerequisite: AR 260.*

### **AR 361 Ceramic Glaze and Surface Exploration (3)**

Study of fired ceramic surfaces through experiments with raw materials. Theoretical, historical, and empirical methods are applied to research. *Prerequisite: AR 260.*

### **AR 364 Advanced Sculpture (topic) (3)**

Study of advanced sculptural techniques to achieve artistic expression. May involve environmental or multi-media emphasis. *Prerequisite: AR 262. May be repeated with different content. Limit of 9 hours.*

### **AR 365 Kiln-formed Glass and Mosaics II (3)**

See description under AR 265. 365-level students are expected to complete more advanced projects and class presentations. *Prerequisite: AR 121 or AR 265.*

### **AR 380 Elementary Art Education (3)**

Study of the artistic development of children, practice with art materials, techniques, and concepts appropriate to the elementary grades including planning and presentation of art lessons. Production, aesthetics, criticism, and history of artworks are emphasized as the basis for children's growth in art learning.

### **AR 381 Craft Techniques (3)**

Exploration of papermaking, batik, weaving, and metal working processes. Health and safety, traditions and current trends in crafts are studied. Education majors write unit/lesson plans. Non-ED majors do extra projects. *Prerequisite: AR 120, 121.*

### **AR 382 Methods and Philosophy in Art Education (3)**

Examination of historical and current theories of art education, the development of personal philosophy of art education, and the examination of curriculum goals and objectives. Effective teaching methods for lesson planning, presentation, and evaluation are studied.

### **AR 390 Independent Study in Art (1-3)**

Students work with faculty member to complete independent art projects. Does not involve formal group faculty critiques. Primarily intended for advanced non-majors. *Prerequisite: Advanced course work in discipline, mentor approval, chair approval.*

### **AR 391 Art Therapy (3)**

See AR 291.

### **AR 399 Special Topics in Art (1-3)**

Special media or content offerings not covered in other art courses. May be repeated with different topics. Prerequisites as specified for each offering.

### **AR 400 Senior Exhibition (1)**

Preparation and presentation of an exhibit of student's artwork. Prerequisite: BFA-senior status, BA with Department approval.

### **AR 401 Internship (1-3)**

Work experience in art-related businesses, institutions, or non-profits. 3 hrs required for all BFA majors. Licensure students meet requirement through student teaching. *Prerequisite: Jr/Sr Art major and instructor permission.*

### **AR 402 Art Forum (1)**

Professional preparation for art majors. Topics include portfolio preparation, marketing, gallery representation, graduate schools, grant writing, and other concerns of art professionals. Required for BA art majors. *Prerequisite: Jr/Sr art major.*

### **AR 403 Workshop in Art Media (3)**

Independent work under faculty mentor in studio area of choice. Must include written plan, research, and report. Students must present work for mid-term and final critiques by all studio faculty. May be repeated for limit of 12 hours. *Prerequisite: Instruction Permission*

### **AR 404 BFA Professional Practice (2)**

Professional preparation for BFA majors, taken the semester prior to AR 400 Senior Exhibition. Includes exhibition preparation, portfolio, careers, and other professional concerns of fine artists. *Prerequisite: Senior Art major*

### **AR 407 21st Century Art Practice (3)**

This course is equal parts art history, theory and studio. Includes exploration of contemporary artists, practices, new audiences and markets with an emphasis on studio experimentation and production. *Prerequisite: AR 300 or 307*

### **AR 418 Advanced Typography (3)**

Advanced course building on concepts learned in AR318. Emphasis on multi-page layouts through typographic theory and application. *Prerequisites: AR 223 and AR 318*

### **AR 419 Advanced Relief Printing (3)**

In-depth study and experimentation with various relief processes including large scale printing, *Prerequisite: AR 219*

### **AR 421 Advanced Digital Painting and Drawing (3)**

The course is designed to provide the students with advanced knowledge and skills in digital paintings and

drawing. Students will explore a variety of visual art media related to the drawing and painting process, which will be created digitally via computer and software. Emphasis of this course is focused on the wide format artwork and advanced creative expression. The students will demonstrate artistic design, creativity, and concepts in the language of paintings and drawings.

### **AR 426 Interactive Art: Digital (3)**

Students will learn to make their artwork interactive digitally and also make it compatible for web interactivity. The process will include using various types of digital software and the web.

### **AR 429 Web Design (3)**

An introduction to web design through front end web development. Focus on interactivity and Information Architecture to support usability and web standards. Students will apply design principles and explore visual organization of digital space. *Prerequisites: AR 223 or AR 318*

### **AR 432 Advanced Photo Techniques II (3)**

See course description above under AR332. Students enrolled at the 432 level must complete additional research in a photo technique and document their research through creative work. *Prerequisite: AR 332.*

### **AR 441 Art of Landscape II (3).**

Creative activity in the outdoor environment. Students consult with instructor regarding media choice and expressive intent. Advanced students are expected to bring a more experienced and personal creative approach to the course, and are evaluated accordingly. *Prerequisite: AR 341*

### **AR 442 Advanced Watercolor Painting (3)**

In-depth study of personal expression through the watercolor medium. *Prerequisite: AR 342.*

### **AR 443 Figure Drawing (3)**

Advance course in drawing the nude and draped human being. *Prerequisite: AR 343.*

### **AR 445 Advanced Chinese Painting (3)**

Continuation of Chinese Painting with emphasis on experimentation in techniques and pursuit of personal artistic language. *Prerequisite: AR 345.*

### **AR 453 Alternative Photo Processes II (3)**

See AR 353. AR 453 will study one process of choice in-depth. Prerequisite: AR 353.

### **AR 454 Documentary Photography (3)**

See description above under AR 354

### **AR 455 Experimental Photography II (3)**

Experimental and creative methods using digital and historic photographic techniques. Students will experiment and combine new techniques with old, and use the results

in mixed-media art. Techniques include: bromoil, pronto plates, albumen on paper, anthotypes, tintypes, mixed-media. Advanced students are expected to complete in- depth research and professional level work in chosen techniques. *Prerequisite: AR 355.*

**AR 460 Advanced Ceramics (Topic) 3 hrs.**

Study of specialized ceramic techniques of firing, surface and forming to achieve differing purposes. May involve mixed media applications. *Prerequisite AR 360. May be repeated with different topic. Limit of 6 hours.*

**AR 500 Directed Graduate Study in Art Studio (1-3)**

Graduate students work with appropriate faculty to design a study in art studio. Written documentation of research is required. *Prerequisite: Chair permission, undergraduate experience in the discipline.*

**AR 501 Directed Graduate Study in Art History (1-3)**

Graduate students work with art history faculty to research and document study in art history. May be coordinated with upper division art history course, but must include in-depth study appropriate for graduate level. *Prerequisite: Chair permission, undergraduate experience in the discipline.*

**AR 580 Graduate Field Experience in Art Education (1-3)**

Fieldwork in educational setting, such as public school, museum, community center, summer, or after school programs. Application of personal research in studio and / or art history to educational settings. *Prerequisite: Chair permission, Admission to M. Ed Program in Curriculum and Instruction with concentration in Art.*

**AR 590 Graduate Thesis Art (3)**

Culmination of artistic research in Art Studio and Art history as part of Master of Education degree in Curriculum and Instruction with Concentration in Art. Must include written thesis relating art production/ research to education. Must also include exhibition or project documentation. *Prerequisite: Chair permission, completion of 30 hours in M Ed in C&I w/ concentration in Art Degree Program.*

## ASTRONOMY

Physics and Astronomy Department

Website: [www.washburn.edu/physics](http://www.washburn.edu/physics)

Stoffer Science Hall, Room 210 (785) 670-2141

No major or minor is offered in Astronomy. The offerings are administered by the Department of Physics and Astronomy.

### COURSE OFFERINGS

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

**</AS 101 Introduction to Astronomy - Cosmology (3)**

A qualitative study of stellar, galactic, and extragalactic astronomy and cosmology surveying what is known and how it is known. **(GENS - QSR)**

**</AS 102 Introduction to Astronomy - Solar System (3)**

A qualitative study of the history of astronomy, the origin, evolution, and functioning of the solar system surveying what is known and how it is known.

**(GENS - QSR)**

**AS 103 Observational Astronomy (1)**

Use of telescope, planetarium, and other laboratory equipment commonly used in astronomy together with selected descriptive experiments in astronomy. *Prerequisite: AS 101, 102 or consent of instructor.*

**AS 201 Introduction to Astronomical Photography (1)**

Photographic procedures and techniques peculiar to astronomical photography. *Prerequisite: Consent of instructor.*

**AS 251 General Astronomy (3)**

A review of the key ideas and discoveries in astronomy at the intermediate level. *Prerequisite: AS 101 or 102, and MA 116 with a grade of C or better, or consent of instructor.*

**AS 360 Research in Astronomy (1 or 2)**

Research in any of the fields of astronomy/ astrophysics. *Prerequisite: Consent of instructor.*

**AS 370 Special Subjects in Astronomy (Credit to be arranged)**

Material to be chosen according to student interest from any one of a number of astronomical subjects. Offered on demand as teaching schedules permit. *Prerequisite: Consent of instructor.*



## BIOLOGY

Website: [www.washburn.edu/biology](http://www.washburn.edu/biology)

Stoffer Science Hall, Room 202

(785) 670-2077

Associate Professor John Mullican, Chair

Professor Lee Boyd

Associate Professor Matthew Arterburn

Associate Professor Susan Bjerke

Associate Professor Emerita Ursula Jander

Assistant Professor Jason Emry

Assistant Professor Andrew Herbig

Assistant Professor Rodrigo Mercader

Assistant Professor Takrima Sadikot

Assistant Professor Paul Wagner

Assistant Professor Tracy Wagner

Lecturer Kristin Barkus

Lecturer Kellis Bayless

Lecturer Bob Flahart

Lecturer Duane Hinton

Lecturer Erica Jackson

Secretary II Wendy Stafford

Laboratory Supervisor Ashley Lovich

up-to-date faculty dedicated to providing the best possible undergraduate education in biology.

### DESCRIPTION OF PROGRAM

The courses in biology are designed to meet the needs of four groups of students: those interested in biology as a subject necessary to their general education, those in the various allied health programs, those planning to teach biology or general science, and those preparing for graduate work or for professional careers in biology or related fields.

### Student Learning Outcomes

Biology majors at Washburn University, upon graduation, are expected to have:

- Acquired a comprehensive understanding of biological principles, including cell biology, genetics, organismal diversity, structure and function, ecology, and evolution;
- Acquired the ability to understand and utilize the scientific method;
- Mastered a variety of scientific techniques;
- Developed analytical skills; and
- Developed oral and written presentation skills.

### REQUIREMENTS FOR MAJORS

All majors must take a 23-hour core consisting of:

BI 102 General Cellular Biology (5)

BI 105 Botany (4)

BI 110 Zoology (4)

BI 301 General Microbiology (4)

BI 333 General Genetics (4)

BI 390 Biology Seminar (1) – Capstone Course

BI 395 Biology Research (1) – Capstone Course

The Bachelor of Arts (BA) degree in Biology requires a minimum of 38 hours in Biology: the 23-hour BI core and 15 additional BI hours; 12 of these 15 hours must be upper division BI courses.

The Bachelor of Science (BS) degree in Biology requires a minimum of 44 hours in Biology: the 23-hour BI core and 21 additional BI hours; 18 of these 21 hours must be upper division BI courses. The BS degree also requires a 30-hour minor to be chosen from the Natural Sciences (Biology, Chemistry, Mathematics & Statistics, or Computer Information Science). This minor must be in departments other than the major, and must have at least 20 hours in one department. Minors for the BS degree are limited to these courses: Chemistry 151 or above, Physics 261 or above, Mathematics 116 or above, Computer Science 110 or above.

### Degrees Offered

#### Bachelor of Arts

*Biology*

*Biology, Secondary Education Emphasis*

#### Bachelor of Science

*Biology*

*Biology, Secondary Education Emphasis*

For information on department scholarships please see website address listed above.

### MISSION OF DEPARTMENT

The Department of Biology, located in the College of Arts and Sciences, provides a broad curriculum that is designed to address the diverse interests of today's students. Biology is closely tied to economic, political, philosophical and social concerns, particularly those dealing with biotechnology and the environment. The mission of this Department is to provide a quality education for biology majors, allied health/medical pre-professionals and general education students. The Department also takes pride in serving as a resource of biological knowledge for the community. Above all, the program encourages students to be life-long learners and to use their knowledge of biology to become productive, active participants in our society. In support of this mission, the Biology Department maintains a modern well-equipped facility and a diverse, articulate, scholarly, and

**The following non-biology courses are required of all majors:**

- MA 140 or MA 142 or MA 151
- One year of physics with lab (PS 261/PS 262 or PS 281/PS 282)
- One year of general chemistry with lab (CH 151/CH 152)
- One semester of organic chemistry with lab (CH 340/CH 342)

All Biology Majors must be officially declared before taking upper division courses; however, it is recommended that the major be declared as early as possible after matriculation in order to be eligible for Biology scholarships, and to be assigned an appropriate advisor. Non-Biology majors must be officially declared in an appropriate major before taking upper division BI courses. Students may declare a major online through the Academic Success tab in MyWashburn. Each semester all majors must meet with a department advisor to plan the appropriate course work for the next semester.

**The Biology Major for Secondary Education Teachers**

To receive departmental approval as having competency for licensure in teaching biology at the secondary level, majors must complete a minimum of a BA or a BS in Biology as outlined above. The student's curriculum must include a course in behavior, evolution, anatomy, physiology, ecology, and sexually transmitted disease.

Completion of the 23-hour core, other major requirements, and appropriate course work within the Department of Education in science teaching methods will satisfy the State competency requirements for licensure in biology. See the Department of Biology and the Department of Education for details.

Students seeking licensure to teach biology must be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

**DEPARTMENTAL HONORS**

Students are eligible to receive departmental honors upon graduation if they fulfill the following minimum requirements:

1. A grade point average of 3.5 in the major, including a 3.5 in upper division work in the major;
2. Successful completion of BI 395 (Research in Biology);
3. Service to the Department, or to the community relevant to the Biology major;
4. The recommendation of the Department.

**REQUIREMENTS FOR THE MINOR**

**(optional minor for the Bachelor of Arts degree)**

To minor in Biology the student must apply to the Department and be assigned a Biology advisor. The twenty-hour minimum must be met with course work appropriate for Biology majors, and must include BI 102, BI 105 and/or BI 110. At least 8 of the remaining hours must be 300 level or higher coursework. No fewer than 10 hours of this minor must have been completed at Washburn University. Students must have a grade of C or better in each course taken to fulfill the minor.

**COURSE OFFERINGS**

(Courses marked with </ are part of the University's General Education program. See Table of Contents for details.) All course descriptions listed below assume either a 16-week fall or spring semester. Courses that are offered in the summer and/or online will be held at different times than what is listed below.

**</BI 100 Introduction to Biology (3)**

An introduction to the major principles and theories of Biology: genes, evolution, cell biology, and the structure and function of the major kingdoms of life. Two sections of special academic interest include Health Emphasis and General Education Emphasis both of which qualify as General Education Courses. Not applicable toward credit for biology major requirements. Two or three lectures a week. *Prerequisite: None. (GENS - CCT)*

**</BI 101 Introductory Biology Laboratory (2)**

Introductory laboratory with activities that examine the structure and function of organisms. Supplementary to BI 100. Not applicable toward credit for biology major requirements. One three-hour laboratory period per week. *Prerequisite: BI 100 or concurrent enrollment. Concurrently enrolled students may not drop BI 100 and remain enrolled in BI 101. (GENS - QSR)*

**</BI 102 General Cellular Biology (5)**

The organization and activities of organisms at the cellular level. Analysis of the chemical, genetic, and microscopic properties shared by all cells. This is the beginning biology course for the student who wishes to major in biology. Four lectures and one three-hour laboratory period a week. *Prerequisite: None (GENS - CCT)*

**BI 105 General Botany (4)**

An introduction to plants that examines their evolution, anatomy, and physiology. Biological principles as found in the plant kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 102.*

**BI 110 General Zoology (4)**

The organ systems, taxonomy, and evolution of animals. Biological principles as found in the animal

kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 102.*

### **</BI 150 Evolution (3)**

Designed for non-science majors who want a basic explanation of evolution, how it works and its impact on scientific thinking and society. The course will include discussion of simple genetics, origins of life, geologic eras and scientific creationism. *Prerequisite: None.*

### **(GENS - QSR)**

#### **BI 155 Sexually Transmitted Disease (1)**

An overview of diseases, which rely on sexual interactions for transmission, e.g., AIDS, syphilis, herpes, and others. The history, epidemiology, clinical nature, treatment and prevention of these diseases are discussed. *Prerequisite: none.*

#### **BI 180 Special Topics (1-3)**

Selected topics of general interest. Not applicable toward credit for biology major requirements. *Prerequisite: none.*

### **</BI 202 Biology of Behavior (3)**

Biological aspects of human and animal behavior, including sociobiology, ethnology, behavioral genetics and evolution, heredity vs. environment, male-female differences, and the neurological and hormonal basis of behavior. *Prerequisite: None. (GENS - QSR)*

### **</BI 203 Human Impact on the Environment (3)**

The structure and function of a natural environment and the impact of humans on that environment. Topics include population and food, various pollution problems, energy problems, and possible solutions. Not applicable toward credit for biology major requirements. *Prerequisite: None. (GENS - GED)*

#### **BI 206 Introductory Microbiology (4)**

The basic characteristics of microbes and an analysis of their effects on humans. Emphasis on human medical microbiology. Basic microbiological techniques, with an emphasis on those used in medicine. Developed primarily for students majoring in nursing. Not applicable toward credit for biology major requirements. Three lectures and one three-hour laboratory per week. *Prerequisites: A grade of "C" or better in BI 100 (Health Emphasis preferred) and BI 101 or BI 102.*

#### **BI 230 Introduction to Human Physiology (3)**

This human physiology course is designed for those needing a basic background in physiology principles without the additional functional knowledge that is obtained in the laboratory setting. The emphasis of

this course will include learning basic relationships and necessary language to be able to understand the terminology that may be used in fields that are in the periphery of physiology. *Prerequisite: A grade of "C" or better in BI 100 (Health Emphasis preferred).*

#### **BI 250 Introduction to Human Anatomy (3)**

The structure of the human body, with emphasis on skeletal and muscular systems. Three lectures a week. *Prerequisite: A grade of "C" or better in BI 100 or 102.*

#### **BI 255 Human Physiology (4)**

The basic functions of human organ systems. Three lectures and one three-hour laboratory period a week. *Prerequisites: A grade of "C" or better in BI 100 (Health Emphasis preferred) and 101 or BI 102.*

#### **BI 260 The Biology of Aging (3)**

Mechanisms of aging processes with special reference to human gerontology. Unfavorable progressive changes in molecules, cells, systems, and organisms will be examined. Three lectures a week. *Prerequisite: none.*

#### **BI 275 Human Anatomy (4)**

Designed primarily for students majoring in biology, nursing or physical therapy. Lectures survey the organ systems with emphasis on skeletal, muscular, nervous, circulatory and reproductive systems. Laboratory exercises include both animal and human cadaver dissection. Two lectures and two two-hour laboratory periods per week. *Prerequisite: A grade of "C" or better in BI 100 (Health Emphasis preferred) and 101 or BI 102. NOTE: Pregnant women should consult with physician and instructor prior to enrollment due to specimen preservatives used in this course.*

#### **BI 280 Special Topics (1-3)**

Selected topics of general interest. *Prerequisite: One or more general biology course(s).*

#### **BI 300 Field Biology (3)**

Identification and study of plants and animals in the field, including their ecology. *Prerequisite: One college course in biology or equivalent.*

#### **BI 301 General Microbiology (4)**

Characteristics of microorganisms with major emphasis on bacteria and viruses. Principle roles of microorganisms in our environment. Laboratory introduces basic techniques used in microbiological studies. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 102 and CH 151.*

#### **BI 302 Entomology (4)**

Designed to cover the general aspects of the anatomy, physiology, taxonomy, and behavior of insects. Field trips will be an integral part of this course. Three lectures and

one three-hour laboratory period a week. *Prerequisite: BI 110.*

### **BI 303 Invertebrate Zoology (4)**

The invertebrate groups with emphasis on basic zoological principles. Field trips are an integral part of this course. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

### **BI 305 Parasitology (4)**

Protozoan, helminth, and arthropod parasites of humans. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

### **BI 310 Ecology (4)**

Examines the interactions between organisms, their environment, and their evolution; major topics include global ecology, physical ecology, community ecology, species interactions, and biodiversity. Three lectures and one three-hour laboratory period a week. *Prerequisites: BI 105 and 110.*

### **BI 315 Vertebrate Zoology (4)**

A taxonomic approach to the study of vertebrate animals. Phylogeny, ecology and behavior will be discussed, as will general structure and function relating to phylogeny. The laboratory will include several field trips. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110.*

### **BI 324 Systematic Botany (3)**

Exploration of the flowering plants of Kansas and their habitats. Major principles of systematics are covered. Two three-hour class periods per week, and nearly all periods are devoted to field trips to local areas of interest. *Prerequisite: BI 105.*

### **BI 325 Microbiology of Human Diseases (5)**

Basic principles involved in pathogenesis of human disease, host resistance, and epidemiology. Characteristics and laboratory diagnosis of major bacterial pathogens. Three lectures and two two-hour laboratory periods a week. *Prerequisite: BI 301.*

### **BI 328 Plant Anatomy and Physiology (3)**

Examines the anatomy and physiology of the stems, roots, leaves and reproductive organs of plants, from the molecular to the organismal levels. *Prerequisite: BI 105.*

### **BI 330 Animal Physiology (4)**

A comparative study of the basic physiological processes occurring throughout the animal kingdom. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 110 and CH 152.*

### **BI 333 General Genetics (4)**

A course designed to cover basic genetic principles, including Mendelian Genetics, cytogenetics, population

genetics and an introduction to molecular genetics. Laboratory experiments will be used to illustrate the genetic principles covered in lecture. Three lectures and one three-hour laboratory period per week. *Prerequisite: BI 102 and CH 151.*

### **BI 340 Evolutionary Biology (3)**

The basic ideas of evolutionary biology will include classical Darwinian evolution, and modern analyses of evolutionary theory. Specific topics covered are natural selection, sources of variation, origin of life, paleobiology, speciation, sociobiology and human evolution. Course will also include the historical development of evolutionary ideas as well as a discussion of the impact of evolution on societal issues. Three lectures a week. *Prerequisite: BI 105 or 110, or consent of instructor.*

### **BI 343 Human Genetics (2)**

Mechanisms of human inheritance in individuals, families, and populations. Subjects include prenatal diagnosis and counseling, cancer genetics and societal issues raised by gene technology. Survey of genetic and cytogenetic disorders. Two lectures a week. *Prerequisite: BI 333.*

### **BI 353 Molecular Genetics (3)**

The molecular basis of genetic systems including chromosomal and extrachromosomal elements. Topics include manipulation of DNA, molecular techniques, cloning, methods for the study of gene expression, mutability of DNA, plasmid systems, prokaryotic and eukaryotic genomes, and practical aspects of biotechnology. Three lectures a week. *Prerequisite: BI 301 or BI 333.*

### **BI 354 Molecular Biology Laboratory (3)**

A laboratory course designed to introduce the student to modern molecular biology techniques, including recombinant DNA technology (gene cloning), DNA sequence analysis, PCR, Southern hybridization, bioinformatics, and more. This course is designed to mimic a real world research experience. Two periods totaling 5 hours per week to include one hour for lecture/discussion. *Prerequisite: BI 301 or BI 333 or BI 353 or consent of instructor.*

### **BI 355 Developmental Biology (5)**

Topics in modern developmental biology will be covered in lecture and through readings so as to gain a working knowledge of the analyses of developmental processes such as fertilization, embryonic cleavage, cell determination and cell differentiation in selected species. Emphasis will be on experiments that reveal how these processes are controlled at the molecular and cellular levels. Three lectures and two two-hour laboratory periods a week. *Prerequisite: BI 110.*

### **BI 357 Histology (4)**

Fundamental tissues and microscopic examination of vertebrate organs. Two lectures and two two-hour laboratory periods a week. *Prerequisite: BI 110.*

### **BI 360 Human Cadaver Dissection (3)**

This course is intended to give students who aspire to go to medical school, dental school or post graduate human anatomy programs a chance to gain experience dissecting and learning human cadaveric anatomy. This is a five week summer course that covers the dissection of the entire human cadaver. Focus of dissection is primarily on muscle and joint anatomy, but includes thoracic and abdominopelvic organs along with vascular dissection and identification. Student evaluation is based on participation and dissection skills. *Prerequisite: BI 110 or 275 and instructor consent.*

### **BI 362 Immunology (3)**

Molecular and cell biology of specific and nonspecific immune responses in mammals, with special emphasis on human immune systems. Reviews experimental support for current immunological theories. Roles of immunology in human health and disease. Three lectures a week. *Prerequisite: BI 301 and (BI 333 or BI 353 or CH 350).*

### **BI 363 Immunology Laboratory (2)**

A laboratory course designed to introduce students to current clinical and research procedures in immunology. Includes techniques utilized in biological and biochemical research as well as medical applications. *Prerequisite: BI 362 or concurrent enrollment.*

### **BI 370 Virology (3)**

The structure and properties of animal viruses. Molecular aspects of virus replication and the role of viruses in disease states. Three lectures a week. *Prerequisite: BI 102 and 301.*

### **BI 380 Special Topics in Biology (1-3)**

A consideration of various emerging or advanced specialty areas in biology, offered according to student and staff availability. *Prerequisite: BI 102 and consent of instructor (Additional prerequisites might be needed depending upon particular topic).*

### **BI 389 Biology Literature Review (2)**

Students will learn to critically read and analyze primary biology literature in at least four of the five core biology disciplines: cell biology, botany, zoology, microbiology and genetics. It is designed for students who have not yet taken Biology Seminar (BI 390). Students will orally present the data from these papers to the class and complete a series of worksheets on the content of the literature. Students will also learn the basics of a thorough, scientific literature search online and the mechanics of writing a scientific abstract. Two lectures

per week. *Prerequisite: BI 102 and one other biology core course, plus consent of instructor.*

### **BI 390 Biology Seminar (1)**

Organization and oral presentations of the results of current research in the biological sciences. Utilization of recent journal literature, abstracting techniques, and oral communication of scientific data will be emphasized. One semester is required of all majors. Up to three credit hours may be applied toward meeting departmental or university graduation requirements. *Prerequisite: 15 hours of BI and Jr. standing.*

### **BI 395 Research in Biology (1-3)**

This course is the capstone course in the Biology degree, and open only to declared majors at Washburn University. Independent, undergraduate research on some special problem in biology, the field to be chosen by the student in conference with the instructor. Open only to students, from any discipline, with at least fifteen hours of credit derived from core majors' courses in Biology. At least one semester is required of every Biology major. A maximum of six credit hours of research may be taken by any student, and no more than 3 credits in one semester. *Prerequisite: Consent of Instructor*

## **CHEMISTRY**

Website: [www.washburn.edu/chemistry](http://www.washburn.edu/chemistry)

Stoffer Science Hall, Room 312

(785) 670-2270

Professor Stephen Angel, Chair

Professor Sam Leung

Professor Shaun Schmidt

Assistant Professor Seid Adem

Assistant Professor Lisa Sharpe Elles

Emeritus Professor Janice Barton

Emeritus Professor Sheldon Cohen

Lecturer Roberta Sue Salem

## **Degrees Offered**

### **Bachelor of Arts**

*Chemistry*

*Biochemistry*

*Secondary Education*

### **Bachelor of Science**

*Chemistry*

*Biochemistry*

*Forensic Chemical Science*

## Secondary Education

### Associate of Science

#### Laboratory Science

### Minors Offered

#### Chemistry

#### Forensic Chemical Science

## MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Chemistry is dedicated to providing a broad spectrum of students with the necessary understanding of chemical principles to become successful, contributing members of their social, professional and/or occupational communities.

Students entering chemistry come from diverse backgrounds and will apply their acquired chemical skills in equally diverse occupations. The Department of Chemistry addresses this diversity by focusing on individual student needs and goals through personal advising, small class sizes, individual instruction, hands-on experience with scientific instrumentation, and guided undergraduate research for chemistry majors. The Chemistry Department faculty is itself diverse and exemplifies commitment to learning and contributing by engaging in scientific research, presenting and publishing as well as volunteering to improve the quality of living in the larger Topeka area.

Beginning courses are designed to give the student an awareness and understanding of scientific chemical principles and problems. Advanced courses are planned to meet the specialized needs of students interested in graduate work, forensic chemistry, work in private or public laboratories, teaching, medicine and health related professional fields. In total, the program provides graduates with the appropriate knowledge and skill foundation in preparation for graduate study, professional schools, careers in education and the chemistry workforce.

## Student Learning Outcomes

Chemistry majors at Washburn University, upon graduation, are expected to have:

- Obtained a comprehensive understanding of the fundamental principles of chemistry--atomic and molecular theory, reactivities and properties of chemical substances, and the states of matter;
- Obtained a comprehensive understanding of the fundamental principles of the primary subfields of chemistry--analytical, biochemical, inorganic, organic, and physical chemistry, appropriate to the degree sought;
- Acquired knowledge of mathematics sufficient to facilitate the understanding and derivation of fundamental relationships and to analyze and

manipulate experimental data, appropriate to the degree sought;

- Acquired knowledge of the fundamental principles of physics;
- Learned safe chemical practices, including waste handling and safety equipment;
- Demonstrated ability to problem solve and reason scientifically; acquired the ability to read, evaluate, and interpret information on a numerical, chemical, and general scientific level in preparation for a lifetime of learning and contribution;
- Discussed issues of professional ethics;
- Acquired the ability to assemble experimental chemical apparatus, to design experiments, to use appropriate apparatus to measure chemical composition and properties, and to use computers in acquisition, analysis, modeling and presentation of data, appropriate to the degree sought — both individually and in collaboration with others;
- Acquired the ability to effectively use modern instrumentation in acquisition of information on chemical substances, appropriate to the degree sought — both individually and in collaboration with others;
- Gained basic understanding and experience in the process of chemical research or training in a professional forensic laboratory; and
- Demonstrated the ability to communicate results of scientific inquiries orally and in writing.

## THE MAJOR

**BA in Chemistry** — at least 30 hours in the department are required, including the following courses and their prerequisites: Chemistry 343, two courses from (320, 350, 352, 360, and 380 or 381), two courses from (321, 345, 346, 347, 351 and 353), 390 and 391; PS 261 and 262 or PS 281 and 282.

**BA in Biochemistry** — at least 32 hours in the department are required, including the following courses and their prerequisites: Chemistry 343, 352, 353, 390 and 391. Cognate course requirements are BI 102, 301, 333 and 354; PS 261 and 262 or PS 281 and 282.

**BS in Chemistry certified by the American Chemical Society** — at least 45 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, 345, 346, 350, 362, 382, 385, 386, 390 (2cr) and 391. Students are encouraged to take additional chemistry courses beyond the 45 hour minimum requirement. Correlate courses and their

prerequisites include: PS 281, 282; MA 151, 152; at least three credit hours in a computer programming language.

**BS in Chemistry not certified by the American Chemical Society** serves as a second major for students with a first major in another science or mathematics — at least 38 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, two (or more) courses (for 3 cr) from 345, 346, 347, 351; two courses from 350, 352, 360, 382, and 386; a choice of 380 or 381; 390 (2cr), 391; PS 261 and 262 or PS 281 and 282.

**BS in Biochemistry** — at least 40 hours in the department are required, including the following courses and their prerequisites: Chemistry 321, 343, 352, 353, 381, 390 (2cr) and 391. Cognate course requirements are BI 102, 301, 333, 353 and 354; MA 151; PS 281 and 282, and CM 111.

**BS in Forensic Chemical Science** — at least 41 hours in the department are required, including the following courses and their prerequisites: Chemistry 103, 202, 203, 321, 343, 346, 351, 391, and 393 (4 cr). Cognate course requirements in biology are BI 102, 255, 301, 333, 353, 354. Other cognate course requirements are MA 140, 151; CJ 410, 415; PS 261, 262 or PS 281, 282; AN 316.

**AS in Laboratory Science** - in addition to the university requirements common to all Associate degrees, at least 19 hours in the department are required, including the following courses and their prerequisites: Chemistry 342, one course from (320, 341, and 350), and one correlated laboratory course from (321, 343, and 351). Cognate course requirements are at least 12 hours in Biology including the following courses and their prerequisites: BI 301 and one laboratory containing course from (105, 110, 255, 275, 325, 333, and 354). Students who are preparing for admission to a pharmacy school would complete the AS in Laboratory Science including the following recommended courses: CH151, 152, 340, 341, 342, 343, BI 102, 250, 255, 301, MA 141, CN 101, PS 101 (or a high school Physics course with a grade of B or better), EC 200, PY 100, and a literature course in English.

**Chemistry Major for Secondary Education Teachers**  
The teaching of Chemistry at the secondary level requires completion of a BA or BS in Chemistry. Courses that must be taken to meet the standards for licensure in Kansas are CH 151, 152, 320, 321, 340, 342, 343, 350, 351, 390, and 391. In addition, students must fulfill the professional education course requirements of the Education Department. Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

Additional Requirements for majors - Research (CH 390) must be initiated at least one semester prior to the

semester of graduation. A written report of research or internship is required of all majors. An oral presentation of CH 390 research results is required of all BS majors. All majors shall present a portfolio of results obtained with departmental instrumentation prior to the semester of graduation.

**Required Minors for the BS degree are limited to these disciplines and courses:** Biology: BI 102 and courses with BI 102 or higher as prerequisite; Computer Information Sciences: CM 111 and courses with CM 111 or higher as prerequisite, Physics: PS 281 and above for the ACS certified major, PS 261 or 281 and above for the non-certified major; Mathematics: MA 116 and courses with MA 116 or higher as prerequisite.

## **THE MINOR IN CHEMISTRY**

The Chemistry minor must include: CH 151, CH 152, CH 340, CH 341 and four additional hours of 300 level or higher course work (25% of the total minor hours must be taken in residence at Washburn University.) Credit in CH 390 does not apply toward satisfying the 20 hour minimum requirement.

## **THE MINOR IN FORENSIC CHEMICAL SCIENCE**

The Forensic Chemical Science minor must include: CH 103, CH 151, CH 152, CH 202, CH203, CH320, and CH 340.

## **COURSE OFFERINGS**

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

## **COURSES OFFERED ON ALTERNATE YEARS**

CH 345, CH 360, CH 380, CH 381 (Fall – Odd Year); CH 202, CH 347, CH 382, CH 385, CH 386 (Spring – Even Year); CH 320, CH 321, CH 383 (Fall – Even Year); CH 203, CH 346, CH 352, CH 353, CH 362 (Spring – Odd Year);

### **CH 100 Science Success Strategies (2)**

Interdisciplinary class may be taken as MA 105. Develops math and science skills fundamental to science majors. *Prerequisite: MA 104.*

### **</CH 101 Chemistry in Context (3)**

This course introduces and applies major laws, concepts, and theories of chemistry in relation to environmental and energy issues confronting contemporary society. *No prerequisite. (GENS - QSR)*

### **</CH 103 Introductory Forensic Chemistry (3)**

This course emphasizes the history, philosophy, and major theories of chemistry as they apply to current forensic analytical techniques. *No prerequisite. (GENS - CCT)*

### </CH 121 General, Organic, and Biological Chemistry (5)

Designed for those students who need only a one-semester survey of the principles of chemistry or for nursing students. Includes vocabulary, laws, and applications of the basic concepts of chemistry. Laboratory work includes preparations, illustrations of laws and typical quantitative experiments. Chemistry 121 will not count towards a major or minor in chemistry. High school or on-line courses will not be considered equivalent to this course. Three one-hour lectures, one hour of recitation, and one three-hour laboratory period a week. *Prerequisite: Equivalent of MA 112 or MA 116 or MA 140 or concurrent enrollment. (GENS - QSR)*

### </CH 151 Fundamentals of Chemistry I (5)

Designed for those students who need one year of general chemistry. This course discusses vocabulary and basic laws that are necessary as a foundation for future studies in chemistry. Topics covered will include such subjects as atomic structure, states of matter, chemical bonding and solutions. The emphasis in the laboratory is on quantitative work. Credit for CH 151 precludes subsequent earning of credit in CH 121. High school or on-line courses will not be considered equivalent to this course. Three class periods, one hour of recitation, and one three-hour laboratory period per week. *Prerequisite: MA 116 or concurrent enrollment. (GENS - QSR)*

### </CH 152 Fundamentals of Chemistry II (5)

A continuation of Chemistry 151. Includes a study of equilibrium, electrochemistry, thermodynamics, thermochemistry, and kinetics. Laboratory work deals with experimental studies on the theories of chemistry, qualitative analysis and independent laboratory projects. High school or on-line courses will not be considered equivalent to this course. Three one-hour lectures, one hour of recitation, and one three-hour laboratory period a week. *Prerequisite: CH 151 with a grade of C or better. (GENS - QSR)*

### CH 202 Professional Forensic Chemistry Seminar (2)

Students will be introduced to the law and courtroom testimony, as well as areas of forensic science not covered in traditional science coursework through seminars presented by professionals in the field. These areas will include such topics as death investigation, forensic odontology, trace evidence analysis, toxicology, and photography. *Prerequisite CH 103 or consent of instructor.*

### CH 203 Forensic Chemistry Laboratory (2)

The course is designed to introduce students to laboratory techniques used in forensic chemistry – emphasizing instrumentation, data acquisition and analysis. Taught in conjunction with the “Forensic Science Evidence Course” in the Law School, students will

demonstrate evidential procedures and testify as expert witnesses. *Prerequisite CH 151 and pre- or co-requisite of CH 103*

### </CH 212 Chemistry of Food and Cooking (3)

This course will introduce students to advanced chemistry topics through examples of food and cooking. One two-hour lecture and one three-hour laboratory period per week. *Prerequisite: CH101 or higher, or High School chemistry with a “B” or better. (GENS - QSR)*

### CH 300 Special Topics in Chemistry (1-3)

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

### CH 320 Analytical Chemistry (3)

The theoretical and practical fundamentals of classical and physiochemical methods of analysis, with special emphasis on the relationship between physical and analytical chemistry. *Prerequisite: CH 152.*

### CH 321 Analytical Chemistry Laboratory (1)

Principles and techniques of analytical and physical measurements with computer assisted analysis. One three-hour laboratory per week. *Prerequisites: CH 152 and CH 320 or concurrent enrollment.*

### CH 340 Organic Chemistry I (3)

The principles of organic chemistry and their application to the preparation, properties, and reaction of aliphatic, aromatic, and a few heterocyclic compounds. *Prerequisite: CH 152 with a grade of C or better.*

### CH 341 Organic Chemistry II (3)

A continuation of Chemistry 340. Three class periods per week. *Prerequisite: CH 340 with a grade of C or better.*

### CH 342 Organic Chemistry Laboratory I (2)

Principles and techniques of organic chemistry, including preparation, separation, identification, and use of microscale equipment. One hour of lecture and one three-hour laboratory period per week. *Prerequisite: CH 152 and CH 340 or concurrent enrollment.*

### CH 343 Organic Chemistry Laboratory II (2)

A continuation of CH 342 with emphasis on spectroscopy and other instrumental techniques. One hour of lecture and one three-hour laboratory period per week. *Prerequisite: CH 341 or concurrent enrollment, and a grade of C or better in CH 342.*

### CH 345 Inorganic Chemistry Laboratory (2)

Emphasis on inorganic preparations and analytical and physical measurements on inorganic and organometallic compounds with computer assisted analysis of data. One hour lecture and one three-hour laboratory period per week. *Prerequisites: CH 152 and CH 342.*



### **CH 346 Instrumental Analysis (2)**

Advanced techniques, instrumentation, computational analysis, and computer analysis are used to investigate biological, inorganic, and organic compounds. One hour lecture and one three-hour laboratory period per week. *Prerequisites: CH 321 and CH 343.*

### **CH 347 Physical Chemistry Concepts Lab (1)**

Techniques and interpretation of physical systems measurements. One three-hour laboratory per week. *Prerequisite: CH 343.*

### **CH 350 Biochemistry I (3)**

Basic principles of the structure and chemistry of biochemical molecules, such as proteins, nucleic acids, carbohydrates, lipids, enzymes, and vitamins. *Prerequisite: CH 340.*

### **CH 351 Biochemistry Laboratory I (2)**

Biochemistry from the laboratory aspect, with special emphasis on modern techniques and instruments. One four-hour laboratory period a week, one hour lecture and one three-hour laboratory period per week. *Prerequisites: CH 342 and 350 or concurrent enrollment and consent of instructor.*

### **CH 352 Biochemistry II (3)**

A continuation of CH 350 emphasizing metabolism, regulatory mechanisms, and DNA replication and expression. *Prerequisite: CH 350.*

### **CH 353 Biochemistry Laboratory II (2)**

Emphasis on individual projects using the tools of biochemistry from CH 351 and the biochemical literature. One four-hour laboratory period a week. *Prerequisites: CH 350 and CH 351.*

### **CH 355 Medicinal Chemistry (2)**

A brief history of the development of medicinal chemistry and its social and political implications. Major emphasis will be placed on the methods of discovery and development of drugs. Examples will be drawn from natural products, including plants, animal, and microbiological sources, from organic synthesis, and from modern physicochemical approaches. The mechanism of action, metabolism, and proof of structure of representative drugs will be presented. *Prerequisite: CH 341.*

### **CH 360 Descriptive Inorganic Chemistry (3)**

Descriptive chemistry of the inorganic elements based on the principles learned in freshman chemistry. *Prerequisite: CH 152.*

### **CH 362 Spectroscopy (2)**

An introduction to the interpretation of the spectra of organic compounds. *Prerequisite: CH 343.*

### **CH 380 Fundamentals of Physical Chemistry (3)**

A non-calculus based physical chemistry class. *Prerequisites: CH 152, PS 261 or PS 281.*

### **CH 381 Physical Chemistry I (3)**

Covers the properties of gases, kinetic principles, thermodynamics, state changes, equilibrium, and properties of solution. *Prerequisites: CH 152, PS 282 (Highly Recommended) or PS 262, and MA 151 or concurrent enrollment.*

### **CH 382 Physical Chemistry II (3)**

Covers quantum principles with applications to atomic and molecular structure and spectroscopy, statistical thermodynamics, and kinetic theory of gases. *Prerequisite: CH 381 and MA 152.*

### **CH 383 Physical Chemistry III (3)**

Application of quantum theory in spectroscopy, gas and solution phase molecular reaction dynamics, surface chemistry, and electrochemistry are investigated. *Prerequisite: CH 382.*

### **CH 385 Physical Chemistry Laboratory (1)**

Experimental measurements and data analysis emphasize the physics of chemical systems. One three-hour laboratory per week. *Prerequisite: CH 381 or concurrent enrollment.*

### **CH 386 Inorganic Chemistry (3)**

Modern theories in inorganic chemistry, including atomic structure, molecular structure and bonding, symmetry and point groups, acid/base definitions, and oxidation/reduction concepts. These topics are applied to main groups, coordination compounds, and organometallic compounds and their respective reactions. *Prerequisite: CH 340 with a grade of C or better.*

### **CH 390 Undergraduate Chemical Research (Credit According to Work Completed)**

Laboratory or theoretical computational research in any of the fields of chemistry, a typed formal report is required. Students may enroll for more than one semester of research. No more than five credit hours may be applied toward meeting departmental or graduation requirements. *Prerequisite: departmental permission.*

### **CH 391 Chemistry Seminar (1)**

Students must enroll for one credit of seminar and give oral and written presentations on subjects chosen from a list of supplied topics to meet the requirement of the major in chemistry. *Prerequisite: departmental permission.*

### **CH 393 Internship (3-6)**

Experience training in a professional forensic laboratory. *Prerequisites: chemistry, 25 credits; biology, 12 credits; chair approval.*

## COMMUNICATION

Website: [www.washburn.edu/communication](http://www.washburn.edu/communication)

Morgan Hall, Room 266  
(785) 670-2230

Interim Chair/Associate Professor Kathy Menzie  
Associate Professor Leslie Reynard  
Associate Professor Sarah Ubel  
Associate Professor Mary Pilgram  
Director of Forensics/Lecturer Kevin O'Leary  
Assistant Director of Forensics/Lecturer Steve  
Doubledee  
Director of Mock Trial/Asst. Prof. Jim Schnoebelen

### Degree offered

#### Bachelor of Arts

Communication

### Mission

The Washburn University Communication Department exists to advance the intellectual growth of majors, minors, and general education students.

Students develop:

- Marketable skills for the 21st century
- Critical thinking skills in written, oral and nonverbal communication
- Enrichment of their personal, professional and public (citizenship) lives
- Ethical communication practices
- Understanding of specific sub-disciplines within Communication Studies
- Abilities to effectively resolve communication challenges by applying theory and research
- Foundations for graduate school and lifelong learning strategies

Faculty foster students' progress by:

- Teaching and mentoring students through student-centered instruction
- Coaching competitive academic teams
- Sponsoring student clubs and organizations
- Engaging in collaboration, research, and professional development

### Student Learning Outcomes

Communication majors at Washburn University should, upon graduation:

- Describe the purposes of communication in the 21st Century.
- Analyze the needs and expectations of audiences.
- Create messages to achieve specific communication goals
- Integrate skills and theory into one of four communication emphases (legal, health, corporate, political).
- Understand complexities such as race, gender, culture, and interpersonal history, of communication situations.

The Communication major prepares students for professional and personal success. The organizational communication focus of the curriculum applies to families, social groups, work or career contexts, governmental and world affairs. The 36 hour major is designed to provide broad general theory and skills for application in legal, corporate, health, and political arenas. Students who want to pursue graduate or professional school are well prepared to enter the most competitive programs. Students who take communication courses are provided strong general education skills, as well as in-depth information about the theory and practice of human communication. Three courses are specifically identified to meet general education requirements, CN 101 Principles and Practices of Human Communication, CN 150 Public Speaking, and CN 341 Persuasive Speaking. Alumni find employment as corporate trainers, lobbyists, small business owners, directors of non-profits, consultants, and in a broad range of other careers.

Admission to the Communication major requires a 2.5 grade point average and sophomore status. The application form can be found on the department homepage or in the department office.

### THE MAJOR (36 hrs)

The major consists of 18 required hours and one emphasis.

#### Required Courses (18 hrs)

- CN 101 Principles and Practices of Human Communication (3)
- CN 150 Public Speaking (3)
- CN 302 Communication Theory (3)
- CN 304 Qualitative Communication Research Methods (3)
- CN 305 Quantitative Communication Research Methods (3)
- CN 498 Senior Capstone (3)

### Emphasis (3 hr):

An emphasis must be chosen from the following:

#### Health, Legal, Corporate, or Political Communication.

- CN 306 Health Communication
- CN 307 Communication in the Legal Process
- CN 308 Organizational Communication
- CN 309 Political Communication
- Skills (6 hrs): Choose two from the following
- CN 330 Conflict and Negotiation (3)
- CN 340 Interviewing (3)
- CN 341 Persuasive Speaking (3)
- CN 342 Small Group Communication (3)
- CN 365 Business and Professional Presentation (3)
- CN 370 Communication Training and Development

#### Theory (6 hrs): Choose two from the following

- CN 350 Persuasion (3)
- CN 351 Interpersonal Communication (3)
- CN 361 Social Movements (3)
- CN 363 Intercultural Communication (3)
- CN 364 Gender and Communication (3)
- CN 366 Nonverbal Communication (3)
- CN 369 Critical Studies (3)

Electives: (3 hrs)

Electives may be chosen from any course in the curriculum including the following courses, which are not part of the emphases.

- CN 154/343 Forensics (1) Limit of 3 hours which may not count toward a CN major.
- CN 295/395 Special Topics (1-3) - May serve as a Skills or Theory Course
- CN 490 Directed Research (3) - May serve as a Skills or Theory Course
- CN 491 Internship (1-3)

18 hrs required courses = 18 hrs

3 hrs (emphasis course) = 3 hrs

6 hrs in Skills area = 6 hrs

6 hrs in Theory area = 6 hrs

Elective in major = 3 hrs

= 36 hrs

Majors are not limited to 36 hours. Careful advising will allow a student to take up to 40 hours in the major. Also, students are encouraged to consider a minor, but a minor is not required.

### THE MINOR (18 hours)

Majors in other departments often find the Communication minor a valuable addition. Minor requirements include the following:

CN 101 Principles & Practices of Human Communication (3)

CN 150 Public Speaking (3)

One of the Following: CN 306, CN 307, CN 308, or CN 309.

One course (3 hrs) from Skills Courses

One course (3 hrs) from Theory Courses

One course (3 hrs) elective - choose from department course listings

Minor forms are to be filed in the Communication Department, and signed by the chair when the requirements have been met.

#### Debate/Forensics

The nationally ranked debate program offers opportunities in competitive forensics with an emphasis on parliamentary debate and NFA Lincoln-Douglas debate. Scholarships are available.

#### Mock trial

Washburn University fields a highly competitive mock trial team that competes at tournaments throughout the fall, with regionals and nationals typically in the spring. Students hone their legal presentation and critical thinking skills by acting as witnesses and attorneys in trials. Scholarships are available.

#### Internships

Internships are granted to only the most qualified and academically prepared students. The student who has achieved maximum benefit from classroom experiences can then apply for 1-3 hours of internship credit. Students may seek internships in a variety of work settings such as a bank, non-profit agency, personnel department, governmental office, or political office for on-the-job experience. Internships must be approved by the department for credit.

#### COURSE OFFERINGS

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

#### </CN 101 Principles and Practices of Human Communication (3)

Examines concepts and skills involved in human communication. Topics include language, nonverbal communication, relationships, perception, and conflict management. Emphasizes the ability to analyze and synthesize information, and to interpret and assess human values. **(GEHU - COM)**

### **</CN 150 Public Speaking (3)**

Focuses on the process of speech preparation and presentations. Emphasizes the development of critical thinking and listening, clear speaking, and the interpretation of human values through the development of public speaking competencies. *(GEHU - COM)*

### **CN 154 Forensics (1-3)**

Preparation for intercollegiate debate and other speech activities. May be repeated up to 3 hours.  
*Prerequisite: Consent.*

### **CN 295 Special Topics (1-3)**

Focuses on topics not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisite: Consent.*

### **CN 302 Communication Theory (3)**

Explores the theoretical foundations that underlie applications in a variety of communication contexts. Provides broad exposure to contemporary communication theory. *Prerequisites: Consent of instructor.*

### **CN 304 Qualitative Communication Research Methods (3)**

Presents fundamental types and steps of qualitative research in communication. *Prerequisites: CN 101 & CN 150.*

### **CN 305 Quantitative Communication Research Methods (3)**

Presents fundamental types and steps of quantitative research in communication. *Prerequisites: CN 101, CN 150, & MA 110 or above.*

### **CN 306 Health Communication (3)**

Explores the concepts and theories of health communication. Examines the demands of health care and health promotion, communication issues and problems in modern health care systems, and identifies communication strategies health care consumers and providers can employ to achieve their health care goals. *Prerequisite: CN 101*

### **CN 307 Communication in the Legal Process (3)**

Explores the Practice of communication in the legal setting, including attorney-client interaction, the trial process, attorney-jury interaction, and legal negotiation. *Prerequisite: CN 101*

### **CN 308 Organizational Communication (3)**

Examines the organizations from a communication perspective. Emphasizes how organizational variables affect communication patterns. Topics include concepts, skills, theories, and strategies for improving organizational communication. Applicable to students planning careers in structured organizations including corporations, education, legal professions, health care, and political arenas. *Prerequisite: CN 101.*

### **CN 309 Political Communication (3)**

Examines communication concepts in campaigns, presidential addresses, and other political environments. *Prerequisite: CN 101 or CN 150*

### **CN 330 Communication in Conflict and Negotiation (3)**

Explores the roles of communication in conflict and negotiation within relationships, groups, and organizations. Examines both theory and practice. *Prerequisite: CN 101.*

### **CN 340 Interviewing (3)**

Examines concepts and skills involved in gathering information. Emphasizes designing questionnaires and face-to-face interviews in corporate, legal, social, and political settings. *Prerequisite: CN 101 or CN 150.*

### **</CN 341 Persuasive Speaking (3)**

Sharpens persuasive speaking skills initiated in Public Speaking. Focuses on preparation, delivery, and analysis of persuasive speeches in a variety of contexts, including political and corporate settings. *Prerequisite: CN 150. (GEHU - COM)*

### **CN 342 Small Group Communication (3)**

Provides an in-depth look at group dynamics and communication. Focuses on communication and decision making, relationships, conflict, leadership, and group development. Students participate as group members in both long and short-term groups. *Prerequisite: CN 101.*

### **CN 343 Forensics (1-3)**

Preparation for intercollegiate debate and other speech activities. May be repeated up to 4 hours. *Prerequisite: Consent.*

### **CN 350 Persuasion (3)**

Examines theory and research on the role of communication in influencing attitudes, beliefs, values, and behaviors. *Prerequisite: CN 101.*

### **CN 351 Interpersonal Communication (3)**

Examines critical factors in interpersonal communication. Analyzes and applies various interpersonal theories and concepts to a variety of relationships. *Prerequisite: CN 101.*

### **CN 361 Communication in Social Movements (3)**

Assesses theories, models, practice, and criticism of protest communication related to a variety of socio-cultural movements. *Prerequisite: CN 101 or CN 150.*

### **CN 363 Intercultural Communication (3)**

Explores speech communication in and between different cultures and communities. *Prerequisite: CN 101.*

### **CN 364 Gender and Communication (3)**

Focuses on how gender influences communication patterns between and among men and women. Communication influences the creation of gender roles and identity. *Prerequisite: CN 101*

### **CN 365 Business and Professional Presentations (3)**

Focuses on principles and practices of public speaking in corporate and professional settings such as reports, proposals, and meetings. Emphasizes clear speaking and information processing in terms of synthesis and analysis.

### **CN 366 Nonverbal Communication (3)**

Explores nonverbal communication by individuals and society. *Prerequisite: CN 101*

### **CN 369 Critical Studies (3)**

Examines cultural practices and their relation to communication as both the object of study and the location of political criticism and action. *Prerequisites: CN 101 & CN 302, or with consent of instructor.*

### **CN 395 Special Topics (1-3)**

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisite: Consent.*

### **CN 370 Communication Training and Development (3)**

Emphasizes the theory and practice of training and development in organizations. *Prerequisites: CN 150 & CN 308, or with consent of instructor.*

### **CN 490 Directed Research (1-3)**

Selected research on communication topics not provided in the curriculum. Majors only. *Prerequisite: Chair approval.*

### **CN 491 Internship (1-3)**

Experience and training in professional settings related to communication careers. Second semester junior or senior status. Majors only. *Prerequisite: Chair approval.*

### **CN 498 Senior Capstone (3)**

Students design and execute an appropriate project which provides a culminating experience for the undergraduate academic career and is presented in a departmental forum. *Prerequisites: 27 hrs of communication courses completed, including CN 302, CN 304, CN 305, and one of either CN 306, CN 307, CN 308, or CN 309, and Instructor approval.*

### **CN 595 Special Topics (1-3)**

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisites: Admissions to MLS program or Consent.*

## **Departmental Honors**

To receive departmental honors, a graduating student must have an overall university GPA of 3.0 and an overall Major GPA of 3.5. Additionally, the student will select and work on a project under the direction of a primary faculty member and submit a project proposal to be reviewed and approved by a committee of the faculty. The project can include but is not limited to: creative work, an original research paper, and/or an applied communication project. Upon completion of the project, the student will present his/her work to the faculty committee.

## **Lambda Pi Eta**

This is the honorary society sponsored by the National Communication Association, the Professional organization of communication scholars. To be included in Lambda Pi Eta students must attain a minimum of 60 credit hours with a GPA of 3.0, have taken 12 credit hours of communication while maintaining a 3.25 G.P.A. in those classes and be in good standing with the department.

## **COMPUTER INFORMATION SCIENCES**

Website: [www.washburn.edu/cis](http://www.washburn.edu/cis)

Stoffer Science Hall, Room 304

(785) 670-1739

Associate Professor Bruce Mechtly, Chair

Professor David Bainum

Professor Cecil Schmidt

Associate Professor Rick Barker

Associate Professor Nancy Tate

Associate Professor Nan Sun

Lecturer Roberta Jolly

## **Degrees Offered**

### **Associate of Arts**

*Computer Information Science*

### **Bachelor of Arts**

*Computer Information Science*

### **Bachelor of Science**

*Computer Information Science*

## **Mission**

Consistent with the mission of the University and College of Arts and Sciences, the Department of Computer Information Sciences is dedicated to providing students, through a diverse learning environment, the knowledge necessary to enter careers and the enduring skills required to be lifelong learners in the use of and application of computer science and information systems; engaging in applied research, scholarly activity; and serving the University and the community.

## Description of Discipline

The Computer Information Sciences area provides a range of service courses to all disciplines requiring computer-oriented courses in their degree programs. In addition, the department offers three degree programs designed to provide individuals the capability of applying computer technology to the solution of problems in many disciplines.

The Bachelor of Science degree in Computer Information Science is designed for students who desire a strong mathematical or science foundation for their degree. This degree requires a 30-hour minor in some area of science or math. Any students planning on graduate study in Computer Science or a closely related field should take this degree.

The Bachelor of Arts degree in Computer Information Science is designed for students who desire a traditional liberal arts degree with less mathematical emphasis. It requires the same Computer Information Science coursework as the BS, with slightly different Math correlated requirements, more General Education courses, and two foreign language courses. It does not require a minor.

The Associate of Arts degree is normally completed in a two-year course of study.

The department also offers an optional minor in Computer Information Science. See the CIS department for details.

## Program Outcomes:

The Computer Information Sciences Associate of Arts, Bachelor of Science, and Bachelor of Arts degrees are based on the guidelines provided by the Joint Task Force on Computing Curricula 2001 Volume II Computer Science and the IS Model Curriculum and Guidelines for Undergraduate Degree Programs recommendations.

## Student Learning Outcomes

Computer Information Sciences majors at Washburn University, upon graduation, are expected to have:

- Developed analytical and critical thinking skills;
- Acquired knowledge of programming fundamentals;
- Mastered an understanding of different computing environments;
- Mastered an understanding of quantitative and qualitative analysis;
- Acquired knowledge of the role of technology in organizations;
- Developed oral and written communication skills; and

- Mastered the ability to integrate theory into practice.

## THE MAJOR

### Bachelor of Arts in Computer Information Science

#### Computer Information Sciences Core - 13 hrs

- CM 111 Intro to Structured Programming (4)
- CM 231 Computer Organization/Assembler (3)
- CM 245 Contemp Programming Methods (3)
- CM 261 Networked Systems I (3)

#### Computer Information Sciences Required - 21 hrs

- CM 307 Data Structures & Algorithmic Analysis (3)
- CM 322 Operating Systems (3)
- CM 331 Computational Intelligence (3)
- CM 333 Software Engineering (3)
- CM 336 Database Management Systems (3)
- CM 361 Network Systems II (3)
- CM 467 CIS Capstone Project (2)
- CM 468 CIS Senior Seminar (1)

#### Approved Elective CM Coursework – 12 hrs

These courses should be selected in consultation with a departmental advisor. A minimum of 6 hours must be upper division.

#### Correlated – 33 hrs

- PH 220 Logic (3)
- EC 200 Princ of Microeconomics (3)
- EC 201 Princ of Macroeconomics (3)

#### One of the following two:

- BU 342 Organization and Management (3)
- BU 346 Organizational Behavior (3)

#### One of the following two:

- CN 340 Professional Interviewing (3)
- CN 341 Persuasive Speaking (3)

One of the following two:

- Either** MA 140 Statistics (3) **OR** MA 343 Applied Statistics (3), **AND** MA 123 Pre-Calculus (3)

One of the following two:

- Either** MA 141 Applied Calculus I (3) **OR** MA 151 Calculus I (5), **AND** MA 206 Discrete Math – Computing (3)

Students must also meet the Bachelor of Arts University Requirements. Transfer students must complete at least nine upper division hours in Computer Information Sciences from Washburn University.

## Bachelor of Science in Computer Information Science

### Computer Information Sciences Core - 13 hrs

- CM111 Intro to Structured Programming (4)
- CM231 Computer Organization/Assembler (3)
- CM245 Contemp Programming Methods (3)
- CM261 Networked Systems I (3)

### Computer Information Sciences Required - 21 hrs

- CM307 Data Structures & Algorithmic Analysis (3)
- CM322 Operating Systems (3)
- CM331 Computational Intelligence (3)
- CM333 Software Engineering (3)
- CM336 Database Management Systems (3)
- CM361 Network Systems II (3)
- CM467 CIS Capstone Project (2)
- CM 468 CIS Senior Seminar (1)

### Approved CM Electives - 12 hrs

These courses should be selected in consultation with a departmental advisor. Minimum of 6 hours must be upper division.

### Correlated – 32 hrs

- PH 220 Logic (3)
- EC 200 Princ of Microeconomics (3)
- EC 201 Princ of Macroeconomics (3)

One of the following two:

- Either** BU 342 Organization and Management (3) **OR** BU 346 Organizational Behavior (3), **AND** EN 208 Business/Technical Writing (3)
- CN 150 Public Speaking (3)

One of the following two:

- Either** CN 340 Professional Interviewing (3) **OR** CN 341 Persuasive Speaking (3)

One of the following two:

- Either** MA 140 Statistics (3) **OR** MA 343 Applied Statistics (3), **AND** MA 151 Calculus I (5)
- MA 206 Discrete Math – Computing (3)

### Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour minor in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. If the minor is in Math, the student must take MA 152, MA 207, and MA 301. At least 20 of these hours must be selected from one discipline. Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.

## Associate of Arts in Computer Information Science

### Computer Information Science Requirements: (22 hrs)

- CM 111 Introduction to Structured Programming (4)
- CM 231 Computer Organization/Assembler (3)
- CM 245 Contemporary Programming Methods (3)
- CM 261 Networked Systems I (3)

One of the following three:

- CM 307 Data Structures and Algorithmic Analysis (3)
- CM 335 Advanced App. Prog. and Design (3)
- CM 361 Networked Systems II (3)

Approved CM Electives (6 hours): Approved List of CM Electives available from the Computer Information Sciences Department. (At least 3 of the 6 must be upper division)

### Required Correlated Courses: (18 hours)

- EC 200 Principles of Microeconomics (3)
- EC 201 Principles of Macroeconomics (3)

One of the following two:

- Either** MA 140 Statistics (3) **OR** MA 343 Applied Statistics (3), **AND** MA 206 Discrete Mathematics for Computing (3)
- CN 150 Public Speaking (3)
- EN 208 Business/Technical Writing (3)

Students must also meet the Associate of Arts University Requirements.

## THE MINOR

### Computer Information Science Minor

Minor programs in Computer Information Science are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of 21 hours of Computer Information Science coursework, including at least six upper division hours. Courses may be broadly selected or may concentrate in an area of particular interest.

## COURSE OFFERINGS

### CM 100 Basic Computer Concepts and Applications (3)

This course is for the student who has little or no knowledge of how to use a computer. General computer education designed to provide students with basic computing and Internet knowledge and skills needed to understand, use, and analyze the application of computers in a world engulfed with technology. This course does not apply toward CIS departmental major requirements.

*Prerequisite: None*

**CM 101 Computer Competency and the Internet (3)**

Overview of computer hardware, software, applications, and social implications. Emphasis on computer literacy, basic tools and applications to access resources on the Internet, and hands-on experience. The course provides an introduction to word processing, spreadsheet, database, and presentation software, and an introduction to emerging technologies. This course does not apply toward CIS departmental major requirements. Ability to key at least 30 wpm strongly recommended. Not eligible for credit if one has/is enrolled in CM 110 or CM 211. Not open to students with credit in BU 250.

**CM 111 Introduction to Structured Programming (4)**

Establish the basic logic foundation for computer programming. Examine programming paradigms, algorithm development, and object-oriented techniques. Study the syntax and semantics of a higher level language. Design and implement algorithms to solve problems using structured data types. Three credit hours of lecture and a weekly two hour laboratory session.

**CM 113 Visual Programming (3)**

This course will present the fundamentals of programming in a visual programming language. The syntax and semantics of a visual programming language will be presented. The fundamental concepts of the design and implementation of object oriented event driven programming and interactive graphic user interfaces will be covered. The particular visual programming language may vary from course offering to course offering but the language will be specified in the course title listed in the course schedule of the semester the course is offered. *Prerequisites: CM 111.*

**CM 114 RPG Programming (3)**

AS/400 RPG programming for business applications. Batch and interactive processing techniques using programmer supplied logic and the RPG logic cycle. Database file definition and processing. Use of the programming utilities SEU and SDA. *Prerequisites: CM 111.*

**CM 121 COBOL Programming (3)**

An introduction to programming typical business applications in COBOL. Emphasis on the fundamentals of structured program design, coding, testing, and documentation. *Prerequisites: CM 111.*

**CM 130 Web Development I (3)**

An introduction to basic web development using HTML, cascading style sheets and elementary JavaScript. The emphasis will be on creating well-designed, full-featured web pages that are easy to use and maintain and follow the latest standards. *Prerequisites: CM 101 or declared CIS Major.*

**CM 170 FORTRAN Programming (3)**

Analysis, design, documentation, coding, and testing structured programs written in the FORTRAN language. *Prerequisites: CM 111 and MA 116.*

**CM 212 Microcomputer Techniques (3)**

Concepts and techniques involved with the applications of microcomputers. Popular IBM PC compatible applications software will be used to demonstrate the topics presented. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM 101 or CM 110.*

**CM 229/AR 229 Web Graphics I (3)**

Design and publication of an attractive and effective homepage using graphic editing and web authoring software. Focus will be on use of color, images, icons, text and layout. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM 101 or consent of instructor.*

**CM 231 Comp. Organization/Assembler Language (3)**

Introduction to logical computer organization and architecture. Topics include: Machine level representation of data, Assembly level machine organization, Memory system organization and architecture, Interfacing and communications, and Functional organization. *Prerequisites: CM 111.*

**CM 244 The C Programming Language (3)**

An introduction to the C programming language and the use of C for applications. All aspects of the C language will be covered including syntax, data types, control structures, operators, data structures, pointers, and file input/output. *Prerequisites: CM 111.*

**CM 245 Contemporary Programming Methods (3)**

A study of programming methodology using an object-oriented language. Topics include design with classes, implementation of basic data structures, recursion, language design and translation, event-driven programming, fundamentals of 2-D graphics, and software testing. *Prerequisites: CM 111.*

**CM 261 Networked Systems I (3)**

Theory and practice of networking: Network standards, ISO reference model, switching techniques, and protocols LAN installation and configurations. *Prerequisites: CM 231.*

**CM 262 Data Communications and Computer Networks I (3)**

Theory and practical applications of local area networks. Course will also cover the interconnection to other networks. *Prerequisites: CM 231 and (MA 141 or MA 151).*



### **CM 280 Operating Systems Job Control Language (3)**

Operating systems, multi-programming, multi-processing, multi-tasking, spooling, resource allocation, scheduling, virtual storage, and effective systems utilization via unique job control languages. IBM OS type operating system for mainframe computers is the emphasis. *Prerequisites: (CM 121 or CM 244) and CM 231.*

### **CM 295 Web Graphics II (3)**

Continuation of CM 220/AR 229, Web Graphics I, focusing on the use of advanced features of programs and languages such as Dreamweaver and Paint Shop Pro. Students will create original graphics for a web site final project. This course does not apply toward CIS departmental major requirements. *Prerequisites: CM 229/AR 229.*

### **CM 298 Special Topics for Non-Majors (1-3)**

Directed study in an area of information science at the lower division level. This course does not apply toward CIS departmental major requirements. *Prerequisites: Consent of instructor.*

### **CM 299 Special Topics (1-3)**

Directed study in an area of information science at the lower division level. *Prerequisites: Consent of instructor.*

### **CM 306 File Structures Using COBOL (3)**

Design and implementation of file structures commonly accessed in business application programming. Discussion of the function of theoretical data structures which can normally be accessed as pre-existing routines. Topics to be covered include: table and array processing; string processing; sequential, relative, and indexed sequential file organization; linked and inverted lists; stacks and queues; binary trees; full screen handling; embedded SQL for database access. *Prerequisites: CM 121.*

### **CM 307 Data Structures and Algorithmic Analysis (3)**

An introduction to basic algorithmic analysis and algorithmic strategies. Topics include mathematical analysis of the time/space complexity of algorithms, algorithmic strategies such as greedy algorithms, divide-and-conquer, and dynamic programming algorithms, the use of graphs, trees, priority queues, and other data structures in algorithmic problem solving, basic computability theory, and proof techniques. *Prerequisites: MA 206 and CM 245.*

### **CM 310/MA 310 Introduction to Operations Research (3)**

A study of the techniques and topics that are the foundation of operations research. Topics will include: linear, integer and dynamic programming, queuing theory and project scheduling. *Prerequisites: CM 111 or CM 170, and MA 142 or MA 151, and MA 145 or MA 261.*

### **CM 313 Business Data Communication and Networking (3)**

Terminology and concepts of data communications. Hardware involved, protocols, networks, introduction to layered architectures. *Prerequisites: BU 250, AC 225, EC 201, and 54 hours.*

### **CM 322 Operating Systems (3)**

The basic principles of operating system function and design and an in-depth study of the standard UNIX shells and shell scripting. Topics include: processes and dispatching, kernels, virtual memory, concurrence, multithreading, memory management, file systems and the UNIX shells. *Prerequisite: CM 231.*

### **CM 325 Computational Methods (3)**

The study of the use of the computer for simulation models. The statistical and mathematical models most commonly used in simulation are discussed. *Prerequisites: CM 307.*

### **CM 330 Web Development II (3)**

A second course in web development using a scripting language and a database. The student will learn to develop web pages that display dynamic content (i.e. content from a database). More advanced features of JavaScript will be introduced as needed. *Prerequisites: CM 111 and CM 130*

### **CM 331 Computational Intelligence (3)**

An introduction to the tools, techniques and problem areas of artificial intelligence. These topics include: knowledge representation and reasoning; search and constraint satisfaction; history and ethical questions; logic and deduction; uncertainty and planning. *Prerequisites: CM 307.*

### **CM 332 Data Mining (3)**

The study of problem solving through the analysis of data. Topics include ethical issues, input design, knowledge representation, and basic data mining algorithms including decision rules and trees, statistical and linear models, and clustering techniques. *Prerequisites: CM 307 and MA 140 or consent.*

### **CM 333 Software Engineering (3)**

Study of disciplined approaches to the production of quality software products and an examination of some social and professional issues related to software production and use. Topics covered: software requirements and specifications, lifecycle models, design, validation and evolution of software, project management, CASE tools, as well as social and ethical considerations such as intellectual property, risks and liabilities, and privacy. *Prerequisites: CM 307 or CM 335.*

### **CM 335 Advanced Application Programming and Design (3)**

Advanced topics in application programming and design using state of the art design techniques and implementation language. Topics include design and implementation of alternative file structures and supporting data access methods; user interface design and implementation; exception handling. *Prerequisites* CM 245.

### **CM 336 Database Management Systems (3)**

Conceptual and physical database design, database implementation, and database systems. Topics include: traditional file management systems versus database systems, information modeling, alternative data models such as relational and object oriented, data manipulation, transaction management, integrity and security. *Prerequisites*: MA 206 and (CM 307 or CM 335).

### **CM 337 Systems Analysis and Design (3)**

The life cycle of a systems project and characteristics of systems in general. Information gathering methods, communication techniques, and the nature of the decision making process. Defining logical and physical requirements through the use of various manual and automated (CASE) documentation tools and techniques such as data flow diagrams, entity relationship diagrams, decomposition diagrams, class models, behavioral models, and prototyping. *Prerequisites*: CM 336.

### **CM 341 Information Security: Technical Issues (3)**

In-depth examination of technical issues associated with information security. The tools and techniques necessary to provide information security will be discussed in class and investigated in the laboratory whenever possible. Risks and threats to information security will also be discussed. *Prerequisites*: CM 261 and CM 322.

### **CM 342 Information Security: Managerial Issues (3)**

An in-depth examination of the administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent reasonable information security system, with appropriate intrusion detection and reporting features. *Prerequisites*: Junior standing or consent of instructor.

### **CM 361 Networked Systems II (3)**

Network security and management; encryption and compression algorithms; wireless computing. Special emphasis on the TCP/IP protocol suite as used on the web. *Prerequisite*: CM 261.

### **CM 362 Data Communications and Computer Networks II (3)**

Provide an overview of emerging networking technologies and services. *Prerequisites*: CM 262.

### **CM 363 Computer Networks (3)**

A comprehensive introduction to computer networks, emphasizing network protocols and algorithms. Coverage includes LANs, Fiber Optic and Satellite Networks. The course will be organized around the ISO model. *Prerequisites*: CM 361.

### **CM 370 Software Project Management (3)**

Exposure to project management software; review of speakers for business area as well as completion of multiple projects using project management software. *Prerequisites*: CM 307.

### **CM 371 Topic in Future Networks and Computers (3)**

This course will review the current status of networks and computers and survey developments which will occur during the next five years. *Prerequisite*: CM 361.

### **CM 390 Special Topics in Computer Science (1-4)**

Directed study in an area of Computer Science or Information Systems. *Prerequisites*: 54 hours and consent of instructor.

### **CM 400 Systems Analysis Internship (1-6)**

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. Enrollment requires real promise in the information systems area, a minimum grade point average of 3.2 in computer science courses, and a well-rounded background in computer science. *Prerequisites*: 21 hours in Computer Information Sciences with a minimum of 12 hours earned at Washburn, Declared Major in Computer Information Sciences, and consent of instructor.

### **CM 401 Systems Analysis Cooperative I (1)**

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. Consent for enrollment will be granted only to those students who have shown real promise in the computer science area, have a minimum grade point average of 3.2 in computer science courses, and have a well-rounded background in computer science. *Prerequisites*: 12 hours in Computer Information Sciences earned at Washburn, Declared Major in Computer Information Sciences, and consent of instructor.

### **CM 402 Systems Analysis Cooperative II (1)**

Systems analysis, design, and programming in an information processing environment. Evaluation of

performance will be the joint responsibility of the college and user supervisors. *Prerequisite: CM 401.*

### **CM 403 Systems Analysis Cooperative III (1)**

Systems analysis, design, and programming in an information processing environment. Evaluation of performance will be the joint responsibility of the college and user supervisors. *Prerequisite: CM 402.*

### **CM 410 Special Topics in Information Science (1-4)**

Selected topics, announced in advance, for in-service teachers, graduate students in Education and upper division majors. *Prerequisite: Consent of instructor.*

### **CM 416 Ethics and Information Technology (3)**

In-depth examination of how ethical theories may be used to evaluate moral problems related to information technology. *Prerequisites: Senior standing or consent of instructor.*

### **CM 431 Knowledge Based Information Systems (3)**

Knowledge Based Information Systems (KBIS) combine operational data with analytical tools to present complex and competitive information to planners and decision-makers. The objective is to improve the timeliness and quality of inputs to the decision process. This topic will be discussed from the perspective of DSS (Decision Support Systems) and its associated technology. Emphasis will be placed on acquiring the skills necessary for the effective and strategic application of DSS and KBIS technology to assist in the decision making process. *Prerequisites: 54 hours and consent of instructor.*

### **CM 444 The UNIX Operating System (3)**

Introduction to the structure, commands and utilities of the UNIX operating system. The development of shell programs, systems administration tasks, and the required hardware environment for UNIX will be covered. *Prerequisites: CM 307.*

### **CM 463 Networking: Fundamentals and Design (3)**

A comprehensive introduction to network design, protocols, and implementation issues. This course is designed primarily for graduate students and non-CIS majors. This course does not apply toward CIS departmental major requirements. *Prerequisites: ED 250 or CM 101 or CM 211.*

### **CM 467 CIS Capstone Project (2)**

This course is designed to provide closure for Computer Information Sciences majors. Group projects will be assigned which allow the student to analyze, design, and implement systems. The student will be provided an opportunity to assimilate and synthesize those skills acquired during the course of study for the major. Credit/No Credit Only. *Prerequisites: CM 333 and CM 336.*

### **CM 468 CIS Senior Seminar (1)**

This course is designed to provide closure for Computer Information Sciences majors. The student will be provided an opportunity to assimilate and synthesize the knowledge acquired during the course of study for the major, culminating in a comprehensive written exam. Credit/No Credit Only. *Prerequisites: CM 333 and CM 336.*

### **CM 531 Computational Intelligence (3)**

An introduction to the tools, techniques, and problem areas of artificial intelligence. These topics include: knowledge representation and reasoning; search and constraint satisfaction; history and ethical questions; logic and deduction; uncertainty and planning. *Prerequisites: Graduate standing and consent of instructor.*

### **CM 532 Data Mining (3)**

The study of problem solving through the analysis of data. Topics include ethical issues, input design, knowledge representation, and basic data mining algorithms including decision rules and trees, statistical and linear models, and clustering techniques. *Prerequisites: Graduate standing and consent of instructor.*

## **ECONOMICS**

Website: [www.washburn.edu/sobu](http://www.washburn.edu/sobu)

Henderson Learning Center, Room 114  
(785) 670-1308

Professor Russell Smith

Professor David Sollars

Professor Rosemary Walker

Associate Professor Jennifer Ball

Associate Professor Paul Byrne

Associate Professor Sungkyu Kwak

Associate Professor Dmitri Nizovtsev

## **Degree Offered**

Bachelor of Arts – Economics

## **MISSION**

The mission of the economics program is teaching and instruction, supported by faculty involvement in basic and applied research as well as research that supports the teaching mission. The economics faculty is committed to offering a high-quality baccalaureate economics program that provides students with not only a broad general education background but also a thorough professional education. The economics program offers courses in the University's general education program as well as required and elective courses in other programs on campus, including those offered by the School of Business.

## Learning objectives for the economics concentration:

Upon completion of the major in economics, students will be able to do the following:

- Find facts and interpret them consistent with economic thinking;
- Demonstrate an understanding of how decision makers allocate scarce resources to achieve economic efficiency;
- Apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
- Use economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

## THE MAJOR

The economics major in the Bachelor of Arts degree is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by households, businesses, and governments. This type of knowledge, combined with studies in related areas, provides an appropriate background for employment in financial and non-financial business firms and governmental agencies. It also provides a solid basis for graduate study in economics, business and public administration, urban planning, international studies, and law.

Candidates for the degree of Bachelor of Arts with a major in economics must meet the University requirements for the degree and, in addition, take MA 141 Applied Calculus I or a higher level calculus course and take at least twenty-four (24) hours in economics. At least fifteen of the twenty-four hours offered for the major must be represented by courses numbered 300 or above. The calculus course and the twenty-four hours of economics offered for the major must be taken on a graded basis and a grade of "C" or better must be earned.

The following courses must be included within the twenty-four hours: Economics 200, 201, 211, 300, and 301. A grade point average of 2.0 is required before enrollment is permitted in Economics 300 and 301. Candidates for the degree are encouraged to elect courses in mathematics, political science, history, sociology, psychology, and philosophy. Students planning graduate study in economics are strongly urged to take the BA degree with a minor field of concentration in mathematics.

## THE MINOR

The minor in economics can be earned by candidates for any bachelor's degree offered by Washburn University. The economics faculty has approved the following requirements for the optional minor: (1) Economics 200 and 201, (2) nine hours of economics courses numbered

300 or above, and (3) an approved course in statistics. Please see the current advising sheet for the minor in economics for further details.

## Honors in Economics

Candidates for the Bachelor of Arts degree, with a major in Economics, may qualify for Honors in Economics provided the following criteria are met:

1. Accumulate a GPA of at least 3.50 in all economics courses applied to the BA degree, and
2. Demonstrate superior research and/or independent study skills while enrolled in Economics 405, and
3. Be approved for honors designation by a two-thirds vote of the School of Business faculty.

In fulfilling conditions (2) and (3), the student will be expected to provide any academic data requested and to provide the School with an extra copy of written work prepared for credit in Economics 405. Written notice of intent to graduate with honors must be submitted by the student to the Office of the Dean, School of Business early in the semester in which the student expects to graduate. This written notice is separate from any reporting requirements in place when Economics 405 is taken as part of the Washburn Transformational Experience (WTE) program.

## COURSE OFFERINGS

Course offerings are listed in the School of Business section of the catalog.

**Note:** Both the economics major within the B.A. degree and the economics major area of concentration within the Bachelor of Business Administration (BBA) degree program, as well as the minor in economics, are administered by the economics faculty within the School of Business. Course descriptions and further information are found in the School of Business section of the catalog. See, also, the subdivisions under Economics in the index.

## EDUCATION

Website: [www.washburn.edu/education](http://www.washburn.edu/education)

Carnegie Hall, Room 202  
(785) 670-1427 or 670-1437

Associate Professor Donna LaLonde, Chair  
Professor Judith McConnell-Farmer  
Professor Gloria A. Dye  
Professor Michael Rettig  
Professor Sandra Winn Tutwiler  
Associate Professor Carolyn Carlson  
Associate Professor Timothy Fry

Associate Professor Catherine Hunt  
Assistant Professor David Pownell  
Lecturer Denise Salisbury  
Ms. Tara Porter, Licensure Officer

## Degrees Offered:

### Associate of Arts

*Early Childhood Education*

### Bachelor of Education

*Elementary Education*

### Master of Education (see graduate programs)

## Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Education is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. It is our goal to ensure that all preservice and inservice educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

## DESCRIPTION OF THE DISCIPLINE

Education as a discipline is concerned with the professional and pedagogical knowledge required of effective and reflective teachers. In the process of acquiring professional knowledge, candidates become aware of the psychological, historical, philosophical, and social foundations upon which the discipline rests. From a pedagogical perspective, candidates become proficient in the skills and knowledge that allow them to organize learning environments, and plan and implement instruction that ensure all children and youth have opportunities to learn.

## Student Learning Outcomes

Washburn University professional education candidates, upon graduation, are expected to:

- demonstrate content knowledge and pedagogical skills.
- demonstrate the ability to plan and implement instruction including the use of technology.
- demonstrate that they are accepting of diversity among people and make decisions and adaptations that reflect a commitment to educational equity among students, including those with exceptionalities and reflect positive professional dispositions.

- demonstrate that they can use assessment information for planning and decision making.
- demonstrate that they have had a positive impact on P-12 student learning.

## REQUIREMENTS FOR MAJORS

Students must meet degree and licensure requirements in place at the time they obtain formal admission to the teacher education program. Students seeking a teaching license will complete courses in three areas: general education courses, professional education courses, and specialty courses appropriate for a specific professional license.

## Bachelor of Education (B.Ed.) in Elementary Education

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. The program is organized so students are able to complete a second license in one of five areas at the same time they complete preparation for the K-6 license.

These areas include:

- Early Childhood Unified (Birth-Grade 3)
- Middle School English/Language Arts (Grades 5-8)
- Middle School Mathematics (Grades 5-8)
- Middle School History (Grades 5-8)
- Adaptive Special Education, Grades K-6.

Candidates for degrees and licenses in these areas are advised by the Faculty of the Department of Education. See an advisor for specific licensure requirements or visit the Department of Education website.

[www.washburn.edu/education](http://www.washburn.edu/education)

## K-6 Licensure Requirements-Professional Education

### Pre-admission Courses

- ED 150 EPIC
- ED 200 Educational Psychology
- ED 225 Becoming an Educational Professional (Can be taken before or after formal admission)

## Formal Admissions Courses

### Block A

- ED 300 Integrating Technology into the Curriculum
- ED 302 Exceptional Learners or SE 476 Psychology of the Exceptional Student
- ED 330 Teaching Social Studies
- ED 337 Social Studies Practicum

ED 335 Creative Experiences in Early Childhood/  
Middle School  
ED 385 Foundations of Education or ED 472 Issues in  
Modern American Education

**Block B**

ED 305 Language and Literacy  
ED 310 Teaching Mathematics  
ED 315 Teaching Science  
ED 317 Math/Science Practicum  
KN 310 Elem/MS Health/PE

**Block C**

ED 320 Teaching Reading  
ED 325 Teaching Language Arts/Children's' Literature  
ED 327 Literacy Practicum  
ED 402 Teaching Struggling Learners

**Professional Semester**

ED 400 Understanding the School  
ED 405 Classroom Management  
ED 420 K-6 Student Teaching and  
ED 415 5-8 Student Teaching OR  
ED 430 Student Teaching Birth-Grade 3 OR  
SE 456 Special Ed Practicum I

**General Education Requirements**

**Arts and Humanities**

EN 101 Freshman Composition  
EN 300 Advanced Composition (Teaching Emphasis)  
CN 150 Public Speaking  
Art, Music or Theatre Arts Elective (From the Approved  
General Education List)  
English, Philosophy, or Religion Elective (From the  
Approved General Education List)

**Social Sciences**

HI 111 U.S. History I OR  
HI 112 U.S. History II  
HI 100 Early World History OR  
HI 101 Changing World History OR  
HI 102 Modern World History  
GG 101 Introduction To Geography OR  
GG 102 World Regional Geography  
PO 106 Government of the United States OR  
PO 107 or American State and Local Government  
AN 112 Cultural Anthropology  
EC 100 Introduction To Economics

**Mathematics and Natural Sciences**

MA 116 College Algebra  
MA 228 Math for Elem. Educators  
PS 126 Physical Science for Elem. Ed.  
BI 100 Introduction to Biology (General Emphasis)  
BI 101 Introductory Biology Lab

**Computer Information Sciences**

CM 101 Computer Comp. Or Equivalent

**Courses for Early Childhood Unified Emphasis**

ED 160 Introduction to Early Childhood Education  
ED 343 Infants and Toddlers  
ED 345 Practicum in Infants and Toddlers  
ED 367 Curriculum in Preschool Education  
ED 369 Practicum in Preschool Education  
SE 460 Exceptionalities in Early Childhood  
ED 376 Family, School, & Community  
SE 420 Educational Planning for Children and Youth  
ED 353 Assessment and Evaluation

**Courses for Middle School English/Language Arts Emphasis**

EN 330 Survey of American Literature  
EN 133 Stories Around the World  
EN 310 Modern English Grammar  
EN 320 Young Adult Literature  
ED 340 Teaching Adolescents in the Middle Level  
ED 348 Middle Level English/Language Arts Practicum

**Courses for Middle School History Emphasis**

HI 111 U.S. History I AND  
HI 112 U.S. History II  
HI 100 Survey of Early World History AND  
HI 101 Changing World History  
HI 322 Kansas History  
HI 303 Colonial America or Any 300 Level American  
History  
ED 340 Teaching Adolescents in the Middle Level  
ED 346 Middle Level History Practicum

**Courses for Middle School Mathematics Emphasis**

MA 140 Statistics  
MA 117 Trigonometry  
MA 141 Applied Calculus I  
ED 340 Teaching Adolescents in the Middle Level  
MA 320 Math for Middle School  
ED 349 Middle Level Math Practicum

**Courses for Adaptive Special Education Emphasis (K-6)**

SE 420 Educational Planning for Special Education  
SE 430 Methods and Materials for Special Education  
SE 440 Individual and Group Management

## Associate of Arts (A.A.) - Early Childhood Education

### Professional Education

ED 150 EPIC  
ED 160 Introduction To Early Childhood Education  
ED 161 Essentials of ECE I  
ED 162 Essentials of ECE II  
ED 243 Infants and Toddlers in ECE Programs  
ED 245 Practicum in Infants and Toddler Education  
ED 200 Educational Psychology  
ED 267 Curriculum in Preschool Ed.  
ED 269 Practicum in Preschool Ed.  
ED 261 Techniques in Early Childhood Guidance and Classroom Management  
ED 300 Integrating Technology into the Curriculum  
KN 271 First Aid

### General Education Requirements

#### Arts and Humanities

EN 101 Freshman Composition  
CN 150 Public Speaking  
Art, Music, or Theater Elective (From the Approved General Education List)  
English, Philosophy, Religion, or Foreign Language Elective (From the Approved General Education List)

#### Social Sciences

PY 100 Basic Concepts in Psychology  
HI 111 U.S. History 1 OR HI 112 U.S. History 2  
AN 112 Cultural Anthropology

#### Mathematics and Natural Sciences

MA 116 College Algebra  
PS 126 Physical Science for Elementary Education OR  
BI 100 Introduction to Biology (Gen Emphasis) and  
BI 101 Biology Lab

#### Kinesiology

KN 271 First Aid

#### Computer Information Sciences

CM 101 Computer Comp or Equivalent

*In cooperation with Washburn Institute of Technology, the following courses will be waived for students graduating from the WIT program in Child Care:*

ED 160 Introduction to Early Childhood Education  
ED 161 Essentials of ECE I  
ED 162 Essentials of ECE II  
WIT transfer credit – 14 credit hours

## Content-Specific Licensure Programs

Washburn offers course work and clinical experiences leading to subject specific teaching licenses. These programs are delivered collaboratively between the Department of Education where students complete professional education courses, and College of Arts and Sciences Departments offering content in a teaching licensure area. Students major in the content area they wish to teach, and in most instances, receive a degree from the specific content area department. Students should consult with their content area advisor for degree requirements and the Department of Education advisor for licensure requirements. Content areas, level of license, degrees and Department-contacts are listed below.

### All Levels Prekindergarten - Grade 12

Art	BFA	Ms. Taylor
French	BA	Dr. Delahaye
German	BA	Dr. Delahaye
Music	BM	Dr. Hunt
Physical Education	B.Ed	Dr. Miller
Spanish	BA	Dr. Delahaye

### Early-Late Adolescence -Grades 6-12 (Secondary)

Biology	BA/BS	Dr. Emry
Chemistry	BA	Dr. Angel
English/Lang. Arts	BA	Dr. Wade
History/Gov't	BA	Dr. Goossen
Math	BA	Dr. LaLonde

### Professional Education (Pre-admission Courses)

ED 150 EPIC  
ED 200 Educational Psychology  
ED 225 Becoming an Educational Professional (Can be taken before or after formal admission)

### Formal Admissions Courses

ED 300 Integrating Technology into the Curriculum  
ED 302 Exceptional Learners OR  
SE 476 Psychology of the Exceptional Student  
ED 385 Foundations of Education OR  
ED 472 Issues in Modern American Education  
ED 350 General Secondary Methods OR  
ED 3xx Methods of Teaching (in the specific content area)  
ED 402 Teaching Struggling Learners  
RD 484 Teaching Reading in the Content Areas

### Professional Semester

ED 400 Understanding the School  
ED 405 Classroom Management  
ED 410 Secondary Student Teaching or  
ED 440 P - 12 Student Teaching

## General Education Requirements

Students should consult with an advisor in the content specific department to ensure that they enroll in general education courses that meet both teacher licensure requirements, as well as general education courses required for graduation in the major.

## Major/Licensure Content Requirements

Students should consult with an advisor in the content specific department to ensure that they enroll in content specific courses that meet both teacher licensure requirements and course requirements for the major. In addition, students should consult with a Department of Education advisor to ensure that the professional education requirements are met.

## Licensure Only

Students holding a baccalaureate degree from an accredited institution may complete requirements leading to a specific teaching license without completing a second baccalaureate degree. All general education requirements will be deemed as met, except those that are supportive to and/or prerequisite for courses required by a specific teaching license. Students with a baccalaureate degree should meet with a teacher education advisor in the content area department of their interest, and/or the Licensure Officer in the Department of Education for an evaluation of transcripts and development of a plan for completion of courses leading to a teaching license.

## Transfer Students

Students transferring from a two or four year institution should meet with a teacher education advisor in the content area department of their interest, and/or the Department Chairperson and/or the Licensure Officer in the Department of Education for an evaluation of transcripts and development of a plan for program completion. Transfer students will be expected to complete requirements for a Washburn baccalaureate degree. Additionally, all transfer students, regardless of the number of credit hours accepted, will be expected to complete a residency requirement that includes enrollment in ED 150, EPIC.

## Endorsements

Teachers who are licensed to teach in Kansas may pursue a second teaching license at Washburn. Interested teachers should contact the Licensure Officer in the Department of Education for a review of licensure requirements and the development of a plan for program completion.

## Advising

All students pursuing a degree or licensure only program should file an online Declaration of Degrees/

Majors form during their first semester of coursework at Washburn or once they decide which program they wish to complete. Completion of these forms is followed by assignment of a content specific advisor and a Department of Education advisor who will assist students through program completion.

Students may view the Suggested Program of Study for all licensure programs on the Department of Education Website: [www.washburn.edu/education](http://www.washburn.edu/education)

## Admission to Teacher Education:

All students pursuing a Professional Teacher Education Program and a Kansas teaching license must be formally admitted to the Professional Teacher Education Program. See the Department of Education or the teacher education advisor in the content area of interest for an application. Applications are reviewed three times a year. Deadlines for submission of ALL application materials are due by April 1, August 1, or November 1. Upon review of application materials, the Undergraduate Admissions Committee will either recommend or deny admission to a Professional Teacher Education Program. Applicants will be notified in writing regarding their admissions status. Candidates not admitted must resubmit an application for subsequent admission reviews.

## Requirements:

### Degree Seeking Students

1. Completion of 24 credit hours of Approved General Education with a 2.75 grade point average. The 24 credits must include: EN 101, MA 116, a social science general education course, and a natural science general education course. The additional twelve hours should be selected from approved general education courses. A minimum grade of C is required in EN 101 and MA 116.
2. Completion of ED 150 and ED 200 with a grade of C or better.
3. Cumulative grade point average of 2.5 or higher. A C or better in all content specialty courses completed by students seeking admission to all programs.
4. Completion of the Pre-Professional Skills Test (PPST) with minimum scores of: Writing 172; Reading 173; and Mathematics 172.
5. Submission of a University/Professional Reference form and the EPIC Cooperating Teacher Evaluation.

### Licensure Only Students

1. Completion of ED 150 and ED 200 with a grade of C or better.
2. Cumulative grade point average of 2.5 or higher. A C or better in all content specialty courses



completed by students seeking admission to all programs.

3. Completion of the Pre-Professional Skills Test (PPST) with minimum scores of : Writing 172; Reading 173; and Mathematics 172.
4. Submission of a University /Professional Reference form and the EPIC Cooperating Teacher Evaluation.

- Julia Etta Parks Outstanding Elementary Student Teaching Award
- Outstanding Secondary Student Teacher Award
- Donovan W. Cook Outstanding PreK-12 Education Student Teaching Award

Annually, the Department of Education faculty recognizes student achievements through the following award:

- Robert R. Dunwell Award for an Outstanding Future Educational Administrator

Recipients of these awards have their names engraved on permanent plaques in the Department of Education Office and receive individual plaques in recognition of their outstanding teaching performance. Each semester student teachers who have completed the Professional Teacher Education Program with a 3.5 GPA are recognized with the Reflective Education Award at the Student Teacher Tea.

## ADMISSION TO STUDENT TEACHING

All applications for student teaching must be received by the date published on the website. Applications will be accepted only from students who have been formally admitted to the Professional Teacher Education Program. To be eligible for student teaching, students must a) have filed a Student Teaching Application by the end of the first full month of the semester prior to the student teaching semester; b) have completed all professional education requirements with a grade of C or better; c) have a cumulative professional education grade point average of 2.75 or better, d) have a specialty grade point average of 2.75, e) and an overall cumulative grade point average of 2.5; f) and must be approved by the Department of Education.

## PROGRAM COMPLETER PERFORMANCE

Colleges which prepare teachers are required by the U.S. Congress to make public annual reports summarizing performance of program completers. The information below summarizes performance of students completing the Washburn University Teacher Education Program during the 2011-2012 academic year.

Pass Rate:

Principles of Learning and Teaching	92%
Content Area Tests	92%

## DEPARTMENT OF EDUCATION SCHOLARSHIPS

Students who have been admitted to the Professional Teacher Education Program are eligible to apply for department scholarships. Scholarship application forms are available in the Department of Education Office as well as our website. See the Department Website for a complete list of scholarships. [www.washburn.edu/education](http://www.washburn.edu/education)

## DEPARTMENT AWARDS

Each semester the Department of Education faculty recognizes student achievements through the following awards:

- Outstanding Early Childhood Education Student Award

#### **ED 162 Essentials of Early Childhood Education II (4)**

A continuation of ED 161 covering six additional competency areas of the Child Development Associate (CDA) Program (creativity; self-concept; social skills; guidance; family; program management; and professionalism). *Prerequisite: ED 160.*

#### **ED 200 Educational Psychology (3)**

The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology as they apply to teaching, learning, and other aspects of educational practice. In addition to theories of learning, motivation, intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings. ED 200 must be taken prior to admission to the Professional Teacher Education Program.

#### **ED 225 Becoming an Educational Professional (3)**

An overview of professional expectations of teachers. Students will be introduced to an overview of professional expectations of teachers. Students will also be introduced to a variety of teaching models; processes for developing short and long term teaching plans; and strategies for assessing student learning. A review of influences of P-12 students' individual, family, and community characteristics on the teaching and learning process will be explored. The process for developing a professional portfolio is also included. A minimum of 24 hours of school/community field experiences is required. *Prerequisite: ED 150 and ED 200.*

#### **ED 243/343 Infants and Toddlers in Early Childhood Education Programs (3)**

This course integrates all aspects of developmental early care and education of children from birth to age three, which includes child growth, development, and learning. *Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 245/345.*

#### **ED 245/345 Practicum in Infants and Toddlers Education (3)**

This course provides students with opportunities to apply the knowledge and concepts of child development with children from birth to age three. *Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 243/343.*

#### **ED 261 Techniques of Early Childhood Guidance and Classroom Management (3)**

In this course students will learn ways in which healthy development is fostered within developmentally appropriate child guidance. Techniques and typical guidance procedures appropriate for children from birth

through age eight will be explored through readings, class discussion, and observations in group settings. *Prerequisites: ED 160 and ED 200 or permission of instructor.*

#### **ED 267/367 Curriculum in Preschool Education (3)**

The overall purpose of this curriculum development course is to explore teaching/learning strategies and how to support and encourage children in the development of cooperation, creativity, cognition (literacy, mathematics, science and social studies), and motor skills in developmentally appropriate curriculum. *Prerequisites: ED 160, 200, 243/343, and 245/345.*

#### **ED 269/369 Practicum in Pre-School Education (3)**

A supervised field experience in a pre-school setting and a seminar exploring child development issues. This course includes planning, teaching, and assessing developmentally appropriate activities for preschoolers in field placements. *Prerequisites: ED 160, 200, 343, 345, and permission of the instructor. Concurrent enrollment in ED 267/367 and 268/368.*

#### **ED 300 Integrating Technology in the Curriculum (3)**

This course is designed to equip early childhood, elementary, and secondary preservice teachers with the necessary skills to develop instructional practices that will allow them to incorporate technologies successfully in their classrooms. *Prerequisite: Admission to teacher education, CM 101 (or equivalent), MU 123 or KN 333, ED 200.*

#### **ED 302 Teaching Exceptional Learners (3)**

A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included into the regular classroom. Instructional strategies and appropriate resources for various exceptionalities are explored in detail. *Prerequisite: ED 200 and admission to teacher education.*

#### **ED 305 Language and Literacy (2)**

An overview of language development and the relationship of oral language and literacy. Students learn to assess and stimulate oral language development and emergent literacy skills. *Prerequisite: Admission to teacher education.*

#### **ED 310 Teaching Mathematics in the Elementary School (3)**

One course in the unified block in the teaching of mathematics and science. Investigates general content and teaching strategies for each strand of the elementary mathematics program. Problem solving and mental computation will be integrated and the development and use of manipulatives will be stressed. Current curriculum trends and the role of will be explored. *Prerequisites:*

Admission to teacher education and a grade of “C” or better in both MA 116 and MA 228. Concurrent enrollment in ED 315 and ED 317.

### **ED 315 Teaching Science in the Elementary School (3)**

One course in the unified block in the teaching of mathematics and science. Methods and materials for teaching knowledge, processes, and applications in physical, earth and life sciences will be developed. Emphasis will be placed on activity-oriented programs. *Prerequisites: Admission to teacher education , PS 126, BI 100, and BI 101. Concurrent enrollment in ED 310 and ED 317.*

### **ED 317 Math/Science Practicum (2)**

A supervised field experience in the teaching of mathematics and science in the elementary grades. *Prerequisite. Concurrent enrollment in ED 310 and ED 315, and admission to teacher education.*

### **ED 320 Teaching Reading in the Elementary School (3)**

The theory and practice of teaching reading including word attack, comprehension, and study skills. Special emphasis is given to the use of basal and other instructional materials in regular and special reading classes. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 325 and ED 327.*

### **ED 324 Curriculum and Methods of Elementary School Physical Education (4)**

Methods in planning, presenting, and administering a physical education curriculum in the middle and elementary schools. Cross-listed as KN 324.

### **ED 325 Teaching Language Arts and Children’s Literature (3)**

The theory and practice of teaching oral and written communication skills. Special emphasis is given to the interrelationship between literature for young people and the language arts skills of listening, speaking, reading and writing. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 320 and ED 327.*

### **ED 326 Methods in Secondary School PE (3)**

Methods in planning, presenting, administering, and evaluating physical education for middle and secondary school teachers. Cross-listed as KN 325.

### **ED 327 Literacy Practicum (2)**

A supervised field experience in the teaching of literacy skills in the K-6 classroom. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 320 and ED 325.*

### **ED 330 Teaching Social Studies through Integrated Curriculum (3)**

This course includes content, methods, and learning theory for effective social studies instruction. Methods for

integrating social studies instruction with other content areas, including the arts will be addressed. Special attention is given to methods which promote critical thinking abilities necessary for participation in a diverse democratic society. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 335 and ED 337.*

### **ED 335 Creative Experiences in Early Childhood Through Middle School (2)**

This course explores various elements of aesthetics including art and music. The relationship of such activities to the teaching/learning environment is also developed. The use of creative activities to enrich other content areas is given special attention. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 330 and ED 337.*

### **ED 337 Social Studies Practicum (1)**

One course in a unified block in the teaching of social studies and aesthetics. This course requires students to develop and teach social studies lessons in the elementary school classroom. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 330 and ED 335.*

### **ED 340 Teaching Adolescents in a Middle Level Environment (2)**

Understanding the unique nature of middle level education will be the focus of this course. Based upon readings, field experience, and class discussion, students will study the nature of adolescent development, curriculum and instruction, programs and collaborative interactions that support an effective middle school program. *Prerequisite: Admission to teacher education. Concurrent enrollment in one of the following practicum sections, ED 346, ED 348 or ED 349.*

### **ED 346 Middle Level History Practicum (1)**

A supervised field experience in the teaching of history in the middle level classroom. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 340.*

### **ED 348 Middle Level English/Language Arts Practicum (1)**

A supervised field experience in the teaching of English/Language Arts in the middle level classroom. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 340.*

### **ED 349 Middle Level Math Practicum (1)**

A supervised field experience in the teaching of mathematics in the middle level classroom. *Prerequisite: Admission to teacher education. Concurrent enrollment in ED 340.*

### **ED 350 General Secondary Methods (3)**

Extensive laboratory and simulated classroom experiences with field-based observation. All secondary majors are required to have at least one methods course,

and this course fills the basic requirement when a “special area” methods course is unavailable. All students who enroll in this methods course participate in a field-based teaching experience at various secondary schools. *Prerequisite: Admission to teacher education.*

### **ED 352 Methods of Teaching Science in the Secondary Schools (3)**

Principles and philosophy of science education; development of the secondary science curriculum; and organization, presentation, and evaluation of science in middle/secondary schools. Includes extensive laboratory and simulated classroom experiences as well as field based observation and class-room participation. *Prerequisite: Admission to teacher education and permission of instructor.*

### **ED 353 Assessment and Evaluation in Early Childhood Education (3)**

Students in this course will learn how to assess and evaluate young children’s development and learning. Typical assessment procedures appropriate for children from birth through third grade will be studied. Techniques will be developed to record children’s behavior individually and in group settings. *Prerequisites: Admission to teacher education.*

### **ED 355 Principles of Vocational Education and Student Organizations (3)**

The development and role of vocational education in public education, the federal vocational education legislation, and the development of student organizations. *Prerequisite: permission of instructor.*

### **ED 362 Methods of Teaching English in the Secondary Schools (3)**

The study of and practice in the methods of teaching literature, language, and writing, in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students’ progress in reading and writing. Students participate in a field-based experience at various secondary schools. *Prerequisite: Admission to teacher education and permission of the instructor.*

### **ED 363 Methods of Teaching Mathematics in the Secondary School (3)**

Principles and methods of teaching the process and content of secondary school mathematics. Includes emphasis and training in general mathematics, algebra, geometry, as well as advanced mathematics. All students who enroll in this course participate in field based teaching experiences at various secondary schools. *Prerequisite:*

*Admission to teacher education and permission of the instructor.*

### **ED 366 Methods of Teaching Social Studies in the Secondary School (3)**

Principles and methods of teaching the process and content of the social studies. Includes emphasis and training in locating information, developing instructional units, and using instructional aids. All students enrolled in this course participate in field-based teaching experiences at various secondary schools. *Prerequisite: Admission to teacher education and permission of instructor.*

### **ED 368 Methods of Teaching Foreign Language (3)**

Principles and methods of teaching foreign languages. Extensive laboratory and simulated classroom experiences with field experiences with field based observation. Discussion of problem situations observed in the classroom. Emphasis given to proficiency oriented teaching of various target languages, developing instructional units, use of multimedia resources, and principles of foreign language testing. *Prerequisite: Admission to teacher education and permission of instructor.*

### **ED 375 Teaching Science in the Middle School (3)**

This course investigates basic content/pedagogy, and the importance of science in a middle school program. How students learn science and effective strategies including inquiry, use of technology, and laboratory experiences will be investigated. Current curriculum trends will be explored and lessons will be developed based on national and state standards. *Prerequisite: Admission to teacher education.*

### **ED 376 Family, School and Community Collaboration in ECE (3)**

Students will examine trends that promote inter-agency and interdisciplinary approaches to serving the needs of young children and their families. The role of the teacher or other education-focused entity of a program will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. Skills that foster communication and cooperation among families of various cultures will be studied. *Prerequisites: admission to teacher education.*

### **ED 380 Elementary Art Education (3)**

Study of the artistic development of children, practice with art materials, techniques, and concepts appropriate to the elementary grades including planning and presentation of art lessons. Production, aesthetics, criticism, and history of artworks is emphasized as the basis for children’s growth in art learning. Cross-listed as AR 380.

### **ED 381 Craft Techniques in Middle and Secondary Schools (3)**

The artistic development of jr. and sr. high art students and how it relates to technical/artistic skills. Safety and health hazards of the public schools art room. Hands-on experience with metalry, papermaking, fibers, and earthenware craft processes. The philosophy, traditions, and current position of crafts in the art world. Cross-listed as AR 381.

### **ED 382 Methods and Philosophy in Art Education (3)**

Examination of historical and current theories of art education, the development of personal philosophy of art education, and the determination of curriculum goals and objectives. Effective teaching methods for lesson planning, presentation, and evaluation are studied. Cross-listed as AR 382. *Prerequisite: Admission to teacher education.*

### **ED 385 Foundations of Education (3)**

A survey course describing the social, cultural, historical, and philosophical bases of American education. Encourages students to develop a professional perspective based upon an understanding of essential educational foundations. *Prerequisite: Admission to teacher education.*

### **ED 400 Understanding the School (2)**

Seminar course taught in conjunction with Student Teaching (ED 410, 415, 420 and 430). This course is designed to help students to synthesize their understanding of schools, to reflect upon their student teaching experience, and to integrate educational theory and practice. *Prerequisite: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

### **ED 402 Teaching Struggling Learners (2)**

This course is designed to assist the preservice teacher in understanding how to identify, assess, plan and teach individuals who are struggling in their learning. Preservice teachers will survey problems that block some students from successful achievement in reading, writing, math and general learning tasks. The preservice teacher will develop the knowledge and skills necessary to assess and analyze problems and to provide appropriate instructional strategies for specific learning problems. *Prerequisite: Admission to teacher education and ED 302 or SE 476. Concurrent enrollment in Language Arts Block for K-6 licensure candidates.*

### **ED 405 Classroom Management (1)**

Various methods of managing classrooms and student behaviors within diverse learning environments. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

### **ED 410 Secondary Student Teaching (12)**

Directed and supervised teaching of content in 6-12 classrooms. Students are assigned to Topeka and neighboring schools for a period of twelve weeks. Not available for graduate credit. May be taken on a Pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

### **ED 415 5th - 8th Grade Student Teaching (4)**

Directed and supervised teaching of content in 5-8 classrooms. Students are assigned to Topeka and neighboring schools for a period of six weeks. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, middle school teaching content courses, and admission to student teaching.*

### **ED 420 K-6 Student Teaching (8 or 12)**

Directed and supervised student teaching for a minimum 8 weeks in a K-6 classroom. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

### **ED 425 Observation and Supervision (1)**

Supervised teaching in a P-12 classroom. This course may be taken for graduate credit and may be repeated. It is required for students with a restricted teaching license who are completing licensure requirements at the graduate level. *Prerequisite: Permission of the department chair.*

### **SE 420 Educational Planning for Children and Youth with Mild-Moderate Disabilities Preschool/Elementary (3)**

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: Admission to teacher education and ED 302.*

### **ED 430 Student Teaching in Birth - Grade Three (4)**

Directed and supervised student teaching in a kindergarten through grade three educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

**SE 430 Methods and Materials for Special Education (3)**

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. IEP development. *Prerequisite: Admission to teacher education and ED 302.*

**ED 440 Student Teaching in Grades P-12 ( 12)**

Directed and supervised student teaching in grades PreKindergarten through grade 12 educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

**SE 440 Individual and Group Management for Children and Youth with Mid-Moderate Disabilities (3)**

Principles and applications of individual and group management techniques for children and youth with mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures. *Prerequisite: Admission to teacher education and ED 302.*

**ED 444 Art in the Elementary/Middle School (3)**

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Relates various art experiences to the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. *Prerequisite: permission of instructor.*

**ED 450 ESL Methods and Cross-Cultural Communications (3)**

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

**ED 456 Advanced Children's Literature (3)**

Advanced survey and analysis of the literature written for children through middle school with instructional applications. A variety of literary forms explored with emphasis on evaluation and development of specific strategies to enhance reader/listener comprehension and appreciation. Emphasis given to planning lessons which incorporate children's literature in instruction across the curriculum. *Prerequisite: senior standing.*

**SE 456 Special Education Practicum I (4)**

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include pre-school/elementary age children. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

**SE 460 Exceptionalities in Early Childhood (3)**

An historical and contemporary examination of services for young children with disabilities. Topics addressed include curriculum areas, program models, history of early childhood special education and IFSP requirements. *Prerequisites: Admission to teacher education and ED 302.*

**SE 476 Psychology of the Exceptional Student (3)**

Historical and current practices relating to the educational characteristics, needs, and placement alternatives for exceptional students. Emphasis placed on procedure and strategies for teaching exceptional students in the regular classroom. *Prerequisite: Admission to teacher education and ED 200.*

**ED 472 Issues in Modern American Education (3)**

Critical analysis of contemporary problems and issues in American education. Consideration of historical, sociological, and philosophical foundations affecting problems and issues included. This course is part of the graduate core. It may also be taken for graduate credit. *Prerequisite: Admission to teacher education for undergraduates.*

**ED 474 Special Topics in Education (1-3 hrs) (3)**

Courses in special topics that will vary from semester to semester and will be announced in advance. ED 474 may be taken for more than one semester. *Prerequisite: permission of the Department Chairperson and the instructor.*

**RD 484 Reading in the Content Areas (3)**

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. This course addresses the philosophy that the effective content teacher includes the teaching of reading as an essential element for affecting the content. Emphasis is given to the importance of pre and post assessment of students' reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials and collateral reading. This course is required for all middle school and secondary school majors in the State of Kansas. This course may be taken for undergraduate and graduate credit. *Prerequisite: Admission to teacher education and permission of instructor.*

### **ED 486 Issues in Educational Technology (3)**

Critical examination of historical, sociological, philosophical foundations and implications of the implementation and use of technology in an educational setting. *Prerequisites: ED 300 and permission of instructor.*

### **ED 494 Philosophy of Education (3)**

An historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy, the relationship between educational philosophy and practice emphasized. May be taken for undergraduate or graduate credit. *Prerequisite: permission of instructor.*

### **ED 497 Independent Study in Education (1-3)**

Intensive guided study in a special topic in education. Independent Study in Education is available only to candidates for teaching licenses. *Prerequisite: admission to an approved program of study and written approval of the Chairperson of the Department of Education.*

## **GRADUATE PROGRAM IN EDUCATION (MEd)**

The Department of Education administers a Master of Education program. See Education, Graduate Programs, in catalog index.

## **ENGINEERING TRANSFER PROGRAM**

Physics and Astronomy Department  
Website: [www.washburn.edu/physics](http://www.washburn.edu/physics)  
Stoffer Science Hall, Room 210  
(785) 670-2263  
[keith.mazachek@washburn.edu](mailto:keith.mazachek@washburn.edu)

Lecturer and Coordinator Keith Mazachek

Engineering courses allow engineering transfer students to complete most of the program common to the first two years at most recognized schools of engineering. They also provide a background of application to theory for students majoring in mathematics and the physical sciences.

### **Student Learning Outcomes**

Students participating in the engineering transfer program at Washburn University, upon graduation, are expected to have:

- Acquired an understanding of the different engineering disciplines and functions;
- Acquired a solid foundation in mathematics, the sciences, and basic engineering necessary to further their engineering education; and develop the ability to progress from observations to

logical conclusions, applying analytical and critical thinking.

A joint “3-2” dual degree program with Kansas State University and the University of Kansas enables a student to earn both a Bachelor of Science in Physics, Mathematics, Chemistry, or Computer Information Sciences at Washburn University, and a Bachelor of Science in Engineering at either of the other universities. Three years are spent at Washburn University pursuing the B.S. in one of the majors above. Upon satisfactory completion of this work, the student will be eligible for transfer to KSU or KU. Upon satisfactory completion of additional work as agreed upon by the student, the advisory committee, and the chairperson of the department involved, the student will receive the appropriate B.S. from Washburn University. Upon satisfactory completion of the requirements of the engineering school, the student will be awarded a B.S. in Engineering from that school. This program will normally take five years, but depending upon the particular field of engineering, the time may vary.

A typical program of study for the first two years is given below, but the student must meet with the Engineering Advisory Committee to secure program approval.

#### **Freshman**

##### **Fall Semester**

MA 151 Calculus and Analytic Geometry I (5)  
CH 151 Fundamentals of Chemistry I (5)  
EN 101 Freshmen Comp (3)  
WU 101 Washburn Experience-Engineering

##### **Spring Semester**

MA 152 Calculus and Analytic Geometry II (5)  
CH 152 Fundamentals of Chemistry II (5)  
PS 281 General Physics I (5)  
EG 116 Engineering Graphics (3)

#### **Sophomore**

##### **Fall Semester**

MA 153 Calculus and Analytical Geometry III (3)  
PS 282 General Physics II (5)  
EG 250 Engineering Mechanics: Statics (3)  
CM Programming (Fortran or C++)  
CN 150 Public Speaking (3)

##### **Spring Semester**

MA 241 Differential Equations (3)  
EG 351 Dynamics (3)  
EC 201 Principles of Macroeconomics (3)  
PS 334 Thermodynamics (3)  
Humanities or Social Science Electives

## COURSE OFFERINGS

### EG 105 Introduction to Engineering (3)

Introduction to the professional role of an engineer with an orientation to the academic requirements of engineering studies, responsibilities of engineering students and professionals, discussion of various engineering careers, job site duties, professional development and registration and engineering ethics. Included are problem definition and solution, engineering design and terminology and the role of technology and its influence on society.

### EG 116 Engineering Graphics (3)

Elements of geometry of engineering drawing with emphasis on spatial visualization and applications. Freehand sketching, dimensioning, and graphs. Computer aided design and engineering analysis. *Prerequisite: EG 105 or consent of instructor.*

### EG 250 Engineering Mechanics: Statics (3)

Vector notation; resultants of force systems; analysis of force systems in equilibrium including beams, frames and trusses; analysis of systems involving friction forces; determination of centroids, centers of gravity, second moments of areas, moments of inertia. *Prerequisite: MA 151 and PS 281.*

### EG 351 Engineering Mechanics: Dynamics (3)

Displacement, velocity, and acceleration of a particle; relation between forces acting on rigid bodies and the changes in motion produced; translation; rotation; motion in a plane; solutions using the principles of force, mass and acceleration, work and energy, and impulse and momentum. *Prerequisite: EG 250 and MA 152.*

### EG 360 Mechanics of Materials (3)

Elementary theories of stress and strain, behavior of materials, and applications of these theories and their generalizations to the study of stress distribution, deformation, and instability in the simple structural forms that occur most frequently in engineering practice. *Prerequisite: EG 250 and MA 153.*

## ENGLISH DEPARTMENT

Morgan Hall, Room 258  
(785) 670-1441

Associate Professor Danny Wade, Chair  
Professor Tom Averill,  
Associate Professor Mary Sheldon  
Associate Professor Roy Sheldon  
Assistant Professor Melanie Burdick  
Assistant Professor Erin Chamberlain  
Assistant Professor Eric McHenry  
Assistant Professor Bradley Siebert  
Assistant Professor Vanessa Steinroetter  
Assistant Professor Corey Zwikstra  
Lecturer Karen Barron  
Lecturer Dennis Etzel  
Lecturer Israel Wasserstein  
Lecturer David Weed

## Degrees Offered

### Bachelor of Arts

*English Literature*  
*Creative Writing*  
*English Education*

## Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of English seeks to satisfy the needs and aspirations of three different groups of students:

- Those taking English to satisfy the University's writing requirement
- Those taking English to satisfy general education Humanities requirements
- Those taking English to satisfy major requirements in one of three undergraduate emphases: Literature, Creative Writing, and English Education.

English majors will acquire the skills and habits of mind that serve them well in all occupations and professions. They will learn to read carefully, write effectively, exercise good judgment in solving problems, flexibly adopt different points of view. More specifically, students will become knowledgeable about great literature (American, British, and World) and writing, understand how language functions in communication and the arts, and appreciate and understand how human beings from different cultures and/or from different times have used the literary arts



to shape experiences thoughtfully and meaningfully. Students will acquire the ability to express these ideas via analysis, creative thinking, and writing. Writing majors will experience a broad range of writing experiences, literature majors will analyze and interpret a variety of literary works, and education majors will learn current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.

### **Student Learning Outcomes**

English majors at Washburn University, upon graduation, are expected to have:

- Acquired a knowledge of major developments in British, American, and World Literature;
- Developed an understanding of the multi-cultural dimensions of language and literature;
- Developed an understanding of the grammars and other aspects of language as media for communication, literature, and culture; and
- Mastered the ability to reflect this knowledge and these understandings in analysis, creative thought, and writing.

In addition to these shared learning outcomes,

- Writing majors will have experienced a broad range of writing experiences,
- Literature majors will have analyzed and interpreted a variety of literary works,
- and education majors will have learned current methods for teaching processes of
- reading, writing, speaking, listening, thinking, and viewing and their interconnections.

### **UNIVERSITY WRITING REQUIREMENTS**

All students graduating from Washburn must take six hours of composition courses, three at the freshman level and three at the junior level.

Most freshmen will take EN 101: Freshman Composition. For those students who do not feel adequately prepared for 101, the English Department offers EN 100: Developmental English. This course, taught by full-time faculty members, offers smaller classes and individual attention to students who need additional preparation before attempting EN 101. Students are allowed to decide for themselves whether they would feel more comfortable with the supplemental support that 100 offers. This “directed self-placement,” however, can be aided by consultation with members of the English faculty, individual advisers, and advisers in Office of Academic Advising.

The second required composition course is EN 300: Advanced Composition. This course, which is designed

to be taken in the junior year, prepares students for advanced academic writing. Students who have 54 credit hours are eligible to enroll in EN 300; for those students who feel that they need additional work before 300, the department offers an intermediate composition course, EN 200. Students are encouraged to talk to their advisors and to faculty members in the English department to determine which course is right for them.

### **THE MAJOR**

Students majoring in English have three options. They may major in English with a literature emphasis or in English with a writing emphasis or in English Education, where they will prepare to teach secondary English. The requirements for each of the emphases are as follows:

#### **Literature Emphasis**

Thirty-three total English hours required, including core requirements, excluding English 101 and 300. The literature emphasis major’s field program should look as follows:

##### **Core Requirements**

- EN 301 Critical Reading and Writing (3)
- EN 310 Modern English Grammar (3)
- EN 400 Senior Seminar (3)

Choose four (at least one from each sequence)

- EN 325 English Literature I (3)
- EN 326 English Literature II (3)
- EN 330 American Literature I (3)
- EN 331 American Literature II (3)
- EN 360 World Literature I (3)
- EN 361 World Literature II (3)

##### **Group A - Literary Forms (Choose one)**

- EN 337 The Short Story (3)
- EN 380 Modern Poetry (3)
- EN 381 Drama (3)
- EN 382 Modern Novel (3)

##### **Group B - Literary Periods (Choose one)**

- EN 370 Medieval Literature (3)
- EN 371 Renaissance Literature (3)
- EN 372 Restoration and 18th Century Literature (3)
- EN 373 Romantic/Victorian Literature (3)
- EN 374 Modern Literature (3)
- EN 375 Contemporary Literature (3)
- EN 376 19th Century American Literature (3)

### Group C - Major Authors

EN 345 Shakespeare or another major author course approved by the departmental chairperson. (3)

#### One course from the following

Communication 150, 350, and 365. Theatre 101/301, 103, 202. Students in the Literature emphasis should consider EN 400 their capstone course.

**=33 total hours**

Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language.

### Writing Emphasis

I. Thirty-nine total English hours required, including core requirements, but excluding English 101 and 300. The writing emphasis major's field program should look as follows:

#### Core Requirements

EN 206 Beginning Poetry Writing (3)  
EN 207 Beginning Nonfiction Writing (3)  
EN 209 Beginning Fiction Writing (3)  
EN 301 Critical Reading and Writing (3)  
EN 310 Modern English Grammar (3)  
EN 315 Reading as Writers (3)  
EN 384 Publishing Lab (3)

#### Two of the following:

EN 305 Advanced Fiction Writing (3)  
EN 306 Advanced Poetry Writing (3)  
EN 307 Advanced Nonfiction Writing (3)

#### Choose three (at least one from each sequence)

EN 325 English Literature I (3)  
EN 326 English Literature II (3)  
EN 330 American Literature I (3)  
EN 331 American Literature II (3)  
EN 360 World Literature I (3)  
EN 361 World Literature II (3)

#### Choose one from the following courses

EN 210 Mythologies in Literature (3)  
EN 337 The Short Story (3)  
EN 382 Modern Novel (3)  
or an equivalent approved by the chairperson  
Students in the Writing emphasis should consider EN 384 Publishing Lab their capstone .

#### One course from the following

MM 202 Basic Media Writing or other MM that emphasizes writing

A playwriting course within the Theatre department

**=39 total hours**

Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language.

### English Education

I. Thirty total English hours required, including core requirements, but excluding English 101 and English 300 with the teaching emphasis. Students who plan to teach in secondary schools should consult with the English Education advisor in the department at an early date. Students should also consult the Education Department section of the catalog regarding Admission requirements and Professional Education course requirements. The teaching major's program should look as follows:

#### Core Requirements

EN 310 Modern English Grammar (3)  
EN 301 Critical Reading and Writing (3)  
EN 320 Lit for Young Adults (3)

#### Choose four (at least one from each sequence )

EN 325 English Literature I (3)  
EN 326 English Literature II (3)  
EN 330 American Literature I (3)  
EN 331 American Literature II (3)  
EN 360 World Literature I (3)  
EN 361 World Literature II (3)

#### Group A - Literary Forms (Choose one)

EN 337 The Short Story (3)  
EN 380 Modern Poetry (3)  
EN 381 Drama (3)  
EN 382 Modern Novel (3)

#### Group B - Literary Periods (Choose one)

EN 370 Medieval Literature (3)  
EN 371 Renaissance Literature (3)  
EN 372 Restoration and 18th Century Literature (3)  
EN 373 Romantic/Victorian Literature (3)  
EN 374 Modern Literature (3)  
EN 375 Contemporary Literature (3)  
EN 376 19th Century American Literature (3)

#### Group C - Major Authors

EN 345 Shakespeare or another major author course approved by the departmental chairperson. (3)

**=30 total hours**

Within the Humanities offerings, one course numbered 102 or its equivalent in any modern foreign language. Students must also take CN 150: Public

Speaking. Within the general education courses in Mathematics and Natural Sciences students must take at least 3 hours of Biology. Within the general education courses in the Social Sciences students must take one course from the following: HI 101,102,111 or 112. Students must have at least three hours of a course stressing a multicultural approach, chosen from among the following: EN 110, 133, 360, 361, or AN 112. EN 360 and 361 are already required, but students are encouraged to take other courses from this list.

Students may receive a certificate to teach speech and/or journalism if they also are certified to teach English. See chairperson.

Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

**NOTE:** All teaching licenses in the State of Kansas have been revised. Students planning to pursue a teaching license should consult with an advisor prior to enrolling in courses.

## THE MINOR

Students who exercise the Optional Minor in English may take one of two paths.

1. In consultation with the chairperson of the department, they may satisfy the Optional Minor with an emphasis in writing. Students exercising this option should take nine hours of writing courses (excluding EN 101 and EN 300). Students may then wish to satisfy the remainder of their fifteen hours by choosing further writing courses or any suggested and appropriate literature courses.
2. Students may also choose to satisfy the Optional Minor in English through a sequence of appropriate literature and language courses. A suggested assemblage of courses, for example, would be EN 325 and/or EN 326; EN 330 and/or EN 331; EN 345; EN 360 and/or EN 361; other appropriate lower or upper division English courses. The department will allow the student, in consultation with the chairperson of the English Department, to assemble an effective grouping of courses.

## COURSE OFFERINGS

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

### EN 100 Developmental English (3)

Small classes and individual attention, focusing on developing the basic habits of good writing through short

writings and culminating in the writing of organized and developed themes. Does not count towards degree credit hour requirements or general education requirements.

### EN 101 Freshman Composition (3)

The techniques and processes of composing and revising; attention to relating reading and writing. Required, with a minimum grade of C, for graduation. Students whose last names begin with the letters A through K should enroll in the Fall semester; students whose last names begin with the letters L through Z should enroll in the Spring semester.

### EN 102 Freshman English Honors (3)

See Honors Program for description.

### </EN 110 American Ethnic Literature (3)

Fiction, essays, drama, and poetry of such American ethnic groups as American Indian, African Americans, Latinos/as, Asian Americans, and others. **(GEHU - GED)**

### </EN 131 Understanding Short Fiction (3)

The interpretation and appreciation of short fiction through close reading of selected masterpieces.

**(GEHU - COM)**

### </EN 133 Stories Around the World (3)

Focuses on modern and contemporary fiction by European, Latin American, Asian, Middle Eastern, and African authors. **(GEHU - GED)**

### </EN 135 Introduction to Literature (3)

The appreciation of literature showing relationships through analysis of different genres. **(GEHU - CCT)**

### </EN 138 Kansas Literature (3)

A study of Kansas through its poetry, short stories, novels, and journalism. Lectures on Kansas history provide background as an aid to better understanding the literature. A study of the literature of pioneering, the small town, and contemporary accounts of Kansas, its land and people. **(GEHU - CCT)**

### EN 145 Shakespeare in Action (3)

An introduction to Shakespeare's poetry and plays, including a selection from the Sonnets, one of the narrative poems, and plays of more than one genre. The focus is on Shakespeare's language and ideas, his methods and kinds of performance, and the historical and cultural moment in which he lived. Film versions of the plays supplement the written texts.

### </EN 177 Science Fiction (3)

Selected novels and short stories depicting innovations and discoveries in science and their impact on man, society, and the universe. **(GEHU - CCT)**

### </EN 178 Fantasy (3)

Selected novels and short stories depicting fictive worlds that contemporary knowledge considers impossible. **(GEHU - CCT)**

### </EN 190 Film Appreciation (3)

Film as a mode of artistic expression with emphasis on selected films, short and feature-length, American and foreign, for understanding and appreciation. Stress will be given to the development of a "vocabulary" with which to discuss, criticize, and otherwise enjoy film art. **(GEHU - COM)**

### </EN 192 Literature and Film (3)

A study of literary texts and their adaptations into the medium of film, with emphasis on the comparative strengths and weaknesses of each version. Stress will be given to the critical vocabulary shared by these narrative forms. **(GEHU - CCT)**

### EN 193 Types of Popular Culture (3)

Examination of subjects and themes in popular literature, with focus on the relationship between popular genres and the traditional canon. May be repeated with change of content.

### EN 199 Special Topics in Writing and Reading (1-3)

A variable topic course in selected subjects in literature and language. See schedule for current offerings.

### EN 200 Intermediate Composition (3)

Continued practice in the techniques and practices of composing and revising beyond EN 101 and further preparation for upper division writing courses, such as EN300. Attention to relating, reading, responding, and writing. Required grade of C or better and 54 hours of credit. *Prerequisite: EN 101 or EN 102, (Freshman English Honors, at Washburn) with a grade of C or better and 54 hours of credit.*

### </EN 206 Beginning Poetry Writing (3)

An introduction to and practice in the writing of poetry. *Prerequisite: EN 101 or 102. (GEHU - GCOM)*

### </EN 207 Beginning Nonfiction Writing (3)

An introduction to and practice in the writing of creative nonfiction, including but not limited to personal essay, memoir, literary journalism, travel and science writing. *Prerequisite: EN 101 or 102 (GEHU - COM)*

### </EN 208 Business and Technical Writing (3)

A review of the basic essentials of business/technical usage and style, with emphasis on organizing ideas and managing basic business and technical writing forms. *Prerequisite: EN 101 or EN 1012. (GEHU - COM)*

### </EN 209 Beginning Fiction Writing (3)

An introduction to and practice in the writing of the short story. *Prerequisite: EN 101 or 102. (GEHU - COM)*

### </EN 210 Mythologies in Literature (3)

A study of mythologies that have been a reference point for literature, focusing mainly on Greek and Roman materials, but drawing upon others such as Norse, Celtic, Gaelic, and Eastern. Readings will include both literary works and supplemental texts. **(GEHU - CCT)**

### </EN 212 Sexuality and Literature (3)

Examines the various roles that sexuality, which includes categories such as intimacy, sex, gender, and sexual orientation has played in literature and film. **(GEHU - CCT)**

### </EN 214 Women and Literature (3)

Literature by and about women from the classical to the contemporary, encompassing literature from seven centuries of writing in English by women of different social backgrounds from all countries in the English speaking world. **(GEHU - CCT)**

### EN 235 Survey of Drama I (3)

(Greek to Elizabethan). Play reading in historical context. Study of elements of production and performance practice and style which emerge representative of period. Periods: Greek, Roman, Medieval, Elizabethan. Nations: Europe, Britain, Japan, China, and India. Cross listed with TH 206. Cannot enroll for credit in both EN 235 and TH 206.

### EN 236 Survey of Drama II (3)

Restoration to Modern. Play reading in historical context. A study of the elements of production and performance practice and style representative of the period. Periods: Restoration, French and Spanish Classicism, Neoclassicism, Realism, Impressionism. Cross listed with TH 207. Cannot enroll for credit in both EN 236 and TH 207.

### EN 299 Special Topics in Writing and Reading (1-3)

A variable topic course in selected subject in literature and language. See schedule for current offering.

### EN 300 Advanced Composition (3)

Additional practice in writing, to assure proficiency in the techniques and tools of composition and to offer students the opportunity to order and articulate their knowledge. Some sections for special academic interests. Required, with a minimum grade of C, for graduation. *Prerequisite: EN 101 or EN 102, with a grade of C or better and must have completed 54 credit hours*

### EN 301/501 Critical Reading and Writing (3)

Practical criticism and writing, stressing the types and methods of critical approaches to literature, ancient and modern, and their application in the interpretation of literary works. Students taking the course for graduate credit will write an additional paper of at least 15 pages focusing on one aspect of the relationship between critical

theory and an individual work or author. *Prerequisite: EN 300 or equivalent. For 501, admission to MLS program or consent.*

### **EN 305/505 Advanced Fiction Writing (3)**

Continued practice in fiction writing with special emphasis on technique. Students taking EN 505 will, in addition to the short stories due as work for 305, revise and edit their stories and write an introduction to those three that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN 209 or consent. For 505, admission to MLS program or consent.*

### **EN 306/506 Advanced Poetry Writing (3)**

Continued practice in poetry writing with emphasis on technique. Students taking EN 506 will be required to select at least five of the poems due as work for 306 and write an introduction to those five that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN 206 or consent. For 506, admission to MLS program or consent.*

### **EN 307/507 Advanced Nonfiction Writing (3)**

Continued practice in the writing of creative nonfiction, including but not limited to personal essay, memoir, literary journalism, travel and science writing. Students taking EN 507 will develop writing projects of considerable length and/or research depth. *Prerequisite: EN 207 or consent. For 507, admission to the MLS program or consent.*

### **EN 308 Technical Writing (3)**

A pre-professional writing course for students entering technical fields. *Prerequisite: EN 300 or equivalent.*

### **EN 309 ESL Methods and Cross-Cultural Communication (3)**

Designed for those who work with non-English speakers. Special emphasis on improving intercultural understanding, on the interaction of language and culture, and on language learning and language teaching.

### **EN 310/510 Modern English Grammar (3)**

Description and analysis of English grammar, its smallest parts up through how those parts are expressed as meaningful discourse. Instruction in how to understand and discuss the English language effectively. Studies the dynamics (formal, historical, social) of language as a particularly human form of communication. Investigates what language is and how it works, how language changes and varies over time and place, and how language is used in social contexts. Students will learn major linguistic categories of phonology (sounds), morphology (words), syntax (sentences), and semantics (meaning), and ask questions about rules and standards of usage, as well as issues of style and politics as they pertain to English

language use. Graduate students must write a 12-page paper developing in greater detail one of the topics covered in the course. *Prerequisite for 510: admission to MLS program or consent.*

### **EN 315/515 Reading as Writers (3)**

Practice in the study of literature from a writer's perspective, primarily exploring the elements of craft involved in creating literary art (point of view, voice, style, prosody, figurative language, diction, syntax). Through critical analysis, aesthetic investigation, and imitation, students will discover the various tools writers employ to create meaning. Students taking EN 515 will be expected to write a paper of 20 pages analyzing the elements of craft involved in one or more essays by a non-fiction writer chosen in consultation with the professor. *Prerequisite for 515: admission to MLS program or consent.*

### **EN 320/520 Literature for Young Adults (3)**

The study of literature read by young adults between the ages of 12 and 18, covering the history of young adult literature, the relationship between children's and young adult literature, censorship and selection, and teaching methods. Students taking the course as 520 will be expected to complete a project or write a paper of substantial length, focusing on some aspect of Young Adult Literature. *Prerequisite for 520: admission to MLS program or consent*

### **EN 325/525 Survey of English Literature I (3)**

Major literary movement, major authors, and the careful reading of masterpieces through the mid-eighteenth century. Students in 525 will write a fifteen-page paper on selected works of a single author from the Middle Ages, Renaissance, or 18th Century on a topic chosen in consultation with the professor. *Prerequisite for 525: admission to MLS program or consent*

### **EN 326/526 Survey of English Literature II (3)**

Major literary movements, major authors, and careful reading of masterpieces from the Romantic period to the present. Special attention will be given to the history of the English language as a literary medium. Students in 526 will write a fifteen-page paper, including scholarship, on selected works of a single author from the period. The topic will be arranged in consultation with the instructor. *Prerequisite for 526: admission to MLS program or consent*

### **EN 330/530 American Literature I (3)**

The course provides a survey of early American literature, from pre-Columbian legends through literature of 1850's. Graduate students will be required to investigate in depth one of the following areas: colonial literature, early national literature, or the literature of American Renaissance. *Prerequisite for 530: admission to MLS program or consent.*

### **EN 331/531 American Literature II (3)**

The course is a survey of American literature from Civil War to present in historical and generic contexts. It stresses close readings of individual texts of fiction, poetry, and drama. Graduate students will select one major author and examine his/her treatment in literary criticism during last fifty years. *Prerequisite for 531: admission to MLS program or consent.*

### **EN 332 Literature of the American West (3)**

Focuses on the fiction, but also includes the autobiographies, poetry, and/or essays, of authors shaped by the landscape, diverse peoples, and values of the American west. *(GEHU - CCT)*

### **EN 336/536 Contemporary Theatre (3)**

A study of developments in playwriting, directing, acting since WWI to the present with special emphasis on influences that have affected contemporary theatre and drama. Graduate students must prepare an oral report on an assigned work of literary (or dramatic) criticism and must write a research paper of 15-20 pages with full scholarly apparatus. Crosslisted with TH 306. Cannot enroll for credit in both EN 336 and TH 306. *Prerequisite for 536: admission to MLS program or Consent.*

### **EN 337 The Short Story (3)**

The history and development of the short story, with emphasis on the short story as an expression of world literature. Some special attention to the contribution of non-western literature to the development of narrative form.

### **EN 345/545 Shakespeare (3)**

Students read, discuss, and write on some of Shakespeare's poetry and a selection from the Comedies, Tragedies, and Histories. Consideration of historical and cultural contexts of the plays, as well as their performance history, will help us appreciate both the works and the culture which inspired them. Graduate students will conduct primary research on topics of their choosing. *Prerequisite for 545: admission to MLS program or consent.*

### **EN 350 Major Authors (3)**

The advanced study of a major literary author or two authors. Special attention will be paid to the evolution of an author's writing style within the historical and cultural framework in which he or she was writing.

### **EN 360/560 World Literature I (3)**

Readings in the great works of European, Asian, and Middle Eastern literature in translation from ancient times to 1600. Students taking the course at the graduate level will write a paper of substantial length explaining how some aspect of world culture helps in the understanding

of work read outside of class. *Prerequisite for 560: admission to MLS program or consent.*

### **EN 361/561 World Literature II (3)**

Readings in the great works of European, Latin American, Asian, Middle Eastern, and African literature in translation from 1600 to the present. Students taking the course at the graduate level will write a paper of substantial length explaining how some aspect of world culture helps in the understanding of a work read outside of class. *Prerequisite for 561: admission to MLS program or consent.*

### **EN 370/570 Medieval Literature (3)**

A survey of English literature in the Middle Ages with special emphasis on the works of Chaucer. Special attention to the contextual relationship of literature and the thought and culture of the period. *Prerequisite for 570: admission to MLS program or consent.*

### **EN 371/571 Renaissance Literature (3)**

A survey of the literature written from 1475 to 1660, focusing on major poets and dramatists, such as Spenser, Shakespeare, Jonson, Donne, and Milton, but also lesser-known writers such as Countess of Pembroke and Aemilia Lanier. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students will write one short analytical paper and a longer (15-20 pages) research paper on a topic of their choosing. The course also requires two class presentations on selected writers of the period, drawing on current scholarly criticism. *Prerequisite for 571: admission to MLS program or consent.*

### **EN 372/572 Restoration and Eighteenth Century Literature (3)**

A survey of the principal genres and major authors of literature written between 1660 and 1800. The course may emphasize a certain genre such as the novel or satire, or an individual author such as Jonathan Swift, Aphra Behn, Samuel Johnson, Henry Fielding, or Fanny Burney. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students must present an oral report on an assigned work of literary (or dramatic) criticism and must write a research paper of 15-20 pages with full scholarly apparatus. *Prerequisite for 572: admission to MLS program or consent.*

### **EN 373/573 Romantic/Victorian Literature (3)**

Readings in Romantic and Victorian literature. The course begins with Wordsworth's expressions of religion in nature, working through selections from the other major Romantics, and concludes with the prophetic and public solutions to the problems of industrial England offered by Carlyle, Tennyson, Ruskin, and Arnold. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students

must present an oral report on an assigned work and must write a research paper of 15-20 pages with full scholarly apparatus. *Prerequisite for 573: admission to MLS program or consent.*

### **EN 374/574 Modern Literature (3)**

Readings will cover the expressions of Modernism in all the major creative arts with primary focus on the reading and analysis of selected “modernist” literary writers from the genres of fiction, poetry, and drama. Some attention to defining the concept and historical parameters of “Modernist”. *Prerequisite for 574: admission to MLS program or consent.*

### **EN 375/575 Contemporary Literature (3)**

Readings in the literary milieu from 1960 to the present in poetry, short fiction, and the novel with attention to the cultural, social, and historical context of individual works and their authors. Graduate students will write a 20-page paper, including contemporary scholarship, examining one author, theme, or movement from this period. *Prerequisite for 575: admission to MLS program or consent.*

### **EN 376 Nineteenth-Century American Literature (3)**

Readings in nine-teenth century American literature from the rise of literary nationalism through the Gilded Age, with special focus on the major literary movements of the period. Graduate students must write a research paper of 15-20 pages with full scholarly apparatus. *Prerequisite for 576: admission to MLS program or consent.*

### **EN 380/580 Modern Poetry (3)**

Major British and American poets from about 1890 to 1945, including Yeats, T. S. Eliot, and Frost. Students taking the course as 580 will write a paper of approximately 20 pages, including critical apparatus, examining one author, theme, or movement from this period. *Prerequisite for 580: admission to MLS program or consent.*

### **EN 381/581 Drama (3)**

A study of drama as a literary form. Graduate students will write a paper of 15-20 pages, including scholarly apparatus, examining one author, theme, movement, or context for dramatic literature. *Prerequisite for 581: admission to MLS program or consent.*

### **EN 382/582 Modern Novel (3)**

A survey of the art and vision of the novel as a modern expression of world literature. Some special attention to the contribution of non-western literature to the development of narrative form. Graduate students will write a paper of 15-20 pages, including scholarly apparatus, examining a novel or novels from this period, the work to be chosen in consultation with the professor. *Prerequisite for 582: admission to MLS program or consent.*

### **EN 384 Publishing Lab (3)**

Students will learn to gather, evaluate, and edit creative manuscripts and produce and publish a literary magazine. *Prerequisites: EN 305 and/or EN 306.*

### **EN 385/585 Directed Reading, Writing, or Research (1-3)**

Designed to investigate a field of special interest which will not be covered in detail in the courses offered in the department. After securing the approval of the chairperson of the department and the consent of a member of the department who is prepared to supervise their reading, students will carry out their projects with the supervising teacher. *Prerequisite: Consent of Instructor.*

### **EN 390/590 Aspects of the Film (2-3)**

Variable specified content in film, such as the American novel into film, the science fiction film, western novels in film. May be repeated with change of content. *Prerequisite for 590: admission to MLS program or consent.*

### **EN 393/593 Literature of Popular Culture (3)**

The study of such individual literary topics as the western, detective fiction, sports literature, and prize-winning novels. Students taking this course as 593 will write a paper of approximately 20 pages, including scholarly research, examining one author, theme, or movement in the genre under consideration. The topic will be chosen in consultation with the instructor. May be repeated with change of content. *Prerequisite for 593: admission to MLS program or consent.*

### **EN 396/596 Topics in Women and Literature (3)**

An advanced study of the works of a major woman author, the women writers of a particular period or in a particular genre, or a thematic study of women writers. *Prerequisite: 3 hours of one of the following; EN 225, EN 226, EN 330, EN 331, EN 360, or EN 361. For 596: admission to MLS program or consent.*

### **EN 399 Special Topics in Writing and Reading (1-3)**

See schedule for the current offering.

### **EN 400 Senior Seminar (3)**

This course is the capstone course for the literature emphasis of the English major. Students work together as a class with a faculty member on a specific topic of ongoing research in the faculty member’s area of expertise. *Prerequisite: English major, senior status, and consent.*

### **EN 499 Spec. Topics: Teaching and Study of English (1-3)**

Special topics of a varying nature for teachers doing in-service work, for graduate students in education and English education, and upper-division English majors.

## GEOGRAPHY

Website: [www.washburn.edu/polisci](http://www.washburn.edu/polisci)

Professor Tom Schmiedeler

Henderson Learning Center, Room 215

(785) 670-1737

No major or minor is offered in Geography. The offerings are administered by the Department of Political Science. Some Geography courses are part of the General Education curriculum and others are part of the Kansas Studies Program of Washburn University.

### COURSE OFFERINGS

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

#### </GG 101 Introduction to Geography (3)

A study of the principal themes of geography: human and environment in interaction, the patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the physical world. This course satisfies general education requirements. **(GESS - GED)**

#### </GG 102 World Regional Geography (3)

World regional geography is a comparative study of physical and human environments of world realms and the interplay of forces which gives each realm its distinctive character. This course satisfies general education requirements. **(GESS - GED)**

#### GG 151 Urban Geography (3)

This course examines the geographic origins and development of urbanism, with special emphasis on physical attributes of site and spatial attributes of situation.

#### GG 201 Environmental Geography (3)

Also known as physical geography, this course introduces students to the distribution and components of the natural environment, including climate, biomes, soils, vegetation and landforms. The course also examines the interactions between these elements, and the effects of humans on the natural environment. Prerequisite: GG 101.

#### GG 220 Special Topics in Geography (3)

#### GG 300 Special Topics in Geography (3)

#### GG 302 Natural Resources Conservation (3)

A study of the principles of natural resource conservation and management, particularly as they relate to human populations, soil conservation and agriculture, water and air pollution and energy resources. Human activities that affect preservation, conservation, and multiple uses and options in a sustainable economy and society are emphasized. *Prerequisite: GG 101.*

#### GG 303 Introduction to Land Use (3)

Students are introduced to the conceptual basis of land use planning as it relates to the determinants, classification and survey, and environmental and fiscal impact analysis of the controlled use of land. The course also examines zoning and subdivision regulations in the approaches to land use planning at local, state and national levels. *Prerequisite: GG 101.*

#### GG 304 Geography of Kansas (3)

This course is a survey of the distributions and interrelationships of various physical, cultural and economic phenomena of the state. Topics include physiographic regions, settlement patterns, agricultural and urban geography. The High Plains, the Southeastern mining areas, and the urban Northeast regional cultures are examined. *Prerequisite: Second semester sophomore status.*

## GEOLOGY

Physics and Astronomy Department

Website: [www.washburn.edu/physics](http://www.washburn.edu/physics)

Stoffer Science Hall, Room 210

(785) 670-2141

No major or minor is offered in Geology. The offerings are administered by the Department of Physics and Astronomy.

### COURSE OFFERINGS

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

#### </GL 101 Physical Geology (3)

Special emphasis on the observation of the phenomena of erosion, mountain formation, and stream and glacial action. Lecture-recitation and some field trips. **(GENS - QSR)**

#### </GL 103 Historical Geology (3)

For students interested in the history and evolution of the planet Earth. Lecture and in-class laboratory work will include exercises with commonly found fossils and geologic-topographic maps. Will provide information about the environment of the early Earth and changes through time. **(GENS - QSR)**



## HEALTH

### Kinesiology

Website: [www.washburn.edu/kinesiology](http://www.washburn.edu/kinesiology)  
Petro Allied Health Center, Room 201  
Professor Roy Wohl  
(785) 670-1459

No major or minor is offered in Health. The offerings are administered by the Department of Kinesiology.

### COURSE OFFERINGS

#### HL 152 Personal and Community Health (3)

This course will increase cognitive understanding of health concepts and develop skills to apply that information. Emphasis is on obtaining, interpreting, understanding and utilizing health information and services, from a personal and societal perspective, to improve health literacy and make educated decisions about one's health.

#### HL 207 Stress and Weight Management (2)

This course explores the causes of stress, effects of stress upon the individual, and cognitive and physical techniques used to combat stress. A variety of relaxation techniques are practiced in class. Additionally, the fundamental principles of weight management will be discussed, including evaluations of government guidelines and popular diets. Emphasis will be on application toward individual weight management goals. No prerequisite.

#### HL 277 Principles of Health Education and Promotion (3)

This course is designed to familiarize the student with the purpose, function, organization and administration of health education and promotion services. Some areas to be discussed are history and philosophy of health education, effective settings, behavior change theories, government initiatives, and ethics. *Prerequisite: HL 152 or PE 198.*

#### HL 377 Critical Issues in Health (2)

This course will focus on controversies surrounding a wide range of current health science and personal health issues. When confronted by differing opinions and points of view, it is necessary to use critical thinking skills to comprehend, evaluate and make decisions in the face of uncertainty. Pros and cons of selected issues will be presented through readings, lectures, class discussions and both oral and written presentations. *Prerequisite: HL 152 or PE 198 or equivalent.*

#### HL 477 Health Education and Promotion Program Planning and Evaluation (3)

This course is designed to study the fundamental concepts, models, theories and strategies pertaining to

health education and promotion program planning and evaluation. Students will gain practical knowledge and will be expected to develop a comprehensive, theory-based strategy for delivery of a health promotion program, as well as provide for appropriate evaluation mechanisms throughout the program. *Prerequisites: HL 277 and HL 377.*

## HISTORY

Website: [www.washburn.edu/history](http://www.washburn.edu/history)  
Email - [history@washburn.edu](mailto:history@washburn.edu)

### Degree Offered

#### Bachelor of Arts – History

Henderson Learning Center, Room 311  
(785) 670-2060  
Fax - (785) 670-1084

Professor Thomas Prasch, Chair  
Professor Alan Bearman  
Professor Rachel Goossen  
Professor Kim Morse  
Associate Professor Kerry Wynn  
Assistant Professor Kelly Erby  
Assistant Professor Bruce Mactavish  
Lecturer Anthony Silvestri

### Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of History exists to develop the learning skills of enrolled students and impart to them an informed awareness of the past, to encourage the professional development of its faculty, and to contribute the professional expertise of its faculty in service to the academy and its constituency.

### Description of the Discipline

Each scheduled history course has a common objective, namely that students enrolled are engaged in “doing history.” Each course challenges students to imagine what happened in the past by examining records of human activity and interpreting them to produce a coherent explanation of times and peoples different from our own. Students in Washburn history courses are not passive recipients of information about the past, but active reconstructors of the past. They sharpen their skills in reading the record, critically thinking about what they find, and drawing conclusions.

### Student Learning Outcomes

History majors at Washburn University, upon graduation, are expected to have:

- Developed familiarity with the broadest patterns of United States and World History;

- Developed an awareness of the character of the historical discipline and its applied and vocational dimensions;
- Applied the understanding of the broad patterns of history to an in-depth examination of significant historical issues for three cultural areas identified by the department (United States, Europe, Non-Western); and
- Demonstrated mastery of the discipline's scholarship.

## THE MAJOR

Students majoring in history must have a minimum of 33 hours in history with a grade of C or above, at least 15 hours taken at Washburn. Students must take 15 hours of lower division history, which will consist of the three World History courses (HI 100, 101 and 102), and the two US surveys (HI 111 and 112). Upper division requirements are 12 hours with at least one course in each cultural tradition: American (303-329); European (330-347, 380-383); non-Western (354-370). Demonstration of the mastery of historical research and writing is required by a grade of C or above in HI 395, History Forum, and HI 399, Historical Methods and Research. Majors must also demonstrate additional competence in one of two ways: a second major, or an established minor.

In declaring a major in history, students will be assigned an advisor and develop a departmentally-approved plan for graduation. The department recognizes a maximum of 3 hours history credit through CEEB Advanced Placement. Departmental honors are offered to those majors attaining a 3.5 in History, a 3.2 GPA overall, and an A in the capstone HI 399 course.

## THE MINOR

Students may minor in history by applying to the department and being assigned an advisor, who will arrange a course sequence in conformity to department requirements. A minor will consist of at least 15 credit hours and include a balance between introductory survey courses and upper level work. Minors may be multicultural, may concentrate in one of the principal historical traditions, or may be organized around a central theme. All course work is to be graded.

## Preparation for Teachers

Students desiring to be certified in secondary social studies at Washburn must major in history and follow one of the following curriculum outlines:

**(ALSO PLEASE NOTE:** all teaching licenses in the state of Kansas have been revised. Students planning to pursue a teaching license should consult with an advisor prior to enrolling in courses.)

**Curriculum Outline for the US History, US Government, and World History Program; 57 semester hours are required.**

### Core Courses

- HI 111 History of the U.S. I (3)
- HI 112 History of the U.S. II (3)
- HI 100 Early World History (3)
- HI 101 Changing World History (3)
- HI 102 Modern World History (3)
- HI 395 History Forum (3)
- PO 106 Government of the U.S. (3)
- PO 107 American State and Local Government (3)
- HI 399 Historical Methods and Research (3)
- Upper division U.S. History (6)
- Upper division European History (3)
- Upper division non-Western History (3)

### Required Additional Courses in Social Science

- Selected upper division Political Science (6)
- Economics (EC 200) (3)
- Anthropology 112 (3)
- Geography (GG 102) (3)

Students seeking certification to teach must also be formally admitted to the University's Professional Teacher Education Programs and adhere to the Education Department's requirements for teacher certification. For admission requirements, see EDUCATION in this catalog.

## COURSE OFFERINGS

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

### </HI 100 Survey of Early World History (3)

Stone-age origins to c. 1200 CE. Basic introductory survey of earliest eras of world cultures and history. Covers late pre-history; first and classical age civilizations of Mediterranean, Asia, and Americas; and emerging peripheral cultures and civilizations of Africa, Asia, Europe and Americas. **(GESS - GED)**

### </HI 101 Changing World History: Traditions and Transformations (3)

Basic introductory survey of world developments, c. 1200-1750 CE. Begins with Mongol conquests. Continues with resurgence and change in established civilizations of Asia, Africa, Europe and Americas. Traces emergence and impact of modernizing West, early era of world

explorations and empire building, and development of global trading networks. **(GESS - GED)**

### **</HI 102 Modern World History (3)**

Basic introductory survey of world developments, c. 1750 to present. Begins with industrialization and political change in the West, producing technologically-advanced Western economic, social and political world dominance. Traces power, processes of decolonization, emerging late 20th-century world economies, states and societies. **(GESS - GED)**

### **</HI 111, 112 History of the United States I, II (3 each)**

The basic survey of American history which satisfies general education requirements, introduces students to the study of the past, and familiarizes them with records of American experiences. It exposes students to political, economic, social and intellectual forces shaping the American heritage and contributing to the nation's development. **First semester:** origins of settlement through Reconstruction; **Second semester:** emergence of an urban, industrial society after the Civil War to the present. **(GESS - CCT)**

### **HI 300/500 Topics in History (1-3)**

Topics will vary from semester to semester and will be announced in advance. *Prerequisite: 3 hrs. HI or consent.*

### **HI 303/503 Colonial America to 1763 (3)**

Study of the age of exploration and the establishment of the original colonies. Emphasis will be given to the British colonies of the western hemisphere, but the course will also include those colonies of other nations as they affect American growth and development. It will include a broad treatment of social, political, economic and intellectual forces to 1763. *Prerequisite: 3 hrs HI or consent.*

### **HI 304/504 American Revolutionary Period, 1763-1789 (3)**

An examination of the problems of Great Britain and the colonies following the French and Indian War. The causes of the American Revolution as well as the events resulting from it will be studied in detail. The critical period, the writing of the Constitution and the laying of the foundations of our government by the Federalists will be analyzed. *Prerequisite: 3 hrs HI or consent.*

### **HI 307/507 The American Civil War: 1848-1877 (3)**

A survey of the sectional crisis beginning with the conclusion of the Mexican War in 1848 to resolution of the crisis by 1877. Themes include: the nature of Northern and Southern societies; the political crisis of the 1850s; the relative military strengths of each side; the major battles and campaigns; the Northern and Southern home fronts, the role African-Americans played in their own liberation;

the process by which reconstruction first emerged and then collapsed. *Prerequisite: 3 hrs. HI or consent.*

### **HI 308/508 Making Modern America, 1880-1920 (3)**

The history of the United States from the end of Reconstruction to World War I. Examines social, political, and economic changes. Topics covered include industrialization and its effects, popular culture, reform movements, and immigration. *Prerequisite: 3 hrs. HI or consent.*

### **HI 309/509 America in the 1920s and 1930s (3)**

History of the United States from the "Roaring Twenties" through the New Deal. Focuses on the dramatic shifts in American life in the interwar period. Topics of special interest include entertainment and leisure, youth culture, the Great Depression, and the expansion of the American state through New Deal programs. *Prerequisite: 3 hrs. HI or consent.*

### **HI 311/511 Cold-War America, 1945-1990 (3)**

Examines the development of the US as it responds to the pressures of the Cold War, repercussions of the corporate economy, dynamics of changing race relations. *Prerequisite: 3 hrs. HI or consent.*

### **HI 312/512 War's Impact on America (3)**

A twentieth-century U.S. History course emphasizing social, economic, and cultural implications of American involvement in wars from the First World War through the Gulf War of 1991. The course addresses, from comparative perspective, mobilization and conscription issues, societal implications on the American home front, and civil liberties issues in wartime from the 1910s to the 1990s. *Prerequisite: 3 hrs. HI or consent.*

### **HI 315/515 Women in U.S. History (3)**

American women's history from the nineteenth century to the present with an emphasis on their role in society, and how women's experiences have been affected by social, economic, and political changes. *Prerequisite: 3 hrs. HI or consent.*

### **HI 317/517 Topeka and Urban American History (3)**

Explores the development of Topeka within the context of urban growth in America. The first half focuses on individuals, groups, institutions, and ideas that define the nation's urban experience, while the second half weaves Topeka into the pattern. *Prerequisite: 3 hrs HI or consent.*

### **HI 319/519 American Indian History (3)**

Examines the history of American Indian societies, concentrating mainly on the period from the seventeenth century to the present. Emphasizes topics related to sovereignty, intercultural relations, political and economic trends, and the diversity of American Indian cultures. *Prerequisite: 3 hrs. HI or consent.*

### **HI 320/520 The American West (3)**

Focuses on the development of the west as a region. It addresses innovative institutions and practices, the changing environment, and the diversity and interaction of cultures.

### **HI 322/522 Kansas History (3)**

Social, economic and political history from Spanish explorations to the present, including the role of the native-American, non-English ethnic groups, and women, and the part played by Kansas and Kansans on the national scene. *Prerequisite: 3 hrs. HI or consent.*

### **HI 325/525 American Religious History (3)**

This course serves as an introduction to religion in American history by focusing upon the impact of religion on American culture and of American culture on religion. It examines the major figures, themes, and theological positions in American religious history from approximately 1600 to the modern era. *Prerequisite: 3 hrs. HI or consent.*

### **HI 328/528 African American History (3)**

The black experience in America from African origins to the present. Themes to be emphasized include: the process of enslavement, the emergence of African-American culture, the nature of slavery, the struggle for freedom, the migration to the North, the Civil Rights movement, and contemporary issues. *Prerequisite: 3 hrs. HI or consent.*

### **HI 329 The Civil Rights Movement (3)**

Examines the way black and white Americans have redefined race relations between the mid-1950's and mid-1980's. Class discussion comprises a significant portion of the course. *Prerequisite: 3 hrs HI or consent.*

### **HI 330 Ancient/Medieval Europe to c. 1400 (3)**

The development of Greek civilization through the Hellenistic period, the phases of Roman civilization, and the forms of civilization in Europe in the wake of the Roman collapse (including feudal and manorial structures, the spread of Christianity, and the first stages of the emergence of nation states). *Prerequisite: 3 hrs HI or consent.*

### **HI 331 Early Modern Europe, c. 1300-1750 (3)**

Covering the Italian Renaissance and its diffusion to the north, the Reformation as social and political as well as a religious movement, the conditions that fueled the European Age of Exploration, the consolidation of nation-states, and the formation of a trans-Atlantic trade network grounded on slavery. *Prerequisite: 3 hrs HI or consent.*

### **HI 332 Modern Europe 1750 - Present (3)**

Begins with Industrialization and its effects and continues to the French Revolution and its broader impact, the development of democratic institutions in the context

of industrial consolidation in the 19th century through the total wars of the 20th century, the Soviet Revolution, trends toward broader democratization and welfare statism, the collapse of communism in the East, and current movements toward European union. *Prerequisite: 3 hrs HI or consent.*

### **HI 336/536 History of England (3)**

Origins and historical development of England in its political, economic and social aspects from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

### **HI 338/538 Victorian Britain, c. 1830-WWI (3)**

Intensive study of British history and life during the Victorian era, 1837-1901. Emphases will include the impact of industrialization, the continued evolution of parliamentary rule, changing women's and family roles, Victorian culture and the expansion of Empire. *Prerequisite: 3 hrs. HI or consent.*

### **HI 339/539 History of France (3)**

Study of the development of French history and culture from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

### **HI 340 French Revolution and Napoleon (3)**

A study of the decade of revolution, 1789-1799, and of the Napoleonic regime. Constitutional, political, societal, economic, and cultural issues will be considered. *Prerequisite: 3 hrs HI or consent.*

### **HI 342/542 History of Germany (3)**

Study of the development of German history and culture from the earliest times to the present. *Prerequisite: 3 hrs. HI or consent.*

### **HI 343/543 The Reformation (3)**

A survey of the history and theology of the Magisterial, Radical, and Roman Catholic Reformation movements of the early sixteenth century, with particular emphasis on the religious ideas and practices of leading reformers such as Luther, Zwingli, Calvin, and Ignatius Loyola. Reformation ideas will be examined within the context of the experiences of these principal figures and of the public they addressed and by whom they were interpreted. The reformation will be considered in relation to the cultural, social, economic, and political changes of the early modern period. *Prerequisites: 3 hrs. HI or consent.*

### **HI 344/544 The Holocaust: A Seminar (3)**

In consultation with the instructor, students will select a topic related to the Holocaust, research it, make a class report, be critiqued by their peers and the instructor, and prepare a research paper. *Prerequisite: 3 hrs HI or consent.*

### **HI 354/554 History of the Middle East (3)**

Origins, historical development and interaction of the major events, ideas, figures, and patterns shaping the history of the Middle East from the rise of Islam to the present. *Prerequisite: 3 hrs. HI or consent.*

### **HI 357/557 History of Traditional China (3)**

Origins, historical development and interplay of major forces, events and characteristics of Chinese Civilization from pre-history to c. 1800. *Prerequisite: 3 hrs. HI or consent.*

### **HI 358/558 History of Modern China (3)**

Origins, historical development and interplay of major forces, events and characteristics of Chinese Civilization from c. 1800 to the present. *Prerequisite: 3 hrs HI or consent.*

### **HI 360/560 History of Mexico (3)**

Origins of Mexican Civilization in the blending of the Indian and Spanish races and civilizations and the historical development of that civilization to the present. The interaction of physical, economic, political and social forces in the shaping of that civilization is emphasized. *Prerequisite: 3 hrs. HI or consent.*

### **HI 361/561 Colonial Latin America (3)**

The course surveys Latin American history from the pre-Columbian era to 1820. Through the exploration of the fundamental events of colonial Latin American history using primary sources, the course identifies and analyzes key political, social, economic, and religious institutions of the colonial experience in Latin America, evaluates the role of state and religion in society, examines intersections of race, class, and gender, and assesses the causes of and wars of independence. *Prerequisite: 3 hrs. HI or consent.*

### **HI 362/562 History of Modern Latin America (3)**

Latin American history from 1820 to the present. The course will focus on the interaction of social, cultural, economic, political, and international factors in the creation of the reality lived by Latin Americans from all socioeconomic backgrounds from the nineteenth century to the present. *Prerequisite: 3 hrs HI or consent.*

### **HI 363/563 Borderlands and Beyond (3)**

The course explores Latino history in the United States within the broader U.S., Latin American, and global economic perspective. Beginning during the Spanish colonial period and including the major formative events in U.S./Mexican/and Latin American history, (Mexican Independence, Texas Independence, Mexican-American War, Mexican Revolution, Spanish-American-Cuban War, etc.), the course asks students to think about the multiple meanings of borders, past and present, as well as the changing role of migration and immigration within that historical context. *Prerequisite: 3 hrs. HI or consent.*

### **HI 370/570 Modern Africa, c. 1700-Present (3)**

Covers the basic developments in sub-Saharan African history since 1700. Begins with the intensification of slave trading, widening trade networks within Africa and linking Africa to the Atlantic world, and continues with the New Imperialist conquest of Africa and its consequences from the 19th century on. Closes with the rise of nationalist movements, decolonization and formation of independent states in Africa. *Prerequisite: 3 hrs HI or consent.*

### **HI 380/580 Women in World History (3)**

Surveys major figures, philosophies, patterns and events shaping women's changing roles and status within human society, origins of civilization to current industrial society. Traditional civilizations covered include Classical Mediterranean World, Confucian Asia, and Islam; significant emphasis will also be placed on understanding the impact of industrialization and modern political revolution both within the west and in the developing world. *Prerequisite: 3 hrs. HI or consent.*

### **HI 381 History and Psychology of Sex and Gender (3)**

Team taught by an historian and a psychologist. Surveys historic and current experience of being male and female within changing western society. Examines past roles and ideas about distinctions between sexes and surveys current psychological research in the area. See Psychology for cross-listing. *Prerequisite: 3 hrs. Social Science or consent.*

### **HI 383/583 Film and History (3)**

In this course, students will survey and evaluate films about historical subjects, seeking to understand the role film plays in shaping popular attitudes towards history and trying to assess the sort of history that film versions of the past promulgate. The main business of the class will be watching films and then discussing them, primarily through E-mail exchanges and debates, a required component of the course. In addition, students will do two book reports and a research paper. *Prerequisite: 3 hrs. HI or consent.*

### **HI 395 History Forum (3)**

A seminar on the nature of history and its application. *Prerequisites: any three 100 level HI courses.*

### **HI 397 Internship in Historical Agencies (3)**

A program for junior/senior level undergraduates principally offered in cooperation with the Kansas State Historical Society and the Brown v. Board of Education National Historic Site on a limited basis, in Museum Display, History Education, Archives and Manuscripts. *Prerequisite: HI111, 112, 6 hours upper division HI, consent.*

### HI 398/598 Directed Readings (1-6)

Directed readings in selected fields of history. Regular conferences. May be taken until six credit hours are earned. *Prerequisites: Senior history major or approval of the department chair.*

### HI 399 Historical Methods and Research (3)

Research and bibliographical techniques and practice in the application of these techniques in selected research. A capstone course required of history majors. *Prerequisites: HI 111, 112, 395 and two of The World History courses.*

## HUMANITIES AND CREATIVE AND PERFORMING ARTS

Morgan Hall, Room 108  
(785) 670-1636

### Degree Offered

Associate of Arts

### Humanities and Creative and Performing Arts

The Associate of Arts degree in the Humanities and Creative and Performing Arts is intended to give students a broad background in a particular area of liberal studies. Students are required to take coursework in at least three disciplines within the Humanities and Creative and Performing Arts and to select a concentration in one discipline. The credits earned in this associate degree are all applicable toward a bachelor's degree. For information and advising on this degree, please contact the College of Arts and Sciences in Morgan Hall 108.

### THE MAJOR

For the Associate of Arts in Humanities and Creative and Performing Arts, a student must complete 62 semester hours with a minimum grade point average of 2.0. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits. Forty-two hours must be graded. A student may not take the pass/fail option in the area of concentration without obtaining and filing with the Registrar's office written permission from the chairperson of the department offering the course. The application for degree should be on file before enrolling for the last 15 hours.

### Student Learning Outcomes

Washburn University students completing this degree, upon graduation, are expected to have:

- Acquired an introductory knowledge of the disciplines comprising the humanities and
- Acquired a foundation for continuing academic study.

Specific course requirements are as follows:

### General Education

- English Composition (three semester hours, English 101 or its equivalent)
- MA 112 or MA 116: College Algebra with a grade of C or better
- Humanities and Creative and Performing Arts (six semester hours of courses from at least two subject areas)
- Natural Sciences and Mathematics (six semester hours of courses from at least two subject areas)
- Social Sciences (six semester hours from at least two subject areas)

### Area of Concentration

(24 semester hours of Humanities and Creative and Performing Arts coursework does not include six hours of Humanities and Creative and Performing Arts general education.)

1. The 24 hours of course work will include at least six hours each from a minimum of three subject areas within the Humanities and Creative and Performing Arts.
2. At least 12 hours will be from one subject area. These courses will be selected from a list developed by the faculty in that subject area and may include six hours of upper-division credit. The department from which the student takes the 12-hour concentration will be the effective administrative home of the student.
3. A minimum of a C grade is required in all courses within the area of concentration, including the six hours of general education in the Humanities and Creative and Performing Arts.

**At least 12 of the hours remaining for the degree will be chosen from outside the area of concentration.**

## INTEGRATED STUDIES

Morgan Hall, Room 108  
(785) 670-1636

### Mission

Consistent with the mission of the University and the College of Arts and Sciences, the primary mission of the Bachelor's of Integrated Studies (B.I.S.) degree is to allow students to use existing academic resources in a sound and creative manner to individualize their academic experiences.

The requirements of the B.I.S. degree are based on the assumption that a multi-disciplinary approach is a suitable model for the depth of experience component of an undergraduate student's degree. In particular, those

students who do not plan to seek post baccalaureate education in a specific field still might benefit greatly from a relatively brief exposure to fundamental aspects of selected disciplines relevant to their personal interests, goals, aspirations, or career path, despite never completing the full set of major requirements in a discipline.

The Program strives to meet student needs in a number of ways. Students interested in a career field which is rapidly evolving will find the flexibility to build a curriculum which meets these needs. A creative student whose interests bridge several disciplines can do so with this program. Those students whose interests follow a theme that spans several departments select courses from multiple departments. Students who have completed an associate's degree from one of fourteen partner community colleges can earn a Washburn degree through the PLAN 2+2 Program and online instruction.

Multi-disciplinary plans of study within the Bachelor of Integrated Studies may be created in one of two ways:

1. Unique, customized plan created by a student and
2. Standard multi-disciplinary plan created by a group of departments.

**Creation of a Customized Plan:** To meet the depth of experience component of the degree requirements, the student designs and submits for approval an Individualized Study Program (ISP). This ISP is formulated by selecting courses from two (or more) Emphasis Areas, or by selecting courses which are consistent with a specific focus, theme, or unifying conceptual principle.

A six-member Bachelor of Integrated Studies Advisory Committee (ISAC) chaired by the College of Arts and Sciences (CAS) Dean or the Dean's designee, is charged with the responsibility of reviewing and approving each BIS Individualized Study Program (ISP). Working with a member of the ISAC, students will develop an ISP proposal. The committee will review ISPs submitted, and approve or modify ISPs. Generally, an ISP will have to be approved (by majority vote) at least one year (24 credit hours) before expected graduation. In exceptional situations, the ISAC at its discretion may consider appeals to approve an ISP one semester (12 credit hours) before graduation.

**Completion of Departmentally-Generated Multi-Disciplinary Plan:** As the world becomes more complex, the needs for interdisciplinary educational experiences increases. To respond to this trend, groups of departments may design a Multi-disciplinary Study Program (MDSP) for approval by the six-member Integrated Studies Advisory Committee (ISAC). Such Multi-Departmental Study Programs require the approval of the Dean of the College

of Arts and Sciences as well as the Dean of any academic unit participating in such a program. Students who choose to pursue these "pre-approved" plans of study must complete the course-work identified by the participating departments.

## Student Learning Outcomes

Washburn University students completing this degree, upon graduation, are expected to have:

- Integrated diverse disciplines through a multi-departmental curriculum;
- Constructed appropriate research questions, conduct research, develop a research argument; and
- Integrated diverse materials into the writing of a research project.

The following pre-approved multi-departmental study programs (MDSPs) are currently available:

### Administrative Communication Emphasis:

(Also available through on-line PLAN program)

Students must complete the following core coursework:

12 Hours of upper division Communication courses:

CN 300 Organizational Communication (3)\*

CN 301 Advanced Organizational Communication (3)\*

CN 330 Conflict and Negotiation (3)\*

CN 350 Persuasion (3)\*

\* Prerequisite for these courses is CN 101 - Principles and Practices of Human Communication.

### 12 Hours of upper division Psychology courses to be chosen from the following:

PY 306 Cognition (3)\*

PY 309 Theories of Personality (3)\*

PY 310 Social Psychology (3)\*

PY 326 Health Psychology (3)\*

PY 395 Psychology of Everyday Life (3)\*

\* Prerequisite for these courses is PY 100 or PY 101.

### 12 hours of Business/Political Science/Sociology courses to be chosen from the following:

BU 342 Organization and Management (3)\*

BU 345 Human Resources Management (3)\*

BU 360 Marketing (3)\*

BU 381 Finance (3)\*

PO 391 Public Personnel Administration (3)

PO 393 Public Budgeting

PO 401 Program Evaluation OR

SO 314 Organizations (3)

\* Prerequisite for these courses include EC 200, EC 201, and AC 224.

**3 Hours of upper division Integrated Studies course-work to complete the required Capstone Project:**

IS 389 Capstone Project Development (1)  
IS 390 Capstone Project (2)  
Liberal Arts Program Emphasis:  
(Also available through on-line PLAN program)

**Students must complete the following core coursework:**

12 Hours of upper division Communication courses:  
CN 300 Organizational Communication (3)\*  
CN 301 Advanced Organizational Communication (3)\*  
CN 330 Conflict and Negotiation (3)\*  
CN 350 Persuasion (3)\*

\* Prerequisite for these courses is CN 101 Principles and Practices of Human Communication.

**12 Hours of upper division Psychology courses to be chosen from the following:**

PY 306 Cognition (3)\*  
PY 309 Theories of Personality (3)\*  
PY 310 Social Psychology (3)\*  
PY 326 Health Psychology (3)\*  
PY 395 Psychology of Everyday Life (3)\*

\*Prerequisite for these courses is PY 100 or PY 101.

**12 Hours of upper division coursework to be chosen from the College of Arts and Sciences**

(Note: MS 310 and MS 340 from the School of Applied Studies may also be used to partially satisfy this requirement).

**3 Hours of upper division Integrated Studies course-work to complete the required Capstone Project:**

IS 389 Capstone Project Development (1)  
IS 390 Capstone Project (2)

**Web Technology Utilization Emphasis:**

Students must complete the following plan of study.

**37 Hours of required courses:**

AR 223 Intro to Computer Graphic Design (3)  
AR 321 Digital Imaging (3)  
CM 101 Computer Competency and the Internet (3)  
CM 111 Introduction to Structured Programming (4)  
CM 113 Visual Programming (3)  
CM 229/AR 229 Web Graphics (3)  
CM 295/AR 295 Web Graphics II (3)  
CM 301/AR 301 Web Tech and Art (3)  
MM 202 Basic Media Writing (3)  
MM 210 Beginning Video Technologies (3)  
MM 321 Publication Technology-(Desktop Publishing) (3)  
IS 389 Capstone Project Development (1)  
IS 390 Capstone Project (2)

**Approved AR/CM/MM Electives**

(21 hours-at least 18 must be upper division) from below:

AR 120 Basic Design (3)  
AR 322 Computer Graphic Design II-(Desktop Publishing) (3)  
AR 325 Digital Imaging II-(Digital Compositions) (3)  
AR 326 2 and 3 D Digital Animation (3)  
AR 327 Workshop in Electronic Art (3)  
CM 245 Contemporary Programming Methods (3)  
CM 295/AR 295 Web Graphics II (3)  
CM 300 LAN Configuration and Management (3)  
CM 302 Web Server/Domain Names/IP Addresses (3)  
CM 304 Web Databases/Forms/CGI/PHP (3)  
MM 100 Introduction to Mass Media (3)  
MM 319 Public Relations (3)  
MM 322 Editing (3)  
MM 351 Mass Media Research (3)  
MM 352 Advertising (3)  
MM 380 Online Publishing-(Design for the Web, HTML, Graphics) (3)

**Required Correlated Courses**

MA 116 College Algebra (3)  
MA 140 Statistics (3)  
BU 250 Management Information Systems (3)  
EN 208 Business and Technical Writing (3)  
CN 150 Public Speaking (3)

**One of the following two:**

CN 340 Professional Interviewing (3) OR  
CN 341 Persuasive Speaking

Students interested in obtaining more information about the Bachelor of Integrated Studies should contact the College of Arts and Sciences Dean's office.

Each candidate for the Bachelor of Integrated Studies degree is required to complete the following:

- ISAC approval of Individualized Study Program (ISP) at least one year before intended graduation or completion of the requirements of a pre-approved multi-departmental study program (MDSP);
- Grade of "C" or better required for designated courses in the ISP/MDSP;
- ISP/MDSP consists of at least 36 graded hours, including 12 hours 300-400 level courses and a capstone project (IS389 and IS390 or substitute approved by ISAC);
- The first 36 hours of the ISP/MDSP may not be applied to the 84 hour "non-major" requirement;



- Courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements; and
- All requirements for the Bachelor of Arts degree must be met with the following exceptions:
  - no major requirements;
  - no foreign language requirement.

### **IS 389 Integrated Studies Capstone Proposal (1)**

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

### **IS 390 Directed Research (1-7)**

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

## **KINESIOLOGY**

Website: [www.washburn.edu/kinesiology](http://www.washburn.edu/kinesiology)

Email: [kines@washburn.edu](mailto:kines@washburn.edu)

Petro Allied Health Center, Room 201  
(785) 670-1459

Professor Roy Wohl, Chair  
Associate Professor Park Lockwood  
Assistant Professor Patti Bender  
Assistant Professor Ross Friesen  
Assistant Professor Margie Miller  
Lecturer John Burns  
Lecturer Karen Garrison

## **DEGREES OFFERED**

### **Bachelor of Arts**

*Exercise Physiology*

*Physical Therapist Assistant*

*Sport Management*

*Flexible Option*

### **Bachelor of Education**

P-12 Teaching Emphasis (Leads to Kansas Teaching Licensure) (*For undergraduates desiring to pursue a teaching career.*)

P-12 Licensure (*Students who have completed a non-teaching degree or a degree in another discipline may pursue a licensure program in physical education. For information call the KN department office at 670-1459 or view the department website.*)

### **Bachelor of Science**

*Athletic Training*

### **Minors in Kinesiology**

#### **Minor in Coaching (19 credits):**

The purpose of the Minor in Coaching is to provide the student with the education and experience needed to obtain an entry-level coaching position. In addition, courses selected provide the knowledge and competencies needed for students to complete the American Sport Education Program (ASEP) coaching certification exam. Course work consists of KN240, KN257, KN300, KN308, KN357, KN260 OR KN360, and two of the following courses: KN253, KN302, KN 304, KN305. Plus, CPR Certification must be current at time of graduation.

#### **Minor in Fitness**

The Minor in Fitness provides content knowledge and competencies expected for entry level fitness certifications through the American Council on Exercise, American College of Sports Medicine, and the National Strength and Conditioning Association. A total of 20 credits comprise the Minor in Fitness. Course requirements are as follows:

- KN 257 Prevention and Care of Athletic Injuries (3)
- KN 300 Psychology of Sport and Physical Activity (3) or
- KN 318 Exercise Psychology (3)
- KN 308 Nutrition for Sports and Fitness (3)
- KN 321 Anatomical Kinesiology (3)
- KN 326 Physiology of Exercise (3)
- KN 400 Planning and Leading Exercise (2)
- KN 410 Fitness Testing and Exercise Prescription (3)

Plus: CPR certification must be current at time of graduation.

### **Mission**

Consistent with the missions of the University and the College of Arts and Sciences, the mission of the Department of Kinesiology is to engage students in an impassioned search for intellectual growth and personal fulfillment through study, from a liberal arts perspective, in one or more of the disciplines encompassed by the domains of kinesiology. The Department promotes the acquisition and use of knowledge, fosters critical thinking, participates in research, and supports students and

faculty in discipline-related service to the university, the profession, and the global community.

### **Student Learning Outcomes**

- Upon graduation, students will demonstrate knowledge and skills in multiple sub-disciplines within kinesiology.
- All majors will demonstrate depth of preparation in a supplemental area of study.
- Bachelor of Arts and Bachelor of Science students will demonstrate the knowledge and skills of their chosen fields, meeting or exceeding the standards set by the appropriate academic and/or professional bodies.
- Bachelor of Education students will gain knowledge and skills in the application of kinesiology to the teaching of physical education, meeting state standards for teacher preparation.
- Students will display critical thinking skills appropriate to undergraduate education.

Please refer to Kinesiology website listed above for information regarding departmental scholarships.

### **The Major in Kinesiology: Bachelor of Arts Degree**

The Bachelor of Arts degree in Kinesiology prepares students for future study and/or careers in the sub-disciplines of Kinesiology and Allied Health, as well as activity-oriented businesses. This degree is NOT for students seeking teaching certification. Each student will take the general education requirements necessary for the Bachelor of Arts degree. The Kinesiology core requirements include the following 16 credits: HL 152, KN 250, KN 320, KN 321, KN 326, KN 496. Activity requirements are 4 credits from the 100-level, one-hour activity course listing or from the following list: KN 260, KN 261, KN 357, KN 360, KN 361, KN 365, or KN 400. Students are also required to take 12 interest area credits in Kinesiology, all of which must be 200+ level with at least 6 at 300+ level. Interest area credits may be fulfilled by concentration courses in Kinesiology but not more than three credits of internship can be applied in this area.

The concentration in Exercise Physiology includes the following: KN 257 or KN 335, KN 300 or KN 318, KN 308, KN 333, KN 400, KN 410, KN 411 and KN 494 (internship 50 hours). Correlated requirements include: MA 140 or PY 150, CH 121, PS 101 or PS 102, and SO 315.

For the concentration in Physical Therapist Assistant (PTA) students must complete all core requirements, activity credits and interest area credits for the BA degree in Kinesiology. Concentration courses are specified by the PTA program. Declaration of this concentration is dependent upon acceptance into and completion of the Allied Health PTA degree program.

The concentration in Sport Management includes the following: BU 360, AC 224, EC 200, EC 201, MM 100, SO 315, 3 credits from BU 342/BU 345/BU 346; 6 credits (3 credits upper division) from: BU 250/BU 315/BU 363/BU 364/BU 470; KN 306, KN 333, KN 370, and KN 494 (Internship 300-600 hours). Students who complete this concentration also qualify for a Minor in Business (see the School of Business for Certification of the Minor).

The Flexible Option concentration allows students to develop a unique program of study leading to specialization in a field other than those currently offered in the BA program. This option is designed to satisfy the needs of those who desire a kinesiology degree but wish to combine it with a specialized interest within disciplines outside the Department of Kinesiology. Students in the Flexible Option concentration must complete all core, interest area, and activity requirements. Concentration courses will be determined through committee approval of a program of studies and must include a minimum of 27 credits plus at least one credit of internship. Students considering a flexible option concentration should first consult with a Kinesiology faculty advisor to become familiar with the nature and overall requirements of the concentration. The advisor will explain the process to pursue this option.

### **The Major in Physical Education: Bachelor of Education Degree**

The Bachelor of Education degree in Physical Education requires satisfactory completion of 49 hours, of which 30 are considered core physical education requirements. These courses include: HL 152, KN 133 or KN 134, KN 250, KN 257, KN 299, KN 306, KN 311, KN 320, KN 321, KN 326, KN 340, and First Aid/CPR certification. In addition, twenty hours of coursework are required for P-12 certification including KN 260, KN 261, KN 270, KN 324, KN 325, KN 360, KN 361, and KN 365. Additional requirements are listed under degree requirements in the Education Department.

### **The Major in Athletic Training: Bachelor of Science Degree**

The Bachelor of Science degree with a major in athletic training is designed to meet the national standards of the Commission on the Accreditation of Athletic Training Education (CAATE). The Athletic Training Education Program (ATEP) is fully accredited by CAATE. Satisfactory completion of this degree qualifies students to take the national certification examination administered by the Board of Certification (BOC). The Washburn University Athletic Training Program (ATEP) is designed to provide students with theory and practice in the athletic training profession. It prepares them to enter a variety of

employment settings related to athletic training and to render care to a wide spectrum of individuals engaged in physical activity. The ATEP provides quality instruction and clinical education in athletic training and supports the discipline of sports medicine through education, scholarly activity and service in the areas of prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation and reconditioning of injury, organization, administration and professional responsibility. Additionally, the ATEP can prepare students for graduate level study in a variety of health related fields including graduate athletic training, physical therapy and physician assistant programs.

Students are required to complete athletic training clinical experiences in a variety of settings with patients engaged in a range of activities with a range of conditions. Clinical experiences allow students opportunities to integrate the skills they learn in the classroom into real-life settings. Clinical experiences must include individual and team sports, sports requiring protective equipment, patients of different sexes, non-sport patient populations and a variety of conditions.

On-campus clinical sites include the Washburn University Athletic Training Room and Student Health Center. Off-campus sites include local and regional hospitals, physician clinics, rehabilitation centers, and area high schools. Students are required to provide their own clinical attire, transportation to clinical sites, show proof of health insurance and immunizations, and maintain continuous first aid and professional rescuer CPR certifications. Professional liability insurance is provided by Washburn University. As part of the admission process students will be subject to criminal background checks, at their own expense, prior to being placed into clinical settings.

### **Athletic Training Admission Requirements**

The Athletic Training Program at Washburn University is a selective admissions program which culminates in a Bachelor of Science degree in Athletic Training. Application screening begins March 1st. Students must be accepted to Washburn University complete a pre-application athletic training observation and submit an initial application to the AT Program Director to be considered for acceptance into the program. Priority will be given to early and complete applicants. Students may apply for openings until the start of the fall academic semester or until all positions have been filled. A limited number of spaces are available, and therefore, selection is competitive.

Students will be granted provisional status in the ATEP after the submission of all initial application materials and completion of the required candidate observation. Initial application to the program does not constitute program admission. Provisional admission shall be based upon,

overall GPA, prerequisite course completion and GPA, and review of submitted materials.

Students are fully admitted into the professional phase of the program in August prior to beginning clinical experiences. Professional phase selection requires the satisfactory completion of all remaining application materials including health screenings and documented completion of all prerequisite courses.

To Apply:

1. Complete the required AT Candidate observation. (20 hours – 15 hours in a “traditional” AT setting.) (Submit candidate observation documents with initial application materials.)
  - Submit the Initial Application materials (faxed or emailed applications will not be accepted) – Application Review begins March 1st
  - Application Form
  - Statement of Interest
  - AT Candidate observation log & supervisor rating
  - Personal Recommendation (must be from someone other than the observed AT)
  - Transcripts off all colleges attended (unofficial acceptable) including current course work
  - Pre-requisite Profile
  - Technical Standards
  - Academic Requirements
2. Upon provisional acceptance, the following must be completed and submitted by August 10th
  - Attendance at program orientation meetings.
  - Physical Exam (may be completed for no charge through Washburn Student Health)
  - Proof of Hepatitis B Vaccination (available through WU Student Health for a fee) or students must submit a declination form.
  - Proof of negative TB skin test (available through WU Student Health for a nominal fee)
  - Physician verification and proof of childhood immunizations (MMR, tetanus, & varicella).
  - Review of Athletic Training Student Agreement, code of conduct, and dress code
  - Copy of CPR and First Aid Certification cards (must be current through May of academic year)
  - Copy of current medical insurance card (medical insurance coverage required)

- Submit for background check and provide appropriate release of information. All Athletic Training Students accepted into provisional status must agree to and obtain a background check in accordance with Washburn University policy prior to beginning clinical experiences.
  - Submit documentation (transcripts) of completed pre-requisite courses.
3. Prerequisite courses (Must be completed by August 10th)
- General Biology (with Lab) (BI 100/101 or equivalent – 5 credits)
  - Human Anatomy (with Lab) (BI 275 or equivalent – 4 credits)
  - Prevention and Care of Athletic Injuries (KN 257)
4. Transfer students welcomed and encouraged to apply. Transfer students must adhere to all application requirements and additionally must:
- Apply for University admissions through the Office of Admissions and submit official transcripts from all colleges attended to the University Registrar.
  - Submit all initial and provisional application materials as listed above.
  - Submit Transcripts to the Athletic Training Education Program
  - Submit course syllabus or other documentation regarding previously completed athletic training courses in order to establish transfer credit as requested. Please note: Transfer credit will not be granted for on-line human anatomy (BI 275) or prevention and care of athletic injury courses (KN 257). Transfer credit for these courses will only be considered for courses delivered in a traditional, classroom/ lab setting.

## Course Requirements

### The Athletic Training core requirements include:

HL 152, KN 320, KN 321, KN 326, KN 333, and KN 411. Athletic Training major coursework includes: KN 256, KN 257, KN 300, KN 308, KN 350, KN 355, KN 357 and KN 455.

### The clinical experience courses are:

KN 258, KN 292, KN 392, KN 393, KN 492, and KN 493.

### Correlated requirements include:

KN 250 and NU 102 or AL 101, BI 255, BI 275, CH 121, PS 101 or PS 102, AL 315, AL 320, and SO 315.

## COURSE OFFERINGS

### One-Hour Activity Courses

100 Rhythmic Fitness I	102 Archery
103 Badminton I	104 Step Aerobics
105 Elementary Ballet	107 Basketball
109 Bowling I	111 Canoeing
112 Cycling	113 Fencing I
114 Fencing II	117 Golf
123 Judo I	124 Karate I
125 Lifeguard Training	126 Elementary Modern Dance
129 Racquetball I	132 Softball
133 Swimming I	134 Swimming II
137 Tennis	138 Tennis II
139 Tai Chi	141 Yoga
143 Soccer	144 Volleyball
146 Weight Training I	
150 Judo II	151 Karate II
152 Kardio Kickboxing	155 Elementary Jazz Dance
156 Rhythmic Fitness II	157 Country/Western Dance
158 Intermediate Jazz Dance	159 Tap Dance
162 Beginning Skin/Scuba Diving	165 Self Defense
166 Weight Training II	169 Social Dance
170 Aqua Exercise I	171 Deep Water Walking
173 Water Safety Instructor	176 Tae Kwon Do
177 Individualized Exercise	183 Adv. Tae Kwon Do
184 Self-Defense II	189 Social Dance II
190 Special Topics	192 Marathon Training I
193 Marathon Training II	

### KN 240 Coaching Principles and Philosophy (2)

This course is required for the coaching minor. It is designed to provide students with a basic understanding of coaching principles and help students develop a sound coaching philosophy. Students will examine their roles as coaches, improve communication and management skills, develop technical coaching skills, and learn proper team training and management strategies. This course will provide much of the content necessary for students to complete the American Sport Education Program's (ASEP) certification exam. *Prerequisite: Sophomore status*

### KN 248 Wellness Concepts and Application (3)

The purpose of this course is to introduce and explore the essential concepts of wellness and to gain an understanding of the processes that contribute to developing and maintaining a healthy lifestyle. The

wellness approach will emphasize personal responsibility for one's health through critical examination and evaluation of the consequences of lifestyle choices, the selection and development of behavior change skills that promote optimal enhancement of all wellness dimensions, and the creation of a personal wellness plan for a productive and satisfying life. **(GESS - CCT)**

### **KN 250 Introduction to Kinesiology (2)**

This course examines the process of human movement as a unifying element in the study of the discipline of Kinesiology. Content areas include the scientific foundations of human movement, the history and philosophy of physical education, the role of physical education in the educational process, general purposes of Kinesiology programs, career orientation and the future of Kinesiology.

### **KN 253 Fundamentals of Football Coaching (2)**

Football fundamentals and techniques for those who plan to coach.

### **KN 256 Emergency Management and Response for Sports Injury (2)**

This course is designed to prepare students, to recognize and respond appropriately to acute sports injuries and life threatening illness. Students will review basic life support and automated external defibrillation, and gain experience with airway adjuncts and emergency oxygen administration, assessment of vital signs, head and spinal injury management including advanced stabilization techniques, contemporary splinting techniques, and emergency action planning. *Prerequisite: Professional Rescuer/Healthcare provider BLS Certification or higher.*

### **KN 257 Prevention and Care of Athletic Injuries (3)**

This course will instruct and evaluate contemporary methods of athletic training including conditioning, prevention, recognition and acute care of athletic injuries. Educational competencies and proficiencies consistent with the NATA, and mainly from the Risk Management and Injury Prevention and Acute Care of Injury Domains of Athletic Training will be presented. The course is a required part of the athletic training major and is also appropriate for kinesiology majors and students interested in coaching.

### **KN 258 Clinical Experiences in Athletic Training: Introduction (1)**

This course is an introduction to athletic training clinical experiences in the Washburn University Athletic Training Education Program. There will be an application of introductory skill modules through laboratory practice and observational experiences in natural settings. *Prerequisites: KN 256 or PE 256, previous or concurrent enrollment in KN 257 or PE 257, or consent of instructor.*

### **KN 260 Physical Education Activity Techniques I (2)**

This course emphasizes the learning of basic skills and teaching progressions, including lead-up games/activities, instructional strategies and teaching methods for these activities: basketball, soccer/speedball, softball, flag football, team handball, lacrosse, and floor hockey.

### **KN 261 Physical Education Activity Techniques II (2)**

This course emphasizes the learning of basic skills and teaching progressions, instructional strategies and teaching methods for these activities: strength training, including the use of dumbbells, barbells, exercise bands and tubing, body weight, stability balls and medicine balls, yoga, Pilates, aerobic conditioning, including hi/low aerobics, step aerobics, aerobic kickboxing, walk/run conditioning, and technological applications such as Wii Fit.

### **KN 270 Instructional Strategies in Physical Education (3)**

An introductory teacher education course that provides an orientation to basic information that is reflective of successful teaching in physical education. Content includes lesson planning, skill progressions, spectrum of teaching styles, classroom management, systematic observation, orientation to new and unique activities and micro and peer teaching experiences.

### **KN 271 First Aid and CPR (2)**

General emergency first aid including sudden illness, musculoskeletal injuries, heat/cold emergencies, splinting, bandaging and CPR. Opportunity is provided to earn both American Red Cross Responding to Emergencies First Aid and CPR certifications.

### **KN 280 Sports Officiating I (2)**

Study and interpretation of current rules; field work for practicing officiating techniques. *Prerequisite: Consent of instructor.*

### **KN 292 Clinical Experiences in Athletic Training: Basic Skills (1)**

Students will receive laboratory instruction and practical experiences in basic athletic training skills through structured laboratory sessions and natural settings. *Prerequisites: KN 256 or PE 256; KN 257 or PE 257, and KN 258 or PE 258.*

### **KN 299 Measurement and Evaluation in Kinesiology (3)**

This course is designed to provide students with an understanding of measurement and evaluation in kinesiology, with specific emphasis on assessment procedures for physical education programs. This course will include an orientation to descriptive statistics, with emphasis in the selection, development, administration and interpretation of appropriate assessments for physical education. Skill performance, knowledge, and fitness assessments with computer applications will be included. *Prerequisite: MA 112 or MA 116.*

**KN 300 Psychology of Sport and Physical Activity (3)**

The study of psychological processes related to sport and exercise behavior. The course will provide a broad overview of the major topics, including: motivation, arousal, goal-setting self-confidence, and imagery.

**KN 302 Advanced Basketball Coaching Techniques (2)**

Advanced techniques involved in playing basketball. Discussion of various systems or styles of basketball now used; different types of team defenses; variation of play against different defenses; planning of practice sessions. Designed especially for those who intend to coach basketball.

**KN 303 Coaching Track and Field (2)**

Fundamentals and coaching methods in all events within the track and field program. Rules, records, and history of track and field.

**KN 304 Coaching Baseball and Softball (2)**

Individual fundamentals and team play in baseball and softball. Designed particularly for those who plan to coach.

**KN 305 Coaching of Tennis and Volleyball (2)**

Fundamentals and coaching techniques in tennis and volleyball. Rules, strategies, and administrative requirements to coach tennis and volleyball.

**KN 306 Administration of Athletics, Intramurals and Physical Education (3)**

The theoretical and practical approach to the administration of athletic, physical education, and intramural programs. Students will be assigned administrative projects in physical education, athletics and intramurals.

**KN 308 Nutrition for Sports and Fitness (3)**

This course will provide an understanding of nutrition and its relationship to physical fitness and sports performance. Students will learn about nutrition guidelines and the effects of nutrition on topics such as metabolism, hydration, body composition, supplements, ergogenic aids, and sports specific training. In addition, students will perform and analyze nutrition and energy assessments and make recommendations to improve performance. *Prerequisite: HL 152*

**KN 310 Elementary/Middle School Health and Physical Education for the Classroom Teacher (3)**

This course is designed to provide the elementary/middle school education major with fundamentals for the development and implementation of effective health and physical education programs.

**KN 311 Motor Development and Lab (3)**

This course is designed to provide students with an examination of current theories of motor development throughout the life cycle. Emphasis is placed on development of fundamental motor skills, physical growth and development, and assessment. Students will be required to conduct a variety of assessments on diverse individuals. *Prerequisites: Either KN 260 or PE 260, KN 261 or PE 261, KN 360 or PE 360, or KN 361 or PE 361, or permission of instructor.*

**KN 315 Special Topics in Kinesiology (1-3)**

May vary from semester to semester. May be taken more than one semester depending upon topic.

**KN 318 Exercise Psychology (3)**

This course will introduce students to the basics and provide a solid foundation of psychological consequences and adherence aspects associated with the psychology of exercise. The interconnection among theory, research, application, and intervention will be utilized in order to apply the knowledge learned in this course to actual situations.

**KN 320 Motor Learning (3)**

Application of motor learning and motor control concepts to the acquisition of motor skills, with emphasis on structuring practice to optimize skill learning.

**KN 321 Anatomical Kinesiology (3)**

The study of anatomical and mechanical principles in relation to human motion. *Prerequisite: BI 250 or BI 275.*

**KN 324 Activities and Methods of Elementary School Physical Education (3)**

Developmentally appropriate activities for preschool and elementary school children, and practical, site-based experience in planning, teaching, and evaluating physical education programs for children. A practicum experience in the public school setting is required. *Prerequisites: KN 270 or PE 270 and KN 311 or PE 311 or permission of instructor.*

**KN 325 Curriculum Development and Secondary Physical Education Methods (4)**

Instructional methods, resources and curriculum development (7-12) in planning, teaching and evaluating a secondary school physical education program. A practicum experience in the public school setting is required. *Prerequisites: KN 270 or PE 270 and either KN 260 or PE 260 or KN 360 or PE 360, or permission of instructor.*

**KN 326 Physiology of Exercise (3)**

Process of scientific inquiry applied to physiological systems engaged in exercise. Examination of the acute and chronic effects of exercise on structure, function, and performance. *Prerequisite: BI 255.*

**KN 333 Microcomputer Applications to Kinesiology (2)**

This course examines computer technology applications and software related to kinesiology.

*Prerequisite: Kinesiology Major.*

**KN 335 Human Factors and Ergonomics (3)**

This course examines human factors and ergonomics as the interdisciplinary study of humans interacting with elements of systems in the workplace and other environments. Thorough analysis, evaluation, and synthesis are employed in the application of design to optimize well-being and performance. *Prerequisite: Junior standing or consent of instructor.*

**KN 340 Adapted Physical Education (3)**

This course will provide students with the knowledge, skills and instructional techniques necessary to adapt and modify physical activities for students with developmental delays and/or mental and physical disabilities. Legal issues associated with educating individuals with disabilities in the physical education setting will be examined. A practicum experience in the public school setting and/or community setting is required. *Prerequisite: KN 311 or PE 311 or consent of instructor.*

**KN 350 Evaluation of Athletic Injuries (4)**

This course will instruct and evaluate contemporary methods of athletic training related to specific evaluation techniques and procedures for caring for athletic injuries. Educational competencies and proficiencies, consistent with the NATA, and mainly from the Orthopedic Clinical Examination and Diagnosis Domain of Athletic Training will be presented. The course is a required part of the athletic training major and may also be appropriate for other interested allied health majors with instructor consent. *Prerequisites: KN 257 or PE 257 and BI 250 or BI 275.*

**KN 355 Therapeutic Modalities and Exercise in Injury Management (4)**

A course designed for students in the athletic training major to provide theoretical basis, comprehension and synthesis in the application of therapeutic modalities and therapeutic exercise. The procedure portion is designed to provide students hands-on experience with application, procedures, and protocols related to therapeutic modalities and therapeutic exercise. This includes the use of heat, cold, photo and mechanical modalities, electrical stimulation, ultrasound, and therapeutic exercises in the management of athletic injuries. *Prerequisite: KN 350 or PE 350 or consent of instructor.*

**KN 357 Sports Performance Training and Reconditioning (2)**

This course provides students with the knowledge and skills to design, measure, and instruct contemporary activity-specific functional training. It will emphasize

methods and progression of strength, flexibility, speed, power, agility, balance, core and endurance training techniques using modern tools and exercise equipment. Peer teaching, testing and the opportunity to participate in clinical application of skills is included. *Prerequisite: KN 326 or PE 326.*

**KN 360 Physical Education Activity Techniques III (2)**

This course emphasizes the learning of basic skills and teaching progressions, including lead-up games/activities, instructional strategies and teaching methods for these activities: volleyball, tennis, badminton, pickleball, table tennis, golf, archery, and bowling.

**KN 361 Physical Education Activity Techniques IV (2)**

This course emphasizes the learning of basic skills and teaching progressions, instructional strategies and teaching methods for these activities: PreK12 rhythms and dance, including creative rhythms, social, folk and line dances, and basic tumbling, stunts and balance activities.

**KN 365 Physical Education Activity Techniques V (2)**

This course provides students with the foundational knowledge and skills necessary to teach educational outdoor adventure and recreational activities such as camping, hiking, climbing, backpacking, orienteering, cycling, skating and canoeing.

**KN 370 Facility and Event Management (3)**

This course addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production and evaluation. *Prerequisite: KN 306 or PE 306.*

**KN 392 Clinical Experiences in Athletic Training: Evaluation (2)**

Students will receive laboratory instruction and practical experience in athletic training skills related to evaluation and assessment, through structured laboratory sessions and natural settings. *Prerequisite: KN 350 or PE 350 and KN 292 or PE 292 and formal ATEP program admission.*

**KN 393 Clinical Experiences in Athletic Training: Rehabilitation (2)**

Students will receive laboratory instruction and practical experience in athletic training skills related to rehabilitation, through structured laboratory sessions and natural settings. *Prerequisite: KN 355 or PE 355 and KN 392 or PE 392.*

**KN 400 Planning and Leading Exercise (2)**

This course applies scientific principles to the practical exercise environment and develops necessary skills for planning and leading safe exercise for individuals and groups. *Prerequisites: KN 321 or PE 321 and KN 326 or PE 326.*

### **KN 410 Fitness Testing and Exercise Prescription (3)**

Students will become familiar with current fitness testing procedures and exercise prescription methods. *Prerequisite: KN 326 or PE 326.*

### **KN 411 Current Literature in Kinesiology (3)**

This course acquaints students with the processes by which research generates information and theoretical advances in Kinesiology and also explores specific recent developments in the field. *Prerequisite: KN 326 or PE 326.*

### **KN 455 Organization and Administration of Athletic Training (3)**

The theoretical and practical approach to the organization and administration of athletic health care programs. It will follow the recommended content of health care administration and professional development and responsibilities of entry-level athletic trainers. *Prerequisite: KN 257 or PE 257, Senior in Athletic Training Education Program.*

### **KN 492 Clinical Experiences in Athletic Training: General Medical (2)**

Students will receive laboratory instruction and practical experience in general medical and performance training and testing techniques, through structured laboratory sessions and natural settings. *Prerequisites: KN 393 or PE 393, AL 315 and AL 320.*

### **KN 493 Clinical Experiences in Athletic Training: Capstone (2)**

Students will receive laboratory instruction and practical experience on organization and administration issues, and integration of athletic training skills, through structured laboratory sessions and natural settings. Students will also complete a capstone project. *Prerequisite: KN 455 or PE 455 and KN 492 or PE 492.*

### **KN 494 Internship I in Kinesiology (1-12)**

Each credit of internship requires 50 hours in a practical setting which is related to the student's concentration. Students should check their concentration requirements for the number of required internship credits. *Prerequisite: Completion of Core and Concentration courses (may take KN 496 concurrently) and proof of current certification in First Aid and CPR*

### **KN 495 Internship II in Kinesiology (1-12)**

This additional internship requires 50 hours in a practical setting, which is related to student's degree and concentration for each unit of credit awarded. *Prerequisite: Completion of Core and Concentration courses (may take KN 496 concurrently) and proof of current certification in First Aid and CPR.*

### **KN 496 Synthesis and Application in Kinesiology (2)**

With a seminar format, this class will use a problem-solving approach to synthesize and apply the major concepts of the Kinesiology core curriculum. Students will also consider issues related to their future academic and professional development. *Prerequisite: Completion of all KN Core Courses.*

## **MASS MEDIA**

### **Contemporary Journalism, Creative Advertising, Film and Video, Public Relations**

Website: [www.washburn.edu/massmedia](http://www.washburn.edu/massmedia)

WIKI: <http://morforu.wikidot.com>

Henderson Learning Center, Room 316

(785) 670-1836

Associate Professor Kathy Menzie, Chair

Professor Frank Chorba

Professor Charles Cranston

Associate Professor Maria Raicheva-Stover

Lecturer Regina Cassell

Lecturer JaeYoon Park

### **DEGREE OFFERED**

#### **Bachelor of Arts**

*Mass Media*

### **MISSION**

Consistent with the mission of the University and the College of Arts and Sciences, the Mass Media Department strives, through teaching, research, creative activities, and service, to continuously improve student learning and career development, to meet the needs of the global media industry, and to extend the knowledge of media issues. The department aims to promote media literacy, freedom of expression and socially responsible communication.

### **DESCRIPTION OF DEPARTMENT**

The Mass Media curriculum provides Washburn students with a rich diversity of media studies in the areas of Creative Advertising, Film and Video, Public Relations, and Contemporary Journalism. The courses within these areas prepare students for careers in the applied media professions and graduate studies. The Mass Media program emphasizes multimedia skills necessary for students to pursue opportunities in traditional as well as new media industries, including independent entrepreneurial enterprises. The major and minor can be selected in combination with other majors offered in the College of Arts and Sciences and other schools within the University.



## STUDENT LEARNING OUTCOMES

Mass Media students at Washburn University, upon graduation, are expected to:

- Demonstrate knowledge of the historical development of media in American society
- Demonstrate knowledge of the increasingly changing media environment in terms of technological, regulatory, economic, legal and societal trends
- Locate, select, use, and evaluate information with the aim of communicating effectively with diverse audiences
- Use technology to research, organize, and communicate information to various audiences
- Critically evaluate questions, reflect on their meaning, compare multiple viewpoints and examine evidence to make an informed judgment
- Contribute professional media projects to community organizations in the surrounding area
- Have acquired the ability to conceptualize and carry out information campaigns that meet specific organizational needs.

## THE MAJOR

Majors must complete a total of 40 hours. This includes a variety of core course requirements, courses in a selected area of emphasis, and elective offerings chosen in consultation with an advisor. All majors must also complete CN 150 Public Speaking as part of their general education requirements. All majors must complete a 15-22 hour minor. Upon completion of the minor the student must fill out the minor form and have it signed by the department conferring the minor.

## THE MINOR

The minor in Mass Media consists of 18 credit hours. Students must complete MM 100, 199, and one of the following courses: MM 203, MM 202, or MM 212 and an additional 9 hours selected in consultation with a media advisor. A minor can be developed in creative advertising, film and video, public relations, contemporary journalism or a combination of these areas.

## On-Campus Laboratories

Mass Media majors have the opportunity to gain hands-on experience in advertising, public relations, print and digital film and video at Washburn University. Instructional Media's television studio, WUCT-CH 13 cable channel, and public TV station, KTWU provide majors with additional experience. Student media offers paid opportunities for print, digital media, radio, advertising and promotions. The writing, design and editing courses are taught in the Stauffer Mass Media computer lab. The

film and video editing courses are taught in the new Avid editing lab facility in Henderson Learning Center.

## Internships

Internships are required for all students. The Mass Media faculty members maintain a network of contacts with professionals in radio, TV and cable companies, production companies, newspapers, advertising and public relations agencies, and business and professional organizations. The Internship Coordinator must approve internships. Students work a total of 192 hours for the organization. Twenty-four hours of credit in the major, with at least 9 hours in area of emphasis must be completed prior to the internship experience.

## Contemporary Journalism

The Contemporary Journalism emphasis prepares students who seek careers as writers, reporters, editors and designers, with newspapers, magazines, electronic entities, and web publishers. The curriculum emphasizes writing, reporting, editing, designing, producing and managing for print, audio, video and web.

MM 100 Introduction to Mass Media (3)

MM 199 Media Bootcamp (3)

MM 202 Creative Media Writing

MM 300 Mass Media Law (3)

MM 321 Visual Communication (3)

MM 400 Media Literacy (3)

MM 403 Advanced Reporting (3)

MM 409 Electronic Journalism (3)

MM 422 Editing (3)

MM 424 Advanced Media Lab (1+1)

MM 431 Creative Media Practicum (3)

MM 494 Internship (2)

Department Electives (6)

**Total Hours = 40**

## Creative Advertising

The advertising emphasis in Mass Media prepares students to work in the creative side of advertising. In addition, students are expected to minor in one of three areas: Electronic Art, Business, Psychology.

MM 100 Introduction to Mass Media (3)

MM 199 Media Bootcamp (3)

MM 202 Creative Media Writing (3)

MM 400 Media Literacy (3)

MM 300 Mass Media Law (3)

MM 321 Visual Communication (3)

MM 352 Advertising I (3)

MM 415 Promotions Writing (3)

MM 432 Advertising II (3)

MM 424 Advance Media Lab (1+1)  
MM 425 Creative Strategies in Advertising (3)  
MM 494 Internship (2)  
Department Electives (6)

**Total Hours = 40**

## Film and Video

The Film and video emphasis provides students with an opportunity for developing contemporary forms of the narrative, documentary and newer expanded media genres for a variety of distribution outlets. The sequence is designed specifically to instruct students in the use of new digital technologies for the web, broadcast media, film narratives, and experimental or documentary applications. Recommended minors are Anthropology, Art, Computer Science, English, History, Music, Political Science, Sociology or Theater.

MM 100 Introduction to Mass Media (3)  
MM 199 Media Bootcamp (3)  
MM 212 Digital Filmmaking I (3)  
MM 400 Media Literacy (3)  
MM 300 Media Law (3)  
MM 302 Cinematic Storytelling (3)  
MM 312 Digital Cinematography (3)  
MM 350 Film Editing and Theory (3)  
MM 405 The Documentary Film (3)  
MM 411 Entrepreneurial Media (3)  
MM 414 Digital Filmmaking II (3)  
MM 424 Advanced Media Lab (1+1)  
MM 494 Internship (2)  
Department Electives (6)

**Total Hours = 40**

## Public Relations

The Mass Media degree with a public relations emphasis prepares students to manage communication programs of public and private organizations. The course sequence provides a traditional body of knowledge and skills needed by professionals, as well as emerging information, issues and trends. Recommended minors include Art, Business or Psychology.

MM 100 Introduction to Mass Media (3)  
MM 199 Media Bootcamp (3)  
MM 202 Creative Media Writing (3)  
MM 400 Media Literacy (3)  
MM 300 Mass Media Law (3)  
MM 319 Public Relations (3)  
MM 321 Visual Communication (3)  
MM 422 Editing (3)  
MM 415 Promotions Writing (3)  
MM 413 Advanced Media Lab (1+1)

MM 420 Public Relations II (3)  
MM 494 Internship (2)  
Department Electives (6)

**Total Hours = 40**

## COURSE OFFERINGS

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

### </MM 100 Introduction to Mass Media (3)

The subject of this course is the mass media. It is designed to acquaint students with newspapers, magazines, books, radio, recordings, television, films, advertising, public relations, and the interactive media of computers and information technology. *(GEHU - ILT)*

### MM 199 Media Bootcamp (3)

Students will learn to understand the significance and application of basic media terminology. Emphasis will be placed on mastering the technology processes and constructing messages to be used in commercial, social and mobile media.

### MM 202 Creative Media Writing (3)

The study and practice of fundamentals of creative writing for Public Relations and Advertising. *Prerequisite: MM 100 and MM 199.*

### MM 212 Digital Filmmaking I (3)

This course will provide an introduction, through lab and demonstration activities, to the process of creating a film or video product for a broad range of venues. *Prerequisites: MM 199 or consent.*

### MM 293 Special Topics (3)

Special subject courses not covered in the department catalog listing. May be repeated when topics vary.

### MM 300/500 Mass Media Law (3)

This class will study ethical and legal issues in mass communication contexts. Examines the limitations and responsibilities of communicators. *Prerequisite: MM 100 or consent.*

### MM 301/501 Mass Media and the Cinema (3)

Investigation into how the cinema portrays the media of radio, television, film and the press. Discussion of various types of film analysis and criticism, including production analysis, sociological, genre, and ideological criticism of film form and content. *Prerequisite: MM 100 or consent.*

### MM 302/522 Cinematic Storytelling (3)

Students will learn to understand the structure and format of the of narrative script form. While the principles of visual storytelling, dialogue, and general visual

communication techniques will be examined, students will learn the skills of script analysis including: writing treatments, synopsis, content outlines and evaluation of a script based on structure, motif, character, theme and marketability. *Prerequisites: MM 199 or consent.*

### **MM 311 Broadcast Performance (3)**

Practice in speaking and performing for radio and television presentations. Exercises are based on a variety of practical applications found in announcing situations. Students are guided by in-class evaluations from the instructor and peers. *Prerequisite: MM 199 and MM 202 or consent.*

### **MM 312/532 Digital Cinematography (3)**

This class is an introduction to the study and use of digital cinematography as a technique for storytelling tool, students will examine and demonstrate how they might use defined communications techniques for new, commercial television, the narrative and the documentary film. *Prerequisites: MM 199.*

### **MM 319 Public Relations 1 (3)**

Survey and analysis of organizational practices in communicating and building relationships with internal and external publics. *Prerequisites: MM 199, MM 202.*

### **MM 321 Visual Communication (3)**

Learning typography, color, and design principles using desktop publishing techniques and software. *Prerequisites: MM 199 and MM 202 or MM 203.*

### **MM 350 Film Editing and Theory (3)**

This course will explore the theory and historical development of film editing from its inception to current practice with digital technology. The course will also provide practical hands-on editing exercises for visual storytelling. *Prerequisite: MM 302 or consent.*

### **MM 351/551 Mass Media Research (3)**

Study of quantitative and qualitative research techniques and of the interpretation and reporting of research findings. *Prerequisite: MM 100 or consent.*

### **MM 352 Advertising (3)**

This class is an analysis of commercial persuasion. Examining messages, audiences, and settings. *Prerequisite: MM 100, MM 202 or consent.*

### **MM 355 Sports and Media (3)**

Mediated sport is an important facet of modern life. Students examine relationships among media, sport and society. By the end of this course, students should have attained knowledge and understanding of: the historical development of the relationships of sport, media and society; career opportunities which involve media and sport; similarities and differences in the relationships of

the various media and sport; and the ways media and sport affect life in the United States.

### **MM360 Minorities and the Media (3)**

An examination of the portrayal of underrepresented groups in the media, and how ethnic populations can be reached via media messages. *Prerequisite: MM 100*

### **MM 393/593 Special Topics (1-3)**

Special subject courses not covered in the department catalog listing. May be repeated when topics vary. *Prerequisites: MM 100 or consent.*

### **MM 400 Media Literacy (3)**

Historical and critical overview of seminal theories and research in communication, including both positivist and interpretative paradigms. Special emphasis will be placed on the interplay between media and various social, political, psychological, historical and economic factors with the goal of providing students with in-depth understanding of the role of media in society. *Prerequisite: MM 100; MM199; EN300*

### **MM 401 Media Analysis and Criticism (3)**

Discussion of various levels of media analysis and criticism, including production analysis, sociological, feminist and ideological criticism of media form and content. Emphasis on news analysis and television criticism. *Prerequisite: MM 100 or consent.*

### **MM 403 Journalism II (3)**

This class is an advanced exploration of storytelling techniques and writing styles. Students will use text, audio and video to create story packages for Student media. *Prerequisites: MM 202.*

### **MM 405/505 The Documentary Film (3)**

This course will present a study and critical analysis toward the portrayal of social conflicts in documentary films. Through applied activity, the course will also focus on the power and responsibility that documentary filmmakers have in a world where communication is dominated by the moving image media. *Prerequisites: MM 302 or consent.*

### **MM 409 Electronic Journalism (3)**

This course will provide students with an overview of skills needed in writing and reporting for broadcast and web journalism. Special emphasis will be given to news discovery, writing, shooting, editing, and final preparation for broadcast and the Web. *Prerequisites: MM 202*

### **MM 411/511 Entrepreneurial Media (3)**

This class emphasizes how business principles are utilized to explore entrepreneurial opportunities in media. Class projects involve setting up independent digital media ventures. Students gain insight into how media content and service enterprises are conceived, planned, financed and managed. *Prerequisite: MM 199 or consent.*

### **MM 414/514 Digital Filmmaking 11 (3)**

This advanced course will focus on continued practical experience in storytelling in both narrative and documentary treatments. Emphasis is on the planning, management and production of material suitable for the cinema, television or other news media. Students will be directly involved in producing original work. *Prerequisite: MM 312 and MM 350 or consent.*

### **MM 415 Promotions Writing (3)**

The course will provide a comprehensive overview of various kinds of writing that professionals produce in the public relations and/or advertising fields. Students will learn how to use words and graphics to tailor messages to specific audiences for specific purposes. *Prerequisites: MM100, MM202.*

### **MM 420 Public Relations (3)**

This class covers the design and use of communication messages in a comprehensive program of organizational persuasion. Students will have a practical application of a public relations campaign. *Prerequisite: MM 319.*

### **MM 422 Editing (3)**

This class is a study of the principles of correct and appropriate writing and creative expression in design for print, web and digital applications. *Prerequisite: MM202 and MM 321.*

### **MM 424 Advanced Media Lab (1+1)**

This capstone course emphasizes practical media applications in a collaborative environment. Students will work on projects that integrate the four emphases of the mass media department within two semesters. *Prerequisites: MM409 or MM414 or MM420 or MM432.*

### **MM 425 Creative Strategies in Advertising (3)**

Students will learn creative strategy in researching, planning and developing advertising for print, broadcast and Web. Special emphasis will be put on developing creative strategies for different target audiences. *Prerequisite: MM 202 and 352.*

### **MM 431 Creative Media Practicum (3)**

Students will work with on and off-campus clients to produce, edit, and design communication materials, both print and online, associated with business, industry, and non-profit groups. Students will also write, design, edit, and sell advertising for the department alumni magazine, the Mass Media Messenger. *Prerequisite: MM321.*

### **MM 432 Advertising II (3)**

Course involves planning, creation and production of advertising messages for various mass media. *Prerequisite: MM 352 or consent.*

### **MM 485 International Media Systems (3)**

This class will cover and analyze the development, structure, functions of media in other nations, and offer an examination of the role of communications in the international arena. *Prerequisite: MM 100, EN 300, or consent.*

### **MM 492/592 Independent Study (1-3)**

Investigates a mass media area of interest not covered in regular courses. Involves producing research or creative projects. *Prerequisite: consent of faculty and chairperson; majors only.*

### **MM 493/593 Special Topics (3)**

Special subject courses not covered in the department catalog listing. May be repeated when topics vary. *Prerequisites: MM 100 or consent.*

### **MM 494 Internship (1-3)**

Experience and training in professional setting related to mass media careers. Mass media faculty and the sponsoring organization supervise students. A total of 64 hours of work per credit hour is given to the sponsoring organization during the semester. Usually requires a 8-12 hours per week. *Prerequisite: Consent, second semester junior or senior standing, 24 credit hours completed in the major and 9 hours completed in emphasis area.*

### **MM 592 Independent Study (1-3)**

Investigates a mass media area of interest not covered in regular courses. Involves producing research or creative projects. *Prerequisite: consent of faculty and chairperson; majors only.*

## **MATHEMATICS AND STATISTICS**

Website: [www.washburn.edu/math](http://www.washburn.edu/math)

Email - [math@washburn.edu](mailto:math@washburn.edu)

Morgan Hall, Room 275

(785) 670-1491

Professor Kevin Charlwood, Chair

Professor Mike Mosier

Associate Professor Sarah Cook

Associate Professor Donna LaLonde

Associate Professor Hwa Chi Liang

Associate Professor Pat Mower

Associate Professor Gaspar Porta

Associate Professor Jennifer Wagner

Lecturer H.C. Beckman

Lecturer Bill Gahnstrom

Lecturer Hee Seok Nam

Lecturer Evelyn Pitts

Lecturer Janet Sharp

## Degrees offered

### Bachelor of Arts

*Mathematics*

### Bachelor of Science

*Mathematics*

## MINOR OFFERED

### Mathematics and Statistics

For department scholarships, please visit our website given above.

### Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Mathematics and Statistics is dedicated to ensuring that all mathematics majors will obtain a comprehensive knowledge of mathematics in terms of content, problem solving, analytical skills, and abstract mathematical reasoning. All mathematics majors will be able to communicate their skills and knowledge effectively in writing and orally and will be able to make appropriate choices regarding the use of technology in the solution and presentation of problems.

### Student Learning Outcomes

Mathematics students at Washburn University, upon graduation, are expected to have:

- Demonstrated an understanding of calculus and its use in problem solving;
- Demonstrated knowledge of basic probability and statistics;
- Demonstrated an understanding of the concepts of linear algebra and their application to problem solving;
- Demonstrated knowledge of and an appreciation for the foundations of mathematics;
- Used mathematical modeling to solve problems in mathematics and other fields;
- Acquired an understanding of the historical development of mathematics; and
- Acquired knowledge of technology and be able to use it appropriately to solve mathematical problems.

### THE MAJOR

The Mathematics Department offers three specialties for mathematics majors. The course requirements for each specialty are listed below. Note: Transfer students must complete at least nine upper division hours in mathematics from the Washburn Mathematics Department.

### Mathematics

Calculus (MA 151, 152, 153), Discrete Mathematics (MA 207), Linear Algebra (MA 301), Applied Statistics (MA 343), Abstract Algebra (MA 354), Introduction to Real Analysis I (MA 371), Introduction to Real Analysis II (MA 372), Logic for Programming (PH 110) or Logic (PH 220), Mathematical Statistics (MA 344), Capstone Experience (MA 387), and Capstone Research (MA 388).

In addition, 10-15 hours of correlated courses approved by the department are required. The correlated course requirement will be one of the following: Physics 261 and 262; Physics 281 and 282; EC 200, EC 201, BU 342, and BU 347; EC 200, EC 201, AC 224, AC 225, and BU 381; or a specially designed sequence to be approved by the Department Chair.

### Mathematics (Secondary Education Specialization)

Calculus (MA 151, 152, 153), Discrete Mathematics (MA 207), Linear Algebra (MA 301), Applied Statistics (MA 343), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), Logic for Programming (PH 110) or Logic (PH 220), History of Mathematics (MA 381) or Philosophy of Mathematics (PH 325), Capstone Experience (MA 387), and Capstone Research (MA 388).

Students seeking certification to teach mathematics must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

### Mathematics (Actuarial Science Specialization)

Calculus (MA 151, 152, 153), Mathematical Theory of Interest (MA 250), Linear Algebra (MA 301), Applied Statistics (MA 343), Mathematical Statistics (MA 344, MA 345), Regression Analysis (MA 346), Time Series Analysis (MA 348), Stochastic Processes (MA 347), Actuarial Mathematics (MA 385), Accounting (AC 224, AC 225), Economics (EC 200, EC 201), Business/Insurance - BU 374, BU 381, and BU 483.

### General Requirements

General requirements for the Bachelor of Arts degree or the Bachelor of Science degree are listed in the catalog. See pages listed in the index. Graphics calculators are required in all courses MA 110 to MA 153 inclusive.

### THE MINOR

(optional minor for the Bachelor of Arts degree)

Students who exercise the optional minor in mathematics will fulfill the fifteen hour requirement by taking courses numbered MA 151 or above (excluding MA 206 and MA 228). Six of the hours must be at the upper division level.

## ASSOCIATE OF ARTS

The general requirements for an Associate of Arts degree in Natural Sciences and Mathematics are listed in the catalog. See Requirements Common to all associate degrees, in the index. For a field of concentration in Mathematics, the twelve required hours are satisfied by Mathematics courses numbered 151 or above (excluding MA 206 and MA 228).

**FOR A SUGGESTED INITIAL SCHEDULE FOR ALL THREE SPECIALTIES, PLEASE SEE YOUR ADVISOR.**

## COURSE OFFERINGS

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

### MA 103 Basic Algebra (3)

A first course in algebra. Signed numbers and operations, integer exponents, linear equations and inequalities, lines, polynomials, factoring, rational expressions, applications involving linear equations. Does not count towards degree credit hour requirements, nor general education requirements.

### MA 104 Intermediate Algebra (3)

Operations with polynomial and rational expressions, factoring, equations (linear, absolute value, quadratic, rational, root), inequalities (linear, compound, absolute value), graphing linear and quadratic functions, systems of linear equations, rational exponents and radicals, applications (involving linear, rational, and quadratic equations). This course is for students entering with one year of high school algebra who are preparing for Exploring Mathematics or College Algebra. **Does not count towards degree credit requirements, nor general education requirements.** Students in this course are expected to have algebraic knowledge equivalent to MA 103 or one year of high school or junior high school algebra.

### MA 105 Science Success Strategies (2)

Interdisciplinary class may be taken as CH 100. Develops mathematics and science skills fundamental to science majors. *Prerequisite: A grade of "C" or better in MA 104 (or equivalent) or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or Compass Mathematics Placement Test score.*

### </MA 112 Essential Mathematics (3)

This course will focus on the mathematical skills and knowledge required for quantitative literacy, so the topics of understanding numerical relationships, financial mathematics, probability, and data analysis and statistics will be addressed. Each academic year the course will adopt a theme such as the political endeavor, the environment,

art and culture and will study the topics from the context of the theme. The course will be project-based and to the extent possible the projects will investigate contemporary issues related to the overarching course theme. In addition to demonstrating mastery of the mathematical content, students will be expected to demonstrate an ability to understand how to determine the appropriate representation of quantitative information and to effectively communicate their assumptions and analysis. This course is not intended to prepare students for calculus. *Prerequisite: A grade of C or better in MA 104 or an ACT mathematics score of at least 22 or an equivalent background as determined by the Mathematics Department, for example, comparable SAT or COMPASS score. (GENS - QSR)*

### </MA 116 College Algebra (3)

Equations (linear systems, polynomial, rational, absolute value, root, exponential, logarithmic), functions (notation, combining, domain, inverse), graphing (linear, quadratic, polynomial, piece-wise, rational, exponential, logarithmic), inequalities (compound, absolute value, polynomial, rational), logarithmic expressions, applications involving various types of equations and/or systems of equations. Not open to students with credit in MA 117, MA 123, or any course numbered above MA 140. *Prerequisite: A grade of "C" or better in MA 104 (or equivalent) or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or Compass Mathematics Placement Test score. (GENS - QSR)*

### MA 117 Trigonometry (3)

Trigonometric functions, their inverses, graphs, and identities. Solving trigonometric equations. A wide variety of applications, and appropriate use of technology. *Prerequisite: A grade of "C" or better in MA 116 or concurrent with MA 116 or an acceptable (as determined by the Mathematics Department) ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

### </MA 123 Pre-Calculus (3)

Algebraic, exponential and trigonometric functions. Topics in plane analytic geometry. Designed for the student preparing for calculus. Not open to students with credit in MA 141 or MA 151. *Prerequisite: A grade of "C" or better in MA 116 or MA 117 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department. (GENS - QSR)*

### </MA 140 Statistics (3)

Introduction to statistics and probability with practical applications. Descriptive techniques including graphical methods, linear regression, probability distributions, sampling distributions, confidence intervals, hypothesis

tests. *Prerequisite: A grade of "C" or better in either MA 112 or MA 116 or MA 123, or, an acceptable ACT mathematics score or SAT quantitative score or Compass Mathematics Placement score. (GENS - QSR)*

### **</MA 141 Applied Calculus I (3)**

Definition and elementary properties of the derivative and definite integral with emphasis on the application of the derivative and integral to problems in business. Not open to student with credit in MA 151. *Prerequisite: A grade of "C" or better in MA 116 or MA 123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department. (GENS - QSR)*

### **MA 142 Applied Calculus II (3)**

A continuation of MA 141. Elementary differential and integral calculus including the trigonometric functions, techniques of integration and an introduction to multivariable calculus. Applications will be primarily from management and biological sciences. Not open to students with credit in MA 151. *Prerequisite: A grade of "C" or better in MA 141 AND a grade of "C" or better in either MA 117 or MA 123 or consent of instructor.*

### **MA 145 Mathematics for Decision Making (3)**

This course will introduce students to quantitative methods of decision making used in management, the life and social sciences. Topics covered will include: matrices, linear programming (including the simplex method), probability theory, Markov chains, graph theory, simulation and modeling. *Prerequisite: A grade of "C" or better in MA 116 or MA 123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

### **MA 148 Mathematics of Finance (3)**

Interest, annuities, amortization, sinking funds, stocks, bonds. *Prerequisite: A grade of "C" or better in MA 116 or MA 123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department.*

### **</MA 151 Calculus and Analytic Geometry I (5)**

Differential and integral calculus of the elementary functions with applications. *Prerequisite: A grade of "C" or better in MA 117 or MA 123 or an acceptable ACT mathematics score or SAT quantitative score or equivalent knowledge as determined by the Mathematics Department. (GENS - QSR)*

### **MA 152 Calculus and Analytic Geometry II (5)**

A continuation of Mathematics 151. Topics in plane analytic geometry, techniques of integration with applications, and infinite series. *Prerequisite: A grade of "C" or better in MA 151.*

### **MA 153 Calculus and Analytic Geometry III (3)**

A continuation of Mathematics 152. Multivariable calculus, vectors in two and three dimensional spaces. Graphics calculator required. *Prerequisite: A grade of "C" or better in MA 152.*

### **MA 206 Discrete Mathematics for Computing (3)**

Discrete mathematics topics useful in computer-aided problem solving. Topics will include Boolean algebra and computer logic, graphs and trees with algorithms, and analysis of algorithm complexity. *Prerequisite: CM 111 and one of the following: A "C" or better in MA 116 or MA 123, or an acceptable (as determined by the Mathematics Department) ACT mathematics score or an acceptable SAT quantitative score, or equivalent knowledge as determined by the Mathematics Department.*

### **MA 207 Discrete Mathematics (3)**

Logic, counting methods, induction, functions, equivalence, partial order, and congruence relations. Set up and solve recurrence relations problems. Graph theory and its applications. Significant emphasis on the format and method of mathematical proof. *Prerequisites: MA 151 or MA 206, PH 110 or PH 220 or consent of instructor.*

### **MA 228 Mathematics for Elementary Educators (4)**

The investigation of mathematical concepts and procedures encountered in grades K-8. Topics include rational numbers and operations, algebraic patterns, number theory, geometry, and measurement. Significant emphasis is placed on conceptual in-depth understanding of these mathematical topics and connecting those concepts to a range of procedures, as needed by beginning teachers. *Prerequisite: A grade of "C" or better in MA 116 or MA 123, or, two years of high school or junior high school algebra and an acceptable ACT mathematics score, or SAT quantitative score, or Compass Mathematics Placement Test score or equivalent knowledge as determined by the Mathematics Department.*

### **MA 241 Differential Equations (3)**

Methods for solving ordinary differential equations and systems of ordinary differential equations including Laplace transforms, series, numerical methods with applications. *Prerequisite: MA 153 or concurrent.*

### **MA 250 Theory of Interest (3)**

Topics include measure of interest (emphasis on continuous nature), accumulated and present value factors, annuities, yield rates, sinking funds, and bonds and related securities. *Prerequisite: MA 151.*

### **MA 271 Contemporary Actuarial Concepts (1)**

Current issues in Actuarial Mathematics with emphasis on the releases of the Society of Actuaries. Includes

practical application to solving problems of the type included in the Society of Actuary's Course P. *Prerequisite: MA 153.*

### **MA 299 Special Topics in Mathematics (1-6)**

Directed study in some area of mathematics at the lower division level.

### **MA 301 Linear Algebra (3)**

An introduction to the fundamental concepts and basic computational techniques of linear algebra. Topics investigated from both a theoretical and computational perspective include systems of linear equations, vector spaces, transformations, matrices, eigenvalues and eigenvectors, and orthogonality. *Prerequisite: MA 152.*

### **MA 310/CM 310 Introduction to Operations Research (3)**

A study of the techniques and topics that are the foundation of operations research. Topics will include: linear, integer, and dynamic programming, Queuing theory and project scheduling. *Prerequisites: CM 111 or CM 170, and MA 142 or MA 151, and MA 145 or MA 301, or consent of instructor.*

### **MA 320 Mathematics for Middle School Teachers (3)**

Overview of the history of mathematics, numeration systems, discrete processes, combinatorics, Euclidean and non-Euclidean geometries. In each of these areas, appropriate technology and software will be utilized. Topics are selected from focus areas recommended by national professional organizations and state curriculum standards. This class is intended for students working towards certification to teach middle school mathematics. *Prerequisite: MA 141 and MA 228 or equivalent, or consent of instructor.*

### **MA 330 Mathematical Models (3)**

Mathematical models will be constructed of real situations in biology, economics, social science, or engineering. The mathematical results of these models will be interpreted in the context of the real situation. Models utilizing graph theory are emphasized. *Prerequisite: MA 207 or consent of instructor.*

### **MA 343 Applied Statistics (3)**

Sampling, concepts of experimental design. Tests of significance, point and interval estimation, simple and multiple regression, ANOVA, ANCOVA, non-parametric tests, logistic regression, and quality control. Emphasis on developing statistical thought, not just methodology, and on the use of computing technology. *Prerequisite: MA 140 or equivalent, or consent of instructor.*

### **MA 344 Mathematical Statistics I (3)**

Probability, random variables and expectation, conditional distributions and stochastic independence, distributions of functions of random variables. *Prerequisites: MA 153 and MA 343.*

### **MA 345 Mathematical Statistics II (3)**

An introduction to the theoretical framework of statistical methods including: point and interval estimators, large and small sample theories, hypothesis testing methods, linear statistical models with emphasis on regression and correlation, non-parametric testing methods, brief introduction to Bayesian methods for statistical inference. *Prerequisite: MA 344.*

### **MA 346 Regression Analysis (3)**

Linear regression and correlation concepts and methods, multiple regression, curvilinear regression, applications including use of statistical software. *Prerequisites: MA 140 or MA 343, or consent of course instructor.*

### **MA 347 Stochastic Processes (3)**

Generating functions, normal processes and covariance stationary processes, Poisson processes, renewal processes, Markov chains, discrete time processes. *Prerequisites: MA 344.*

### **MA 348 Time Series Analysis (3)**

Regression models with time series error, autocorrelation function, spectral density, autoregressive and moving average processes, and seasonal time series; applications including use of statistical software. *Prerequisites: MA 344 and MA 346.*

### **MA 349 Statistical Topics for Actuarial Science (1)**

Emphasis on topics in probability and statistics of special importance to actuarial science students. *Prerequisites: MA 343, MA 344 or concurrent.*

### **MA 354 Abstract Algebra (3)**

An introduction to abstract algebraic structures and their substructures. Emphasis on groups (including symmetry groups, cyclic groups, and permutation groups), with rings and fields as time allows. *Prerequisites: MA 153 and MA 207, or consent of the instructor.*

### **MA 367 Modern Geometry (3)**

This course will focus on the study of geometry as an axiomatic system. Emphasis will be placed on conjecture, proof and construction utilizing both classical tools as well as appropriate technology. Geometries investigated will include Euclidean, affine, projective, hyperbolic, and elliptical. A variety of approaches (synthetic, analytical and transformation) will be used to investigate the geometries. *Prerequisite: MA 151.*

### **MA 371 Introduction to Real Analysis I (3)**

Sets and functions, properties of the real number system, sequences, limits of functions and continuity of functions. *Prerequisites: MA 153 and MA 207, or consent of the instructor.*



### **MA 372 Introduction to Real Analysis II (3)**

Continuity, differentiation, the Riemann integral, sequences of functions, and infinite series. *Prerequisite: MA 371.*

### **MA 373 Applied Analysis (3)**

The algebra, geometry, and calculus of vectors. Fourier expansions, the Laplace transformation. Oriented toward applications in the physical sciences. *Prerequisite: MA 153.*

### **MA 374 Introduction to Complex Variables (3)**

Theory of analytic functions, infinite series, Taylor and Laurent expansions. *Prerequisite: MA 153.*

### **MA 376 Numerical Analysis (3)**

Solution of algebraic and transcendental equations, numerical differentiation and integration, numerical methods in differential equations and linear algebra. Oriented toward machine computation. *Prerequisites: MA 241 and CM 170.*

### **MA 381 History and Literature of Mathematics (3)**

Chronological development of mathematics, with emphasis on the great mathematicians of yore and periods of mathematical genius and invention. Topics include development of numeration systems, algebra, calculus, proof, Euclidean and non-Euclidean geometry, graphing technology, and philosophies of mathematics. Readings from extant and translations of mathematical text. *Prerequisite: MA 151 or consent of instructor.*

### **MA 385 Actuarial Mathematics (3)**

Theory and application of contingency mathematics in the area of life and health insurance, annuities and sections from both the probabilistic and deterministic approaches. *Prerequisites: MA 250, MA 344 or consent of instructor.*

### **MA 387 Capstone Experience (2)**

Topics in mathematical modeling and other advanced topics requiring a background in calculus and linear algebra will be covered. Concurrent enrollment in MA 388 (Capstone Research) is required unless permission is granted by the department Chair. *Prerequisites: MA 151, MA 152, MA 153, MA 301; and, a total of 19 or more hours in mathematics/statistics (MA 151 or above), at least 6 hours of which must have been completed at Washburn University. Students must have attained junior or senior standing to enroll in this course.*

### **MA 388 Capstone Research (1 CR/NC)**

Students must complete an individual semester project on a topic in the mathematical sciences under the guidance of one or more faculty from the department. The project will require both a written and an oral component. Concurrent enrollment in MA 387 (Capstone Experience) is

required unless permission is granted by the department Chair. *Prerequisites: MA 151, MA 152, MA 153, MA 301; and, a total of 19 or more hours in mathematics/statistics (MA 151 or above), at least 6 hours of which must have been completed at Washburn University; and, consent of the instructor. Students must have attained junior or senior standing to enroll in this course.*

### **MA 390 Seminar (1-3)**

Directed study in some advanced area. *Prerequisite: consent of instructor.*

### **MA 400 Internship in Mathematics or Statistics (1-6)**

A work experience in the area of mathematics and/or statistics performed in cooperation with a business, industrial, medical or educational institution. The internship study must provide a learning experience in the applications of mathematics or statistics. *Prerequisite: Consent of Department Chair.*

### **MA 450 Topics in Mathematics (1-6)**

Directed study in some area of mathematics at the graduate level. *Prerequisite: Consent of the instructor.*

## **MODERN LANGUAGES**

### **French, German, Spanish, Other Modern Languages**

Website: [www.washburn.edu/ml](http://www.washburn.edu/ml)

Email: [modern-languages@washburn.edu](mailto:modern-languages@washburn.edu)

Morgan Hall, Room 375

Tel. (785) 670-1714

Professor Miguel González-Abellás (SP), Chair  
Associate Professor Courtney Sullivan (FR)  
Associate Professor Gabriele Lunte (GE)  
Assistant Professor Sophie Delahaye (FR)  
Assistant Professor Karen Díaz Anchante (SP)  
Lecturer Georgina Tenny (SP)  
Lecturer Fernando Pezzino (SP)

## **DEGREES OFFERED**

### **Bachelor of Arts**

*French*

*German*

*Spanish*

### **Licensure**

*Pre K-12*

## **MINORS OFFERED**

*French*

*German*

*Spanish*

Latin American, Caribbean, and Latino/a Studies  
International Studies

## Mission

Consistent with the mission of the University, the Department of Modern Languages serves as the main source for studying world cultures in their own languages, thus preparing students to communicate in other languages and be knowledgeable about other cultures, so they can compare and connect their culture to others and become engaged citizens in the global community.

Faculty members and language instructors, trained in humanities and linguistics studies, strive to share their knowledge and understanding of diverse cultures. The department collaborates with many other units, such as Music, History, Business, Education, and the Honors program to offer a vast array of opportunities to students wanting to bridge discipline boundaries. Through study abroad programs, and service opportunities at the local and international level, the department continues to support the mission of the university in developing skilled and informed global citizens.

The department offers a minor in International Studies; majors and minors in French, German, and Spanish; collaborates with the School of Business in their minor in International Business; and also offers a minor with the History Department in Latin American, Caribbean, and Latino/a Studies. It also maintains course offerings in other languages, currently Latin, Japanese, and Chinese.

Thus, the Department aims to serve students who: (1) Major or minor in a foreign modern language; (2) Must fulfill the foreign language proficiency requirement (BA degree); (3) Wish to combine foreign language with a professional program; (4) Plan to teach; and (5) Plan to go on to graduate school.

## Student Learning Outcomes

Modern Languages students at Washburn University, upon graduation, are expected to have:

- Ability to engage in conversation, provide and obtain information, express ideas and emotions and exchange opinions in the target language, on a wide variety of topics with accurate pronunciation and intonation;
- Ability to understand, interpret, discuss and explain in the target language a variety of written and spoken non-technical topics;
- Ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language;
- A functional contrastive knowledge of the grammar, syntax and basic idioms of the target language and English.

- Ability to understand relationships between historical and current practices and perspectives of the culture(s) where the target language is used;
- Ability to understand the institutions, history, social practices and literary tradition(s) of the country(ies) and culture(s) in which the language is spoken in their socio-historical background and/or their literary significance; and
- A functional knowledge of the strategies for independent and continuing learning of the target language.

## Placement

Students beginning the study of a foreign modern language who have had no more than 1 to 2 years in high school should enroll in the 101 level. Those who have had 2 years of recent high school foreign modern language instruction with a minimum grade of B are eligible to enroll in a 102 level class. Students with 3 to 4 years of recent high school foreign language with a minimum grade of B may enroll at the 201 level.

On the basis of examination scores and consultation with the student, the department may grant 0, 4 or 8 credit hours for the CEEB Advanced Placement program. Students should request that their examination scores be forwarded to the department chair.

If a student qualifies to enroll at a level higher than the 101, he or she can receive credit for the previous class(es) by departmental examination. In order to do that, the student needs to discuss with the chair or the corresponding faculty member which course(s) he/she wants to challenge, and then follow the procedure mentioned in the Credit by Examination section of this catalog. For example, if a student enrolls in FR 201, he/she can receive credit for FR 101 and FR 102 (8 hours in total) by departmental examination. However, in order to qualify, the student needs to do this during his/her first semester at Washburn.

Rules excluding freshmen and sophomores from junior-senior courses (numbered 300 and above) do not apply if the student's preparation warrants placement at the upper division level.

## Study Abroad Opportunities

The department offers summer, semester or academic year direct exchange programs in Austria at the University of Klagenfurt, in France at the University Blaise-Pascal in Clermont-Ferrand, in Germany at the Fachhochschule Osnabrück in Osnabrück, in Spain at the University of Cantabria in Santander, and in Mexico at the University of Guanajuato, and the University of Monterrey (Magellan Exchange). Substantial scholarships are available for language majors and minors with a 3.0 GPA.

## THE MAJOR

Students who plan to major in a foreign modern language are encouraged to begin their language studies as soon as they enter Washburn University, and should continue to enroll in at least one language course each semester until graduation. Learning another language is a cumulative process and any period of time away from the language is highly detrimental to developing and maintaining necessary skills in the language. The department also strongly recommends study for a period of time in a country where the language is spoken (a summer or a semester) as a component of the student's preparation for the major. Substantial scholarships for study abroad are available each year from the department and the International Education Committee. See INTERNATIONAL PROGRAMS in this catalog.

In order to major in French, German or Spanish, students must complete 30 hours of course work beyond courses numbered at the 100 level. The 30 hours of course work must include:

**French majors:** FR 311, 312, 331 and 400 plus 3 hours of upper division course work. (FR 324, 326 and ED 368 are required for majors planning to teach.);

**German majors:** GE 311, 312, 331, and 400 plus 3 hours of upper division course work. (GE 207 or GE 214, GE 324 or GE 326 and ED 368 are required for majors planning to teach.);

**Spanish majors:** SP 311, 312, 331, and 400 plus 3 hours of upper division course work. (SP 324, 325 or 326, SP 331 and ED 368 are required for majors planning to teach.)

Nine hours of correlated course work are required of all modern language majors. These courses are selected in consultation with an advisor.

All majors are required to present a portfolio upon graduation. The portfolio will contain a reflective essay, three significant papers, and will be defended in a public presentation in front of professors.

- **A reflective essay:** In a thoughtful, well-organized essay in the target language (French, German, or Spanish), the student will analyze the changes he/she has experienced in his/her years at Washburn, sharing both positive and negative examples of specific instances, including (if applicable) study abroad experience(s).
- **Three significant papers:** The student will briefly comment on the material selected. The essay should be in the target language and following the MLA guidelines. It must be a computer-generated double-spaced typed document written in Times New Roman 12 pt. font. The student may get no editorial help, except from the instructor/

advisor. Then, the student should add a copy of the three sample essays: One of the essays must be the senior thesis, the other from the literature requirement (FR/GE/SP 331) and the third one preferably from a cultural course, either on campus or taken abroad. If that's not possible, discuss with the advisor what essay should be included.

- The student will give an oral presentation of the portfolio, not to exceed 15 minutes, summarizing what's in the portfolio. The student may use as much or as little technology as he/she wishes, keeping in mind that the presentation may NOT be read: it should be delivered in a comfortable, yet professional manner.

After the presentation, there will be a question and answer session by faculty members present.

Transfer students and students desiring validation of foreign language competencies for teaching certification normally must take a minimum of 6 hours in the target language at the 300-level at Washburn.

Students whose native language is one of those taught by the department may not enroll in or challenge 100 and 200 level courses by examination.

## THE MINOR

A minor in French, German, or Spanish requires 18 hours of course work beyond the 100 level, with at least 6 hours at the upper division level.

## Licensure to Teach

The department regularly prepares students to meet state licensure requirements for teaching grades P-12. In addition to the usual requirements of the department, all students planning to teach must take ED 368 Methods of Teaching Foreign Languages and be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

## THE MINOR IN INTERNATIONAL BUSINESS

The Minor in International Business provides students with the opportunity to gain an understanding of the special considerations and implications of operating a business in a global environment. Students completing the minor will have an introduction to the basic economics, management, and marketing principles as applied by business today. Students will be exposed to the language and operation of business in a multinational and national environment. Required business and economics courses include:

- Course work requirement (21 hours)  
BU 101 Introduction to Business

EC 200 Principles of Microeconomics  
EC 201 Principles of Macroeconomics  
BU 355 International Business  
EC 410 International Economics  
BU 368 International Marketing

- One additional cross-cultural course approved by the international business advisor.
- A grade of C or better must be earned in each course used to satisfy the requirements for the minor. Half of the hours used to satisfy these course requirements must be earned at Washburn University.
- AC 224 and AC 225 may be substituted for BU 101 for purposes of this minor.
- EC 201 and EC 202 qualify for Social Sciences general education credit. Candidates for the BBA degree cannot use Economics courses to fulfill the general education requirement.
- Foreign Language Requirement (10 hours)
- Students are required to complete ten (10) credit hours of a modern foreign language beyond the 101 course. Six hours of foreign language may qualify for Arts and Humanities general education credit.
- Recommended International Experience
- Students are strongly encouraged to participate in a study abroad program offered by Washburn University.

### **MINOR IN INTERNATIONAL STUDIES**

The curriculum for the Minor in International Studies consists of three components: a foreign language, study abroad and course work. The specific requirements are as follows:

#### **Foreign Language Requirement**

A minimum of 9 credit hours of a modern foreign language beyond the 100 level.

#### **Study Abroad Requirement**

Participation in at least a summer long study abroad program (four weeks minimum) in the country of the language studied.

#### **Course Work Requirement**

A minimum of 12 hours of course work chosen from the following collaborative departments: English, History, Art, Political Science, Religion, Philosophy, Anthropology and Sociology, Mass Media and the School of Business. The courses identified should focus on international topics. They should be chosen in consultation with an advisor in the Department of Modern Languages.

The following courses are just examples:

PO 225 Intro. to International Politics  
PO 361 European Politics  
HI 102 World Civilization II  
HI 132 European Civilization II  
GG 102 World Regional Geography  
AN 112 Cultural Anthropology  
EC 410 International Economics  
AR 310 Art of Asia  
RG 102 World Religions  
PH 202 History of Modern Western Philosophy  
EN 360 World Lit I  
EN 361 World Lit II  
EN 133 Stories Around the World

### **MINOR IN LATIN AMERICAN, CARIBBEAN, AND LATINO/A STUDIES**

This minor is constructed around the premise that broader understanding issues that face Latin America, the Caribbean and the Latino/a population today is crucial in the global community. The minor is also constructed around the second premise that nations do not exist in isolation. Interaction and interdependence shaped nations in the Western hemisphere in the past, do so in the present, and will continue to do so in the future. For more information, contact the minor director, Dr. Kim Morse, in the History Department and check the “University Educational Opportunities and Initiatives” in this catalog.

### **COURSE OFFERINGS**

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

#### **FRENCH**

##### **FR 101 Beginning French I (4)**

Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the French-speaking countries. An audiovisual program to develop phonological skills is a component of this course. Offered fall semester only. No prerequisite

##### **</FR 102 Beginning French II (4)**

Continuation of French 101. Offered spring semester only. *Prerequisite: FR 101 or two years of high school French, or consent of instructor. (GEHU - GED)*

##### **FR 105 Intensive Beginning French I and II (8)**

Same content as FR 101 and FR 102 but accomplished in one semester of intensive study. Equal emphasis of the development of the four skills – listening, speaking, reading, writing. Class conducted in French, active preparation and participation required. Not open to native

speakers of French or students who receive credit in FR 101 and FR 102. Recommended for students who have already had some high school French.

### **</FR 201 Intermediate French I (3)**

This course is intended as reinforcement of the 5 skills learned in FR 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: FR 102 or 3 years of high school French with B or better. (GEHU - GED)*

### **</FR 202 Intermediate French II (3)**

This course is the continuation of FR 201. Offered spring semester only. *Prerequisites: FR 201 or consent of the instructor. (GEHU - GED)*

### **FR 207 French Conversation (3)**

Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills in conversations on cross-cultural topics. Stress on traditions and current political/social developments in French-speaking countries. Use of magazines, newspapers, and other topical materials as basis for conversation. *Prerequisite: FR 202 or three years of high school French, or consent of instructor.*

### **FR 214 French Reading and Conversation (3)**

Development of proficiency in composition and oral expression through discussion of unabridged short literary works from French-speaking countries. *Prerequisite: FR 202 or consent of instructor.*

### **FR 274 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

### **FR 290 Study abroad in a French Speaking Country (1-15)**

Students who are planning to study in a French speaking country should enroll under this number after consultation with their major advisor. *Prerequisite: 1st year university-level French (FR 101-102) or equivalent.*

### **FR 295 Faculty Led Program in a French Speaking Country (1-6)**

Students who plan to study French in a French speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **FR 303 Cultural Differences (3)**

Upon completion of this course, students will be able to have a better grasp, based on cultural analysis, of the cultural differences which often lead to misunderstandings between France and the United States. THIS COURSE IS TAUGHT IN ENGLISH. French majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the French language.

### **FR 307 Contemporary French Civilization (3)**

This course is an introduction to contemporary France. We will study France through its regions, its politics, and its relations with Europe and the United States. We will look at the different institutions that participate in the construction of identities in France, as well as moments when individuals or groups “disidentify” with the nation. THIS COURSE IS TAUGHT IN ENGLISH. French majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the French language.

### **</FR 308 French Literature in Translation (3)**

This course introduces students to some of the most important French speaking thinkers (writers, poets, and film directors). An emphasis on the historical and cultural context will provide students with a better understanding of literary texts and culture. Each course is organized around one theme or question subject to change. Students will enhance their skill of analyzing narrative [literature, films] and gain an understanding of historical and cultural aspects in the modern French-speaking world. Students will work on producing good academic prose, clear and concise essays on novels, plays, poems, films and/or theoretical works studied in class. Selected films in French will be shown with English subtitles. Class will be CONDUCTED IN ENGLISH and it is only valid for the major in the language as a correlated course. *Prerequisite: Sophomore Status or consent of the instructor. (GEHU - GED)*

### **</FR 309 French Fiction and Film (3)**

This class is taught in English and is intended for students who have an interest in French literature and French cinema. This course will include films which are adopted from novels or short stories and students will examine the influence of literature on films. The texts will be translated from the French and the films will be subtitled. No knowledge of French is necessary. French majors may enroll in this course; however, the course does not count as credit toward the fulfillment of the major in the French language. *(GEHU - GED)*

### **FR 311 French Grammar Review.**

Comprehensive review of French Grammar with emphasis on the development of free composition. Stress on grammatical accuracy, clarity, and the appropriate use of idioms and syntax. Offered fall semester only. *Prerequisite: FR 202 or consent of the instructor.*

### **FR 312 French Composition.**

Development of grammatical accuracy and proficiency in composition. Use of readings to illustrate grammatical points and form the basis for composition and discussion. Offered spring semester only. *Prerequisite: FR 311 or consent of the instructor.*

### **FR 315 Translation (3)**

French-English and English-French translation of a variety of texts. Focus on techniques of translation and improving French grammar, syntax and idioms.

*Prerequisite: FR 312 or consent of instructor.*

### **FR 320 French Phonetics (3)**

Systematic study of the sound system of the French language meant for the student of French who wants to improve his/her pronunciation and learn how the sounds are formed. *Prerequisite: FR 312, or consent of instructor.*

### **FR 321 French for Business (3)**

This course is meant for the student of French who already has a good command of written and oral French and who wants to acquire vocabulary of the business world. Topics such as banking, insurance, transportation are covered in the course. *Prerequisite: FR 312 or consent of instructor.*

### **FR 324 French Civilization (3)**

A systematic study of France from its beginning to the present from a historical and social perspective.

*Prerequisite: FR 312 or consent of instructor.*

### **FR 326 La France Contemporaine (3)**

Readings from contemporary sources, including magazines and newspapers for discussion and composition. *Prerequisite: FR 312 or consent of instructor.*

### **FR 331 Introduction to French Literature (3)**

Analysis of selected texts from various genres, poetry, theatre and novels. Emphasis on Explication de textes.

*Prerequisite: FR 312 or consent of instructor.*

### **FR 350 Masterpieces of French Literature (3)**

Readings of unabridged works from the Middle Ages through the 19th century. Written and oral discussion of the literary significance of the works, as well as their socio-historical background. *Prerequisite: FR 312 or consent of instructor.*

### **FR 353 Survey of 20th Century French Literature (3)**

Readings of 20th century unabridged novels, plays, and poetry. Written and oral discussion of the literary significance of the works, as well as their socio-historical background. *Prerequisite: FR 312 or consent of instructor.*

### **FR 374 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

### **FR 375 French Seminar (3)**

Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: Consent of instructor.*

### **FR 390 Study Abroad in a French Speaking Country (1-15)**

Students who are planning to study in a French speaking country should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year of university-level French (FR 201-202) or equivalent.*

### **FR 395 Faculty Led Program in a French Speaking Country (1-6)**

Students who plan to study French in a French speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **FR 399 Special Topics (3)**

Study of individual authors or literary topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

### **FR 400 Senior Thesis (3-6)**

A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors.

*Prerequisite: Senior standing.*

### **FR 574 Independent Study (3)**

Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

### **FR 599 Special topics (3)**

Study of individual authors or literary topics. *Prerequisites: admission to the MLS program and consent of instructor.*

## **German**

### **GE 101 Beginning German I (4)**

Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the German-speaking countries. An audiovisual program to develop phonological skills is a component of this course. Offered fall semester only. *No prerequisite.*

### **GE 102 Beginning German II (4)**

Continuation of German 101. Offered spring semester only. *Prerequisite: GE 101 or two years of high school German, or consent of instructor. (GEHU - GED)*

### **GE 105 Intensive Beginning German I and II (8)**

Same content as GE 101 and GE 102 but accomplished in one semester of intensive study. Equal emphasis on the development of the four skills – listening, speaking, reading, writing. Class conducted in German, active preparation and participation required. Not open to native speakers of German or students who receive credit in GE

101 and GE 102. Recommended for students who have already had some high school German.

### **</GE 201 Intermediate German I (3)**

This course is intended as reinforcement of the 5 skills learned in GE 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: GE 102 or 3 years of high school German with B or better. (GEHU - GED)*

### **</GE 202 Intermediate German II (3)**

This course is the continuation of GE 201. Offered spring semester only. *Prerequisites: GE 201 or consent of the instructor. (GEHU - GED)*

### **GE 207 Basic German Conversation (3)**

Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills in conversations on cross-cultural topics. Stress on traditions and current political/ social developments in German-speaking countries. Use of magazines, newspapers, and other topical materials as basis for conversation. *Prerequisite: GE 202, two years of high school German or consent of instructor.*

### **GE 214 German Reading and Conversation (3)**

Prose and poetry selected from German literature, folk culture and public media form the topics for conversation. *Prerequisite: GE 202 or consent of instructor.*

### **GE 274 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor*

### **GE 290 Study Abroad in a German Speaking Country (1-15)**

Students who are planning to study in a German speaking country must enroll under this number after consultation with their major advisor. *Prerequisite: 1st year university-level German (GE 101-102) or equivalent.*

### **GE 295 Faculty Led Program in a German Speaking Country (1-6)**

Students who plan to study German in a German speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **</GE 307 Contemporary German Civilization (3)**

This course is an introduction to contemporary Germany. We will study Germany through its regions, its cultural diversity, its politics, and its relations with Europe and the United States. We will look at the various factors which have impacted modern German life as represented through literature, art, music, and pop culture. **THIS COURSE IS TAUGHT IN ENGLISH.** German majors may enroll in this course; however, the course does not count

as credit toward the fulfillment of the major in the German language. **(GEHU - GED)**

### **</GE308 German Literature in Translation (3)**

This course introduces students to some of the most important German speaking thinkers (writers, poets, and film directors). An emphasis on the historical and cultural context will provide students with a better understanding of literary texts and culture. Each course is organized around one theme or question subject to change. Students will enhance their skill of analyzing narrative [literature, films] and gain an understanding of historical and cultural aspects in the modern German-speaking world. Students will work on producing good academic prose, clear and concise essays on novels, plays, poems, films and/ or theoretical works studied in class. Selected films in German will be shown with English subtitles. Class will be CONDUCTED IN ENGLISH and it is only valid for the major in the language as a correlated course. *Prerequisites: Sophomore Status or consent of the instructor. (GEHU - GED)*

### **GE 311 German Grammar Review (3)**

Comprehensive review of German grammar with emphasis on the development of free composition. Stress on grammatical accuracy, clarity, and the appropriate use of idioms and syntax. Readings illustrate grammatical points and form the basis for composition and discussion. Offered fall semester only. *Prerequisite: GE 202 or consent of instructor.*

### **GE 312 Contemporary Written German (3)**

Readings from contemporary sources, including magazines, newspapers, and literature form basis for discussion and composition. Development of written style as well as grammatical accuracy and the proper use of idioms. Offered spring semester only. *Prerequisite: GE 311 or consent of instructor.*

### **GE 315 Translation (3)**

German-English and English-German translation of texts from diverse areas. Focus on techniques of translating German prose texts and improving German grammar, syntax and the use of idioms. *Prerequisite: GE 212 or consent of instructor.*

### **GE 321 Business German (3)**

Introduction to concepts, vocabulary and language practices basic to doing business with German-speaking people. This course will include components to tie abstract concepts to realities of international business in Kansas. *Prerequisite: GE 312 or consent of instructor.*

### **GE 324 German Civilization (3)**

Study of geography, the visual arts, architecture, music, literature, the economy, customs, and politics from a historical perspective in order to understand present

conditions in German-speaking countries. This course will examine these aspects of German civilization from its beginning to the middle of the twentieth century.

*Prerequisite: GE 312 or consent of instructor.*

### **GE 326 Contemporary German and Austrian Civilization (3)**

Continuation of GE 304; deals with the politics, the economy, the social structures, the arts and the geography of these countries from the mid-twentieth century to the present. *Prerequisite: GE 312 or consent of instructor.*

### **GE 331 Introduction to German Literature (3)**

Reading of selected works from various genres, including poetry, theater, and narrative prose fiction, with an emphasis on literary analysis. *Prerequisite: GE 312 or consent of instructor.*

### **GE 350 Masterpieces of German Literature (3)**

Readings of unabridged works from the Middle-Ages through the 19th century. Written and oral discussion of the works as well as their socio-historical background. *Prerequisite: GE 312 or consent of instructor.*

### **GE 353 German Literature of the 20th Century (3)**

Readings of modern unabridged novels, plays, short stories and poetry. Written and oral discussion of the literary significance of the works as well as their socio-historical background. *Prerequisite: GE 312 or consent of instructor.*

### **GE 374 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

### **GE 375 German Seminar (1-3)**

Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: Consent of instructor.*

### **GE 390 Study Abroad in a German Speaking Country (1-15)**

Students who are planning to study in a German speaking country should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year university-level German (GE 201-202) or equivalent.*

### **GE 395 Faculty Led Program in a German Speaking Country (1-6)**

Students who plan to study German in a German speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **GE 399 Special Topics (1-3)**

Study of individual authors or topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

### **GE 400 Senior Thesis (3-6)**

A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors.

*Prerequisite: Senior standing.*

### **GE 574 Independent Study (3)**

Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

### **GE 599 Special Topics (3)**

Study of individual authors or topics. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

## **Spanish**

### **SP 101 Beginning Spanish I (4)**

Introduction to conversation, reading, grammar, and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in the Spanish-speaking world. An audiovisual program to develop phonological skills is a component of this course. *No prerequisite.*

### **SP 102 Beginning Spanish II (4)**

Continuation of Spanish 101. *Prerequisite: SP 101 or two years of high school Spanish, or consent of instructor. (GEHU - GED)*

### **SP 105 Intensive Beginning Spanish I and II (8)**

Same content as SP 101 and SP 102 but accomplished in one semester of intensive study. Equal emphasis on the development of the four skills – listening, speaking, reading, writing. Class conducted in Spanish, active preparation and participation required. Not open to native speakers of Spanish or students who receive credit in SP 101 or SP 102. Recommended for students who have already had some high school Spanish.

### **SP 201 Intermediate Spanish I (3)**

This course is intended as reinforcement of the 5 skills learned in SP 102: speaking, listening, reading, writing and culture. Offered fall semester only. *Prerequisite: SP 102 or 3 years of high school Spanish with B or better. (GEHU - GED)*

### **SP 202 Intermediate Spanish II (3)**

This course is the continuation of SP 201. Offered spring semester only. *Prerequisites: SP 201 or consent of the instructor. (GEHU - GED)*

### **SP 207 Basic Spanish Conversation (3)**

Development of oral skills with emphasis on practical vocabulary. Use of magazines, newspapers, and other topical materials as basis for conversation. Offered fall semester only. *Prerequisite: SP 202 or two years of high school Spanish, or consent of instructor.*



### **SP 214 Introduction to Spanish Reading (3)**

Development of proficiency in reading and expression through discussion of unabridged short literary works from Hispanic countries. Comparison between material read and life patterns and customs in the Hispanic world. Offered spring semester only. *Prerequisite: SP 202 or consent of instructor.*

### **SP 274 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

### **SP 290 Study Abroad in a Spanish Speaking Country (1-15)**

Students who are planning to study in a Spanish speaking country should enroll under this number after consultation with their major advisor. *Prerequisite: 1st year of university-level Spanish (SP 101-102) or equivalent.*

### **SP 295 Faculty Led Program in a Spanish Speaking Country (1-6)**

Students who plan to study Spanish in a Spanish speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **SP 307 Contemporary Hispanic Culture (3)**

This course explores the diversity and complexity of the Spanish-speaking world through its geography, history, politics, and cultural manifestations. Through the study of different media, the course examines how culture interprets and shapes the identity of Hispanic countries.

**THIS COURSE IS TAUGHT IN ENGLISH:** Spanish majors may enroll in this course; however the course does not count as credit towards the fulfillment of the major in the Spanish language. *Prerequisite: sophomore status. (GEHU - GED)*

### **SP 308 Hispanic Narrative in Translation (3)**

This course introduces students to some of the most important Hispanic speaking thinkers (writers, poets, and film directors). An emphasis on the historical and cultural context will provide students with a better understanding of literary texts and culture. Each course is organized around one theme or question subject to change. Students will enhance their skill of analyzing narrative [literature, films] and gain an understanding of historical and cultural aspects in the modern Spanish-speaking world. Students will work on producing good academic prose, clear and concise essays on novels, plays, poems, films and/or theoretical works studied in class. Selected films in Spanish will be shown with English subtitles. Class will be CONDUCTED IN ENGLISH and it is only valid for the major in the language as a correlated course. *Prerequisites: Sophomore Status or consent of the instructor. (GEHU - GED)*

### **SP 311 Spanish Grammar Review (3)**

Comprehensive review of Spanish grammar with emphasis on the development of free composition. Grammatical accuracy, clarity, and the appropriate use of idioms and syntax are stressed. Offered fall semester only. *Prerequisite: SP 202 or consent of instructor.*

### **SP 312 Spanish Composition (3)**

Development of grammatical accuracy and proficiency in composition. Use of readings to illustrate grammatical points and form the basis for composition and discussion. Offered spring semester only. *Prerequisite: SP 311 or consent of instructor.*

### **SP 315 Translation (3)**

Spanish-English and English-Spanish translation of a variety of texts. Focus on techniques of translation and improving Spanish grammar, syntax and idioms. *Prerequisite: SP 212 or consent of instructor.*

### **SP 321 Spanish for Business (3)**

Upper-level Spanish course applied to the world of business from a Hispanic cultural perspective, focusing on grammar review, vocabulary, cultural protocols and business concepts. *Prerequisite: SP 312 or consent of instructor.*

### **SP 324 Civilization of Spain (3)**

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this country. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

### **SP 325 Civilization of Mexico (3)**

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this country. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

### **SP 326 Civilization of Latin America (3)**

Oral and written treatment of geography, history, art, economy, and customs in order to understand present conditions in this area of the world. Use of slides and realia. *Prerequisite: SP 312 or consent of instructor.*

### **SP 331 Introduction to Hispanic Literature (3)**

Intensive readings in modern Hispanic literature to give students critical methods for dealing with Hispanic literary genres. *Prerequisite: SP 312 or consent of instructor.*

### **SP340 History and Literature of Latin America (3).**

This course focuses on the relationship between history and literature in modern Latin America. Through the study of novels, poetry, film, and other genres the course examines how authors use literature to interpret the meaning of history and society as well as moments in which literature became part of the historical process. This course is taught in ENGLISH. Students majoring in Spanish

can take the course for Spanish credit if they do the readings, papers, and tests in Spanish. Offered together with HI 364. *Prerequisite: SP 312 or consent of instructor.*

### **SP 350 Spanish Peninsular Lit. Thru the 19th Century (3)**

Readings of unabridged works from the Middle Ages through the 19th century. Written and oral discussion of the literary significance of the works, as well as their socio-historical background. *Prerequisite: SP 312 or consent of instructor.*

### **SP 353 20th Century Spanish Peninsular Literature (3)**

Readings and discussion of unabridged novels and plays as well as short stories and poetry of modern writers. Focus on the expression of contemporary problems and aspirations. *Prerequisite: SP 312 or consent of instructor.*

### **SP 370 Latin-American Literature Thru the 19th Century (3)**

Readings and discussion of unabridged novels, short stories, plays and poetry of Latin American writers from Pre-Hispanic to 19th century Latin America. Focus on how the past has shaped the contemporary traditions. The class will include discussion of modern adaptations of classic works (i.e., movies). *Prerequisite: SP 312 or consent of instructor.*

### **SP 372 20th Century Latin-American Literature (3)**

Readings and discussion of unabridged novels, plays, short stories, and poetry of modern writers. Focus on the expression of contemporary problems and aspirations. *Prerequisite: SP 312 or consent of instructor.*

### **SP 374 Independent Study (1-3)**

Directed study. May be repeated. *Prerequisite: Consent of instructor.*

### **SP 375 Spanish Seminar (3)**

Application of the techniques of literary analysis to particular authors or literary movements. May be repeated. *Prerequisite: consent of instructor.*

### **</SP 380 Hispanic Culture through Film (3)**

This course is an introductory survey of the history of Hispanic film, and how film reflects and shapes Hispanic history, culture, and society. The course can focus on a particular Spanish-speaking country. Special attention will be paid to the study of significant movies, stars and directors, as well as the basics of critical language needed to talk and write about a film. *Prerequisite: SP 312 or consent of instructor. (GEHU - GED)*

### **SP 390 Study Abroad in a Spanish Speaking Country (1-15)**

Students who are planning to study in a Spanish speaking country should enroll under this number after consultation with their major advisor. *Prerequisite: 2nd year of university-level Spanish (SP 201-202) or equivalent.*

### **SP 395 Faculty Led Program in a Spanish Speaking Country (1-6)**

Students who plan to study Spanish in a Spanish speaking country in a program led by a faculty member at Washburn should enroll in this class. *Prerequisite: Consent of faculty group leader.*

### **SP 399 Special Topics (3)**

Study of individual authors or literary topics. May be repeated. See chairperson and/or schedule for current offerings. *Prerequisite: Consent of instructor.*

### **SP 400 Senior Thesis (3-6)**

A major research project culminating in a thesis which deals with a literary topic, or other topics as approved by the thesis director. May be presented to the departmental faculty for consideration for departmental honors. *Prerequisite: Senior standing.*

### **SP 574 Independent Study (3)**

Directed study. May be repeated. *Prerequisites: admission to the MLS program and consent of instructor.*

### **SP 599 Special Topics (3)**

Study of individual authors or literary topics. *Prerequisites: admission to the MLS program and consent of instructor.*

## **FOREIGN LANGUAGES (Non-major and FL Courses)**

### **FL 100 Specified Topics (2-4)**

Custom designed curriculum for elementary-level training in foreign language.

### **FL 101 Beginning Foreign Language I (4)**

Introduction to conversation, reading, grammar and composition in foreign languages not regularly offered, e.g., Chinese, Arabic. Development of aural/oral skills and emphasis on contemporary culture and social customs of the language area. No prerequisite.

### **</FL 102 Beginning Foreign Language II (4)**

Continuation of FL 101. *Prerequisite: FL 101 or consent of instructor. (GEHU - GED)*

### **FL 200 Specified Topics (3)**

Continuation in the specified topic of FL 100. *Prerequisite: FL 100.*

### **FL 201 Intermediate Foreign Language I (3)**

This course is intended as reinforcement of the 5 skills learned in FL 102: speaking, listening, reading, writing, and culture. This course is the continuation of FL 102.

### **FL 202 Intermediate Foreign Language II (3)**

This course is the continuation of FL 201.

### **FL 207 Conversation. (3)**

Vocabulary expansion, stressing everyday practical usage. Development of oral/aural skills on cross-cultural topics. Stress on tradition and current political/social developments. May be repeated for credit when the language studied is different. *Prerequisite Consent of Instructor.*

### **FL 209 Reading and Conversation (3)**

Development of oral/aural proficiency through the reading of short literary works as a basis for discussion. Comparison between materials read and life patterns in order to understand a different cultural heritage. May be repeated for credit when the language studied is different. *Prerequisite FL207.*

### **FL 399 Special Topics in Foreign Literature. or Culture (3)**

Study of individual authors, literary and/or cultural topics. May be repeated. *Prerequisite: Consent of instructor.*

## **Japanese**

### **JP 101 Beginning Japanese I (4)**

Introduction to conversation, reading, writing, grammar and composition. Development of oral/aural skills. Particular emphasis on contemporary culture and social customs in Japan. A CD Rom program to develop phonological skills is a component of this course. Offered fall semester only. No prerequisite.

### **</JP 102 Beginning Japanese II (4)**

Continuation of Japanese I. Offered spring semester only. *Prerequisite JP 101 or consent of instructor. (GEHU - GED)*

### **</JP 201 Intermediate Japanese I (3)**

This course is intended as reinforcement of the 5 skills learned in JP 102: speaking, listening, reading, writing and culture. This course is the continuation of JP 102. *(GEHU - GED)*

### **</JP 202 Intermediate Japanese II (3)**

This course is a continuation of JP 201. *(GEHU - GED)*

## **MUSIC**

Website: [www.washburn.edu/music](http://www.washburn.edu/music)

Garvey Fine Arts Center, Room 211  
(785) 670-1511

Professor Ann Marie Snook, Chair  
Professor Shiao-Li Ding  
Professor Kevin Kellim  
Professor Rebecca Meador  
Professor Gordon McQuere  
Professor Tom Morgan  
Professor/Artist in Residence James Rivers  
Professor Lee Snook  
Associate Professor Catherine Hunt  
Assistant Professor Chris Kelts  
Assistant Professor Mark Norman  
Assistant Professor Diana Seitz  
Assistant Professor Craig Treinen  
Lecturer Michael Averett  
Lecturer Sylvia Stoner-Hawkins

## **Degrees Offered**

### **Bachelor of Arts**

*Music*

### **Bachelor of Music**

*Performance*

### **Bachelor of Music**

*Music Education*

## **Mission**

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Music is dedicated to sharing a personal commitment to musical excellence as exemplified in creative activities, research, teaching, and public performances contributing to the expansion of knowledge in the field of music. This personal commitment to our students encourages them to think creatively, speak effectively, and write critically. Through musical performances and sponsorship of musical activities, the Music Department strives to enrich the cultural, aesthetic and creative life of the university, the community, the region and the nation.

## **DESIRABLE STUDENT ATTRIBUTES**

Music students at Washburn University, upon graduation, should have developed: a personal lifelong commitment to the art of music; an understanding of the importance of being involved in local, state, and national music and arts organizations; skills in pursuing a variety of music professions, and the capacity to provide cultural enrichment through music performance for university, community, state, national and international venues.

## STUDENT LEARNING OUTCOMES

Music students at Washburn University, upon graduation, are expected to have:

- Demonstrated music performance skills (think creatively; present effectively);
- Demonstrated the ability to read and write music;
- Demonstrated the ability to analyze and describe music;
- Demonstrated listening skills in music (write critically; research skills) and, in addition to the above, Music Education students are expected to have:
- Demonstrated skills in teaching music.

## Department of Music

The Department of Music is a unit of the College of Arts and Sciences in the Division of Creative and Performing Arts. Our Mission Statement provides a window through which the Music Department views all of its efforts in teaching, scholarship, performance, research, and service. As a department dedicated to presenting its accomplishments to the public, the Music Department plays a unique role in promoting and enhancing the image and prestige of the University.

The Music Department prepares individuals for careers and further study in the field of music while promoting a lifetime of continuous learning and appreciation for music. Music courses in the Fine Arts are a vital part of the General Education program, which is the foundation for all undergraduate degrees. In addition, non-majors have the opportunity to experience music making through their participation in performance ensembles and/or private instruction. Students and members of the larger community may enhance their appreciation and enjoyment of music by attending live performances sponsored by the Department.

The Music Department is fully accredited by the National Association of Schools of Music (NASM), The Kansas Department of Education (KSDE), and the National Council for Accreditation of Teacher Education (NCATE). The department of music utilizes the review and self-assessment required by these accrediting associations to achieve continuous improvement and accountability for its various programs.

## Admittance to Music Major Status

All students must audition to be accepted into "Music Major" or "Licensure only" status in the Department of Music. Failure to audition prior to the 7th day of regularly scheduled classes will result in automatic "non-major" status. Incoming students who are accepted into music major status are immediately placed under music faculty advisement. Students accepted for "Licensure" will be

required to complete all requirements for the Music Education degree as per the results of a transcript analysis.

## Private Lessons (1-3 hrs) and Performance Class (0 Credit)

Only Music Performance majors may enroll for 3 hours. Non-majors must pay an additional fee to enroll in private lessons. The extra fee is equivalent to the current resident undergraduate hour tuition rate for each hour they enroll. All Music Majors must also enroll in MU 070: Performance Class (0 credit) every semester that they are enrolled in private lessons in their concentration area. All students who enroll in private lessons must present a performance jury at the conclusion of each semester of study. Accompanists are required for each semester jury. Prerequisite: Non-majors must have consent of instructor.

## Membership in Large Ensemble

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook ([www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)).

## Bachelor Of Arts Degree (124 Hrs)

### Bachelor of Arts Degree in Music - 124 hours

The program leading to the Bachelor of Arts Degree with a major in Music is designed for students seeking a Liberal Arts Education with a concentration in music. The degree does not carry departmental recommendation for teaching licensure. Students pursuing this degree must complete the General Education requirements common to all Bachelor of Arts programs (with the addition of a correlate requirement in the Social Sciences of AN 120 Intro to World Music), and the following music requirements:

### General Education, 58 hours

### See General Education requirements, this catalog.

[AN 120 Intro to World Music (3) is required for all music majors]

### Music Requirements, 39 hours

- MU 122 Rhythmic Perception (1)
- MU 123 Computers and Music (1)
- MU 215 Theory and Aural Comprehension I (4)
- MU 314 Theory and Aural Comprehension II (4)
- MU 315 Theory and Aural Comprehension III (4)
- MU 316 Theory IV (3)
- MU 325 Music History I (3)
- MU 326 Music History II (3)

Private lessons (8) and MU 070 Performance Class (0)  
Group Piano (2)

[Music participation in two ensembles each semester is required]

Large Ensembles (3)

Small Ensemble (1)

Music Electives (2)

### **Private Lessons**

BA majors may enroll in no more than 2 hours of lessons each semester, and must enroll in at least 1 credit hour of lessons in their instrument each semester that they are a music major. All Music Majors must also enroll in MU 070: Performance Class (0) every semester that they are enrolled in private lessons in their concentration area. All students enrolled in music lessons are required to present a performance jury before a faculty panel at the conclusion of each semester of study. Students are required to provide their own accompanist for the jury.

### **Recital Attendance**

Students are required to attend 12 approved recitals and concerts each semester for the first four semesters of enrollment, for a total of 48 recitals.

### **Rhythmic Proficiency Exam**

All students must pass this exam to establish a minimum level of competency in rhythmic proficiency.

### **Requirement to move to upper division credit in private lessons and ensembles**

BA majors who have completed 4 semesters of study and who have completed the Recital Attendance requirement, the Rhythmic Proficiency Exam and Music Theory and Aural Comprehension I may receive upper division credit by passing a performance proficiency exam titled a "Double Jury." Students who pass these requirements will be allowed to register for upper division credit in both private lessons, ensembles, and music classes in subsequent semesters.

### **General Electives, 27 hours**

Electives (27 hours) may be taken in any department of the university except Music. However, ensemble credit and/or private lesson and/or Group Piano (beyond the required hours in the major), up to 15 hours, may be counted in these General Electives.

### **Upper Division Requirement, 45 hours**

Students must complete a minimum of 45 upper division hours (300-400 numbered courses).

## **Bachelor Of Music Degree**

The Bachelor of Music degree is pursued by students planning a professional career in music. There are two majors offered: Music Performance and Music Education.

The Bachelor of Music degree with a Major in Performance offers emphases in voice, brass, percussion, strings, woodwinds, piano, and organ.

The Bachelor of Music Degree in Music Education offers a general (both instrumental and vocal) track for the aspiring educator. Students who complete the degree program are eligible to apply for Licensure to teach PK-12 Music.

Students who intend to pursue the Bachelor of Music degree should demonstrate acceptable performance skills before enrolling at Washburn. Admission to the degree is by audition. The following requirements must be met by all candidates for both majors within the Bachelor of Music degree:

### **Private Lessons**

All Music Majors must also enroll in MU 070: Performance Class (0) every semester that they are enrolled in private lessons in their concentration area. All students enrolled in music lessons are required to present a performance jury before a faculty panel at the conclusion of each semester of study. Students are required to provide their own accompanist for the jury.

### **Recital Attendance**

Students are required to attend 12 approved recitals and concerts each semester for the first four semesters of enrollment, for a total of 48 recitals.

### **Rhythmic Proficiency Exam**

All students must pass this exam to establish a minimum level of competency in rhythmic proficiency.

### **Fourth Semester Achievement Performance Examination**

Students aspiring to the Bachelor of Music degree will be examined by the combined faculty at the end of the fourth semester of study for achievement in the following categories:

1. Recital attendance (48 required);
2. Rhythmic Proficiency Exam
3. Music Theory and Aural Comprehension I
4. Group Piano I
5. Performance Proficiency Exam

Probation will be given to anyone who fails one or more of the five categories of achievement. Students receiving probation will have a maximum of one consecutive semester in which to resolve any deficiency (two semesters to resolve a deficiency in MU 215: Theory I and Aural Comprehension).

### **Piano Proficiency Exam**

Candidates for the Bachelor of Music degree, except those whose major instrument is piano or organ, must pass this exam to establish a minimum level of competency in technique, literature, improvisation, harmonization and transposition.

### **Junior and Senior Recital Jury Examination**

A Senior Recital is required of all candidates for the Bachelor of Music degree. In addition, a Junior Recital is required for Music Performance majors. All components of the Fourth Semester Achievement Exam must be passed before the Senior Recital can be scheduled. For the recital to be credited toward the degree the student must be currently enrolled for credit in private lessons. At least three weeks prior to the scheduled public performance, the student will perform a recital hearing before a jury composed of his/her private teacher, and two other approved faculty members. After the student passes the jury he/she will be allowed to publicize and present his/her Senior Recital.

### **Membership in Large Ensemble**

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook ([www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)).

### **Bachelor Of Music Degree In Music Performance (124 Hrs.)**

The program leading to the Bachelor of Music degree with a major in Music Performance is designed for students planning a career in professional performance, college or university teaching, or private studio teaching. Entering students who plan to major in Music Performance should be prepared to demonstrate acceptable performance skills before enrolling at Washburn. Performance majors are required to present both a Junior and a Senior public recital. Students pursuing this degree must complete the General Education requirements as listed in this catalog (with the addition of a correlate requirement in the Social Sciences of AN 120 Intro to World Music) and the following music requirements:

### **Bachelor Of Music**

Requirements for the Major in:

*PIANO OR ORGAN PERFORMANCE*

### **General Education Requirements - 39 Hours**

See General Education requirements, this catalog.

[AN 120 Intro to World Music (3) is required for all music majors]

### **Music Requirements - 80 Hours (Minimum)**

Theory – Pianists 20 Hours/Organists 22 Hours

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration (2) [organists only]

MU 320 Form and Analysis (2)

MU 443 Composition (1)

### **Music History and Literature - Pianists 12 Hours / Organists 8 Hours**

MU 325 Music History I (3)

MU 326 Music History II (3)

MU 335 Organ Literature (1) [organists only]

MU 336 Organ Pedagogy (1) [organists only]

MU 337 Piano Lit. I (2) [pianists only]

MU 338 Piano Lit. II (2) [pianists only]

MU 339 Piano Pedagogy (2) [pianists only]

### **Conducting –Pianists 3 Hours / Organists 5 Hours**

MU 237 Choral Clinic (1) [organists only]

MU 238 Instrumental Clinic (1) [organists only]

MU 240 Beginning Conducting (1)

MU 441 Advanced Choral Conducting (1)

MU 442 Advanced Instrumental Conducting (1)

### **Private Lessons - 24 Hours**

Organ (MU 265/465) OR

Piano (MU 267/467)

Students normally enroll for 3 hours of private lessons each semester.

### **Large Ensembles - 8 Hours**

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook ([www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)).

### **Small Ensembles - 4 Hours**

MU 254/454

### **Specialization Courses – 5 Hours**

MU 305 Business of Music (3)

MU 206 Improvisation (2)

### **Music Electives – 4 Hours**

Students may select any courses in Music to complete a total of 80 hours in Music.

### **General Electives - 5 Hours**

Courses from any department, including Music, will be taken to complete a total of 124 semester hours.

## **Bachelor Of Music**

Requirements for the Major in:

*MUSIC PERFORMANCE IN VOICE*

### **General Education Requirements - 39 Hours**

See General Education requirements, this catalog.

[AN 120 Intro to World Music (3) is required for all music majors]

### **Music Requirements - 82 Hours**

Theory - 22 Hours

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration (2)

MU 320 Form and Analysis (2)

MU 443 Composition (1)

### **Music History and Literature – 6 Hours**

MU 325 Music History I (3)

MU 326 Music History II (3)

### **Conducting - 3 Hours**

MU 237 Choral Clinic (1)

MU 240 Beginning Conducting (1)

MU 441 Advanced Choral Conducting (1)

### **Voice Lessons – 24 Hours**

Voice (MU 275/475) – 24

Students normally enroll in 3 hours of Voice each semester.

### **Group Piano - 4 Hours**

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency Exam is passed.

### **Piano Lessons - 2 Hours**

Piano MU 267/467

### **Orchestral Instrument – 1 Hour**

### **Large Ensembles - 8 Hours**

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus,

Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook [www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)

### **Small Ensembles - 2 Hours**

MU 250/450 Washburn Opera Studio (2)

### **Specialization Courses – 10 Hours**

MU 305 Business of Music (3)

MU 206 Improvisation (2)

MU 220 Vocal Diction for Singers (3)

MU 330 Vocal Pedagogy (2)

### **General Electives - 3 Hours**

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

## **Bachelor Of Music**

Requirements for the Major in:

*BRASS/STRINGS/PERCUSSION/WOODWIND PERFORMANCE*

### **General Education Requirements - 39 Hours**

See General Education requirements, this catalog.

[AN 120 Intro to World Music (3) is required for all music majors]

### **Music Requirements - 81 Hours**

Theory – 22 Hours

MU 122 Rhythmic Perception (1)

MU 123 Computers in Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration (2)

MU 320 Form and Analysis (2)

MU 443 Composition (1)

### **Music History and Literature - 6 Hours**

MU 325 Music History I (3)

MU 326 Music History II (3)

### **Conducting - 3 Hours**

MU 238 Instrumental Clinic (1)

MU 240 Beginning Conducting (1)

MU 442 Advanced Instrumental Conducting (1)

### **Performance Major Lessons – 24 Hours**

Students must complete 24 hours in their area of specialty. Students normally enroll in 3 hours of lessons each semester.

### **Group Piano - 4 Hours**

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency Exam is passed.

### **Voice Lessons – 2 Hours**

Voice (MU 275)

### **Performance Minor – 3 Hours**

Any one orchestral instrument (3)

### **Large Ensembles - 8 Hours**

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook [www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)

### **Small Ensembles – 4 Hours**

Chamber Ensemble (MU 254/454)

### **Specialization Courses - 5 Hours**

MU 305 Business of Music (3)

MU 206 Improvisation (2)

### **General Electives - 4 Hours**

General elective courses from any department, including Music, will be taken to complete a total of 124 semester hours.

## **Bachelor Of Music Degree In Music Education (141-145 Hrs.)**

The Bachelor of Music Degree with a major in Music Education qualifies the graduate to apply for teacher licensure (PreK-12 Music). This degree program totals 141 hours for Instrumental Emphasis and 145 hours for Vocal Emphasis. It will necessitate work beyond eight semesters. The student is urged to seek advisement from a Music Education advisor regarding specific course requirements. A distribution of general education requirements for teacher licensure is outlined. Degree requirements include both music and professional education courses. Refer to the music department handbook (online at [www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook) for further details concerning this degree and corresponding curriculum.

All students seeking licensure to teach must be formally admitted to the University's Professional

Teacher Education Program. Admission is conditional on recommendation by the Music faculty. For admission requirements, see EDUCATION in this catalog.

Students pursuing this degree must complete the General Education requirements as listed in this catalog (with the addition of a correlate requirement in the Social Sciences of AN 120 Intro to World Music; EN 300 Advanced Composition, Teaching Emphasis) and the following Music and Professional Education requirements:

## **Bachelor Of Music**

Requirements for the Major in:

*MUSIC EDUCATION*

### **General Education Requirements - 39 Hours**

See General Education requirements, this catalog.

[AN 120 Intro to World Music (3) is required for all music majors]

[EN 300 Advanced Composition (3) Teaching Emphasis is required for all Bachelor of Music degrees with a major in Music Education]

### **Music Requirements**

#### **59 Hrs-Instrumentalists**

#### **63 Hrs-Vocalists**

Theory – 19 Hours

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Theory and Aural Comprehension I (4)

MU 314 Theory and Aural Comprehension II (4)

MU 315 Theory and Aural Comprehension III (4)

MU 316 Theory IV (3)

MU 317 Orchestration (2)

#### **Music History and Literature - Vocalists 11 Hours / Instrumentalists 6 Hours**

MU 220 Diction for Singers (3) [Vocal Emphasis Only]

MU 325 Music History I (3)

MU 326 Music History II (3)

MU 330 Vocal Pedagogy and Lit (2) [Vocal Emphasis Only]

#### **Conducting – 5 Hours**

MU 237 Choral Clinic (1)

MU 238 Instrumental Clinic (1)

MU 240 Beginning Conducting (1)

MU 441 Advanced Choral Conducting (1)

MU 442 Advanced Instrumental Conducting (1)

#### **Techniques – 5 Hours**

MU 207 Double Reed Techniques (1)



- MU 209 Single Reed/Flute Techniques (1)
- MU 210 Brass Techniques (1)
- MU 211 String Techniques (1)
- MU 212 Percussion Techniques (1)

#### **Private Lessons – 12 Hours**

In the area of concentration

#### **Group Piano – 4 Hours**

Students must enroll in Group Piano (MU 133, 134, 213, 214) until the Piano Proficiency Exam is passed.

#### **Voice Lessons – 1 Hour**

[Instrumental Emphasis Only]

#### **Large Ensembles – 6 Hours**

All Bachelor of Arts and Bachelor of Music candidates are required to participate in two large ensembles (Washburn Choir, Washburn Singers; Women's Chorus, Washburn Orchestra; Washburn String Orchestra; Accompanying; Washburn Wind Ensemble; University Band; Marching Band; Jazz Band I or Jazz Band II) each semester of full-time enrollment. For large ensemble requirements particular to each instrument, please consult the on-line Music Department Handbook. [www.washburn.edu/music-handbook](http://www.washburn.edu/music-handbook)

#### **Small Ensembles – 1 Hour**

- MU 254/454 Small Ensemble (1)
- or
- MU 250/450 Washburn Opera Studio (1)

#### **Professional Education Requirements - 43 Hours**

- ED 150 Educational Participation in the Community (1)
- ED 200 Education Psychology (3)
- ED 225 Becoming an Educational Professional (3)
- ED 300 Integrating Educational Technology (3)
- ED 302 Teaching Exceptional Learners
- OR
- SE 476 Psychology of the Exceptional Student (3)
- ED 402 Struggling Learners (2)
- RD 484 Teaching Reading in the Content Areas (3)
- MU 313 Foundations of Music Ed (2)
- MU 417 Elem./Sec. Music Education Vocal Methods (3)
- MU 418 Elem./Sec. Music Ed. Instrumental Methods (3)
- MU 420 Jazz Pedagogy (1)
- MU 421 Marching Band Pedagogy (1)

#### **Student Teaching Semester**

- ED 400 Understanding the Schools (2)
- ED 405 Classroom Management (1)
- ED 440 PK-Secondary Student Teaching (12)

## **MUSIC MINORS**

The Department of Music offers two minors. The traditional music minor is available to non-music majors enrolled in the College of Arts and Sciences. This minor requires 24 hours including:

- MU 100 The Enjoyment of Music (3)
- MU 215 Theory and Aural Comprehension I (4)

#### **Large Ensembles (2)**

Music Electives (15) (6 credit hours must be "upper division," No more than 6 credit hours of ensemble may be used. Music electives may include applied lessons).

#### **Instrumental Jazz Studies Minor**

A minor in jazz studies is available to both music majors and non-majors. The minor requires 25 hours including:

- MU 102 Jazz History (3)
  - MU 122 Rhythmic Perception (1)
  - MU 123 Computers and Music (1)
  - MU 206 Improvisation (2)
  - MU 215 Theory and Aural Comprehension I (4)
  - MU 254/454 Small Ensemble [jazz combo] (2)
  - MU 249/449 Jazz Ensemble (4)
  - MU 304 Intermediate Jazz Improvisation (2)
  - MU 318 Jazz Arranging (3)
- 3 hrs of applied study are required in Applied music in Jazz

#### **Non-Music Majors**

Music courses in the Fine Arts are a vital part of the General Education program which is the foundation for all of the University's undergraduate degrees (please note the music courses which have been approved for General Education Credit). In addition, non-majors may also enroll in performance ensembles and private lessons with the consent of the instructor.

## **COURSE OFFERINGS**

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

#### **MU 070 Performance Class (0)**

Weekly master class-performance / recital course required of all music majors who enroll in private lessons. *Prerequisite: Music Major/Concurrent enrollment in private lessons.*

#### **</MU 100 The Enjoyment of Music (3)**

The materials and structure of music, as they relate to perceptive listening and increased listening enjoyment. Frequent use of recordings and lecture recitals places

the course on a plane of practical appreciation. Planned primarily for non-music majors. *No prerequisite.* (GEHU - CCT)

### </MU 101 American Popular Music (3)

A survey of 20th Century American and African-American derived music styles. The survey will include popular, country, jazz, and rock-related styles considered from musical, historical, and social viewpoints. Planned primarily for non-music majors. *No prerequisite.*(GEHU - CCT)

### </MU 102 The Broadway Musical – A History (3)

A survey of major works, forms and composers of Broadway Musicals. This course will examine how the Broadway Musical is a reflection of the development of the past 200 years of American society. *No prerequisite.*(GEHU - CCT)

### </MU 103 Jazz History (3)

The materials and structure of jazz music with an emphasis on listening skills. Includes New Orleans, Chicago, Swing, Bop, Free-form and Fusion styles. Frequent use of recordings and live demonstration and performance. *No prerequisite.*(GEHU - CCT)

### </MU 104 Movies and Music (3)

An exploration of the role of music in motion pictures and the relationship between music and other aspects of the film medium. *No prerequisite.*(GEHU - CCT)

### </MU 106/AN 120 Introduction to World Music (3)

A survey of music from cultures around the world from musical and anthropological perspectives. \*This course has been approved as a multi-cultural course by the Department of Education. *No prerequisite.*(GEHU - CCT)

### </MU 108 The History of American Rock and Roll (3)

A study of the origins of American rock and roll music from its early roots to current genres. The focus will be on how the development of rock and roll continues to intersect with the social, economic and cultural trends of popular culture. *No prerequisite.*(GEHU - CCT)

### </MU 307 Music and the Brain (3)

Study of the biological processes of active and passive music involvement and the resulting effect on individuals' learning, physical health, and mental well-being. Includes an experimental component. *Prerequisite: EN 101 an BI 100 or higher, or consent of instructor. This course is an upper level General Education course.*(GEHU - CCT)

### MU 107 Fundamentals of Voice (1)

For the inexperienced singer interested in an elementary knowledge of breath, phonation, resonance, and correct tone production. *No prerequisite.*

### MU 109/110 Piano for Beginners I and II (2 each)

Development of basic piano techniques, sight reading, improvisation, transposition, and keyboard harmony. Planned for non-music majors. *No prerequisite for MU 109. Prerequisite for MU 110: MU 109 or consent of instructor.*

### MU 111 Guitar for Beginners (2)

Designed to acquaint the beginner with basic chords and accompanying techniques. *No prerequisite.*

### MU 112 Class Guitar II (2)

A continuation of Class Guitar I with emphasis on development of right hand technique. *Prerequisite: MU 111 or consent of instructor.*

### MU 120 Fundamentals of Music Theory (2)

Music fundamentals including basic notation, intervals, scales, rhythm, ear training, writing of simple harmonic material with selected music for harmonic and form analysis. *No prerequisite.*

### MU 121 Introduction to Music (1)

An orientation to music study encompassing terms, forms, historical perspectives, use of facilities and music study procedures. *Prerequisite: Music Major.*

### MU 122 Rhythmic Perception (1)

Study of rhythm and meter through the analysis of mathematical constructs, notation practices, counting systems and tapping/clapping exercises. Development of rhythmic perception through rhythmic dictation and singing. *Prerequisite: Music Major.*

### MU 123 Computers and Music (1)

An introduction to understanding the use of computer music applications and MIDI (Musical Instrument Digital Interface) in music. Will include software applications addressing ear training and music theory, sequencing and music notation. *Prerequisite: Music Major, Co-requisite MU 121.*

### MU 133/134 Group Piano I and II (1)

Development of basic piano techniques, sight reading, keyboard harmony and harmonization skills. *Prerequisite for MU 133: Music Major status. Prerequisite for MU 134 is MU 133 or consent of instructor.*

### MU 198 Directed Study in Music (1-3)

Directed study in performance-based music courses. May be repeated for credit. *Prerequisite: Consent of instructor.*

### MU 200 Special Topics (1-3)

A variable content course treating areas of interest to both music majors and non-music majors. May be repeated for credit. *Prerequisite: Consent of Instructor.*

### **MU 206 Improvisation (2)**

Introduction to the basic materials utilized in the practice of improvisation. Includes practical application through performance and utilization of major scales and modes, ear training, transcription, and the learning of patterns. *Prerequisite: MU 215 or consent of instructor.*

### **MU 207 Double Reed Techniques (1)**

A practical study of tonal production, technique, reed-making, and other aspects of playing and methods of teaching oboe and bassoon in the public schools, including minor repair and maintenance of these instruments. *No prerequisite.*

### **MU 209 Single Reed/Flute Techniques (1)**

Study of pedagogy, tone production, embouchure, technique, care, repair, and maintenance of the flute, clarinet and saxophone. *No prerequisite.*

### **MU 210 Brass Techniques (1)**

The tone production, techniques, and problems of beginning brass instruments with particular emphasis on methods of teaching these instruments in the public schools. *No prerequisite.*

### **MU 211 String Techniques (1)**

Tone production, techniques, and particular problems of the beginning string instruments with particular emphasis on methods of teaching these instruments in the public schools. *No prerequisite.*

### **MU 212 Percussion Techniques (1)**

A practical study of the techniques and problems of percussion with particular emphasis on methods of teaching these instruments in the public schools. *No prerequisite.*

### **MU 213/214 Group Piano III and IV (1 each)**

Continuation of Group Piano II. Development of functional skills including transposition, score reading and improvisation. Also includes study of the intermediate level piano literature from various style periods. For music majors. *Prerequisite for MU 213: MU 134. Prerequisite for MU 214: MU 213.*

### **MU 215 Theory and Aural Comprehension I (4)**

Study of music notation, scales, modes, intervals, rhythm, triads, tonality, and figured bass. Development of aural skills related to these through the use of rhythmic, melodic, and harmonic dictation, and sight singing. *Prerequisite: MU 123 or consent of instructor.*

### **MU 220 Vocal Diction for Singers (3)**

The study of lyric diction for singing in English, Italian, Latin, French and German using the International Phonetic Alphabet. *Prerequisite: Music major or consent of instructor.*

### **MU 237 Choral Clinic (1)**

The initial experience in secondary music education in the area of choral work. *No prerequisite.*

### **MU 238 Instrumental Clinic (1)**

The initial experience in secondary music education in the area of strings, woodwinds and percussion. *No prerequisite.*

### **MU 240 Beginning Conducting (1)**

Basic beat patterns, baton technique, score reading, philosophy and basic concepts of conducting. *No prerequisite.*

### **MU 243 Composition (1-3)**

Individual tutoring in music composition with emphasis on the development and expansion of music materials. May be taken as an elective. May be repeated as an elective with consent of instructor. *Prerequisite: MU 215 or consent of instructor.*

### **MU 304 Intermediate Jazz Improvisation (2)**

Includes practical application through performance and utilization of tunes in major and minor keys and related modes as well as diminished and whole tone scales. Also includes ear-training, transcription, and study of patterns. *Prerequisite: MU 206 or consent of instructor.*

### **MU 305 The Business of Music (3)**

An overview of the music industry, with specific attention given to career development and opportunities, promotion and marketing techniques, contracts and negotiation, and arts management. *Prerequisite: Junior standing.*

### **MU 313 Foundations of Music Education (2)**

This course will examine the history and general principles of aesthetic education, the position of music education in the historical and contemporary frameworks of universal public education, administrative operation of schools and music education programs, curriculum design and implementation, the management of music material, human relations aspects of teaching music, and aspects of the music educator's professional development. *Prerequisite: Accepted in Professional Education program.*

### **MU 314 Theory and Aural Comprehension II (4)**

Study of four-part harmony, harmonic progression, cadences, modulation, non-harmonic tones, phrase and period forms, and baroque and classic style analysis. Development of aural skills relating to these through rhythmic, melodic and harmonic dictation and sight-singing. *Prerequisite: MU 215.*

### **MU 315 Theory and Aural Comprehension III (4)**

Study of chromatic harmony, larger forms and other topics related to music before 1900. Development of aural

skills related to these through dictation and sight-singing.  
*Prerequisite: MU 314.*

### **MU 316 Theory IV (3)**

Analysis of twentieth century music and various analytical methods, including Schenkerian analysis and Set Theory. *Prerequisite: MU 315.*

### **MU 317 Orchestration (2)**

Practical arranging of piano, choral and instrumental literature. Scoring for voices, strings, woodwinds, brass and percussion instruments including the study of tone, timbre, ranges, transpositions and the blending of these elements. *Prerequisite: MU 314 or consent of instructor.*

### **MU 318 Jazz Arranging (3)**

Practical arranging in the jazz idiom, ranging from small ensembles to big bands. Includes 2 to 4 part writing with drop 2, drop 2 and 4, and rhythm section considerations. Includes study of transpositions and ranges. *Prerequisite: MU 314.*

### **MU 320 Form and Analysis (2)**

Musical works from the 17th through 20th centuries are analyzed using a variety of analytical techniques. Students explore standard musical forms, musical structures, and questions of aesthetics. *Prerequisite: MU 315; MU 316 co-requisite*

### **MU 325/525 Music History I (3)**

Musical styles, composers, and forms in Western Music from 600 B.C.E. – 1800 C.E. including Greek, Roman, Medieval, Renaissance, Baroque and Classical music. *Prerequisite for MU 325: MU 215 or consent of instructor. Prerequisite for 525: MU 316 or consent of instructor.*

### **MU 326/526 Music History II (3)**

Musical styles, composers and forms in western music from 1800 to present. *Prerequisite for MU 326: MU 215 or consent of instructor, prerequisite for MU 526: MU 316 or consent of instructor.*

### **MU 330 Vocal Pedagogy and Literature (2)**

Examines the anatomy and physiology of the vocal mechanism and its application for the singer, voice teacher, and music educator. The second half of the semester is devoted to song literature and its application for the solo singer as well as the voice teacher. *Prerequisite: Music Major status or consent of instructor.*

### **MU 335 Organ Literature (1)**

Study of organ literature from the Renaissance to the present incorporation styles, registration, and instrument of each period. *Prerequisite: Music Major status or consent of instructor.*

### **MU 336 Organ Pedagogy (1)**

Study of various organ method books and relevant literature for use in teaching, plus knowledge of styles, registration, and organs of each musical period. *Prerequisite: Music Major status or consent of instructor.*

### **MU 337, 338 Piano Literature I and II (2)**

Keyboard music from the Elizabethan virginal school to the present time, designed primarily for piano majors and prospective piano teachers. *Prerequisite: Music Major status or consent of instructor.*

### **MU 339 Piano Pedagogy (2)**

Examines learning theories, methods and materials for private and group piano teaching at the elementary to intermediate levels, including business and professional aspects of teaching. *Prerequisite: Music Major status or consent of instructor.*

### **MU 398 Directed Study in Music (1-3)**

Directed study in performance-based music courses. May be repeated for credit. *Prerequisite: Consent of instructor.*

### **MU 400 Special Topics in Music (2-3)**

A variable content course treating areas of interest to music majors. May be repeated for credit. *Prerequisite: Consent of instructor.*

### **MU 415 Tonal Counterpoint (2)**

The study, analysis, and writing of inventions, canons and fugues in 18th-century style, using works of J.S Bach as a model. *Prerequisite: MU 316.*

### **MU 417 Elementary - Secondary Music Education Vocal Methods (3)**

This course will examine materials and specific instructional methods of teaching vocal music K-12, by a concept and skill-building approach, and emphasize the organization and development of vocal performing groups for grades 7-12. *Prerequisite: MU 313 or consent of instructor.*

### **MU 418 Elementary - Secondary Music Education Instrumental Methods (3)**

This course will examine materials and specific instructional methods of teaching elementary and secondary instrumental music, by a concept and skill building approach, and emphasize the organization and development of instrumental performing groups. *Prerequisite: MU 313 or consent of instructor.*

### **MU 420 Jazz Band Pedagogy (1)**

This course will examine the various jazz styles, rehearsal techniques, and improvisation in jazz band. *Prerequisite: Pass Fourth Semester Jury or consent of instructor.*

### **MU 421 Marching Band Pedagogy (1)**

This course will examine the various marching band styles, marching fundamentals, rehearsal techniques, show design principles and other facets of organization for teaching High School Marching Band. *Prerequisite: MU 245/445 Marching Band.*

### **MU 442 Advanced Instrumental Conducting (1)**

A practical opportunity to direct, under supervision, strings and woodwind instruments under conditions approximating the rehearsal situation. *Prerequisite: MU 240 or consent of instructor.*

### **ED 442 Music in the Elementary School (3)**

General principles and specific instructional methods for musical activities in the self-contained elementary classroom or in recreational settings. This course is designed for both the pre-service and in-service teacher. A variety of instrumental and vocal activities are presented. *Prerequisite: Accepted in Professional Education Program.*

### **MU 443 Composition (1-3)**

Individual tutoring in music composition with emphasis on the development and expansion of music materials. May be taken as an elective. May be repeated as an elective with consent of instructor. *Prerequisite: MU 316 or consent of instructor.*

## **Performance Courses**

### **ENSEMBLES – 1 HOUR**

#### **Ensembles – Lower Division**

#### **MU 244 – 254**

All students are invited to enroll in any of our performing ensembles. Some ensembles require an audition for admittance – please see individual ensemble listings.

#### **Ensembles – Upper Division**

#### **MU 444 - 454**

*Prerequisite: BM students must pass the "Fourth semester Jury." BA students and non-majors must pass "Double Jury."*

#### **MU 226/426 Wind Ensemble (0-1)**

The Washburn Wind Ensemble is comprised of the finest woodwind, brass, and percussion students at Washburn University. The Wind Ensemble exposes students to the highest quality of music written for wind instruments from the Renaissance to the present. This repertoire, along with visits by renowned artists and educators, give the students a unique opportunity to experience a wide range of compositional techniques, rehearsal processes, and musical possibilities. Membership in the Wind Ensemble is open to both music and non-music majors, through audition.

### **MU 244/444 Accompanying (0-2)**

A laboratory designed to develop proficiency in sight reading and accompanying at the keyboard. Required for keyboard concentrations and keyboard majors.

### **MU 145/345 Marching Band (1)**

The Fighting Blues Marching Band is open to all majors and non-majors. The Fighting Blues take great pride in entertaining and thrilling our fans in Yager Stadium with our precision marching and exciting music selections. The band also performs for other events, including bowl games, pep-rallies, alumni, administrative and foundation functions. Audition is not required. No prerequisites.

### **MU 239/439 University Band (0-1)**

The University Band is an ensemble that performs works from the standard literature for wind band. The University Band promotes the musical and intellectual growth of its members through careful selection of appropriate repertoire. Membership in the University Band is open to both music and non-music majors, through audition.

### **MU 246/446 Women's Chorus (0-1)**

Open, by audition, to both majors and non-majors. Membership is based upon appropriate vocal range and quality, and not gender. The Women's Chorus focuses on the fundamentals of proper choral singing and a wide range of literature. In addition, the ensemble performs on campus and off campus during the year.

### **MU 247/447 Washburn Singers (0-1)**

Open, by audition, to both majors and non-majors. The Washburn Singers perform a variety of styles of music from the chamber choir repertoire. In addition to participating in on-campus concerts each year, the ensemble also performs throughout the region for various high school choral programs and civic functions.

### **MU 248/448 Washburn Choir (0-1)**

Open, by audition, to both majors and non-majors. The Washburn Choir excels in performing a wide variety of styles of choral music. The choir performs regularly in both on and off-campus concerts, including major works with the Topeka and Kansas City symphonies.

### **MU 249/449 Jazz Ensemble I (0-1)**

The Washburn University Jazz Ensemble I meets for the purpose of exploring the jazz style in rehearsal and performance through the instrumentation of the jazz big band. The ensemble will strive for the highest possible standards in performance. An emphasis shall be placed on a wide array of styles, from the older big band styles to newer Latin, rock, and swing arrangements. Selection and placement is by audition.

### **MU 245/445 Jazz Ensemble II (0-1)**

The Jazz Ensemble II studies and performs works from the standard jazz literature. The Jazz Ensemble II promotes the musical and intellectual growth of its members through careful selection of appropriate jazz repertoire. Membership in the Jazz Ensemble II is open to both music and non-music majors through audition.

### **MU 250/450 Washburn Opera Studio (0-3)**

Works from the operatic and musical theatre repertoire are rehearsed and performed workshop style. Practice and performance in solo and ensemble singing and staging in material ranging from modern and contemporary Broadway and off-Broadway musicals and revues to classic opera and operettas. *Prerequisite: Consent of instructor.*

### **MU 251/451/551 Orchestra (0-1)**

Enrollment in Washburn University Orchestra is open to music and non-music majors by audition only. Repertory performed ranges from Baroque through contemporary literature. The ensemble performs at least two concerts each semester including Christmas Vespers in the Fall semester. Class participants may audition to perform solos with the orchestra. Selection and placement is by audition.

### **MU 252/452/552 String Orchestra (0-1)**

Enrollment in Washburn University String Orchestra is open to music and non-music majors by audition only. Repertory performed ranges from Renaissance through contemporary literature. Selection and placement is by audition.

### **MU 254/454/554 Small Ensemble (0-1)**

This class offers students a chamber music experience with only one person on a part. Pre-existing chamber groups may enroll, or students will be assigned to various chamber groups based upon current enrollment. Recital performance is required.

## **PRIVATE LESSONS (1-3 HOURS)**

### **Lower Division**

#### **MU 255 - 276**

Private lessons are NOT for beginners. Only BM Performance majors may enroll for 3 hours. *Prerequisite: Non-majors must have consent of instructor.*

### **Upper Division**

#### **MU 455 – 476**

*Prerequisite: BM students must pass "4th Semester Jury." BA students must pass "Double jury."*

## **PRIVATE LESSONS**

### **1-3 HOURS**

255/455 Bassoon	266/466 Percussion
256/456/556 Cello	267/467 Piano
257/457 Clarinet	268/468 Saxophone
258/458 Euphonium	269/469 String Bass
259/459 Flute	270/470 Trombone
260/460 Guitar	271/471 Trumpet
261/461 Harp	272/472 Tuba
262/462 Harpsichord	273/473 Viola
263/463 Horn	274/474 Violin
264/464 Oboe	275/475 Voice
265/465 Organ	276/476 Jazz

## **NATURAL SCIENCES AND MATHEMATICS**

Morgan Hall, Room 108  
(785) 670-1636

## **DEGREE OFFERED**

### **Associate of Arts**

#### *Natural Sciences and Mathematics*

The Associate of Arts degree in Natural Sciences and Mathematics is intended to give students a broad background in a particular area of liberal studies. Students are required to take coursework in at least three disciplines within Natural Sciences and Mathematics and to take a concentration in one subject area. The credits earned in this associate degree are all applicable toward a bachelor's degree. For information and advising on this degree, please contact the College of Arts and Sciences in Morgan Hall 108.

## **THE MAJOR**

For the Associate of Arts Degree in Natural Sciences and Mathematics, a student must complete 62 semester hours with a minimum grade point average of 2.0. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits. Forty-two hours must be graded. A student may not take the A/pass/fail option in the area of concentration without obtaining written permission from the chairperson of the department offering the course and filing it with the University Registrar's Office. The application for degree should be on file before enrolling for the last 15 hours.

## **Student Learning Outcomes**

Washburn University students completing this degree, upon graduation, are expected to have:

- Acquired an introductory knowledge of the basic principles of science and mathematics;

- Developed the ability to understand and utilize the scientific method; and
- Acquired a foundation for continuing academic study.

Specific course requirements are as follows:

### General Education

1. English Composition (three semester hours, English 101 or its equivalent)
2. MA 112: Essentials Mathematics or MA 116: College Algebra with a grade of C or better (3 semester hours)
3. Humanities and Creative and Performing Arts (six semester hours from at least two subject areas)
4. Natural Sciences (six semester hours from at least two subject areas)
5. Social Sciences (six semester hours from at least two subject areas)

### Area of Concentration

(24 semester hours of Natural Sciences and Mathematics coursework does not include six hours of Natural Sciences and Mathematics general education.)

1. The 24 hours of course work will include at least six hours each from a minimum of three subject areas within the Natural Sciences and Mathematics.
2. At least 12 hours will be from one subject area. These courses will be selected from a list developed by the faculty in that subject area and may include six hours of upper-division credit. The department from which the student takes the 12-hour concentration will be the effective administrative home of the student.
3. A minimum of a C grade is required in all courses within the area of concentration, including the six hours of general education in the Natural Sciences and Mathematics.
4. At least 12 of the hours remaining for the degree will be chosen from outside the area of concentration.

## PEACE, JUSTICE, AND CONFLICT RESOLUTION STUDIES

Henderson Learning Center 311,  
(785) 231-2060

### Affiliated Faculty

Professor Deborah Altus, Human Services  
 Professor Bob Beatty, Political Science  
 Professor Emeritus Ken Cott, History  
 Professor Rick Ellis, Human Services  
 Professor Gary Forbach, Psychology  
 Professor Rachel Goossen, History  
 Professor Chris Hamilton, Political Science  
 Professor Tom Prasch, Chair, History  
 Professor Emeritus Reinhild Janzen, Art History  
 Associate Professor Alan Bearman, History  
 Associate Professor Donna LaLonde, Mathematics/  
 Statistics  
 Associate Professor Kim Morse, History  
 Associate Professor Sarah Ubel, Communications  
 Associate Professor Mary Sheldon, English  
 Associate Professor Iris Wilkinson, Human Services  
 Assistant Professor Bradley Siebert, English

### MINOR OFFERED

Minor in Peace, Justice, and Conflict Resolution Studies

### MISSION

Peace Studies is an interdisciplinary program of study, building on existing course offerings in a range of departments, that incorporates both international peace and justice issues and, through internship opportunities with community-based agencies, local dimensions of conflict resolution. Students will combine core courses in Peace Studies with elective courses from departments across campus that share a common theme of peace, justice, and conflict resolution.

To obtain the Optional Interdisciplinary Minor in Peace, Justice and Conflict Resolution, a student must complete at least 18 hours of course work, comprised of 15 hours of designated core courses and 3 hours of electives. Some of these courses require prerequisites. The Minor will be supervised by a Committee of Advisors and coordinated by the Dean of the College of Arts and Sciences.

### Student Learning Outcomes

Students minoring in Peace, Justice, and Conflict Resolution, upon graduation, are expected to have:

- Shaped an effective thesis in written work about Peace Studies;

- Offered analytical interpretations of peace and conflict in the world;
- Integrated materials from multiple disciplines related to Peace Studies; and
- Used effectively organization, logic, and vocabulary in writing about Peace Studies.

### Requirements for the Minor

Students will take 18 hours of coursework with Washburn faculty who have interest and expertise in Peace Studies, with fifteen hours of core courses (listed below) and 3 hours of electives.

Electives can be chosen from a wide range of designated courses (see below).

#### Core courses for the Peace Studies minor are:

- IS 180 Introduction to Peace, Justice, and Conflict Resolution
- PO 352 Peace Studies and Conflict Resolution
- CN 330 Communication in Conflict and Negotiation
- CN 363 Intercultural Communication
- IS 380 Internship/Special Project

#### Courses which may be counted as elective credit for Peace Studies include, but are not limited to:

- AN/SO 336 Globalization
- BI 203 Human Impact on the Environment
- BI 310 Ecology
- BI 343 Human Genetics
- CJ 430 Criminal Justice Policy and Issues
- CN 350 Persuasion
- CN 361 Communication in Social Movements
- EC 201 Principles of Macroeconomics
- EC 443 Labor Relations
- EN 133/333 Stories around the World
- EN 399 Special Topics (when relevant to Peace Studies)
- GG 102 World Regional Geography
- GG 302 Natural Resources Conservation
- HI 329 Civil Rights Movement
- HI 300 Special Topics: War's Impact on America (or other special topics courses relevant to Peace Studies)
- HI 311 Cold-War America
- HI 398 Directed Readings (when relevant to Peace Studies)
- HS 152 Personal and Community Health
- HS 202 Victimology
- HS 202 Survivor Services
- HS 302 Social Change
- HS 307 Family Violence

- HS 390 Hate and Violence Crimes
- MS 140 Role of the Military
- MS 330 International Conflict
- NU 306 Community Health Concepts
- PH 102 Introduction to Moral Problems
- PH 312 Social-Political Philosophy
- PO 225 Introduction to International Relations
- PO 275 Introduction to Political Theory
- PO 310 Strategies of Community Development
- PO 346 Special Topics (when relevant to Peace Studies)
- PO 351 International Organizations and Law
- PO 365 Democratization and International Political Economy
- RG 102 World Religions
- SO/AN 207 Race and Ethnic Group Relations
- SO 301 World Population: Growth, Hunger, and US Foreign Policy
- SO 306 Law and Society
- SO 310 Social Class in the US
- SO/AN 338/538 Strategies for Social Change
- SW 250 Social Welfare
- SW 350 Social Welfare Policy

### PHILOSOPHY DEPARTMENT

Website: [www.washburn.edu/philosophy](http://www.washburn.edu/philosophy)

Garvey Fine Arts Center, Room 233

(785) 670-1542

Professor Barry Crawford

Professor Russell Jacobs, Chair

Lecturer Klaus Ladstaetter

### DEGREES OFFERED

#### Bachelor of Arts

*Philosophy*

#### Bachelor of Arts

*Religious Studies*

### MINOR OFFERED

*Philosophy*

*Religious Studies*

### Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Philosophy is dedicated to providing high quality undergraduate courses in philosophy and religion, to engaging in research and scholarly activities in these and related areas and to serving the University and its various communities. The Department emphasizes excellence in teaching undergraduate students.



## Description of Discipline

Philosophy focuses on fundamental questions concerning the nature of reality, knowledge, and values: metaphysics seeks to understand the true nature of reality in general and of humankind in particular; logic and epistemology endeavor to determine valid methods of reasoning and the limits and criteria of knowledge; and ethics attempts to formulate the basic moral norms by which our choices and actions should be governed. Through the study of philosophy, students can improve their understanding of themselves and the world in which they live; they can increase their command of intellectually responsible methods of establishing and evaluating beliefs and theories; and they can develop more effective ways of determining their moral duties.

In general, the study of philosophy helps to develop the ability to think clearly. If one understands how to think clearly, one can apply the techniques of critical and constructive thinking to the study of any discipline or to the concerns of any occupation. The department's curriculum provides an opportunity for all students, whether majoring in philosophy or not, to be educated in the methods of critical and constructive thought through reflection on the fundamental presuppositions of knowledge in general and of individual disciplines—such as science, mathematics, law, religion, and art—in particular.

The Philosophy Department offers a major and a minor in philosophy and administers a major and a minor in Religious Studies. In addition, the department offers individualized philosophy majors for pre-law and pre-seminary students.

## Student Learning Outcomes

Philosophy students at Washburn University, upon graduation, are expected to have:

- Achieved an introductory understanding of the major figures and movements in both ancient and modern philosophy;
- Achieved an introductory understanding of symbolic logic;
- Attained knowledge, beyond the introductory level, of some of the literature in each of the four major areas of philosophy (History of Philosophy, Logic, Metaphysics and Epistemology, and Value Theory);
- Demonstrated the ability to evaluate philosophical positions critically and systematically;
- Demonstrated the ability to formulate and defend philosophical positions;
- Mastered the ability to write well-reasoned, well-integrated essays about materials recently studied;

- Mastered the ability to conduct and present philosophical research in written form; and
- Mastered the ability to orally defend positions taken in written work.

## THE MAJOR

The Philosophy major consists of 31 hours of Philosophy including PH 201, 202, 220, 303, 311, 320, 335, 398, 399 and six additional upper division hours in Philosophy. Philosophy majors desiring to earn departmental honors must successfully complete the college requirements for departmental honors.

### Pre-Law Major in Philosophy

An individualized course of study for pre-law students may be designed in cooperation with the Philosophy Department's pre-law advisor.

### Pre-Seminary Major in Philosophy

An individualized course of study for pre-seminary students may be designed in cooperation with the Philosophy Department's pre-seminary advisor.

## THE MINOR

Minor programs in Philosophy are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of at least 15 hours in Philosophy, including six upper division hours. Courses may be broadly selected or may be concentrated in an area of particular interest.

## COURSE OFFERINGS

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

### </PH 100 World Views and Moral Values (3)

Philosophy is introduced to the beginning student by looking at metaphysics and ethics through the works of major Western Philosophers. **(GEHU - GED)**

### PH 101 Meditations on Human Nature (3)

An introduction to the problems and theories of Philosophical Anthropology, the field of Philosophy concerned with the study of the ultimate nature of the human being.

### </PH 102 Ethics: Introduction to Moral Problems (3)

Rational decision-making procedures in moral theory and their application to specific moral problems and problem areas; e.g. racism and sexism; the moral status of animals; moral issues in sexual orientation. **(GEHU - GED)**

### **PH 103 Introduction to Political Philosophy (3)**

Philosophical examination of the central problems and ideas of Politics and the State; e.g., the legitimate nature and extent of the State; justification of political authority; rights of citizens.

### **</PH 104 Freshman Logic (2-3)**

Undergraduates, especially those not planning to major in Philosophy, are exposed to general principles of thought and reason and to workable guidelines for improving their powers of rational thought. **(GEHU - CCT)**

### **PH 105 Introductory Topics in Philosophy (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

### **PH 106 Ethics in America (3)**

An introductory level course which combines a brief introduction to the history of ethics and ethical theory with a careful consideration and analysis of ethical issues in contemporary American society, especially ethical issues in the professions.

### **PH 107 Critical Reasoning (3)**

An introduction to the concerns, principles, and skills of critical reasoning with emphasis on the evaluation and construction of arguments pertinent to issues taken from various fields of knowledge (e.g. law, government, medicine, science, philosophy, religion). The field or fields emphasized may vary with different offerings.

### **</PH 115 Philosophy of Love and Sex (3)**

An introduction to philosophical thinking about human love and sexual relationships. The course will examine fundamental questions such as "What is Love?" and "What is Perversion?" It will also raise moral questions dealing with the proper role and circumstances of sex, and deal with socio-sexual issues such as pornography and the sexist implications of sex. **(GEHU - GED)**

### **</PH 117 Creation, Evolution and Morality (2-3)**

Evolutionary theory appears to hold that human beings are natural products of evolutionary forces, without special moral or religious status. What does this mean for morality? Can notions of right and wrong, good and evil, have a place in an evolutionary world? What are the religious implications of evolution? This course will consider these and other philosophical and moral issues raised by Darwinism. **(GEHU - GED)**

### **PH 200 General Topics in Philosophy (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

### **</PH 201 History of Ancient Western Philosophy (3)**

Western Philosophy from the pre-Socratics through the Middle Ages. Emphasis is on the most prominent philosophers of that period, their fundamental theories, and the problems with which they were concerned. **Prerequisite: EN 101 or EN 102. (GEHU - CCT)**

### **</PH 202 History of Modern Western Philosophy (3)**

Western Philosophy from the Renaissance through the Eighteenth Century. Emphasis is on the most prominent philosophers of that period, their fundamental theories, and the problems with which they were concerned. **Prerequisite: EN 101 or EN 102. (GEHU - CCT)**

### **PH 205 Introduction to Existentialism: Condemned to Freedom (3)**

Introduction to both theistic and atheistic existentialism through the study of some of the more prominent existentialists (e.g. Kierkegaard, Nietzsche, Sartre, Camus, Buber, Tillich), major existentialist themes (e.g., concrete individuality, freedom of choice, dread, alienation and death), and the influences of existentialist thought on contemporary literature, ethics, social and political theory, psychology and religion.

### **</PH 207 The Existence of God (3)**

An elementary course in Philosophy and Religion focusing upon the specific rational arguments which have been advanced for and against the existence of a supreme being. **Prerequisite: EN 101 or EN 102. (GEHU - CCT)**

### **PH 211 Introduction to Ethical Theory (3)**

Introductory survey of problems and positions in ethical theory: moral absolutism and moral relativism; moral decision-making theories, including Utilitarianism and Kant; evidence in moral argument.

### **</PH 214 Medical Ethics (3)**

Philosophical examination of moral problems that arise in health care; e.g., professional-patient relationship; role and rights of the patient; truth-telling and confidentiality; abortion and euthanasia. **Prerequisite: EN 101 or EN 102. (GEHU - GED)**

### **</PH 220 Logic (3)**

Analysis of argument and argument form, using symbolic logic as a primary tool. **(GEHU - QSR)**

### **PH 300/500 General Topics in Philosophy (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

### **PH 302 Philosophy of Religion (3)**

Analyzes basic religious concepts such as God, faith, the problem of evil, etc. and looks closely at the meaning of religious language. **Prerequisite: PH 201 and three additional hours of Philosophy or Religion.**

**PH 303/503 Topics in the History of Philosophy (3)**

Advanced study of a major period, movement, or individual in the History of Philosophy. May be repeated for credit when topics vary. *Prerequisite: PH 201 and 202.*

**PH 311/511 Issues in Ethical Theory (3)**

Specific issues in the philosophical study of morality; e.g., the objectivity of moral judgments, the place of reason in moral thinking, proof of basic moral principles, the status of moral language. *Prerequisite: PH 100, or 102 or 201, or 202, or 211.*

**PH 312 Social-Political Philosophy (3)**

Current problems in social and political philosophy including but not limited to distributive justice, reparations, liberalism, alienation, radicalism, freedom and natural rights, social decision procedures, the concept of public interest, and the relationship between justice and equality. *Prerequisite: three hours of Philosophy.*

**</PH 315/515 Philosophy of Law (3)**

A philosophical examination of such topics as the fundamental concept of law; relations between legal theory and moral theory; the nature of legal reasoning; justification of punishment. *Prerequisite: three hours of Philosophy. (GEHU - GED)*

**PH 320 Advanced Logic (3)**

Advanced study of logical theory and language calculi. *Prerequisite: PH 220.*

**PH 325/525 Philosophy of Mathematics (3)**

Philosophical aspects of mathematics, including the foundation of mathematics, the nature of mathematical truth, and the ontological status of mathematical objects. *Prerequisite: PH 220 or MA 207.*

**PH 327 Philosophy of Science (3)**

Philosophical aspects of the physical and social sciences, including the nature and problems of theory construction and concept formation, empirical testability, explanation and prediction, and problems of induction and confirmation. When the topics studied differ significantly, this course may be repeated for credit. *Prerequisite: PH 220.*

**PH 330/530 Philosophy of Mind (3)**

Classical and contemporary treatments of the traditional problems of mind-body, other minds, mental acts, self, persons, perception etc. *Prerequisite: PH 100 or PH 101 or PH 202.*

**PH 335/535 Metaphysics (3)**

Alternative theories of the nature of ultimate reality, including concepts such as cause, substance, time, etc. *Prerequisite: PH 202.*

**PH 340 Aesthetics (3)**

A philosophical approach to such questions as the nature of art, aesthetic value, and art criticism. *Prerequisite: PH 211, or PH 201 and PH 202.*

**PH 386/586 Special Studies (1-3)**

Individual study in the thought of a particular philosopher or on a particular philosophical problem. Regular conferences to be scheduled with the professor directing the study. May be repeated for credit. *Prerequisite: nine hours of Philosophy, and permission in advance by the professor with whom the student desires to work.*

**PH 398 Senior Thesis Research (1)**

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in PH 398 and PH 399 may not be or have been submitted for credit in any other course. Pass/Fail only. *Prerequisite: Senior Philosophy Major.*

**PH 399 Senior Thesis (3)**

Independent research, writing and defense of a substantial paper, under faculty supervision. Work completed in PH 398 and PH 399 may not be or have been submitted for course credit in any other course. *Prerequisite: PH 398.*

**PHYSICS DEPARTMENT**

Website: [www.washburn.edu/physics](http://www.washburn.edu/physics)

Stoffer Science Hall, Room 210

(785) 670-2141

Assistant Professor Steve Black, Chair

Associate Professor Karen Camarda

Associate Professor Brian Thomas

Lecturer Mark Smith

Lecturer Keith Mazachek

Lecturer Tambra Eifert

**DEGREES OFFERED****Bachelor of Arts**

*Physics*

**Bachelor of Science**

*Physics*

*Computational Physics*

**MINOR OFFERED**

*Physics*

## Mission

The mission of the Physics and Astronomy Department is to engage our community in an impassioned and continued search for intellectual growth in the fields of physics, astronomy, engineering, and geology. The department will accomplish this mission by: offering general education courses to all students; providing a comprehensive and personalized foundation for majors, which will prepare them for a career in their chosen field; performing research and scholarship which broadens the horizons of knowledge and informs our teaching, and; providing public access to the planetarium and observatory and conducting educational programs in physics, astronomy, engineering, and geology for the intellectual enrichment of the citizens of the state of Kansas.

Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.

## Student Learning Outcomes

Physics students at Washburn University, upon graduation, are expected to have:

- Acquired an understanding of the vocabulary and methodology of physics;
- Demonstrated the ability to move from observations to logical conclusions, and apply analytical thinking; and
- Acquired knowledge of the subject matter in terms of content, problem solving, experimental design, data reduction and analysis.

## THE MAJOR

To major in Physics with a Bachelor of Science Degree, one must satisfactorily complete Physics 261 and 262 or 281 and 282, 320, 330, 334, 335, 350, 360 (Senior research project), 365, 366, at least two additional upper division laboratory courses, and pass a written (MFT) and/or oral comprehensive examination. Credits in Physics 101, 102 and 120 and Astronomy 101, 102 and 103 will not be allowed toward a major in physics. Credit in all other courses in astronomy may be applied toward a major or minor in physics.

To major in Computational Physics with a Bachelor of Science Degree, one must satisfactorily complete Physics 261 and 262 or 281 and 282, 291, 320, 330, 334, 335, 340, 350, 365, 366, and 368, and pass a written (Major Field Test) and/or oral comprehensive examination. The required correlated courses in Computer Information Sciences are 111, 113, 170, 244, 245, 307, and 390. The required correlated courses in Mathematics and Statistics are 151, 152, 153, 206, 241, 301, 343, and 376.

To major in physics with a Bachelor of Arts Degree, one must satisfactorily complete 25 hours in Physics including 12 upper division hours. At least 6 hours of major courses in the Department must be taken in residence at Washburn University.

## The Physics Program for Secondary Education Teachers

The teaching of Physics at the secondary level requires completion of a BA or BS in Physics. Courses that must be taken to meet the standards for licensure in Kansas are: physics courses 261 and 262 or 281 and 282, 320, 330, 334, 335, 350, and 360 and correlated courses of either BI 102 or CH 151. In addition, students must fulfill the professional education course requirements of the Education Department. **Students seeking licensure to teach must also be formally admitted to the University's Professional Teacher Education Programs. For admission requirements, see EDUCATION in this catalog.**

## SUGGESTED SCHEDULE IN PHYSICS

### Freshman

<u>First Semester (16 hrs)</u>		<u>Second Semester (14 hrs)</u>	
English 101	(3)	Mathematics 152	(5)
Mathematics 151	(5)	Physics 281	(5)
Chemistry 151	(5)	CIS 111	(4)
WU 101			

### Sophomore

<u>First Semester (15 hrs)</u>		<u>Second Semester (13-16 hrs)</u>	
Mathematics 153	(3)	Mathematics 241	(3)
Physics 282	(5)	Physics 334	(3)
CIS 244	(3)	Physics 335	(3)
Electives	(4) OR	Electives 4-7	(3)

### Junior

<u>First Semester (15-18 hrs)</u>		<u>Second Semester (14 hrs)</u>	
English 300	(3)	Physics 321	(3)
Physics 320	(3)	Physics 322	(2)
Physics 365	(3)	Physics 336	(3)
Physics 366	(3)	Electives	(6)
Mathematics 301	(3)	Electives	(3)

### Senior

<u>First Semester (16-18 hrs)</u>		<u>Second Semester (14 hrs)</u>	
Physics 330	(3)	Physics 340	(3)
Physics 332	(1)	Physics 351	(3)
Physics 350	(3)	Physics 352	(1)
Physics 360	(1)	Physics 360	(1)
Mathematics 343	(3)	Electives	(6)
Electives	(5-7)		

## SUGGESTED SCHEDULE IN COMPUTATIONAL PHYSICS

### Freshman

First Semester (18 hrs)		Second Semester (17 hrs)	
Mathematics	(5)	Mathematics 152	(5)
CIS 111	(4)	Physics 281	(5)
English 101	(3)	CIS 113	(3)
WU 101	(2)	Mathematics 206	(3)
Gen. Ed. Course	(3)	Gen. Ed. Course	(1)

### Sophomore

First Semester (16 hrs)		Second Semester (18 hrs)	
Physics 282	(5)	Physics 335	(3)
Mathematics 153	(3)	CIS 244	(3)
CIS 170	(3)	Mathematics 241	(1)
Physics 291	(2)	Gen. Ed. Course	(9)
Gen. Ed. Course	(3)		

### Junior

First Semester (15 hrs)		Second Semester (15 hrs)	
CIS 245	(3)	Mathematics 343	(3)
Mathematics 301	(3)	CIS 307	(3)
Mathematics 376	(3)	Physics 320	(3)
Physics 365	(3)	Physics 334	(3)
Physics 366	(3)	Physics 340	(3)

### Senior

First Semester (14 hrs)		Second Semester (12 hrs)	
CIS 390	(3)	Physics 368	(3)
Physics 330	(3)	English 300	(3)
Physics 350	(3)	Elective	(6)
Gen. Ed. Course	(3)		
Elective	(2)		

## THE MINOR

To minor in Physics, the student must complete 20 hours in physics which will consist of PS 261 and 262 or PS 281 and 282 plus 10 hours of course work in Physics requiring PS 261, 262 or PS 281, 282 as prerequisites. To count toward a minor work must be graded C or better and 25 percent of total minor hours must be taken in residence at Washburn University.

## COURSE OFFERINGS

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

### </PS 101 Introduction to Physics (3)

For non-majors. Recommended for partial fulfillment of the graduation requirement in natural science. Selected topics from the field of classical and modern physics are

studied and discussed in terms of their impact on modern society without mathematical emphasis. **(GENS - QSR)**

### </PS 102 Introduction to Physics - Health (3)

For non-majors. Recommended for partial fulfillment of the graduation requirement in natural science. Selected topics from the field of classical and modern physics are studied and discussed in terms of their impact on the health profession. Students will not receive credit for both PS 101 and PS 102. *Prerequisite: MA 112 Essential Mathematics or MA 116 College Algebra or higher, or concurrent enrollment.* **(GENS - QSR)**

### </PS 120 Meteorology (3)

The Earth's atmosphere and basic circulation patterns including types and classification of clouds and air masses, the formation of fronts, winds aloft computations, principles of forecasting, energy considerations and other associated physical processes. *Prerequisite: MA 104 or one and one-half years of High School algebra.* **(GENS - QSR)**

### </PS 126 Physical Science for Elementary Ed (5)

This course, designed to provide a comprehensive background in physical and earth science for the elementary school teacher, will provide lecture and laboratory experiences which will serve to improve confidence in both scientific process and product applicable to all elementary curricula. Four lectures and one lab period per week. **(GENS - QSR)**

### </PS 261 College Physics I (5)

Recommended for medical arts and general science students. Mechanics, heat, and sound are studied. Lecture-recitation and laboratory. *Prerequisite: (MA 116 College Algebra and MA 117 Trigonometry) or MA 123 Pre-Calculus or MA 151 Calculus I (or concurrent)* **(GENS - QSR)**

### PS 262 College Physics II (5)

A continuation of College Physics I. Electricity, optics and modern physics. Lecture-recitation and laboratory. *Prerequisite: PS 261 with a grade of C or better.*

### </PS 281 General Physics I (5)

Required for students who wish to major in physics and astronomy and for pre-engineering students. Mechanics, heat, and sound are studied. Lecture-recitation and laboratory. *Prerequisite: MA 151 or concurrent enrollment.* **(GENS - QSR)**

### PS 282 General Physics II (5)

A continuation of General Physics I. Electricity and magnetism optics, and modern physics. Lecture-recitation and laboratory. *Prerequisite: PS 281 with a grade of C or better.*

### PS 291 Elementary Computational Physics (2)

An introduction to computer modeling of physics problems using spreadsheet programs, computer algebra

systems, and other mathematical software. *Prerequisite: MA 151 or concurrent.*

### **PS 310 Relativity (2)**

Concepts of space and time, frames of reference, Einstein's Theory of Special Relativity and Elements of General Relativity. *Prerequisite: PS 262 or 282.*

### **PS 320 Electromagnetic Theory I (3)**

The basic theory of electro- magnetic fields and waves using the calculus and vector methods. *Prerequisite: PS 262 or 282; MA 153.*

### **PS 321 Electromagnetic Theory II (3)**

A continuation of Physics 320. *Prerequisite: PS 320.*

### **PS 322 Electrical Laboratory (2)**

Basic theory of semiconductors and the application of this theory in electrical measurements. One-hour lecture and three hours laboratory a week. *Prerequisite: PS 262 or 282.*

### **PS 330 Optics (3)**

Physical and geometrical optics. Lecture-recitation. *Prerequisite: PS 262 or 282.*

### **PS 332 Optics Laboratory (1)**

Experiments with lens systems, mirrors, aberrations, the spectrometer, interference and diffraction, and polarization. *Prerequisite: PS 330 or concurrent enrollment.*

### **PS 334 Thermodynamics (3)**

A consideration of heat phenomena, the first and second laws of thermodynamics, their principal consequences and applications to simple systems, and the kinetic theory of gases. *Prerequisite: PS 262 or 282; MA 153.*

### **PS 335 Theoretical Mechanics I (3)**

A mathematical study of classical mechanics. Rigid body statics and dynamics, kinematics and dynamics of particles and systems of particles, and conservative and non-conservative force fields. *Prerequisite: PS 262 or 282; MA 153.*

### **PS 336 Theoretical Mechanics II (3)**

A continuation of Theoretical Mechanics I. *Prerequisite: PS 335.*

### **PS 340 Electronics (3)**

Digital electronic circuits and devices with special emphasis on computer interfacing to instrumentation. Two one-hour lectures and one three-hour laboratory a week. *Prerequisite: PS 262 or 282, and MA 153.*

### **PS 350 Modern Physics I (3)**

Phenomena specific to the extra-nuclear structure of the atom; phenomena peculiar to the atomic nucleus;

introduction to quantum and wave mechanics, and relativity. *Prerequisite: PS 262 or 282; MA 153.*

### **PS 351 Modern Physics II (3)**

A continuation of Physics 350. *Prerequisite: PS 350.*

### **PS 352 Atomic and Nuclear Physics Laboratory (1)**

Measurements of constants fundamental to atomic physics: Planck's constant, electron charge and mass, speed of light, etc. Techniques of nuclear alpha, beta and gamma ray spectroscopy. *Prerequisite: PS 350.*

### **PS 360 Experimental Physics (1 or 2)**

Experimental design and techniques. Extensive use of technical literature will be necessary. Independent work is encouraged. *Prerequisite: consent of instructor.*

### **PS 365 Introduction to Theoretical Physics (3)**

Application of ordinary and partial differential equations, Fourier series, Laplace transforms, Gamma functions, and complex variables to problems in the fields of physics and engineering. *Prerequisite: PS 262 or 282 or concurrent enrollment.*

### **PS 366 Introduction to Computational Physics (3)**

Techniques and models in computational physics. *Prerequisite: PS 262 or 282, MA 153.*

### **PS 368 Computational Physics Research (3)**

Computational physics research in any of the areas of physics. A written and an oral presentation of the work is required. *Prerequisite: departmental permission.*

### **PS 370 Spec. Subjects in Physics (Credit to be Arranged)**

Offered on demand as teaching schedules permit. Material is to be chosen according to student interest from any one of a number of fields of physics. *Prerequisite: consent of instructor.*

## **POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

Website: [www.washburn.edu/polisci](http://www.washburn.edu/polisci)

Henderson Learning Center, Room 215  
(785) 670-1737

Professor Mark Peterson, Chair  
Professor Steve Cann  
Professor David Freeman  
Professor Chris Hamilton  
Professor Bob Beatty  
Professor Tom Schmiedeler, Geography

## DEGREES OFFERED

### Bachelor of Arts

*Political Science*

### Bachelor of Public Administration

*Public and Non-Profit Management*

## CERTIFICATE OFFERED

*Certificate of Non-Profit Management*

## Mission

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Political Science provides the curriculum for the Bachelor of Arts degree in Political Science and Bachelor of Public Administration degrees. The department serves a clientele that enrolls in its courses for several different reasons including: (1) meeting general education requirements, (2) meeting major or minor requirements for other departments and majors, (3) meeting the cognitive needs of departmental majors, (4) assisting students in meeting the professional development needs of their present or future employment, and (5) meeting the elective needs of students who are interested in politics, political issues, and/or public policy.

## Description of the Discipline

Political Science is the study of governments, public policies and political behavior using both humanistic and scientific perspectives and skills to examine the countries and regions of the world. See <http://www.apsanet.org>

The Political Science Department administers the two degrees of political science (BA), and public administration (BPA), a Certificate of Non-Profit Management (see also the Department of Human Services), and Geography courses.

The Department of Political Science offers the Bachelor's in Political Science (BA) which seeks to prepare well-rounded students who understand politics and policies domestically, internationally, theoretically, and administratively. The BA in Political Science is for those who plan to go on to graduate or law school, careers in public affairs or public employment, or who seek a well-rounded liberal arts education in preparation for any number of life callings. The Department also offers a Bachelor of Public Administration degree which emphasizes public and non-profit management. We also offer the Certificate of Non-Profit Management.

## Student Learning Outcomes

Political Science students at Washburn University, upon graduation, are expected to have acquired knowledge in four of the following five subfields:

- The political institutions and processes of the governments of the United States;
- International political issues, significant international organizations, and the world political economy;
- The ideas, concepts, and principles associated with political philosophers deemed by the discipline as being most significant to the sub-field of Political Theory;
- The field of comparative political institutions and political processes; and
- The field of public administration, its processes, and the general principles and problems of complex public organizations.

In addition, all majors in the discipline should be able to interpret the meaning and significance of political data.

## DEPARTMENTAL HONORS

3.65 overall GPA and a 3.80 Political Science/ Public Administration GPA (All Political Science/Public Administration courses taken. Cognates for the BPA are not counted in the major GPA calculation, but must be C or better to count towards the degree).

## THE POLITICAL SCIENCE MAJOR

Brief General Description: At least 34 credit hours in Political Science are required, to be distributed as follows: A required curriculum of twenty-five (25 ) credit hours consisting of :

- PO106 The Government of the United States
- PO 107 Kansas and the U.S. State and Local Government
- PO 225 Introduction to International Politics
- PO 235 Introduction to Comparative Politics
- PO 308 Federalism and Public Policies
- PO 325 Advanced International Politics
- PO 335 Advanced Comparative Politics
- PO 390 Applied Political Research
- PO 450 Senior Seminar

A further nine (9) credit hours from the following upper division courses:

- PO 371 Topics in American Politics and Government
- PO 372 Topics in Comparative Politics
- PO 373 Topics in International Relations
- PO 374 Topics in Public Administration
- PO 396 Topics in Applied Research
- PO 397 Advanced Applied Research

## THE POLITICAL SCIENCE MINOR

A minor consists of no less than 15 hours. Students must take PO 106, PO 107, and select 9 hours of additional courses 6 of which must be 300 level or higher courses. Students must have a grade of C or better in each course applied to the minor. A student cannot major in either political science or public administration and receive a minor in the other area.

### Pi Sigma Alpha

The national political science honorary society is represented by a chapter chartered in 1983. Membership is conferred each year on advanced political science students whose grades meet the prescribed national and local requirements.

## BACHELOR'S DEGREE (BPA) IN PUBLIC ADMINISTRATION CERTIFICATE OF NON-PROFIT MANAGEMENT

### Mission

The Bachelor of Public Administration Degree and the Certificate of Non-Profit Management are offered through the Department of Political Science. The principal function of these programs is to serve a clientele that seeks a level of expertise and cognition sufficient to the professional development needs of their present or future employment in either the public and/or non-profit sectors of American society. The offerings of the discipline also meet the elective needs of students interested in the various aspects of public administration.

### Student Learning Outcomes

Public Administration Students at Washburn University, upon graduation, are expected to have acquired basic knowledge in the following subfields:

- The interaction between politics and policy which makes administration necessary and defines its tasks;
- The theories, principles, and problems of complex organizations;
- The theories and practice of management;
- The theories and concepts of organization staffing;
- The means and methods by which governments raise, appropriate, expend, and account for funds; and
- The limits of bureaucratic power under a constitutional, democratic government.

### Degrees and Certificates

The Bachelor in Public Administration (BPA) emphasizes Public and Non-Profit Management. The Bachelor of Public Administration (BPA) degree leads to employment in state or local governments, non-profit agencies, the national government, or certain aspects

of business relating to human resources management, government relations or government regulations. The BPA degree requires 24 credit hours of cognate courses 15 of which fulfill general education requirements, and not more than 40 political science and public administration credit hours as described below. The Department is active in seeking internships in public and non-profit agencies for Juniors and Seniors, leading in many cases to full-time employment.

### Required Courses for the BPA Major (27 to 30 credit hours):

PO 107 American State and Local Government  
PO 245 Intro to Public Administration

(sometime within the first 12 credit hours of the major)

PO 305 Public Policy  
PO 307 Internship (3 or 6 credit hours)  
PO 390 Applied Political Research  
PO 391 Public Personnel Administration  
PO 393 Public Budgeting  
PO 394 Public Management Techniques  
PO 401 Program Evaluation

OR

HS 495 Admin. And Eval. Of Human Service Programs

### PO Electives for the BPA (9 to 12 credit hours):

PO 306 Urban-Metropolitan Government  
PO 308 Federalism and Public Policies  
PO 343 Administrative Law  
PO 346 Special Topics ( 3 to 6 credit hours total)  
PO 395 Non-Profits Management

### Non-PO Cognate Courses for the BPA:

Students must take the following courses in the General Education Curriculum: EC 200, EC 201, PY 100, CN 101, and SO 101. These courses also count towards fulfilling the General Education and elective requirements of the University. Students must also take CM 101, AC 224 Financial Accounting, and CN 300 Organizational Communication OR CN 350 Persuasion (Prerequisite CN 101).

**The Certificate of Non-Profit Management** is offered jointly with the Department of Human Services. The Certificate of Non-Profit Management is valuable for individuals who seek manager positions or advancement into the field of non-profit agencies (United Way, YMCA, etc). The Certificate is offered in three ways: A. ON-LINE, B. to any on-campus student with any Major, or C. with fewer required hours as a Major in Public Administration



who Minors in Human Services, or a Human Services Major who Minors in Public Administration.

**Option A.** Available ON-LINE to working adults in any outlying location by the Internet, or through campus courses (see list of 9 courses in the Option B paragraph immediately below)

OR

**Option B.** Add to any Major or graduate program, with the following courses: English 100. HS 100 Orientation to Human Services; HS 445 Legal and Ethical Issues; HS 302 Social change and Advocacy; PO 245 Intro to Public Administration; PO 393 Public Budgeting, or PO 346 Non-Profit Fundraising; PO 395 Non-Profit Management; PO 401 Program Evaluation, or HS 495 Admin and Evaluation of Human Services; PO 307/HS 481 Internship 3 to 6 credit hours.

**Total of 27-30 credit hours (9 courses)**

**Option C.** 6 courses (18 hours). For any Majors in Public Administration who Minor in Human Services, or any Majors in Human Services who Minor in Public Administration, as follows:

**Any Human Services Major with this Minor in Public Administration:**

- PO 245 Intro to Public Administration
- PO 346 Non-Profit Fundraising
- PO 391 Public Personnel Administration
- PO 393 Public Budgeting and Grants
- PO 394 Public Management Techniques
- PO 395 Non-Profit Management

**Any Public Administration Major with this Minor in Human Services:**

- HS 100 Orientation to Human Services
- HS 300 Prevention in Human Services
- HS 302 Social Change and Advocacy
- HS 305 Case Management
- HS 330 Theories of Intervention
- HS 445 Legal and Ethical Issues in Human Services

**The Minor**

The minor in Public Administration consists of 18 credits distributed as follows: 9 lower division credits (PO 106, 107, and 245) and 9 upper division credits chosen from the following list (PO 306 or 392, 343 or 391, 393, 394 or 395, 390).

**COURSE OFFERINGS**

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

**</ PO 106 The Government of the United States (3)**

Theory, organization and functioning of our democratic government in modern society with special emphasis on the national government and its relations with the states. The role of government in a democratic society as a supplier of services, the embodiment of values and the arbiter of conflict is stressed. **(GESS - GED)**

**</ PO 107 Kansas and the U.S. State and Local Government (3)**

Examines American state and local politics, government, and public policies from the grassroots to the institutional level with a particular emphasis on the similarities and differences that exist in Kansas in comparison to the characteristics found in the rest of the states. Contrasting the fundamental differences between states and localities and the national government is also an emphasis of the course. **(GESS - GED)**

**</PO 225 Introduction to International Politics (3)**

Theory and practice of international politics with special attention to foreign policy and decision-making process, major issues facing the international system, the role and functions of international and transnational organizations with respect to conflict and cooperation in the international community. **(GESS - CCT)**

**</ PO 235 Introduction to Comparative Politics (3)**

Basic concepts, theories and methods in comparative analysis of political institutions, processes, and policies of nations. Case studies of selected political systems-developed and developing, Western and non-western, democratic and non-democratic illustrate the analytical approaches. **(GESS - GED)**

**PO 245 Introduction to Public Administration (3)**

Designed to acquaint the student with the organization and functioning of the administration of government. Includes introduction to theories of administration, policy and administration values, study of the governmental bureaucracy and administrative behavior.

**PO 255 Introduction to the American Legal System (3)**

Designed to acquaint the student with the basic institutions and procedures of the American legal system. Also a very basic introduction to substantive areas of American law such as: torts, contracts, civil procedure, regulation of business.

**PO 300 Special Topics in Political Science (1-3)**

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

**PO 303 U.S. Hate and Extremist Groups (3)**

Examines the politics, development, and influence of major domestic extremist, hate and terrorist groups; significant radical movements; and related trends in the

contemporary U.S. *Prerequisite: Students will need to have taken either PO106 or HI112, or receive instructor permission.*

**PO 304 Political Behavior (3)**

Study of the formation of public opinion, and participation in governmental decision-making. Analysis of voter and interest group behavior by means of electoral and other data. Discussion of issues as related to the democratic process of public decision-making.

**PO 305 Public Policy (3)**

Examines the role of government as a supplier of services to its citizens. It will cover the following topics: the nature of politics and policy, social problem identification and articulation, interest groups and the formation of public policy, the analysis of policy content, policy implementation, and policy evaluation.

**PO 306 Urban-Metropolitan Government (3)**

Analysis of historical, political, economic, and social development of urban America. Emphasis will be placed on discussion of contemporary urban problems through investigation of the legal status of municipal and county governments, machine, reform, and ethnic politics, socioeconomic class status and urban society, community power, forms of participation in urban politics, the problems and politics of urban policymaking, and suggestions for improving urban-metro governments.

**PO 307 Internship in State and Local Government (3-6)**

Experience in an operating office of state or local government in order to gain insight into government at these levels. Problem paper required. *Prerequisites: Political Science 107 and/or consent of instructor. Junior and Senior standing.*

**PO 308 Federalism and Public Policies (3)**

A study of the nature, patterns, and impact of American federalism, including historical, fiscal, economics, policy and political significance.

**PO 309 Kansas Legislative Experience (3)**

Analysis of the Kansas legislature and governor, along with other state-wide offices and the media -- how all function within the governmental system of Kansas. Along with an in-depth study of the a legislative session, the student will be required to attend legislative committee meetings, floor debates, and gubernatorial press conferences. Students will also conduct participant observation within a legislative or executive branch office. No prerequisites.

**PO 320 The Legislative Process (3)**

Analysis of the special role of legislative bodies as they function within the American system of separation of powers and checks and balances. Emphasis is placed on Congress and its significance to our democratic system.

**PO 321/521 The Presidency (3)**

The President in the American system of democratic government. His role as national and international leader, as chief of party and arbiter of interest conflicts. Comparison between the American Presidency and heads of government of other states.

**PO 322 Politics of the 1960s to Now (3)**

Covers the incredible changes in America rendered by the powerful political movements, reforms and issues of the 1960s and 70s. Virtually everything about current politics is understandable only if traced to the roots of it all in the near-revolutionary events of those earlier decades. Course is taught using various media. *Pre-requisite: 3 hours of political science, or consent of the instructor.*

**PO 325 Advanced International Relations (3)**

Examines traditional realist approaches to international power; alternative perspectives to power politics; American foreign policy; and understandings of the roots and resolution of international conflict. *Pre-requisite PO 225*

**PO332 Politics Through Film and Literature (3)**

Exposes students to the nature and varied dynamics of politics through film and literature. Emphasis will be placed on classical, modern, and post-modern understandings of politics as expressed in film and literature with the expectation of sharing an informed and inviting view of politics in the Western world. *No prerequisites.*

**PO 333 Classical and Medieval Political Theory (3)**

Analysis of Western Political Thought from the Classical Greek period through the thirteenth century. Drawing upon selected political philosophers particular emphasis will be placed on such concepts as: human nature, the nature of the state, political authority, political obligation, citizenship, the nature of constitutions, justice, virtue, and political rights, to mention a few.

**PO 334 Modern and Contemporary Political Theory (3)**

Analysis of Western Political Thought from the fourteenth century to the present. Drawing upon selected political philosophers particular emphasis will be placed on history, literature, philosophy, science, social and religious thought, and the paradigmatic structuring of both modern and contemporary political thought.

**PO 335 Advanced Comparative Politics (3)**

A study of governments, politics, policies and political cultures of the countries in particular regions of the world e.g. Latin America, Central and Western Europe, or China, Japan and eastern Asia. Analysis of the political processes, government institutions, national and multi-national alliances, public policies, political economies, cultures, interest groups and leaders that shape the

political landscapes of the particular region covered in a given semester constitutes the scope of each semester's class. A specific emphasis on the forces of political and economic change will be central to the course. (Existing course numbers to be subsumed under this course number include: PO360, 361, 362, and 365.) *Pre-requisite PO 235*

### **PO 337 Religions and Politics (3)**

Describes the many current trends of religions and politics in the U.S. focusing on the major religions and their political teachings, considerable political power and activism in contemporary American politics, society and life. *Prerequisite: 3 hours of political science, or consent of the instructor.*

### **PO 338 Contemporary American Politics (3)**

Principal issues, trends, and personalities in current American politics and election campaigns. Normally taught in the first semester of even numbered years. *Prerequisite: PO 106.*

### **PO 339/539 Constitutional Law I: Federal Institutions (3)**

Analysis of Supreme Court cases dealing with the separation of powers, federalism, and government regulation of property. Conducted like a law school class, the student is required to brief cases daily and the Socratic method is the pedagogical approach. PO339/539 do not need to be taken in sequence.

### **PO 340/540 Constitutional Law II: Civil Liberties (3)**

Analysis of Supreme Court cases dealing with civil rights and civil liberties. More specifically the subject matter covers the 14th Amendment and the Bill of Rights. Conducted like a law school class, the student is required to brief cases daily and the Socratic method is the pedagogical approach. PO340/540 do not need to be taken in sequence.

### **PO 343 Administrative Law (3)**

The scope of the law as it applies to administrative agencies of the government. Focuses on the powers of agencies, administrative rule-making, regulatory activities, due process, and judicial review of administrative actions.

### **PO 346 Problems in Public Administration (3)**

Problems and cases involved in administering public policy.

### **PO 351 International Law (3)**

Nature, general principles and development of international law by examination of appropriate cases and materials. The development of international legal principles within the framework of cultural diversity, competing religious and value systems, and conflicting economic and national expectations.

### **PO 352 Peace Studies and Conflict Resolution (3)**

A survey of the literature on peacekeeping, stable peace, the kinds of peace and conflict resolution techniques, in diplomacy, and in case studies of nation-states relations.

### **PO 353 American Foreign Policy (3)**

Analysis and evaluation of post-World War II American foreign policy. Assessment of the sources and the substance of policy as well as some of the enduring issues in American foreign policy.

### **PO 354 Current Issues in Int'l Politics and Security (3)**

Analysis of selected foreign policy issues confronting the U.S.A. in the 1990s. The focus of the course varies from year to year.

### **PO 356 American Political Theory (3)**

An examination of the contrasting philosophies at work in the discourse of the republic's founding (Federalists vs. Anti-federalists) and the subsequent development of American political thought. Central questions involve issues of representative vs. direct democracy; what are the appropriate institutions of government; the tension between the rule of the majority and the rights of the dissenting minority; and the posture of the democratic republic towards human rights and the use of state force.

### **PO 360 China, Japan, and Asian Politics (3)**

A study of the governments, politics, policies and political cultures of China, Japan, and selected Asian countries. Analysis of the political process, government institutions, policies, political economy, cultures, interest groups, and leaders that shape the political landscape of East, Southeast, and South Asia. A special emphasis on the forces of political and economic change.

### **PO 361 European Politics (3)**

Study of the government and politics of selected European countries. Analysis of the political process and government policies of the United Kingdom, France, Germany, and Russia as well as the movement toward European unity.

### **PO 362 Mexico and Latin American Politics (3)**

A study of the governments, politics, policies and political cultures of Mexico and selected Latin American countries. Analysis of the political process, government institutions, political economy, policies, interest groups, cultures, and leaders that shape the political landscape of Mexico and Latin America. A specific emphasis on the forces of political and economic change.

### **PO 365 Democratization and Int'l Political Economy (3)**

Describes the growth of democracy in world political systems, and the inter-relation of democracy, human rights, economic development, trade options, and their

effects on the nation states and populations in the modern world, especially in 3rd or southern world regions.

**PO 371/571 Upper Division Topics in American Politics and Government (3)**

At the discretion of the instructor this course may investigate any aspect of the theories, institutions, contexts, or contemporary problems of American Politics and Government. Chief subject elements may include the various branches of American government, federalism, constitutionalism, the roles of the press, public opinion, interest groups and non-governmental policy and service institutions, and the various policy fields of the government, e.g. economic, welfare, education, public health, and military defense. (Existing courses to be subsumed under this course number include: PO 303, 304, 306, 320, 321, 322, 338, 339, 340, 356). *Pre-requisites PO 106 and 107 for PO 371 and admission to graduate credit by the university for PO 571*

**PO 372/ 572 Topics in Comparative Politics (3)**

At the discretion of the instructor this course may investigate any aspect of the theories, institutions, contexts, or contemporary problems of comparative politics. Chief subject elements may include regional international alliances, democratization, non-democratic governmental systems, international political economy, human rights issues, global trade, the international implications of immigration, food production, environmental degradation and restoration, species migration, and climate change. *Pre-requisites PO 235 for PO 372 and admission to graduate credit by the university for PO 572*

**PO 373 Topics in International Relations (3)**

At the discretion of the instructor this course may investigate any aspect of the theories, institutions, contexts, or contemporary problems of international relations. Chief subject elements may include theoris of nation-state interaction, negotiation, and war, American foreign policy, and examining aspects of changing global hegemonic power. (Existing courses to be subsumed under this course number include: PO 351, 352, 353, and 354). *Pre-requisites PO 225 and 325 for PO 373 and admission to graduate credit by the university for PO 573*

**PO 374 Upper Division Topics in Public Administration (3)**

At the discretion of the instructor this course may investigate any aspect of the theories, institutions, contexts, or contemporary problems of the field of Public Administration including but not limited to: theories of bureaucratic administration; public law; personnel management and labor relations; organizational theory, management and behavior; public policy making, implementation, and evaluation; intergovernmental relations; leadership; public finance, budgeting and

auditing. (Courses from the existing Public Administration curriculum that may be cross-listed with this course include PO 343, 391, 393, 394, or 395). *Pre-requisites PO 106 and 308*

**PO 386/586 Directed Readings (1-3)**

Readings in the selected fields of Political Science. May be taken until three credit hours are earned. *Prerequisite: Senior Political Science major or approval of the department head.*

**PO 390 Applied Political Research (3)**

Introduction to utilization of basic research techniques in public administration and political science.

**PO 391 Public Personnel Administration (3)**

The principles and techniques involved in managing public employees. Particular attention is given to staffing, separation, and administrative functions related to public employment.

**PO 393 Public Budgeting (3)**

The politics of planning, financing, and managing governmental budgets at the national, state, and local levels.

**PO 394 Public Management Techniques (3)**

A study of the differences in the setting of the management of the various kinds of public organizations, and a survey of the basic techniques of strategic planning, fund-raising, decision-making, community inter-organization development, leadership, negotiations, mission definition, policy analysis and evaluation for maximum effectiveness in the public sector.

**PO 395 Non-Profits Management (3)**

A survey of the various forms and particular differences of the management and operation of Non-Profit organizations as distinguished from traditional government administration.

**PO 396 Upper Division Topics in Applied Research (3)**

This is an expansion of the methodological foundation laid in PO 390. In this course, the basic techniques and tools introduced in PO 390 are reviewed and expanded to include contemporary techniques in multi-variate analysis. Students will also be expected to develop and complete research inquires into relevant quantitative and/or qualitative data, and prepare and present their analysis before a departmental audience. *Pre-requisite PO 390*

**PO 397 Advanced Applied Research (3)**

This is an advanced course in social science research methodology involving instruction and student participation in various aspects of the research enterprise as used by political campaign staffs, consultants, public agencies and

other public policy investigative organizations. Possible areas of investigation include but are not limited to survey research design, questionnaire development and testing, focus group research, quasi-experimental research design and execution, qualitative research tools, multi-variate statistical analysis, OLS regression analysis, data description, and presentation formatting. *Pre-requisite PO 390*

### **PO 401 Program Evaluation Methods (3)**

The most vital methods of evaluating the effects of programs and agency goals of government and non-profit agencies.

### **PO 450 Senior Seminar (1)**

This is required for graduating Seniors majoring in political science. It is a capstone course offered every semester. It is a review of the major theories in the areas of Political Theories, American Politics, Comparative Politics, Public Administration, and International Relations, plus quantitative research methods. The course is team taught by the faculty. Student proficiency in the discipline will be measured by a national performance exit exam over areas of Political Science.

## **PRE-THEOLOGY**

Garvey Fine Arts Center, Room 233

(785) 670-1542

Professor Barry Crawford, Advisor

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

## **PSYCHOLOGY**

Website: [www.washburn.edu/psychology](http://www.washburn.edu/psychology)

Henderson Learning Center, Room 211

(785) 670-1564

Professor Cynthia Turk, Chair

Professor Gary Forbach

Associate Professor Michael McGuire

Associate Professor Dave Provorse

Associate Professor Michael Russell

Associate Professor Laura Stephenson

Assistant Professor Jenna Glover

Assistant Professor Greg Preuss

Emeritus Professor Ronald Evans

Emeritus Associate Professor Barbara Bowman

## **DEGREES OFFERED**

### **Bachelor of Arts**

*Psychology*

### **Master of Arts**

*Psychology* (see Graduate Programs section of catalog)

## **MINOR OFFERED**

*Psychology*

## **Mission**

The Psychology Department of Washburn University believes in the value of psychological science, and provides students with a personalized, quality education to achieve a more fulfilling life and prepare for future careers.

Consistent with the mission of the University and the College of Arts and Sciences, the Psychology Department of Washburn University meets the educational needs of several traditional and nontraditional student populations through our undergraduate program which is designed to: (1) provide general education courses for students enrolled in various two- and four-year degree programs; (2) support students who choose an undergraduate psychology minor or correlated area to complement their degree program; and (3) serve CAS students seeking a B.A. degree with psychology as their major. The psychology major offers the study of the science of psychology and the general benefits of a liberal arts education, emphasizing the preparation for lifelong learning, and thinking and action based on both specific and general knowledge skills.

## **Student Learning Outcomes**

Psychology students at Washburn University, upon graduation, are expected to have:

- Acquired knowledge of the fundamental principles in psychology; developed critical thinking and reasoning skills; acquired oral and written communication skills; demonstrated information gathering and synthesis skills; demonstrated research and statistical skills; and developed an understanding of the ethics of psychology. The requirements for a major in psychology are designed to meet educational goals of two distinct student populations:
- Students who want to pursue a career in psychology; and
- Students who want to study psychology because it is interesting, useful, and helpful to people in many other careers.

For the first group, because the profession of psychology usually requires a graduate degree for employment as a psychologist, the major provides the fundamental knowledge, skills, and experience necessary to prepare students to apply for admission to graduate

school in psychology. For the second group, the major is also designed to satisfy the interests of someone seeking more than just a casual understanding of psychology, who also needs practical knowledge and skills useful to students planning to complete a B.A. degree and then pursue a fulfilling career in another field.

The Psychology Department also administers a graduate program leading to a Master of Arts degree with an emphasis in clinical skills. See Psychology, Graduate Programs, in catalog index.

## THE MAJOR

It is recommended that students with a serious interest in psychology distribute their elected courses over as many areas of psychology as possible in order to acquire a comprehensive picture of modern psychology.

Students must complete a minimum of 30 graded credit hours in psychology, earning a grade of C or better in each course. These hours must include: PY 100, 105, 150, 250, and 299; 4 upper division courses from among PY 301, 305, 306, 307, 309, and 310; and a total of at least 3 hours selected from the set of courses which may serve as the basis of a Senior Capstone Experience (PY 336, 387, 389, and 390).

Students should work closely with an advisor to plan the required Capstone Experience. The Capstone Experience should be taken during the junior or senior year.

Some courses which meet psychology major requirements are not offered each semester, so students should always consult a Psychology faculty advisor when planning their course schedule.

At least 15 of the required 30 hours must be upper-division courses, and at least 9 hours (including 6 upper division hours) must be taken at Washburn.

## Department Honors

Psychology majors with a GPA of 3.5 or higher in all Psychology classes are eligible for departmental honors by demonstrating superior research skills or scholarship while enrolled in Psychology 389 or 390. Students are encouraged to begin these projects no later than the first semester of their senior year. More information about honors is available from a department advisor.

Psi Chi: The national honorary psychology society, Psi Chi, is represented at Washburn University by a chapter chartered in 1968. Membership is conferred each year upon advanced psychology students whose grades in psychology meet the prescribed national and local requirements.

## Independent Work in Psychology

The department encourages all interested and qualified students to pursue a program of independent work in psychology by participating in one or more of the following three courses: PY 336 Field/Volunteer Experience; PY 389 Independent Study; PY 390 Directed Research. It is generally recommended that a student should have completed at least 15 hours in Psychology, including PY 250 Experimental Psychology, prior to enrolling in any of the above courses. Interested sophomores and juniors are required to arrange independent work with their departmental advisor during the semester prior to enrolling in these courses.

## THE MINOR

A minor in psychology consists of no less than 15 hours, including at least 9 hours of upper division courses. At least 4 hours must be taken at Washburn. Students should consult an advisor in the Psychology Department in order to select the most appropriate psychology courses to complement their major. Students must have a grade of C or better in each course applied to the minor.

## Sport Psychology

Students interested in Sport Psychology should meet with either ;

- The Psychology Department Sport Psychology advisor (Dr. Provorse), or
- An advisor in the Kinesiology Department to obtain a list of courses which prepare students to meet application eligibility requirements for graduate programs which offer training leading to careers in Sport Psychology.

## COURSE OFFERINGS

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

### </ PY 100 Basic Concepts in Psychology (3)

An introduction to fundamental areas of Psychology including an overview of the concepts and methods of such areas as perception, learning, motivation, memory, development, personality, abnormal and social. **(GESS - CCT)**

### PY 101 Psychology of Adjustment (3)

Applications of psychological concepts and principles relating to adjustment in interpersonal and stressful situations.

### PY 105 Introductory Psychology Laboratory (1)

Introduction to the psychological research laboratory via a series of guided laboratory exercises with emphasis on 1) using numerical data from the exercises to write in

a scientific style about behavior and 2) using computer-based tools. *Prerequisite: PY 100 or concurrent enrollment.*

### **PY 150 Psychological Statistics (4)**

Descriptive and inferential statistics in design, analysis, and interpretation of psychological research. Lectures and two hours of laboratory. *Prerequisites: PY 100 with grade of "C" or better, PY 105 with grade of "C" or better or concurrent enrollment, and MA 104.*

### **PY 209 Psychological Dev. Through the Life-Span (3)**

Psychological research and theories which describe and explain life-cycle stability and change in perception, cognition, language, psychomotor behavior, personality, interpersonal relationships, etc. *Prerequisite: PY100 or 101.*

### **</PY 210 Psychology of Infancy and Childhood (3)**

Overview of theory and research on the psychological development of infants and children. Included are the development of sex roles, aggression, friendship, attachment to parents, perception, cognition, language, and moral reasoning and behavior. *Prerequisite: PY 100 or 101. (GESS - GED)*

### **</PY 211 Adolescent Psychology (3)**

Theory and research on adolescent personality, social and cognitive development, including problems of adjustment during the teenage years. *Prerequisite: PY 100 or 101. (GESS - GED)*

### **PY 212 Psychology of Adulthood and Aging (3)**

Psychological theory and research on the changes and continuities of the adult years: personality, intelligence, memory, sex roles, interpersonal relationships, death and dying, and the psychological consequences of physical and health changes. *Prerequisite: PY 100 or 101.*

### **PY 215 Consumer Psychology (3)**

Survey of the psychological principles, theories, and methodology in learning, perception, motivation, attitude formation, personality, etc. as they affect consumer behavior. *Prerequisite: PY 100 or 101.*

### **PY 220 Psychology of Human/Computer Interactions (3)**

A study of methods of scientific inquiry in the fields of cognitive psychology and human factors, and the application of the knowledge base of these fields toward achieving effective and productive human/computer interactions. *Prerequisite: PY 100 or CM 110.*

### **</ PY 231 Abnormal Psychology (3)**

A survey of the origins, processes, and diagnostic characteristics of representative syndromes of maladaptive behavior. *Prerequisite: PY 100 or 101. (GESS - CCT)*

### **PY 234 Behavior Management Techniques (3)**

Elementary principles of learning and their application for managing the behavior of normal and

abnormal populations in a variety of settings including schools, mental institutions, hospitals, and businesses.

*Prerequisite: PY 100 or 101.*

### **PY 250 Experimental Psychology (4)**

An introduction to objectives and methods of Experimental Psychology, including how to design and implement experiments, and how to analyze, interpret, and report experimental results. *Prerequisite: PY 150 and PY 105 with grades of "C" or better.*

### **PY 282 Zoo Research (3)**

Exploration of methods of observational research used to study behavior. Students will conduct supervised observations of animals or people at the Topeka Zoo. *Prerequisite: PY 100.*

### **PY 295 Special Topics (1-3)**

Selected topics in psychology, announced in advance. *Prerequisite: Specified for each topic.*

### **PY 299 Psychological Forum (1)**

Survey of applied issues in the profession of Psychology including an overview of employment and graduate school opportunities as well as vocational techniques for achieving those goals. Pass/Fail Only. *Prerequisite: PY 100 and Sophomore Psychology Major.*

### **PY 301 Principles of Learning (3)**

Empirical and theoretical approaches to the study of classical and instrumental conditioning. *Prerequisite: PY 100 or 101.*

### **PY 302 Motivation (3)**

A review of biological, behavioral, and cognitive approaches to motivation. *Prerequisite: PY 100 or 101.*

### **PY 305 Sensation and Perception (3)**

Focus on the anatomy and functions of sensory systems (vision, audition, olfaction, gustation, haptics). Emphasis on differences in theoretical backgrounds. *Prerequisite: PY 100 or 101.*

### **PY 306 Cognition (3)**

A study of the intellectual structures and processes involved in the acquisition, storage, transformation, and use of knowledge. *Prerequisite: PY 100 or 101.*

### **PY 307 Physiological Psychology (3)**

Examines the physiological basis of psychological phenomena (e.g., behavior). Concentrates on the function of biological systems on both general and specific behaviors. *Prerequisite: PY 100 or 101.*

### **PY 309 Theories of Personality (3)**

Psychological theories of personality, including psychoanalytic, learning, and humanistic approaches. *Prerequisite: PY 100 or 101.*

**PY 310 Social Psychology (3)**

Theory and research on cognitive and behavioral responses to social stimuli. *Prerequisite: PY 100 or 101.*

**PY 312 Psychology of Creativity (3)**

Exploration of the many facets of creativity, including the nature, measurement, prediction, and cultivation of creativity, and its relationship to other cognitive abilities. *Prerequisite: PY 100 or 101.*

**PY 314 Personality and Social Behavior (3)**

Description of the characteristics that distinguish individuals and a review of the processes by which these characteristics are thought to be established and changed. *Prerequisite: PY 100 or 101.*

**PY 315 Personnel Psychology (3)**

The psychological aspects of personnel administration, stressing the application of psychological principles to personnel management. *Prerequisite: PY 100 or 101.*

**PY 320 Principles of Psychological Testing (3)**

Theory and methods in psychological measurement, and their application to the construction, selection, and interpretation of psychological tests. Includes a survey of representative personality and ability tests. *Prerequisite: PY 100 or 101.*

**PY 325 Community Psychology (3)**

The study of community and organizational approaches to intervention and prevention strategies for mental health care, general health care, and various social problems. *Prerequisite: PY 100 or 101.*

**PY 326 Health Psychology (3)**

Psychological research and theory in the areas of psychosomatic disorders, chronic illness, disability, terminal illness, and staff/patient relationships. The course emphasizes the contributions of psychological theory and treatment in traditionally medical areas of human behavior. *Prerequisite: PY 100 or 101.*

**PY 327 Correctional Psychology (3)**

An introduction to the field of Correctional Psychology. Applies psychological theories, principles and research to correctional issues. Topics include inmate behavior, women in prison, and psychological disorders found among offenders and prevention of fatigue, stress, and burnout in staff members. *Prerequisite: PY 100, 101, or consent.*

**PY 328 Psychology of War and Warriors (3)**

Applies psychological theories, principles, and research to military training, combat experiences, and recovering after a war. The impact of war on military and non-combatants is studied. *Prerequisite: PY 100 or 101.*

**PY 333 Counseling Psychology (3)**

Major theories and techniques of psychological counseling. *Prerequisite: PY 100 or 101.*

**PY 336 Field/Volunteer Experience in Psychology (1-3)**

Supervised experience in the application of psychological concepts and methods or volunteer work. Work in non-classroom situations required. Arrangements for enrollment must be completed prior to registration. (May be used to meet Senior Capstone Experience requirement). *Pass/Fail Only. Prerequisite: One related advanced course and consent of instructor.*

**PY 338 Childhood Psychopathology (3)**

An overview of psychological and behavioral disorders of children and adolescents, including their characteristics, origins, and treatment. *Prerequisite: PY 231.*

**PY 350 Introduction to Clinical Psychology (3)**

Clinical Psychology as a science and a profession. The history, scope, ethics, theories, and methods of clinical psychology. *Prerequisite: PY 231.*

**PY 353 Psychology of Everyday Life (3)**

Applications of psychological theory and research in common life arenas, including family, work, and interpersonal relationships. *Prerequisite: PY 100 or 101.*

**PY 356 Psychology of Marital and Family Processes (3)**

An overview of psychological theories and research pertaining to family processes and the influence of the family on the psychological development of the individual. Topics to be covered include various psychological theories pertaining to family functioning, family dysfunction and divorce, and relationships between family functioning and psychopathology. *Prerequisite: PY 100 or 101.*

**PY 381 History and Psychology of Sex and Gender (3)**

Surveys historic and current experience of being male and female within changing Western society. The course will examine past ideas fostering distinctions between sexes, as well as surveying current psychological research in this area. This course will be team taught by an historian and a psychologist. *Prerequisite: Three hours of Social Science or consent. Of PY 381 and HI 381, only one may be taken for credit.*

**PY 382 Zoo Research (3)**

Exploration of methods of observational research used to study behavior. Students will conduct supervised observations of animals or people at the Topeka Zoo. *Prerequisite: PY 250.*

**PY 387 History and Systems of Psychology (3)**

An examination of philosophical and empirical roots that led to the development of the discipline of psychology and the historical progression of ideas central to modern



psychology. (May be used to meet Senior Capstone Experience requirement). *Prerequisites: Psychology Senior or Consent.*

### **PY 388 Directed Collaborative Research (3)**

Supervised small group research project(s) designed to provide the opportunity to work collaboratively with peers. (May be used to meet Senior Capstone Experience requirement). *Prerequisite: PY 250 and Consent of instructor.*

### **PY 389 Independent Study (1-3)**

Individual problems planned and executed by the student under supervision. (May be used to meet Senior Capstone Experience requirement.) May be repeated up to a total of 6 hours. *Prerequisite: Consent of instructor.*

### **PY 390 Directed Research (1-3)**

Supervised independent research involving gathering, analysis, and reporting of empirical data. (May be used to meet Senior Capstone Experience requirement.) May be repeated up to a total of 6 hours. *Prerequisite: PY 250 and consent of instructor.*

### **PY 395 Special Topics (1-3)**

Selected topics in psychology, announced in advance. Can be repeated for credit under different topic areas. *Prerequisite: Specified for each topic.*

## **GRADUATE PROGRAM IN PSYCHOLOGY (MA)**

The Department of Psychology offers a Master of Arts Degree in Psychology with an emphasis in clinical skills. See Psychology, Graduate Programs, in catalog index.

## **RELIGIOUS STUDIES**

### **Philosophy Department**

Website: [www.washburn.edu/philosophy](http://www.washburn.edu/philosophy)

Garvey Fine Arts Center, Room 233

(785) 670-1542

Professor Barry Crawford

### **DEGREE OFFERED**

#### **Bachelor of Arts**

*Religious Studies*

#### **Mission**

Consistent with the missions of the University and the College of Arts and Sciences, the Department of Philosophy is dedicated to providing high quality undergraduate courses in philosophy and religion, to engaging in research and scholarly activities in these and related areas and to serving the University and its various communities. The Department emphasizes excellence in teaching undergraduate students.

### **DESCRIPTION OF DISCIPLINE**

Religious Studies courses examine the nature and function of religious beliefs and practices in the development of human self-understanding and in the conduct of human affairs. The curriculum presupposes that the study of religion involves a great variety of subjects which can be explored from the perspective of several different disciplines and in terms of multiple methodologies. Courses in the curriculum acquaint students with a rich diversity of scholarship on religion and with critical methods employed in the interpretation of religious phenomena. Students of all backgrounds and fields of study should find courses in religion helpful for understanding how religious ideas and ideals have shaped the way people live and think.

### **Student Learning Outcomes**

Religious Studies students at Washburn University, upon graduation, are expected to have:

- Acquired an understanding of the subject matter of, and methods used in the academic study of religion;
- Acquired an understanding of the various methodological approaches to religion used by anthropology, sociology and philosophy;
- Achieved an introductory understanding of the nature and diversity of world religions;
- Attained knowledge beyond the introductory level of the diversity of religious beliefs and practices throughout the world;
- Developed an understanding beyond the introductory level of a concentrated area of religious studies;
- Displayed an advanced competence (at the undergraduate level) to deal with the various concepts and materials central to the academic study of religion; and
- Demonstrated the ability to conduct and present research in written form, and orally defend positions taken in written work.

### **THE MAJOR**

The major in Religious Studies is a broadly based program of instruction designed to meet the needs of the following three groups of students: first, anyone wishing to gain a deeper understanding of the role of religion in human experience and history; second, those interested in entering a seminary in preparation for a career in the ministry; third, those planning to continue the academic study of religion at the graduate level in preparation for a career of teaching and research. Religious Studies majors desiring to earn departmental honors must successfully

complete the college requirements for departmental honors.

The requirements for the major in Religious Studies consist of the following:

- RG 101: Introduction to Religion; RG 102: World Religions; RG 331: Concepts of God, East and West; RG 398: Senior Thesis Research; RG 399: Senior Thesis; three additional upper division hours in Religion; PH 102: Ethics: Introduction to Moral Problems; PH 201: History of Ancient Western Philosophy; PH 302: Philosophy of Religion; AN 313: Religion, Magic and Witchcraft; SO 318: Sociology of Religion.
- Nine additional upper division hours in related courses to be selected in consultation with the student's advisor and approved by the Department of Philosophy.
- Two semesters of a Foreign Language.
- Nine hours in World History (HI 100, 101, and 102).

## THE MINOR

Minor programs in Religious Studies are individually designed by the student in consultation with a departmental advisor and subject to departmental approval. A minor will consist of at least 15 hours, 12 of which must be in Religion courses and six of which must be upper division.

## COURSE OFFERINGS

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

### </RG 101 Introduction to Religion (3)

Religion and its role in human life. Various forms of religious experience and expression, both past and present, are studied, and selected religious issues (e.g., the question of God, the problem of evil, the meaning of life and death) are examined and discussed. **(GEHU - GED)**

### </RG 102 World Religions (3)

The major world religions are studied in terms of their historical, social, and cultural contexts. **(GEHU - GED)**

### </RG 105 Introduction to the Old Testament (3)

Representative writings in the Hebrew scriptures are studied against the background of the Ancient Near Eastern world. **(GEHU - GED)**

### </RG 106 Introduction to the New Testament (3)

Selected writings from the New Testament are read and interpreted. Emphasis is on how these writings reflect

their social locations in the ancient Mediterranean world. **(GEHU - GED)**

### RG 110 Special Topics in Religion (1-3)

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary.

### </RG 207 The Existence of God (3)

An elementary course in Philosophy and Religion focusing upon the specific rational arguments which have been advanced for and against the existence of a supreme being. *Prerequisite: EN 101 or EN 102.* **(GEHU - CCT)**

### RG 300 Special Topics in Religion (2-3)

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary. *Prerequisite: three hours of Religion or PH 302.*

### RG 301/501 Old Testament Prophets (3)

An examination of selected prophetic texts in the Old Testament (e.g., the books of Amos, Hosea, Isaiah, Jeremiah, Ezekiel). *Prerequisite: three hours of Religion.*

### RG 303/503 Jesus in the Gospels (3)

An analysis of the Gospels of Matthew, Mark, Luke and John. Emphasis is on the nature and function of the gospels within the context of New Testament Christianity. *Prerequisite: three hours of Religion.*

### RG 305/505 The Mission and Message of Paul (3)

An examination of Pauline Christianity and its place in the early church. Focus is on the genuine Pauline letters to determine the nature of Paul's contribution to early Christian thought and its impact on developing Christian beliefs and practices. *Prerequisite: three hours of Religion.*

### RG 331/531 Concepts of God: East and West (3)

The variety of concepts used to describe the nature and activity of God according to the philosophical and theological interpreters of the world's major religions. *Prerequisite: three hours of Religion or Philosophy.*

### RG 386/586 Special Study (1-3)

Individual study of specialized subjects pertaining to religion. May be repeated for credit. *Prerequisite: nine hours of Religion and permission in advance by the professor with whom the student desires to work.*

### RG 398 Senior Thesis Research (1)

Independent research in preparation for a senior thesis. Students will complete preliminary research in the area of their senior thesis and prepare a thesis proposal. The work completed in RG 398 and RG 399 may not be or have been submitted for credit in any other course. Pass/Fail only. *Prerequisite: Senior Religious Studies Major.*

### **RG 399 Senior Thesis (3)**

Independent research, writing and defense of a substantial paper, under faculty supervision. Work completed in RG 398 and RG 399 may not be or have been submitted for course credit in any other course.

*Prerequisite: RG 398.*

### **RG 500 Special Topics in Religion (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be repeated for credit when topics vary. *Prerequisite: three hours of Religion or PH 302.*

## **SOCIOLOGY**

### **Sociology and Anthropology Department**

Website: [www.washburn.edu/anso](http://www.washburn.edu/anso)

Henderson Learning Center Room 218

(785) 670-1608

Associate Professor Cheryl Childers, Chair

Associate Professor Sangyoub Park

Associate Professor John Paul

Associate Professor Margaret Wood

Assistant Professor Sharla Blank

Assistant Professor Stephanie Decker

Assistant Professor Mary Sundal

Lecturer Karen Kapusta-Pofahl

### **DEGREE OFFERED**

#### **Bachelor of Arts**

*Sociology*

### **MINOR OFFERED**

*Sociology*

### **Mission**

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Sociology and Anthropology offers students the opportunity to deepen and broaden their knowledge of humankind and themselves. We provide a broad understanding of cultural, social, and physical diversity in the world - past, present, and future. Students enrolled in sociology and anthropology classes will learn to critically examine social life, its organization, and its meaning. Through engaged pedagogy, we contribute to the intellectual development of our students who acquire the skills needed to examine cultures and societies through empirical, analytical, comparative, and historical methods. We believe that a firm grounding in sociological and anthropological knowledge will enrich the lives of our students and prepare them to be active citizens of their local communities and our global society.

### **Description of Sociology**

Sociology is the “study of social life, and the social causes and consequences of human behavior” ([www.asanet.org](http://www.asanet.org)). Sociologists study topics from welfare to health care reform, from organized religion to cults, from poverty to concentrations of wealth, from war to natural disasters, from aging to population change, from social media to music and film, from deviance to social order, from law to crime, from divisions of race/class/gender to shared cultural meanings. Students may go on to careers in areas such as social services (juvenile justice system, battered women shelters, disaster planning/relief), administrative support (information technology, human resources, employee training), social science researcher and/or analyst, law, education (graduate school, professor), marketing (copy writing, technology or software), and law enforcement.

### **Student Learning Outcomes**

Sociology majors at Washburn University, upon graduation, should be able to:

- Critically analyze the role of culture and social structure in shaping the lives of members of society;
- Identify, describe, and apply core sociological theories/perspectives to social phenomena at the micro and/or macro levels;
- Explain the effects of race, class, gender, and other forms of diversity on life chances at the individual, institutional, and/or societal levels;
- Frame sociological questions of significance, outline processes by which they might be empirically answered, and evaluate the major ethical issues involved; and
- Demonstrate analytical reasoning skills by interpreting numerical, textual, and ethnographic information.

### **THE MAJOR**

Students majoring in Sociology must complete a minimum of 33 semester hours of courses in the department. These hours must include SO 100, 101, 360, 362, and AN 112. In addition one course must be selected from each of the following groups: SO 207 or 310; 305 or 309; 304, 306, 314, 315, 318 or 377. At least 18 of the required total hours must be upper division Sociology courses. Students must receive a grade of C or better in each course applied to the major.

Department honors are awarded to majors who attain:

- A 3.5 GPA in all coursework in the major;
- A 3.5 GPA in all upper-division Sociology coursework, including the two capstone courses (SO 360, 362);

- A research project within one of the capstone courses, with a grade of “A”; and,
- A 3.2 GPA in all university coursework.

Majors are strongly encouraged to take courses in statistics and computer science; and to complete a minor.

## THE MINOR

To minor in Sociology, students must complete a minimum of 15 hours of credit in Sociology. These hours must include SO 100 and any other 4 courses in Sociology, two of which must be upper division courses. Students must have a grade of C or better in each course applied to the minor. Anthropology majors are permitted to minor in Sociology.

## COURSE OFFERINGS

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

### </SO 100 Introduction to Sociology (3)

Concepts and elementary methods used in the study of society. Special attention is given social organization, social stratification, social institutions, formal organizations, small groups and social change. **(GESS - GED)**

### </SO 101 American Social Problems (3)

Major problems of contemporary American society from the viewpoint of sociology. Special emphasis is given to problems emerging from divisions in society related to social power, social class, race, sex and the environment. **(GESS - CCT)**

### SO 200 Special Topics in Sociology (1-3)

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisites: SO 100, 101 or consent of instructor.*

### SO 206 Criminal Victimization Victimology (3)

Perceptual and behavioral responses to criminal victimization, victim epidemiology and victim precipitation. The focus will be on victim-offender relationships, personal and societal responses to crime. *Prerequisite: SO 100 or SO 101.*

### SO 207/AN 207 Race and Ethnic Group Relations (3)

How racial and ethnic group contacts are resolved, including expulsion, annihilation, segregation, assimilation and pluralism. Social power and intergroup conflict are emphasized. A major segment is devoted to discrimination and racism in the United States. *Prerequisite: SO 100 or AN 112.*

### SO 300 Special Topics in Sociology (1-3)

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

### SO 301 Social Demography (3)

Social Demography is the study of population. The course examines societal trends and patterns that influence and can be influenced by population size, structure, or characteristics. The course focuses on the causes and consequences of population changes in the United States and the other nations of the world. Demographic changes (e.g. fertility, mortality, immigration) have significant implications for diverse aspects of our lives (e.g. marriage, divorce, the labor force). *Prerequisite: SO 100 or AN 112.*

### SO 302/AN 302 Culture and Human Sexuality (3)

A theoretical and empirical survey of human sexual beliefs and activities in selected Western and non-western cultures. *Prerequisite: AN 112 or SO 100 or consent of instructor.*

### SO 304/AN 304 The Family (3)

Changes that have occurred in definitions of family and family functions, the effects of the changes on status and roles of family members, and family disorganization, with emphasis placed on the United States family. *Prerequisite: SO 100 or AN 112.*

### SO 305 Criminology (3)

Theories of causation of crime and their relationships to social structure and culture. *Prerequisite: six hours of Sociology including SO 100.*

### SO 306 Law and Society (3)

The legal system is studied not in terms of the rules which make up the system, but in terms of the activities involved in creating, interpreting and enforcing these rules. The primary concern is with the ways in which the legal system affects society and in which society is an integral part of the larger social system and not an isolated set of rules, procedures and activities. *Prerequisite: SO 100 or consent of instructor.*

### SO 307 Penology (3)

History of treatment of convicted adults and juveniles. Discussion of modern alternatives to prison: probation, parole, and suspended sentence. Field trips to local institutions. *Prerequisite: six hours of Sociology including SO 305.*

### SO 308 The Sociology of Mental Health (3)

Survey and sociological analyses of major theoretical approaches toward mental health and illness exploring the social factors associated with mental illness; examination of the dynamics of societal reactions to mental illness. *Prerequisites: SO 100 or AN 112.*

**SO 309 Sociology of Deviance (3)**

Presentation, evaluation, and integration of sociological theories of deviance. Focus on the social processes producing and maintaining deviance. Consideration given to a variety of deviant expressions. *Prerequisite: SO 100 or 101.*

**SO 310 Social Class in the U.S. (3)**

Stratification systems, including theories of stratification and historical and comparative studies of stratification systems, with the primary emphasis on the American social class system, and its implication for contemporary society and the individual. *Prerequisite: SO 100.*

**SO 311 Juvenile Delinquency (3)**

Characteristics and extent of youthful deviancy; possible causes, concepts of treatment, and societal reaction. *Prerequisite: three hours in Sociology.*

**SO 312/AN 312 Culture, Health and Illness (3)**

Socio-cultural causes of illness; health care delivery systems, patient-practitioner relationships; prevention of illness. *Prerequisite: SO 100 or AN 112 or consent of instructor.*

**SO 313 Sociology of Disasters (3)**

This course analyzes the phenomena we call “disaster” using a sociological perspective. Some of the topics covered will include: What is a disaster? How do people behave in a disaster? Do disasters randomly affect populations, or are some groups more vulnerable than others? How can disasters act as an agent for or against social change? What can we learn about society from studying disasters? *Prerequisite: SO 100.*

**SO 314/514 Organizations (3)**

Organizations are examined from the sociological perspective with attention given to the formal and informal components of organizations ranging from voluntary association, through professional organizations to modern bureaucracies. Special attention is given to organizational theory and its implications for behavior within and between organizations. *Prerequisite: SO 100.*

**SO 315 Sociology of Sport (3)**

The emergence of organized sport in becoming a major social institution in American society. *Prerequisite: SO 100.*

**SO 316 Sociology of East Asia (3)**

The main objective of this course is to understand East Asia through the sociological imagination. We will explore selective topics (e.g., culture, population, Han-ru) through the eyes and works of sociologists and other social scientists. We will focus on China, Japan, and Korea (CJK). *Prerequisite: SO 100, AN 112, or consent of instructor.*

**SO 317/AN 317 Peoples and Cultures of Africa (3)**

A survey of the indigenous cultures and societies of Africa through the study of kinship, politics, economics, religion and contemporary socio-cultural change. *Prerequisite: AN 112 or consent.*

**SO 318 Sociology of Religion (3)**

A comparative study of the phenomenon of religion with special emphasis on the impact and future of religion in the modern world. Concepts of such men as Weber, Durkheim, Troeltsch, and Merton will serve as a basis for the approach to religious values, norms, institutional structures and changing religious practices. *Prerequisite: SO 100 or AN 112.*

**SO 323/AN 323 The City and Urban Life (3)**

Comparative study of the origin and development of cities. Focuses on processes of urban development, rural-urban migration, inter-relationships between people, urban cultures, social institutions, use of space and competing theoretical perspectives. Examines Latin American, African, European as well as American cities. *Prerequisite: SO 100, AN 112, or consent.*

**SO 326/AN 326 Aging and Society (3)**

The social position of the aged, paying particular attention to American society, using historical and cross-cultural considerations. The situation and problems of older persons will be examined from the vantage point of sociological theories of aging and related empirical studies. *Prerequisites: SO 100 or consent of instructor.*

**SO 330 Collective Behavior: Crowds, Disasters and Social Movements (3)**

Collective behavior as a special form of social change. Topics investigated include crowd behavior, rumor, panic, fads and social movements. *Prerequisite: SO 100.*

**SO 336/AN 336 Globalization (3)**

An examination of work, life, and culture in an increasingly globalized world. *Prerequisite: AN 112 or consent.*

**SO 338/AN 338 Strategies for Social Change (3)**

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. *Prerequisite: SO 100, SO 101 or consent.*

**SO 360/560 Sociological Theories (3)**

Exploration of the development of sociological theory from its classical roots to the present. Central concepts are elaborated and interrelated within the context of the work of particular theorists and the “schools of thought”

they represent. One of two capstone courses required of Sociology majors. *Prerequisite: declared major, junior/senior standing, and consent.*

### **SO 362/AN 362 Methods of Social Research (3)**

Specific research techniques employed by sociologists, anthropologists, and other social scientists are considered, including polls and surveys, the interview and participant observation. Each student will complete an outside project. One of two capstone courses required of Sociology majors. *Prerequisite: declared major and 15 hours of Sociology, or consent.*

### **SO 363 Internship (1-3)**

Field training to provide students with experience in an operational or research setting through assignment to local social agencies or museums approved and supervised by a faculty member. May be elected twice for a maximum of three hours. *Prerequisite: declared major, senior standing and consent.*

### **SO 366 Directed Readings (3)**

Under supervision of a faculty member, students will undertake an extensive readings course to further their understanding of a specific topic within Sociology. May be repeated for a maximum of six hours. Students are limited to six hours total from SO366 and SO367 combined. *Prerequisite: Declared major, junior/senior standing, and consent.*

### **SO 367 Directed Research (3)**

Upon supervision of a faculty member, students may undertake an independent research project in a specific aspect of Sociology. May be repeated for a maximum of six hours. Students are limited to six hours total from SO366 and SO367 combined. *Prerequisite: Declared major, junior/senior standing, and consent.*

### **SO 377 The Sociology of Education (3)**

This course examines theories and methods focusing on the role of education in stabilizing and changing industrial society particularly the United States. We describe and analyze how schools and universities figure into recurring crises and struggles-especially those related to the job market and to people's concerns as to what constitutes a rewarding life. *Prerequisite: SO 100, SO 101 or consent of instructor.*

### **SO 400 Special Topics in Sociology (3)**

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

### **SO 500 Special Topics in Sociology (1-3)**

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. *Prerequisite: Admission to the MLS Program and consent of instructor.*

### **SO 514 Organizations (3)**

Organizations are examined from the sociological perspective with attention given to the formal and informal components of organizations ranging from voluntary associations through professional organizations to modern bureaucracies. Special attention is given to organizational theory and its implications for behavior within and between organizations. Master's component: Master's students will present the findings of an in-depth analysis of a formal organization, resulting in a 20-page formal report and oral presentation. *Prerequisites: Admission to the MLS program and consent of instructor.*

### **SO 538 Strategies for Social Change (3)**

This course examines possible solutions to major contemporary social problems, including poverty, racism, sexism, educational inequality, and environmental abuse. Theories of social change are explored and alternative futures for American society are considered. Master's component: Master's students will (1) identify one or more aspects of a social problem in or around Topeka and analyze it through several theoretical frameworks; (2) volunteer with a local organization (through LINC) to propose and/or implement solutions; and (3) document their analysis and volunteer experience in a 20-page formal paper. *Prerequisites: Admission to the MLS program and consent of instructor.*

## **THEATRE**

Website: [www.washburn.edu/theatre](http://www.washburn.edu/theatre)

Garvey Fine Arts Center, Room 133

(785) 670-1639

Professor Paul Prece, Chair

Professor John C. Hunter

Associate Professor Tony Naylor

Associate Professor Penny Weiner

Associate Professor Sharon L. Sullivan

## **DEGREE OFFERED**

### **Bachelor of Arts**

*Theatre*

## **MINOR OFFERED**

*Theatre*

## **MISSION**

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Theatre is dedicated to providing students with a strong foundation in Theatre based on mastering basic concepts of dramatic literature, performance, history, design and criticism as well as the technical skills to produce theatre.

Studying Theatre at Washburn is theoretical, practical and experiential. Public performances are offered by the department in the Andrew J. and Georgia Neese-Gray Theatre throughout the year, affording students experience in Theatre practice. As one of the University's "public faces," the University Theatre is a cultural resource provided to the citizens of Washburn and the Topeka community.

### **Student Learning Outcomes**

Students graduating with a major in Theatre are expected to have acquired skills in Performance, Design/Technology and Theatre History, Literature and Criticism. Students will be able to:

- Demonstrate skills in vocal expression, interpretation and performance.
- Demonstrate skills in theatre aesthetics, design/technology and execution.
- Demonstrate the ability to read, analyze and evaluate dramatic texts and to respond critically to theatre performances.

### **THE MAJOR**

The Theatre Department is part of Washburn University's College of Arts and Sciences and offers a baccalaureate program in Theatre administered by a faculty committed to serving students, the University and the community in their scholarly and creative work. The B.A. in Theatre is comprehensive and practical. Thirty-four hours of the forty hour degree are required and six are elective hours. Nine hours of correlate courses are taken in the English department. The Department also offers courses to meet general education needs or requirements for minors and non-majors.

A graduate with a degree in Theatre may apply acquired skills in numerous professions, including public relations, advertising, entertainment, radio and television, as well as community and recreational theatre.

### **MAJOR REQUIREMENTS**

The Bachelor of Arts Degree in Theatre consists of forty credit hours in Theatre and nine hours of correlate courses in English, in addition to the general educational requirements of the College of Arts and Sciences. Seventeen hours in the major are taken at the upper division level. The following courses are required for a major in Theatre: TH 101, 301 or 102, 103, 202, 211 or 311, 212, 302, 303, 315, 316, 317, 210/310 (4 hrs), six hours of electives and nine hours of correlate courses in the English Department: EN 235, 236, 336.

### **MINOR IN THEATRE STUDIES**

A minor consisting of eighteen hours may be taken in consultation with a Theatre faculty advisor. Approved courses for the minor will be filed in the Department and with the University Registrar.

### **COURSE OFFERINGS**

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

#### **</TH 101 Drama Classics on Video (3)**

An introductory Theatre course which involves viewing performances and play reading. Production styles range from the Greeks to the American Musical theatre. \*Students who enroll in or have completed TH 301 are ineligible to enroll in TH 101. **(GEHU - CCT)**

#### **</ TH 102 Introduction to Theatre (3)**

Current views of theatre in society; theatre as art and ritual and its relationship to other fine arts, the nature of the theatrical metaphor and the aesthetic evaluation by the audience. Career opportunities associated with the art: professional, educational, community, and amateur. **(GEHU - CCT)**

#### **</TH 103 Voice, Diction and Interpretation (3)**

Training the speaking voice; study of vocal mechanism, breathing, projection, articulation, enunciation; practical application of speaking principles in oral interpretation reading; projects. **(GEHU - COM)**

#### **TH 199 Special Topics in Theatre (1-3)**

Newly developed course material offered for variety and expansion of the course curriculum.

#### **</TH 202 Acting I (3)**

Movement, voice and improvisation exercises and activities. Introduction to basic acting principles and practice, developing focus and imagination. **(GEHU - COM)**

#### **</TH 206 Survey of Drama I (Greek to Elizabethan) (3)**

Play-reading in historical context. Study of elements of production, performance practice, and style which emerge representative of period. Periods: Greek, Roman, Medieval, Renaissance and Elizabethan. **(GEHU - CCT)**

#### **</TH 207 Survey of Drama II (Restoration to Modern) (3)**

Play-reading in historical context. Study of elements of production, performance practice, and style which emerge representative of period. Periods: Restoration, French and Spanish Classicism, Neoclassicism, Romanticism, Realism. **(GEHU - CCT)**

### **TH 208 Principles of Playwriting (3)**

Practical writing lab. Analysis of established texts leads students to creation and development of dramatic monologues, short and one-act plays. Class will culminate in public readings and/or staging of original work.

### **TH 210 Theatre Forum/Seminar (1)**

Two credit hours required of Theatre majors. Topics will be drawn from all areas of theatre as an art and a business. Guest speakers, portfolio/audition preparation, production review and critique will be included.

### **TH 211 Stagecraft (3)**

Lecture and laboratory exploration of the concepts of stage drafting, construction and painting. Crew assignment will be required.

### **TH 212 Acting II Text and Scene Analysis (3)**

Play and character analysis will be incorporated in staged monologue and scene work.

### **</TH 301 Drama Classics on Video (3)**

See description for TH 101. Students complete the same course of study as TH 101. Additional essay exam or research paper is required. \*Students who enrolled in or have completed TH 101 are ineligible to enroll in TH 301. *(GEHU - CCT)*

### **TH 302 Directing I (3)**

Theoretical and practical introduction to the fundamentals involved in directing a play. The director's relationship to actors and other theatre personnel, and to the play itself. *Prerequisites: TH 102, 212 or consent.*

### **TH 303 Acting III (3)**

Practical application of a method for text analysis and performance of Shakespeare and other presentational and verse forms through monologue and scene work. *Prerequisite: TH 202,212 or consent.*

### **</TH 306/506 Contemporary Theatre (3)**

Study of developments in playwriting, directing, and acting since WWII to the present with special emphasis on influences that have affected contemporary theatre and drama. *(GEHU - CCT)*

### **TH 307/507 Non-Western Drama (3)**

Detailed examination of the drama and theatre of selected Non-Western theatrical forms. Special emphasis is placed upon the relationship of cultural elements to the theatrical event.

### **TH 308 Principles of Playwriting (3)**

Practical writing lab. Analysis of established texts leads students to creation and development of dramatic monologues, short and one-act plays. Class will culminate in public readings and/or staging of original work.

### **TH 310 Theatre Forum/Seminar (1)**

Two credit hours required of Theatre majors. Topics will be drawn from all areas of theatre as an art and a business. Guest speakers, portfolio/audition preparation, production review and critique will be included.

### **TH 311 Stagecraft (3)**

Lecture and laboratory exploration of the concepts of stage drafting, construction and painting. Crew assignment will be required.

### **TH 313 Introduction to Children's Theatre (3)**

Study of theatre production for children and youth. Investigation into the Children's Theatre repertory with special emphasis on playwriting. Development of a philosophy of theatre for children and youth.

### **TH 314 Children's Theatre Tour (3)**

Touring to area schools as a performer or stage manager throughout a given semester. Preparation, rehearsal and performance of play chosen for a specific age group. *Prerequisite: TH 202, TH 313 or consent.*

### **TH 315 Set Design (3)**

Scenic design for the stage with emphasis on historical practice and contemporary trends. Crew assignment will be required. *Prerequisite: TH 102 or consent.*

### **TH 316 Costume Design (3)**

Historical and contemporary practices in costume design with practical application in costume construction. Crew assignment will be required. *Prerequisite: TH 102 or consent.*

### **TH 317 Lighting Design (3)**

Theory and practice of lighting design for theatre. Applications for television and photography will be included. Crew assignment will be required. *Prerequisite: TH 102 or consent.*

### **TH 359 Methods of Teaching Speech and Drama (3)**

The study and application of teaching strategies for secondary education certification in speech. *Prerequisite: Advisor approval and formal admission to teacher education.*

### **TH 399 Special Topics in Theatre (1-3)**

Newly developed course material offered for variety and expansion of the course curriculum.

### **TH 407 Drama Theory and Criticism (3)**

Study of general principles of Western literary theory and the methods, aims, functions and characteristics of Drama as an art form, derived from and/or illustrated by examples in criticism and reviewing.



### TH 408 Advanced Playwriting (3)

Practical writing lab for the development of full-length texts. Advanced critique and rewriting techniques will be employed to assist in script development. *Prerequisite: TH 208 or TH 308 or consent.*

### TH 415 Experimental Theatre (3)

Practical introduction and practice in performance theory, collective creation and conceptualization. Creation of theatre piece from existent or original sources.

### TH 416 Special Theatre Projects (1-3)

Specifically developed projects and/or internships in acting, directing, playwriting, design, public relations, and theatre management.

## WOMEN'S AND GENDER STUDIES

### Optional Minor:

Dr. Sharon L. Sullivan, Chair  
Garvey 122  
785-670-2246

### MISSION

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

### Student Learning Outcomes

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

- Discuss the multiple types of feminisms that currently exist in the U.S. and internationally, as well as their histories and development;
- Critically analyze and make connections between feminist theories and feminist practices;
- Explicate the basic debates or areas of contention within contemporary feminist thought;
- Describe the multiple ways in which gender is intersected by other social relations such as race, ethnicity, sexuality, class, and nation;

- Identify the basic components that distinguish feminist methodologies from other approaches to inquiry, and the ways in which women's studies approaches have transformed traditional disciplines; and
- Design and implement a project demonstrating in-depth knowledge of one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic.

### Study Plan

To obtain the Optional Minor in Women's & Gender Studies, a student must complete at least 18 hours of designated Women's & Gender Studies course work, with at least 6 of the hours at the upper division level. These courses should include IS 175: Introduction to Women's Studies and IS 400: Women's and Gender Studies Capstone. The minor will be supervised by a Women's & Gender Studies Advisory Committee member. Students may complete the minor in two ways. They may (a) submit a study plan consisting of coursework formally identified as counting towards the WGSM or (b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

### Required Courses:

IS 175 Introduction to Women's Studies  
IS 400 Women's and Gender Studies Capstone

### Courses which may be applied to the minor include:

AN 321 Anthropology of Women  
CJ 314 Women in Criminal Justice: Offenders, Employees and Victims  
EN 214 Women and Literature  
HI 315 Women in US History  
HI 380 Women in World History  
IS 375 Women and Popular Culture  
NU 382 Women's Health Issues

Pertinent Special Topics courses, with approval, such as Human Trafficking and Modern Day Slavery, Women & Gender in Early America, Feminist Theories, etc.

For additional information or to begin developing your minor study plan, contact Sharon L. Sullivan, [Sharon.sullivan@washburn.edu](mailto:sharon.sullivan@washburn.edu), 785-670-2246, Garvey 122.

# School of Applied Studies Benton Hall

785 670-1282

who adhere to the highest ethical standards and performance competencies.

## BRIEF HISTORY

In the fall of 1981, a new academic division was established within the Office of Continuing and Special Instructional Programs to offer degrees in those areas not directly related to existing University departments. In the spring of 1983, the General Faculty of the University, the Board of Regents, and the Kansas Legislature recognized the importance of these growing applied programs to the mission of an urban university like Washburn and established the School of Applied and Continuing Education.

In the spring of 1992, this academic unit was renamed the School of Applied Studies. Continuing Education became a separate unit. That same year the departments of Criminal Justice and Social Work were transferred to the School, joining the existing departments of Allied Health, Human Services, and Office, Legal and Technology. Today the School of Applied Studies consists of Allied Health, Criminal Justice & Legal Studies, Human Services and Social Work offering over 20 professional programs and six associate degree programs with Washburn Institute of Technology.

## Vision

The School of Applied Studies will be an outstanding educational setting and resource center for the creation of a learning community that embraces exemplary leadership, scholarship and integrity.

## Values Guiding Our Vision

- **Commitment to Academic Excellence:** To have highly qualified and talented faculty and staff as well as discerning and productive graduates.
- **Commitment to Scholarship:** To engage in scientific research, innovative studies, and scholarly endeavors that have beneficial and practical consequences.
- **Commitment to Technological Empowerment:** To foster literacy in relevant technology in order to best utilize its importance and potential.
- **Commitment to Public Service:** To strengthen our creative partnerships and outreach.
- **Commitment to Diversity:** To strive for a vibrant and inclusive learning environment that respects and embraces the many different dimensions of diversity and international perspectives.
- **Commitment to Compassionate Professionalism:** To prepare dedicated and caring professionals,

## Mission

The School of Applied Studies has the primary function of offering quality professional programs in areas which respond to community and state needs.

The mission for the School of Applied Studies will be accomplished when all graduates are:

1. Lifelong learners who are committed to continuing education and scholarship;
2. Competent individuals who possess the necessary skills in their professional field of employment;
3. Complex thinkers who have the ability to problem solve, analyze, synthesize, and evaluate;
4. Informed individuals who are sensitive to cultural diversity;
5. Effective communicators who have the necessary verbal and written skills to work in our global society;
6. Responsible individuals who demonstrate commitment to professional values and ethics; and
7. Technologically literate Individuals with application skills relevant to their profession.

## General Degree Requirements

The School of Applied Studies offers the following degrees: Associate of Arts (AA), Associate of Science (AS), Bachelor of Applied Science (BAS), Bachelor of Health Science (BHS), Bachelor of Science in Criminal Justice (BSCJ), Bachelor of Legal Studies (BLS), Bachelor of Social Work (BSW), Master of Arts in Human Services (MA), Master of Criminal Justice (MCJ), Master of Health Science (MHS), and Master of Social Work (MSW). The School also offers Certificates of Completion in selected programs.

In addition to University degree requirements common to all associate degree programs (see Degrees, Common Requirements), the student must complete all major and correlate courses specific to each program (see specific program requirements).

For baccalaureate degrees, students must meet the University degree requirements common to all baccalaureate programs (see Degrees, Common Requirements) and complete all major and correlate courses specific to each program (see specific program requirements).

## Certificate Programs

A student seeking an academic certificate in the School of Applied Studies must apply and be admitted to the program within the department in which they are seeking the certificate. Applications to receive an academic certificate should be made during the

semester in which the student expects to finish certificate requirements. At least half the required hours for a certificate must be earned at Washburn. Students with more than half the required hours earned at other institutions may take more advanced classes at Washburn in specific content areas to (a) advance their knowledge and skills and (b) avoid duplicating coursework.

Students seeking a Certificate will take all courses on a letter grade basis.

## Accreditation and Approval

Programs within the School of Applied Studies are approved or accredited by the following agencies:

- Accreditation Council for Occupational Therapy Education (ACOTE): Occupational Therapy Assistant
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association: Physical Therapist Assistant
- Commission on Accreditation for Respiratory Care (CoARC): Respiratory Therapy
- Commission on Accreditation for Health Informatics and Information Management Education: Health Information Technology
- Joint Review Committee on Education in Radiologic Technology: Radiologic Technology
- Commission on Accreditation of Allied Health Educational Programs, Joint Review Committee on Education in Diagnostic Medical Sonography: Diagnostic Medical Sonography
- Council on Social Work Education: Bachelor of Social Work, Master of Social Work
- Behavioral Science Regulatory Board: Addiction Counseling, Bachelor of Applied Science in Human Services, Master of Arts in Human Services
- Academy of Criminal Justice Sciences: Master of Criminal Justice

## Academic Advisement

Students who have selected a major in the School of Applied Studies should be advised by a faculty member teaching in that area, the department chair, or the Dean's designate. The students should meet with their advisor at least once each semester to ensure all program requirements are met.

## Academic Standards

Students with a declared major in the School must maintain a cumulative Grade Point Average (GPA) of 2.0 in order to graduate or receive a certificate. To count toward a major, minor, or correlate, work must be "C" or better.

Students who fail to maintain the University minimum academic standards may be placed on probation or

suspended according to the University procedures. All students are expected to follow the established standards of academic honesty and integrity. Failure to meet these standards may result in dismissal.

Certain programs uphold additional academic standards for continuance in the program. Students are advised to contact their faculty advisors, department chair, or the Dean's office for details.

## Scholarship/Financial Aid

Many alumni, friends and organizations have given generously to provide financial assistance through scholarships to outstanding students in The School of Applied Studies. Information is available by contacting The School of Applied Studies, Deans Office, 785-670-1282, and on our website [www.washburn.edu/sas](http://www.washburn.edu/sas) or Financial Aid 785-670-1151. To be considered for scholarships in The School of Applied Studies students must make direct application to the School each year. The deadline for applications is February 15th.

## Phi Theta Kappa

Phi Theta Kappa (PTK) is a nationally-organized and recognized scholastic honor society. The PTK Alpha Mu Omicron chapter is sponsored by the School of Applied Studies. The objective of the Alpha Mu Omicron chapter is to recognize and honor those students in two-year degree programs who have attained scholastic excellence in their respective fields of study.

To be eligible, students must be enrolled at Washburn University; must have completed at least twelve credit hours at Washburn with grade point average of 3.5 or above. Only courses taken at Washburn are considered in determining eligibility. Letters of invitation are mailed to eligible individuals. For more information contact the Allied Health department.

## Lambda Nu Honor Society

Lambda Nu is a nationally organized and recognized scholastic honor society. The Kansas Theta chapter is sponsored by the Allied Health Department in the School of Applied Studies. The objectives are to foster academic scholarship at the highest academic record, promote research and investigation in the radiologic and imaging sciences and recognize exemplary scholarship.

To be eligible, students must be enrolled at Washburn University and have a 3.5 grade point average after one full semester of a professional radiologic or imaging program. Exemplary honors may be achieved upon evidence of additional professional recognition (i.e., academic paper or poster presentation, publication, etc.). For more information contact the Allied Health department.

## **Tau Upsilon Alpha**

The Human Services department is a chartered campus center of Tau Upsilon Alpha (TUA) National Organization of Human Services (NOHS) National Honor Society. TUA is the acronym of the Greek transliteration of the slogan for the honor society: Excellence in Service to Humanity. Each chapter evaluates qualified students and issues invitations to membership.

## **SAS Departmental Honors**

In the School of Applied Studies, students are eligible to receive School honors upon graduation if they fulfill the following minimum requirements:

### **Baccalaureate Degree Honors**

1. A grade point average of 3.5 in all major and correlate coursework..
2. Successful completion of a research project or an equivalent deemed suitable by the department.
3. The recommendation of the department is required. Individual departments may specify additional requirements.

### **Associate Degree Honors**

1. A minimum grade point average of 3.5 in all major and correlate courses, with a minimum of 30 hours of degree courses completed at Washburn University
2. Grade point averages are calculated on all required major and required correlated courses applied to the Associate degree.
3. The recommendation of the department is required. Individual departments may specify additional requirements.

### **Certificate Honors**

1. A minimum grade point average of 3.75 in the major
2. Student must complete all required hours at Washburn, unless transfer work is approved by the Dean.
3. Student must take all courses for a letter grade.
4. The recommendation of the department is required. Individual departments may specify additional requirements

### **Dean's Honor Roll**

Students who have achieved a semester grade point average of 3.4 or better are honored by having their names placed on the Dean's Honor Roll. They are notified by the Dean of the School of Applied Studies. Must be enrolled at Washburn University in a minimum of 12 semester hours taken for a letter grade at Washburn University is required.

## **PART-TIME STUDENT DEAN'S HONOR ROLL**

Students whose grade point average for the semester is between 3.40 – 3.99 are honored by having their names placed upon the Dean's Honor Roll and they are so notified by the Dean of the School of Applied Studies. Part-time students must complete a minimum of 12 hours in the combined fall and spring semesters of an academic year.

## **SCHOOL OF APPLIED STUDIES COURSES**

Select courses are offered under the School of Applied Studies that are not part of a specific academic department. These courses are given an "AU" prefix designating the course. Typically, these courses are interdisciplinary in nature and can be taken by a student in any of the School's academic departments.

### **AU 300 Principles of Leadership (3)**

This course provides a thorough review of established leadership and management theory, principles, and traits. The course also will focus on leadership skills relevant to future leaders in a wide variety of professional fields.

### **AU 495/595 Proseminar (1)**

This course is designed as a forum for graduate and faculty exchange of ideas related to teaching scholarship and creative activities. Faculty or faculty and their students will present each week on their scholarship or research. This is a forum for the exchange of ideas and provides a venue for graduate and select undergraduate students to learn about research and creative endeavors. This forum can also provide an opportunity for collaboration, inquiry, critical analysis and collegial exchange of ideas. For graduate and select undergraduate students this can be an opportunity to present scholarly achievements to a professional audience. A/Pass/Fail only. Course can be repeated.

## **ASSOCIATE DEGREE PROGRAMS WITH WASHBURN INSTITUTE OF TECHNOLOGY (Washburn Tech)**

Washburn University offers a number of associate degree programs in cooperation with Washburn Institute of Technology. Specific requirements for each area of concentration are listed below by program. Requirements for credit transfer from Washburn Tech:

- Students must successfully complete all program requirements for the completion of the approved Washburn Tech certificate.
- Washburn Tech credit is posted on the Washburn transcript following completion of the approved Washburn Tech certificate and admission to Washburn University. Grades earned at Washburn

Tech are then calculated into the student's Washburn University GPA.

- Students are required to file a Washburn declaration of major form.
- Washburn Tech students taking Washburn courses register for courses at WU through the Dean's Office in the School of Applied Studies.

## **DESIGN TECHNOLOGY**

The Design Technology Associate degree is offered in cooperation with Washburn Tech. There are two areas of concentration in Design Technology. Students who have completed all requirements of the Washburn Tech Technical Drafting and Graphics Technology programs are eligible for this degree.

### **Student Learning Outcomes**

Students completing the associate degree in Design Technology, upon graduation, are expected to have:

- Demonstrated proficiency in the use of all technologies essential to the design concentration;
- Developed relevant design techniques to produce applied outcomes;
- Demonstrated professional applications in applied settings; and
- Integrated skills and knowledge to situations or environments other than standardized classroom setting.

## **Degree Requirements for the Associate of Arts or Associate of Science with an Emphasis in Design Technology**

### **Concentrations (from Washburn Tech)**

Technical Drafting (AS)  
Graphics Technology (AA)

### **Technical Drafting Concentration**

#### **Major Courses (48 Credit Hours)**

Technical Drafting (from Washburn Tech)

#### **Correlate Courses**

TA 310 Technology and Society

### **Graphics Technology Concentration**

#### **Major Courses (48 Credit Hours)**

Graphics Technology (from Washburn Tech)

#### **Correlate Courses**

TA 310 Technology and Society

## **CULINARY ARTS**

The Culinary Arts Associate of Arts Degree is offered with the Washburn Tech professional cooking program. This program prepares students to serve under the supervision of chefs and other culinary professionals. Instruction includes culinary math, food safety and sanitation, use and care of equipment as well as food preparation and cooking skills. Students will develop other essential skills including baking, purchasing, menu planning along with an introduction to restaurant supervision and management as well as the exploration of international cuisines. Upon graduation students will have the skills and confidence to be a productive member of any restaurant team.

### **Student Learning Outcomes**

Students completing the Associate of Arts in Culinary Arts, upon graduation are expected to have:

- Demonstrated organized skills related to commercial food service;
- Demonstrated proficiency in the use of all technologies and tools essential to food service production;
- Explained food service preparation and delivery; and
- Demonstrated safe food handling techniques.

### **Major Courses (48 Credit Hours)**

Culinary Arts (from Washburn Tech)

### **Correlate courses**

TA 310 Technology and Society

## **INDUSTRIAL TECHNOLOGY**

The Industrial Technology Associate of Science degree is offered with the Washburn Institute of Technology (Washburn Tech). Students who complete all requirements in Advanced Systems Technology; Automotive Collision Repair; Auto Service Technician; Building Technology; Cabinet and Millwork; Commercial and Heavy Construction; Computer Repair and Networking; Diesel Mechanics; Electricity, Heating and Air Conditioning; Electronics Technology; Heating, Ventilation and AC; Machine Tool; and Welding certificate programs are eligible for this degree.

### **Student Learning Outcomes**

Students completing the Associate of Science in Industrial Technology, upon graduation, are expected to have:

- Demonstrated proficiency in the use of all technologies and tools essential to the concentration;

- Practiced techniques related to safety and health concerns;
- Compared basic theoretical concepts of the technology;
- Demonstrated relevant technique to applied outcomes; and
- Integrated skills and knowledge to situations or environments other than standardized classroom.

## **Degree Requirements for the Associate of Science with an Emphasis in Industrial Technology**

### **Concentrations (from Washburn Tech)**

Each of the concentrations below must meet general education requirements appropriate to the Associate of Science Degree. Additionally, each of the concentrations below requires the completion of the correlate course, TA310 Technology and Society, as part of the degree requirements.

- Advanced Systems Technology (48)
- Auto Collision (50)
- Automotive Service Technician (52)
- Building Technology (48)
- Cabinet/Millwork (48)
- Climate & Energy Control Technologies (43)
- Commercial & Heavy Construction (43)
- Computer Repair & Networking (48)
- Diesel Mechanics (48)
- Electricity, Heating and Air Conditioning (48)
- Electronic Technology (48)
- Machine Tool Technology (48)
- Welding (48)

## **BUSINESS BOOKKEEPING AND ACCOUNTING, LEGAL OFFICE PROFESSIONAL, AND MEDICAL OFFICE PROFESSIONAL CONCENTRATIONS.**

Students who graduate with a completed certificate from Washburn Institute of Technology in Business Bookkeeping and Accounting, Legal Office Professional, and Medical Office Professional Concentrations may graduate with an Associate of Arts Degree in the following.

### **Legal Studies associate degree options with Washburn Institute of Technology**

Washburn University and Washburn Tech offer an Associate of Arts degree in the Legal Studies Program. Students who have completed coursework in the Legal Office Professional Program at Washburn Tech will receive

48 hours of college credit toward the AA degree. At Washburn, they must complete an additional 44 hours of general education/university courses and legal studies program courses to receive the Associate of Arts degree.

To complete the degree, Washburn Tech graduates must complete the following major and correlate courses at Washburn:

### **Major and Correlate Courses (21 hours)**

- LG 100 Introduction to Paralegalism
- LG 200 Introduction to Law
- LG 250 Legal Research I
- LG 305 Litigation I
- LG 310 Interviewing & Investigation
- LG Elective
- TA 310 Technology & Society

FOR A SUGGESTED CURRICULUM PLEASE SEE YOUR ADVISOR, for course description see the Criminal Justice & Legal Studies Department.

## **OFFICE ADMINISTRATION**

Students who have completed coursework in Business, Bookkeeping, and Accounting certificate, Legal Office Professional certificate, or the Medical Office Specialist certificate at Washburn Tech receive 48 credits toward the AA degree. Students graduating from either of these two certificate programs at Washburn Tech are eligible to complete the associate of arts degree in Office Administration. Students must complete all general education requirements appropriate to the associate of arts degree. In addition, the correlate course, TA310 Technology and Society, is required of all graduates in the Office Administration associate degree.

### **Student Learning Outcomes**

Office Administration students at Washburn University, upon graduation, are expected to have:

- Demonstrated proficiency in composing, formatting, and editing written communications;
- Demonstrated technical proficiency of all the skills necessary to fulfill their professional discipline;
- Analyzed the basic principles of management theory in relation to the office environment;
- Applied interpersonal skills to develop effective working relationships and to function as a member of the office team;
- Utilized problem solving and critical thinking skills in performing office procedures; and
- Applied appropriate business protocol, ethics, and office etiquette.

## **COURSE OFFERINGS (Elective)**

### **OA 128 Introduction to Computer Applications (3)**

An introduction to computer applications including word processing, spreadsheets, database, presentations, e-mail, and the Internet. A hands-on learning experience in class is emphasized. This course is designed for students with little or no prior computer applications knowledge.

### **OA 211 Editing and Grammar (3)**

A review of editing skills needed in writing, transcribing, and keyboarding. Students will review the wide range of potential problems likely to be encountered in punctuation, capitalization, number style, abbreviations, plural and possessive forms, spelling, compounds, word division, grammar usage, and the format of letters, memos, reports, manuscripts, and tables.

### **OA 235 Database Applications (3)**

Concepts related to creating databases for efficient data access and retrieval using database software. Students will learn to modify tables and forms, refine queries, use advanced report functions, and define relationships.

### **OA 241 Office Management (3)**

An emphasis on the role of office management in business enterprises including information handling, office automation, and the fundamental functions of the management process as they relate to office management.

### **OA 242 Procedures for the Office Professional (3)**

A study of business office procedures as they relate to the administrative or executive assistant. Attention is given to the various duties of the executive assistant. This course is complemented with a mixture of lectures, speakers, work assignments, and library assignments.  
*Prerequisite: Sophomore standing or consent.*

### **OA 260 Independent Study in Office Administration (1-3)**

In consultation with a faculty member, the student selects for intensive study a specific area of concern related to office administration. *Prerequisite: Consent.*

## **ALLIED HEALTH DEPARTMENT**

Website: [www.washburn.edu/allied-health](http://www.washburn.edu/allied-health)

**Benton Hall, Room 107**

**(785) 670-2170**

Professor Pat Munzer, Chair  
Professor William S. Dunlap  
Associate Professor Emeritus Linda Croucher  
Associate Professor Jera Roberts  
Assistant Professor Vickie Kelly  
Assistant Professor Barbara Quaney  
Assistant Professor Michelle Shipley  
Lecturer Janice Bacon  
Lecturer Becky Dodge  
Lecturer Zach Frank  
Lecturer Kathy Hupp  
Lecturer Stacey Hus  
Lecturer Doug Jones  
Lecturer Jean Lewis-Sanchez  
Lecturer Hillary Lolley  
Lecturer Faye Niesen  
Instructor Rusty Taylor

## **DEGREES OFFERED**

### **Associate of Science**

*Health Information Technology*  
*Occupational Therapy Assistant*  
*Physical Therapist Assistant*  
*Radiologic Technology*  
*Respiratory Therapy*  
*Surgical Technology*

### **Certificate of Completion**

*Computed Tomography*  
*Diagnostic Medical Sonography*  
*Health Information Coding*  
*Magnetic Resonance Imaging*  
*Radiation Therapy*

### **Bachelor of Health Science**

*Clinical Laboratory Science*  
*Health Services Administration*  
*Medical Imaging*

### **Bachelor of Applied Science**

*Technology Administration*

### **Master of Health Science**

*Health Care Education*

## MISSION

The mission of the department is to prepare qualified individuals for careers in Allied Health and technical professions for the community, the state and the region.

The mission for the Allied Health Department is met:

- At the certificate and associate degree level by preparing competent individuals for entry level and advanced professional practice, with the ability to provide a consistent standard and quality of care.
- At the bachelor's degree level by preparing health care professionals for advanced clinical and administrative practice, and technical professionals for administrative and managerial careers.
- At the master's degree level by preparing existing health care professionals to educate future health care providers.

## Student Learning Outcomes:

Allied Health students, upon completion of their respective professional programs, are expected to have:

- Demonstrated the ability to comprehend, apply, and evaluate medical information relevant to their professional discipline;
- Obtained the proficiency of all the skills necessary to fulfill their professional discipline; and
- Demonstrated professional behavior consistent with employer expectations in their professional discipline.

## BACHELOR OF HEALTH SCIENCE

The Allied Health Department offers a Bachelor of Health Science with a major in Health Services Administration or Medical Imaging. These two options are designed to enhance the skills and marketability of health science associate degree graduates, and may also serve as an excellent preparation for those who wish to continue on to a graduate program.

## HEALTH SERVICES ADMINISTRATION

There is a need for qualified managers in the health care field. The Bachelor of Health Science (BHS) in Health Services Administration is designed to provide associate degree health care graduates with knowledge and skills in the areas of health care management and leadership. Completion of a baccalaureate degree with advanced coursework in health care management and related areas will make graduates more marketable for administrative positions.

## Admission Requirements

The program requires an associate degree in an allied health discipline. In addition, candidates must be

credentialed in their Allied Health specialty and have achieved a cumulative GPA of 2.5 or higher on a 4.0 scale for the Associate degree. Interested students should contact the Allied Health Department for more specific requirements or visit [www.washburn.edu/bhs](http://www.washburn.edu/bhs)

## Degree requirements for the Bachelor of Health Science, Health Services Administration Major

### Required Major Courses (30 Credit Hours)

AL 366	Legal & Regulatory Issues for the Health Care Professional (3)
AL 367	Health Care Quality Improvement (3)
AL 375	Health Care Policy (3)
AL 399	Health Information Systems (3)
AL 400	Supervisory Practices for the Health Care Professional (3)
AL 405	Financial Issues in Health Care (3)
AL 420	Current Issues in Health Care (3)
AL 450	Knowledge Management in Health Care (3)
AL 460	Research in Health Care (3)
AL 480	Seminar in Health Care (3)

See Table of Contents for University Requirements, General Education Graduation Requirements.

General Elective (3-12 credit hours of upper division credit depending on the Allied Health Program)

## Minor in Health Services Administration for Business Majors

Students with a major in the School of Business may develop a specialization in health services by earning a Minor in Health Services Administration by completing a set of five specific upper-division courses in the health services administration field. Admission to the School of Business and to the minor program is necessary before enrollment.

## Admission Requirements

Interested students must apply for admission to the minor program with the Bachelor of Health Science advisor in the department of Allied Health in Benton Hall, Room 107. Admission to the minor program is available to students who have been admitted to the School of Business. The requirements for admission to the school are 54 semester hours, a cumulative GPA of 2.0, and a completion with a grade of "C," or better of the following courses: AC 224 Financial Accounting, AC 225 Managerial Accounting, BU 250 Managerial Information Systems, EC 200 Principles of Microeconomics, EC 210 Principles of Macroeconomics, and EC 221 Statistics for Business and Economics.



### **Required Courses for the Minor (15 semester hours)**

- AL 366 Legal and Regulatory Issues for Health Care Professional (3)
- AL 367 Health Care Quality Improvement (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)
- AL 405 Financial Issues in Health Care (3)

### **Minor in health services administration for legal studies majors**

Students with a major in the Legal Studies program may develop a specialization in the health services by earning a Minor in Health Services Administration by completing a set of five specific upper-division courses in the health services administration field.

### **Admission Requirements**

Interested students must apply for admission to the minor program with the Bachelor of Health Science advisor in the department of Allied Health in Benton Hall, Room 107. Students must have completed a minimum of 15 hours in the Bachelor of Legal Studies Program with a minimum grade point average of 2.50 prior to applying.

### **Required Courses for the Minor (15 semester hours)**

- AL 366 Legal and Regulatory Issues (3)
- AL 367 Quality Improvement in Health Care (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)
- AL 405 Financial Issues in Health (3)

### **MINOR IN HEALTH SERVICES ADMINISTRATION FOR GERONTOLOGY AREA OF EMPHASIS, HUMAN SERVICES MAJORS**

Human Services Bachelor degree students with an emphasis in Gerontology may develop a specialization in health services by earning a Minor in Health Services Administration in the Allied Health Department by completing a set of five specific upper-division courses in the health services administration field. Declaration of major in Human Services with an emphasis in Gerontology and declaration of minor in the Allied Health Department are necessary before enrollment.

### **Admission Requirements**

Interested students must apply for admission to the minor program through both their Human Services Department advisor in Benton Hall, Room 311 and the Bachelor of Health Science advisor in Benton Hall, Room 107. Admission to the minor program is available to students who have declared their Bachelor degree with a major in Human Services, Gerontology emphasis. The requirements for acceptance into the minor program are completion of 54 semester hours, a cumulative GPA of

2.0, and a completion with a grade of "C," or better, of the following Human Services courses (15 semester hours): HS 250 Becoming a Helping Professional (3), HS 270 Theories of Aging (3), HS 302 Social Change and Advocacy (3), HS 371 Aging and Mental Health (3), and HS 372 Death and Dying (3). Any course substitutions must be approved by the department chair.

### **Required courses for the minor (15 semester hours)**

- AL 366 Legal and Regulatory Issues for Health Care Professional (3)
- AL 367 Health Care Quality Improvement (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)
- AL 405 Financial Issues in Health Care (3)

## **MEDICAL IMAGING**

The Bachelor of Health Sciences Medical Imaging option allows students to choose from four concentrations: Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging or Radiation Therapy. The need for qualified medical imaging professionals continues to rise. The medical imaging major is designed to provide associate degree healthcare graduates with knowledge and skills in advanced imaging fields and management. Completion of the baccalaureate degree makes graduates more marketable and eligible for supervisory positions.

### **Admission Requirements**

The major in Medical Imaging requires an associate degree in a patient-care related field and prior acceptance to one of the following certificate programs: Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging or Radiation Therapy. Candidates must be credentialed in their Allied Health specialty and have achieved a cumulative GPA of 2.5 or higher on a 4.0 scale for the Associate degree. Interested students should contact the Allied Health Department for more specific requirements or visit [www.washburn.edu/bhs](http://www.washburn.edu/bhs)

### **Degree requirements for the Bachelor of Health Science, Medical Imaging major**

#### **Required Major Courses**

**9 hours from Health Services Administration Core**

See Table of Contents for University Requirements, General Education Graduation Requirements.

## **DIAGNOSTIC MEDICAL SONOGRAPHY**

The Diagnostic Medical Sonography Program includes three separate tracks which may be completed as stand-alone certificate of completions programs, or may be completed as a component of the Bachelors of Health Science degree with a major in medical imaging. The Cardiac and Vascular tracks are each 33 credit hours and

are 14 months in length. The General/Vascular Sonography track is a two year program which consists of 59 credit hours. These programs provide a balance of didactic and clinical experience that will equip the student with the knowledge and skills to be an entry-level sonographer. The sonography program is online and students must have access to the internet and possess basic computer skills.

### **Accreditation**

The Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), 2025 Woodlane DR., ST. Paul, MN 85125-2998.

### **Admission Requirements**

This program has special admission requirements. The applicant should have an Associate degree or higher, in a patient care related health field. Interested students should contact the Allied Health Department for specific requirements or visit: [www.washburn.edu/ultrasound](http://www.washburn.edu/ultrasound). In addition to a minimum of an associate degree in a health care profession with direct patient care, the following course work must be completed prior to entrance into the Diagnostic Medical Sonography Program:

MA 110 Exploring Mathematics or MA 116 College Algebra.

EN 101 Freshman Composition

BI 250 Introduction to Human Anatomy

BI 255 Human Physiology

PS 101 Introduction to Physics-Health, or AL 230 Radiographer Physics

### **Requirements for Certificate of Completion Vascular Sonography**

#### **Required Major Courses (33 Credit Hours)**

- AL 300 Introduction to Ultrasound (2)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 393 Vascular Sonography Procedures I (3)
- AL 394 Vascular Sonography Procedures II (3)
- AL 395 Vascular Sonography Clinicals I (6)
- AL 396 Vascular Sonography Clinicals II (6)
- AL 397 Advanced Vascular Clinicals (3)
- AL 398 Clinical Topics in Vascular Sonography (2)

### **Cardiac Sonography**

#### **Required Major Courses (33 Credit Hours)**

- AL 300 Introduction to Ultrasound (2)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 383 Cardiac Sonography Procedures I (3)
- AL 384 Cardiac Sonography Procedures II (3)
- AL 385 Cardiac Sonography Clinicals I (6)
- AL 386 Cardiac Sonography Clinicals II (6)
- AL 387 Advanced Cardiac Sonography Clinicals (3)
- AL 388 Clinical Topics in Cardiac Sonography (2)

### **General/Vascular Sonography**

#### **Required Major Courses (59 Credit Hours)**

- AL 300 Introduction to Ultrasound (2)
- AL 320 Human Disease (3)
- AL 330 Ultrasound & Cardiovascular Physics & Instrumentation I (3)
- AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)
- AL 332 Physics & Instrumentation Board Review (2)
- AL 361 Sonography Clinical I (6)
- AL 362 Sonography Clinical II (3)
- AL 363 Sonography Clinical III (6)
- AL 364 Sonography Clinical IV (6)
- AL 365 Sonography Clinical V (3)
- AL 371 General Sonography Procedures I (3)
- AL 372 General Sonography Procedures II (3)
- AL 389 General Sonography Procedures III (3)
- AL 379 Clinical Topics in General Sonography (2)
- AL 392 General Sonography Procedures IV (3)
- AL 393 Vascular Sonography Procedures I (3)
- AL 394 Vascular Sonography Procedures II (3)
- AL 398 Clinical Topics in Vascular Sonography (2)

### **HEALTH INFORMATION TECHNOLOGY**

This program leads to an Associate of Science (AS) degree in Health Information Technology. The program features a sound base in general education in addition to professional courses and professional practice experience designed to guide students in the development of the technical skills necessary to become a Health Information Technician. Courses in the program major are on-line and students must have access to the internet and possess basic computer knowledge.

## Health Information Coding (Certificate)

This 32 credit hour program leads to a Certificate in Health Information Coding. Courses required to complete the Certificate include AL 101, AL 141, AL 243, AL 245, AL 246, AL 247, AL 320, AL 366, BI 100, BI 250, and BI 230. All certificate course work may be applied to the Associate degree in Health Information Technology.

### Accreditation

The Health Information Technology Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Ave. Suite 2150, Chicago, IL 60601. [www.cahiim.org](http://www.cahiim.org)

### Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements or visit [www.washburn.edu/hit](http://www.washburn.edu/hit)

## Degree Requirements for the Associate of Science

### Major Courses (37 Credit Hours)

- AL 141 Medical Terminology (3)
- AL 150 Principles of Health Information Technology(3)
- AL 157 Specialized Health Records & Registries for Health Information Technology(2)
- AL 240 Professional Practice I for Health Information Technology (2)
- AL 241 Professional Practice II for Health Information Technology (3)
- AL 244 Health Care Statistics for Health Information Technology (2)
- AL 245 Health Information Coding I (3)
- AL 246 Health Information Coding II (3)
- AL 247 Healthcare Reimbursement Methodologies (3)
- AL 250 Seminar in Health Information Technology(1)
- AL 366 Legal and Regulatory Issues for the Health Care Professional (3)
- AL 367 Health Care Quality Improvement (3)
- AL 375 Health Care Policy (3)
- AL 399 Health Information Systems (3)

### Correlate Courses (18 Credit Hours)

- AL 101 Foundations of Health Care (3)
- AL 320 Human Disease (3)
- BI 250 Intro to Human Anatomy (3)
- BI 230 Intro to Human Physiology (3)
- EN 208 Business and Technical Writing (3)
- CM 101 Computer Competency and the Internet (3)

### Prerequisite (3 Credit Hours)

- BI 100 General Biology (3)

See Table of Contents for University Requirements and General Education Requirements. \*

\*Some correlate courses may count here; consult your advisor.

## OCCUPATIONAL THERAPY ASSISTANT

The Occupational Therapy Assistant Program leads to the Associate of Science (AS) Degree. Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

The program features general education and science requirements as well as occupational therapy procedure and systems courses and Level I and II Fieldwork education component. During fieldwork courses students may be required to attend clinical sites outside the Topeka area. All students in this program are required to provide their own transportation to clinicals as well as clinical lab attire. Professional liability insurance is provided by Washburn University, however, some clinical sites may require malpractice insurances.

### Accreditation

The occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licensees are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements.

## Degree Requirements for the Associate of Science

### Major Courses (32 Credit Hours)

- AL 161 Foundations of Occupational Therapy I (2)
- AL 162 Occupational Therapy Interventions I (3)
- AL 163 Foundations of Occupational Therapy II (3)
- AL 164 Level I Fieldwork I (1)
- AL 165 Special Considerations for OTAs in Psychosocial Disorders (1)
- AL 166 Occupational Therapy Interventions II (3)
- AL 167 Foundations of Occupational Therapy III (3)
- AL 252 Psychosocial Occupational Therapy (4)
- AL 253 Level I Fieldwork II (1)
- AL 254 Current Topics in Occupational Therapy (2)
- AL 255 Level II Fieldwork (8)
- AL 256 Occupational Therapy Issues (1)
- AL 265 Applied Neurophysiology (3)
- AL 265B Applied Neurophysiology - Occupational Therapy Lab (0)

### Correlate Courses (25 Credit Hours)

- AL 101 Foundations of Healthcare (3)
- AL 186 Cardiopulmonary Assessment in A.H. (2)
- AL 320 Human Disease (3)
- BI 255 Human Physiology & Lab (4)
- BI 275 Human Anatomy (4)
- PY 100 Basic Concepts in Psychology (3)
- SO 101 American Social Problems (3)

See Table of Contents for University Requirements and General Education Requirements.

## PHYSICAL THERAPIST ASSISTANT

The Physical Therapist Assistant Program leads to the Associate of Science (AS) degree. Upon completion of the program students are eligible to take the national examination through the Federation of State Boards in Physical Therapy (FSBPT) to become Physical Therapist Assistants (PTA). The program features general education and science requirements as well as physical therapy procedure and systems courses and a clinical education component. During clinical courses students may be required to attend clinical sites outside the Topeka area. All students in this program are required to provide their own transportation to clinicals as well as clinical lab attire. Professional liability insurance is provided by Washburn University, however, some clinical sites may require malpractice insurance.

## Accreditation

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

## Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements or visit: [www.washburn.edu/pta](http://www.washburn.edu/pta). A maximum of twenty-four students are accepted for the fall of each year.

## Physical Therapy Club

The purpose of the Physical Therapy Club is to provide an environment which facilitates professional growth, creates a community of professionals for mentorship and peer support, and develops a group that will provide community and educational leadership and service at Washburn University and the surrounding geographical area.

## Degree Requirements for the Associate of Science

### Major Courses (30 Credit Hours)

- AL 170 Physical Therapy Procedures I (3)
- AL 171 Musculoskeletal Assessment in Physical Therapy(3)
- AL 186 Cardiopulmonary Assessment in Allied Health (2)
- AL 261 Therapeutic Modalities in Physical Therapy (3)
- AL 264 Physical Therapy Clinical I (3)
- AL 265 Applied Neurophysiology (3)
- AL 268 Integumentary Assessment in Physical Therapy (2)
- AL 271 Health Policy & Systems in Physical Therapy (2)
- AL 272 Current Topics in Physical Therapy (2)
- AL 273 Physical Therapy Issues (1)
- AL 279 Physical Therapy Clinical II/III (6)

### Correlate Courses (20 Credit Hours)

- AL 101 Foundations of Health Care (3)
- AL 320 Human Disease (3)
- BI 255 Human Physiology & Lab (4)\*\*
- BI 275 Human Anatomy & Lab (4)\*\*
- KN 321 Kinesiology (3)
- KN 326 Physiology of Exercise (3)

See Table of Contents for University Requirements and General Education Requirements. \*

\*\*No online Anatomy or Physiology courses are accepted by the PTA program.

## RADIATION THERAPY

The Radiation Therapy curriculum at Washburn University is a 35 credit hour, 1 calendar year, certificate of completion program. This program will provide the knowledge and cognitive skills underlying the intelligent performance of the major tasks typically required of a staff radiation therapist at entry level. Graduates are registry eligible with the American Registry of Radiologic Technologists (ARRT).

### Accreditation

The Radiation Therapy program accreditation falls under the University's accreditation by the Higher Learning Commission, a commission of North Central Association of Colleges and Schools (NCA). This is an acceptable accrediting mechanism per the American Registry of Radiologic Technologists (ARRT).

### Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements or visit: [www.washburn.edu/radiation-therapy](http://www.washburn.edu/radiation-therapy)

The Radiation Therapy program is on-line and students must have access to the internet and possess basic computer skills.

### Course Sequence

The Radiation Therapy program is a one calendar year program. In addition to the didactic portion, this program includes a comprehensive clinical component. Clinical courses may be out of sequence with other University course offerings. Consult program director for course schedule.

### Requirements for Certificate of Completion

#### Required Major Courses (35 Credit Hours)

- AL 301 Clinical Radiation Therapy I (4)
- AL 302 Radiation Therapy Topics I (3)
- AL 303 Radiation Therapy Physics I (3)
- AL 304 Therapeutic Radiobiology (3)
- AL 305 Radiation Therapy Physics II (3)
- AL 307 Simulation and Treatment Procedures I (3)
- AL 310 Radiation Therapy Topics II (3)
- AL 340 Clinical Radiation Therapy II (4)
- AL 370 Simulation and Treatment Procedures II (4)
- AL 380 Clinical Radiation Therapy III (3)
- AL 381 Radiation Therapy Seminar (2)

## RADIOLOGIC TECHNOLOGY

This program leads to an Associate of Science (AS) Degree in Radiologic Technology, with graduates eligible to apply for examination through the American Registry

of Radiologic Technologists (ARRT). The program features general education as well as radiologic technology courses. The program provides a balance of on-campus courses, labs and clinical education. Approximately twenty-four students are accepted for the fall of each year.

### Mission

The Radiologic Technology (Radiographer) program is focused on development of qualified medical imaging technologists who provide optimum patient care through competency and professional conduct.

### Program Goals

1. The program will graduate students with entry-level radiography skills.
2. The program will graduate students with the ability to problem-solve and think critically.
3. The program will graduate students with a lifelong desire for professional development and growth.

### Accreditation

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago IL 60606-3182, (312) 704-5300, e-mail: [mail@jrcert.org](mailto:mail@jrcert.org).

### Admission Requirements

This program has special admission requirements due to limited enrollment, which includes Introduction to Anatomy. Interested students should contact the Allied Health Department for specific requirements or visit [www.washburn.edu/xray](http://www.washburn.edu/xray)

### Radiologic Technology Student Organization

Students who are enrolled in or have an interest in the radiologic technology program have the opportunity to join the Radiologic Technology Student Organization (RTSO). The purpose of the RTSO is to create an awareness of the radiologic technology program to the University and community, to maintain communication with alumni and other Kansas programs, and to engage in campus, community and professional organization activities to further the knowledge of the practice of radiologic technology.

### Degree Requirements for Associate of Science

#### Required Major Courses (37 Credit Hours)

- AL 120 Radiographic Procedures and Patient Care I plus lab (3)
- AL 121 Radiographic Procedures and Patient Care II plus lab (3)
- AL 130 Radiographic Exposure I plus lab (3)
- AL 131 Radiographic Exposure II plus lab (3)
- AL 134 Radiology Clinical I (3)

- AL 135 Radiology Clinical II (3)
- AL 220 Radiographic Procedures III (2)
- AL 230 Radiologic Equipment Operation (2)
- AL 231 Radiation Protection and Biological Effects (2)
- AL 236 Radiology Clinical III (3)
- AL 237 Radiology Clinical IV (4)
- AL 238 Radiology Clinical V (4)
- AL 321 Advanced Radiographic Imaging (2)

### **Correlate Courses (12 Credit Hours)**

- BI 230 Introduction to Human Physiology (3) OR BI 255 Human Physiology (4)
- BI 250 Introduction to Anatomy (3) OR BI 275 Human Anatomy (4)
- AL101oFoundations of Health Care (3)
- AL 320 Human Disease (3)

## **COMPUTED TOMOGRAPHY (CT)**

**The CT Program is currently on hold and is expected to restart in Fall 2014.**

The CT curriculum at Washburn University is a 21 credit hour, 1 calendar year certificate program. The certificate is designed to assist registered radiologic technologists in meeting the criteria for post-primary certification through the American Registry of Radiologic Technologists (ARRT). The curriculum addresses both didactic and clinical education as outlined by the American Society of Radiologic Technologists and the ARRT. The CT program is on-line and students must have access to the internet and possess computer skills.

### **Admission Requirements**

This program has special admission requirements which include ARRT registration in Radiography, Nuclear Medicine Technology or Radiation Therapy. Second-year radiographer students are also eligible for CT didactic coursework. Interested students should contact the Allied Health Department for additional information. For more information: [www.washburn.edu/computed-tomography](http://www.washburn.edu/computed-tomography).

### **Requirements for Certificate of Completion (21 credit hours)**

- AL 341 Sectional Anatomy and Imaging Applications (4)
- AL 342 CT Procedure Protocols (4)
- AL 343 CT Physics: Instrumentation and Imaging (4)
- AL 344 Pathology Correlation in CT (3)
- AL 345 Clinical Experience in CT (6)

## **MAGNETIC RESONANCE (MR)**

MR curriculum at Washburn University is a 22 credit hour certificate program, which is conducted on-line. The certificate is designed to assist registered technologists in meeting the criteria for post-primary certification

through the American Registry of Radiologic Technologists (ARRT). The curriculum addresses both didactic and clinical education, as outlined by the American Society of Radiologic Technologists and the ARRT.

### **Admission Requirements**

This program has special admission requirements which include ARRT registration in Radiography, Nuclear Medicine Technology, Radiation Therapy or Sonography. Contact the Allied Health Department for additional information via e-mail [www.washburn.edu/mri](mailto:www.washburn.edu/mri)

### **Requirements for Certificate of Completion (22 credit hours)**

- AL341 Sectional Anatomy and Imaging Applications (4)
- AL347 Magnetic Resonance Physics I (3)
- AL348 MR Imaging I (3)
- AL349 MR Clinical Experience I (3)
- AL350 Magnetic Resonance Physics II (3)
- AL351 MR Imaging II (3)
- AL352 MR Clinical Experience II (3)

## **RESPIRATORY THERAPY**

The Respiratory Therapy program leads to an Associate of Science (AS) degree in Respiratory Therapy. Upon completion of the program, students are eligible to take the national credentialing examination to become a Registered Respiratory Therapist (RRT). The program features general educational and science prerequisites, as well as respiratory therapy courses. Interested students are required to make application for admission to the Respiratory Therapy Program. Eighteen students are accepted for the fall of each year.

### **Accreditation**

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care ([www.coarc.com](http://www.coarc.com))

**Commission on Accreditation for Respiratory Care**  
**1248 Harwood Road**  
**Bedford, Texas 7602-2835**

### **Admission Requirements**

This program has special admission requirements due to limited enrollment. Interested students should contact the Allied Health Department for specific requirements or visit [www.washburn.edu/respiratory](http://www.washburn.edu/respiratory).

### **Respiratory Therapy Student Organization**

The Respiratory Care Student Organization (RCSO) is made up of any enrolled University student who has an interest in health and promotion of the cardiopulmonary system. The purpose of the RCSO is to promote the

purpose and program of respiratory care to the community to include but not limited to: asthma education, smoking cessation, pulmonary function screening; and to compete in the academic contest at the annual Kansas Respiratory Care Society's conference.

## **Degree Requirements for Associate of Science**

### **Major Courses (34 Credit Hours)**

- AL185 Principles of Respiratory Therapy I (2)
- AL 187 Respiratory Therapy Clinical I (3)
- AL 289 Respiratory Therapy Clinical II (5)
- AL 291 Respiratory Therapy Topics & Procedures I (3)
- AL 292 Respiratory Therapy Topics & Procedures II (5)
- AL 293 Respiratory Therapy Clinical III (5)
- AL 294 Respiratory Therapy Topics II (3)
- AL 295 Respiratory Therapy Clinical IV (5)
- AL 296 Respiratory Therapy Topics III (3)

### **Correlate Courses (17 Credit Hours)**

- AL 101 Foundations of Health Care (3)
- AL 186 Cardiopulmonary Assessment in Allied Health (2)
- AL 315 Allied Health Pharmacology (3)
- AL 382 Cardiovascular Monitoring & Scanning (3)
- BI 230 Introduction to Human Physiology (3)
- BI 250 Introduction to Human Anatomy (3)

### **Prerequisite (3 Credit Hours)**

- BI 100 Introduction to Biology (3)

See Table of Contents for University Requirements and General Education Requirements. \*

\*Some related courses may count here, consult your advisor.

## **SURGICAL TECHNOLOGY**

(Associate of Science with Washburn Institute of Technology)

The Associate of Science degree in Surgical Technology is offered in conjunction with the Washburn Institute of Technology. Students who complete all requirements of the Washburn Institute of Technology Surgical Technology program are eligible for this degree. For WIT credit transfer criteria, see "Associate Degree Programs with WIT" listed in the index. To complete the degree at Washburn University, Washburn Institute of Technology graduates must complete the courses listed below.

### **Major Courses (32 Credit Hours)**

#### **Surgical Technology (from Washburn Institute of Technology)**

### **Correlate Courses (13 credit hours)**

- AL 320 Human Disease (3)
- AL 375 Health Care Delivery Systems (3)
- BI 250 Intro to Human Anatomy (3)
- BI 255 Human Physiology (4)

## **University and General Education Requirements**

See requirements common to all Associate Degrees

## **ALLIED HEALTH COURSE OFFERINGS**

### **AL 101 Foundation of Health Care (3).**

An overview of the role of various health care professions, ethical and legal responsibilities, patient communication methods, cultural competence, patient assessment techniques, medical terminology, electronic health records and preventative health care. Through role playing and case studies, students learn how the various members of the health care team interact and communicate with one another in order to provide the most efficient and effective delivery of patient care. Additional technical competencies included in this course are: assessment of vital signs, safe body mechanics, patient transfers and safety, basic first aid, standard and transmission-based infection precautions.

### **AL 120 Radiographic Procedures and Patient Care I (3)**

Focuses on the principles of producing and evaluating radiographs of the skeletal, digestive, and urinary systems. Discusses patient care procedures such as vital signs, infection control, medical emergencies and aseptic techniques. *Prerequisite: Admission to the Radiologic Technology program and concurrent with AL 120A.*

### **AL 120A Procedures Lab I (0)**

Required laboratory demonstrations will include chest, KUB, upper extremity, lower extremity, spine, and contrast studies. A one hour weekly session is held on campus. Concurrent with AL 120.

### **AL 121 Radiographic Procedures and Patient Care II (3)**

Explores those procedures employed in the more complicated investigation of the human body. Continues to examine present techniques necessary for the assessment and care of the ill and injured patient. *Prerequisite: AL 120, AL 130, AL 134, and concurrent with AL 121A.*

### **AL 121A Procedures Lab II (0)**

Required laboratory demonstrations include spine, contrast studies, cranium, bony thorax, and miscellaneous positions. A one hour session is held each week. Concurrent with AL 121.

### **AL 130 Radiographic Exposure I (3)**

Principles of radiographic image formation, as relating to primary factors. Physics of x-ray production and influences on image creation. The course provides an understanding and analysis of the radiographic image. *Prerequisite: Admission to the Radiologic Technology program and concurrent with AL 130A.*

### **AL 130A Exposure Lab 1 (0)**

Demonstrations will be directed towards the primary factors of radiograph (image) production. An energized x-ray unit will be available for the one hour weekly session. Concurrent with AL 130.

### **AL 131 Radiographic Exposure II (3)**

A continuation of AL 130 emphasizing imaging principles. Problem solving through mathematical application. Techniques of quality control. *Prerequisite: AL 120, AL 130, AL 134, and concurrent with AL 131A or consent.*

### **AL 131A Exposure Lab II (0)**

Demonstrations will involve the imaging systems, computation of radiation dosages, and quality control techniques. The one hour weekly session will utilize an energized x-ray unit. Concurrent with AL 131.

### **AL 134 Radiology Clinical I (3)**

This course requires a specific number of hours of limited radiographic assistance in a healthcare setting. Students will achieve competency in simple procedures under direct supervision. *Prerequisite: Admission to the Radiologic Technology program.*

### **AL 135 Radiology Clinical II (3)**

This course requires a specific number of hours of limited radiographic assistance in a healthcare setting. This course builds on competencies achieved in AL 134. Students will achieve competency in more complex procedures with direct and/or indirect supervision. *Prerequisite: AL 134 or consent.*

### **AL 141 Medical Terminology (3)**

This course covers word elements that form the base on which the medical language is constructed, including commonly used abbreviations. Emphasis on competency in spelling, pronunciation, correct usage and meaning of terminology related to all body systems, medical science and medical specialties.

### **AL 150 Principles of Health Information Technology (3)**

This course covers the organization, analysis, and evaluation of health records, methods of storage, retrieval and preservation, an introduction to computer and information systems in health care, and an overview of health information department management. *Prerequisite: HT majors, AL 101, AL 141 or concurrent.*

### **AL 157 Specialized Health Records and Registries for Health Information Technology (2)**

This course explores health information requirements in non-hospital settings including long-term and ambulatory care, & functions and procedures for specialized health information registries. *Prerequisite: AL 150, AL 366 or concurrent.*

### **AL 161 Foundations of Occupational Therapy I (2)**

This course is an introduction to the history and philosophical base of occupational therapy. Areas of instruction include: models of practice; frames of reference; the role of the Occupational Therapist/Occupational Therapy Assistant; Code of Ethics; Core Values; Standards of Practice and the Delivery of Occupational Therapy Services. *Prerequisite: Formal Admission to the Occupational Therapy Assistant Program.*

### **AL 162 Occupational Therapy Interventions I (3)**

This lecture and lab course will discuss the dynamics of the occupation to include the activity, performance skills, and performance patterns from conception to age 18. The student will exhibit the ability to analyze tasks and implement an intervention plan for the occupational therapy client. *Prerequisite: AL 161*

### **AL 163 Foundations of Occupational Therapy II (3)**

This lecture/lab course is a continuation of AL 161 and will allow the student to develop the ability to select and implement occupational therapy interventions related to the activities of daily living. *Prerequisite: AL 161, concurrent with AL 164.*

### **AL 164 Level I Fieldwork I (1)**

This course requires a specific number of hours of limited occupational therapy assistant exposure in the healthcare setting. *Prerequisite: AL 161 and concurrent with AL 163.*

### **AL 165 Special Considerations for OTAs in Psychosocial Disorders (1)**

This course will provide the student with the knowledge and understanding of the concepts of psychiatric disorders and human behavior as it relates to the role of occupational therapy services. This course will focus on psychosocial mental health disorders with dementia, physical injury, trauma, or neurological dysfunction. *Prerequisite: AL 164*

### **AL 166 Occupational Therapy Interventions II (3)**

This lecture lab course is a continuation of AL 162 and will discuss the dynamics of the occupation to include the activity, performance skills, and performance from early adulthood to later maturity. *Prerequisite: AL 162*



### **AL 167 Foundations of Occupational Therapy III (3)**

This course is a continuation of AL 163 and will allow the student to develop the ability to administer selected assessments, screening, evaluation tools, and skilled observations and to develop skills that relate to analysis of movement, orthotic devices, superficial thermal and mechanical modalities. *Prerequisite: AL 163*

### **AL 170 Physical Therapy Procedures I (3)**

This class features the development of early Physical Therapy skills and the understanding of basic procedures. Specific emphasis is placed on range of motion, measurement of range of motion, aseptic techniques, posture, proper bed positioning, massage, postural drainage, bandaging, wheelchairs, architectural barriers, ambulation, documentation, vital signs and safety. All skills are reinforced and practiced in supervised scheduled laboratories and open lab sessions. *Prerequisite: Admission to the PTA Program.*

### **AL 171 Musculoskeletal Assessment in Physical Therapy (3)**

This course follows AL 170 PT Procedures in the curriculum sequence and is designed to provide the Physical Therapist Assistant student with a foundation for musculoskeletal assessment and treatment. Emphasis is on orthopedic physical therapy assessment, including manual muscle testing, cranial nerve testing, dermatomal and myotomal assessment, special tests, joint mobilization theory, therapeutic exercise, motor control theory, clinical decision making, according to the Physical Therapist Plan of Care, identification of red flags, specific orthopedic protocols and implementation of specific physical therapy programs for various rehab clients. *Prerequisites: Satisfactory completion of all previous coursework.*

### **AL 185 Principles of Respiratory Therapy I (2)**

Specific modes of respiratory care are examined to understand principles of application to patients, indications, hazards, contraindications, and evaluation of therapy. Emphasis is placed on detailed knowledge of equipment used in these modes. Modes of care include medical gas therapy, humidity and aerosol therapy, lung expansion techniques and basic diagnostic studies. *Prerequisites: Consent and concurrent with AL 185L.*

### **AL 185L Principles of Respiratory Therapy Lab (0)**

Explores the procedures for specific respiratory therapies. Students will practice skills and complete required competencies. *Prerequisite: Concurrent with AL 185.*

### **AL 186 Cardiopulmonary Assessment in Allied Health (2)**

This course is for Allied Health students and is designed to provide the student with an understanding of the cardiopulmonary systems. Areas of study will include a review and assessment of the anatomy and physiology of

the pulmonary, cardiac, and renal systems. *Prerequisite: AL 167 or AL 171 or AL 185 or consent.*

### **AL 187 Respiratory Therapy Clinical I (3)**

An introduction to basic respiratory therapy procedures. Orientation to clinical practice, charting of records, infection control, emergency procedures, therapeutic procedures and diagnostic procedures are emphasized. The student will be introduced to routine respiratory care and equipment. *Prerequisite: AL 185.*

### **AL 220 Radiographic Procedures III (2)**

Presents cross-sectional anatomy as a background for radiographic related imaging modalities. Develops an awareness of related areas including computed tomography, sonography, nuclear medicine, radiation therapy, magnetic resonance, mammography, and interventional procedures. The investigation of alternative methods of radiography of the atypical patient is included. *Prerequisite: AL 121 or consent.*

### **AL 230 Radiologic Equipment Operation (2)**

Focuses on radiography physics, electromagnetic radiation, and x-ray production. Emphasizes electrical concepts including electrodynamics, circuitry, electromagnetism, rectification and the application of these principles to radiography. A working knowledge of basic algebraic equations is required. *Prerequisite: AL 131 or consent.*

### **AL 231 Radiation Protection and Biological Effects (2)**

Provides the knowledge and serves to develop the attitude necessary to intelligently protect the patient, themselves, and others from the potentially harmful effects of radiation. Includes an in-depth discussion of biological effects, cell and organism sensitivity, and somatic and genetic effects of ionizing radiation. *Prerequisite: AL 121 or AL 131 or consent.*

### **AL 236 Radiology Clinical III (3)**

This course requires a specific number of hours of direct radiographic assistance in a healthcare setting. Students will demonstrate competence in a variety of procedures with indirect supervision. *Prerequisite: AL 121, AL 131, AL 135, or consent.*

### **AL 237 Radiology Clinical IV (4)**

This course requires a specific number of hours of direct radiographic assistance in a healthcare setting. Students demonstrate competence in special procedures utilizing positioning techniques covered in AL 220 with direct supervision. Rotations through specialized areas of radiology will begin. *Prerequisite: AL 236 and concurrent with AL 220 or consent.*

### **AL 238 Radiology Clinical V (4)**

Additional experience and expertise in routine and non-routine examinations is gained. Rotations through the

specialized areas of radiology will continue. Students are under indirect supervision. *Prerequisite: AL 237 and AL 220 or consent.*

#### **AL 240 Professional Practice I for Health Info Tech. (2)**

This course includes simulated projects completed independently, and supervised clinical experience in the technical aspects of health records in approved health care facilities and agencies. *Prerequisite: Admission to Health Information Technology Program, AL 150 or concurrent enrollment.*

#### **AL 241 Professional Practice II for Health Information Technology (3)**

Continuation of AL 240. *Prerequisite: AL 240.*

#### **AL 243 Coding Professional Practice for Health Information Technology (2)**

Simulated projects performed independently, and supervised clinical including inpatient and outpatient coding in approved health care facilities and agencies. *Prerequisite: AL 245, AL 246.*

#### **AL 244 Health Care Statistics for Health Information Technology (2)**

This course covers the collection, computation, analysis, presentation and use of healthcare statistical data and an overview of technology used in Health Information. *Prerequisite: AL 150.*

#### **AL 245 Health Information Coding I (3)**

This course covers coding principles for diseases and operations using the International Classification of Diseases. Focus is on the identification, coding & sequencing of inpatient medical diagnosis and procedures. *Prerequisite: BI 230, BI 250, AL 320 or concurrent.*

#### **AL 246 Health Information Coding II (3)**

This course covers coding principles for outpatient services using the International Classification of Diseases and Current Procedure Terminology manuals. Focus is on the identification, coding & sequencing of outpatient diagnosis & procedures. *Prerequisites: AL 245.*

#### **AL 247 Healthcare Reimbursement Methodologies (3)**

This course covers healthcare reimbursement methodologies and advanced coding skills for inpatient and outpatient settings. *Prerequisite: AL 245, AL 246 or concurrent.*

#### **AL 250 Seminar in Health Information Technology (1)**

This course includes an analysis of major trends and issues affecting health information, review of the fundamental principles of health information technology & successful completion of a simulated certification examination. *Prerequisite: Concurrent with AL 241.*

#### **AL 252 Psychosocial Occupational Therapy (4)**

This lecture lab course discusses the role of occupational therapy concerning therapeutic use of self, including one's personality, insights, perceptions and judgments as part of the therapeutic process in individual and group interactions. *Prerequisite: AL 165*

#### **AL 253 Level I Fieldwork II (1)**

This course requires a specific number of hours in the health care setting to allow the student to employ logical thinking, critical analysis, problem solving and creativity as it relates to the occupational therapy clinical setting. *Prerequisite: AL 164, AL 167*

#### **AL 254 Current Topics in Occupational Therapy (2)**

This course will allow the student to obtain the knowledge and understanding of the systems and structures that create federal and state legislation and regulation for occupational therapy. Topics include reimbursement, national, international and state regulations for licensure, certification and/or registration for occupational therapy. *Prerequisite: AL 167*

#### **AL 255 Level II Fieldwork (8)**

This fieldwork placement consists of two, full time, eight week rotations and provides the student with the opportunity to develop into competent, entry-level occupational therapy assistants. The student will be exposed to a variety of clients across the life span and a variety of settings. *Prerequisite: Satisfactory completion of all previous coursework.*

#### **AL 256 Occupational Therapy Issues (1)**

This course will emphasize issues that relate to consumers, potential employers, colleagues, third party players, regulatory boards, policy makers and others the value of the occupational therapy profession. *Prerequisite: Satisfactory completion of all previous coursework.*

#### **AL 260 Independent Study (1-3)**

In consultation with a selected faculty member, the student selects for intensive study an issue(s) from one of the Allied Health programs.

#### **AL 261 Therapeutic Modalities in Physical Therapy (3)**

This course follows AL 170 Physical Therapy Procedures I in the curriculum sequence and includes instruction on the various modalities of heat, cold, electrical stimulation, ultraviolet and infrared light, traction, hydrotherapy, diathermy and other physical agent modalities and treatments. *Prerequisite: Satisfactory completion of all previous coursework.*

#### **AL 264 Physical Therapy Clinical I (3)**

This course involves observation of various types of patients in different clinical settings with the practicum of skills learned in AL 170 Procedures I and AL 171

Musculoskeletal Assessment in Physical Therapy, and AL 261 Therapeutic Modalities in Physical Therapy. This course will include an on-going communication between the clinical coordinator, the student and the academic coordinator. The student is given the opportunity to work with a variety of patients and to begin developing competence as a medical team member. The student also attends clinical labs prior to clinical placement to further develop his/her skills with patients and department procedures. *Prerequisite: Satisfactory completion of all previous coursework.*

### **AL 265 Applied Neurophysiology (3)**

This course is designed to provide the Physical Therapist Assistant and Occupational Therapy Assistant with a foundation in applied neurophysiology concepts. This includes, but is not limited to, specific assessment and treatment techniques for patients in special populations, such as spinal cord injury, pediatrics, amputees, traumatic head injury, cerebrovascular accidents, as well as other neurological or cardiovascular disorders. *Prerequisite: Satisfactory completion of all previous coursework.*

### **AL 265B – Applied Neurophysiology OTA/PTA Lab (0)**

This lecture lab course is designed to develop the Occupational Therapy Assistant and the Physical Therapist Assistant with the skills to collaborate, develop and implement assessment/treatment techniques for individuals with neurological and/or cardiovascular disorders. This includes specific assessment and treatment techniques for patients in special populations, such as spinal cord injury, pediatrics, amputees, traumatic head injury, cerebrovascular accidents, as well as other neurological or cardiovascular disorders. *Prerequisites: AL 167, BI 255*

### **AL 268 Integumentary Assessment in Physical Therapy (2)**

This course provides an overview of diseases and related impairments of the integumentary system, which are most frequently found in physical therapy assessment and intervention. Introduction to wound care including physiology of tissue healing, wound assessment tools, dressings and interventions commonly used in physical therapy will be included in course content. *Prerequisite: Satisfactory completion of all previous coursework.*

### **AL 271 Health Policy & Systems in Physical Therapy (2)**

This course emphasizes professional aspects of the Physical Therapist Assistant. Included in that realm are topics such as reimbursement guidelines, legislative issues, health care delivery systems and policies, continuing education, code of ethics, current developments in Physical Therapy, professional relationships, research, employment, etc. The course may also feature guest speakers on topics relevant to the profession. The course will broaden the

student's understanding of professional responsibility and motivate them towards personal improvement, commitment and continuing competence in the Physical Therapy profession. *Prerequisites: Satisfactory completion of all previous coursework.*

### **AL 272 Current Topics in Physical Therapy (2)**

This course emphasizes the characteristics, clinical problems, and physical therapy treatment of various rehabilitation patients, including the physical, psychological, sexual and vocational problems encountered. Specialized areas of Physical Therapy such as Aquatics, Geriatrics, Oncology, Women's Health Issues, Prosthetics/Orthotics, Sports Physical Therapy and Chronic Pain Management are included in this course. *Prerequisite: Satisfactory completion of all previous coursework.*

### **AL 273 Physical Therapy Issues (1)**

In consultation with a faculty member, the student is assigned for intensive study a specific area of concern related to physical therapy. This may include intensive reading and the preparation of patient and/or practitioner educational materials related to the subject. This will give the student an opportunity to develop an area or topic of expertise by exploring various avenues of information and compiling those into one document. During this course the student will also be reviewing for the Program Comprehensive Final to be given during the second or third week of the spring semester. *Prerequisite: AL 265, AL 272.*

### **AL 279 Physical Therapy Clinical II/III(6)**

This course is clinical in nature and consists of two six-week full-time rotation following the completion of all didactic course work. The student will be involved in practicing all Physical Therapist Assistant skills in health care facilities across the United States. The course will entail either on-site or phone communication between the clinical instructor, the student and the academic coordinator (at least once during each rotation). The student is given the opportunity to practice advanced applications with indirect supervision on a variety of patients and to develop competence as a full-time member of the medical team. *Prerequisite: Satisfactory completion of all previous coursework.*

### **AL 289 Respiratory Therapy Clinical II (5)**

Students are assigned to various clinical settings designed to allow the student to complete procedural evaluations in basic respiratory care. The student will also be introduced to critical care medicine. *Prerequisite: AL 187.*

### **AL 290 Special Topics in Allied Health (3)**

Selected topics related to one of the Allied Health programs, which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

### **AL 291 Respiratory Therapy Topics & Procedures I (3)**

Lectures and laboratory topics on cardiopulmonary resuscitation, airway care and management, emergency care, mechanical ventilation and care of the critically ill patient. *Prerequisite: AL 289.*

### **AL 292 Respiratory Therapy Topics & Procedures II (5)**

Lectures, simulation and group discussion of diagnostic procedures used by the pulmonary physician in evaluating patients with respiratory disease. Special emphasis will be placed on etiology, pathophysiology, clinical manifestations, and treatment of obstructed and restricted pulmonary diseases. *Prerequisite: consent.*

### **AL 293 Respiratory Therapy Clinical III (5)**

An in-depth exploration of critical care medicine. The student will execute procedures relating to care of the patient being mechanically ventilated. The student will also be given clinical experience in EKG's and pulmonary function studies. The student will also be introduced to neonatal critical care medicine. *Prerequisite: AL 289.*

### **AL 294 Respiratory Therapy Clinical Topics II (3)**

An introduction to medical microbiology. Special emphasis on pathogens related to the cardiopulmonary systems. Students will also be exposed to new, current and advanced clinical respiratory therapy topics. *Prerequisite: AL 292.*

### **AL 295 Respiratory Therapy Clinical IV (5)**

Clinical rotations in pulmonary rehabilitation/home care, advanced ventilation techniques, hemodynamic monitoring, and specialty rotations that the student is concerned with related to respiratory therapy. Students will also receive clinical experience in pediatrics and neonatology. *Prerequisite: AL 293.*

### **AL 296 Respiratory Therapy Clinical Topics III (3)**

Instruction in fields of obstetrics, neonatology and pediatrics as related to respiratory care. Includes sections on medical ethics and department management. *Prerequisite: AL 382.*

### **AL 300 Introduction to Ultrasound (2)**

An introduction to the Diagnostic Medical Sonography profession. Topics include discussion of sonographic terminology, basic theories of equipment operation, body imaging, seminars in patient care, professionalism, and information concerning clinical education.

### **AL 301 Clinical Radiation Therapy I (4)**

Clinical introduction to mega-voltage therapeutic treatment machines, simulators and computers for verification. Students learn patient monitoring systems, radiation treatment record keeping, creation of custom field shapes, treatment verification and delivering a prescribed course of radiation therapy.

### **AL 302 Radiation Therapy Topics I (3)**

An introduction to the history of radiation therapy and the study of epidemiology, etiology, screening, detection and the diagnosis of cancer will be covered. Basic concepts of patient care using a multidisciplinary approach will be identified. Factors influencing patient general health during and following a course of radiation treatment will be discussed. Pharmacology, anatomy and electronic charting will also be covered.

### **AL 303 Radiation Therapy Physics I (3)**

The study of basic physics concepts related to radiation therapy and treatment planning including x-ray production and intensity, radiation interactions with matter, and radiation measurement and detection. Course content also includes radiation beam geometry and beam utilization with linear accelerators and other high energy machines. Electron beam dosimetry will also be discussed.

### **AL 304 Therapeutic Radiobiology (3)**

Topics studied include normal tissue tolerance, tumor tolerance, radiation reactions, fractionization, total tumor dose and tumor origin. Principles of radiobiological factors in the therapeutic energy range are studied. The disease process called cancer with special focus on those characteristics which distinguish malignant disease from the normal state will be covered.

### **AL 305 Radiation Therapy Physics II (3)**

A continuation in the study of basic physics concepts related to radiation therapy and treatment planning including photon beam dosimetry. Parameters and clinical applications of treatment planning, brachytherapy techniques, 3D CRT, IMRT, SRS, and other radiation physics topics will also be covered.

### **AL 307 Simulation and Treatment Procedures I (3)**

This course will study the history and general principles of radiation therapy treatment procedures including treatment planning and treatment delivery techniques. This course will also present current radiation oncology content for specific malignancies commonly seen in the clinical setting. Including, but not limited to epidemiology, etiology, prognostic factors, tumor volume, critical structure, treatment options and success rates. Oncology topics pertaining to tumor volume localization, tumor dose recommendations, dose to critical structure thresholds and external beam and brachytherapy treatments techniques.

### **AL 308 Allied Health Portfolio (3)**

This is a required course for Bachelor of Health Science majors who are requesting credit for a radiographer, sonographer or radiation therapist accredited program which was not completed at a University/College. Students will develop a portfolio demonstrating completion of appropriate education and registry examinations in addition to retrospective and prospective

self-evaluation. *Prerequisite: Consent from the BHS Coordinator.*

### **AL 310 Radiation Therapy Topics II (3)**

Provides the knowledge of the principles and concepts of quality assurance in radiation therapy. Methods for performing the various tasks involved will be discussed. Ethical and legal issues of radiation therapy, radiation safety and protection, infection control, billing procedures are discussed and various other radiation therapy topics will be covered.

### **AL 315 Allied Health Pharmacology (3)**

This course is for allied health students and is designed to familiarize the student with general classification of drugs, the mechanism of action, indications, contraindications, and major adverse effects. Principles of drug administration and pharmacokinetic are also presented.

### **AL 320 Human Disease (3)**

A study of diseases, their causes and complications, and the modern practices of diagnosis and treatment.  
*Prerequisite: BI 230 or BI 250 or BI 255 or BI 275.*

### **AL 321 Advanced Radiologic Imaging (2)**

A continuation of disease concepts with a direct application to patient assessment, patient care, selection of radiation exposure factors and radiologic procedures.  
*Prerequisite: Consent.*

### **AL 330 Ultrasound & Cardiovascular Physics & Instrumentation (3)**

This course provides information concerning the basic physical principles of sound waves, their applications to the human body, the operation and physical characteristics of the transducer, the method by which the sound waves are converted into an image. In-depth instruction on physics principles and instrumentation will be presented. Topics include: image creation, hemodynamics of blood flow, quality assurance, biological effects, color flow Doppler, spectral Doppler and continuous wave Doppler.  
*Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

### **AL 331 Ultrasound & Cardiovascular Physics & Instrumentation II (3)**

This course is a continuation through the physics of sonography. It will continue the exploration of the basic physical principles of sound waves, their applications to the human body, the operation and physical characteristics of the transducer, the method by which the sound waves are converted into an image. An in-depth instruction on physics principles and instrumentation will be presented. Topics include: image creation, hemodynamics of blood flow, quality assurance, biological effects, color flow

Doppler, spectral Doppler and continuous flow Doppler.  
*Prerequisite: AL 330.*

### **AL 332 Physics & Instrumentation Board Review (2)**

This course will review all of the curriculum related to the physics of sonography and sonography instrumentation to prepare the student for the national credentialing examinations.

### **AL 340 Clinical Radiation Therapy II (4)**

An extended course to provide the student with in-depth experience in the safe handling of megavoltage therapeutic therapy equipment. Students will learn the controls on the console for megavoltage treatment equipment and the simulator. Students will gain hands-on experience with the treatment console, simulator equipment and treatment planning concepts under direct supervision.

### **AL 341 Sectional Anatomy and Imaging Applications (4)**

Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures and function. Gross anatomical structures are located and identified in axial (transverse), sagittal, coronal and orthogonal (oblique) planes. Illustrations and anatomy images will be compared with magnetic resonance (MR) and computed tomography (CT) images in the same imaging planes and at the same level when applicable. The characteristic appearance of each anatomical structure as it appears on CT and MR, when applicable, will be stressed.  
*Prerequisite: Consent.*

### **AL 342 CT Procedure Protocols (4)**

Content provides detailed coverage of procedure protocols for computed tomography imaging. Protocols include, but are not limited to, indications for the procedure, patient education, scan preparation, orientation and positioning, patient history and assessment, contrast media usage, scout image, selectable scan parameters, filming and archiving of the images.

### **AL 343 CT Physics: Instrumentation and Imaging (4)**

Content is designed to impart an understanding of the physical principles and instrumentation involved in computed tomography. Physics topics include the characteristics of x-radiation, CT beam attenuation, linear attenuation coefficients, tissue characteristics and Hounsfield numbers application.

### **AL 344 Pathology Correlation in CT (3)**

Content provides thorough coverage of common diseases diagnosable via computed tomography. Each disease or trauma process is examined from its description, etiology, associated symptoms and diagnosis with appearance on CT. Terms associated with these pathologies will be included.

**AL 345 Clinical Experience in CT (6)**

Assignment to a CT facility to provide the opportunity to observe, assist and perform CT procedures under the supervision and guidance of a qualified CT specialist. Establish eligibility for certification through the American Registry of Radiologic Technologists.

**AL 347 Magnetic Resonance (MR) Physics I (3)**

Content is intended to impart an understanding of theories of magnetic resonance properties. Additional concepts such as pulse sequencing, coils, gradient usage and signal production will be covered.

**AL 348 Magnetic Resonance (MR) Imaging I (3)**

Content is designed to provide a review of anatomy involving selected body regions with an understanding of MR tissue characteristics. Routine imaging of the abdomen, pelvis, thorax, musculoskeletal system and central nervous system will be discussed. Common pathology as demonstrated through MR imaging will be presented.

**AL 349 MR Clinical Experience I (3)**

Assignment to a MR facility for application of theory and development of competency in routine imaging. Establish eligibility for certification through the American Registry of Radiologic Technologists

**AL 350 Magnetic Resonance (MR) Physics II (3)**

A continuation of Physics I concepts including pulse sequencing application, coil selection relating to scans, calculation of scan times as well as scan parameters and image factors.

**AL 351 Magnetic Resonance (MR) Imaging II (3)**

A continuation of imaging methods with a focus on non-routine or specialized protocols of the abdomen, pelvis, thorax, musculoskeletal system, central nervous system and vascular system.

**AL 352 MR Clinical Experience II (3)**

Assignment to a MR facility for application of theory and development of competency in specialized imaging. Establish eligibility for certification through the American Registry of Radiologic Technologists.

**AL 360 Independent Study in Allied Health (1-3)**

A research project of extensive reading or research in one of the Allied Health Disciplines, or engagement in a field experience. May be carried on in absentia. Students will be required to prepare and gain approval of both the department chair (Allied Health), and the supervising faculty member, of a comprehensive learning contract. *Prerequisite: Consent.*

**AL 361 Sonography Clinical I (6)**

Students are assigned to various clinical settings to allow the student to begin developing the technical scanning skills of sonography. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

**AL 362 Sonography Clinical II (3)**

Students will continue their clinical experience in hospital and office settings. They will be exposed to an intermediate level of complexity involving the various procedures included in the general sonography curriculum, and they will have active participation. *Prerequisite: AL 361.*

**AL 363 Sonography Clinical III (6)**

Students will continue their clinical experience in hospital and office settings. They will continue to be exposed to an intermediate level of complexity involving the various procedures included in the general sonography curriculum. *Prerequisite: AL 362.*

**AL 364 Sonography Clinical IV (6)**

Students will continue their clinical experience in hospital and office settings. They will be exposed to an advanced level of complexity involving the various procedures included in the general sonography curriculum. *Prerequisite: AL 363.*

**AL 365 Sonography Clinical V (3)**

The student will be participating in advanced general sonography procedures in both hospital and office settings. *Prerequisite: AL 364.*

**AL 366 Legal & Regulatory Issues for the Health Care Professional (3)**

This course includes legal terminology, antitrust laws, licensure, malpractice, liability for negligence, patient rights, legal standards of care, government regulation and compliance issues, and other relevant federal and state laws applicable to the health care field. Includes methods and procedures for the disclosure of confidential health information and the legality and security of computer-stored data. *Prerequisite: Consent from BHS and/or HIT advisor.*

**AL 367 Health Care Quality Improvement (3)**

This course focuses on the key issues impacting the administration of today's healthcare organizations and explores how those issues affect the delivery of care. Examines the theory and development of total quality management in the healthcare industry. Includes a review of risk and utilization management programs. *Prerequisite: Consent from BHS and/or HIT advisor.*

**AL 370 Simulation and Treatment Procedures II (4)**

This is an advanced course covering radiation oncology simulation terminology, design, operation, patient

immobilization, clinical treatment planning techniques and procedures. This course will present current radiation oncology practices for specific malignancies that were not addressed in AL 307. This includes, but is not limited to epidemiology, etiology, prognostic factors, tumor volumes, critical structures, treatment options and success rates.

### **AL 371 General Sonography Procedures I (3)**

Online didactic education concerning embryology, anatomy, physiology, pathophysiology related to abdominal sonographic procedures. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

### **AL 372 General Sonography Procedures II (3)**

A continuation of AL 371 with a focus on “small parts” sonographic procedures. *Prerequisite: AL 371.*

### **AL 375 Health Care Policy (3)**

An overview of the different factors which impact the health care delivery system. This course will address the social, legal, and economic questions that affect the delivery of health care. *Prerequisite: Consent from BHS advisor and/or HIT advisor*

### **AL 379 Clinical Topics in General Sonography (2)**

The course will cover a review of basic and specialized procedures in the realm of general sonography, obstetrical, and gynecological sonography. Among the content will be abdominal, small parts, gynecology, and obstetrical ultrasound. *Prerequisite: AL 392.*

### **AL 380 Clinical Radiation Therapy III (3)**

Students will continue to demonstrate their clinical skills in treatment planning and dosimetry. Students will also learn management of machine malfunctions, machine structure and minor emergency repair concepts and applications.

### **AL 381 Radiation Therapy Seminar (2)**

Review of the fundamental principles and practical application of radiation therapy. Preparing students for successful completion of a simulated registry examination.

### **AL 382 Cardiovascular Monitoring and Scanning (3)**

Course for Respiratory Therapy students designed to provide the student with an understanding of cardiovascular monitoring. Areas of study will include an introduction to heart development, review of anatomy and physiology of the heart, hemodynamic monitoring, effects on hemodynamics due to disease states, and cardiac arrhythmia recognition. *Prerequisite: Admission to Respiratory Therapy program.*

### **AL 383 Cardiac Sonography Procedures I (3)**

The content of this course will include an in-depth exploration of cardiac embryology, anatomy and physiology, pathophysiology, echocardiographic procedures, imaging techniques, and protocols to

specific echocardiography. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

### **AL 384 Cardiac Sonography Procedures II (3)**

A detailed and in-depth exploration of various cardiac pathology and their echocardiographic manifestations. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

### **AL 385 Cardiac Sonography Clinical I (6)**

Students are assigned to various clinical settings to allow the student to begin developing the technical skills necessary to become an echocardiographer. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

### **AL 386 Cardiac Sonography Clinical II (6)**

Students will continue their clinical experience at various clinical settings including hospital and office facilities. They will be exposed to an intermediate level of cardiac sonography procedures and will actively participate. *Prerequisite: AL 385.*

### **AL 387 Advanced Cardiac Sonography Clinical (3)**

The students will be participating in advanced cardiac sonography procedures, again in a variety of clinical settings. *Prerequisite: AL 386.*

### **AL 388 Clinical Topics in Cardiac Sonography (2)**

The course will cover new and highly specialized procedures in the realm of echocardiography, such as stress echo (treadmill and pharmacological), contrast echocardiography, diastology, and transesophageal echocardiography. It will also provide a review and Mock Testing for Boards. *Prerequisite: AL 384.*

### **AL 389 General Sonography Procedures III (3)**

This course content is sequential to AL 372 and will involve sonographic evaluation and diagnosis specific to female anatomic structures and diseases. *Prerequisite: AL 372 or consent.*

### **AL 390 Special Topics in Allied Health (3)**

Selected topics related to allied health which vary from semester to semester. Announced in advance. *Prerequisite: Consent.*

### **AL 391 Chemistry Application in Respiratory Care (3)**

Introduction to medical chemistry. This course will discuss the basic aspects of chemistry and biochemistry as related to cardiopulmonary physiology and therapeutic intervention. This course includes atomic theory, chemical bonding and acid-base balance.

### **AL 392 General Sonography Procedures IV (3)**

This course content is sequential to AL 389 and will involve the sonographic evaluation of the obstetrical & gynecological patient. *Prerequisite: AL 389 or consent.*

### **AL 393 Vascular Sonography Procedures I (3)**

An in-depth discussion of the anatomy, physiology, and pathophysiology of the peripheral and cerebral vascular systems. The focus will be on the cerebrovascular system and the arterial and venous systems of the lower extremities. Hemodynamics, Doppler waveforms, pressure measurements, plethysmography, appropriate pharmacology, sonographic appearance, and scanning techniques will be discussed. This will include arterial and venous systems, therapeutic intervention, and non-invasive testing-exam protocols. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

### **AL 394 Vascular Sonography Procedures II (3)**

Continuation of AL 393 to include discussion of the anatomy, physiology, and pathophysiology of the abdominal and peripheral vascular systems. The focus will be on the abdominal vasculature and on the arterial and venous systems of the upper extremities. Hemodynamics, Doppler waveforms, pressure measurements, plethysmography, appropriate pharmacology, sonographic appearance and scanning techniques will be discussed. Therapeutic intervention includes arterial and venous systems, non-invasive testing, and exam protocols. *Prerequisite: AL 393.*

### **AL 395 Vascular Sonography Clinical I (6)**

Skill development of ultrasonographic procedures for extremity arterial and venous, cerebrovascular, abdominal vascular evaluation, and other special non-invasive vascular procedures. Students are assigned to various clinical settings to allow the student to begin developing the necessary technical skills. *Prerequisite: Admission to Diagnostic Medical Sonography program.*

### **AL 396 Vascular Sonography Clinical II (6)**

Students will continue their clinical experience at various clinical settings, including hospitals and office facilities. They will be exposed to an intermediate level of vascular sonographic procedures and will actively participate. *Prerequisite: AL 395.*

### **AL 397 Advanced Vascular Sonography Clinical (3)**

Students will be participating in advanced vascular procedures, again at a variety of clinical settings. *Prerequisite: AL 396.*

### **AL 398 Clinical Topics in Vascular Sonography (2)**

The course will cover new and highly specialized procedures in the realm of vascular sonography. Among the content will be hemodialysis access, transcranial doppler, and mapping procedures. It will also provide review and Mock Testing for Boards.

### **AL 399 Health Information Systems (3)**

An overview of information technology issues for health care managers. Includes health care computer

applications, infrastructure planning, information systems organizational structure, information technology procurement, systems analysis and evaluation.

*Prerequisite: Consent from BHS and/or HIT advisor.*

### **AL 400 Supervisory Practices for the Health Care Professional (3)**

This course examines methods of effective utilization of human and material resources to accomplish organizational goals within health care settings. Topics include various management theories, effective leadership techniques and the importance of decision making.

*Prerequisite: Consent from BHS advisor.*

### **AL 405 Financial Issues in Health Care (3)**

This course explores financial issues in health care facilities with a focus on the financial and regulatory environment. Special attention is devoted to reimbursement policies important to the health care industry. *Prerequisite: Consent from BHS advisor.*

### **AL 420 Current Issues in Health Care (3)**

This course will explore current health care issues from the perspective of the Health Services Administrator. Special emphasis will be placed on the impact of the issue under study for the delivery, practice and organization of the American Health care system. *Prerequisite: Consent of BHS advisor.*

### **AL 450 Knowledge Management in Health Care (3)**

This course provides an overview of the challenges facing healthcare managers in generating, communicating, and leveraging their organization's intellectual assets. The focus will not only be on information technology applications but also the human side of knowledge creation, diffusion of innovation, and the application of knowledge. Additional topics will include the decision making process, project management, change management, and benchmarking. Emphasis is on providing the tools to manage and lead staff in various dynamic healthcare settings. *Prerequisites: AL 400 or BU 101 and consent of BHS advisor.*

### **AL 460 Research in Health Care (3)**

This course will provide the student with the appropriate knowledge and skills to successfully conduct qualitative research in the health care domain. Special emphasis will be placed on developing a research problem and designing a study. *Prerequisite: Consent of BHS advisor.*

### **AL 480 Seminar in Health Care (3)**

A capstone course designed to provide integration and application of theory through the use of case study analysis, guest lectures, internships, research papers, and other projects. *Prerequisite: Consent of BHS advisor.*



# CLINICAL LABORATORY SCIENCE

Website: [www.washburn.edu/cls](http://www.washburn.edu/cls)

## Degree offered:

*Bachelor of Health Science/Clinical Laboratory Science (BHS/CLS)*

Priority Deadline for Application: December 1

Kathy Hupp, Director of CLS Student Affairs,

Benton Hall, Room 108,

[kathy.hupp@washburn.edu](mailto:kathy.hupp@washburn.edu)

785-670-1412

## MISSION

Upon completion of the clinical laboratory science (CLS) education program, the graduate will be the health care team professional responsible for providing laboratory information that is timely, cost-effective and of high quality. The laboratory professional will demonstrate a command of clinical laboratory science theory and application such that s/he develops, implements, and evaluates the total laboratory process to improve patient care outcomes.

## DESCRIPTION OF PROGRAM

The CLS Program provides patient-centered educational opportunities, with theoretical knowledge and practical experience in hematology, clinical chemistry, microbiology, immunohematology (blood bank), immunology, molecular diagnostics and laboratory management. The program emphasizes laboratory principles and procedures, clinical significance and application, principles and practice of quality assurance, principles of laboratory management and supervision, safety, instructional methods, and computer applications.

## CLS PROGRAM GOALS

- Graduate technically competent practitioners, who interpret, assess validity and correlate clinical laboratory data.
- Instill the highest standards of performance and professional ethics in all graduates.
- Provide graduates with tools that promote sound, independent judgment, successful problem-solving abilities, and essential educational and administrative skills.
- Graduate professionals who are effective communicators with all members of the health care team, patients and the public (community).
- Support and mentor the development of professional responsibility to include lifelong

learning activities, teamwork skills, and the ability to adapt to and facilitate change.

- Graduate professionals who actively educate others regarding the integral role of clinical laboratory scientists in delivering quality patient care.
- Prepare graduates to pass national certification examinations in order to enter professional practice.

## ACCREDITATION

Washburn University's CLS program, in conjunction with the University of Nebraska Medical Center, is accredited by:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

8410 West Bryn Mawr Avenue, Suite 670  
Chicago, IL 60631-3415(773) 714-8880

## ADMISSION REQUIREMENTS

This program has special admission requirements due to limited enrollment.

In addition to the 43 hours of major coursework listed below, students must meet all prerequisites, general education and university requirements. The prerequisites include a minimum of 16 credit hours of biology and 16 credit hours of chemistry. Interested students should contact the CLS advisor for information about the prerequisites, application packets and priority application deadlines.

Some students complete a Bachelor of Science degree prior to entering the CLS program. These students should contact the CLS advisor to determine program eligibility.

### Required courses (43 hours)

#### CL 412: Clinical Laboratory Science Theory, Application and Correlation (5)

This course includes the application, evaluation and correlation of laboratory procedures used in the diagnosis and treatment of common disease states. Opportunities for building critical thinking, problem solving, and leadership skills are provided in small group clinical case discussions.

#### CL 413: Clinical Endocrinology and Toxicology (1)

This course incorporates advanced theory, practical application, and evaluation of clinical chemistry laboratory procedures. Correlation of clinical laboratory data with the diagnosis and treatment of endocrine disorders, toxicology disturbances and therapeutic drug monitoring is emphasized.

**CL 414: Clinical Chemistry I (4)**

This course includes the introduction to the theory, practical application, technical performance and evaluation of clinical chemistry laboratory procedures. Correlation of clinical Laboratory data with the diagnosis and treatment of carbohydrate, renal, liver, cardiac, protein, pancreatic and endocrine disorders is emphasized.

**CL 415: Clinical Chemistry II (3)**

This course incorporates advanced theory, practical application, technical performance and evaluation of clinical chemistry laboratory procedures. Correlation of clinical Laboratory data with the diagnosis and treatment of carbohydrate, renal, liver, cardiac, protein, pancreatic and endocrine disorders is emphasized.

**CL 416: Clinical Hematology I (4)**

This course includes the introduction to the theory, practical application, technical performance and evaluation of hematological and hemostasis procedures. There is an emphasis on the correlation of clinical laboratory data with the diagnosis and treatment of anemia, leukemia, and bleeding/clotting disorders.

**CL 417: Clinical Hematology II (3)**

This course incorporates advanced theory, practical application, technical performance and evaluation of hematological and hemostasis procedures. There is an emphasis on the correlation of clinical laboratory data with the diagnosis and treatment of anemia, leukemia, and bleeding/clotting disorders.

**CL 418: Clinical Microbiology I (4)**

This course includes the introduction to the theory, practical application, technical performance and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans. This course includes bacteriology, mycology, parasitology, virology and serology, and emphasizes the correlation of clinical laboratory data with the patient's diagnosis and treatment.

**CL 419: Clinical Microbiology II (4)**

This course incorporates advanced theory, practical application, technical performance and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans. This course includes bacteriology, mycology, parasitology, virology and serology, and emphasizes the correlation of clinical laboratory data with the patient's diagnosis and treatment.

**CL 420: Clinical Immunology and Molecular Diagnostics (1)**

This course includes the theory, practical application, and evaluation of immunological components, principles and methodologies used in the assessment of immunologically

related disorders, including hypersensitivity reactions, autoimmune, immunoproliferative and immunodeficiency disorders, tumors, and transplantations. Theory and application of molecular diagnostic tools, such as polymerase chain reaction (PCR), nucleic acid probes, fluorescent in situ hybridization (FISH) and microarray are also addressed.

**CL 422: Clinical Immunohematology I (3)**

This course includes the introduction to the theory, practical application, technical performance and evaluation of blood bank procedures required for transfusion of blood and blood components and for handling and storage of blood and blood components.

**CL 423: Clinical Immunohematology II (3)**

This course incorporated advanced theory, practical application, technical performance and evaluation of blood bank procedures required for transfusion of blood and blood components and for handling and storage of blood and blood components.

**CL 424: Phlebotomy (1)**

This course includes the theory, practical application, technical performance and evaluation of procedures used in collecting, handling and processing blood specimens.

**CL 426: Urine and Body Fluid Analysis (2)**

This course includes the theory, practical application, technical performance and evaluation of procedures used in the analysis of urine and other body fluids, including cerebrospinal, synovial, serous and amniotic fluids.

**CL 430: Clinical Laboratory Management I (2)**

This course includes the theory, practical application, technical performance and evaluation of laboratory management principles and associated models. Opportunities for building critical thinking, problem-solving, and management/professional leadership skills are provided.

**CL 431: Clinical Laboratory Management II (3)**

This course includes the theory, practical application, technical performance and evaluation of laboratory management principles and associated models. Opportunities for building critical thinking, problem-solving, and management/professional leadership skills are provided.

## TECHNOLOGY ADMINISTRATION

**Degree Offered: Bachelor of Applied Science**

The Bachelor of Applied Science degree with a major in Technology Administration is available for students who have completed an occupational oriented associate degree and are interested in pursuing further studies to advance in a technology-management related career. The degree accommodates students from diverse disciplines whose

associate degree academic major does not easily lead to a bachelor's degree.

The nature of the program affords the flexibility to meet the needs of students from many technical backgrounds who desire to develop or expand skills to enhance their career opportunities. The curriculum is designed to complement the students' technical and professional skills by providing foundation studies in technological and management topics. Courses are tailored to students' diverse learning capabilities using instructional resources varying from traditional (e.g., classroom work, textbooks) to advanced technology (e.g., online courses). All of the courses for the TA major are available online or by transfer from another college.

### **Mission**

The Technology Administration Program develops administrators, managers, team leaders, and other professionals who understand technology; its impact on humanity; and use tools, techniques, and systems to enhance their effectiveness in a global, competitive environment.

### **Student Learning Outcomes**

Technology Administration students at Washburn University, upon graduation, are expected to have:

1. Demonstrate the impact that technology has on the individual, society, and civilization.
2. Apply the current legal decisions and organization policies to the development and management of technology.
3. Apply life cycle system development methods to reduce risks associated with management decisions.
4. Demonstrate the application of process and behavior data to improve efficiency in a production environment.
5. Identify the core competencies of effective project management and demonstrate how skilled project managers are crucial to an organization.
6. Select quality indicators that can be used to modify inputs and impact measured system outputs in a management operation.
7. Demonstrate competence in the use of the skills required for analyzing, communicating and problem solving complex and unpredictable situations where the management of technology is a central issue.

8. Demonstrate oral and written communication skills, and the ability to work in teams.

### **Major**

The major for this degree consists of an integrative core of technological and administrative courses. This sequence of courses focuses on personnel management, accounting, finance, organizational systems, the evolution and impact of technology, systems design and evaluation, safety issues and quality assurance, and a capstone technology project.

### **Minor Option**

Students who have successfully completed the required, correlate and elective courses in the Administration track of the BAS in Technology Administration may qualify for a minor in Business Administration. For assistance, please contact the School of Business office in HC 114 or call (785) 670-1308.

### **Applied Science/Technology Area**

This section of the degree program relates to the major courses from the student's associate degree. Because of the diverse nature of associate degree programs, credit hour completion of technical related courses could range up to 45 credit hours.

### **Admission Requirements**

Candidates for admission to the Bachelor of Applied Science degree program with a major in Technology Administration must meet the following requirements:

1. Completion of an associate degree from an accredited institution;
2. Submission of all associate degree course work to the university registrar's office;
3. A cumulative grade point average of 2.0 or higher on a 4 point scale on the associate degree and with a grade of "C" or higher in all major and related courses;
4. Contact the Technology Administration Program director for advising and completion of a declaration of major form.

### **Technology Administration Requirements for the Bachelor of Applied Science Degree Technology Core**

#### **Required Courses (18 credit hours)**

- TA 300 Evolution & Development of Technology
- TA 310 Technology and Society
- TA 320 System Design, Assessment & Evaluation
- TA 330 Safety Analysis and Quality Assurance

TA 400 Technology Administration

TA 420 Technology Project

**Must Select two from the following (6 credit hours)**

TA 340 Technology Policy (3)

TA 360 Independent Study (1-4)

TA 370 Technology Internship (1-4)

TA 380 Technology & the Future (3)

TA 381 Technology and Ecology (3)

TA 390 Current Issues in Technology (1-3)

**Administration (Integrated Core)**

**Required Courses (15 credit hours)**

BU 250 Management Information Systems (or equivalent)

AC 224 Financial Accounting

BU 346 Organizational Behavior

BU 345 Human Resources Mgmt

BU 342 Organizational and Management

**Correlate Courses (Required)**

EC 200 Principles of Microeconomics

EC 201 Principles of Macroeconomics

Must select up to 6 credit hours of professional development from Technology Administration, Business, or Public Administration with advisor approval.

**Applied Technology/Science**

Associate degree major courses - up to 58 credit hours.

FOR UNIVERSITY AND GENERAL EDUCATION REQUIREMENTS SEE THE INDEX IN THIS CATALOG

**COURSE OFFERINGS**

**TA 300 Evolution and Development of Technology (3)**

Provides an historical account of the development and innovation of technology. Emphasis is on the development of scientific knowledge and its relationship to inventions and their evolution. The focus is on the environment that fosters inventions and their impact on civilization.

**TA 310 Technology and Society (3)**

Provides a critical examination of selected areas of technology and their impact on people. Topics will include invention and product development, communications, construction, energy, transportation, biomedical, environmental and future technologies.

**TA 320 Systems Design, Assessment, and Evaluation (3)**

Develops and provides practice in skills to assess and evaluate systems using such techniques as flow charts, cause and effect diagrams, pareto charts, etc. The focus is on basic program evaluation procedures as well as such issues as systems thinking, causal loops, and quality enhancement techniques. Concepts of quality leadership and learning are practiced.

**TA 330 Safety Analysis and Quality Assurance (3)**

Reviews the organization of accident prevention programs, job hazards, analysis, accident cost control, and planning and maintaining of a safe environment. Includes risk management and quality assurance issues such as inspections, reports, external (federal, state, and local standards) and established internal standards for ensuring the health and safety of clients and agency personnel.

**TA 340 Technology Policy (3)**

The course will provide an in-depth study of policy and law practices relating to technology. The course will deal with technology policy, legal ramifications in relation to local environments, state, national and international communities. Consideration in the course will deal with issues such as technological efficiency, socio-economic development, environment, security and others. Special emphasis will be given to the political process in which technology policies are shaped in public and private organizations.

**TA 360 Independent Study (1-4)**

Provides the opportunity for intensive study of a specific area of concern in technology, working under the direction of a faculty member. *Prerequisite: Consent.*

**TA 370 Technology Internship (1-4)**

Provides the opportunity to gain experience in a technology related field working under the direction of a faculty member and a business contact. *Prerequisite: Consent.*

**TA 380 Technology and the Future (3)**

Applications of a variety of prediction tools and techniques to forecast future developments in their career related areas. Outcomes include the ability to implement strategies for creating a desired future in an operation, production, or market.

**TA 381 – Technology and Ecology (3)**

The purpose of the course is to examine ecological policy in terms of technology and innovation, including the political, geographical, legal and social contexts in which technological innovation occurs. The course will examine conflicts between innovation and resources, risk assessment, national and global impact, and scale of consequences.

**TA 390 Current Issues in Technology (1-3)**

This series provides the opportunity for faculty to develop focused courses which meet the needs of current students and employers. Popular courses are adopted into the program. Examples include: Technology & Ecology, Technology & Disaster Management, Database Administration, Technology & Terrorism, and Fire Investigation.

### **TA 400 Technology Administration (3)**

Reviews quality management techniques and applications with a focus on the international marketplace. *Prerequisite: Senior Standing.*

### **TA 410 Technology Planning (3)**

Reviews the theoretical and practical issues of planning in the area of technology. Outlines strategies to implement planning procedures for technological development from the point of view of technical, economic, managerial, and environmental considerations. The focus is on the application of these planning methodologies in specific manufacturing or service industries. *Prerequisites: BU250, AC224, and TA320.*

### **TA 420 Technology Project - Capstone (3)**

Students typically working in teams will complete projects as assigned. These projects may take a variety of forms but must integrate the student's technical and professional coursework. Student teams will be required to produce both written and oral presentations of their project. Both individual performance and performance as a team member will be evaluated. Leadership skills will be studied and practiced. *Prerequisites: Senior standing and consent.*

## **CRIMINAL JUSTICE & LEGAL STUDIES DEPARTMENT**

Website: [www.washburn.edu/cj](http://www.washburn.edu/cj)

Benton Hall, Room 201

(785) 670-1411

Professor Gerald Bayens, Chair

Professor Kay Rute

Associate Professor Phyllis Berry

Associate Professor Richard Martin

Associate Professor Harrison Watts

Assistant Professor Patricia Dahl

Instructor Sam Newland

Instructor Anthony Palbicke

Department Office Assistant Louann Austin

### **DEGREES OFFERED**

#### **Associate of Arts**

*Criminal Justice*

*Legal Studies*

#### **Bachelor of Legal Studies**

### **Bachelor of Science in Criminal Justice**

*Corrections*

*Law Enforcement*

*Security Administration*

### **Master of Criminal Justice**

(The Masters of Criminal Justice degree is certified by the Academy of Criminal Justice Sciences. See Graduate Section of this catalog for further information on the Master of Criminal Justice).

## **MINORS AND CERTIFICATES OFFERED**

### **Minors**

*Criminal Justice*

*Military and Strategic Studies*

*Legal Studies*

### **Certificates**

*Legal Studies*

Questions concerning the degrees or eligibility for enrollment should be addressed to the chairperson of the department.

## **MISSION**

Criminal Justice programs prepare students for productive careers in law enforcement, corrections, and security administration. Programs are designed to serve both local and distance learning students through web-based and other formats and intended to produce knowledgeable students who possess analytical and technical skills to compete in today's criminal justice job market.

## **Student Learning Outcomes**

Criminal Justice students at Washburn University, upon graduation, are expected to have:

- Analyzed the nature of crime and justice in the United States and other countries;
- Evaluated the police, courts, and corrections systems in America;
- Integrated the conceptual and theoretical frameworks that form the study of criminal justice;
- Acquired oral and written communication skills;
- Integrated academic learning with field-based education by completing an internship; and
- Evaluated criminal justice research critically and systematically.

## **Student Associations**

### **Criminal Justice**

The Criminal Justice Association is a student organization headed by an Executive Committee of 4-5 officers and a faculty advisor. The Association was created in 1987 and maintains an annual membership of 50-100 undergraduate students who are majoring in law enforcement, corrections or security administration. CJA actively participates in WU events such as Bod Blast, Homecoming and Career Days. Visit the Criminal Justice Association's official website.

### **Legal Studies**

The Washburn Paralegal Association (WPA) is a student organization for legal studies majors. It was formed in order to promote and maintain high standards in the paralegal profession, to offer and encourage continuing education for paralegals, to provide a forum for meeting and exchanging ideas, and to assist legal studies students in realizing their career and educational goals. This organization offers students in the program opportunities to network with other students and to gain leadership skills.

[www.washburn.edu/cja](http://www.washburn.edu/cja)

### **The Associate of Arts Degree in Criminal Justice**

The Associate of Arts degree in Criminal Justice requires completion of 62 credit hours. The program provides students with the knowledge and technical skills required to pursue a wide variety of entry-level criminal justice positions, including law enforcement, adult and juvenile corrections, and private sector security. All criminal justice courses in the AA degree will also count toward a baccalaureate degree in criminal justice and include:

- CJ 100 Crime & Justice in America
- CJ 110 Introduction to Law Enforcement
- CJ 120 Introduction to Corrections
- CJ 130 Public & Private Security
- CJ 210 Criminal Law OR LG345 Criminal Law
- CJ 220 Criminal Justice Communications
- CJ 230 Principles of Investigations
- CJ 270 Juvenile Justice
- CJ 303 Diversity in American Culture
- Elective Criminal Justice Courses (12 credit hours)

### **MINOR**

Non-Criminal Justice majors may minor in criminal justice. A criminal justice minor must include a minimum of fifteen credit hours in criminal justice, not less than six of which must be 300 level or above.

## **BACHELOR OF SCIENCE IN CRIMINAL JUSTICE**

### **(Description of the Major in Corrections)**

The Corrections major is designed to provide an academic and experiential learning environment that will prepare students for employment in federal, state, and local corrections agencies. Consequently, the curriculum addresses the nature of both institutional and field service corrections. The degree includes a participatory observation internship, which is intended to promote the development of knowledge and skills for correctional practice while providing opportunity for professional networking, fostering professional socialization, and personal growth. Students enrolling in this specialized internship are presumed to be committed to entering the field of Corrections.

The program content is designed to provide a broad, comprehensive introduction to the theoretical as well as practical aspects of criminal justice, with greatest emphasis being placed on the correctional function. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers.

### **Major Requirements (33 hours)**

- CJ 100 Crime & Justice in America (3)
- CJ 120 Introduction to Corrections (3)
- CJ 110 Introduction to Law Enforcement (3)

OR

- CJ 130 Public and Private Security (3)
- CJ 220 CJ Communications (3)
- CJ 240 Law of Corrections (3)

OR

- CJ 270 Juvenile Justice (3)
- CJ 320 Correctional Treatment Strategies (3)
- CJ 330 Judicial Process (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 420 Probation, Parole, and Community-Based Corrections (3)
- CJ 480 Corrections Internship (6)

**Correlate Area** – 9 hours “C” or better needed in respective major:

- Group I: A Diversity Course (3)
- Group II: A Criminology Course (3)
- Group III: CJ460 Correctional Administration (3), CJ 495 The Correctional Experience (3), or SO 307 Penology (3)

A Minor is required, and must be approved by the Criminal Justice Department.

## **Bachelor of Science in Criminal Justice**

### **(Description of the Major in Law Enforcement)**

The Law Enforcement major is designed to provide a balanced introduction to all aspects of the criminal justice process with particular emphasis on the theoretical and practical aspects of law enforcement. The program is interdisciplinary in content, utilizing courses in the social sciences as well as those more directly related to functions and programs in the criminal justice system. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers.

### **Major Requirements (36 hours)**

- CJ 100 Crime & Justice in America (3)
- CJ 110 Introduction to Law Enforcement (3)
- CJ 120 Introduction to Corrections (3)
- OR
- CJ 130 Public and Private Security (3)
- CJ 210 Criminal Law (3)
- OR
- LG 345 Criminal Law and Procedure (3)
- CJ 220 CJ Communications (3)
- CJ 230 Principles of Investigation (3)
- CJ 310 Police Problems/Practices (3)
- CJ 330 Judicial Process (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 410 Criminal Procedure/Evidence (3)
- CJ 490 L.E. Internship (6)

**Correlate Area** - 9 hours "C" or better needed in respective major

- Group I: A Diversity Course (3)
- Group II: A Criminology Course (3)
- Group III: CJ 365 Police & the Community (3) or CJ 440 Enforcement Administration (3)

A Minor is required, and must be approved by the Criminal Justice Department.

## **BACHELOR OF SCIENCE IN CRIMINAL JUSTICE**

### **(Description of the Major in Security Administration)**

The Security Administration major is interdisciplinary in nature, emphasizing practical issues and theoretical concepts related to security, safety, fire, crime prevention, investigations, law enforcement and the social sciences. This program is designed to prepare students for professional and managerial employment in security, investigations, loss prevention, and risk management positions in business, industry, government agencies and non-profit organizations. This program is designed to prepare students for professional and managerial

employment in security, investigations, loss prevention, and risk management positions in business, industry, government agencies and non-profit organizations. This program is designed for both personnel already employed in criminal justice and pre-service students interested in careers in security.

### **Major Requirements (36 hours)**

- CJ 100 Crime & Justice in America (3)
- CJ 110 Introduction to Law Enforcement (3)
- OR
- CJ 120 Introduction to Corrections (3)
- CJ 130 Public and Private Security (3)
- CJ 220 CJ Communications (3)
- CJ 230 Principles of Investigation (3)
- CJ 340 Crime Prevention (3)
- CJ 350 Legal Issues in Security and Safety (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 425 White Collar Crime (3)
- CJ 450 Security Administration and Management (3)
- CJ 470 Internship in Security (6)

**Correlate Area** - 9 hours "C" or better needed in respective major

- Group I: A Diversity Course (3)
- Group II: A Criminology Course (3)
- Group III: A Technology Administration course (3)

A Minor is required and must be approved by the Criminal Justice Department.

### **Major Emphasis**

A total of 36 hours must be completed in each major for awarding the BSCJ degree. A maximum of 48 hours of credit in criminal justice courses may count toward graduation. Students majoring in Criminal Justice must earn a grade of "C" or better in all required criminal justice courses for credit.

## **Bachelor of Science in Criminal Justice**

### **(The PLAN Program)**

The Partnership for Learning and Networking is a 2+2 Bachelors Degree Completion Program offered by Washburn University in cooperation with the Community College partners. This high quality, flexible program will allow you to complete a bachelor degree in two years through courses presented via the world wide web. This program is designed for both personnel already employed in criminal justice and pre-service students interested in criminal justice careers who have completed an associate degree at one of the many Community College Plan Partners. All students participating in the PLAN Program must complete all degree requirements,

## **CRIMINAL JUSTICE COURSE OFFERINGS**

### **UNDERGRADUATE COURSES**

#### **CJ 100 Crime and Justice in America (3)**

This is an introductory course in the field of criminal justice. It introduces the student to the nature and extent of crime in America and provides a detailed description of the components of the American criminal justice system: police, courts and corrections. In the second portion of the course, the role of the crime victim and the principal functions of criminal justice agencies are considered.

#### **CJ 110 Introduction to Law Enforcement (3)**

This course examines the history and major functions of modern law enforcement agencies and personnel. Special attention to career opportunities and alternatives in the field of law enforcement.

#### **CJ 120 Introduction to Corrections (3)**

Contemporary correctional activities and the functions performed by correctional agencies and personnel. Includes an overview of the functions performed by correctional institutions and agencies for juveniles and adults.

#### **CJ 130 Public and Private Security (3)**

History and philosophy of security, goals and measures of businesses, security firms, military services, and governmental agencies.

#### **CJ 210 Criminal Law (3)**

Review of substantive criminal law theory and specific elements common to index offenses will be presented. Course will offer a brief synopsis of the historical development of penal codes, as well as application of the Model Penal Code. Special emphasis will include a review of established defenses to criminal liability such as the insanity, self-defense and diminished mental capacity defenses.

#### **CJ 220 Criminal Justice Communications (3)**

Methods of gathering and reporting information essential to effective criminal justice operations are reviewed, discussed, and practiced. Emphasis is on developing effective interviewing skills and accurate reporting of information gathered by criminal justice practitioners.

#### **CJ 225 Jail Workshop (3)**

This course provides the student an overview of the history, functions, design and operation of the American jail.

#### **CJ 230 Principles of Investigation (3)**

Gathering information; principles and procedures used for crime scene protection and search; collection and preservation of evidence; interviewing and interrogation

of complainants, witnesses, suspects, and victims; and scientific applications to a variety of investigations conducted in criminal justice setting.

#### **CJ 240 Law of Corrections (3)**

An examination of the legal system in the United States with focus on prisoners' rights and due process as applied to the correctional environment; the relationship between sanctions, sentencing, and corrections; and principles of vicarious liability for correctional employees.

#### **CJ 260 Independent Study (1-3)**

A research project of extensive reading on aspects of the disciplines, or engagement in a field experience, which may be carried on in absentia. May be elected twice for a maximum of six hours.

#### **CJ 270 Juvenile Justice (3)**

The American system of juvenile justice, including the roles and relationships of law enforcement, courts, probation and parole, diversionary programs, service agencies, and correctional institutions.

#### **CJ 290 Special Topics (1-3)**

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

#### **CJ 303 Diversity in American Culture (3)**

This course is designed to explore the relationship between culture and the criminal justice system. Emphasis is given to understanding the historical, theoretical, and structural perspectives of racial/ethnic and minority groups in society.

#### **CJ 305 Crime & Justice in Film (3)**

The course is intended to survey modern America's attitudes about our criminal justice system through analysis of several motion pictures dealing with various facets of the system.

#### **CJ 310 Police Problems and Practices (3)**

Analysis of police functions and problems commonly encountered in the performance of those functions. Problem-solving methods and techniques are reviewed, discussed, and practiced. *Prerequisite: CJ 110 or consent of instructor.*

#### **CJ 315 Drug Abuse and Criminality (3)**

Societal reaction to drug abuse in terms of legal sanctions, treatment alternatives, and the Criminal Justice response (law enforcement, the courts, corrections). How substance abuse and criminal behavior are interrelated.



### **CJ 320 Correctional Treatment Strategies (3)**

Treatment strategies employed in adult and juvenile corrections programs, focusing on classification, types of institutional programming, as well as community and aftercare facilities. *Prerequisite: CJ 120 or consent of instructor.*

### **CJ 325 Applied Criminology (3)**

Applied criminology will examine various criminological theories including delinquent subculture, differential association, and conflict theories, and their application by criminal justice professionals. In addition, the student will understand and practice the application of criminological theory in dealing with an individual offender.

### **CJ 330 Judicial Process (3)**

Historical development and contemporary structure of state and federal trial courts and courts of appellate review will be presented. Constitutional and statutory authority for courts, court procedure, and defendant rights in the judicial process will be reviewed to include due process, public and speedy trial, jury composition, self-incrimination, punishment and state and federal post-conviction relief and/or appellate review. Other statutory and administrative/regulatory laws will be reviewed pertaining to the Code of Professional Responsibility as it applies to respective judicial officers. Close analysis is offered of the respective roles, duties performed, and career paths for judicial officers such as judges, prosecutors and defense counsel.

### **CJ 340 Crime Prevention (3)**

Situational crime prevention, environmental design, physical security measures, defensible space, opportunity theories, crime displacement, rational choice theory, and crime prevention studies. *Prerequisite: CJ 130 or consent of instructor.*

### **CJ 345 Homicide Investigations (3)**

An in-depth examination of homicide investigation and the tools required to bring the case to a successful completion. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 350 Legal Issues in Security and Safety (3)**

Civil and criminal liability of security officers and employers, security laws of arrest/search/seizure, security regulations, security licensing and training, OSHA standards and legal requirements, and case studies. *Prerequisite: CJ 130 or consent of instructor.*

### **CJ 355 Women in Criminal Justice (3)**

An overview of the theories and facts on female criminality, employment practices and on-the-job problems that affect female criminal justice workers, and factors relative to female victims of crime.

### **CJ 360 Independent Study (1-3)**

A research project of extensive reading on aspects of the disciplines, or engagement in a field experience, which may be carried on in absentia. May be elected twice for a maximum of six hours. Students complete a project prospective that is approved by the supervising professor prior to enrollment. *Prerequisite: 12 hours of Criminal Justice and consent of the Department Chair.*

### **CJ 365 Police and the Community (3)**

Relevant literature and the scope of the problem, psychological and sociological considerations; and viable programs that effectively improve communications between the police and the public. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 370 Fire Investigation and Prevention (3)**

This course will examine the principles of fire investigation, burn patterns, arson, fraud, industrial and commercial fire prevention, hazard recognition, fire control and suppression methods. *Prerequisite: CJ 130 or consent of instructor.*

### **CJ 375 Forensic Psychological & Criminal Profiling**

This course introduces students to the diverse ways in which the forensic psychologist participates in the legal system. Particular attention is given to the role of the forensic psychologist in criminal proceedings as it relates to the state of mind of the offender. The course also introduces students to basic theories of criminal profiling and ethical considerations in the use of profiling. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 380 Terrorism (3)**

An exploration of the incidence and threats of terrorism and an investigation of the security and law enforcement measures needed to combat it. Topics such as assassination, kidnapping, hijacking, extortion, sabotage, bomb threats/searches, hostage negotiations, victims' survival, and medical/tactical reaction teams will be discussed as they relate to executive protection and terrorism.

### **CJ 390 Special Topics (1-3)**

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

### **CJ 395 Seminar in Metropolitan Criminal Justice (Summer) (2-3)**

An overview of the functions, interrelations and problems of metropolitan law enforcement, judicial and correctional agencies is provided through lectures, assignments and agency visitations. Usually conducted in the Kansas City metropolitan area over a five-day period. *Prerequisite: Consent of instructor.*

### **CJ 400 Criminal Justice Research (3)**

This course allows students to learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher. *Prerequisite: 12 hours Criminal Justice or consent of instructor.*

### **CJ 410 Criminal Procedure and Evidence (3)**

Advanced analysis of the constitutional statutory foundations of modern criminal procedure will be emphasized, with particular focus on the 4th, 5th, and 6th Amendments. The law of search and seizure, interrogations and confessions, warrants, indictment/information, pretrial suppression and exclusionary rule applications will be presented. Rules pertaining to obtaining, qualifying and admitting evidence will be discussed, to include direct and cross examination, application of the hearsay rule, recognized privileged communications, and common evidentiary objections will be offered in the criminal prosecution/defense perspective.

### **CJ 415 Forensic Science in Criminal Justice (3)**

The course examines the role of forensic science in the investigation and solution of crime. Each type of physical evidence normally encountered in criminal investigations will be studied with regard to collection and packaging techniques which maximize the evidence value, the current types of scientific analyses available, and the significance and limitations of the scientific results. The history of forensic science will also be briefly examined. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 420 Probation, Parole, and Community-Based Corrections (3)**

Probation and parole, including the administration, procedures, and techniques used in the treatment and supervision of offenders. Also, the history and trends of probation and parole, and professional training in these fields. *Prerequisite: CJ 120 or consent of instructor.*

### **CJ 425 White Collar Crime (3)**

Occupational crime, fraud, theft, computer crimes, environmental crimes, business and governmental crimes, and prevention measures. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 440 Enforcement Administration (3)**

This is a course for students and practitioners interested in police administration. The student will be required to participate in field and classroom experiences designed to expose and prepare the student for an administrative role in the criminal justice system. The student will demonstrate through examinations, assigned papers, reports, and classroom participation his/her knowledge of law enforcement administration principles and practices. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 445 Drug Enforcement Policies and Programs (1-3)**

The role in establishing alcohol and other drug policy and the development of regulation for the implementation of federal policy. Officials from federal, state, and local agencies describe agency functions and effects at addressing the drug problem. The course will also examine the impact of federal drug policy at the local level. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 450 Security Administration and Management (3)**

Advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. *Prerequisite: CJ 130 or consent of instructor.*

### **CJ 460 Correctional Administration (3)**

This course provides an overview of the basic functions of correctional administration including activities such as planning, forecasting, budgeting, organizing, training, implementation, evaluation and direction of personnel. The special requirements for administration of a correctional facility such as building public support and understanding, communicating results, informing policy decisions, and interacting with other criminal justice professionals are explored. Case studies from a variety of correctional settings including institutional and field service organizations are analyzed to enhance understanding of administrative complexities. *Prerequisite: CJ 120 or consent of instructor.*

### **CJ 465 Criminal Justice Planning (3)**

Criminal Justice planning, including analysis of crime data and systems interrelations, forecasting, problem identification, establishing goals and objectives, and developing plans for implementation and evaluation.

### **CJ 470 Internship in Security (6)**

Supervised practical internship in a security setting. May be taken for three hours for two semesters or six hours in one semester. Placement requires agency approval. *Prerequisite: CJ 100, 110, CJ 220, CJ 340, CJ 400, CJ 450 or consent of instructor.*

### **CJ 475 The Police Experience (3)**

Travel to law enforcement agencies, guest lectures and class discussion. *Prerequisite: CJ 110 or consent of instructor.*

### **CJ 480 Internship in Corrections (3-6)**

Participant observation in a correctional agency operated by all levels of government, including participation in the treatment of offenders. May be taken in one semester, or over the course of two semesters. Experience may be concentrated in one agency or divided among several agencies. Placement and continuation in

the internship requires approval of the corrections agency. *Prerequisite: CJ 100, 120, 220, 320, 400, 420 or consent of instructor.*

### **CJ 490 Internship in Law Enforcement (3-6)**

Supervised observation and participation in the functions of a federal, state, or local law enforcement agency through individual meetings and group seminars by the faculty. Supervision of the assignment will be received from experienced agency personnel and orientation to agency operations provided. Students may participate in specific activities such as patrol, records maintenance and analysis, administration, research and planning, training, juvenile operations, investigations, and community relations. May be taken in one semester, or over the course of two semesters. Experience may be concentrated in one agency or divided among several agencies. Placement and continuation in the internship requires approval of the law enforcement or security agency involved. *Prerequisite: CJ 100, 110, 230, 310, 400, 410, or consent of instructor.*

### **CJ 495 The Correctional Experience (3)**

This “impact course” is designed to provide the student with the opportunity to “experience” the correctional institution and draw a unique insight into corrections. Students will visit correctional institutions, observe their operations, and interact with correctional practitioners and confined offenders. Institutions have been chosen for visitation to provide the student with as broad a correctional experience as possible, beginning with juveniles through adults, including county, state and federal institutions. *Prerequisite: CJ 120 or consent of instructor.*

## **LEGAL STUDIES**

Benton Hall, Room 201 (Criminal Justice and Legal Studies Department)

(785) 670-1411

The Legal Studies program is designed for students who desire a Bachelor of Legal Studies (BLS), an Associate of Arts (AA) degree or a Certificate of Completion. Students wishing to become paralegals should be aware that paralegals are not permitted to practice law. Paralegals may perform legal work only under the supervision of a licensed attorney. Courses concentrate on general topics such as terminology, legal research, legal writing, civil procedure, and professional ethics, complemented by various specialty courses selected by the student. Students also take correlated courses in computer use, editing and grammar and technical writing.

## **Student Learning Outcomes**

Legal Studies students at Washburn University, upon graduation, are expected to:

- Demonstrate proficiency in legal research and writing;
- Apply general communication and interpersonal skills in a legal setting;
- Demonstrate proficiency in interviewing and investigation;
- Explain and describe the organization and operation of the legal system;
- Analyze and interpret orally legal ethical obligations; and
- Explain and apply litigation procedures and legal terminology.

**UNIVERSITY REQUIREMENTS (11 CREDIT HOURS) and GENERAL EDUCATION REQUIREMENTS (36 CREDIT HOURS).**

## **REQUIREMENTS FOR THE BACHELOR OF LEGAL STUDIES**

Major Courses (31 Credit Hours)

- LG 100 Introduction to Paralegalism
- LG 150 Computers in the Law Office
- LG 200 Introduction to Law
- LG 250 Legal Research
- LG 300 Legal Writing
- LG 305 Litigation I
- LG 310 Interviewing & Investigation
- LG 405 Litigation II
- LG 450 Internship (3 hours)
- LG 495 Legal Studies BLG Capstone (4 Hours)

### **Electives**

**Select eighteen credits from the following:**

- LG 205 Corporate Law
- LG 210 Family Law
- LG 215 Property Law
- LG 220 Wills & Estate Administration
- LG 315 Legal Research II
- LG 320 Elder Law
- LG 325 Personal Injury Law
- LG 330 Administrative Law for Paralegals
- LG 345 Criminal Law & Procedure
- LG 350 Professional Ethics
- LG 355 Introduction to Contracts
- LG 390 Legal Studies Special Topics (1-3 hours)
- LG 410 Bankruptcy & Collections (3 Credit Hours)

## FOUNDATION COURSES

Select any fifteen credits from the following groups:

### A. Computer Skills

CM 101 Computer Competency & the Internet  
LG 390 Special Topics in Computer Software  
OA 225 Spreadsheet Applications  
OA 231 Word Processing Applications  
OA 235 Database Applications  
OA 290 Special Topics in Office Administration

### B. Business/Professional Skills

AC 224 Financial Accounting  
BU 101 Introduction to Business  
CN 320 Communication in the Legal Process  
OA 211 Editing & Grammar  
OA 241 Office Management  
TA 310 Technology & Society

### C. Analytical/Reasoning Skills

PH 107 Critical Reasoning  
PH 220 Logic  
PH 315 Philosophy of Law  
PO 106 Government of the United States  
PO 107 American, State & Local Government  
PO 339 Constitutional Law I  
PO 340 Constitutional Law II  
MM 300 Mass Media Law

Unrestricted Electives (13 credit hours)

Total Credit Hours: 124

## REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE

### Major Courses (18 Credit Hours)

LG 100 Introduction to Paralegalism  
LG 200 Introduction to Law  
LG 250 Legal Research I  
LG 300 Legal Writing  
LG 305 Litigation I  
LG 310 Interviewing & Investigation

Select fifteen credits from the following:

LG 205 Corporate Law  
LG 210 Family Law  
LG 215 Property Law  
LG 220 Wills & Estate Administration  
LG 315 Legal Research II  
LG 320 Elder Law  
LG 325 Personal Injury Law  
LG 330 Administrative Law for Paralegals

LG 345 Criminal Law  
LG 350 Professional Ethics  
LG 355 Introduction to Contracts  
LG 390 Special Topics (1-3)  
LG 410 Bankruptcy & Collections  
LG 450 Internship (3)

### Correlate Courses (9 credit hours)

LG 150 Computers in the Law Office  
EN 208 Business and Technical Writing  
OA 211 Editing and Grammar

## THE MINOR IN LEGAL STUDIES

The Minor shall include a minimum of eighteen (18) hours of coursework in Legal Studies, consisting of six (6) hours of lower division and twelve (12) hours of upper division. Required courses are as follows: LG 200, Introduction to Law; LG 250, Legal Research I; and LG305, Litigation I. Nine hours of electives may be selected, in consultation with an advisor, from the upper division course offerings.

## CERTIFICATE IN LEGAL STUDIES

### Requirements for Completion of the Legal Studies Certificate (36 credit hours).

The Certificate of Completion in the Legal Studies Program is available to those students who have already completed an associate, bachelor or graduate-level degree.

Courses required to complete the Certificate include the following (24 credit hours):

EN 208 Business & Technical Writing  
LG 100 Introduction to Paralegalism  
LG 150 Computers in the Law Office  
LG 200 Introduction to Law  
LG 250 Legal Research I  
LG 300 Legal Writing  
LG 305 Litigation I  
OA 211 Editing & Grammar

Candidates for the Legal Studies Certificate must choose 12 credit hours from the following:

LG 205 Corporate Law  
LG 210 Family Law  
LG 215 Property Law  
LG 220 Wills & Estate Administration  
LG 310 Interviewing & Investigation  
LG 315 Legal Research II  
LG 320 Elder Law  
LG 325 Personal Injury Law

- LG 330 Administrative Law for Paralegals
- LG 345 Criminal Law
- LG 350 Professional Ethics
- LG 355 Introduction to Contracts
- LG 390 Special Topics (1-3)
- LG 405 Litigation II
- LG 410 Bankruptcy & Collections
- LG 450 Internship (3)

All certificate courses may be applied to the Legal Studies Associate of Arts degree.

## **LEGAL STUDIES PROGRAM OPTIONS WITH WASHBURN INSTITUTE OF TECHNOLOGY**

Washburn University and Washburn Tech offer an Associate of Arts degree in the Legal Studies Program. Students who have completed 1080 hours of course work in the Legal Office Professional Program at Washburn Tech will receive 25 hours of college credit toward the AA degree. At Washburn, they must complete an additional 44 hours of general education/university courses and legal studies program courses to receive an Associate of Arts degree.

**For Washburn Tech credit transfer criteria, see Associate Degree “Programs with Washburn Tech” listed in the index.**

To complete the degree, Washburn Tech graduates must complete the following courses at Washburn:

### **Major and Correlate Courses (21 hours)**

- LG 100 Introduction to Paralegalism
- LG 200 Introduction to Law
- LG 250 Legal Research I
- LG 305 Litigation I
- LG 310 Interviewing & Investigation
- LG Elective
- TA 310 Technology & Society

**Note:** Some required and correlate courses count toward general education. Consult your advisor.

**FOR A SUGGESTED CURRICULUM PLEASE SEE YOUR ADVISOR.**

## **COURSE OFFERINGS**

### **LG 100 Introduction to Paralegalism (3)**

Introduction to the substantive skills required of a paralegal. Focus is on the skills of persons who will function under the supervision of an attorney. Course topics include interviewing, investigation, research, legal writing, preparing for litigation, law office management systems, and legal ethics and unauthorized practice of law.

### **LG 150 Computers in the Law Office (3)**

Overview of computer technology applicable to law office management, document production, scheduling, research, litigation support and communication with other systems. Includes practice on computer terminals.

### **LG 200 Introduction to Law (3)**

Introduction to legal terminology and legal principles. Study of course topics will include constitutional principles, judicial decision-making, and the state and federal legal systems, as well as a survey of the law of torts, contracts, criminal law, property, and procedural law.

### **LG 205 Corporate Law (3)**

A study of business organizations and the tasks a paralegal would be required to perform in setting up and maintaining those organizations. Topics covered include: law of agency, partnership, limited partnership and corporations. *Prerequisite: LG 100, or LG 200, or consent.*

### **LG 210 Family Law (3)**

Family law issues are the focus of this course, including the law of divorce, annulment and separate maintenance actions. The gathering of information and preparation of pleadings are undertaken. Adoption and custody procedures are reviewed. *Prerequisite: LG 100, or LG 200, or consent.*

### **LG 215 Property Law (3)**

Procedural and substantive principles of real and personal property laws. Preparation of documents for common real estate transactions, including deeds, contracts, and mortgages. Personal property topics will include bailments, possession, accession and gifts. *Prerequisite: LG 100, or LG 200, or consent.*

### **LG 220 Wills & Estate Administration (3)**

Involves probating a will or administering an estate; assembling information necessary for collection and evaluating assets; maintaining proper records for accounting purposes; preparing pleadings for initial petition and appointment of an administrator and executor; sale, mortgage, and lease of assets; and preparing estate tax returns, wills and trusts. Intestate succession and tax implications are studied. *Prerequisite: LG 100, or LG 200, or consent.*

### **LG 250 Legal Research I (3)**

Introduction to primary and secondary authorities, including court decisions, legislation, annotations, digests, legal periodicals and specialty texts and reports. Practical research projects, including legal writing. *Prerequisite: LG 100 or 200 or consent.*

### **LG 300 Legal Writing (3)**

The various forms of legal writing are the focus of this course, including letters, memoranda, motions, and briefs.

Students will learn further research techniques, including an introduction to computerized legal research. Practical writing projects are included. *Prerequisite: LG 250 or consent.*

### **LG 305 Litigation I (3)**

Analysis of the steps and procedures in preparing for litigation. Course topics include a detailed study of the preparation and use of discovery devices, the drafting of pleadings and motions, and a detailed analysis of the steps involved in trial preparation and procedure. *Prerequisite: LG 100, or 200, or consent.*

### **LG 310 Interviewing & Investigation (3)**

Study of basic interviewing techniques in various legal settings. Mock interviews of clients and witnesses. Various styles of interviewing covered, as well as question-asking and listening techniques. Factual and legal investigation theories, plans and techniques will be used. Ethical concerns related to interviewing witnesses and clients covered. Rules of evidence are reviewed. *Prerequisites: LG 100, or 200, or consent.*

### **LG 315 Legal Research II (3)**

This course is designed to teach students further research techniques, including the research of legislative history and administrative law, both through library research and computer-assisted legal research. *Prerequisites: LG 250 or consent.*

### **LG 320 Elder Law (3)**

Introduction to laws that affect the elderly population. Study of course topics will include estate planning, guardianship and conservatorship, patients' rights, entitlement programs, managed care, social security, Medicare, Medicaid, and elder abuse. *Prerequisite: LG 100, or 200, or consent.*

### **LG 325 Personal Injury Law (3)**

Introduction to basic concepts in tort law, including elements of various tort claims, defenses, privileges and immunities. *Prerequisites: LG 100, or 200, or consent.*

### **LG 330 Administrative Law for Paralegals (3)**

An introduction to administrative law concepts. Topics covered in the course will include, but not be limited to: delegation of authority to administrative agencies; limitations on agencies' authority; due process of law in the administrative arena; informal versus formal agency actions; rule-making; FOIA; the Privacy Act; open meetings; adjudicative functions of agencies; Administrative Procedures Act; and judicial review. Practical application of the concepts studied will occur through the completion of exercises and drafting assignments. *Prerequisites: LG 100, or 200, or consent.*

### **LG 345 Criminal Law (3)**

Introduction to substantive criminal law and criminal procedure for the paralegal. Topics covered include elements of crimes against persons and property; burden of proof; defenses and constitutional protection; comparison of Kansas law with common law, federal law, and selected other states. *Prerequisite: LG 100, or 200, or consent.*

### **LG 350 Professional Ethics (3)**

An overview of the Kansas Rules of Professional Conduct, which govern the practice of law in Kansas. Subjects covered include: ethics in the law office, unauthorized practice of law, advertising of legal services, contact with parties who are represented by counsel, impaired, lawyers, competency, professionalism, and fees for paralegal work. Complaints, disciplinary proceedings, and possible sanctions are covered. The role of the Kansas Supreme Court and the duties of attorneys under the rules are studied. *Prerequisite: LG 100, or 200, or consent.*

### **LG 355 Introduction to Contracts (3)**

Overview of contract law in relation to the formation of contracts, the Statute of Frauds, third-party beneficiary contracts, assignment of rights and delegation of duties, liability for breach of contract, termination, discharge and other related issues. Practical drafting projects are included. *Prerequisite: LG 100, or 200, or consent.*

### **LG 390 Special Topics in Legal Studies (1-3)**

Selected topics which vary from semester to semester. Announced in advance. *Prerequisite: Specified on each topic.*

### **LG 405 Litigation II (3)**

Analysis of the steps involved in criminal procedure. Constitutional principles and limitations will be studied. Appropriate pleadings will be drafted relating to the various stages of a criminal trial. Advanced civil litigation topics will also be studied, such as class actions, complex litigation, and various settlement devices, including alternative dispute resolution modalities. Students will research and complete a comparative study of the criminal and civil litigation systems. *Prerequisite: LG305 Litigation I.*

### **LG 410 Bankruptcy and Collections (3)**

Acquaints students with the legal foundations for methods commonly used to collect delinquent accounts, as well as the terminology of bankruptcy practice, and the statutory framework of and proceedings under, the Bankruptcy Act. *Prerequisite: LG 100, or 200, and 250 or consent.*

### **LG 450 Legal Assistant Internship (2-3)**

Special placement of a student in a law firm, agency, or other legal setting using paralegals. Specific learning

objectives established for each placement. Pass/Fail only. *Prerequisite: Students must apply with the program director and be given consent to enroll.*

#### **LG 495 Legal Studies BLS Capstone (4)**

Students who have completed all of their major course work (or who are concurrently enrolled in their final semester and completing their major course work) may enroll in the capstone course with the consent of the program director. Students will complete a self-assessment by completion of a portfolio, using the core competencies for the profession to determine if remedial work needs to be done in any area before graduation. In addition, students may participate in resume-writing, job interviewing skills and networking. Mock interviews may be scheduled for each student. Each student will complete a research project.

Students will attend two different paralegal organization meetings and two court sessions. Report writing will be included. Ethics will be emphasized by the use of hypothetical situations which will be analyzed and discussed. Students must participate in at least one pro bono activity (i.e., serve as a witness or juror in mock trial or client counseling competitions at the law school or high schools; assist at the Washburn University Law Clinic; assist a not-for-profit organization in the provision of legal services and assistance to low-income individuals and/or children; or, any other approved volunteer effort). *Prerequisite: Consent.*

### **MILITARY & STRATEGIC STUDIES**

Benton Hall, Room 201  
(Criminal Justice and Legal Studies Department)  
(785) 670-1411

#### **Military & Strategic Studies**

Military & Strategic Studies offers the student a Minor in Military and Strategic Studies, with emphasis in homeland security.

#### **Mission**

The Military and Strategic Studies Program at Washburn University offers students the unique opportunity to either take unrestricted elective courses that will broaden their general knowledge base or to complete a minor in Military and Strategic Studies that will complement their major course of study. Graduate students may also take courses in the Program, and apply those graduate courses to their Master of Liberal Studies degree track.

#### **Student Learning Outcomes**

Military Studies students at Washburn University, upon graduation, are expected to:

- Explain the structure and doctrines of the armed forces;
- Describe contemporary practices in Homeland Security.
- Analyze a wide range of national security issues; and
- Integrate the fundamentals of military planning, organization, and leadership being utilized in today's armed forces.

#### **The Minor in Military and Strategic Studies**

1. Requires 15 credit hours of which not less than 6 must be upper division.
2. Subject to approval, students may elect to include up to 6 credit hours of military history or international policy courses from the related disciplines of History and Political Science.

### **COURSE OFFERINGS**

#### **Undergraduate and Graduate Courses in Military and Strategic Studies**

##### **MS 100 Introduction to Military Operations (3)**

This course explores the use of the armed forces as an instrument of national power. Students will develop an understanding of the doctrinal principles of war, fundamentals of the offense and defense, just war doctrine, rules of engagement, and how nations organize and execute military operations in pursuit of national objectives and vital interests. The course also examines the doctrine of Military Operations Other Than War (MOOTW), focusing on the use of the military during peacetime. Historical case studies and examinations of current events are presented as they relate to the course objectives.

##### **MS 110 Fundamentals of Military Leadership (3)**

This course is oriented toward the college graduate entering the workforce in any profession. Fundamental leadership principles developed by the United States military and Department of Defense are presented, including leadership traits, principles, styles, values, and disciplinary strategies. Foundation for the course begins with individual self-evaluation, including the Myers-Briggs Type Indicator and other personal tendency tests, and progresses through selected group dynamics exercises, and in-depth case study analyses of historically effective leadership examples. The primary focus of the course causes students to become familiar with individual preferences and personality traits in order to form an effective personal leadership style.

### **MS 120 History of the American Military (3)**

Historical presentation of the evolution of the American military from colonial period through the present. A survey of those aspects of organization, training and employment of military forces developed over time—either created in response to particular need or borrowed from other international military examples—and presented as a means of providing foundation for an evolving military legacy.

### **MS 210 A Soldier's Story (3)**

A view of warfare from the bottom up, using the individual soldier's perspective as a means of de-emphasizing national strategy in favor of the social, psychological and emotional impact experienced by those engaged in close armed combat. Individual experiences reported from news accounts, personal diaries, journals, letters, and autobiographies are used as the primary source materials for the course.

### **MS 215 America at War (3)**

Exploration of United States participation in the major wars experienced through its history, with special emphasis on the World Wars. Presentation is made on a broad perspective, to include national interests, mobilization of the home front, and the effect of wars on American society, economy and government.

### **MS 301/MS 501 Great Battle Campaigns(3)**

Examines the conduct of war through in-depth analysis of a particular battle or campaign shown to be pivotal to the prosecution of a war. Students are allowed to select the battle/campaign of their choice, with advisement, and proceed with customized research. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

### **MS 320/MS 520 National Security Policy (3)**

Study of the institutions, actors and processes that formulate and execute national security policy in the United States. Traces the historical and contemporary roles of governmental branches, administrative agencies, civilian consultants and contractors, and non-governmental organizations in the development and implementation of policy. Also incorporates the development of intelligence analysis in the formulation of policy, to include the evolution of intelligence assets. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

### **MS 330/MS 521 International Conflict (3)**

Examination of contemporary international conflict. Issues addressed include the evolution of warfare within and between nation states, the interplay between conflict and international diplomacy, economic interdependence, and foundational conflict theory. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

### **MS 335/MS 522 Elite Forces and Special Operations (3)**

This course examines the history, organization, and functioning of modern elite military forces. Analyzes the counter-terrorist forces of the United States and other countries, including the U.S. Army Rangers and Special Forces, Navy Sea-Air-Land (SEALs), Air Force Task Force 160 (Night Stalkers), and Marine Corps Reconnaissance (RECON) units. Also exposes students to foreign elite military forces, to include the British Special Air Service (SAS) and Special Boat Squadron (SBS), French Foreign Legion, Israeli Sayeret (Reconnaissance) units. Uses historical case studies illustrating the use of elite forces in special operations, and follows current special operations in the war on terror. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

### **MS 336/MS 533 Hollywood Goes To War (3)**

Examines of the dual role of filmmakers, the cinema, and the motion picture industry to both entertain and inform. Special emphasis placed on how cinematography can shape popular perceptions and attitudes about warfare in general, as well as particular conflicts. Course makes extensive use of film library materials in making thoughtful analysis. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

### **MS 390 Special Topics in Military and Strategic Studies (1-3)**

Course titles and topics will vary from semester to semester, and will present current trends of interest in the organization, equipment, training, and employment of military forces. May be taken more than once under different topical areas, and may be offered for variable credit depending upon the scope, amount of material, or course length.

### **MS 420/MS 620 Combat Journalism (3)**

Explores war reporting by the media in both historical and political contexts, and demonstrates the



balance between open, fair reporting and the security required for military operations. Also presents the role of news accounts in shaping popular opinion. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

### **MS 425/MS 625 Military Justice and the Law of War (3)**

Traces the development of modern international rules pertaining to the conduct of war, and presents the various treaties and conventions that govern the conduct of military operations. Course comprises a serious literature review within the context of actual war crime investigations and trials to present the geopolitical consequences of war conduct. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

### **MS 450/MS 645 Military Intelligence (3)**

Comprehensive analysis of military intelligence operations from tactical to strategic. Studies aspects of collection, analysis and dissemination of intelligence information, to include the use of national intelligence assets and strategic planning. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

### **MS 470/MS 655 Insurgency and Guerilla War (3)**

Overview of insurgent campaigns and guerilla warfare throughout history. Emphasis on popular political movements, opposition to recognized and existing governments, and transition of guerilla leadership into legitimate government. Presents topical coverage of significant historical examples of both successes and failures in revolution and revolt. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-junior standing or permission; Graduate-six hours of MS.*

### **MS 475/MS 675 Independent Study/Directed Readings (1-3)**

Extensive engagement in a significant field experience that meets academic objectives. Students are required to receive permission from the Director, and arrange for a supervising instructor prior to approval. May be taken more than once under different topical areas, and may be taken for variable credit, depending upon the scope of research or experience. Students taking the course for graduate credit will be assigned additional course work

commensurate with their level of study. *Prerequisites: Permission of the Director and instructor.*

### **MS 480/MS 680 Military Operations Other Than War (3)**

Explores the emerging role of military forces in non-standard missions such as peacekeeping, humanitarian relief, non-combatant evacuation operations, and support to host nation military training. Also examines the relationship between and cooperation with non-governmental agencies and organizations through the use of case studies. Students taking the course for graduate credit will be assigned additional course work commensurate with their level of study. *Prerequisites: Undergraduate-none; Graduate-six hours of MS or permission.*

## **MILITARY SCIENCE**

Lieutenant Colonel Victor Hamilton, Professor of Military Science, Battalion Commander, (785) 864-3311, [basso@ku.edu](mailto:basso@ku.edu)

Captain Aaron Cornett, Assistant Professor of Military Science, Executive Officer, MS I Advisor (785) 864-1110, [aaroncornett@ku.edu](mailto:aaroncornett@ku.edu)

## **ARMY ROTC**

Under an agreement between Washburn University, the University of Kansas, and the U.S. Army, students may participate in Army ROTC classes taught at Washburn by KU faculty. First and second year courses are taught at Washburn; third and fourth years and all labs are at Kansas University. Army ROTC classes may be taken by any Washburn student and are available to students at NO TUITION COST. For those that contract into the program, the culmination of the ROTC program is a commission as an officer in either the active army or in the Army Reserve or National Guard.

For those that choose to seek a commission while participating in ROTC, students pursue an academic degree in any academic major of their choice. ROTC classes are divided into basic and advanced courses. All necessary ROTC books and equipment are provided to the student free of charge.

For those interested in scholarship opportunities, Army ROTC awards four-year, three-year, and two-year scholarships on a competitive basis. For detailed scholarship information contact Capt. John Clark, Admissions and Scholarships Officer for the KU Military Science Department, by calling (785) 865-1113.

## AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

Department of Aerospace Studies  
Detachment 280, Military Science Bldg.  
1520 Summerfield Hall Dr., Room 109  
Lawrence, KS 66045-7605  
(785) 864-4676 [www.afrotc.ku.edu/](http://www.afrotc.ku.edu/)

Cross Town Agreements: Students from Washburn University, St Mary's University, Mid-American Nazarene University, Haskell Indian Nations University and Baker University currently attend the University of Kansas for AFROTC classes enrolled as non-degree seeking students under various "cross-town" agreements.

**General Information:** The Air Force Reserve Officer Training Corps program provides qualified, energetic, and dedicated men and women for service as second lieutenants in the United States Air Force. To accomplish this, the Air Force, with approval of KU, has established a curriculum that allows commissioning in one (based on needs of the AF each year) to five (approved high tech majors)-year programs.

**Four-year Program:** The standard four-year program is divided into the General Military Course and the Professional Officer Course. Some students receive scholarships as high school seniors; however, many first-year students enroll as college walk-ons to see if AFROTC is an appropriate choice for their education and career. All funding supports tuition and fees, along with a nontaxable subsistence allowance and \$600 per year for books.

The General Military Course (GMC, Foundations of the USAF, Airpower History) is offered during the first two years of college and constitutes an introduction to the present-day Air Force. The emphasis is on the role of military forces in world affairs, customs and courtesies, officership, professionalism, the mission and organization of the Air Force, and the history of air power. If the cadet scores satisfactorily on the Air Force Officer Qualifying Test, is medically and academically qualified, and successfully completes four weeks of Field Training, he or she may enter the POC during the junior and senior years. Students joining in their Junior or Senior (5 yr) years will take the 3rd and 4th years of AFROTC see POC under Graduate students below) class and make up the first 2 at Summer Field Training.

Graduate students who join AFROTC take the POC. The Professional Officer Course teaches the cadet leadership and management, organizational patterns, technologies, military policies and procedures, and provides an in-depth study of national security affairs. The cadet also learns and practices communication, leadership, and management skills. During the academic year, the POC cadet receives

tuition and fees, \$600 for books each year, and a nontaxable subsistence allowance.

**Program Options:** AFROTC offers a variety of programs leading to commissioning. Interested college students can enter the program as freshman, sophomore, junior, or graduate students. Some programs may not be available every year. Contact the AFROTC Detachments Unit Admission Office to learn what programs are available to you.

**Leadership Laboratory:** The Leadership Laboratory is a noncredit, two-hour, once-a-week course taken every semester throughout the cadet's enrollment in AFROTC. Instruction is conducted in the framework of an organized cadet corps with a progression of experiences that develop each student's leadership potential. Such things as proper wear of the uniform, military rank, and military drill and ceremony are also included in Leadership Lab.

**Scholarships:** Two-and three-year scholarships are available to college students. These are awarded competitively. Scholarships generally cover full tuition, laboratory and incidental fees. All texts and uniforms for ROTC are provided free of charge.

**Service Commitment:** Upon commissioning (shortly after graduation), the Air Force service commitment for most cadets is four years of active duty. For cadets who become pilots, navigators, or Air Battle Managers, the respective commitment is ten, eight, or six years of active duty.

Further information can be obtained from the AFROTC Detachment 280 office by phone at (785) 864-4676, by e-mail at [afrotc@ku.edu](mailto:afrotc@ku.edu), or online at [www.afrotc.ku.edu/](http://www.afrotc.ku.edu/)

## AEROSPACE STUDIES COURSES

### AIR 100 Leadership Laboratory (Fall and Spring) (0)

All ROTC cadets must be enrolled in Leadership Lab. The AS 100 and AS 200 Leadership Laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

The AS 300 and AS 400 LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information, which will increase the understanding, motivation, and performance of other cadets.

**AIR 144 Foundations of the USAF (Fall) (1) and AIR 148 Foundations of the USAF (Spring) (1)**

Survey courses designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills.

**AIR 284 Airpower History (Fall) (1) and AIR 288 Airpower History (Spring) (1)**

A course designed to examine general aspects of air and space power through an historical perspective ranging from the first balloons and dirigibles to the space-age global positioning systems and Balkan War. Leaders, pivotal situations in peace and war, successes and failures are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) in shaping today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills.

**AIR 344 Leadership Studies (Fall) (3) and AIR 348 Leadership Studies (Spring) (3)**

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied.

**AIR 404 National Security Affairs (Fall) (3) and AIR 408 National Security Affairs (Spring) (3)**

Course examines the national security process (from a military standpoint) from its birth with the Founding Fathers and the US Constitution to the joint war-fighting scenarios of today. It looks at the constitutionally established roles of the legislative and executive branches of government in dealing with the defense issues in peacetime or when the nation is at war. It examines the current command and control structure within the Department of Defense and lays out the global responsibilities of the military, and specifically the US Air Force. This course also examines the development of National Security policy and the interrelationship between the Air Force, sister services and the Air Reserve component. Additionally, multiple classroom hours on formal military communications skills (writing and briefing) are included. The course culminates with a look

at current political trends and U.S. defense policy decisions in some of the world's major geographical areas.

## **NAVY ROTC**

The University of Kansas Naval ROTC Unit offers a cross-town enrollment program for those individuals interested in obtaining a commission in the U.S. Navy Nurse Corps. All Naval Science courses include both practical and theoretical instruction in subjects pertaining to the Navy. These courses are only offered at the Lawrence campus. On a case-by-case basis they may be offered at Washburn if a scheduling conflict exists. The student receives 10 credit hours of Naval Science instruction over a period of four years. Additionally, there is a one credit hour Naval Science laboratory meeting weekly each semester. Lab sessions integrate and apply knowledge gained from Naval Science courses to simulated tactical and strategic warfare situations, and include some close order drills, as well as lectures on naval topics. For more information call 1-800-JHK-NAVY.

## **ARMY ROTC COURSE OFFERINGS**

### **ARMY 101 The Army Today (1)**

An examination of army organization, structure, customs, major legislation concerning the army and an introduction to leadership and management techniques. One hour of lecture and one hour of laboratory per week.

### **ARMY 102 Introduction to Military Skills (1)**

An introduction to a variety of skills required of army leaders, including map reading, orienteering techniques, first aid, mountaineering skills, marksmanship, and leadership and management techniques. One hour of lecture and one hour of laboratory per week.

### **ARMY 201 Basic Military Operations I (1)**

An introduction to aspects of individual and small group tactics. Emphasis on small group leadership and oral and written communication skills. One hour of lecture and one hour of laboratory per week.

### **ARMY 202 Basic Military Operations II (1)**

A study of topographic map reading and its application to military operations. An analysis of the principles of war and modern tactical doctrine as applied to small unit operations. One hour of lecture and one hour of laboratory per week.

### **ARMY 301 Theory and Dynamics of Tactical Operations (3)**

Three hours of lecture and two hours of laboratory per week. Conventional tactical operations. A basic approach to learning the fundamentals of the squad in both offensive and defensive operations to include: mission, organization, principles of war, tactical control measures,

troop leading procedures, combat orders, planning and conducting both types of operations, and techniques of patrolling; to include their application in counter guerrilla operations and planning. *Prerequisite: ARMY 202 or consent of department chairperson.*

### **ARMY 302 Theory and Dynamics of Tactical Operations II (3)**

Continuation of ARMY 301. Three hours of lecture and two hours of laboratory per week. Emphasis is placed on putting into practice the knowledge gained in Operations 1 in the application to the Platoon and Company level operations. *Prerequisite: ARMY 301.*

### **ARMY 303 Military Conditioning (1)**

Introduction to the theoretical and practical aspects of developing physical fitness programs for all Army personnel. Provides an overview of total fitness, defines physical fitness, outlines the phases of fitness, discusses various types of fitness programs, and presents evaluation criteria.

### **ARMY 401 Concepts of Military Management (3)**

Three hours of lecture and two hours of laboratory per week. Introduction to the military management system with special attention to the functions, organizations, and operations of military training, logistics and administration. The use of standardized staff formats in the development of plans and orders is emphasized from the standpoint of the leader with limited resources. Extensive use of standard staff procedures is emphasized in problem solving scenarios. *Prerequisites: Permission of Department Chairperson.*

### **ARMY 402 The Military Profession (3)**

Three hours of lecture and two hours of laboratory per week. A seminar on the military profession as an object of social inquiry. Focus is on the internal structure of the profession, current problems, and interaction with the larger American society. Seminar topics include but are not limited to the following: a historical perspective on the military profession; civil-military relations; social and political impact of military activities; military justice; professionalism versus careerism. *Prerequisite: Student must be in his or her last semester of ROTC.*

## **AIR FORCE ROTC COURSE OFFERINGS**

### **AIR FORCE MS 105 Aerospace Studies Lab (0)**

The leadership laboratory for aerospace studies. Students will receive leadership training and experience as well as training in Air Force customs and courtesies. This lab is held at the Kansas State University Manhattan campus. One hour of class a week. Students must also enroll in MS 099.

### **AIR FORCE MS 110 Aerospace Studies 1A (1)**

A study of the mission and organization of the United States Air Force and U.S. general purpose and aerospace support forces. One hour of class a week.

### **AIR FORCE MS 111 Aerospace Studies 1B (1)**

A study of U.S. strategic offensive and defensive forces; their mission, function, and employment. One hour of class a week.

### **AIR FORCE MS 210 Aerospace Studies 2A (1)**

A study of the development of air power from its beginnings to the end of World War II. Traces the development of various concepts of employment of air power. One hour of class a week.

### **AIR FORCE MS 211 Aerospace Studies 2B (1)**

A study of the development of air power from the close of World War II to the present. It focuses upon factors which have prompted research and technological change and stresses significant examples of the impact of air power on strategic thought. One hour of class a week.

### **AIR FORCE MS 309 Aerospace Studies 3A (3)**

A study of U.S. Air Force professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, leadership theory, functions and practices, management principles and functions, problem solving, and management tools, practices, and controls. Three hours of class a week.

### **AIR FORCE MS 311 Aerospace Studies 3B (3)**

A continuation of MS 310. Three hours of class a week.

### **AIR FORCE MS 409 Aerospace Studies 4A (3)**

This course will examine the role of the professional officer in a democratic society; socialization processes within the armed services; the requisites for maintaining adequate national security forces; political, economic, and social constraints upon the overall defense policy-making process. Three hours of class a week.

### **AIR FORCE MS 411 Aerospace Studies 4B (3)**

Focusing on the armed forces as an integral element of society, this course provides an examination of the broad range of American civil-military relations and the environmental context in which defense policy is formulated. Communicative skills are stressed. The role of contemporary aerospace power, and current and future employment of aero-space forces will also be examined. Three hours of class a week.

# HUMAN SERVICES DEPARTMENT

Website: [www.washburn.edu/human-services](http://www.washburn.edu/human-services)

Benton Hall, Room 311

(785) 670-2116

Professor Brian Ogawa, Chair

Professor Deborah Altus, BAS Coordinator, Addiction Counseling

Professor Rick Ellis

Professor Dan Petersen

Associate Professor Diane McMillen

Associate Professor Iris Wilkinson

Assistant Professor Kayla Waters

Assistant Professor Brenda Ridgeway, MA Coordinator, Addiction Counseling

Secretary Judy McCourt

## DEGREES OFFERED

### Associate of Arts

*Human Services*

### Bachelor of Applied Science

*Human Services*

### Master of Arts

*Human Service--Emphasis in Addiction Counseling*

(See Graduate Section of this catalog for further information on the Master of Arts, Human Services.)

## MINOR AND CERTIFICATES OFFERED

### Minor

*Human Services*

### Certificates

*Addiction Counseling*

*Morita Therapy*

*Non-Profit Management*

*Victim/Survivor Services*

## INTRODUCTION

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

### Mission

The mission of the Human Services Department is for students to attain the attitudes, skills, and knowledge to become effective, ethical, and compassionate human

service professionals who engage in creative approaches to meet diverse individual, community, and societal needs.

## Student Learning Outcomes

Upon graduation, Human Services students should be able to:

- Describe the historical development and scope of the Human Services field, with its focus on a strengths-based perspective, promotion of diversity, and social justice.
- Explain and engage in integrative approaches to Human Services that promote wellness.
- Demonstrate effective interpersonal skills appropriate to the Human Services profession.
- Display behaviors that are consistent with the *Ethical Standards for Human Services Professionals*.

## Degree Requirements

Students combine general education, human services coursework, and internships with a specific emphasis in one or more of the following areas as part of their individualized program of study: Addiction Counseling, Developmental Disabilities (suspended), Gerontology, Mental Health, Youth Services, and Victim/Survivor Services. The degree programs emphasize a multidisciplinary perspective, preparing students to assist people and their communities to function as effectively as possible. Recommended and required coursework focus on knowledge and skills related to working with people in a helping relationship, group dynamics, organizational development, and community systems. Students should refer to the specific General Education Requirements for the University and consult with their faculty advisor for specific Department requirements. Coursework in psychology, sociology, communication, biology, political science, mass media, business, or other areas may be recommended or required.

## Associate of Arts (AS) in Human Services

A minimum of 62 hours is required for completion of the Associate degree. The Associate of Arts degree in Human Services (AS) includes 26 credit hours of University and general education requirements. Students majoring in Human Services must complete a minimum of 27 hours of credit in the department. These hours must include HS 100, 131, 250, 251/305, 280 and 281, and 9 credit hours of Human Services course electives to be selected in consultation with a Department advisor. Majors are encouraged to take CM 10 or CM 101, or show proficiency in working with computer applications. Students must receive a grade of C or better in each course applied to the major.

## **Bachelor of Applied Science (BAS) in Human Services**

A minimum of 124 hours is required for completion of the baccalaureate degree. The Bachelor of Applied Science degree in Human Services (BAS) includes 47 credit hours of University and general education requirements. Students majoring in Human Services must complete a minimum of 66 hours of credit in the department. These hours must include HS100, 131, 250, 280, 281, 300, 302, 305, 325, 330, 380, 411, 445, 450, 481, 495, and 498. In consultation with a faculty advisor, a total of fifteen additional credit hours must be selected to develop an area of emphasis. Possible options include, but are not limited to, Addiction Counseling, Youth Services, Gerontology, Victim/Survivor Services, and Mental Health. The emphasis in Developmental Disabilities is currently suspended. Of these hours, at least 12 credit hours must be Human Services coursework, 3 hours may be selected from another discipline relating to the area of emphasis, and a minimum of 6 hours should be upper division courses. Students must receive a grade of C or better in each course applied to the major.

## **Certificates of Completion**

The Human Services Department is approved to offer the following Certificates of Completion upon successful completion of approved course work and/or internships:

- **Addiction Counseling** - Awarded upon completion of a Bachelor degree, and completion of 33 credit hours as follows: HS 312, HS 317, HS 324, HS 325, HS 410, HS 411, HS 415, HS 445, HS 495, Internship 1 (HS 280, HS 281, or HS 380) and Internship 2 (HS 281, HD 380 or HS 481).
- **Morita Therapy** - Awarded upon completion of a Bachelor degree and completion of 15 credit hours as follows: HS 374/574, HS 376/576, HS 477/577, HS 478/578, and HS 481 or HS 360.
- **Non-Profit Management** - Awarded upon completion of a Bachelor degree, and completion of 27 credit hours as follows: HS 100, PO 245, HS 302, PO 393 or PO 346, PO 395, HS 445, HS 495 or PO 401, 300/400 HS or PO Elective, and HS 481 or PO 307. This certificate is offered in collaboration with the Political Science Department.
- **Victim/Survivor Services** - Awarded upon completion of a Bachelor degree, and completion of 27 credit hours as follows: HS 100, HS 131, HS 201, HS 202, HS 325, HS 450, HS 300-400 Elective, HS 445, and HS 481.

## **Requirements for Minor**

A Minor in Human Services consists of no less than 18 hours of Human Services coursework selected in consultation with a Department Advisor and must be approved by the Chair of the Department of Human Services. Students must attain a grade of "C" or better for each course applied to the Minor.

## **Minor in Health Services Administration for Gerontology Area of Emphasis, Human Services Majors**

Human Services Bachelor degree students with an emphasis in Gerontology may develop a specialization in health services by earning a Minor in Health Services Administration in the Allied Health Department by completing a set of five specific upper-division courses in the health services administration field. Declaration of major in Human Services with an emphasis in Gerontology and acceptance as a minor in the Allied Health Department are necessary before enrollment. Please refer to the Allied Health Department 2012-2013 Catalog description

## **Department Sponsored Co-Curricular Activities**

**Washburn Human Services Coalition (WHSC)** (Faculty sponsor Dr. Diane McMillen). The purpose of the Coalition is to bring together students from different fields of study that relate to human services. The Coalition provides career development, professional education, and networking opportunities for its members.

**Tau Upsilon Alpha (TUA)** (Faculty sponsor Dr. Diane McMillen.) The department is a chartered campus center of Tau Upsilon Alpha (TUA) National Organization of Human Services (NOHS) National Honor Society. TUA is the acronym of the Greek transliteration of the motto for the honor society: Excellence in Service to Humanity. Each chapter evaluates qualified students and issues invitations to membership.

**Morita Study Group (MSG)** (Faculty sponsor Dr. Brian Ogawa) The purpose of the Morita Study Group is to supplement the classroom study of Morita therapy through seminars, meetings, study abroad, and conference attendance and presentations.

**Washburn Embraces Recovery (We R)** (Faculty sponsor Dr. Iris Wilkinson) We R is a student organization that advocates for and supports recovery for the campus community. It can be difficult for college students in recovery to find and develop a substance free social network. We R provides opportunities for students and staff in recovery (and friends of recovery) to not only enjoy social activities together, but also to educate the larger campus about recovery.

## Course Offerings

Many of the following courses are offered both online and face-to-face. Students trying to complete the Human Services curriculum, however, are advised that the courses they need may not be offered in each format every semester. Students wishing to become licensed addiction counselors (LAC) with the Kansas Behavioral sciences Regulatory Board (BSRB) must take at least two of the skills courses, which includes HS325, HS415, and two internship seminars, as face-to-face courses at the physical location of the institution.

### **HS 100 Orientation to Human Services (3)**

This course serves as an overview of the historical development of human services and gives an introduction to the philosophical framework, the major theoretical models, and the interdisciplinary nature of human services. Students have the opportunity in this course to explore human service occupations and professional organizations, as well as learn about local and regional community resources. A major component of the course is the opportunity for students to participate in community service learning projects by filling the requirement of 30 hours of volunteer work.

### **HS 131 Human Development (3)**

This course examines human development from a bio-psycho-social model and considers various theoretical perspectives that have influenced the study of human development across the lifespan. The course pays attention to variability in human development and the factors that appear to influence this variability, both individual and cultural.

### **HS 201 Victimology (3)**

This course provides an introduction to the history, development, theories, and major issues in the study of persons who are victims/survivors of crime. Using an ecological perspective of victimization, specific areas will be discussed, including domestic violence, sexual assault, child abuse, and homicide. Current research data will be discussed to enhance the understanding of victim trauma and recovery.

### **HS 202 Victim/Survivor Services (3)**

This course is an overview of the variety of human services provided to persons who are victims/survivors of crime. Settings to be studied are various criminal justice, medical, legal, crisis intervention, and advocacy agencies, and organizations that provide victim assistance. Emphasis is on current developments in the field.

### **HS 220 Introduction to Youth Services (3)**

This course is designed to introduce students interested in working with youth to the developmental and socialization influences that affect children. In

addition, when one is concerned about children's development, one must also be concerned with children, families, and communities. This course will provide students the opportunity to become sensitized to the many issues that confront today's youth and critically look at what is being done. Many current topics will be covered in a survey format and students will investigate one topic in-depth.

### **HS 221 Community Methods with Children & Youth (3)**

This course will address environmental intervention with children and their families. Social networking and ecologically oriented programs will be the focus.  
*Prerequisites: HS 220 or consent.*

### **HS 222 Juvenile Justice (3)**

The American system of juvenile justice, including the roles and relationships of law enforcement, courts, probation and parole, diversionary programs, service agencies, and correctional institutions. This course is cross-listed with CJ 270.

### **HS 231 Methods of Long-Term Mental Health Care (3)**

This course will build on the theoretical issues of basic health care, with emphasis on acquiring the skills to care for the health and safety concerns of people in long-term treatment programs.

### **HS 232 Introduction to Community Mental Health Services (3)**

This course is designed to familiarize students with the history and development of community mental health; federal, state and local policies impacting the delivery of community mental health services; and methods utilized in community mental health service delivery such as short-term counseling, crisis intervention, case management, prevention, education, and assessment of need for services.

### **HS 240 Introduction to Developmental Disabilities (3)**

This is a survey course designed to introduce the student to a philosophy of services for people with developmental disabilities, their rights, legal issues, assessment and planning, overcoming communication deficits and preventative and supportive health measures. Requires practical demonstration of skills at scheduled times outside of class.

### **HS 243 Fundamental American Sign Language (3)**

This course is designed to provide students with a basic framework of knowledge regarding the nature of hearing loss and its extremely varied influence on the lives of people who are deaf, hard of hearing, late-deafened, and deaf with a dual diagnosis. Important issues within the field of deafness will be addressed, namely: Deaf culture, education of deaf people, technological advances, and political influences. Emphasis will be

placed on learning the fundamentals of American Sign Language (ASL) while providing the student with a working vocabulary of approximately 500 signs. The student can expect sign demonstration and practice as well as lecture on various salient topics in deafness.

### **HS 250 Becoming a Helping Professional (3)**

This course is designed to address what it means to become a professional in a field that is devoted to helping people who face critically important problems and issues in their lives. Students are encouraged to consider the knowledge, skills, and education that are expected of people serving in different human service careers. This course will also explore belief systems of effective and ineffective helpers, and discuss the positive and negative effects that a variety of beliefs and assumptions can have on one's professional practice. Values are an integral part of the consumer/helper relationship, and considerable attention will be given to an analysis of how values influence helping. An overview of the stages of helping, with discussion of the skills and knowledge necessary to be a successful helper at each stage, will be presented. Special consideration will be given to understanding and working with diverse populations. *Prerequisites: HS 100 and 131.*

### **HS 251/305 Case Management (3)**

This course is designed to enhance students' ability to provide case management services. This course will focus on serving children with severe emotional disturbance and adults with mental illness. In addition, students will investigate issues and responsibilities of case managers, community resources, the family support perspective, client advocacy, the strengths approach when working with people, and the fundamental philosophy and applications of wraparound community services. This course will be helpful for those students with the desire to work as case managers, social workers who would like to expand their knowledge of case management in community settings, bachelor level psychology students wanting to work in community mental health, and administrators/supervisors who have the desire to implement case management services within their agencies. *Prerequisites: HS 100 and 131, or consent.*

### **HS 260 Directed Study in Human Services (1-3)**

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

### **HS 273 Gerontology Skills and Methods (3)**

This course will allow students to build skills for delivering human services to elderly individuals and groups. Coursework will emphasize building relationships, assessment, and approaches to treatment.

### **HS 280 Internship I (3)**

This course is the beginning internship required of all majors in both the Associate and the Baccalaureate degree programs. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community under the supervision of agency staff and university faculty. In addition, a weekly seminar is required to integrate learning in the field with classroom instruction. Emphasis will be given to basic competencies of human services delivered. *Prerequisites: HS 100, 131, at least one course in area of emphasis, and consent.*

### **HS 281 Internship II (3)**

This course is the second internship course required of all majors in both the Associate and the Baccalaureate degree programs. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community under the supervision of agency staff and university faculty. In addition, a weekly seminar is required, to integrate learning in the field with classroom instruction. Emphasis will be given to basic helping relationship skills, communication skills, observation, reporting, recording, and assessment. *Prerequisites: HS 250, 280, at least two courses in emphasis area, and consent.*

### **HS 290 Special Topics in Human Services (1-3)**

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

Courses numbered 300-499 are open to students during the semester in which they achieve junior standing only (or a minimum 54 credit hours), provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank.

### **HS 300 Prevention in Human Services (3)**

This course will examine the role of prevention in human services. An emphasis will be given to alternatives to the current health delivery system with particular attention to how people deal with their own health and approaches toward helping. Discussion will also address community development activities and prevention. This course will provide students the opportunity to enhance oral and written communication skills; practice critical and creative thinking skills; and develop skills in systematic problem analysis and selection of appropriate prevention and intervention strategies.

### **HS 302 Social Change & Advocacy in Human Services (3)**

This course is designed to familiarize students with community organizing, mobilizing, and development. The content of the course will focus on an understanding of social action, change and advocacy in human service practice. Community organizing refers to a particular form of community participation in which "grassroots" people learn techniques to share in power. This implies that the



model will focus on recruiting grassroots membership and target systems for change. The methods may include collaborative problem solving, strategic planning and confrontation. Targets for change may be individuals, systems, and families.

### **HS 310 Human Sexuality (3)**

This course will provide students the opportunity to develop basic background knowledge of human sexual anatomy, response, behavior, developmental aspects, problems, and laws. Students will increase vocabulary in the area of human development to describe and identify normal and problematic areas of human sexuality.

### **HS 312/512 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 317/517 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 321 Youth and Violence (3)**

This course is designed to provide an overview of violence and youth, specifically the problems associated with it; including, but not limited to, such issues as definition, reporting, investigations, causes, treatment,

the importance of family preservation and re-integration, institutional abuse, institutional neglect, parent training, parent support, prevention, the roles of foster care, SRS, the court system, the schools, etc. The role of the human service worker in preventing and dealing with child abuse and youth violence will be an area of special focus. Child abuse will be viewed as a part of a continuum of personal/family violence.

### **HS 322 Child Advocacy (3)**

This course is an overview of the methods of child advocacy and an individualized program to meet the interests of the student. This course is taught at CASA of Shawnee County and is designed to provide the student with the opportunity to become an effective child advocate in the arena of the student's choice. *Prerequisites: Interview & consent.*

### **HS 324/524 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. The course will provide information on diagnosis of substance use disorders using DSM criteria and will cover criteria used for client placement into levels of care. Students will learn about stages of readiness to change and how to incorporate this information into 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. **This is a required course for addictions counseling licensure with the Kansas BSRB. Enrollment in HS 524 requires departmental approval.**

### **HS 325 Group Work in Human Services (Group Counseling) (3)**

This course is designed to provide both knowledge and skills in the organization and facilitation of psycho-educational and other group experiences used in the helping process, with special focus on addiction and recovery. Students will learn a variety of techniques and strategies designed to facilitate and enhance group learning and the personal growth of participants-- particularly psycho-social development. The content of this class is based on TAP 21 competencies. **This is a required course for addictions counseling licensure with the Kansas BSRB.**

### **HS 330 Theories of Intervention in Human Services (3)**

This course focuses on the theories that guide the practice and delivery of Human Services. The course gives the student an understanding of how different theoretical approaches have influenced the development of human service interventions, and includes the study of a variety of helping approaches such as the family systems approach, the feminist approach, and the cognitive-behavioral approach. Students will evaluate the usefulness of the different theoretical approaches in addressing important human problems. In addition, students will be encouraged to explore their own views about human nature and to understand how these views might influence their delivery of human service interventions.

### **HS 341 Applied Behavioral Interventions (3)**

This course is designed to familiarize students with the history, theory, and practice of applied behavior analysis. Emphasis will be on the “practice” side, with students learning how to define and observe behaviors, design effective and socially valid interventions to help consumers reach valued goals, and analyze the impact of interventions on important behaviors. Students will learn about best practices in behavior analysis with a variety of consumer populations and will gain experience in reading and evaluating reports of behavior-analytic research.

### **HS 355/555 - 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 360 Directed Study in Human Services (1-3)**

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

### **HS 370/570 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 371 Aging and Mental Health (3)**

This course provides an overview of biological, psychological, and social factors related to successful aging, with an emphasis on the development and maintenance of mental health across the lifespan. The course considers ways that HS professionals can support mental health throughout the aging process. Students will also learn about mental health problems in relation to the aging process.

### **HS 372 Death and Dying (3)**

This course will cover biological, psychological, social, and cultural issues surrounding death and the dying process. Topics will include stages of dying, approaches to working with people who are dying and their families, the bereavement process, cross-cultural practices related to death and dying, services available to people who are dying and to their caregivers, and legal and ethical issues surrounding end-of-life decision making.

### **HS 373/573 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.

### **HS 374/574 Eastern Therapies in Intervention and Treatment (3)**

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

### **HS 375 Hate and Bias Crimes (3)**

This course provides an overview of hate and bias crimes in the United States. Focus will be on causative factors, human service and criminal justice responses, and impact on victims/survivors and communities. Hate violence based upon race and ethnicity will be a primary focus, but discussion will also include hate violence targeting persons because of gender, sexual orientation, age, religion, and disabilities.

### **HS 376/576 Morita Therapy Intensive (3)**

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

*Prerequisite: Consent of Instructor.*

### **HS377 Personal and Community Prevention (3)**

This course explores a principle-based model of professional health and helping. It focuses on a new and innovative approach to prevention and human services that changes lives, communities, and organizations from the inside-out. Most recently known as The 3 Principles (also known as Health Realization)<sup>TM</sup>, this approach emphasizes people's innate health and resilience to foster the capacity for personal well-being and the ability to function productively and successfully among colleagues and constituents. This course is directed toward strengthening the student's approach to life and work, which is necessary for developing the capacity to serve others and respond to the consistent demands of the helping profession.

### **HS378 Theories of Aging (3)**

The course provides an interdisciplinary examination of the human aging process by surveying biological, psychological, sociological, and cultural theories, and influences, on aging. While this course does not focus solely on old age, the course will examine social policies and human services for older people that are informed by our knowledge of the aging process.

### **HS 380/381 Internship III (3)**

This is the third required internship course for baccalaureate degree level majors within the Human Services Department. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community specific to the student's area of concentration, under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Emphasis will be given to competencies related to the student's area of emphasis. *Prerequisites: HS 281, 300, 302, and consent.*

### **HS 390/585 Special Topics in Human Services (1-6)**

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

### **HS395 International Service Experience (3)**

This course will offer the students the opportunity to experience the culture of countries other than the United States while engaged in meaningful service in both urban

and rural settings. Through a partnership with a Non-governmental Agency (NGO), service assignments will be arranged to meet the needs of various communities. The focus of this assistance is on community and economic development, sustainable agriculture, health, education, training in non-violent resolution of conflicts, and women's empowerment. The purpose of the experience is to develop friendships and a sense of partnership with members of the community organizations and people the students interact with during the time in country. In addition to completing the service project, students will learn about the history, political systems, and culture of the country they visit.

### **HS 410 Pharmacology and Substance Use Disorders (3)**

This course covers fundamental concepts of pharmacology, including physiological, behavioral, psychological, social and health effects of psychoactive substances. The course also covers infectious diseases associated with substance use and methods of disease prevention. Students will learn about toxicity screening, drug testing and HIV/AIDS testing and counseling, and associated legal and ethical issues. The content of this course is based on TAP 21 competencies. **This is a required course for addictions counseling licensure with the Kansas BSRB.**

### **HS 411/511 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. **This is a required course for addictions counseling licensing with the Kansas BSRB. Enrollment in HS 511 requires departmental approval.**

### **HS 415/515 Methods of Individual Addiction Counseling (3)**

This course will provide information on ways of establishing a helping relationship characterized by warmth, respect, genuineness, concreteness, and empathy. A variety of counseling theories and their efficacy as demonstrated by research which may include, but are not limited to: Person-centered, Cognitive-behavioral, Behavioral, Motivational Interviewing, Stages of Change Theory, Crisis Intervention, Relapse Prevention, Pharmacological, and Family Systems Theory will be reviewed in this addiction counseling course. Discussion will include the role of cultural factors in

counseling. Applications of ways of helping clients establish realistic, achievable goals, and maintain movement toward those goals along with the role of significant others in the counseling process. The class will include discussion the role of the counselor, including issues of power and authority; transference, counter transference, and projective identification; and ethical issues in counseling. The content of this class is based on TAP 21 competencies. **This is a required course for addictions counseling licensing with the Kansas BSRB.** *Prerequisites: HS 410 recommended. Enrollment in HS 515 requires departmental approval.*

### **HS421/521 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 42 Adolescence and Substance Abuse (3)**

This course is designed to cover the dynamics of substance abuse for children and youth, and the state-of-the-art of prevention and intervention. Special topics of the course will include growth and development, family process, assessment, intervention, treatment, co-dependency, education, cultural factors, at-risk populations, prevention, and resources.

### **HS 445 Legal, Ethical, and Policy Issues in Human Services (3)**

This course examines the social context of policy development and implementation at national, state, and local levels. Laws and ethical issues which impact the delivery of services will be addressed, including codes of ethics, confidentiality, and the important of supervision. The content of this class is based on TAP 21 competencies. **This is a required course for addictions counseling licensing with the Kansas BSRB.**

### **HS 450/550 Multicultural Issues in Human Services (3)**

This course provides an overview of the major issues in providing human services to the increasingly pluralistic population of the United States. Themes to be discussed are: cross-cultural theories of intervention, communication styles, definitions of suffering and recovery, and working with diverse individuals and groups. The range of human service delivery systems, including mental health, alcohol and substance abuse, youth services, gerontology, and victim/survivor services, will be addressed from a multicultural perspective. Emphasis will be on exploring provider attitudes and competencies as well as developing practical applications and solutions. For students preparing to work as addiction and recovery counselors, special emphasis will be given to recognizing the social, political, economic, and cultural context within which addiction and

substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.

### **HS 477/577 Morita Methods in Counseling (3)**

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

### **HS 478/578 Morita Therapy Research Seminar (3)**

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

### **HS 481 Internship IV (3)**

This is the fourth required internship course for baccalaureate degree level majors within the Human Services Department. The internship consists of a minimum of 180 clock-hours of experience in an agency in the community specific to the student's area of concentration, under the supervision of 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 the student's area on emphasis. *Prerequisites: HS 380, 325, 330, upper division level course in emphasis area, and consent.*

### **HS 495/595 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. **This is a required course for addictions counseling licensure with the Kansas BSRB.** *Prerequisites: Junior/Senior Standing. Enrollment in HS 595 requires departmental approval.*

### **HS 498 Senior Human Services Capstone Seminar (3)**

This capstone course is meant to provide students with the opportunity to assimilate and synthesize the knowledge, skills, and attitudes they have acquired

through their coursework and field experiences in the major. Through the development of a portfolio, students will demonstrate the acquisition of the major learning objectives necessary to become a skilled human service professional. This course will address additional issues related to professional development and educational advancement. Required for all Human Services majors. *Prerequisites: Majors only.*

## DEPARTMENT OF SOCIAL WORK

E-Mail: [social-work@washburn.edu](mailto:social-work@washburn.edu)

Website: [www.washburn.edu/social-work](http://www.washburn.edu/social-work)

Benton Hall, Room 412

(785) 670-1616

Associate Professor Mark Kaufman, Chair,  
BSW Program Director  
Professor Nan Palmer  
Professor James E. Smith  
Associate Professor Kimberly Harrison,  
MSW Program Director  
Associate Professor Bassima Schbley  
Assistant Professor Carl Myers  
Instructor David Jensen  
Instructor Steve Spyres, Practicum Program Director  
Instructor Carolyn Szafran

### DEGREES OFFERED

#### Bachelor of Social Work

*Social Work*

#### Master of Social Work (see Graduate Programs)

### 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 the 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.

### BSW Program Description

Education for competence in social work practice is the guiding principle of the Department of Social Work. The BSW program in Social Work provides a respectful, supportive approach to learning while maintaining high academic standards. The program is committed to providing opportunities to students who may otherwise experience barriers to higher education. The BSW program is strongly linked to the core values of the profession. The program maintains its mission by integrating content throughout the curriculum relevant to the pursuit of social and economic justice, as well as its dedication to the value, worth, and dignity of all persons. The BSW program is designed to prepare undergraduate social work students for a generalist practice that will meet the multi-level needs of clients.

### Student Learning Outcomes

Upon graduation, BSW students are expected to have developed ten core competencies and their related sub-competencies (CSWE, 2008).

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

### Program Information

The BSW Program is designed to prepare social work students for professional generalist practice. This involves the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice involves working

effectively within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of roles. Third, generalist practice involves the application of critical thinking skills to the planned change process. Fourth, it emphasizes client empowerment. In this regard, social workers utilize their knowledge and skills to assist individuals, families, groups, communities and organizations to improve their social functioning, obtain the resources needed to accomplish identified goals, or effect social change to eliminate social and economic injustice. The framework for accomplishing these goals is centered in competent assessments of the person-in-the-environment, and the subsequent skillful selection of multilevel interventions, in keeping with social work values and ethical practice.

Careers in social work occur in a variety of settings, such as public/state social services, hospitals, schools, mental health agencies, courts, nursing homes, crisis centers, and children and family service agencies. Career options include direct practice with clients, administration, social planning, and legislative advocacy.

The BSW program is typically completed in four years by full-time students. Two lower division courses, SW 100 Introduction to Social Work and Social Welfare and SW 250 Generalist Social Work Perspectives, are recommended for the freshman year. Foundation theory and skills courses may then be completed in the sophomore and junior years. The culmination of the BSW program is the Field Practicum Placement. Two consecutive practicum/seminar courses are required. Students develop their social work practice skills in a community agency under the direct supervision of a licensed social worker. Field Practicum Placement is arranged by the Field Practicum Office; more information about the Practicum Program can be found online: [www.washburn.edu/social-work](http://www.washburn.edu/social-work)

Specific goals, objectives, and outcomes for individual courses are available to students for review in the Department of Social Work's office, or from the respective faculty member responsible for an individual course or sequence. For more information, see the BSW Student Handbook, at: [www.washburn.edu/social-work](http://www.washburn.edu/social-work)

### **Licensure Eligibility**

All graduates of the BSW program are eligible to pursue licensure at the baccalaureate level (LBSW) in the State of Kansas and in other states that require social work licensing or registration at the baccalaureate level. This licensure is necessary for the practice of social work, and satisfactory completion of an accredited social work program is necessary to be eligible for the LBSW (exact requirements vary from state to state).

### **Program Accreditation**

Washburn University's BSW program is fully accredited by the Council on Social Work Education (CSWE). Students may wish to review the Educational Policy and Accreditation Standards for social work degree programs in social work education as set forth by the CSWE. The full text of the CSWE Policies is available in the Social Work office, or on the Internet at [www.cswe.org](http://www.cswe.org).

### **Declaring Social Work as a Major**

It is the policy of the Department of Social Work to assure equal educational opportunities to qualified individuals without regard to age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, political perspective, race, religion, sex, sexual orientation, gender, gender identity, and/or expression. A student may opt to declare a major in social work, declare additional majors, and/or subsequently change majors at any time.

Most often, the declaration of major form is completed when a student recognizes a significant interest in the social work profession and seeks academic advising from the Department of Social Work. The student is then provided an academic advisor from among the social work faculty. The faculty advisor assists the student in the selection of courses, and develops a curriculum plan. A student with a declared major in a field other than social work, or an undeclared undergraduate student, is allowed to enroll in all undergraduate social work department courses with the exception(s) of the practice sequence, (SW 352, SW 353,) and the field practicum courses (SW 354 and SW 355). These courses are only open to declared social work majors. In order to proceed into the field practicum, students must achieve "formal admission" to the BSW Program.

### **Criminal Record**

As part of the application process for Formal Admission to the BSW Program (see below), each applicant is asked if he/she has a criminal record, including a history of any misdemeanor and/or felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a professional social worker. Applicants for Formal Admission to the BSW Program are evaluated based on their overall qualifications. However, applicants should be advised that a criminal conviction could prevent them from being placed in some practicum and agency settings. In addition, it may prevent them from being licensed, certified, or registered to practice social work in some states and jurisdictions. Students are also asked if they have ever been dismissed from an academic program. If the answer is affirmative, the student is required to provide additional information so that his/her application can be evaluated in light of all of the facts.

## **BSW ADMISSIONS**

### **BSW Program Admission Policy Statement**

“Declaring a major” in social work is not the same thing as “Formal Admission” to the BSW Program. Majors apply for Formal Admission to the BSW Program simultaneous with their Application for Field Practicum. This typically occurs in the fall semester prior to the beginning of the field practicum. The application forms and instructions are found on the department’s website.

### **Requirements for Formal Admission to the BSW Program and the Field Practicum**

Refer to the BSW Student Handbook on the Social Work Department website for a more detailed explanation of these requirements. Persons not meeting published admission requirements are encouraged to contact the department for more information. Basic requirements include:

1. Current enrollment as a student in good standing at Washburn University as defined in the current Washburn University Catalog.
2. Approved Declaration of Major in Social Work (verified using the university’s SCT Banner System).
3. An overall (cumulative) grade point average of at least 2.5.
4. Completion of a minimum of 36 hours of General Education course credits.
5. Submission of a completed “BSW Application for (1) Formal Admission and (2) Field Practicum.”
6. Positive recommendation from the Washburn University social work teaching faculty.
7. If required, completion of an admissions interview with the BSW Program Director, the Social Work Department chair, or a social work faculty designee.
8. If the Admissions Committee has any concerns about an application, references may be required upon written request of the BSW Program Director.
9. Please note that the following social work courses must be successfully completed (grade of C or better) prior to beginning the BSW Practicum: SW100, SW250, SW325, SW326, SW352, and SW353.

10. Field Practicum marks the start of a student’s professional social work career in the community. Two consecutive semesters (Fall and Spring) of field experience in the same practicum placement are required. A practicum seminar class must be taken concurrently both semesters. A student must pass both practicum and seminar the first semester to proceed to the second semester.
11. Practicum begins during the first week of each semester, although some placements have an orientation before the start of Fall semester. Time in placement averages approximately 16 hours per week. The following is required: 240 hours per semester and 480 hours overall. Hours cannot be carried over into the next semester, nor can a student complete the practicum early.

## **BSW DEGREE REQUIREMENTS**

Requirements for graduation with a BSW from Washburn University include general education requirements and other requirements that are common across the University. For those requirements, please refer to the Table of Contents in this catalog. The social work major consists of 51 hours of social work courses, which includes 9 hours of elective SW 390 courses. Credit is not granted for previous life experience. In addition to this core curriculum, the following “correlated courses” are required: Anthropology 112 (Cultural Anthropology), 3 hours of Psychology and 3 hours of Sociology. In addition, as a component of the General Education requirements in the Natural Sciences category, social work students must take a course in biology with significant human biology content. A grade of “C” or better is necessary for all courses in the Social Work major, all required correlated courses, and other courses as specified in this University Catalog. No course requiring at least a “C” may be taken on a Pass/Fail basis. Also, a minimum of 20 hours of university-wide elective courses must be completed to reach the 124 credit minimum for the BSW degree. The ultimate responsibility for complying with all degree requirements rests with the student. Students are expected to review their current degree audit and academic plan before each consultation with their academic advisor.

## **Bachelor of Social Work (BSW) Degree Requirements**

- SW 100 Introduction to Social Work and Social Welfare (3)
- SW 250 Generalist Social Work Perspectives (3)
- SW 325 Micro Human Behavior in the Social Environment (3)
- SW 326 Macro Human Behavior in the Social Environment (3)
- SW 350 Social Policy and Program Analysis I (3)
- SW 351 Social Policy and Program Analysis II (3)
- SW 352 Micro Social Work Practice (3)
- SW 353 Macro Social Work Practice (3)
- SW 425 Pre-BSW Practicum Workshop (0)
- SW 354 BSW Seminar and Field Practicum I (6)
- SW 355 BSW Seminar and Field Practicum II (6)
- SW 362 Generalist Quantitative Social Work Research (3)
- SW 363 Generalist Qualitative Social Work Research (3)
- SW 390 Contemporary Issues in Social Work x 3 (9)

### **51 hours total**

Students must successfully complete SW 100 Introduction to Social Work and Social Welfare, SW 250 Generalist Social Work Perspectives, SW 352 Micro Social Work Practice, 353 Macro Social Work Practice, SW 325 Micro Human Behavior in the Social Environment, 326 Macro Human Behavior in the Social Environment, and the SW 425 Pre-BSW Practicum Workshop prior to beginning SW 354 Seminar and Field Practicum I. Students may complete SW 350 Social Work Policy I and 351 Social Work Policy II, SW 362 Generalist Quantitative Social Work Research and 363 Generalist Qualitative Social Work Research, and SW 390 social work elective courses concurrent with (or prior to) the Field Practicum.

## **Washburn Transformational Experience (WTE)**

Social work is a service-oriented profession; the social work faculty has created what has been called a “built-in” transformational experience and this is required of all BSW students. This means that a BSW student will fulfill the community service component of the WTE by successfully completing SW354 & 355 BSW Practicum and Seminar I and II and all other requirements of the Community Service WTE.

BSW students with questions about the WTE should check with their respective academic advisors, the Director of the BSW Program, or the Department Chair.

## **Department Honors**

A BSW student who wishes to graduate with “departmental honors” is required to collaborate with a faculty mentor on a scholarly and/or creative project. This includes presenting his or her work at Apeiron or some other public venue. The student may opt to declare his or her project as a Scholarly/Creative Activity, thereby also meeting the scholarly and/or creative activity WTE. Please see the BSW Student Handbook for further details, including the required cumulative grade point average.

## **Online and Web-Assisted Courses**

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 orientation is available in MyWashburn and is listed under the “My Courses” tab along with any other courses in which the student is enrolled.

## **Undergraduate Social Work Student Association**

The primary purpose of the Washburn Student Social Work Association (WSSWA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WSSWA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. WSSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students’ personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on BSW Program committees. Membership in this organization is open to all Washburn undergraduate social work students. For more information see the Social Work Student Organizations page on the Social Work Department’s website: [www.washburn.edu/social-work](http://www.washburn.edu/social-work)

## **COURSE OFFERINGS**

### **SW 100 Introduction to Social Work and Social Welfare (3)**

The purpose of the course is to introduce interested students to the basic mission, values and ethics, knowledge base, methods, and services of the social work profession. An overview of the United States’ historical response to human needs and the current status of public social welfare policy will be explored.



### **SW 250 Generalist Social Work Perspectives (3)**

This course presents an overview of Generalist Social Work Perspectives. The emphasis of this course will be on introducing students to the integration of biological, psychological and social contexts in order to prepare them for upper-level course work in social work theories and practice.

### **SW 325 Micro Human Behavior in the Social Environment (3)**

The purpose of this course is to develop knowledge about human behavioral interactions, using a person-in-environment perspective. Bio-psycho-social aspects of individual, family and group development and interactions will be emphasized. This course will provide the foundation for developing direct social work practice skills. *Prerequisites: SW 100, 250 or consent.*

### **SW 326 Macro Human Behavior in the Social Environment (3)**

The purpose of this course is to develop knowledge about human interactions relevant to large groups, organizations, communities, cultures, societies, and other, larger systems. The emphasis will be to build upon the person-in-environment perspective, and to expand this model to encompass the effects of larger systems on individual functioning. This course will provide the foundation for developing social work macro-level practice skills. *Prerequisite: SW 100, 250 or consent.*

### **SW 350 Social Policy and Program Analysis I (3)**

The major purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is placed on developing a conceptual map to focus the student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, the majority of the course content will focus on developing familiarity with specific social policies in areas including income maintenance, poverty, child welfare, health and mental health care, and other contemporary policy issues. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. *Prerequisite: SW 100, 250 or consent.*

### **SW 351 Social Policy and Program Analysis II (3)**

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

legislative procedures and processes in the formulation of important social policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals or bills currently before the state legislature in "real time." Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. *Prerequisite: SW 100, 250, or consent.*

### **SW 352 Micro Social Work Practice (3)**

The major purpose of this course is to prepare social work students for their field practicum work. The emphasis is on the development of working knowledge of the generalist practice model, interactional theories, and methods of facilitating change. In addition, there will be an emphasis placed on developing skills for providing social work services. For social work majors only. *Prerequisites: SW 100, 250 or consent.*

### **SW 353 Macro Social Work Practice (3)**

This second practice course will emphasize more advanced theoretical material, and the application of the generalist practice model to more complex systems. Skill development will be emphasized for assessment of client systems, and delivery of social work services. Audiovisual and other experiential techniques will be utilized. For social work majors only. *Prerequisites: SW 100, 250 or consent.*

### **SW 354 BSW Seminar and Field Practicum I (6)**

This course integrates the Field Practicum component and the Practice Seminar. Students will spend 16 hours per week in their field placements, with direct supervision by a licensed professional social worker. Opportunities for engaging in generalist social work practice at micro, mezzo and macro levels will be provided. In addition, students will attend a three-hour seminar each week. The seminar will emphasize the integration of their field experiences with the generalist practice model, and theories of change. Students must make application for the field in their junior year by the posted deadlines. Concurrent enrollment in SW 425 – Pre-BSW Practicum Workshop is required. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 cumulative grade point average; admission to the BSW program; and a practicum-director-approved placement in a Field Practicum.*

### **SW 355 BSW Seminar and Field Practicum II (6)**

This is the second semester of the field experience and field seminar required for social work majors. *Prerequisites: SW 100, 250, 325, 326, 352, 353, 354 and a 2.5 cumulative grade point average; admission to the BSW program; and a practicum-director-approved placement in a Field Practicum.*

### **SW 361 Independent Study (1-3)**

Social Work majors may pursue an independent research project approved by the BSW Program Director in consultation with the Department Chair. *For social work majors only.*

### **SW 362 Generalist Quantitative Research (3)**

Introduces students to the basic principles of generalist quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of quantitative research as well as exploring quantitative evaluation of programs and outcomes of practice. *Prerequisite: SW 100, 250 or consent.*

### **SW 363 Generalist Qualitative Research (3)**

Introduces students to the basic principles of generalist qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of qualitative research as well as exploring qualitative evaluation of programs and outcomes of practice. *Prerequisite: SW 100, 250 or consent.*

### **SW 390 Contemporary Issues in Social Work (3)**

A series of courses are designed to supplement the core curriculum. Each course will focus on a contemporary issue, and will emphasize the integration of core social work values and ethics, the generalist practice model, and theories of human interactions and change. Specific courses taught under this course number include: Child Welfare, Family Violence, Human Sexuality, Professional Writing, Rural Social Work, Social Work and the Law, Systems of Care.

### **SW 425 Pre-BSW Practicum Workshop (0)**

In this mandatory one day workshop, BSW students will be oriented to the field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 354 – Seminar and Field Practicum is required. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 grade point average overall; admission to the BSW program; and a practicum-director-approved placement in a Field Practicum.*

## **GRADUATE PROGRAM IN SOCIAL WORK (MSW)**

The Master of Social Work is administered by the Department of Social Work. For complete information about the MSW program, see Graduate Programs in the index.

# School of Business

Website: [www.washburn.edu/business](http://www.washburn.edu/business)

Henderson Learning Resources Center, Room 114

(785) 670-1308

Fax: (785) 670-1063

David L. Sollars, Dean and Professor

Russell E. Smith, Associate Dean and Professor

Robert Boncella, Professor and MBA Director

Kanalis Ockree, Professor and MAcc Director

Reza Espahbodi, Professor and Dibble Professor of  
Accounting

Robert Hull, Professor and C.W. King Chair of Finance

James Martin, Lecturer and Snyder Professor in Business

Michael Stoica, Distinguished Professor of Marketing

Robert A. Weigand, Professor and Brenneman Professor of  
Business Strategy

W. Gary Baker, Professor

Louella Moore, Professor

William Roach, Professor

Rosemary Walker, Professor

Jennifer Ball, Associate Professor

Paul Byrne, Associate Professor

Liviu Florea, Associate Professor

Norma Juma, Associate Professor

Sungkyu Kwak, Associate Professor

Dmitri Nizovtsev, Associate Professor

Xiaofeng Peng, Assistant Professor

David Price, Assistant Professor

Pamela Schmidt, Assistant Professor

Sorin Valcea, Assistant Professor

Esmond Alleyne, Lecturer

## DEGREES OFFERED

Bachelor of Business Administration

[bba@washburn.edu](mailto:bba@washburn.edu)

Master of Accountancy

[macc@washburn.edu](mailto:macc@washburn.edu)

Master of Business Administration

[mba@washburn.edu](mailto:mba@washburn.edu)

## MINORS OFFERED

Business

Economics

International Business

## CERTIFICATE OFFERED

Entrepreneurship

## Washburn University Kansas Small Business Development Center

Karl Klein, Director

Mary Ann Riederer, Consultant

Daryn Soldan, Consultant

Bob Washatka, Consultant

## Mission

The Washburn University School of Business provide high quality business education, supported by research and service activities, that enhances the economic vitality of the region. The School:

- Offers current, student-centered degree programs at the undergraduate and graduate level for students drawn primarily from the Northeast Kansas region that will prepare them for career success and life-long learning;
- Creates and applies research that enhances our classroom teaching, assists practitioners, and advances knowledge in the business disciplines;
- Fosters integrity, mutual respect, and ethical behavior as requisites to business practice;
- Prepares students to make decisions in an increasingly globalized economy;
- Serves as a catalyst for economic development of the region through our Small Business Development Center, the Washburn Entrepreneurship Program, and other collaborative partnerships;
- Provides faculty, staff, and student services to professional and civic organizations.

The Washburn University School of Business and its Bachelor of Business Administration and Master of Business Administration degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

## SCHOOL OF BUSINESS VALUES STATEMENT

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

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

**Trust** - Trust results from a culture of honesty. Trust provides the foundation for an environment that nourishes creativity and risk-taking in teaching, learning, and scholarship, and is essential to Washburn University's pursuit of quality human development and "learning for a lifetime."

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

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

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

**Faculty** act responsibly when they:

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

**Students** act responsibly when they:

- Properly prioritize their commitments to the program
- Manage their work and family responsibilities so they may attend class and be fully engaged in other program activities and requirements

- Understand the requirements and expectations of their degree programs and plan their class schedules consistent with these expectations
- Accept criticism in a professional manner and with the understanding that such feedback is designed to improve their business skills and critical thinking
- Arrive at each class session prepared
- Contribute substantively to the classroom dialogue
- Approach the course material thoughtfully

## **Washburn University Academic Misconduct Policy**

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

For guidelines regarding protection of copyright, consult [www.washburn.edu/copyright](http://www.washburn.edu/copyright)

For Academic Impropriety Policy, go online to: [www.washburn.edu/academic-impropriety](http://www.washburn.edu/academic-impropriety)

For Student Conduct and Disciplinary Code, go online to: [www.washburn.edu/student-conduct](http://www.washburn.edu/student-conduct)

At the time of declaration of a major in the School of Business and at the time of application for admissions to the School of Business, students are asked to affirm that they have read and understand the Washburn School of Business Values Statement and agree to practice and abide by these values while they are stakeholders of the School.

## **Undergraduate Program Core Competencies**

To implement the mission of the School, the faculty has adopted the following undergraduate program core competencies as broad instructional goals of the BBA program:

**Business Knowledge:** Students will be able to demonstrate a broad knowledge of business constructs across all the basic, functional areas of business and economics.

**Written and Oral Communication Abilities:** Students will be able to write with clarity, verbalize concisely, and clearly present ideas.

**Problem-Solving Abilities:** Students will be able to define and analyze diverse problems; and organize and interpret information in order to draw and support conclusions.

**Ethical Decision-Making Abilities:** Students will be able to differentiate between ethical and unethical

behavior and integrate ethical understanding and societal responsibility into decision-making.

**Global Awareness:** Students will understand the impact of participation in the global economy on business conduct and performance as well as the effects of business actions on that economy.

**Technology Abilities:** Students will be able to apply technology in order to solve business problems and explain how technology supports the strategic goals of organizations.

## Degree, Minor, and Certificate Programs

The School of Business was established on July 1, 1973, by action of the Board of Regents. In 1946, the Bachelor of Business Administration (BBA) degree was created. The Master of Business Administration (MBA) degree, the School's graduate-level program, was implemented in 1982. Undergraduate students may earn the Bachelor of Business Administration (BBA) degree with a major in Accounting, Economics, Finance, Management, Marketing, and General Business, the Minor in International Business, and the Certificate in Entrepreneurship. Undergraduate students outside of the School of Business may earn the Minor in Business or the Minor in International Business, and the Certificate in Entrepreneurship.

## Scholarships

In recognition of the quality of School of Business programs, many alumni, individuals, and organizations have given generously to support worthy students with financial aid. For information and applications, please contact the Director of Financial Aid or the Office of the Dean, School of Business, Washburn University. To be considered for the scholarships administered by the School of Business, either as new or continuing recipients, students must make direct application to the School of Business each year; the normal deadline is February 15.

## School of Business Honors

Candidates for the Bachelor of Business Administration degree may qualify for School of Business Honors provided the following criteria are met:

- Accumulate a grade point average (GPA) of at least 3.50 in all accounting, business, and economics courses applied to the BBA degree; and
- Demonstrate superior research and/or independent study skills while enrolled in Business 405; and
- Be approved for honors designation by a two-thirds vote of the School of Business faculty.

In fulfilling conditions (2) and (3), the student will be expected to provide any academic data requested and to provide the School with an extra copy of written work prepared for credit in Business 405. Written notice of

intent to graduate with honors must be submitted by the student to the Office of the Dean, School of Business early in the semester in which the student expects to graduate. This written notice is separate from any reporting requirements in place when Business 405 is taken as part of the Washburn Transformational Experience (WTE) program.

## School of Business Scholars

Students graduating with the Bachelor of Business Administration degree will be awarded the designation of School of Business Scholar provided they have accumulated a GPA of at least 3.50 in all accounting, business, and economics courses and rank in the upper quartile of the Washburn University graduating class.

## Dean's and President's Honor Rolls for Undergraduates

In order to be included on the Dean's Honor Roll, School of Business, a student must:

- Have been admitted to, and be in good standing with, the School of Business, and
- Have completed at least twelve graded semester hours with a GPA of at least 3.40 during the immediately preceding semester.

Students who have completed at least 12 graded semester hours with a GPA of 4.00 during the immediately preceding semester will be included on the President's Honor Roll.

## Programs of Interest to Non-Business Majors

The School of Business offers several academic programs for students whose bachelor degree or degree programs are not in business. These programs include 1) the Minor in Business, 2) the Minor in International Business, 3) the Certificate in Entrepreneurship, and 4) the Master of Business Administration.

The Minor in Business, the Minor in International Business, and the Certificate in Entrepreneurship can be earned by any student as part of any Washburn University bachelor degree program. The Master of Business Administration program is open to students with a bachelor's degree, or its equivalent, without regard to major, provided they meet the requirements for admission. Admission to the MBA program is selective and requires a separate application to Washburn University as well as a separate application for admission to the MBA program.

In addition, Washburn University students not seeking a BBA degree and visiting students are welcome to enroll in most undergraduate courses offered by the School of Business (unless otherwise designated) provided they, like BBA students, meet the course, hours, and GPA

prerequisites for the course as noted in the class schedule and Washburn University catalog, up to a limit of 30 hours of course credit in accounting and business before being admitted to the School of Business. Questions should be directed to an Academic Advisor in the School of Business office. Final determination as to whether prerequisites have been met resides in the dean's office.

### The Minor in Business

The business minor is designed to provide the non-business student with an understanding of the essentials of business methods and practices. The requirements are as follows:

- AC 224 Financial Accounting
- EC 200 Principles of Microeconomics
- EC 201 Principles of Macroeconomics

One of the following:

- BU 342 Organization and Management
- BU 345 Human Resources
- BU 346 Organizational Behavior

Nine additional hours from accounting, business, or economics (in courses numbered 200 and above), including six hours at the upper-division level.

*EC200 and EC201 count as part of the University's general education program.*

**A grade of C or better** must be earned in each course used to satisfy the requirements for the minor. Half of the hours used to satisfy the requirements of the minor must be earned at Washburn University.

### The Minor in Economics

The minor in economics can be earned by candidates for any bachelor's degree offered by Washburn University. The economics faculty has approved the following requirements for the optional minor: (1) Economics 200 and 201, (2) nine hours of economics courses numbered 300 or above, and (3) an approved course in statistics. Please see the current advising sheet for the minor for further details.

### The Minor in International Business

The Minor in International Business provides students with the opportunity to gain an understanding of the special considerations and implications of operating a business in a global environment. Students completing the minor will have an introduction to the basic economics, management, and marketing principles as applied by business today. Students will be exposed to the language and operation of business in a multinational and national environment. Required business and economics courses include:

- BU 101 Introduction to Business\*
- EC 200 Principles of Microeconomics
- EC 201 Principles of Macroeconomics
- BU 355 International Business
- BU 368 International Marketing
- EC 410 International Economics

One additional cross-cultural course approved by the International Business Advisor

**A grade of C or better** must be earned in each course used to satisfy the requirements for the minor. Half of the hours used to satisfy these course requirements must be earned at Washburn University.

*\*AC 224 Financial Accounting and AC 225 Managerial Accounting may be substituted for BU 101 for the purpose of this minor.*

Students are required to complete ten (10) credit hours of a modern foreign language beyond the 101 course. Six hours beyond the 101 course may qualify for Arts and Humanities general education credit.

**Students are strongly encouraged to participate in a study abroad program offered by Washburn University.**

For further information, please contact the Office of the Dean, School of Business, or the Study Abroad Advisor, Washburn University.

### The Certificate in Entrepreneurship

The Certificate in Entrepreneurship program is designed for the student who seeks to be an entrepreneur in a start-up venture, operate a family business, or work as an entrepreneurial change agent within a corporate setting. For non-business students, the certificate program requires four three-credit-hour courses, including two required core courses, BU 115 and BU 260, and two elective courses from the list of approved electives. For students in the BBA program who have taken BU 315, only BU 260 and two electives are required. **A grade of C or better** must be earned in each course used to satisfy the requirements of the certificate.

Required courses:

- BU 115 Entrepreneurship and Entrepreneurial Law
- BU 260 Business Plan Development

Additional coursework—two out of the following courses:

- AR 359 The Business of Art
- BU 343 Entrepreneurship, Creativity, and Innovation
- BU 389 Entrepreneurial Finance for Small Business
- BU 406 International Business and Entrepreneurial Experience
- BU 470 Entrepreneurship Clinic

HI 300 Comparative Perspectives of the Market Revolution

Other courses as they are added to the list of electives. Please consult the program advisor and current advising literature for other options.

### **The Master of Accountancy (MAcc) program at Washburn University**

For information about the Master of Accountancy (MAcc) program, see Graduate Programs in the catalog index.

### **The Master of Business Administration (MBA) program at Washburn University**

For information about the Master of Business Administration (MBA) program, see Graduate Programs in the catalog index.

### **Internships**

The School of Business has developed an internship program that is constantly in demand by successful area businesses. School of Business students have the opportunity to select from internships in many industries. Starting in their junior year, students may earn credit toward their degree and also acquire job market skills for employment. Both the student intern and the employer are required to file progress reports with the internship coordinator on a regular basis. Internship credit hours are graded on a pass/fail basis only and do not count as electives to meet requirements for the majors. For further information, interested students should consult with the Director of Student Affairs in the School of Business. Descriptions of the programs are provided in the course listings of this catalog under Accounting 499 -Internship in Accounting, Business 499 -Internship in Business, and Economics 499-Internship in Economics. The total number of credits for a School of Business internship may not exceed six (6) semester hours; not more than three hours may be taken during any semester.

### **Study Abroad**

Juniors or seniors may satisfy part of their degree requirements while spending one or two semesters in approved study abroad programs that place special emphasis on international business and economics. Washburn participates in the Magellan Exchange, a business school oriented program with about ten universities in Western Europe, and in the Consortium of North American Higher Education Collaboration (CONAHEC), a consortium of almost 50 schools in Canada, Mexico, and the United States. Washburn also has a number of other international partnerships, including exchange agreements with:

- Denmark International Studies (DIS), Copenhagen
- Fukuoka University, Japan
- Orebro University, Sweden
- SNSPA, Romania
- Tongji University, Shanghai
- University of Claremont-Ferrand, France
- University of Cambridge, England
- University of Klagenfurt, Austria
- Wuhan University of Science and Technology, China

Programs of study in many other countries can be arranged. For further information contact the Office of the Dean, School of Business or the Study Abroad Advisor, Washburn University.

### **Student Organizations**

The School of Business feels that in order for our students to succeed they must develop communication and networking skills. To cultivate these skills the School of Business supports several student organizations that students can join for both camaraderie and learning. For a full listing, description, and contact information, please consult the School's web site at [www.washburn.edu/business](http://www.washburn.edu/business)

### **Washburn University Kansas Small Business Development Center**

The Washburn University Kansas Small Business Development Center (SBDC) provides free, confidential, one-on-one counseling for small business owners or potential owners in the Northeast Kansas counties of Brown, Geary, Jackson, Marshall, Nemaha, Pottawatomie, Riley, Shawnee, and Wabaunsee. The SBDC also offers low-cost seminars and training programs and utilizes a wide variety of resources including online and Internet databases to help small businesses obtain the timely, detailed, and relevant information necessary to make sound business decisions. The services of the Small Business Development Center are available to all start-up or existing small businesses. The Washburn KSBDC is co-located with the Greater Topeka Chamber of Commerce in downtown Topeka at 120 S.E. 6th, Suite 100, Topeka, KS and can be contacted at 785-234-3235. In Manhattan, the Washburn KSBDC is co-located with the Manhattan Area Chamber of Commerce at 501 Poyntz Avenue, Manhattan, KS 66502 and can be contacted at 785-587-9917. The Washburn KSBDC in Glacial Hills is located at 334 2nd Street, Wetmore, KS 66550 and can be contacted at 785-207-0265. The web site is [www.washburn.edu/sbdc](http://www.washburn.edu/sbdc)

## Academic Advising and Admission Requirements

As stated in the School of Business Values Statement (above), students are expected to act responsibly in their academic programs and to “understand the requirements and expectations of their degree programs and plan their class schedules consistent with these expectations.” More concretely, students pursuing a major within the Bachelor of Business Administration degree program have the ultimate responsibility for understanding the requirements of their degree programs, including potential scheduling conflicts between majors, for monitoring their own progress in the program, and for ensuring that the program requirements, including course prerequisites, are met in order and on a timely basis. Students are expected to understand the program requirements as outlined in this catalog and in the advising materials. In planning their class schedules, students are expected to observe basic advising principles, including course prerequisites, as well as to consult with an advisor within the School of Business to clarify any doubts. Course prerequisites are considered met when the prerequisite course is complete with a grade of “C” or better. Where needed, the students should prepare transfer course petitions in accord with the procedures below. Students should process a degree audit prior to every advising session and subsequent enrollment. Other requirements are found in the Graduation Requirement section (below).

### Transfer Credit

The School of Business reserves the right to evaluate any credit hours offered for transfer relative to the current standards before accepting or rejecting such hours to meet School of Business requirements. In accord with business accreditation standards, academic work accepted from other institutions should be comparable to that in the degree programs of the School of Business. Students should be prepared to provide catalog course descriptions and course syllabi to the School of Business. Official transcripts of all coursework should be sent directly to Washburn University Registrar. To facilitate advising and schedule planning, this review of transfer courses should be completed during the first semester of enrollment. Transfer courses that might meet University degree requirements, including general education requirements, if the transfer courses are not already on the Washburn University Transfer Guides, will need to be reviewed by the department of the discipline of the course or by the University General Education Committee. Students will need to petition for approval of the course no later than the second semester of enrollment and will need to provide catalog course descriptions, syllabi, and other information as required by the “General Education Transfer Course Petition” available on the Vice President for Academic Affairs website. Petitions should be prepared

by the students and submitted through the students’ academic advisors.

### International Transfer Credit

International students with transfer credit from non-U.S. institutions must provide original transcripts which should have detailed addresses of the issuing school for verification. If originals cannot be submitted, attested certified copies of transcripts must be sent to Washburn by the issuing school on the school’s official envelope and stationary. All university level foreign transcripts must be evaluated by ECE, or by a Washburn-recognized evaluation agency. Application forms can be obtained by writing to ECE, P.O. Box 514070, Milwaukee, WI, 53203-3470, USA, by going online at [www.ece.org](http://www.ece.org), or by contacting the Office of International Programs at Washburn University. Washburn requires the “course-by-course” report.

Like in the case of courses transferred from the U.S. institutions, courses in accounting, business, and economics not already on the transfer guides will need to be reviewed by the School of Business. In the case of courses that might meet the University degree requirements, including the general education requirements, the courses need to be reviewed by the University General Education Committee or by the chair of the department of the course. To facilitate advising and schedule planning, the School of Business review process should be completed in the first semester of enrollment at Washburn. General education courses should be petitioned for approval no later than early in the second semester of enrollment. The students will need to provide catalog course descriptions, syllabi and other information as required by the “General Education Transfer Course Petition” available on the Vice President for Academic Affairs website. Students who wish to enter School of Business programs from the Washburn University’s Intensive English program should move quickly to provide these materials, especially for courses needed for prerequisites or admission to the School of Business. Petitions should be prepared by the students and submitted through the students’ academic advisors.

### Basic Advising Principle

The basic advising principle is that among courses required by the School of Business 100-level courses should be completed before 200-level courses, which should be completed before 300-level courses, which should be completed before 400-level courses. However, several general education courses should be saved until the end in order to be able to complete a class schedule when business courses are of limited availability.

An early goal should be prompt admission to the School of Business. Requirements for admission are completion of 54 hours, MA 141 Applied Calculus I, and the six admission courses in the School of Business. Upon



admission to the School, students are permitted to take 400-level courses in accounting and business, subject to meeting the other prerequisites. No more than 30 hours of AC and BU coursework may be taken before admission to the School of Business.

Administratively, there are four steps in a student's progress to the Bachelor of Business Administration (BBA) degree, apart from the course work and the separate applications for scholarships and financial aid, which need to be initiated by the student. These steps include 1) application to Washburn University as a degree-seeking student, 2) declaration of major, 3) admission to the School of Business, and 4) application for the degree.

### **Application to Washburn University as a Degree-seeking Student**

Students who first enroll at Washburn University as a visiting or non-degree-seeking student and then decide to seek a Washburn degree must then apply for admission as a degree-seeking student and be admitted to receive the benefits of degree-seeking status.

### **Declaration of Major Area of Concentration / Degree / Catalog Year**

Early in their program of study, all students interested in earning the Bachelor of Business Administration degree should declare their degree goal and major area of concentration. Declarations of major are done online through the university website, as are changes of major and declarations of an additional major. The six concentrations available within the BBA degree are accounting, economics, finance, management, marketing, and general business. Students interested in the BBA degree but who have not yet decided on a concentration initially can declare a concentration in general business and then later change their declaration to align with their final decision. Declaring a major is not the same as being admitted to the School of Business. A declaration of major is simply a statement of student intentions which also establishes an advising relationship. To be admitted to the School of Business, students must satisfy the conditions for admission detailed under Application for Admission to the School of Business, below.

### **Application for Admission to the School of Business**

Upon completion of 54 semester hours of college credit, MA 141 Applied Calculus I, and the six required lower-division School of Business courses, students should apply for admission to the School of Business. Each course must be taken for a grade and a grade of "C" or better must be earned in each course. Mathematics 343 Applied Statistics may be substituted for EC 211. A minimum of 30 semester hours must be earned after being admitted

to the School of Business. Admission to the School of Business is a requirement for enrolling in BU 449 Strategic Management, the capstone course of the BBA degree as well as all 400-level accounting (AC) and business (BU) courses. As part of the application for admission to the School of Business and prior to each semester's advising, students are asked to process a degree audit and to confirm that all transfer credit is correctly posted. Students should file an application for admission with the Office of the Dean of the School of Business as soon as the student becomes eligible to apply. Students are limited to no more than 30 credit hours of accounting and business courses without being admitted to the School of Business.

### **Application for Degree**

Early in the semester of graduation, students planning to graduate must file an Application for Degree form in the Office of the University Registrar in order to initiate a graduation check. The form should be filed in September for the Fall semester and in February for the Spring semester and the Summer term. A student is not a Candidate for Degree until the University Registrar's Office has the form on file and the candidacy has been approved. Students applying for graduation should process a degree audit upon enrollment for the final semester and again at the beginning of final semester to ensure that all degree requirements will be met. All questions, uncertainties, and potential anomalies should be brought to the attention of an advisor in the School of Business.

### **Advising**

It is important that any student who intends to work toward the Bachelor of Business Administration degree be advised by a member of the School of Business faculty or by an academic advisor in the School of Business. Faculty will assist students in selecting a major and in planning their academic schedules. Freshman, sophomore, and transfer students will need to consult initially with an academic advisor in the School of Business office, especially with regard to transfer credit. The School of Business reserves the right to evaluate any credit hours offered for transfer relative to the current standards before accepting or rejecting such hours. Once established in the program, these students should pursue advising from School of Business faculty.

Students should have reviewed their academic transcript and processed a degree audit through MyWashburn before visiting with their advisor. The purpose of the degree audit is to identify for students the remaining requirements necessary to complete their degree program. While the degree audits are unofficial, they should be an accurate reflection of the student's academic progress. If the student believes his or her audit or transcript is incorrect, the question should be brought promptly to the attention of an advisor in the Dean's office.

All transfer courses should be evaluated no later than the first semester of enrollment at Washburn.

The School of Business provides advising literature and materials explaining program requirements and requires the student to consult with an advisor during the enrollment process. The student, however, has the ultimate responsibility for understanding the requirements of his/her degree program and for ensuring that the program requirements, including course prerequisites, are met in order and on a timely basis. Program and advising information is available through this catalog, the School's web site, and separate information sheets.

### **Prerequisite Policy for Students in School of Business Courses**

It is the responsibility of all students, including degree-seeking, visiting, and non-degree-seeking students, enrolled in School of Business courses, regardless of major or degree program, to observe the published prerequisites for the course. Visiting students including exchange students, or their sponsoring organizations, will need to present official documentation that prerequisites have been met. Students not majoring in one of the majors in the BBA degree may request permission in the Dean's Office to enroll in 400-level accounting (AC) and (BU) courses if they have achieved standing in their own programs comparable to admission to the School of Business. For a prerequisite requirement to be met, the prerequisite course must be successfully completed with a grade of "C" or better. If subsequent to enrollment a student no longer meets the course prerequisite requirements, the student should withdraw from the course without delay; if not, the student is subject to administrative withdrawal from the course at any time. Any questions should be directed to an advisor in the School of Business office.

### **Repetition of Courses**

Undergraduate courses may be repeated. The transcript will contain a complete record of all courses taken and grades earned. Courses for which grades of Ds and Fs are recorded can be retaken without departmental approval; courses for which a grade of C, or pass, or higher are recorded will require departmental approval from the department or school offering the course. Approval is required before enrollment. The transcript will contain a complete record of all courses taken and grades earned. The repeated and not the original grade will be included in determining the cumulative grade point average. However, after a student has repeated the same course three times, or has repeated three different courses, that student must have the permission of his/her academic dean before repeating any course. In the School of Business, requests to repeat courses under these policies should be directed to the associate dean. In cases where an excessive repeat

(ER) hold has been put in place, the student should expect to be advised by the associate dean until all relevant courses have been successfully completed. Enrollment before the completion of the previous semester is at the discretion of the associate dean.

### **Transfer Course Preapproval Requirement**

Washburn business majors who wish to take classes at another institution to meet their degree requirements at Washburn must receive prior approval. Guidelines and application forms are available in the School of Business Office.

### **Preparation for Further Study at the Graduate Level**

Students considering graduate study in accounting, business, or economics are encouraged to take mathematics beyond the current minimum requirement, including MA 142 Applied Calculus II or appropriate higher level mathematics courses, such as MA151, MA152, or MA153.

### **Outcome Assessment and Assurance of Learning**

The Washburn University School of Business, as part of its continuous improvement efforts and consistent with the requirements of Washburn University, the Higher Learning Commission of the North Central Association of Colleges and Schools, and AACSB International—The Association for the Advancement of Collegiate Schools of Business, at intervals administers surveys and tests to its students, graduates, staff, and external constituents. We encourage all of those contacted to support our continuous improvement efforts by participating in these surveys and tests. For currently enrolled students, the tests and surveys may be required as part of coursework, or as program and degree graduation requirements separate from coursework, and are independent of the catalog under which the student intends to graduate. Tests may be administered during regularly scheduled classes, or at other times separate from class meeting times, including on Saturdays; an assessment fee may be charged.

## **GRADUATION REQUIREMENTS**

### **Graduation Requirements for the Bachelor of Business Administration (BBA) Degree**

#### **1. Requirements Common to all Bachelor Degrees**

The student must meet the requirements common to all bachelor degrees established by the University. These requirements include the freshman and advanced composition requirements, the lifetime wellness requirement, the mathematics requirement, and the general education requirements in the areas of Arts and Humanities, Mathematics and Natural Sciences, and Social

Sciences. For a description of these requirements, see Requirements Common to all Bachelor Degrees in the index.

## 2. Specific Degree Requirements

A minimum of 124 semester hours is required for graduation with the BBA degree.

- BBA candidates must complete at least 62 hours of coursework in the general education subject areas or coursework offered by the Computer Information Sciences Department. Included in the 62 hours are courses used to meet the University English composition requirement (EN 101 (or EN/HN 102) and EN 300); the University mathematics requirement; the University WU 101, IS 100, or HN 101 requirement; and the University general education requirements, as well as specific correlate courses required for the BBA degree.
- BBA candidates must complete the following required correlate courses with a grade of “C” or better: MA 140 Statistics; MA 141 Applied Calculus I; one course in oral communication (CN 150 Public Speaking or CN 365 Business and Professional Speaking); and two of the following: AN 112 Cultural Anthropology, PY 100 Basic Concepts in Psychology, and SO 100 Introduction to Sociology. Except for CN 365, all of these courses can be used to meet a University general education group requirement as well.
- The following School of Business courses must be completed by all candidates for the BBA degree. These courses include six lower-division courses and seven upper-division courses for a total of 39 semester hours.

### Lower division:

AC 224 Financial Accounting  
AC 225 Managerial Accounting  
BU 250 Management Information Systems  
EC 200 Principles of Microeconomics  
EC 201 Principles of Macroeconomics  
EC 211 Statistics for Business & Economics

### Upper division:

BU 315 Legal Environment of Business  
BU 342 Organization and Management  
BU 347 Production & Operations Management  
BU 360 Principles of Marketing  
BU 381 Business Finance  
BU 449 Strategic Management

Global Dynamics Requirement: BU 355

International Business or EC 410 International Economics or BU 477 International Finance\*

\*BU 355 International Business, EC 410 International Economics, and BU 477 International Finance cannot be used to meet both the core requirement and the requirements of a major area of concentration.

- A grade point average of at least 2.0 is a prerequisite for enrollment in the six upper-division business courses required of all BBA students (BU 315, BU 342, BU 347, BU 360, BU381, and BU 449), as well as for enrollment in EC 300 and EC 301. Prerequisites are met only by successfully completing a prerequisite course with a grade of “C” or better. A student must have completed at least 54 semester hours in order to enroll in accounting, business, or economics courses numbered 300 or above. A student must be admitted to the School of Business to enroll in 400-level accounting (AC) and business (BU) courses.
- BBA candidates must complete an additional 24 hours of upper-division coursework offered by the School of Business. This may be done in either of the following ways. A student may select courses from a number of subject areas within the School of Business and receive a BBA with a major in general business. Alternatively, a student may complete one (or more) of the following concentrations within the 24 semester hours. These concentrations are accounting, economics, finance, management, and marketing. The specific requirements of each of these concentrations are found below.
- A grade of C or better must be earned in each course required by the School of Business and in each additional required course applied to a major area of concentration, including courses used to meet the 24- hour upper-division requirement noted above.
- BBA degree candidates will not be allowed credit for 100-level courses within the last 60 hours presented for the degree. Exceptions are permitted for courses that could be used to satisfy the general education requirements, Computer Information Science Department courses, and those approved by the Dean of the School of Business.
- At least 50 percent of the accounting, business, and economics hours used to meet requirements for the BBA degree must be earned at Washburn University

- Candidates for the BBA degree may not use economics courses to fulfill the Social Science general education requirement.

### **Pass/Fail Policy**

Candidates for the BBA degree in Business Administration must earn a grade of “C” or better in all required courses and may not take required courses pass/fail. These required courses include required courses offered by the School of Business, courses offered by the School of Business used to meet School of Business requirements, and courses offered outside of the School of Business required as correlate courses for the BBA degree including CN 150 Public Speaking, MA 140 Statistics, MA 141 Applied Calculus I, AN 112 Cultural Anthropology, PY 100 Basic Concepts of Psychology, and SO 100 Introduction to Sociology. In the event a student has pass/fail credit in a required course before admission to the School, the student may be required, as a condition of admission, to take an alternative course or courses for regular credit to fulfill such requirements. Similarly, alternative courses might be required if a required course is taken pass/fail after admission to the School.

### **Second Bachelor Degrees and Second Concentrations**

Students who have already completed a BBA degree from Washburn University may earn an additional major within the BBA. However, they must satisfy the specific BBA degree requirements under a catalog that is still in effect at the time the additional major is awarded (which may not be their original catalog). This includes all correlate, core, and major-specific courses listed under specific degree requirements. Students seeking an additional major within the Washburn BBA should seek advice about course scheduling and sequencing and develop an appropriate graduation plan. Students who have a Washburn bachelor degree in an area other than business and are seeking the BBA as an additional Washburn degree must also present a minimum of a total of 154 hours of credit and will need to satisfy all the specific business degree requirements. Similarly, they should seek advice about course scheduling and sequencing and develop an appropriate graduation plan.

If the student has completed a bachelor degree in business outside of Washburn University, then the student must also satisfy the School’s residency requirement. To meet School of Business residency, at least 50 percent of the accounting, business, and economics hours presented for the BBA degree must be completed at Washburn University. All students will be required to complete the BU449 Strategic Management course, the capstone of the BBA program, and the specific degree requirements including the requirement that 62 hours be completed

in general education areas or coursework offered by the Computer Science Department. When the previous business degree is from an AACSB International-accredited business school, the business core requirements normally will be considered to have been met with the exception of BU449 assuming appropriate grades and that prerequisites have been met for courses to be taken at Washburn. In all other cases, transfer credit will be evaluated on a course-by-course basis. Any candidate for a second baccalaureate degree must present a minimum of 154 hours of credit.

In the case where the student holds an MBA degree, an additional 30 hours of undergraduate coursework must be completed beyond the hours earned to meet the requirements of the first bachelor degree and the MBA degree. Previously taken MBA foundation coursework may be used to satisfy specific BBA requirements; these hours will be evaluated on a course-by-course basis. However, upper-level graduate hours may not be used to meet BBA residency, nor the 30 hours past the MBA. Because of the uniqueness of these situations, students should seek early advice and analysis of their coursework from the School of Business office.

### **Major Areas of Concentration**

Candidates for the BBA degree may choose a concentration from any of the following subject areas: accounting, economics, finance, general business, management, and marketing. With careful planning on the part of the student, two concentrations may be completed within the 124 hour total by meeting all requirements of two concentrations. It may not be possible, however, to complete the specific requirements of two concentrations in the same semester. Therefore, students, especially part-time and returning students, should seek early advice about course scheduling and sequencing. (The same warning applies to students seeking to earn the minor in international business or the certificate in entrepreneurship or who are also concurrently pursuing a degree in another unit of the university.) Any student seeking to earn a third concentration within the BBA degree must complete at least 136 hours of credit. Each major consists of 24 graded upper-division hours in the School of Business divided between required and elective courses.

### **Accounting**

There are many career choices within the profession of accountancy. The four principal areas of employment are in industrial concerns, public practice, non-profit organizations, and governmental agencies. Industrial accountants assemble and interpret relevant business information for interested parties within their employer’s firm. Public accountants provide professional services primarily in three areas: income tax, auditing, and management services. Governmental accountants

perform services similar to those by industrial and public accountants for local, state, and national governmental agencies.

### **Learning objectives for the accounting concentration**

Upon completion of a concentration in accounting, students will be able to do the following:

- Perform the systematic transformation of data into accounting information through the application of GAAP and income tax law;
- Describe the uses, qualities, and roles of accounting information;
- Explain the principles of internal control systems and the importance of internal control systems to organizations;
- Apply current technology to the accounting process and the demand for information; and
- Evaluate accounting issues and related behavior in an ethical context, while reflecting an understanding of the public service nature of the accounting function.

The following courses are required for the accounting concentration:

- AC 321 Intermediate Financial Accounting I
- AC 322 Intermediate Financial Accounting II
- AC 325 Cost Accounting
- AC 330 Accounting Information Systems
- AC 423 Federal Income Taxation of Individuals
- AC 425 Auditing
- Six additional upper-division elective hours in accounting, economics, or business

**Candidates for the Uniform Certified Public Accountant Examination** must also fulfill the subject matter requirements of the Kansas Board of Accountancy. Students desiring to attempt the examination for the Certificate in Management Accounting must meet the requirements of the Institute of Management Accountants. Information regarding the CPA examination and the CMA examination may be obtained from the accounting faculty.

### **Economics**

The economics curriculum is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by households, businesses, and governments. This type of knowledge, combined with studies in related areas, provides an appropriate background for careers in financial and non-financial business firms and governmental agencies. It also provides a solid basis for graduate study in economics,

business and public administration, urban planning, international studies, and law.

### **Learning objectives for the economics concentration**

Upon completion of a concentration in economics, students will be able to do the following:

- Find facts and interpret them consistent with economic thinking;
- Demonstrate an understanding of how decision makers allocate scarce resources to achieve economic efficiency;
- Apply economic tools to analyze decisions made by consumers, firms, and policy makers; and
- Use economic models to analyze the impact of various fiscal, monetary, and trade policies on a nation's economy.

The following courses are required for the economics concentration:

- EC 300 Microeconomic Analysis
- EC 301 Macroeconomic Theory
- Six additional upper division economics hours
- Twelve additional upper-division elective hours in accounting, business, or economics

### **Finance**

The finance curriculum is designed to prepare students for (1) careers in government services, corporate financial management, commercial banking, security analysis, insurance, real estate, and other finance fields, and (2) graduate study. Students are encouraged to meet with faculty advisors as early as possible in order to plan a program which will satisfactorily fulfill their goals.

### **Learning objectives for the finance concentration**

Upon completion of a concentration in finance, students will be able to do the following:

- Demonstrate an understanding of interest rate determination and monetary policy;
- Demonstrate an understanding of agency issues in finance;
- Calculate and apply present value concepts to financial decisions;
- Demonstrate an understanding of the risk-return tradeoff and of insurable risk; and

- Analyze accounting information to support financial decisions.

The following courses are required for the finance concentration:

BU 483 Investments

BU 488 Financial Management

EC 485 Money and Banking

BU 374 Principles of Risk and Insurance or

BU 484 Applied Portfolio Management

Twelve additional upper-division elective hours in accounting, business, or economics

## Management

Management courses in the fields of organization theory, human relationships, administrative communication, and related behavioral areas provide students with pertinent background for management careers in business and non-business organizations. Students may focus their studies in the areas of personnel management, industrial relations, and industrial management by selecting appropriate elective courses in consultation with an advisor.

Learning objectives for the management concentration

Upon completion of the concentration in management, students will be able to do the following:

- Describe the critical functions of human resource management and how they fit with other organizational functions and strategy;
- Demonstrate how an understanding of human behavior can solve interpersonal problems in organizational settings;
- Demonstrate proficiency in written and oral communications; and
- Demonstrate how economic thought influences management decision making.

The following courses are required for the management concentration:

BU 302 Business Communications

BU 345 Human Resource Management

BU 346 Organizational Behavior

EC 341 Labor Economics

Twelve additional upper-division elective hours in accounting, business, or economics

## Marketing

The marketing curriculum involves analysis of the ways business firms plan, organize, administer, and control their resources to achieve marketing objectives. Through

proper selection of courses, a student may prepare for a career in general marketing management, promotion management, personal selling and sales management, marketing research, channels management, and/or retail management.

## Learning objectives for the marketing concentration

Upon completion of a concentration in marketing, the students will be able to do the following:

- Conduct and present a comprehensive consumer behavior audit;
- Analyze a company's existing product, determine its positioning in the marketplace, and develop a marketing mix strategy reflective of its positioning;
- Prepare and defend a marketing plan for a company by integrating appropriate concepts and methods;
- Develop a marketing research plan and defend its procedural soundness;
- Demonstrate an understanding of the stages of the sales process and the way these stages are implemented; and
- Demonstrate an understanding of the global marketplace and how to design marketing strategies that are appropriate for various cultures and countries.

The following courses are required for the marketing concentration:

BU 362 Marketing Research

BU 364 Consumer Behavior

BU 471 Marketing Management

and

Three (3) additional hours from the following:

BU 361 Principles of Retailing

BU 363 Promotion

BU 366 Sales

BU 368 International Marketing

BU 473 Marketing Channels

Twelve additional upper-division elective hours in accounting, business, and economics

## General Business

The concentration in general business allows the student flexibility to design a 24-hour upper-division program using courses from several or all areas in the School of Business in accord with his or her own interests and needs. Candidates for the degree of Bachelor of Business Administration with a concentration in general business must: (1) meet the University requirements, (2) meet the School of Business requirements, and (3) complete at least

twenty-four (24) additional graded upper-division hours in accounting, business, and economics beyond those named courses required for all candidates for the BBA degree.

### **Learning objectives for the general business concentration:**

Upon completion of a concentration in general business, students will be able to do the following:

- Apply quantitative and qualitative analysis and critical thinking to business problems;
- Explain how leadership capabilities affect the ability to structure and manage business organizations;
- Demonstrate knowledge of the application of ethical concepts to business issues;
- Explain the impact of global markets on business operations;
- Apply technology to the solution of diverse business issues and problems;
- Explain the impact of diversity on organizations; and
- Explain the relationships among the above mentioned aspects of business.

## **COURSE OFFERINGS**

Each course is listed with number, name, semester hours of credit, and course description. Courses in the 100-200 series are lower-division courses, normally taken in the freshman or sophomore year. Some courses in the 200 series require sophomore standing (at least 24 hours completed) prior to enrollment. Upper-division courses are in the 300 and 400 series and require junior standing (at least 54 hours completed) prior to enrollment. 400-level courses require admission to the School of Business as a prerequisite and may require senior standing (at least 88 hours completed) prior to enrollment. Courses numbered 900 and above are reserved exclusively for graduate credit. Course prerequisites are listed at the end of each course description. Prerequisites are met when the prerequisite courses are successfully completed with a grade of "C" or better.

## **UNDERGRADUATE COURSES**

### **ACCOUNTING COURSES**

#### **AC 224 Financial Accounting (3)**

The study of accounting as a means of communicating financial information about the activities of business enterprises. Emphasis is placed on concepts and principles underlying the measurement of income and financial position and how this information may be used to evaluate the progress of a firm. Prerequisites: EN 101, MA 116 (recommended) or MA 110 or MA 112, and 24 hours, or consent.

#### **AC 225 Managerial Accounting (3)**

The development and use of information in the accounting system as a management decision tool. Prerequisites: AC 224, MA 116 (recommended) or MA 110 or MA 112, BU 250 or concurrent enrollment, and 24 hours.

#### **AC 321 Intermediate Financial Accounting I (3)**

Financial theory and problems. Emphasis is on valuation and measurement problems of income determination and balance sheet presentation. Prerequisites: AC 225, BU 250, and 54 hours. May not be taken A/Pass/Fail.

#### **AC 322 Intermediate Financial Accounting II (3)**

A continuation of financial accounting theory and problems. Prerequisites: AC 321 and 54 hours. May not be taken A/Pass/Fail.

#### **AC 325 Cost Accounting (3)**

A study of inventory valuation procedures in manufacturing concerns and the processing, analysis and interpretation of data for use by management in the planning and control of operations. Prerequisites: AC 225, BU 250, and 54 hours, or consent. May not be taken A/Pass/Fail.

#### **AC 330 Accounting Information Systems (3)**

The study of the development and design of an accounting system. Emphasis on procedures necessary to meet generally accepted auditing standards and methods and techniques to evaluate internal control of an accounting system. Prerequisites: AC 225, BU 250, and 54 hours. May not be taken A/Pass/Fail.

#### **AC 403 Special Topics in Accounting (1-3)**

Selected topics announced in advance. May be taken more than one semester. Prerequisites: Admission to the School of Business. Other prerequisites will be specified for each topic. May not be taken A/Pass/Fail.

#### **AC 404 Independent Study in Accounting (1-3)**

Individual study of a topic in accounting. Activity must be supervised by a full-time School of Business faculty member with professorial rank. Prerequisites: Admission to the School of Business and consent of directing faculty member prior to enrollment. May not be taken A/Pass/Fail.

#### **AC 421 Advanced Financial Accounting (3)**

Accounting methods and procedures related to partnerships, branches, business combinations, and foreign exchange. Prerequisites: Admission to the School of Business and AC 322. May not be taken A/Pass/Fail.

#### **AC 423 Federal Income Taxation of Individuals (3)**

Income tax laws, regulations, and procedures pertinent to individual taxpayer reporting. Prerequisites: Admission to the School of Business and AC 224, AC 225, and BU 250

completed with grades of "C" or better, and 88 hours, or consent. May not be taken A/Pass/Fail.

### **AC 424 Federal Income Taxation of Business Entities (3)**

Income tax laws, regulations, and procedures pertinent to partnership, corporation, and fiduciary reporting.

*Prerequisites: Admission to the School of Business and AC 225, BU 250, and 88 hours. May not be taken A/Pass/Fail.*

### **AC 425 Auditing (3)**

The course covers essential processes of auditing including specific procedures and techniques usable in the public and private sectors. Technical standards of these sectors receive attention with an emphasis on ethics related to the profession of auditing. The course includes operational and compliance auditing in addition to auditing of financial statements. Other content areas are the auditor's role in society, the application of internal control concepts, the understanding of accounting information systems, the methods of statistical sampling and the use of auditing software. *Prerequisites: Admission to the School of Business, 88 hours and AC321, AC322, AC325, and AC330 completed with grades of "C" or better, or consent. (AC 322 may be taken concurrently.) May not be taken A/Pass/Fail.*

### **AC 427 Governmental & Institutional Accounting (3)**

Methods and procedure used in fund accounting with emphasis on governmental units and not-for-profit organizations. *Prerequisites: Admission to the School of Business AC 225, BU 250, and 54 hours. May not be taken A/Pass/Fail.*

### **AC 428 Fraud Examination (3)**

Theory, techniques, methods and procedures for the detection, investigation, and deterrence of fraud. *Prerequisites: Admission to the School of Business, AC 224, AC 225, and BU 250 or equivalent, and 54 hours, or consent. May not be taken A/Pass/Fail.*

### **AC 431 Contemporary Issues in Accounting (3)**

Current issues in accounting with emphasis on the releases of the American Institute of Certified Public Accountants and the Financial Accounting Standards Board. Includes accounting theory to solving accounting problems. *Prerequisites: Admission to the School of Business and AC 322. May not be taken A/Pass/Fail.*

### **AC 499 Internship In Accounting (3)**

Professional work experience with a business firm or governmental agency in some phase of public, private, or governmental accounting. The work situation must create a new learning experience for the student. Credit hours in this course may be used only as elective business hours and will not count toward the minimum 62 hours of accounting, business, and economics hours required of the BBA candidate nor will they count toward the minimum

twenty-four hours of accounting required of accounting majors. Internship credit hours will be counted in the maximum School of Business hours an accounting major may earn within a 124-hour program. The student's grade will be awarded on a pass-fail basis, as determined by the supervising faculty member. *Prerequisites: Admission to the School of Business, consent of the accounting faculty, appropriate academic background, at least 75 semester credit hours, at least a 2.5 overall grade average, and meet the general qualifications specified by the sponsoring business firm or governmental agency.*

## **BUSINESS COURSES**

### **BU 101 Introduction to Business (3)**

Designed to introduce the student to the American business system and to analysis of business organization and operation.

### **BU 115 Entrepreneurship and Entrepreneurial Law (3)**

Assists aspiring business owners and managers in recognizing issues relevant to starting-up, maintaining, and growing a company.

### **BU 180 Personal Finance (3)**

Personal and family financial planning. Topics include: consumer legislation, consumer finance, family budgeting, estate planning, insurance, individual income tax, home buying, mortgages, retirement pensions, and investments.

### **BU 250 Management Information Systems (3)**

Concepts of information systems; analysis, evaluation, and implementation of management information systems; data-base management; information systems and management. *Prerequisite: CM 101 or consent, EN 101, MA 116 (recommended) or MA110 or MA 112, and 24 hours.*

### **BU 259 The Business of Art (3)**

Explores and analyzes approaches to art valuation, art appraisal, and entrepreneurship in the arts. Examines the art market, the art consumer, and the value of art. Business problems and opportunities in the world of art are identified, analyzed, and assessed. *Prerequisite: MA 110 or MA 112.*

### **BU 260 Business Plan Development (3)**

Concepts and principles helpful to the development of a business plan. Examples of business plans. The students will develop, as the main assignment, a business plan for a local company or for a business idea that they develop.

### **BU 302 Business Communications (3)**

Written communications including simpler types of business messages. Emphasis is placed on positive planning for effective human relations through management messages. *Prerequisites: EN 101 or EN 140 with grade of "C" or better, CM 101, or equivalent, CN 150 or CN 365, or equivalent.*



**BU 305 Contemporary Information Systems (3)**

Enterprise Resource Planning (ERP) computer systems. Understanding of business processes and their relation to Integrated Information Systems. Advanced Computer Modeling. *Prerequisites: BU 250, AC 225, and 54 hours.*

**BU 309 Business Data Communications and Networking (3)**

Understanding of the technical and managerial aspects of business data communications and networking to support business processes. *Prerequisites: BU 250, AC 225, EC 200, EC 201, and 54 hours. Not open to students with credit in CM 313.*

**BU 315 Legal Environment of Business (3)**

Legal process, nature, and sources of the law, government regulation and administrative law as they affect business. *Prerequisites: EC 200, EC 201, and 2.0 GPA, and 54 hours.*

**BU 319 Labor Law and Legislation (3)**

The statutory, judicial and administrative law pertaining to labor-management relations. *Prerequisites: EC 200, EC 201, and 54 hours.*

**BU 342 Organization and Management (3)**

Management theory and practice, including fundamentals of management; making things happen; meeting the competition; organizing people, projects, and processes; and motivating and leading. Emphasis is given to the development of management, organizational structures, organizational dynamics, the impact of environmental forces and use of analytical tools in the performance of the management function. *Prerequisites: EC 200, EC 201; two out of three of the following: AN 112, PY 100, and SO 100; 2.0 GPA; and 54 hours.*

**BU 343 Entrepreneurship, Creativity, and Innovation (3)**

Provides students with an overall understanding of the entrepreneurship process. Specifically explores the dimensions of creativity and innovations and how these can aid firm growth. Explores the scope of entrepreneurship as new venture development and examines entrepreneurship as a manageable process that can be applied in any organizational setting. Exposes students to a mix of theory and practice which is applied to real world situations. *Prerequisites: EC 200, EC 201, AC 224, AC 225, BU 250, BU 342 (or concurrent), and 54 hours.*

**BU 345 Human Resources Management (3)**

The principles and practices of sound employee relations with emphasis upon the selection, development and morale of employees. *Prerequisites: EC 200, EC 201, and 54 hours.*

**BU 346 Organizational Behavior (3)**

Review of theory and research related to work behavior in organizations with focus on individual and group behavior. *Prerequisites: PY 100 or SO 100, and 54 hours.*

**BU 347 Production and Operations Management (3)**

Operations management in both manufacturing and service organizations. Use of models to make operations management decisions in the areas of productivity, quality, customer service, and product and process strategy. Implementation of models using appropriate software and explanation of results in non-technical language. *Prerequisites: BU 250, BU 342, EC 211 (or MA 343), AC 225, MA 141, 2.0 GPA, and 54 hours.*

**BU 355 International Business (3)**

The global economic and political environment in which international trade and investment activities as conducted by multinational and national business organizations. Examination of the international dimensions of the areas of finance, management, marketing, operations, and business strategy. *Prerequisites: AC 225 or BU 101, EC 200, EC 201, and 54 hours. Not open to students with credit for BU 466.*

**BU 360 Principles of Marketing (3)**

Marketing concepts and their relevance to organizational objectives and methods of operation. Marketing environment, marketing mix, marketing planning, strategy implementation, and assessment of marketing performance. Emphasis on improving marketing performance in a socially and ethically responsible manner. *Prerequisites: EC 200, EC 201, 2.0 GPA, and 54 hours.*

**BU 361 Principles of Retailing (3)**

Structural organization for retailing and the functional activities involved. Principles of site selection, staffing, planning, pricing, buying merchandise, sales promotion and expense management are included. *Prerequisite: BU 360.*

**BU 362 Marketing Research (3)**

Techniques by which industries and individual firms seek to coordinate buying with consumer demand. Application of research techniques to various marketing problems. *Prerequisites: BU 360 and EC 211 (or MA 343).*

**BU 363 Promotion (3)**

Examination of the promotion function of the marketing mix. Topics include: promotion strategy; management of the promotion mix (advertising, sales promotion, public relations); media strategy; and evaluation. *Prerequisite: BU 360.*

**BU 364 Consumer Behavior (3)**

The behavior of buyers of goods and services. An examination will be made of theories, concepts, methods and research findings of other disciplines and a study of the relation of these findings to management decision making. Industrial and consumer buying behavior will be considered within the context of the course. *Prerequisite: BU 360.*

**BU 366 Sales (3)**

A detailed examination of the selling dimension of the promotion mix. Topics include: personal communication; personal selling; relationship-building; and sales strategy and management. *Prerequisite: BU 360.*

**BU 368 International Marketing (3)**

Analysis of marketing management problems, techniques and strategies in international marketing; emphasizing changes in competition and market structure abroad. *Prerequisite: BU 360 or BU 355.*

**BU 374 Principles of Risk and Insurance (3)**

The study of risk and insurance, dealing with the principal risks to which individuals are exposed, and the various means of dealing with risk, including insurance, risk retention, self-insurance, and loss prevention. Examines the responsibilities and activities for treating risk at three levels: personal and family, employer, and government. *Prerequisite: 54 hours.*

**BU 375 Property and Liability Insurance (3)**

An advanced insurance course of current financial, legal and social problems involving property-liability insurance; analysis of legal problems involving insurance coverage, financial aspects, and governmental regulation of the property-liability insurance enterprise, and economic aspects of the insurance industry. *Prerequisite: BU 374 or consent.*

**BU 378 Life Insurance (3)**

The problems of and the alternative techniques for the insuring of human life values from the differing viewpoints of the company, the economy, and the consumer. Among the topics covered are: financial needs in the life cycle of the family, settlement options and the programming elements of business insurance, estate planning, probability theory mortality, rating and reserves. *Prerequisite: BU 374 or consent.*

**BU 381 Business Finance (3)**

Theory and techniques of financial management, designed to provide the basic financial background needed by students in business, economics, or related fields. Topics include: capital budgeting, capital structure, dividend policy, the cost of capital, and working capital management. *Prerequisites: AC 225, EC 211 (or MA 343, or MA 140, and MA 145), MA 141, 2.0 GPA, and 54 hours.*

**BU 387 Credit Management (3)**

Principles and procedures involved in mercantile and consumer credit. The organization and operation of a credit department, source of credit information, and collection procedure and policies. *Prerequisites: EC 200, EC 201, and 54 hours.*

**BU 389 Entrepreneurial Finance for Small Businesses (3)**

The financial aspects of the management of small business and entrepreneurial firms (sole proprietorships, partnerships, small nonpublic corporations). *Prerequisites: BU 381 and 54 hours.*

**BU 390 Principles of Real Estate (3)**

A course that surveys the many areas of the real estate business and real estate investment. Financing, appraisal, loan closing, marketing, property management, land description, title transfer and other topics are included in the course. *Prerequisite: 54 hours.*

**BU 392 Real Estate Law (3)**

Elements of property laws, purchase contracts, listing agreements, estates and trusts. *Prerequisite: BU 315.*

**BU 393 Real Estate Appraisal (3)**

An introduction to real estate appraising including the market comparison, cost and income approaches to value with emphasis on house appraisal. *Prerequisite: 54 hours.*

**BU 403 Special Topics in Business (1-3)**

Selected topics announced in advanced. May be taken more than one semester. *Prerequisites: Admission to the School of Business. Other prerequisites will be specified for each topic.*

**BU 404 Independent Study in Business (1-3)**

Individual study of a topic in business. Activity must be supervised by a full-time School of Business faculty member with professorial rank. *Prerequisites: Admission to the School of Business and consent of directing faculty member prior to enrollment.*

**BU 405 Honors Research in Business (2-4)**

Restricted to those students seeking to qualify for honors in the major field and designed to provide an intellectual challenge for superior students with a strong interest in scholarship. Course activity must be supervised by a member of the full-time School of Business faculty with professorial rank. *Prerequisites: Admission to the School of Business, 88 hours and consent.*

**BU 406 International Business and Entrepreneurial Experience (3)**

First-hand business experience acquired in an international setting. Analysis of business problems, ideas, opportunities, techniques, and strategies in an international context. Emphasizes changes in competition and market structure abroad. Washburn students will

work in teams with foreign students to solve a problem for an overseas company. With approval, this course may be taken for credit more than once. *Prerequisites: Admission to the School of Business, BU 315, BU 347, BU 381 (or concurrent), and consent.*

### **BU 416 Commercial Transactions (3)**

Commercial law in the area of the Uniform Commercial Code, suretyship, insurance, professional responsibilities, etc. *Prerequisites: Admission to the School of Business and BU 315.*

### **BU 417 Legal Business Associations (3)**

Examination of the law of agency, partnerships, corporations, and security regulations. *Prerequisites: Admission to the School of Business and BU 315 recommended.*

### **BU 419 Labor Relations (3)**

Labor relations and collective bargaining including the history, structure, and policies of labor organizations. Mediation and arbitration are considered. *Prerequisites: Admission to the School of Business and EC 341*

### **BU 449 Strategic Management (3)**

Integrate the functional areas of business in formulating and implementing basic policy for business. Analytical approach to strategic decisions applied to practical examples of problems faced by business firms. May not be taken for graduate credit. *Prerequisites: Admission to the School of Business, BU 342, BU 347, BU 360, BU 381, 2.0 GPA, and 88 hours.*

### **BU 460-461 Small Business Institute (3)**

Student groups counsel and consult with small business firms selected by the Small Business Administration and the instructor. Field work with the firms provides opportunities to identify and analyze problems, and to make recommendations. *Prerequisites: Admission to the School of Business, senior business major, and consent.*

### **BU 470 Entrepreneurship Clinic (3)**

The capstone of the entrepreneurship program. Key building blocks: in class debate, field cases, redefinition and development of business ideas moderated by instructors. Students will be expected to work for and with entrepreneurs and develop business models that can be implemented. They will present a working model by the completion of the course. Successful entrepreneurs will participate as speakers/ moderators and mentors for the participating students. *Prerequisites: BU 115, BU 260 and junior status; or EC 201 and CM 335 and junior status; or admission to the School of Business.*

### **BU 471 Marketing Management (3)**

Examination of the strategic marketing management process planning, implementation, and control. Topics include: environmental, competitor, and customer analysis; market targeting; the marketing mix; and the

international aspects of marketing management. Case analysis and marketing models are used. *Prerequisites: Admission to the School of Business, BU 360 and 88 hours.*

### **BU 473 Marketing Channels (3)**

The distribution function of the marketing mix. Topics include: channel structure and function; strategic channel development; channel management and logistics; direct channels, service channels, franchising, and international distribution channels. *Prerequisites: Admission to the School of Business and BU 360.*

### **BU 475 Theory of Insurance (3)**

The nature and cost of risk in our economic society, and of the methods of handling it. *Prerequisites: Admission to the School of Business, BU 375 or consent.*

### **BU 477 International Finance (3)**

The financial management of a multinational business enterprise. Develops strategies for investing internationally, including hedging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management. *Prerequisites: Admission to the School of Business and BU 381, or equivalent (assumes accounting and statistics).*

### **BU 483 Investments (3)**

The theory and techniques of financial asset analysis including the fundamental, technical, and efficient market approaches. The course is designed to provide background needed by individuals (regardless of major) to make investment decisions. Topics include: market mechanism, mutual funds, the yield curve, fundamental common stock analysis, and portfolio theory. *Prerequisites: Admission to the School of Business, BU 381 and 54 hours or consent.*

### **BU 484 Applied Portfolio Management (3)**

Provides students with the opportunity to practice investment analysis and portfolio management. Students analyze stocks and other investments. Based on student research, funds provided by the university are allocated to various investments and held in a portfolio that is reviewed and updated in subsequent semesters. *Prerequisites: Admission to the School of Business, BU 347, 483, and consent.*

### **BU 488 Financial Management (3)**

Specialized skills in corporate financial management are developed through the application of techniques such as the discounted cash flow method, dividend valuation model, capital asset pricing model, and options pricing models. Problem areas covered include working capital

management, capital budgeting, and capital structure. *Prerequisites: Admission to the School of Business and BU 381.*

### **BU 491 Real Estate Finance (3)**

Methods of financing residential, commercial and industrial properties. The nature of mortgage loans for construction and permanent financing and land development. Sources of funds, lender requirements, and loan and investment yield analysis. Secondary mortgage market financing. *Prerequisites: Admission to the School of Business and BU 381.*

### **BU 493 Income Property Appraisal (3)**

Techniques and methods used in appraising income properties. *Prerequisites: Admission to the School of Business and BU 393 or consent.*

### **BU 495 Real Estate Investment (3)**

Cash flow and investment return analyses are applied to income-producing properties. The most commonly used methods of yield analysis are used in real estate investment case analysis. Financing, appraisal, taxation, and property rights are applied to apartment and office buildings, rental houses, shopping centers, industrial parks, and other types of properties. The capstone real estate course. *Prerequisites: Admission to the School of Business and 54 hours.*

### **BU 499 Internship in Business (3)**

Professional work experience with a business firm or governmental agency in the following areas of specialization: finance and banking, management, and marketing. The work situation must create a new learning experience for the student. Credit hours may be used only as elective business hours and will not count toward the minimum 62 hours of accounting, business, and economics hours required of the BBA candidate. The grade will be awarded on a pass-fail basis, as determined by the supervising faculty member. *Prerequisites: Admission to the School of Business, BU 347, consent of the major area faculty, appropriate academic background, at least seventy-five (75) semester credit hours, at least a 2.5 overall GPA, and meet the general qualifications specified by the sponsoring business firm or governmental agency.*

## **ECONOMICS COURSES**

(Courses marked with an </ are part of the University's General Education program.) Economics courses cannot be used as general education courses by students seeking the BBA. (See BBA requirements for details.)

### **</EC 100 Introduction to Economics (3)**

Factors determining the general levels of employment and inflation are examined as well as an analysis of markets, prices and production. Current economic problems are used to illustrate these concepts. Not open

to students who have credit in EC 200 or EC 201. EC 100 may not be used as a substitute for EC 200 or EC 201.

### **(GESS - QSR)**

### **</EC 200 Principles of Microeconomics (3)**

The fundamentals of price theory. A study of the interaction of markets and decisions made by consumers and firms. Market structure, allocation of resources, and efficiency issues are addressed. *Prerequisites: MA 116 (recommended) or MA110 or MA 112, or higher, and 24 hours, or consent. (Formerly EC 202) (GESS - QSR)*

### **</EC 201 Principles of Macroeconomics (3)**

Nature and performance of the American economy considered in the aggregate. Topics include the determinants of aggregate output, unemployment, and inflation. Analyses of national income, business cycles, fiscal and monetary policies, and international trade are introduced. *Prerequisites: EC200, MA 116 (recommended) or MA110 or MA 112, and 24 hours, or consent.*

### **(GESS - QSR)**

### **EC 211 Statistics for Business and Economics (3)**

The application of statistical methods to decision problems in business and economics. Topics include sampling distributions and their properties, statistical inference, simple linear and multivariate regression analysis, application of regression and smoothing techniques to time series analysis, analysis of variance, distribution-free and chi-square test procedures, and concepts of statistical quality control. *Prerequisites: MA 140 and MA 116 or their equivalents with grades of C or better.*

### **EC 300 Microeconomic Analysis (3)**

An in-depth analysis of the behavior of individual economic units and various economic policies is developed, using the tools of price theory and game theory. *Prerequisites: EC 200, EC 201, MA 141, 2.0 GPA, and 54 hours.*

### **EC 301 Macroeconomic Theory (3)**

A study of the determinants of the level of aggregate income, employment, and prices. Analyses of secular and cyclical changes in economic activity, and of the effects of public policy on aggregate economic experience. Integration of international trade and finance into macroeconomic models. Classical, Keynesian, and Monetarist theories are analyzed. *Prerequisites: EC 200, EC 201, MA141, 2.0 GPA, and 54 hours.*

### **EC 306 Game Theory and Applications (3)**

Acquaints the student with concepts and tools of game theory and their use in strategic decision making. Applications of game theory to business, sociology, political science, and evolutionary biology are discussed.

*Prerequisites: CM 101, or equivalent computer competency, MA 140, MA 141 or higher, or consent, and 54 hours.*

### **EC 310 History of Economic Thought (3)**

Comparative study of the historical origin, content, and impact of selected schools of economic thought. Emphasis upon tracing evolution of economic theories out of specific historical contexts. Major schools of economic thought from the Greeks through Adam Smith to the present.

*Prerequisites: EC 200, EC 201, and 54 hrs.*

### **EC 313 Industrial Organization and Policy (3)**

An in-depth look at market structures and their effect on tactics and strategies of firms. Includes economic analysis of government efforts to regulate and control business activities.

*Prerequisites: EC 200, EC 201, and 54 hours.*

### **EC 341 Labor Economics (3)**

An analysis of the market for labor in the United States. Investigates issues of wage determination, worker productivity, labor supply and demand analysis, employment, and education and training. May include income inequality, discrimination, promotion, compensation, and immigration. *Prerequisites: EC 200, EC 201, and 54 hours.*

### **EC 388 Urban and Regional Economics (3)**

The location of economic activity for firms, industries and cities used as a base for considering regional growth and decline and urban economic structure, problems, and policies. *Prerequisites: EC 200, EC 201, and 54 hours.*

### **EC 403 Special Topics in Economics (1-3)**

Selected topics announced in advance. May be taken more than one semester. *Prerequisites will be specified for each topic.*

### **EC 404 Independent Study in Economics (1-3)**

Individual study of an economic problem. Course activity must be supervised by a member of the full-time faculty with professorial rank in the School of Business. *Prerequisite: Consent of directing faculty member prior to enrollment.*

### **EC 405 Honors Research in Economics (2-4)**

Restricted to those students seeking to qualify for honors in the major field. The study is designed to provide an intellectual challenge for superior students with a strong interest in scholarship. Course activity must be supervised by a member of the full-time faculty with professorial rank in the School of Business. *Prerequisites: senior major and consent.*

### **EC 409 Introductory Econometrics (3)**

An introduction to analysis and its applications. Investigates the use of linear regression models, their standard assumptions, and correction for violation of these assumptions. Special topics may include qualitative explanatory variables, distributed lags, and simultaneous

equation models. *Prerequisites: EC 200, EC 201, and EC 211 (or MA 343), and 54 hours.*

### **EC 410 International Economics (3)**

The theory of international trade and international finance. Costs and benefits of international economic interdependence. Discussion of current issues in trade policy and the international economic system. *Prerequisites: EC 200, EC 201, and 54 hours.*

### **EC 480 Public Finance (3)**

The theory of taxation, public expenditure and fiscal policy. Impact of government financial policies upon resource allocation, income distribution, economic growth, economic stabilization and balance of payments. Foundations for balanced state and local taxation.

*Prerequisites: EC 200, EC 201, and 54 hours.*

### **EC 485 Money and Banking (3)**

The economic principles and institutional features of money, the payments system, and the financial system, with emphasis on commercial banking. Analyzes the Federal Reserve System and the effect of monetary policy on the economy. *Prerequisites: EC 200, EC201, and 54 hours.*

### **EC 499 Internship in Economics (3)**

Professional work experience with a government agency, financial institution, or other business firm in the area of economic analysis or planning. The work situation must create a new learning experience for the student. Credit hours in this course will not count toward the minimum 62 hours in the School of Business required for the BBA. The student's grade will be awarded on a pass/fail basis, as determined by the supervising faculty member. *Prerequisites: Consent of major area faculty, appropriate background, at least seventy-five (75) semester credit hours, at least a 2.5 overall GPA and meet the general qualifications specified by the sponsoring business firm or governmental agency.*

# SCHOOL OF NURSING

Website: [www.washburn.edu/sonu](http://www.washburn.edu/sonu)

Monica Scheibmeir, Dean and Professor  
Marian Jamison, Associate Dean and Professor  
Karen Fernengel, Professor  
Cynthia Hornberger, Professor  
Shirley Dinkel, Associate Professor  
Bobbe Mansfield, Associate Professor  
Brenda Patzel, Associate Professor  
Jane Carpenter, Assistant Professor  
Jeanne Catanzaro, Assistant Professor  
Nora Clark, Assistant Professor  
Annie Collins, Assistant Professor  
Caren Dick, Assistant Professor  
Lori Edwards, Assistant Professor  
Debra Isaacson, Assistant Professor  
Patricia Joyce, Assistant Professor  
William Mach, Assistant Professor  
Maryellen McBride, Assistant Professor  
Marilyn Masterson, Assistant Professor  
Mary Menninger-Corder, Assistant Professor  
Crystal Stevens, Assistant Professor  
Gail Tucker, Assistant Professor  
Sue Washburn, Assistant Professor  
Jane Brown, Lecturer  
Mary Beth Fund, Lecturer  
Susan Maendele, Lecturer  
Lara Rivera, Lecturer  
Laura Sidlinger, Lecturer  
Barbara Stevenson, Lecturer  
Sue Unruh, Lecturer  
Katherine Ure, Lecturer

## DEGREES OFFERED

Bachelor of Science in Nursing  
Master of Science in Nursing  
Doctor of Nursing Practice

## GENERAL INFORMATION

### Mission Statement

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value life-long learning as professional nurses.

Washburn nursing graduates collaborate with communities applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

### Description of the Program

The baccalaureate program in nursing at Washburn University is designed to prepare students as professional nurses. The focus of the program is the study of the individual and family life process from conception through aging, in varying stages of health within the context of community. Through use of the nursing process, the student utilizes critical thinking and a scientific approach to maximizing health for individuals, families, and groups. The nursing curriculum builds upon and augments courses in the humanities and the natural and social sciences and provides for application of this general education throughout the nursing major. Emphasis is on the development of the student as an integrated professional person. The basic program is four academic years in length.

Clinical experiences are coordinated with the theoretical content in nursing and are planned to meet specific objectives. A variety of community facilities are utilized including nursery schools, clinics, public health agencies, hospitals, physicians' offices, and private homes. The normal developmental processes of the individual and family in varying circumstances, and the health needs of individuals, families, and groups form the basis for the selection of learning experiences. Community resources are selected for different courses according to their potential for illustrating principles and theories students are studying simultaneously in the classroom. Several resources may be used in any given course in a given semester as deemed appropriate to meet the course objectives.

Graduates of the program are prepared to function as generalists in nursing. They assume professional responsibility for health promotion, for care of people in acute and chronic illness, and for provision of supportive and restorative measures for realization of optimum health potential. Graduates of the baccalaureate program are eligible for examination for licensure as registered nurses and have the foundation for graduate study in nursing.

## BACCALAUREATE NURSING PROGRAM

The baccalaureate nursing program was established at Washburn University in 1974 as a department within the College of Arts and Sciences. In 1982, the program was granted School of Nursing status and operates as one of the major academic units of the University.

An advantage of the School is its urban focus and access to Topeka's extensive health care facilities that provide excellent learning environments for clinical learning experiences.

## Accreditation

The BSN program is approved by the Kansas State Board of Nursing and has national accreditation by the Commission on Collegiate Nursing Education (CCNE).

## **Student Learning Outcomes of the Baccalaureate Program for Students Admitted January 2013 and Beyond:**

At the completion of the nursing curriculum, the new graduate will:

- Apply principles of leadership to deliver quality patient care in complex systems.
- Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.
- Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice.
- Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
- Integrate interprofessional communication patterns into nursing practice.
- Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.
- Incorporate professional values in formulation of ethical comportment and personal accountability for nursing practice.
- Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.

## **Student Learning Outcomes of the Baccalaureate Program for Students Admitted Prior to January 2013 :**

At the completion of the current nursing curriculum, the new graduate will:

- Incorporate professional values in the delivery of caring, ethical practice;
- Design, coordinate, and manage innovative health care; formulate and evaluate nursing decisions using critical thinking skills;
- Select and appraise effective professional and therapeutic communication patterns;
- Evaluate the need for and the efficacious use of technology in holistic assessment;
- Collaborate with community partners to establish health promotion goals and implement risk reduction strategies;
- Design nursing measures to manage disease and maximize health; and

- Participate in multidimensional efforts to influence health care policy locally and globally.

## **Admission Policies**

Students may apply for admission to the School of Nursing for Fall or Spring semester when meeting the following criteria:

1. Completion of 30 hours of Washburn University general education requirements and School of Nursing prerequisite courses.
2. Have a cumulative grade point average of 2.70 (minimum).

The following items are required for application:

1. School of Nursing application
2. Official transcripts from all colleges or universities attended, sent directly to the School of Nursing
3. Two letters of recommendation (forms provided)
4. Washburn University application if not already a student at Washburn
5. TEAS Test scores sent to the School of Nursing.

Applications are accepted September 1 to November 1 for Fall admission and March 1 to May 1 for Spring admission a year prior to expected date of entry into the program. To qualify for the WU academic scholarship, the university application and updated transcripts are due to the Admissions office by February 15.

Students transferring from another nursing program are required to submit the following additional documents to be considered for admission and/or placement in the nursing curriculum:

1. A course syllabus for all completed nursing courses so that transfer credit may be awarded for equivalent nursing coursework.
2. A letter of recommendation from the Dean or Chairperson that clarifies:
  - The student's academic standing at time of transfer, and
  - The student's ability to be successful in the Washburn University School of Nursing

The School of Nursing Admission, Progression, Retention (APR) Committee reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. Students are selected for admission to the nursing major without discrimination in regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The School of Nursing adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others in both the classroom and the clinical area. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants also should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop professional behaviors. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional attributes.

Students with disabilities may voluntarily identify themselves to their course instructors to request accommodations. The Office of Student Services, located in Morgan Hall, Room 150, is available to students for assistance in arranging reasonable accommodations and identifying resources on campus.

Applicants who have been convicted of a felony may be considered for admission only if, in the judgment of the APR Committee, the applicant has been satisfactorily rehabilitated. However, applicants for admission should be aware that current Kansas law provides that no license, certificate of qualification or authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced registered nurse practitioner or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in Article 34 of Chapter 21 of the Kansas Statutes Annotated, as amended. Newly admitted students will complete a background check as part of clearance prior to beginning nursing classes.

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person has not been sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before licensure is granted or denied. Admission to and graduation from the School of Nursing does not guarantee that a student will be eligible for licensure.

## **Philosophy**

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

and communities, which are also open systems engaged in mutual dynamic process with the environment.

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

Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge base and skills necessary for the student learner to become a professional practitioner of nursing and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for 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 the community provide the opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

## **Conceptual Framework**

The conceptual framework upon which the nursing program at Washburn University is based, is the Science of Unitary Human Beings. The work of Martha E. Rogers provides the foundation for the conceptual framework. The principles of Helicy, Resonancy, and Integrality provide the basis for understanding the mutual process between human beings and the environment and provide for the organization of knowledge essential to the science and practice of nursing.



## Professional Aptitudes, Abilities and Skills for Nursing

The professional nurse is responsible for maintaining and promoting health, caring for people in acute and chronic illness, alleviating suffering whenever possible and providing supportive and restorative measures for individuals and families to realize their maximum health potential. Inherent in nursing is respect for life and the dignity and rights of all persons

The School of Nursing Faculty has determined that the following general categories address the aptitude, ability, and skills needed by students in the School of Nursing in order to become prepared to function as generalists in nursing as identified in the program description.

- 1. SENSORY AND MOTOR ABILITY:** The use of motor skills to perform client exams, laboratory procedures, and other clinical maneuvers. Students must be able to execute gross and fine motor movements required to provide assessment, general care and emergency treatment of clients. Examples of such skills include but are not limited to:
  - Administering CPR;
  - Using the assessment skills of inspection, palpation, percussion, and auscultation;
  - Assisting in moving and lifting clients using proper body
  - Mechanics;
  - Demonstrating the ability to perform clinical skills such as initiating intravenous therapy, catheter insertion and dressing changes;
  - Determining changes in skin temperature
- 2. OBSERVATION:** The use of assessment skills such as observing faculty demonstrations, obtaining a health history from the client, and directly observing a client's health condition. Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess accurately the health status of clients. Examples of such skills include but are not limited to:
  - Hearing with a stethoscope to assess blood pressure, heart, lung and abdominal sounds;
  - Seeing color changes in the skin and changes in pupil reaction;
  - Accurately reading calibrations on syringes and measuring utensils.
- 3. COMMUNICATION:** Communication with client and members of the health care team about the client's condition in settings where communication typically is oral, in settings where communication typically is written, and in settings when the time span for communication is limited. Students must

be able to speak, to hear, and to observe clients in order to obtain complete and accurate assessments of client status. Communication includes speaking, reading, writing, and non-verbal behaviors that reflect sensitivity, clarity and comprehension. Examples of such skills include but are not limited to:

- Initiating and maintaining a nurse client relationship;
  - Sharing pertinent client information with members of the health team;
  - Giving verbal or written reports;
  - Documenting accurately and clearly in written or electronic form;
  - Providing client/family teaching that results in mutual understanding.
- 4. INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:** Critical thinking, problem solving and teaching skills necessary to provide care for individuals, families and groups. Students must have sufficient critical thinking skills to problem solve in the clinical setting and to synthesize information in an analytical, deliberative, decisive, and valuative manner. Examples of such skills include but are not limited to:
    - Accurately identifying nursing problems from all relevant client data;
    - Analyzing data to determine client's health care needs and nursing diagnoses;
    - Using judgment to develop a plan of care that will implement nursing interventions relevant to client needs;
    - Developing an alternative plan of care if current plan is ineffective.
  - 5. BEHAVIORAL AND SOCIAL CHARACTERISTICS:** The ability to provide care that is client centered and shows respect for human dignity and the uniqueness of each individual, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems. Students must be emotionally stable. Examples of such skills include but are not limited to:
    - Possessing the emotional stability to enable them to develop facilitative relationships and successfully communicate with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds;
    - Possessing the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity;

- Possessing the ability emotionally to handle demanding clinical assignments and to function effectively under stress.

## DEGREE REQUIREMENTS

### Requirements Common to All Bachelor Degrees

The student must meet the requirements common to all bachelor degrees established by the University. (See Requirements Common to all Degrees in the index.)

### Requirements for the Degree Bachelor of Science in Nursing

The curriculum is designed to be completed in four academic years and leads to the degree Bachelor of Science in Nursing (BSN). Because of a required sequence for prerequisites and nursing courses, those interested in the program should contact the School of Nursing early in their program of studies for advisement. Application to the major generally is made the first semester of the sophomore year for admission to the nursing major in the first semester of the junior year.

### Baccalaureate Nursing Curriculum

The following courses are required for all students who seek a baccalaureate nursing degree.

#### I. General Education Requirements

##### Humanities Courses:

9 credit hours required in at least 2 subject areas - Three hours of Music, Art or Theater are required.

1. English
2. Philosophy
3. Religion
4. Music
5. Art
6. Mass Media
7. Modern Foreign Language
8. Theater
9. Communication

##### Social Sciences: 9 credit hours

1. \*General Psychology 3
2. \*General Sociology 3
3. \*Cultural Anthropology 3

##### Natural Sciences and Mathematics

1. \*Intro to Biology/Lab 4-5
2. \*Human Anatomy/Lab 4
3. \*Human Physiology/Lab 4
4. \*General Chemistry/Lab 4-5

5. \*Pathophysiology 4
6. \*Microbiology/Lab 4
7. \*Statistics 3

#### II. Supporting Courses: 6 credit hours

1. \*Nutrition 3
2. \*Principles of Human Development (Life Span) 3

#### III. University Requirements Common to All Bachelor Degrees:

1. Six (6) credit hours of English Composition: EN 101 and EN 300
2. WU 101 The Washburn Experience (3 hrs) or IS 100 The College Experience (2 hrs)
3. Algebra 110 (Exploring Mathematics) or MA 116 (College Algebra) – Unless Exempt

\*Courses must be satisfactorily completed with a grade of “C” or better prior to nursing courses.

#### IV. Unrestricted Electives (3 to 6 hrs)

3 to 6 credit hours required – may include general education courses, algebra courses, nursing elective courses or independent study

#### V. Nursing Major: 58 credit hours (total credit hours)

NU 306 Health Assessment and Promotion	4
NU 311 Fundamentals of Nursing Practice/Practicum 6	6
NU 316 Pharmacology with Lab	3
NU 318 Professional Transformation	1
NU 325 Informatics	2
NU 328 Evidence-Based Nursing	2
NU 356 Maternal, Women, & Newborn Nursing	3
NU 386 Nursing of Older Adults	6
NU 441 Integrative Seminar	1
NU 446 Psychiatric Mental Health Nursing	5
NU 450 Leadership, Management and Health Policy	3
NU 456 Adult Medical/Surgical	7
NU 462 Quality and Safety in Healthcare	2
NU 465 Clinical Prevention & Population Health	4
NU 468 Pediatric Medical-Surgical Nursing	3
NU 494 Capstone/Seminar	4
NU Nursing Elective	2

<b>Total Credit Hours Required</b>	<b>(124)</b>
<b>General Education</b>	<b>66 hours</b>
<b>Nursing Major</b>	<b>58 hours</b>

## Pass/Fail Option

Humanities and elective courses may be completed on a pass/fail basis (see University policy on pass/fail option).

Required natural and social sciences, mathematics, supporting courses, English composition courses (listed above), and courses in the nursing major must be completed with a letter grade of C or better. Please seek advisement with questions regarding pass/fail options.

## GENERIC CURRICULUM PATTERN

### FIRST YEAR

BI 100	Intro. Biology	3
BI 101	Biology Lab	2
EN 101	Freshman Composition	3
PY 100	Basic Concepts in Psychology	3
_____	Humanities #1	3

WU 101 Washburn Experience (3) or

IS 100 The College Experience (2)

**TOTAL 16-17**

NU 220	Nutrition	3
HS 131	Human Development	3
BI 275	Anatomy/Lab	4
AN 112	Cultural Anthropology	3
_____	Open Elective	3

**TOTAL 16**

### SECOND YEAR

CH 121	General Chemistry/Lab	5
BI 255	Physiology/Lab	4
SO100	Intro to Sociology	3
_____	Humanities #2	3
_____	Open Elective	3

**TOTAL 18**

BI 206	Microbiology/Lab	4
NU 345	Pathophysiology	4
EN 300	Advance Composition	3
_____	Humanities #3	3
MA 140	Statistics	3

**TOTAL 17**

### THIRD YEAR

Level 1		
NU 306	Health Assessment and Promotion	4
NU 311	Fundamentals of Nursing Practice/Practicum 6	6
NU 316	Pharmacology with Lab	3
NU 318	Professional Transformation	1

**TOTAL 14**

Level 2

NU 325	Informatics	2
NU 328	Evidence-Based Nursing	2
NU 356	Maternal, Women, & Newborn Nursing	3
NU 386	Nursing of Older Adults	6
NU	Nursing Elective	2
<b>TOTAL</b>		<b>15</b>

## FOURTH YEAR

Level 3

NU 441	Integrative Seminar	1
NU 446	Psychiatric Mental Health Nursing	5
NU 450	Leadership, Management and Health Policy	3
NU 456	Adult Medical/Surgical	7
<b>TOTAL</b>		<b>16</b>

Level 4

NU 462	Quality and Safety in Healthcare	2
NU 465	Clinical Prevention and Population Health	4
NU 468	Pediatric Medical-Surgical Nursing	3
NU 494	Capstone/Seminar	4
<b>TOTAL</b>		<b>13</b>

## LPN TO BSN ARTICULATION

The School of Nursing facilitates educational mobility for the licensed practical nurse (LPN) seeking the BSN degree. Graduates from a State Board of Nursing approved practical/vocational nursing program may receive credit for the following general education/nursing courses:

<u>Course</u>	<u>Credit Hours</u>
<b>NU 220</b> Nutrition	<b>3</b>
<b>HS 131</b> Human Growth & Development	<b>3</b>
<b>NU 102</b> Medical Terminology	<b>1</b>
<b>NU 311</b> Fundamentals of Nursing Practice/ Practicum 6	

The LPN to BSN articulation student will need to complete the remaining general education courses and nursing requirements. Interested students need to make an appointment with the nursing advisor.

Credit for courses listed above will be posted on the Washburn University transcript after being officially accepted to the nursing major. Course work will be posted on transcripts as "CR" for credit without a letter grade. These courses will not count in computation of grade point averages.

## GRADUATION AND DEGREE REQUIREMENTS

### Eligibility for Graduation

Each candidate for a degree must meet the general requirements for graduation and the specific requirements for the degree desired. A student who fulfills the University requirements for the Bachelor of Science Degree in Nursing and the School of Nursing requirements for the major in nursing is eligible for graduation and for attainment of the degree, Bachelor of Science in Nursing (BSN).

Candidates for graduation must have on file in the University Registrar's Office, 1) a major declaration form signed by the student and the Dean of the School of Nursing; 2) a completed Application for Degree form; and 3) a degree audit. The Dean of the School of Nursing, in conjunction with the University Registrar, validates that prospective graduates have completed all requirements for graduation. The Admission, Retention and Progression Committee presents the candidates for graduation for vote by the faculty of the School of Nursing at the close of each term.

The University confers degrees at the end of each semester and at the end of the summer session. Students who are scheduled to complete final requirements for the degree and major during the following summer term may be permitted to participate in the Spring Commencement.

### RN Licensure

Graduates of the nursing program are eligible to apply for licensure as a registered nurse from the Kansas State Board of Nursing or other State Boards of Nursing. To become licensed, graduates must complete the nursing program as verified by the Registrar and the Dean of the School; submit required applications, photos, fees, fingerprints, and transcripts; receive a passing score on the national licensure exam (NCLEX-RN) and meet all other requirements stipulated by the Board of Nursing. Graduation from the nursing program does not guarantee licensure as a registered nurse.

### Nursing Continuing Education

The School of Nursing is a Kansas State Board of Nursing approved provider of mandatory continuing education for registered nurses and licensed practical nurses. A series of workshops, seminars, and conferences that provide continuing education contact hours are offered each year through the School of Nursing. College credit nursing courses offered through the School of Nursing also meet continuing education requirements for R.N. re-licensure.

## SCHOOL OF NURSING GENERAL POLICIES

### Equal Educational Opportunity

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

### HIPAA Requirements

Students will receive HIPAA (Health Insurance Portability and Accountability Act) training prior to attending clinical. This training is mandatory for all nursing students.

### Completion of Prerequisite Courses

All prerequisite courses must be successfully completed with a grade of C or better before beginning the upper division clinical nursing courses.

### Clinical Placement

Students are reminded that pre-enrollment does not guarantee clinical placement in exact section. Changes in the schedule may need to be made based on student numbers, clinical agency availability and faculty availability. With increased class size, it is expected that students will travel to clinical experiences outside Topeka.

### Retention and Progression in the Major

Following admission to the nursing major, a student's progress is evaluated by the Undergraduate Admission, Progression, and Retention (APR) Committee upon completion of each nursing course. The School of Nursing follows the University policy of requiring attainment of a minimum grade of C in all required nursing courses.

### Academic Warning and Dismissal

A student who does not receive a minimum grade of C in required nursing courses will receive one of two courses of action determined by the Undergraduate APR Committee.

1. The first time a student receives a final grade of D or F in a nursing course, or withdraws from a course, the student will be placed on Academic Warning. The student may be allowed to repeat the course under the following conditions (all must apply):
  - Approval is granted by the Undergraduate APR 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.
2. The second time a student receives a grade of D or F in a nursing course or withdraws from a nursing course, or demonstrates a pattern of

nonattendance, he/she will be Academically Dismissed from the program. At that point, the student may not progress further in the nursing major.

### **Non-Academic Dismissal**

To remain in the BSN program at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics;
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook;
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act; and
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the BSN program will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University 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.

### **Withdrawal From the Nursing Major**

A student who wishes to withdraw from the nursing major should present to the Dean of the School of Nursing a written statement of intent to withdraw. An official University withdrawal must be completed by the student on the computer Banner system. Re-application to the School of Nursing will be necessary should the student desire to re-enter the nursing program.

### **Readmission to the School of Nursing**

Undergraduate students who have satisfactory academic status at the time of absence or withdrawal from the nursing program may request readmission. A letter requesting readmission is to be submitted to the APR Committee before the application deadline established by the School of Nursing. Students may be considered for readmission using admission criteria and as space is available in clinical courses.

### **Grades of Incomplete for Nursing Courses**

Course grades of incomplete are given under specific conditions as outlined in the University catalog. In the event that a grade of incomplete has been awarded to a student, the student must complete course work in sufficient time so that a final course grade can be awarded one week prior to the next semester. Students may not progress to the next semester without special permission from the Dean. Fourth semester courses; NU 462, 465, 468 must be completed by the eleventh week of the semester prior to progressing to NU 494 Capstone/Seminar.

### **Nursing Skills Competency Following an Absence**

Students who have been absent from a baccalaureate nursing program for more than one semester must pass a skills competency examination for all Nursing Technology courses previously completed. The competency exam must be successfully completed the week prior to the beginning of the semester. The student may access the Learning Center resources for review of skills. Any student who does not pass the competency exam will audit the technology class specified by the APR Committee and will meet all requirements of the course. In the event the student is not able to pass the skills competency test following the audit of the course, the student will be dismissed from the program.

### **Appeal Procedure for a Student Dismissed or Denied Admission/Readmission to the Nursing Major**

A student who has been dismissed or denied admission or readmission to the Nursing major and who wishes to appeal the decision of the Undergraduate Admission, Progression and Retention (Undergraduate APR) Committee of the School, may seek recourse through the following procedure. The student should write a letter to the Chairperson of the Undergraduate APR Committee Chairperson requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the Undergraduate APR 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 to the student, he/she may seek mediation by the Dean of the School of Nursing. Should the student feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

## **Attendance**

Regular attendance at all classes and clinical experiences is expected as a part of professional responsibility and is required of all nursing majors. Students are expected to notify the nursing course instructor in advance when there is need to be absent from a class or clinical experience. Students are required to make up missed clinical time. Students who have missed an excessive portion of a given course may be withdrawn from the course or receive a failing grade.

## **Health Clearance Requirements**

A health examination, together with prescribed laboratory tests and immunizations, including Hepatitis B vaccine (or signed waiver), is a requirement for entrance into the nursing major. A flu immunization is recommended for all students and is required by some clinical facilities. The completion of health clearance requirements is each student's responsibility. Under no circumstances will a student engage in clinical study in nursing without a record of health clearance filed in the School of Nursing. Health clearance is valid for one calendar year. The student is responsible for renewing this annually, by August 5 or January 5 (corresponding to the initial admission date to the nursing major), with his/her personal physician or through the University Health Service. Forms for the Annual Health Examination are available in the Nursing Office. Any expenses associated with health examinations or incurred during the course of study in the nursing major are borne by the student.

All nursing students are required to carry personal health insurance and to show verification of a health insurance policy. A low cost group health insurance program is available to all students on an annual basis. All foreign students, unless they have evidence of other health insurance, must participate in the University sponsored insurance program which is available at each registration period. The cost of the health insurance is the student's responsibility.

## **CPR Certification**

Current certification in Cardiopulmonary Resuscitation (CPR for the Professional Rescuer) is required for all nursing students. Students are responsible for completing the CPR requirement prior to entering the nursing major and for keeping the certification current throughout the nursing program.

## **Student Liability Insurance**

A group liability insurance policy is provided through Washburn University at no cost to students admitted to the nursing major. The policy protects nursing students only when they are engaged in clinical learning experiences under Washburn nursing faculty supervision.

## **Background Checks**

A criminal background check will be completed on students admitted to the School of Nursing prior to onset of first semester. Students must complete the process with the company designated by Washburn University and are responsible for all costs related to completing the background checks. Background clearance must be completed and available to the School of Nursing by August 5 in the fall semester and January 5 in the spring semester. Students who have not been cleared by this date will not be permitted to begin the semester, regardless of the outcome of the background check.

## **Nursing Students Employed by Clinical Agencies**

Students working for clinical agencies must understand that when they work for pay in a clinical agency, they do not represent the University, and therefore must not wear anything that designates them as a Washburn student (such as caps, uniforms, name tags, or arm patches). Students are cautioned to perform only those duties outlined in the job descriptions for which they are prepared and which are within the legal confines of a non-professional position. Washburn University liability insurance does not cover nursing students under employment conditions.

## **Policy Statement on Chemical Dependency**

The School of Nursing, as a unit within Washburn University, prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on University property or as part of any School of Nursing activities on or off campus. The School of Nursing faculty will follow federal, state and local laws as indicated in the Washburn University Student Disciplinary Code and Drug Free Workplace policy. Violators will be subject to disciplinary action by the University in accordance with University policies and procedures.

The School of Nursing will require students applying for admission to the School of Nursing to disclose any current chemical dependency and the nature of treatment being received. The School of Nursing will communicate to students the requirements of the Kansas State Board of Nursing for chemically dependent students who apply for licensure.

The School of Nursing defines chemical dependency as an illness in which alcohol and/or drug use interferes with the person's ability to function safely and affects the person's physical, emotional and social health. Chemical dependency is characterized by physical and psychological dependence on drugs/alcohol and if untreated causes health, social and legal problems, and possibly death. The School of Nursing faculty believes it has a professional and

ethical responsibility to students and patients to provide a safe teaching and learning environment.

The School of Nursing faculty will confront students who show signs of chemical dependency, or in whom there is suspicion of chemical dependency, and direct them into further assessment and evaluation. Drug screening is required of all students in certain clinical settings and also may be required at any time if suspicion of alcohol and/or drug use exists. When there is evidence of chemical dependency, students will be directed into a treatment program. Continuation of chemically dependent students in the School of Nursing depends on compliance with the treatment program and with the terms of a contract initiated by the Dean of the School with the student. The faculty will maintain a supportive attitude toward chemically dependent students during their treatment program and in the follow-up period. The faculty believes that students who comply with treatment and remain drug free can become safe practicing nurses.

### **Student Academic Integrity Policy**

Academic integrity is essential for maintaining a standard of professional behavior expected of all students enrolled in the School of Nursing. Becoming a member of the School of Nursing obligates implicit and explicit adherence to academic integrity.

Academic integrity implies honesty in all aspects of the educational process and is essential for promotion of an optimum learning environment, and for the development of personal and professional responsibility and accountability in nursing students. Students in the School of Nursing are expected to conduct themselves in a professional manner according to the ANA Code for Nurses (see Student Handbook) and to adhere to all School of Nursing and University policies in any endeavor associated with School of Nursing activities, either on or off campus. Dishonesty, disruption of learning experiences, or any other form of academic impropriety or misconduct will not be tolerated. A partial list of proscribed behaviors pertaining to academic misconduct in the School of Nursing is included below. See also the University Student Disciplinary code (both of which are included in the University Catalog). A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

1. Disruption and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies.
2. Academic impropriety including, but not limited to: Cheating on tests.
  - Copying from another student's test paper.
  - Using materials during a test not authorized by the person giving the test.

- Collaboration with any other person during a test without authorization.
  - Attempting to obtain, or knowingly obtaining, using, buying, selling, transporting or soliciting in whole or in part the contents of an unreleased test or information about an unreleased test.
  - Bribing any other person to obtain an unreleased test or information about an unreleased test.
  - Substituting for another student or permitting any other person to substitute for oneself to take a test.
  - "Plagiarism," which means the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.
  - Submitting the same work for more than one course, unless authorized to do so by the instructors of all the courses in question.
  - "Collusion," which means the unauthorized collaboration with any other person in preparing work offered for credit.
3. Filing a formal complaint with the Coordinator of Student Discipline with the intention of falsely accusing another with having violated a provision of this code.
  4. Furnishing false information to the Coordinator of Student Discipline with the intent to deceive, the intimidation of witnesses, the destruction of evidence with the intent to deny its presentation to the Coordinator or the Disciplinary Appeal Board.
  5. Forgery, alteration, unauthorized destruction, unauthorized use or misuse of university documents, records, identification cards, or computer services.
  6. Physically abusing, harassing, or intentionally inflicting severe emotional distress upon a member of the University community on or off campus; or physically abusing, harassing or intentionally inflicting severe emotional distress upon a non-member of the university community on campus or while engaged in university activities off campus.
  7. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities or programs whether occurring on or off campus or of activities

or programs authorized or permitted by the university to be conducted on campus.

8. Unauthorized entry upon the property of the university or into a university facility or any portion thereof, including a computer file, which has been reserved, restricted in use, or placed off limits; unauthorized presence in any university facility after closing hours; or unauthorized possession or use of a key to any university facility.
9. Violation on campus of any state or federal law or violation of any state or federal law off campus while participating in any university sponsored activity, including but not limited to sex offenses and/or sexual assault as defined by the laws for the State of Kansas.

## **FINANCIAL INFORMATION**

### **Program Expenses**

Tuition and fees are established by the University Board of Regents and are subject to change at any time. Nursing courses are assessed at a higher per credit hour tuition rate than other undergraduate courses. Nursing students are assessed the same fees as other undergraduate students. Nursing students should anticipate additional costs for physical examinations, laboratory tests, immunizations, health insurance, CPR certification, laboratory supplies, textbooks, uniforms, transportation to clinical agencies, R.N. licensing fees, nursing pin, and graduation fees. Nursing students also are expected to have a watch with a second hand, bandage scissors, stethoscope, and other laboratory equipment. Laboratory packets are a required purchase.

### **Assessment Testing**

Nursing majors will be required to complete a comprehensive assessment and review program in preparation for registered nurse licensure. Students will receive curricular materials each semester and complete normative examinations in specific content areas in the second, third and fourth semesters of the curriculum. Students must pass the RN Comprehensive Predictor Exam to successfully complete NU 494 Capstone/Seminar. The minimum passing score on the RN Comprehensive Predictor Exam, as noted in the NU 494 syllabus, is subject to change as the exam is revised on a regular basis.

### **Scholarships, Grants and Loans**

Students who have been admitted to the School of Nursing and have above average academic records and/or a demonstrated financial need may apply for nursing scholarships/loans/grants through the University Financial

Aid Office and the School of Nursing. See the General Information section of the Catalog. Application forms are available in the Financial Aid Office and are submitted directly to the Financial Aid Office. Nursing endowed scholarships are awarded by the Financial Aid Office upon recommendation of the School of Nursing. Deadlines for application for Fall and Spring Scholarships are February 15 and October 15 respectively.

## **Organizations and Activities**

### **Student Nurses of Washburn**

### **Sigma Theta Tau International**

### **Multicultural Club**

See description and membership eligibility in Student Handbook.

## **Honors**

The Honor designation is received at the time of graduation to recognize students who achieve academic excellence with approval by Faculty Consensus Commendation. Two honors categories are awarded: School of Nursing Honors and School of Nursing Scholar. See the School of Nursing Student Handbook for complete details.

## **Graduation Awards**

Members of each graduating class are eligible to be nominated and selected by the faculty for School of Nursing Awards. The recipients' names are placed on a permanent plaque in the School of Nursing. Criteria for each award is detailed in the Student Handbook. The awards include the Aletha J. Cushinberry Professionalism in Nursing Award; the Alice Jensen Award, the Spirit of Nursing award, and the Alice Young Award.

## **Dean's Honor Roll**

Students whose grade point average for the semester is equivalent to 3.40 or better are honored by having their names placed upon the Dean's Honor Roll and they are so notified by the Dean of the School of Nursing.

## **President's Honor Roll**

Students whose grade point average for the semester is 4.00 are honored by having their names placed upon the President's Honor Roll and they are so notified by the President.

## **ROTC PROGRAMS**

### **ARMY ROTC Program for Nursing Students**

The University of Kansas Army ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Army Nurse Corps.



## **NAVAL ROTC Program for Nursing Students**

The University of Kansas Naval ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Navy Nurse Corps.

## **AIR FORCE ROTC Program for Nursing Students**

Kansas State University Air Force ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Air Force Nurse Corps.

## **Course Offerings**

### **Required Courses**

#### **NU 220 Principles of Nutrition (3)**

Principles of normal nutrition with emphasis on nutrient interrelationships, dietary assessment, and nutritional needs through the life cycle. *Prerequisite: BI 100/101.*

**These upper division nursing courses are required of students admitted to the nursing major January 2013 and beyond:**

#### **NU 306 Health Assessment and Promotion (4)**

Focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. Introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations. *Prerequisite: Admission to the nursing major.*

#### **NU 311 Fundamentals of Nursing Practice/Practicum (6)**

Provides students with the evidence-based theory, rationale and procedure for performing the skills needed for entry level nursing practice. Familiarizes the learner with the problem-solving process, basic communication, collaborative interaction, the teaching-learning process, and critical thinking. Emphasizes cultural influence on health care, the impact of local and global health policies and issues on the quality and safety in nursing practice, and health promotion and prevention of disease. Introduces the student to nursing as a professional discipline. *Prerequisite: Admission to the nursing major.*

#### **NU 316 Pharmacology with Lab (3)**

Builds on previously learned knowledge of physiology, pathophysiology, chemistry, and genetics. Introduces

concepts of pharmacological therapy for collaborative nursing practice. Selected medication categories are studied with emphasis on nursing responsibility, accountability, and safety. Case-study-based critical thinking exercises focuses learning on lifespan issues, patient assessment, and therapeutic response. The psychomotor skills of medication administration will be addressed in the laboratory component. *Prerequisite: NU 345 and Admission to the nursing major.*

#### **NU 318 Professional Transformation (1)**

Introduction to professional nursing expectations. Learning to establish therapeutic relationships is the foundation of professional nursing practice and requires personal accountability and a commitment to life-long learning. An emphasis is placed on legal issues and the principles of altruism, caring, ethics, communication. The value of self-care and reflection in relation to professional transformation is explored. *Prerequisite: Admission to the nursing major.*

#### **NU 325 Introduction to Nursing Informatics (2)**

Provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and informatics technology. Examination of the evolution, future, and role of nursing informatics is discussed. *Prerequisite: NU 311 or permission of instructor.*

#### **NU 328 Evidence-Based Nursing (2)**

Emphasizes appraisal of research studies as the foundation for evidence-based nursing practice. *Prerequisite: MA 140 or equivalent and NU 311.*

#### **NU 356 Maternal, Women, & Newborn Nursing (3)**

The study of the human life process from conception through the newborn period. Basic theory and concepts related to the maternity cycle, care of the newborn, and nursing care of the mother are emphasized. General knowledge of women's health is introduced. Hospital and community-based learning experiences are provided with individual families during the childbearing phase of the life process. Students utilize application of the nursing process with emphasis on family teaching and health promotion. *Prerequisite: NU 311.*

#### **NU 386 Nursing of Older Adults (6)**

Designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. Practicum experiences emphasize the life process of adulthood and aging. Integration of nursing science into the problem solving process and extension of intellectual, interpersonal and clinical skills in the nursing care of older adults,

in varying stages of health, in the acute care setting. *Prerequisites: NU 311, NU 306, and NU 316.*

#### **NU 441 Integrative Seminar (1)**

Provides uniform mastery and reflective learning experiences to promote the integration of quality health care concepts into nursing practice. Emphasis is placed on holistic, patient-centered, safe, effective, timely, efficient, and equitable health care for patients and families experiencing health crises in tertiary care settings. *Prerequisites: All Level 1 and Level 2 courses and health clearance.*

#### **NU 446 Psychiatric Mental Health Nursing (5)**

Basic theories and concepts related to psychiatric care of children, adolescents, adults, and older adults are presented. Emphasis on pharmacological, medical management and nursing management establishes the biopsiologic basis for mental health care and provides knowledge necessary for a beginning practitioner. Practicum experiences provide opportunities for application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of pharmacological, medical and nursing management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for preparation as a beginning practitioner. *Prerequisites: All Level 1 and Level 2 courses.*

#### **NU 450 Leadership, Management and Health Policy (3)**

Leadership skills that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication and collaboration within interprofessional healthcare teams, care coordination, delegation, and development of conflict resolution strategies. A basic understanding of complex systems and the impact of power, politics, policy, and regulatory guidelines to these systems. *Prerequisites: NU 318, NU 325, and NU 328.*

#### **NU 456 Adult Medical/Surgical (7)**

Theory and concepts related to evidence-based nursing care of adult individuals, families, and groups with varying health-illness needs in a variety of settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology and therapeutic nursing interventions to provide holistic health care, with an emphasis on evidence-based, quality, and safe nursing care for baccalaureate generalist. Practicum in adult nursing builds on skills and practice in previous and current courses. Students will provide, delegate, and manage care of individual patients and their families in complex health care settings. Students will apply evidence, clinical judgment, interprofessional perspectives, and patient preferences in the development and implementation of

individual health solutions for patients. *Prerequisites: All Level 1 and Level 2 courses.*

#### **NU 462 Quality and Safety in Healthcare (2)**

System leadership, quality improvement, and safety concepts are presented to promote high quality nursing practice in healthcare settings. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare team members. *Prerequisites: NU 318, NU 325, NU 328, and NU 450.*

#### **NU 465 Clinical Prevention and Population Health (4)**

Uses the ecological model to explore the determinants of health of aggregates, communities and populations. Emphasizes public health science and principles of epidemiology to guide students in the identification of the social, cultural, environmental and legislative issues within complex community systems. During practicum experiences students examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity and work collaboratively with other health care professionals to identify resources and strategies that contribute to the population's overall health status. *Prerequisites: All Level 1, 2, and 3 courses.*

#### **NU 468 Pediatric Medical-Surgical Nursing (3)**

Designed to focus on basic theory and concepts related to adults, children and their families in varying stages of health and in specialty settings. Emphasis is placed on understanding situational crises of illness with adults, children and families in complex care environments. In practicum experiences students apply principles of leadership, integrate best evidence into practice, and also integrate knowledge, skills and attitudes in caring for adults, children, and their families in varying stages of health in specialty settings. *Prerequisites: NU 306, NU316, NU386, and NU456.*

#### **NU 494 Capstone/Seminar (4)**

In this final upper-division nursing course, students integrate all previous theoretical and clinical learning. In clinical experiences students focus on consolidation of clinical and leadership skills and practice coordination and delegation of care. In seminar groups students process clinical experiences and focus on ethical, leadership, management and practice issues. Seminar experiences also help students prepare for the NCLEX-RN examination. *Prerequisites: All Level 1, 2, and 3 courses, NU 462, NU 465, and NU 468.*

**These upper division nursing courses are required of students admitted to the nursing major before January 2013:**

**NU 355 Nursing of Childbearing Families (2)**

Emphasizes basic theory and concepts related to family development, the maternity cycle and care of the newborn. *Prerequisite: NU 304, NU 313, NU 315.*

**NU 357 Childbearing Nursing Practicum (1)**

Considers the nursing care of individuals on a continuum related to childbearing, evolving through the maternity cycle and care of the neonate. Students apply the basic concepts in caring for childbearing families. Students' knowledge and understanding of the family and how it is affected during the reproductive experiences is approached in terms of basic health needs--physical, psychosocial, and socio-cultural. Students are exposed to concepts and techniques used in childbirth preparation classes. Throughout the childbearing experience, students will provide nursing care to clients during pregnancy, labor/delivery, and postpartum. *Prerequisite: NU 340, NU 355 or concurrent.*

**NU 358 Nursing of Children (2)**

Emphasizes basic theory and concepts of children and adolescents in varying stages of health in a variety of settings. *Prerequisite: NU 304, NU 313, NU 315.*

**NU 359 Nursing of Children Practicum (1)**

Students provide care for children in the hospital and community settings. Implementation of the nursing process provides students an opportunity to identify needs and assist families in problem solving. *Prerequisite: NU 340, NU 358 or concurrent.*

**NU 385 Nursing II Adult Medical-Surgical Nursing I (4)**

Builds upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. *Prerequisite: NU 304, NU 313, NU 315, NU 343 or concurrent.*

**NU 387 Nursing II Practicum (1)**

Emphasizes the life process of adulthood and aging. Integration of nursing science into the problem solving process and extension of intellectual, interpersonal and clinical skills in the nursing care of older adults, in varying stages of health, in the acute care setting. *Prerequisite: NU 340, NU 385 or concurrent.*

**NU 440 Technologies III (1)**

Builds on the two previous Technology courses. Emphasis is placed upon theory, rationale, and procedures for performing advanced skills used in specialized settings, for example, critical care/emergency units. *Prerequisite: NU 340, NU 343, NU 355, NU 357, NU 358, NU 359, NU 385, NU 387.*

**NU 441 Adult Medical-Surgical Nursing III - Integrative Seminar (1)**

Provides uniform mastery and reflective learning experiences to promote the integration of quality health care concepts into nursing practice. Emphasis is placed on holistic, patient-centered, safe, effective, timely, efficient, and equitable health care for patients and families experiencing health crisis in tertiary care settings. *Prerequisite: NU 440, NU 473 or concurrent.*

**NU 473 Nursing III Adult Medical-Surgical Nursing II (4)**

Focuses on theory and concepts related to nursing care of adult individuals, families and groups with varying health-illness needs in a variety of settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology and therapeutic nursing interventions to provide holistic health care. *Prerequisite: NU 440 or concurrent.*

**NU 475 Nursing Research (2)**

Focuses on scientific methodology and the research process with emphasis on the contribution to nursing practice. Elements of investigator's design and ethical considerations. Analysis and critique of nursing research studies. *Prerequisite: MA 140 or equivalent, NU 315.*

**NU 476 Adult Medical-Surgical Nursing Practicum III (4)**

Builds on skills the students learn and practice in previous and current courses. Students design, implement, and evaluate care of individual patients and their families in various health care settings. *Prerequisite: NU 440, NU 473 or concurrent.*

**NU 479 Professional Nursing Leadership (3)**

Explores leadership, management and professional nursing issues. Opportunity is provided for students to utilize critical thinking skills to investigate a wide range of contemporary health care issues and trends and to prepare the graduate for the management and leadership responsibilities of the professional nurse. *Prerequisite: NU 385, NU 387.*

**NU 482 Community/Public Health Nursing (3)**

Introduces basic tenets of public health theory and epidemiology. Analyzes facts and beliefs about health, global health care services and health care delivery systems related to community/public health. Examines

social, cultural, historical, professional and legislative issues and complex community systems and strategies for intervention. *Prerequisite: NU 440, NU 475, NU 479.*

### **NU 483 Community/Public Health Nursing Practicum (2)**

This population-focused clinical course uses public health science to emphasize an epidemiologic approach in community health assessment and program planning, implementation and evaluation to meet the health care needs of high-risk aggregates. Focuses on providing culturally relevant care, addressing levels of prevention, identifying and reducing health risks and improving the health of aggregate groups and populations. *Prerequisite: NU 473, NU 477, NU 482 or concurrent.*

### **NU 484 Mental Health Nursing (3)**

Focuses on mental health nursing across the life span. Highlights basic theories and concepts related to the dysfunctional patterning of children, adolescents, adults, and older adults as well as individuals, groups and families. Emphasizes the varying health-illness needs of clients and the role of the psychiatric-mental health nurse in mental health settings. *Prerequisite: NU 440, NU 475, NU 479.*

### **NU 486 Mental Health Nursing Practicum (2)**

Focuses on application of the nursing process and knowledge of dysfunctional patterning. Operationalizing theoretical base and communication skills in meeting the varying health-illness needs of clients in mental health settings. Students implement preventive, supportive and restorative measures. *Prerequisite: NU 473, NU 477, NU 484 or concurrent.*

### **NU 490 Capstone Practicum (2)**

This final upper-division nursing course is where students will integrate all previous theoretical and clinical learning. The focus in clinical is on consolidation of clinical and leadership and to practice coordination and delegation of care. The seminar groups will allow time to process the clinical experience and focus on ethical, leadership, management, and practice issues. *Prerequisite: NU 479, NU 482, NU 483, NU 484, NU 486.*

## **Nursing Electives**

### **NU 325 Introduction to Nursing Informatics**

Provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and informatics technology. Examination of the evolution, future, and role of nursing informatics is discussed. *Prerequisite: NU 315 or permission of instructor.*

### **NU 330 Independent Study in Nursing (1-3)**

Advanced study and/or guided learning experiences in a selected area of nursing. Student defines objectives and learning experiences and selects faculty preceptor. *Prerequisite: Consent.*

### **NU 333 Stress Management for Nurses (2)**

Discussion of stress theory and the effects stress has on the nurse, professionally and personally. Introduction and application of a variety of stress reduction interventions will be incorporated into each class. *Prerequisite: NU 315.*

### **NU 334 Interpretation of Laboratory Tests and Diagnostic Modalities (2)**

Interpretation of results of laboratory tests and diagnostic procedures with implications for nursing care of clients. Exploration of new technology used in diagnostic modalities. *Prerequisite: NU 315.*

### **NU 335 Special Topics in Nursing (1-3)**

Selected subjects of relevance for nursing, announced in advance. *Prerequisite: Consent.*

### **NU 338 Nursing for Pain Management (2)**

Application of nursing theoretical concepts in the care of clients with pain and comfort needs. Exploration of the nature of the pain experience, theories of pain transmission, types of pain and nursing interventions in the management of pain. Upper division nursing course designed to supplement basic knowledge in the care of patients with pain. *Prerequisite: NU 315.*

### **NU 377 Nursing in Ireland (3)**

This course provides an overview of medical-surgical and obstetric care in Dublin, Ireland. Students will compare the Irish health care delivery system with the US health care delivery system. Clinical experiences in a variety of health care settings will be provided. Students will identify cultural, socioeconomic and lifestyle considerations related to health care delivery in Ireland. Strategies used in Ireland to mediate culture, socioeconomic and lifestyle effects on health will be identified and compared with those in the United States. Cultural awareness experience opportunities will be integrated. *Prerequisite: Consent.*

## **Other Courses Offered**

### **NU 102 Medical Terminology (1)**

Introduction to basic terminology used in medical reports and treatment recommendations. Word compositions, prefixes, suffixes, and roots of medical terms are studied in relation to body systems. Extensive use of audiovisual media. One hour of theoretical content per week. *Prerequisite: None.*

## GRADUATE PROGRAMS

Washburn University offers graduate programs in Business, Criminal justice, Education, Law, Liberal Studies, Nursing, Psychology, and Social Work. The School of Business offers a Master of Business Administration degree program. The School of Applied Studies offers two master degree programs, one administered by the Department of Criminal Justice and the other administered by the Department of Social Work. The Department of Education administers the Master of Education program. The School of Law offers a Juris Doctorate Degree. The College of Arts and Sciences offers the Master of Liberal Studies. The Department of Psychology administers a graduate program leading to a Master of Arts Degree in Psychology with an emphasis in Clinical Skills. Washburn's latest addition to the graduate degree programs, the Master of Nursing, is administered by the School of Nursing.

For complete information about the Law School program, see the separate catalog for the School of Law.

### COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

#### Master of Education (MED)

Website: [www.washburn.edu/med](http://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, clinical experiences for teachers wishing to pursue the Master in Education degree. Teachers may also enroll in graduate courses to work toward additional teaching endorsements, licensure renewal, or professional development. Teachers holding a master's degree may enroll in coursework leading to recommendation for licensure only in programs indicated below, without completing a second master's degree.

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

#### *M ED Curriculum and Instruction*

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

#### 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 Reading Association.

Students seeking the M.Ed. in reading must complete a thirty-six hour graduate program which includes a core curriculum of graduate courses and twenty-seven credit

hours of specialized coursework in reading. Students apply for a 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

### **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 Adaptive Special Education, K-6 and 6-12. The requirements for provisional endorsement by the Kansas State Department of Education may be met prior to completion of the Master's Degree. 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.

### **Candidates who wish to be considered for the MED program must:**

1. Achieve passing scores on the Department Graduate Admissions Test, GRE or MAT.
2. Have a GPA of 3.0 or better in graduate work attempted, and
3. Have the recommendation of their advisor.

### **Student Learning Outcomes for MED – Special Education**

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

- Acquired the ability to understand the philosophical, historical and legal foundations for special education;
- Acquired the ability to understand and appreciate child development, diversity and support for learner needs;

- Developed the ability to give, score and interpret a broad range of formal and informal assessments and use this information to plan and evaluate instruction;
- Developed the ability to plan, implement and monitor instruction and have good classroom management skills;
- Demonstrated effective communication with families, students and staff and have good collaboration skills; and
- Acquired knowledge of appropriate legal and ethical issues in order to conduct activities professionally.

### **Core**

ED 565 Introduction to Educational Research

ED 568 Curriculum Development & Evaluation

RD 522 Readers at Risk

### **Adaptive Special Education Professional Courses**

SE 510 Learning & Behavior Problems

SE 520/522 Educational Planning

SE 530/532 Methods & Materials

SE 535 Conferencing & Consulting in Special Education

SE 540 Individual & Group Management

SE 556/558 Practicum I

SE 557/559 Practicum II

SE 560/562 Assessment

SE 580 Resources for Families

### **Building Leadership**

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten – 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for 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:

- Acquired the ability to understand child and adolescent development;
- Developed the ability to apply skills and leadership behaviors to administer preschool, elementary, middle school, and high school and special education programs and their associated environments;
- Developed the ability to design, implement, and evaluate curriculum and instructional practices in schools;
- Developed the ability to correctly apply principles of school law, educational policy, and public institutional ethics;
- Developed the ability to plan, organize, manage, and focus human, operational, material, and financial resources of the school organization in effective and efficient ways;
- Acquired the ability to engage in productive planning, goal setting, and use feedback in leadership for school organizations;
- Acquired the ability to plan, organize, develop, and implement sound and appropriate community relationships and organizational policies;
- Acquired the ability to apply effective principles of school governance, administrative theory, leadership, management and administration; and
- Acquired the ability to evaluate and diagnose environments, conditions and contexts using tools of philosophy, history, and theory for data driven decision-making.

### **MED – Building Leadership Core**

ED 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 GA Reading in the Content Area
- RD 520 Assessment Procedures in Reading
- RD 522 Instruction for Readers at Risk
- RD 528 Language Development and Assessment
- 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.**

*\*RD 518 requires the creation of an Integrated Curriculum unit that must be implemented within a classroom to be accompanied by an Action Research project to reflect teaching and learning.*

### Admission to Graduate Programs

Students should meet with either your advisor or the department chairperson as soon as you decide you would like to begin a program of study in the Department of Education.

Before enrolling in any graduate courses, the student must (a) hold a bachelor's degree from a regionally-accredited institution, and (b) complete the online degree-seeking application for admission to Washburn University at [www.washburn.edu](http://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 a completed Application for Formal Admission to a Graduate Program in the Department of Education.
2. Complete declaration of Graduate Program Form.

3. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
4. 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.
5. Have achieved the required scores on the Graduate Admissions Test, Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
6. Submit two (2) letters of recommendation supporting the applicant's ability to succeed in a graduate program from such persons as (a) the applicant's immediate supervisor, (b) a professional colleague, and (c) a university professor other than the Graduate Program Advisor.
7. Submit a completed and signed Program of Study form for the appropriate degree or licensure program identifying any transfer credit to be applied to the program.

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 admitted to a 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](http://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, facilities, human resources, curriculum leadership, and other designated leadership skills. Candidates will develop an experience portfolio to validate job skills. *Prerequisite: Building Level licensure/certification.*

### **EA 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 Language Problems of Non English Speakers (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 Exc 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). *Prerequisite: ED 343 or equivalent course in child development. Prerequisite: 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 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. Required for all middle school and secondary school majors in the State of Kansas.

### **SE 555 SPED 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, development of IEP. *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. *Prerequisite: IEP development, ED 302 or SE 510.*

**SE 535 Conferencing and Consulting in Special Education (3)**

An introduction to conferencing, collaboration, and communication skills to develop multidisciplinary approaches to work with parents and other professionals to secure supportive school/home environments for exceptional children. *Prerequisites: ED 302 or SE 476 or SE 510.*

**SE 540 Individual & Group Management for Children & Youth with Mild-Moderate Disabilities (3)**

Principles and applications of individual and group management techniques for children and youth with mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures.

**SE 556 Special Ed. Practicum I (Preschool/Elementary School) (3)**

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in 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](http://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:

- An application form
- A three to five page essay defining what a liberal education means at the graduate level and specifying how the general aims of a liberal education are relevant to the applicant's specific goals in pursuing the MLS degree.
- Three letters of recommendation which address the applicant's accomplishments and ability to work at the graduate level.
- All undergraduate transcripts

After reviewing the application, essay, recommendations and transcripts, the committee may interview applicants for admission.

Deadlines for application are 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

(785) 670-1519

### **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 300/500 level. Students receiving graduate credit will have more demanding course requirements and will complete an appropriate research project. In addition, students, with the consent of the MLS Committee, may take a Special Topics in Liberal Studies course, LS 590. 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 a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

## Core Disciplinary Seminars

These courses do not assume that students possess professional-level proficiency in the disciplines that provide the courses. They are not offered in specific disciplines such as Philosophy or Chemistry. Rather they are offered as Liberal Studies courses designed to introduce students to the underpinnings of the disciplines. They are built around a considerable body of independent work and student presentations to the seminar as a whole. They are interdisciplinary and taught by faculty from two

or more departments. These courses must be completed at Washburn University. Core interdisciplinary courses are regularly offered in the evenings or on weekends. The Director works with individual departments to ensure that a reasonable mix of upper-division courses are offered at times that are accessible to non-traditional students.

Students must take four seminars:

- LS 500 Introduction to Graduate Research in Liberal Studies and three seminars from the following four choices:
- LS 501 Interdisciplinary Seminar in Humanities
- LS 502 Interdisciplinary Seminar in the Social Sciences
- LS 503 Interdisciplinary Seminar in the Natural Sciences
- LS 504 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 599: Capstone Experience. Working with a capstone advisor as well as with a committee composed of other faculty members in the program, students will research and write a paper that serves as the culmination of their MLS studies.

### LS 500 Introduction to Graduate Research in Liberal Studies (3)

An introduction to the process, method, and style of graduate research in the humanities, natural sciences, social sciences and creative and performing arts.. *Prerequisite: Acceptance into the MLS program or instructor’s consent.*

### LS 501 Interdisciplinary Seminar in Humanities (3)

A team-taught seminar on a special topic in the humanities as it relates to the social sciences, the natural sciences or creative and performing arts; the course will be cross-listed with LS 502, LS 503, or LS 504. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

### LS 502 Interdisciplinary Seminar in the Social Sciences (3)

A team-taught seminar on a special topic in the social sciences as it relates to the humanities, the natural sciences, or the creative and performing arts; the course will be cross-listed with LS 501, LS 503 or LS 504. Variable, but interdisciplinary subject matter. A student may

repeat the course when it is offered on a different topic.  
*Prerequisite: Acceptance into MLS program or consent of the instructors.*

**LS 503 Interdisciplinary Seminar in the Natural Sciences (3)**

A team-taught seminar on a special topic in the natural sciences as it relates to the humanities, the social sciences or the creative and performing arts; the course will be cross-listed with LS 501, LS 502 or LS 504. 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 504 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 501, LS 502, or LS 503. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

**LS 590 Special Topics (1-6)**

With the consent of the advisory committee students may arrange with a member of the graduate faculty a special topics course in Liberal Studies.

**LS 599 Capstone Experience (3)**

Students will apprentice themselves to one faculty member to pursue a theme developed in the core interdisciplinary program or individualized study program. The expectation is a research paper of 30 pages or an approved equivalent. Students will be strongly encouraged to develop creative alternatives. Regardless of the form the project takes, it must in some significant way reflect both an in-depth understanding of a specific subject matter and the interdisciplinary nature of learning.

Papers or projects are defended before a three- to five-person committee consisting of the advisor and two to four other faculty members chosen by the student and approved by the advisor and the MLS Director.

The Capstone course provides the final opportunity to evaluate the student's mastery of the Liberal Studies curriculum. The final project should reflect the student's appreciation of the interdisciplinary nature of learning.

The following courses have also been identified as meeting the criteria for the Master of Liberal Studies Program.

- AN 521 Anthropology of Women
- AN 524 History & Theory of Anthropology
- AN 537 Creativity and Society
- AN 538 Advanced Social Problems

- AR 500 Directed Graduate Studies Art Studio
- AR 501 Directed Graduate Studies Art History
- CM 531 Computational Intelligence
- CM 532 Data Mining
- CN 595 Special Topics
- ED 472 Issues in Modern American Education
- ED 494 Philosophy of Education
- ED 560 Advanced Educational Psychology
- EA 592 School-Community Relations
- EN 501 Critical Reading and Writing
- EN 505 Advanced Fiction Writing
- EN 506 Advanced Poetry Writing
- EN 507 Creative Writing, Nonfiction
- EN 510 Modern English Grammar
- EN 515 Reading as Writers
- EN 520 Literature for Young Adults
- EN 525 Survey of English Literature I
- EN 526 Survey of English Literature II
- EN 530 American Literature I
- EN 531 American Literature II
- EN 536 Contemporary Theater
- EN 545 Shakespeare
- EN 560 World Literature I
- EN 561 World Literature II
- EN 570 Medieval Literature
- EN 571 Renaissance Literature
- EN 572 Restoration and Eighteenth-Century Literature
- EN 573 Romantic/Victorian Literature
- EN 574 Modern Literature
- EN 575 Contemporary Literature
- EN 580 Modern Poetry
- EN 581 Drama
- EN 582 Modern Novel
- EN 585 Directed Reading, Writing, Research
- EN 590 Aspects of Film
- EN 593 Literature of Popular Culture
- EN 599 Special Topics in Writing and Research
- FR 574 Independent Studies (French)
- FR 599 Special Topics (French)
- GE 574 Independent Studies (German)
- GE 599 Special Topics (German)

HI 500	Special Topics in History	RG 503	Jesus in the Gospels
HI 504	American Revolutionary Period (1763-1789)	RG 505	The Mission and Message of Paul
HI 507	The American Civil War: 1848-1877	RG 531	Concepts of God: East and West
HI 511	Cold-War America: 1945-1990	SO 514	Organizations
HI 512	War's Impact on America	SO 538	Advanced Social Problems
HI 515	Women in U.S. History	SO 560	Sociological Theory
HI 517	Topeka and Urban American History	SP 574	Independent Study (Spanish)
HI 520	The American West	SP 599	Special Topics (Spanish)
HI 522	Kansas History	TH 506	Contemporary Theater
HI 525	American Religious History	TH 507	Non-Western Drama
HI 528	African-American History		
HI 536	History of Britain		
HI 538	Victorian Britain: c. 1830-WWI		
HI 543	The European Reformation		
HI 544	The Holocaust: A Seminar		
HI 560	History of Mexico		
HI 563	Borderlands and Beyond		
HI 570	Modern Africa: c.1700-Present		
HI 580	Women in World History		
HI 598	Directed Readings		
MM 500	Mass Media Law		
MM 501	Mass Media and the Cinema		
MM 510	Broadcast Programming and Sales		
MM 511	Media Management		
MM 512	TV Production II		
MM 515	Media Effects		
MM 551	Mass Media Research		
MM 592	Independent Study		
MM 593	Special Topics		
PH 500	General Topics in Philosophy		
PH 503	Topics in the History of Philosophy		
PH 511	Issues in Ethical Theory		
PH 515	Philosophy of Law		
PH 525	Philosophy of Mathematics		
PH 530	Philosophy of Mind		
PH 535	Metaphysics		
PO 521	The Presidency		
PO 533	Classical and Medieval Political Theory		
PO 534	Modern and Contemporary Political Theory		
PO 539	Constitutional Law I		
PO 540	Constitutional Law II		
PO 586	Directed Readings		
RG 500	Special Topics in Religion		
RG 501	Old Testament Prophets		

## MASTER OF PSYCHOLOGY (MA)

Website: [www.washburn.edu/ma](http://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.

### Student Learning Outcomes

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

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

### Admission Policy

In order to be admitted to the graduate program, the candidate must have a bachelor's degree from an accredited college or university, 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.

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.

### **Admission to Candidacy**

After successful completion of all required courses, student work will be evaluated by Psychology Department faculty. If students are considered to be mature, emotionally stable, and potentially competent master's-level professionals in psychology, they will be admitted to candidacy status and will be permitted to begin internship training.

### **Post-Candidacy Enrollment**

Subsequent to admission to candidacy, he or she 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 501, 510, 511, 624, 635, 637;
- Clinical courses (20 hours) PY530, 531, 540, 550, 551, 650, , 646; and
- Seminar (3 hours) PY 620;
- Practicum courses (6 hours) PY580, 581, 590, 591
- Internship courses ( 6 hours) PY601
- Complete an acceptable thesis.

### **Grades**

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

#### **First Year**

##### **Fall Semester (10.5 hrs)**

PY 501  
PY510  
PY 581  
PY 624

##### **Spring Semester (11.5hrs)**

PY 530  
PY540  
PY 580  
PY 635  
PY 637

#### **Second Year**

##### **Fall Semester (9.5 hrs)**

PY 531  
PY 550  
PY 590  
PY 646

##### **Spring Semester (10.5 hrs)**

PY 511  
PY 551  
PY 591  
PY695

#### **Third Year**

##### **Fall Semester (9 hrs)**

PY 650  
PY 601  
PY 699

##### **Spring Semester (9 hrs)**

PY 620  
PY 601  
PY 699

Students interested in pursuing an accelerated course of study with the possibility of completing the master's degree in two years should contact the department chair.

## **COURSE OFFERINGS**

Prerequisite for admission to all professional courses is graduate standing in the Psychology Department. Only those courses with prerequisites listed as consent are open to senior psychology majors and students with special student status. Consent may be obtained by contacting the Psychology Department prior to registration.

### **PY 501 Experimental Foundations I (3)**

Survey of fundamental areas of psychology including learning, perception, physiological, motivation, emotion, research design, etc. *Prerequisite: Consent.*

### **PY 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 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. Must be taken concurrent with PY 581. *Prerequisite: Graduate standing*

### **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 581 Assessment Practicum II (1.5)**

Students will be expected to demonstrate and master a variety of clinical techniques involving assessment skills being taught concurrently in PY531. *Prerequisite: Must be taken concurrently with PY531.*

### **PY 590 Psychotherapy Practicum I (1.5)**

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 550. *Prerequisite: Must be taken concurrently with PY 550.*

### **PY 591 Psychotherapy Practicum II (1.5)**

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 551. *Prerequisite: Must be taken concurrently with PY 551.*

### **PY 601 Internship (6)**

(To be repeated to a maximum of 6 hours credit toward the degree) Field training experience oriented toward the development of skills in assessment and therapeutic intervention, consultation experiences, preventive applications, and group and family interventions. *Prerequisite: Admission to candidacy status and consent of instructor.*

### **PY 620 Seminar in Psychology (3)**

(May be repeated with different topics) Selected topics of relevant psychological, clinical, and professional issues. *Prerequisite: Consent.*

### **PY 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 650 Child, Family and Marital Therapy (3)**

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

### **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.*

- 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](http://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 and submit Graduate Admission application to the Criminal Justice and Legal Studies Department.
2. Submit official transcripts of all undergraduate and graduate course work to both the Registrar's Office and the Washburn University Criminal Justice and Legal Studies Department.
3. Applicants for unconditional admission must have achieved a cumulative grade point average of 3.0 or better in the last two years (60 hours) of college course work from accredited institutions.
4. Applicants who do not have a 3.0 GPA must submit evidence to the Criminal Justice and Legal Studies Department that they have achieved

## **SCHOOL OF APPLIED STUDIES GRADUATE PROGRAMS**

### **Master of Criminal Justice (MCJ)**

Website: [www.washburn.edu/mcj](http://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:

an acceptable score on the Graduate Record Examinations (GRE).

5. Applicants must submit a personal statement explaining (a) personal philosophy of the criminal justice system and (b) reasons for entering the program.
6. Applicants must submit a completed Program of Courses form for the appropriate degree option indicating any transfer credit to be applied to the degree.
7. Applicants must obtain the recommendation of the Graduate Program Director/Advisor and the Graduate Admissions and Retention Committee.

## **Nondiscrimination**

It is the policy of Washburn University and the 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 with no less than a “B” (3.0) average.
2. Obtain no more than two “C (’s)” in the plan of study.

3. Maintain continuous enrollment each regular semester (fall and spring). A minimum of ONE (1) semester hour of graduate work will constitute continuous enrollments.
4. Complete all program requirements within seven (7) years of the date of entry into the MCJ degree program.

**Thesis Option:** The completion of 36 hours of course work, which includes CJ 699 Thesis.

**Non-Thesis Option:** The completion of 42 hours of course work, which includes CJ 692 Capstone.

## **PROGRAM CURRICULUM**

### **THESIS OPTION (36 hours)**

Students pursuing the “Thesis” option must completed 21 hours in the core curriculum, 9 hours of elective courses, and 6 hours of Thesis.

All courses are 3 hours each except where noted.

### **CORE (21 hours)**

- CJ 500 Seminar in Criminal Justice Systems
  - CJ 520 Criminal Justice Research
  - CJ 530 Issues in Criminal Procedure
  - CJ 610 Corrections in the United States
  - CJ 620 The Role of the Law Enforcement in the U.S.
  - CJ 625 Seminar in Criminology Theory
  - CJ 692 Analytical Research and Statistics
- ELECTIVES (9 HOURS)**
- CJ 510 Seminar in C.J Organization and MGMT
  - CJ 540 Ethics in Criminal Justice Practice
  - CJ 585 Special Topics
  - 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 18 hours in the core curriculum, 21 hours of elective courses, and 3 hours of Capstone.

All courses are 3 hours each except where noted.



## **CORE (18 HOURS)**

- CJ 500 Seminar in Criminal Justice Systems
- CJ 520 Criminal Justice Research
- CJ 530 Issues in Criminal Procedure
- CJ 610 Corrections in the United States
- CJ 620 The Role of the Law Enforcement in the U.S.
- CJ 625 Seminar in Criminology Theory

## **ELECTIVES (21 HOURS)**

- CJ 510 Seminar in C.J. Organization and MGMT
- CJ 540 Ethics in Criminal Justice Practice
- CJ 585 Special Topic
- 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
- CJ 693 Capstone (3 hours)

## **GRADUATE COURSES**

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

### **CJ 500 Seminar in Criminal Justice Systems (3)**

Professional graduate seminar designed to engage the first-semester criminal justice graduate student in the analysis of the array of issues in the process of justice administration. Exploration of the origins and significance of key issues influencing the rise and development of the criminal justice administrative theory and practice within the criminal justice system. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

### **CJ 510 Seminar in Criminal Justice Organization and Management (3)**

Application of organizational, administrative and management principles in law enforcement, courts, and corrections. Course will examine issues in organizational structure, administration, problem solving, planning, and budgeting. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

### **CJ 520 Criminal Justice Research (3)**

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

### **CJ 530 Issues in Criminal Procedure (3)**

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

### **CJ 540 Ethics in Criminal Justice (3)**

Examination of issues of professionalism and ethical behavior within the criminal justice profession. Key issues examined will include professional behavior of the individual and the agency. Current topics, such as sexual harassment, accreditation, and maintenance of standards, and community relations will be significant topics of focus. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

### **CJ 585 Special Topics in Criminal Justice (3)**

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

### **CJ 610 Corrections in the United States (3)**

A study of the policies which affect modern correctional agencies in the United States. Corrections will be examined from a historical prospective to provide a benchmark for the analysis of current and future trends.

### **CJ 620 The Role of Law Enforcement in the United States (3)**

A study of the policies and human issues affecting law enforcement agencies in the United States. Law enforcement will be examined from a historical prospective with analysis of current activities and expected future trends. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduates.*

### **CJ 625 Seminar in Criminological Theory (3)**

Theories of criminal justice are traced from the 1700's through modern times. Theories of crime causation and criminal behavior will be discussed.

### **CJ 630 Correctional Administration (3)**

The course will develop students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration arena. Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement will be examined.

### **CJ 635 Organized and White Collar Crime (3)**

Examination of organized crime, white collar crimes, and gang activity in the United States. Focus will be on the historical development of these criminal patterns with an examination of current activities as well as proposed intervention theories.

### **CJ 640 Seminar in Legal Issues in Enforcement (3)**

Current significant issues in enforcement administration will be addressed. Emphasis will be placed upon significance to federal, state, and local enforcement administrators, their agencies, and their communities.

*Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

### **CJ 645 Comparative Criminal Justice Systems (3)**

Study of the criminal justice systems of four major countries. Each country's different philosophical and practical approaches to criminal justice will be studied and compared. Field study will be utilized when possible.

### **CJ 650 Community Corrections (3)**

The course will examine the traditional practices of probation and parole, as well as newer community methods. The major focus will be on the organization and integration of community-based programs into the modern criminal justice system.

### **CJ 655 Juvenile Justice & Delinquency (3)**

A study of delinquency prevention, investigation of juvenile crime, disposition of offenders and juvenile courts. The Seminar will include an examination of the roles and interaction of juvenile agencies' operations and the administrative challenges to them as well as a review of the due process considerations mandated by courts.

### **CJ 660 Seminar in Operational and Staff Planning (3)**

Examination of the principles and practical application of operational and staff planning as applied to law enforcement agencies. Emphasis will be placed on the development and implementation of organizational goals and objectives, strategic, and tactical planning and operational needs assessment. *Prerequisite: Graduate status or permission of the instructor for senior level undergraduate.*

### **CJ 670 Correctional Law (3)**

An examination of correctional law as related to probation and parole, juvenile and adult institutions, local jails, legal liabilities, and legal research.

### **CJ 675 Problems & Practices in Judicial Administration (3)**

Examination of the problems that face judicial administration and how those problems affect other elements of the criminal justice system.

### **CJ 680 Staff Development in Criminal Justice (3)**

A study of the role of staff development in the management of human resources in criminal justice, and effective staff development methods and techniques. Emphasis will be placed on training and human resources development in criminal justice, organizationally determined outcomes, training needs assessment, performance standards, and assessment.

### **CJ 690 Directed Readings in Criminal Justice (1-3)**

This course offers an opportunity for students to explore topics of contemporary interest that are not covered in the standard course offerings.

### **CJ 692 Analytical Research and Statistics (3)**

Statistical methods and computer applications are covered as they relate to survey research, agency evaluation, and content analysis. Qualitative methods are also taught, and include field methods, historical research, and legal bibliography. *Prerequisites: successful completion of CJ 520 Research Methods.*

### **CJ 693 Capstone Experience (3)**

The course is designed to integrate and synthesize all coursework in the criminal justice graduate program and related areas so the student has a broad conceptual and practical understanding of the criminal justice career field.

### **CJ 699 Thesis (6)**

May be directed by any member of the criminal justice graduate faculty who accepts responsibility for supervising the thesis. The thesis topic must be pre-approved by the faculty advisor who serves as the student's graduate committee chair. The student normally conducts original empirical research which involves the collection and analysis of new data, or re-analyzing existing data to arrive at certain conclusions. The written Thesis report is submitted to the student's Thesis Committee. An oral defense of the Thesis is required for graduation.

## Master of Health Science (MHS)

### Health Care Education

Website: [www.washburn.edu/mhs](http://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).

#### Student Learning Outcomes

Master of Health Science in Health Care Education students, upon graduation are expected to:

- Meet the need of allied health professions for qualified and effective educators within our community, state and country.
- Develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.
- Develop allied health educators who effectively use technology in the learning/instructional process.
- Develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research.

#### Admission Requirements:

Candidates for admission to the Masters 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 and submit Graduate Admission application to the Allied Health Department.
2. Submit all official transcripts of undergraduate and graduate course work to both the Registrar's Office and the Washburn University Allied Health Department.
3. 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.
4. 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.
5. Applicants must submit a personal statement explaining reasons for entering the program. Applicants applying for conditional acceptance must explain why 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.
6. 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.
7. 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

## **Master of Arts in Human Services (MA) with emphasis in Addiction Counseling**

In line with, and support of, the overall University and School of Applied Studies, the Department of Human Services stresses helping students achieve their highest potential, encourages lifelong learning, and provides opportunities for career development. Accordingly, our mission and learning outcomes are 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, community, and society.

### **Program Description**

The Department of Human Services offers a Master of Arts in Human Services degree with emphasis in Addiction Counseling. The Master of Arts in Human Services was approved in spring 2012 by the Washburn Board of Regents and the Kansas Board of Regents. Student enrollment in the program began in the fall 2012 semester. The application for program approval by the Kansas Behavioral Sciences Regulatory Board (BSRB) has been submitted and is pending.

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. Course scheduling and delivery methods are designed to meet the needs of working students, including online courses and short courses (e.g., weekend workshops) that align with Kansas BSRB educational requirements. The Kansas BSRB requires that half of the skills courses must be taken at the physical location of the institution. Washburn University has addressed this requirement by offering sufficient face-to-face teaching of skills courses (e.g., HS 604 and 605).

### **LEARNING OUTCOMES**

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

1. Describe and explain how integrative human services have the potential to impact professional practice;
2. Pass the national licensing examination (addiction counseling emphasis);
3. Demonstrate the ethical standards of human service professionals;
4. Demonstrate effective professional practice skills;
5. Demonstrate awareness of one's strengths, limitations, and areas of needed growth through supervision and self-reflection;
6. Engage in continuing professional education in human services; and
7. Demonstrate the attitudes of a multiculturally competent helping professional.

### **ADMISSION PROCESS AND REQUIREMENTS**

In addition to applying for admission to 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](http://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, a written essay describing the student's intent and goals in pursuing the MA in Human Services degree, and a non-refundable \$35 application fee.

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. Applicants to the MA in Human Services Program with emphasis in Addiction Counseling must be Licensed Addiction Counselors with the Kansas BSRB or have work experience, education, or certification/licensure from other states that the admission committee in the Human Services Department feels is substantially equivalent.

Admission to the MA in Human Services is competitive. A committee of faculty from the Human Services Department reviews applications and makes recommendations regarding admission. The committee carefully weighs all aspects of the completed application, including the applicant's academic performance, his/her communication skills, and the 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. The admissions committee in the Human Services Department can, and sometimes will, deny admission if the applicant lacks the necessary prerequisites and/or if the committee feels that the applicant lacks the skills and aptitude necessary for successful completion of the degree program.

## **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 student's advisor 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 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 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 the courses marked with an asterisk on the following lists of required and elective coursework.

### **Required coursework**

The 30 credit hours of required coursework includes:

1. HS 600 – Integrative Human Services
2. \*HS 604 – Advanced Methods of Individual Counseling
3. \*HS 605 – Advanced Methods of Group Counseling
4. \*HS 610 – Professional Ethics and Practice
5. \*HS 615 – Advanced Pharmacology and Substance Use Disorders
6. \*HS 635 – Diagnosis of Substance Use Disorders
7. \*HS 640 – Supervised Practicum I
8. \*HS 641 – Supervised Practicum II
9. HS 660 – Clinical Supervision
10. \*HS 695 – Applied Research

### **Elective coursework**

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

1. \*HS 620 – Integrative Approaches and Treatment of Dual Disorders
2. \*HS 625 – Addiction and Recovery Services
3. HS 630 – Lifespan Development
4. HS 679 – Narrative Practices
5. HS 665 – Integrative Residential Experience-Special Topic Seminar

## **COURSE DESCRIPTIONS**

### **HS600 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.

### **HS604 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.**

### **HS610 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.**

### **HS615 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.**

### **HS620 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.**

### **HS625 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. Prerequisite: HS 660.**

### **HS660 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.

### **HS695 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. Prerequisite: HS 600 or consent. 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.**

## **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). 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.

### **Master of Social Work (MSW)**

Email: [social-work@washburn.edu](mailto:social-work@washburn.edu)

Website: [www.washburn.edu/msw](http://www.washburn.edu/msw)

MSW (Master of Social Work)

JD-MSW Dual Degree

Benton Hall, Room 412

(785) 670-1616

(785) 670-1027 (Fax)

Associate Professor Kimberly Harrison, MSW Program Director

### **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. Curriculum is continually enhanced through teaching excellence, scholarly publication and research, 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 other people that we serve.

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

The MSW program has an overarching commitment to ensure that students understand, adhere to, and promote the value base of the social work profession within both generalist and clinical settings. The conceptual centerpiece of the Clinical Curriculum is the integration of the Empowerment and Ecological perspectives. The Clinical Curriculum emphasizes the extension of critical thinking skills and expansion of practice skills to the specific demands of clinical practice. Upon completion of the MSW Program, graduates will be prepared and committed to providing direct clinical social work services to individuals, families, and groups in inner-city, urban, and rural settings, with particular emphasis on those who are at-risk, unrepresented or under-represented, culturally diverse and oppressed.

## **MSW Student Learning Outcomes**

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

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.

6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. 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 599) during the summer semester following their admission to the MSW Program.

### **Part Time and Full Time Schedules**

Both part-time and full-time scheduling options are available. All ASP students begin the MSW Program in the summer semester. ASP students who elect to go full-time will complete the program in three semesters, including the initial summer semester. Part-time ASP students will complete the program in two full years, including the summer semester between the first and second year.

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**

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](http://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 North Central Association of Colleges and Secondary Schools, or a comparable accrediting body. Consistent with the importance ascribed to the liberal arts perspective by Washburn University and CSWE, the applicant must present evidence of adequate preparation to engage in graduate study, including the satisfactory completion of undergraduate course work in each of the

following areas: the natural sciences, social sciences, English composition, humanities, and mathematics. There must also be evidence of satisfactory completion of coursework in 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.

### **Application Procedures**

Applications for admission may be obtained from the Master of Social Work degree website: [www.washburn.edu/msw](http://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](http://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. People in two categories may be able to take graduate social work courses in the department as non-degree seeking students:

1. A person who already has an MSW degree and who wants to return to graduate school at Washburn to complete the School Social Work certification requirements as a non-degree seeking student; or
2. 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](http://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](http://www.washburn.edu/financial-aid). Applications for specific social work scholarships are sometimes available through the School of Applied Studies, Benton Hall, room 306. All admissions materials must be completed before a student may access any available scholarship opportunity. A limited number of field practicum stipends are available through some of the organizations that serve as field practicum settings (e.g., hospitals and clinics in the Veterans Administration Medical Center system).

### **MSW 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](http://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 the Community Groups section on ANGEL. 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 500 Micro Human Behavior in the Social Environment, SW 510 Foundations of Social Policy, and SW 520 Quantitative Social Work Research are offered in the fall semester. During the spring semester, the department offers the second part of each sequence: SW 501 Macro Human Behavior in the Social Environment, SW 511 Social Policy and Advocacy, and SW 521 Qualitative Social Work Research. SW 530 Fundamentals of Social Work Practice is offered only during the fall semester. First year graduate students may take SW 605 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 Concentration Curriculum**

Following completion of the Foundation curriculum, all students begin the Clinical Concentration. This consists of 24 credit hours of in-class instruction, including four (4) core courses: SW 605 Clinical Assessment and Diagnosis, SW 600 Clinical Social Work Practice with Individuals, SW 601 Clinical Social Work Practice with Families, and SW 604 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 599 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 electives will be clearly labeled and designated as such. Only regular standing students who have completed all the foundation courses or advanced standing students who have completed the clinical core classes will be allowed to enroll in and take advanced clinical electives. Exceptions to this policy can be made only by the teaching faculty (i.e., the instructor teaching the specific course in question) in consultation with the MSW Program Director and the chairperson of the Social Work Department.

Clinical Core classes are offered in an all-day block format on Wednesdays. Classes usually run for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Compared to the fall semester, the order in which clinical core classes are offered in the spring may be different.

### **School Social Work Track**

Within the clinical concentration, students may choose to receive specialty training in school social work. For students in the School Social Work track, nine (9) credit hours of clinical elective courses are required. To be consistent with the requirements of most states, the Department of Social Work at Washburn University requires students in the school track to successfully complete three graduate-level electives (for a total of nine hours) with emphasis on social work practice in educational settings. The course options are as follows: SW 585 Clinical Social Work Practice with the Exceptional Child (Equivalents include SE 476 Psychology of the Exceptional Student or SE 519 Learning and Behavior Problems of Children and Youth with Mild-Moderate Disabilities); and SW 585 Clinical Social Work Practice

in the Educational Environment (Equivalents include ED 494 Philosophy of Education or ED 472 Issues in Modern American Education); and SW 618 Clinical Social Work Practice in the School Setting.

SW 618 Clinical Social Work Practice in Schools should be taken concurrently with SW 650 Clinical Practicum and SW 655 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 track may take SW 585 courses.

Detailed information about the School Social Work Track, 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/school-social-work-track](http://www.washburn.edu/school-social-work-track).

### **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 course work in the MSW Program may count toward the certificate, but any waivers can only be approved by the chair of the Department of Human Services. More specific information about certificate programs can be found at the Social Work Department website: [www.washburn.edu/social-work](http://www.washburn.edu/social-work) or by contacting the Department of Human Services at (785) 670-2116.

### **Dual JD–MSW Degree Program**

The Department of Social Work and the Washburn University School of Law are offering the dual JD–MSW Degree Program beginning in the Fall of 2007. The goal of the JD–MSW Dual Degree Program is to prepare students with combined skills in both social work and law for professional practice with complex social and legal issues, in areas where social work and law converge. Although graduates of this program will be particularly well-prepared to work with clients having problems in the area of mental health, children and youth, family relations, and the elderly, they will also possess the knowledge and skills necessary to work in any area where the legal system interacts with the social services delivery system (e.g., criminal and juvenile justice administration, legal services to disadvantaged persons, housing and community development). The program curriculum meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines.

If pursued separately, the two-degree programs would require a total of 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 MSW Bulletin link at [www.washburn.edu/msw](http://www.washburn.edu/msw).

### **Online and Online-Assisted Courses**

At present, the Social Work Department at Washburn University offers three online graduate sequences. SW 510 Foundations of Social Policy is offered in the fall and SW 511 Social Policy and Advocacy is offered in the spring. SW 520 Quantitative Social Work Research is taught in the fall and SW 521 Qualitative Social Work Research is taught in the spring. SW 500 Micro Human Behavior in the Social Environment is taught in the fall and SW 501 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](http://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](http://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 500 Micro Human Behavior in the Social Environment (3)**

Presents a bio-psycho-social perspective on the developmental processes of human personality and behavior. It also examines human interactions within the social environment, concentrating on interactions occurring within families and groups, while emphasizing the ecological perspective. Fall semester only.

*Prerequisites: Admitted MSW students only or consent.*

##### **SW 501 Macro Human Behavior in the Social Environment (3)**

Students are exposed to concepts and substantive information about persons-in-environment transactions. Emphasis is placed on the structure and dynamic processes of organizations, communities and societies. Spring semester only. *Prerequisites: Admitted MSW students only or consent.*

##### **SW 510 Foundations of Social Policy (3)**

The major purpose of this course is to prepare social work students as social work practitioners to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is the development of a conceptual map to focus the student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, the majority of the course content will focus on developing familiarity with specific social policies in areas including income maintenance, poverty, child welfare, health and mental health care, and other contemporary policy issues. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. Fall semester only. *Prerequisites: Admitted MSW students only or consent.*

##### **SW 511 Social Policy and Advocacy (3)**

The primary purpose of this course is to prepare social work students to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through advocacy in social policies and programs. A major feature of this course is the emphasis placed on developing knowledge about state legislative procedures and processes in the formulation of important social

policies that impact the consumers of social work services. Students will observe the dynamic legislative process and conduct analysis of specific proposals (bills) currently before the state legislature in “real time.” Beyond a mere theoretical understanding of this process, an expected outcome of this course is for the student to develop practical skills in policy analysis and social advocacy. Spring semester only. *Prerequisites: Admitted MSW students only or consent.*

### **SW 520 Quantitative Social Work Research (3)**

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

### **SW 521 Qualitative Social Work Research (3)**

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

### **SW 525 Pre-Generalist Practicum Workshop (0)**

In this mandatory one day workshop, regular standing MSW students will be oriented to the generalist field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 550 and SW 551 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 15 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

### **SW 530 Fundamentals of Social Work Practice (3)**

Presents concepts and skills of generalist social work practice and includes the ecological and empowerment framework. Attention is given to preparation for the clinical concentration. Included is an examination of multi-level systems practice, and development of cultural competency is emphasized and integrated throughout the course. MSW students must complete this course or its equivalent before enrolling in SW 525, SW 550, and SW 551. Fall

semester only. *Prerequisites: Admitted MSW students only or consent.*

### **SW 550 Generalist Practicum I (3)**

Students will gain supervised generalist level social work experience in selected community agencies. A minimum of 16 hours per week (240 clock hours) will be spent in mastering the knowledge and skills for multi-level client assessment, planning, intervention and evaluation. Concurrent enrollment in SW 525 and SW 551 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

### **SW 551 Generalist Practice Seminar I (3)**

This seminar, taken concurrently with SW 550, provides students with the opportunity to integrate academic course-work, including values and ethics, with their field practicum experiences. Concurrent enrollment in SW 525 and SW 550 is required. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 12 graduate hours in the MSW Foundation including SW 530, and a practicum-director-approved placement in a Field Practicum.*

### **SW 560 Generalist Practicum II (3)**

This Generalist practicum provides the student further opportunities to gain supervised social work experience in selected community organizations and programs for a minimum of 20 hours per week (160 clock hours). The focus is on refining generalist practice skills, and applying them to more complex social work situations, with multi-level systems. Concurrent enrollment in SW 561 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 525, SW 550, and SW 551.*

### **SW 561 Generalist Practice Seminar II (3)**

This seminar, taken concurrently with SW 560, provides students with further opportunities to integrate academic coursework with the practice of generalist social work. Concurrent enrollment in SW 560 is required. Summer only. *Prerequisites: Admitted MSW students only and completion of SW 525, SW 550, and SW 551.*

### **SW 599 Dimensions of Professional Social Work Practice (3)**

In this course, students will become familiar with the history and development of the social work profession, the history of social welfare, the work ethic of the social work profession, the various roles and related responsibilities of social workers in the many different fields of practice that the profession embraces, career opportunities in social work nationally and internationally, the practical aspects of the NASW Code of Ethics, and selected portions

of state rules and regulations that govern the practice of social work in Kansas. In addition, students will have an opportunity to develop sensitivity to, and respect for, human diversity and the value base that underlies the social work professions. An advanced standing student may be required by the MSW Program Director to complete this course. MSW students must complete this course or its equivalent before enrolling in SW 525, SW 550, and SW 551. *Prerequisites: Admitted MSW students only or consent. Required of all regular standing MSW students who have not taken an introductory course to social work and social welfare at the undergraduate or graduate level.*

## **Clinical Concentration Courses**

### **SW 600 Clinical Social Work Practice with Individuals (3)**

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

### **SW 601 Clinical Social Work Practice with Families (3)**

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

### **SW 604 Clinical Social Work Practice with Groups (3)**

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

### **SW 605 Clinical Assessment and Diagnosis (3)**

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

### **SW 625 Pre-Clinical Practicum Workshop (0)**

In this mandatory one day workshop, MSW students will be oriented to the clinical field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 650 and SW 655 is required. Fall semester only. *Prerequisites: Admitted MSW students only; completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

### **SW 650 Clinical Practicum I (3)**

This first semester of Clinical Practicum is taken concurrently with SW 655 Clinical Seminar. In this semester, students begin their professional development in community agencies. Small case load and close supervision is expected. Concurrent enrollment in SW 625 and SW 655 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

### **SW 655 Clinical Practice Seminar I (3)**

In this seminar, taken concurrently with the Clinical Practicum I, students are expected to integrate academic course work, including values and ethics, with the practice of clinical social work, and to analyze and evaluate their effectiveness with clients. Concurrent enrollment in SW 625 and SW 650 is required. Fall semester only. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

### **SW 656 Clinical Practice Seminar II (3)**

Clinical Seminar II must be taken concurrently with Clinical Practicum II. This online seminar/online course provides students with further opportunity to integrate academic course work, including values and ethics, with the actual practice of clinical social work, and to think critically about their clinical work with clients. The seminar/online course allows students to continue with peer clinical case consultation format. In addition, the seminar/online course permits students to focus on creating a portfolio that will be reviewed by peers and the instructor at the end of the semester. Spring semester only. *Prerequisites: Successful completion of SW 625, SW 650, and SW 655.*



### **SW 660 Clinical Practicum II (3)**

This field experience is a continuation of Clinical Practicum I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Spring semester only. *Prerequisites: Admitted MSW students only, completion of SW 625, SW 650, SW 655, and a practicum-director-approved placement in a Clinical Field Practicum.*

### **Clinical Elective Courses**

Students should select elective courses in concert with their social work advisor and based on their particular area of practice interest. Nine credit hours of clinical social work electives are required. Dimensions of Professional Social Work (SW 599) counts as an elective for those students who are required to take it.

All elective courses will not be offered every semester. Other clinical electives may be added to fit client/community needs.

### **SW 585 Special Topics (1-3)**

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

### **SW 610 Clinical Social Work Practice with Children and Youth (3)**

Students in this course are expected to develop the knowledge and skills necessary for effective assessment and treatment of children and youth. Effects of environment, culture, family, and developmental influences are emphasized. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

### **SW 612 Clinical Social Work Practice with Diverse Populations (3)**

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

### **SW 615 Psychopharmacology (3)**

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

### **SW 617 Human Sexuality and Clinical Social Work Practice (3)**

Students in this course are expected to develop the knowledge and skills necessary for effective clinical social work services to clients experiencing difficulties in the area of sexual functioning. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

### **SW 618 Clinical Social Work Practice in the School Setting (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 650.*

### **SW 619 Clinical Social Work Practice with Survivors of Trauma (3)**

Students in this course are expected to develop the knowledge and skills necessary for effective clinical or systemic interventions for children, adolescents, and adults who have survived a traumatic event. *Prerequisites: Admitted MSW students only, completion of all MSW foundation coursework or consent.*

### **SW 620 Brief Intervention in Clinical Social Work Practice (3)**

Students in this course are expected to develop the knowledge and skills necessary for effective application of brief intervention, including current models of brief therapy in clinical social work practice with individuals, families, and groups. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

### **SW 630 Independent Study (1-3)**

This opportunity for study is designed for students wishing to complete an in-depth project in a specific area. The study must be approved by and coordinated with an individual member of the core social work faculty. *Prerequisites: Admitted MSW students only, completion of a minimum of 15 credit hours of MSW foundation coursework, and approval of both the MSW Program Director and the Department Chair.*

### **SW 632 Mental Health and the Law (3)**

This elective course is designed to acquaint social workers and other human service practitioners with the basic legal principles and procedures relevant to their work. The course also focuses on the impact which the legal system has on professional practice, with an emphasis on the following areas: the structure of the legal system; relation of ethics and law; informed consent; guardianship; family law; laws and the severely mentally ill; basic principles of malpractice; and testifying in court. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

### **SW 633 Survival Spanish and Cultural Issues (3)**

This an elective course which consists of an integrated program of printed and audio instructional materials focused on learning generic Spanish designed for the workplace (i.e., requesting personal information of a limited nature) and content introducing students to the history and experiences of Latino and Hispanic populations throughout the U.S. Students will be exposed to the rich diversity, strengths as well as challenges, of immigrating populations. Issues of social injustice and oppression are explored including immigration and social welfare policies. Through case examples and assignments, students will have an opportunity to critically think about application of course context to social work practice. Active participation of students is required. Graduates taking this course will have different assignments and additional learning objectives than undergraduates. Both groups of students will learn the same generic Spanish material. Learning is facilitated through the use of some on-line discussion and instruction. *Prerequisites: Admitted MSW students only and completion of a minimum of 15 credit hours of MSW foundation coursework or consent.*

## **SCHOOL OF BUSINESS**

### **MASTER OF ACCOUNTANCY (MAcc)**

Website: [www.washburn.edu/MAcc](http://www.washburn.edu/MAcc)

E-mail: [MAcc@washburn.edu](mailto:MAcc@washburn.edu)

#### **Contact Information**

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 is 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 institutions. 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. To be considered for admission, an applicant must:

## MAcc 3+2 Program

Currently be an undergraduate accounting student at Washburn University and:

1. Have senior standing as defined by Washburn University.
2. 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.
3. Have earned a minimum undergraduate grade point average of at least 3.0 on a 4 point scale.
4. Have been admitted to the Washburn University School of Business.
5. Have submitted a completed "Application for Graduate Study in Accountancy". These applications are completed on line and are found at [www.washburn.edu/MAcc](http://www.washburn.edu/MAcc) under "Admission Requirements".
6. 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

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:

1. Have completed course(s) equivalent to EC 211 Statistics for Business and Economics.
2. Submit a completed "Application to Washburn University."
3. Submit a completed "Application for Graduate Study in Accountancy."
4. [These applications are completed on line and are found at [www.washburn.edu/MAcc](http://www.washburn.edu/MAcc) under "Admission Requirements".]
5. 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.
6. 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.
7. Earn a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
8. Have an admission index of 1100 – computed as  $(200 * \text{GPA}) + \text{GMAT Score}$ .
9. 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](http://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](http://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. Cost of this evaluation is borne by the student. Washburn University requires a detailed report from Educational Credential Evaluators, Inc. Applications can be obtained by writing to ECE, PO Box 92970, Milwaukee, WI 53202-0970, US (website is: [www.ece.org](http://www.ece.org)) or from the International Student Office 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  $(200 * GPA) + GMAT \text{ Score}$ .
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.

## **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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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.) *Prerequisite: 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](http://www.washburn.edu/business)

E-mail: [mba@washburn.edu](mailto: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 beginning of the program in 1982, presently at a rate of 25 to 30 per year. Washburn MBA students and graduates can be found at all of the major employers in Topeka and many are employed outside the region. International students compose about 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 Graduate Programs

School of Business

Henderson Learning Resource Center, Room 114

1700 SW College Avenue

Washburn University

Topeka, Kansas 66621

Tel: (785) 670-1307

Fax: (785) 670-1063

### **MBA Program 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 their closure experience. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is an attempt by the student to write out her or his expectations of the MBA Program. As part of the closure experience, presented below, the student will be required to assess the extent to which the MBA Program met his or her expectations.

## **MBA Program Curriculum**

The Washburn MBA curriculum combines opportunities to develop one's skills in communication, quantitative analysis, computer technology, and teamwork with study of accounting, economics, finance, information systems, management, marketing, legal and ethical issues, and production and operations in the context of domestic and global environments of business.

For the students without a prior business degree or related course work, 58 semester hours (20 courses) are required, divided between the foundation-level level (27 semester hours) and the upper level (30 semester hours). MA 116 College Algebra is prerequisite to the program. Students are expected to acquire basic competence in the business use of spreadsheets either by course work or by self-study early in the foundation level program.

## **I. The Foundation-level Program**

All students must show proficiency, normally through course work, in quantitative methods, accounting, and the core areas of business, including financial analysis and markets, domestic and global economic environments, the creation and distribution of goods and services, and human behavior in organizations. Students in many other majors receive partial foundation-level credit. Students with baccalaureate degrees in business from schools following the national pattern will be given credit for much of the foundation-level program. The MBA-level courses numbered 920 to 929 and BU250 meet the foundation-level requirements.

### **Foundation-level Courses**

BU 250 Management Information Systems  
AC 924 Accounting Concepts  
BU 922 Quantitative Methods I  
BU 923 Quantitative Methods II  
EC 925 Economic Environment  
BU 926 Survey of Finance  
BU 927 Marketing Concepts  
BU 928 Production and Operations Systems  
BU 929 Human Behavior in Organizations

**Total Foundation-level Hours            27**

The Director of Graduate Programs will determine the suitability of undergraduate or graduate course work to satisfy these foundation-level requirements. Final determination as to whether or not courses taken elsewhere meet foundation-level requirements will be made only upon full admission to the MBA program. Students planning to take additional course work prior to application to the MBA program should consult with the Director of Graduate Programs/MBA Advisor to determine which courses at Washburn University and elsewhere meet these requirements.

## **II. The Upper-level Program**

Thirty semester hours beyond the foundation-level courses must be completed by all students.

### **Required Upper-level Courses**

EC 952 Managerial Economics  
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

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 972 Human Resources

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 Graduate Programs/MBA Advisor as to the availability of these electives.

**Total Required Upper-level MBA Program Credit Hours 30**

**MBA Program Closure Experience**

The closure experience will provide the student an opportunity to synthesize the academic information that has been contributed to their academic portfolio. The closure experience will take the form of both written and oral presentations requiring the student utilize the contents of their portfolios. The writing component of the closure experience will be a reflective essay based on the contents of the portfolio. The purpose of this essay is described below. Suggested scenarios for oral presentation include a mock job interview, formal presentations to graduate faculty, etc. Whatever the scenario given to the students, they will have to rely on the contents of their portfolio in order to complete the experience.

**Portfolio Contents**

A student's portfolio will contain at least one sample of work selected by the course instructor for each upper-level course and elective. The student is free to select up to two additional samples of his or her work from upper-level and elective courses. These samples should not be rewritten or revised beyond the version that was graded by the professor.

**Reflective Essay**

In a maximum of five pages, double-spaced, the student will describe how the portfolio's contents demonstrate the student's success in achieving the vision of the MBA program. The student may write about how each contribution meets one or more of the "Competencies for the MBA Program" implied by the vision statement. Alternatively the student might write how they meet the AACSB MBA Competencies. There is no specific approach or format for the Reflective Essay. However, it will be read as one of the student's most mature and developed statements of their education. An additional purpose of the reflective essay is for the student to recognize that their work fits into a coherent whole and that upper-level courses and electives are not simply a random selection but do have an overall purpose. Also the student will evaluate how well their expectations, as specified in their initial contribution to their portfolio, were met.

The reflective essay will be completed during finals week of the student's graduation semester.

**Portfolio Evaluation**

Each student's portfolio will be evaluated by the MBA Portfolio Committee, which will be composed of three members of the MBA faculty. The contents (reflective essay & contributions) will each be evaluated as: Unacceptable, Acceptable, or Outstanding. The contributions will be evaluated as a whole and the reflective essay will be evaluated on the basis of how well it succeeds in achieving its purpose. In order to receive the MBA degree a student's portfolio must be evaluated as at least "Acceptable" by the MBA Portfolio Committee. These portfolio evaluations will be completed during finals weeks of the student's graduation semester.

**Transfer Policy**

A maximum of nine hours of graduate credit in the upper-level MBA program may be transferred from AACSB-accredited business schools and posted on the Washburn University transcript. Requests to transfer courses must be made in writing. Requests to substitute transfer credit for required upper-level courses go to the designated faculty committee.

## Law School Courses

Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MBA requirement. The law school credit must be in business-related, non-required law school courses approved by the School of Business. Washburn University offers a dual JD/MBA degree. A statement of that degree is provided below.

## Application Schedule

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

## Admission

Admission will be granted to students showing high promise of success in graduate business study as indicated by the applicant's previous academic record, scores on the Graduate Management Aptitude Test (GMAT), work experience, and letters of reference. Admission requirements include oral and written communication and college algebra or equivalent competency. (The program applied calculus requirement should be met in the first semester of enrollment.) To be considered for admission, an applicant must:

1. Hold a baccalaureate degree from a regionally accredited institution of higher education;
2. Submit a completed "Application to Washburn University".
3. Submit a completed "Application for Graduate Study in Business". These applications are completed on line and are found at [www.washburn.edu/business/mba](http://www.washburn.edu/business/mba) under "Admission Requirements";
4. Request that official transcripts be sent directly to the Director of Graduate Programs, School of Business, Washburn University, from all previously attended institutions;
5. Earn an acceptable score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.

6. Arrange for two letters to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business. These letters should be sent to the Director of Graduate Programs, School of Business, Washburn University, Topeka, Kansas 66621; and
7. Submit an application fee to the MBA program of \$40. The check should be made out to Washburn University and be sent to the School of Business.

## Provisional Admission

By specific application and based on space availability and the applicant's previous academic record, a limited number of applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MBA program for one semester while their application files are completed. During the semester of provisional admission, the applicant is required to complete the application file and may enroll in up to two MBA courses for a total of no more than six semester hours, with no more than one MBA course at the upper-level. No further enrollment is possible without full admission to the MBA program. Definite statements as to the length of the applicant's MBA program, including final determination on waivers and transfer courses, cannot be made until after the applicant has been granted full admission to the MBA program.

## International Admission

International students must hold a university credential that is equivalent to a U.S. baccalaureate degree;

1. Submit a completed "Washburn University International Application for Admission".
2. This application is completed on line and is found at [www.washburn.edu/iip](http://www.washburn.edu/iip) under "International Students"; submit a completed "Application for Graduate Study in Business".
3. This application is completed on line and is found at [www.washburn.edu/business/mba/](http://www.washburn.edu/business/mba/) under "Admission Requirements"; request that official transcripts be sent to the Director of Graduate Programs, School of Business, Washburn University, from all previously attended institutions. Transcripts from non-U.S. institutions submitted as part of an application for graduate study in the School of Business must be evaluated by a Washburn University-recognized evaluation service. Cost of this evaluation is borne by the student. Washburn University now requires

a detailed report from Educational Credential Evaluators, Inc. Applications can be obtained by writing to ECE, PO Box 92970, Milwaukee, WI, 53202-0970, US (Web site is [www.ece.org](http://www.ece.org)) or from the International Student Office at Washburn University;

4. Earn an acceptable score on the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928;
5. Arrange for two letters to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business. These letters should be sent to the Director of Graduate Programs, School of Business, Washburn University, Topeka, Kansas 66621;
6. Submit an application fee to the MBA program of \$40, as well as the \$60 processing fee for international students. The two checks should be made out to Washburn University and be sent to the School of Business and to International Programs respectively;
7. Take the Test of English as a Foreign Language (TOEFL) including the Test of Written English (TWE). Request that scores be reported directly to the School of Business, Washburn University by the testing agency. Washburn University requires a 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.

## Academic Advising

All academic advising for MBA students is done by the Director of Graduate Programs/MBA Advisor. MBA students are required to consult with the MBA advisor every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available as well as timely graduation. Permission for enrollment in any class for which the instructor feels the student's background and preparation are inadequate will be withdrawn. Foundation-level

courses should be completed before upper-level courses are taken. Students are expected to inform Washburn University and the MBA program of any changes of their permanent and current address and contact information. International students must inform the International Student Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

## Academic Status: Full-Time and Part-Time Graduate Student

Full-time and part-time status of graduate students during the fall and spring semesters are calculated as follows:

- 9 or more semester hours=full time
- 8 semester hours = three-quarter time
- 5 to 7 semester hours = one-half time
- 1 to 4 semester hours = one-quarter time

## Grades

The symbols used in grading 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 later of (1) the semester when he/she first enrolled or (2) the semester when he/she was fully admitted to the MBA program. The student may choose any subsequent catalog in effect within six years of the date of graduation. Students first admitted and enrolling beginning in the fall 2007 semester will be under the program as presented in this catalog, subject to any modifications approved by the School of Business prior to the first day of class of the fall semester.

## **WASHBURN UNIVERSITY DUAL DEGREE PROGRAM**

### **School of Law (J.D.) & School of Business (M.B.A.)**

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

On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the M.B.A. program at the Washburn University School of Business requires 30 credit hours of upper-level courses.\* Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the M.B.A., and six credit hours of business school courses may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are upper-level required courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (950 series) business school courses.

Students may choose to begin either their legal studies or their business studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to

take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association's standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

\* The M.B.A. program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 920 level courses offered by the School of Business.

## **GRADUATE COURSES**

### **MBA Foundation Level Program**

Admission requirements: Oral and Written Communications, College Algebra'

#### **AC 920 Financial Accounting Concepts (2)**

The study of the development and communication of financial information reported in general purpose financial statements. These statements are primarily used by investors and creditors to assist in making investment and credit decisions and also by management to assist them in internal decision making. *Prerequisite: College Algebra.*

#### **AC 921 Managerial Accounting Concepts (2)**

An introduction to basic managerial accounting and the related language necessary to support decision making and analysis internal to the firm. Analytical skills for management planning, control, and performance evaluation in the current business environment are emphasized. *Prerequisites: College Algebra and AC 920.*

#### **BU 922 Quantitative Methods I (3)**

Linear algebra, calculus, spreadsheet use, and compound interest. *Prerequisite: College Algebra.*

#### **BU 923 Quantitative Methods II (3)**

Business statistics, data analysis, quality control statistics, computer statistics, computer-based. *Prerequisite: BU 922.*

#### **AC 924 Accounting Concepts (3)**

Accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic information system for communicating and measuring

use of financial data for planning and control purposes. Primary focus is to provide background for upper-level graduate courses. *Prerequisite: College Algebra.*

### **EC 925 Economic Environment (3)**

The nature and scope of economics, the firm in a market economy, level of economic activity, international aspects, and policy alternatives.

### **BU 926 Survey of Finance (3)**

The principles and concepts of corporate finance. The emphasis is on developing the ability to understand and analyze financial information as it relates to the timing, magnitude, and risk factor of cash flows. Topics include but are not limited to understanding financial statements, time value of money, capital structure, capital budgeting, dividend policy, and the risk versus return trade-off. *Prerequisites: AC 920 and AC 921.*

### **BU 927 Marketing Concepts (3)**

The role and importance of marketing in our economy; principles, methods, and problems involved in the management of marketing operations and activities. *Prerequisite: EC 925 or consent of instructor.*

### **BU 928 Production and Operations Systems (3)**

Management of the production/operations function in service, retailing and manufacturing. Discusses models for strategic, tactical, and operational decisions. *Prerequisites: BU 923; BU 922 recommended or consent of instructor.*

### **BU 929 Human Behavior in Organizations (3)**

Aspects of individual and group behavior as they affect the business environment.

## **MBA Upper-Level Program**

**Admission Requirements:** Students are expected to have fulfilled all or most of the foundation level requirements before taking upper-level courses.

## **Required Upper-level Courses**

### **EC 952 Managerial Economics (3)**

Management problems from an economic point of view. Focuses on the application of economic theory to day-to-day managerial decision making. *Prerequisite: EC 925 or consent of instructor.*

### **AC 954 Management Accounting Analysis (3)**

In-depth study of the uses of management accounting tools and their impact on the contemporary business organization. Includes evolution of cost and decision models and the management accounting function, as well as the application of fundamental methods. Emphasis is on case studies and research and the development of written and oral communication skills in a management accounting context. *Prerequisites: BU 250, AC 920, and AC 921, or consent of instructor.*

### **BU 955 Financial Strategies (3)**

Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis. *Prerequisites: BU 922, BU 923, and BU 926.*

### **BU 956 Computer-based Information Systems (3)**

Computer-based systems for supporting management decisions. *Prerequisites: BU 250, BU 922, & BU 923, or consent of instructor.*

### **BU 957 Strategic Marketing Management (3)**

An analytical approach to the marketing function of the firm. Development of competitive marketing strategy in a dynamic environment. *Prerequisites: AC 921 and BU 927.*

### **BU 958 Managerial Skills and Professional Experiences (3)**

This course will be composed of two components. The first, Manager Skills, students will acquire a set of skills to manage the group and individual dynamics in organizations. The second, Professional Experiences will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations

### **BU 959 Strategic Analysis (3)**

Study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization. This course should be taken during the last two semesters of the program and after completion of most of the upper-level required courses. *Prerequisite: BU 955.*

## **Upper-Level Elective Courses**

### **BU 953 Product Systems (3)**

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

### **BU 971 Legal and Ethical Issues (3)**

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

### **BU 972 Human Resources (3)**

The roles of top management and line managers in shaping organizational success. *Prerequisite: BU 929 or consent of instructor.*

### **BU 974 International Business (3)**

The study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing and human resource management in the international context is addressed. *Prerequisite: Completion of foundation-level requirements or consent of instructor.*

### **BU 977 International Financial Strategy (3)**

Theory, methods, technique, financial instruments, and practices of international corporate finance. Emphasis is placed on currency risk management, international banking, international trade finance, and international investment. *Prerequisite: BU922, BU923, and BU926.*

### **BU 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 core requirements, 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. *Prerequisite: Completion of foundation-level requirements.*

### **BU 985 Business Intelligence Systems (3)**

Business intelligence systems combine operational data with analytical tools to present complex and competitive information to planners and decision-makers. The objective is to improve the timeliness and quality of inputs to the decision process. BI (Business Intelligence) is used to understand the capabilities available in the firm; the state of the art, trends, and future directions in the markets, the technologies, and the regulatory environment in which the firm competes; and the actions of competitors and the implications of these actions. *Prerequisites: Completion of foundation-level requirements and BU 956.*

### **BU 996 Research Project in Business (3)**

Individual study of selected problems in the field of business or economics as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. *Prerequisite: Enrollment by consent of instructor only.*

### **AC 997 Research Project in Accounting or Tax (3)**

Individual study of selected problems in the field of accounting or tax as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. *Prerequisite: Enrollment by consent of instructor only.*

### **BU 998 Special Topics in Business (3)**

Special topics announced in advance. May be taken more than once.

### **AC 999 Special Topics in Accounting or Tax (3)**

Special topics announced in advance. May be taken more than once.

## SCHOOL OF NURSING

### DOCTOR OF NURSING PRACTICE (DNP)

Website: [www.washburn.edu/sonu](http://www.washburn.edu/sonu)

E-mail: [marykay.thornburg@washburn.edu](mailto:marykay.thornburg@washburn.edu)

Petro Allied Health Center, Room 203A

785-670-1525

Fax: 785-670-1032

#### Accreditation

The DNP program is approved by the Kansas State Board of Nursing. Approval is pending from the Higher Learning Commission.

#### 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 concurrent enrollment in a Master of Business Administration 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 Family or Adult-Gerontology tracks
- MSN to DNP (without APRN status) with Family or Adult-Gerontology tracks
- BSN to DNP with Family track

The Doctor of Nursing Practice program prepares BSN and post-MSN graduates for leadership roles in advanced practice nursing. The post-Master's DNP program is available for family and adult-gerontology nurse practitioners who desire a strong emphasis in entrepreneurship, as well as for MSN-prepared nurses who lack the APRN credentials but would like to combine a post-MSN family or adult-gerontology nurse practitioner program with their DNP degree. The MSN to DNP student without APRN status will be eligible to sit for the national certification exam as a family or adult-gerontology nurse practitioner upon graduation. The BSN-DNP student also gains business expertise and will be eligible to sit for the national certification exam as a family nurse practitioner upon graduation.

The Post-Master's DNP program requires completion of 44 credits if the applicant is already nationally certified as either an adult or family nurse practitioner. In addition, 69 credits are required for post-MSN students who lack

certification as either an adult or family nurse practitioner and who are seeking their DNP degree. The BSN-DNP program requires completion of 73 credits. 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 who teach in the MBA program. Up to 15 credits in the DNP program in the School of Nursing can be applied toward an MBA degree from the School of Business.

#### 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.

#### DNP COURSE REQUIREMENTS

##### MSN-DNP COURSE REQUIREMENTS WITH APRN STATUS

<u>Core Requirements</u>	<u>credit hrs</u>
NU 517 Clinical Scholarship for Evidence-Based Practice	3
NU 800 Philosophical Worldview of Advanced Practice	3
NU 804 Emerging Concepts in Informatics	2
NU 806 Health Care Economics	3
NU 810 Leadership for Global Health	3
NU 812 Innovation in Quality Care	3
NU 814 Implementation Science for Adv Practice Nurses	3
NU 816 Practice Inquiry DNP Project	3
or	
BU 983 Venture Creation DNP Project	3*

<u>Nurse Practitioner Courses</u>	<u>credit hrs</u>
NU 802 Epidemiology	3
NU 808 NP Primary Care Residency (450 clock hrs)	6

<u>Entrepreneurship Focus</u>	<u>credit hrs</u>
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

**Total Credits: 44 Credits**

### MSN-DNP COURSE REQUIREMENTS WITHOUT APRN

#### STATUS

<u>Core Requirements</u>	<u>credit hrs</u>
NU 506 Advanced Pathophysiology	3
NU 512 Advanced Pharmacology	3
NU 517 Clinical Scholarship for Evidence-Based Practice	3
NU 800 Philosophical Worldview of Advanced Practice	3
NU 804 Emerging Concepts in Informatics	2
NU 806 Health Care Economics	3
NU 810 Policy and Leadership for Global Health	3
NU 812 Innovation in Quality Care	3
NU 814 Implementation Science for Adv Practice Nurses	3
NU 816 Practice Inquiry DNP Project	3
Or	
BU983 Venture Creation DNP Project	3*

<u>Nurse Practitioner Courses</u>	<u>credit hrs</u>
NU 700 Adv Patient Assessment and Differential Diagnosis	4
NU 702 Primary Care I	3
NU 703 Primary Care I Practicum (225 clock hrs)	3
NU 704 Primary Care II	3
NU 705 Primary Care II Practicum (225 clock hrs)	3
NU 706 Primary Care III	3
NU 707 Primary Care III Practicum (225 clock hrs)	3
NU 802 Epidemiology	3
NU 808 NP Primary Care Residency (375 clock hrs)	5

<u>Entrepreneurship Focus</u>	<u>credit hrs</u>
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

**Total Credits: 71 CREDITS**

\*The family nurse practitioner students will take NU 702 and NU703 (Primary Care I/Primary Care I Practicum) but the adult nurse practitioner students will not take NU 702 and NU 703 and will require 65 credits to complete their DNP degree requirements.

### Degree Completion Requirements/Graduation

Successful completion of all courses is required for the awarding of the DNP degree. A GPA of 3.0 is required for graduation. 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, the University administration, and the Washburn University Board of Regents.

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).

### ADMISSION AND PROGRESSION

#### Admission Criteria

Students who meet the requirements noted below may apply for admission to the DNP program. Please see MSN admission information related to the procedure to follow for applying to the DNP program. The requirements for admission to the DNP program include:

- Official transcripts sent to the School of Nursing (BSN and MSN);
- Evidence of current licensure in the state of Kansas as a registered nurse and APRN (post-Master's NP only);
- Successful completion of a graduate statistics course (with grade of "B" or better within the last 10 years). Transcript must be sent to the School of Nursing;
- Completion of a written application to include three references from current or past employers, faculty, or professional peers;
- Completion of the online graduate degree seeking application to Washburn University if not already enrolled at Washburn University;



- Notarized application to the Washburn University School of Nursing;
- National certifications through either ANCC or AANP (applies to post-Master's NP applicants only);
- Current resume; and
- GPA of 3.25 or above in previous graduate work.

The School of Nursing Graduate Admission, Progression, and Retention (Graduate APR) Committee reviews all applicants. All potential applicants will be required to attend a face-to-face interview and complete a brief writing assessment tool prior to being accepted into the program. After all potential applicant interviews are completed the Graduate APR committee will determine the final list of accepted applicants into the DNP program.

### **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. In most instances, transfer of credit is granted for first year courses up to 9 credit hours. Academic credit is not given for life or work experience.

### **Time Limit for Completion of the Program**

All students have seven 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 Graduate APR 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.

### **Part-Time and Full-Time Students**

The post-Master's DNP program was created with the professional nurse in mind. The post-Master's to DNP program with APRN status is a set three year curriculum requiring no more than two courses per semester (no more than 6 credits per semester). Summer enrollment is required. The post-Master's non-APRN to DNP program is four academic years in length. There are two semesters that require 9 credit hours, with the majority of semesters requiring 7 or fewer credits. The University's requirement for full-time status as a graduate student is 9 credit hours. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum hours.

### **Grading Policies**

The Doctor of Nursing Practice (DNP) degree program at Washburn University 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" (failure) 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. Students must maintain a GPA of 3.0 or greater to meet graduation requirements.

### **Requests to Change Track**

The School of Nursing Graduate APR 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 Graduate APR Committee. The letter should state the request and indicate the reason for the request. The Graduate APR 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 Graduate APR 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 graduate nursing program, a student's progress is evaluated by the Graduate APR 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 retaken. 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 Graduate APR 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 an unsatisfactory grade in a required nursing course, or demonstrates a pattern of nonattendance, he/she 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 Graduate APR 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 Catalog.

### **Grade of Incomplete**

The course grade of incomplete is given under specific conditions as outlined in the University 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 academic advisor should be consulted prior to withdrawal. Information will then be forwarded to the Chairperson of the Graduate Admissions, Progression and Retention (Graduate APR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the Course Coordinator, advisor, and practicum preceptor. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in

the practicum, the Course Coordinator will investigate circumstances and take appropriate action.

### **Tuition Refund**

A student who withdraws from any course may be entitled to a partial refund according to the University's established refund policies. Students should consult the "Tuition and Refund Schedule" published in the Class Schedule Bulletin for each semester. Cancellation of registration that entitles the student to a tuition refund is subject to approval by the Dean of the School of Nursing, the Vice President of Academic Affairs, and other Washburn University administrators. Typically, approval is granted only in rare and extraordinary circumstances such as a serious illness or death in the family. The student is responsible for initiating the request for a tuition refund in writing and the request must include sufficient written documentation to make rendering a decision possible.

### **Non-Academic Dismissal**

In order to remain in the DNP program at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics;
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook;
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act; and
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and 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 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 Graduate APR 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 Graduate APR Committee. If the seven year completion time limit is exceeded, decisions about the student's placement and progression will be made by the Graduate APR Committee.

## Withdrawal from/Readmission to the Nursing Program

A student who wishes to withdraw from the DNP program should present to their advisor and the Chairperson of the Graduate APR 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 Graduate APR 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 Graduate APR Committee, may seek recourse through the following procedure. The student writes a letter to the Chairperson of the Graduate APR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the Graduate APR 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

Please see MSN program information on advising as the process and policies for academic advising are identical at the MSN and DNP levels.

## GRADUATION

### Degree Completion Requirements

Please see Degree Completion Requirements on previous page. 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 practitioner (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 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. Graduates of the adult/geriatric and family nurse practitioner tracks are eligible for certification by national credentialing agencies.

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 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 800 Philosophical Worldviews of Advanced Practice Nursing (3)**

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 the instructor.*

### **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 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 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 812 Innovations in Quality Care (3)**

Focuses on how to use the best available evidence to enhance quality and safety in clinical practice. Covers how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. Provides opportunities to demonstrate skills in peer review, collaboration, and communication that promote a culture of excellence. *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.*

## **Nurse Practitioner Courses**

### **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 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 700 Advanced Patient 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. 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 and NU 506.*

### **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 802 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. *Prerequisite: Admission to the DNP Program or consent.*

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

## **Master of Science In Nursing (MSN)**

Website: [www.washburn.edu/sonu](http://www.washburn.edu/sonu)

E-mail: [mary.allen@washburn.edu](mailto:mary.allen@washburn.edu)

### **Degrees Offered:**

Master of Science in Nursing (MSN)  
Post-graduate Psychiatric Mental Health Nurse Practitioner Certificate  
Post-graduate Certificate in Education  
Petro Allied Health Center, Room 203  
785-670-1525  
Fax: 785-670-1032

### **Mission**

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value 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 MSN program is approved by the Kansas State Board of Nursing and has national accreditation by the Commission on Collegiate Nursing Education (CCNE).

## Description of the Program

The graduate program offers a nursing curriculum designed to prepare registered nurses as advanced practice nurses. The Master of Science in Nursing (MSN) degree offers three specialty tracks: adult nurse practitioner, family nurse practitioner, and clinical nurse leader. Adult nurse practitioner and family nurse practitioner meet the Kansas State Board of Nursing requirements for advanced practice registered nurse (APRN).

Students may complete the curriculum as a part-time or full-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, 1996; Kansas State Board of Nursing, 2004; National Task Force on Quality Nurse Practitioner Education, 2002; National Organization of Nurse Practitioner Faculty, 2002) while creating a flexible and contemporary graduate education.

The graduate nursing curriculum builds upon the baccalaureate degree in nursing to develop an advanced practice nurse with a high level of expertise in clinical practice, and/or leadership. All graduates possess an advanced core of knowledge to assess and manage health within complex systems.

Adult nurse practitioners provide clients with health education, health promotion and maintenance interventions. They assume responsibility with individuals and families to maintain and promote health, care for people with acute and chronic illness and provide supportive and restorative measures for realization of maximum health potential.

Family nurse practitioners provide clients with health education, health promotion and health maintenance interventions. They assume responsibility with individuals across the life span and their families to maintain and promote health, care for people with acute and chronic illness and provide supportive and restorative measures for realization of maximum health potential.

Clinical nurse leaders are prepared as a generalist. The role of clinical nurse leader was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the clinical nurse leader track will provide and manage care at the point of care to individuals, clinical populations, and communities. The clinical nurse leader 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;
- Integrated knowledge and theory into evidence-based practice and research;
- Collaborate with interdisciplinary groups within the role and scope of advanced practice nursing;
- Demonstrate sound critical thinking and clinical decision-making;
- Provide holistic care that is culturally proficient with diverse groups and communities;
- Incorporate ethical and legal principles in health care policies; and
- Integrate effective communication in advanced nursing roles.

## MSN COURSE REQUIREMENTS

Core Requirements	credit hrs
NU 500 Theoretical Foundations for ANP	3
NU 502 Advanced Nursing Practice Ethics	2
NU 504 Integrative Healing Therapies	2
NU 506 Advanced Pathophysiology	3
NU 512 Advanced Pharmacology	3
NU 516 Informatics in Health Settings	2
NU 517 Clinical Scholarship for EBP	3

### Adult Nurse Practitioner (ANP) Courses credit hrs

NU 508 Health Policy, Finance & Org	4
NU 510 Professional Role Development	2
NU 514 Advanced Health Assessment	4
NU 600 Adult Health I	3
NU 602 Adult Health I Practicum	3
NU 604 Adult Health II	3
NU 607 Health Care Practicum II: Specialty	3
NU 608 Health Care Practicum III-Specialty	3
NU 670 Graduate Project or Thesis	2-6

### Family Nurse Practitioner (FNP) Courses \* credit hrs

NU 507 Advanced Pathophysiology-Family	1
NU 513 Advanced Pharmacology-Pediatrics	1
NU 603 Primary Care Family	3

\*These courses plus ANP courses are required for FNP specialization.

### **Clinical Nurse Leader (CNL) Courses    credit hrs**

NU 515 Advanced Health Assessment for CNL	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 617 Quality and Safety Management	2
NU 671 Graduate Project	1-2

### **Degree Completion Requirements/Graduation**

Satisfactory Completion of all core courses for one of the specialty tracks is required for the awarding of the MSN degree. Also required is completion of a portfolio validating achievement of program outcomes. The adult nurse practitioner track includes 705 clock hours of practicum/laboratory experience. The family nurse practitioner track includes 765 clock hours of practicum/laboratory experience. Students may not be able to graduate with a cumulative grade point average of less than 3.0. Recommendation the master's degree be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing, the University administration, and the Washburn University Board of Regents.

To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to graduation to review their degree audit. All students must also submit an Application for Degree to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring graduation).

### **Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate**

The Post-Masters 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 Family Psychiatric Mental Health Nurse Practitioner (FPMHNP-BC). 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 514 Advanced Health Assessment and Differential Diagnosis	(4)
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)

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

### **Education Certificate**

The Post-Masters Certificate in Education Program prepares nurses at the graduate level with expertise in educational theory, teaching strategies, and curriculum development. Students with a previous graduate degree in nursing or those students currently pursuing a

graduate degree may choose to complete the certificate in preparation for clinical nursing faculty role. The twelve hour curriculum is composed of two didactic courses, one practicum and one education elective courses and provides a contemporary graduate education tailored to the interests of the student.

#### **Post-Masters Education Certificate (12 hrs)**

NU 680 Educational Foundations in Nursing	(3)
NU 682 Teaching & Learning for Nursing Practice	(3)
NU 684 Education Practicum	(3)
NU 686 Education Elective	(3)

## **ADMISSION AND PROGRESSION**

### **Admission Criteria**

Students who meet the requirements noted below may apply for admission to the graduate nursing program. Students will be admitted to the program each year in the fall semester. Students make application to the School of Nursing and file the required credentials with the Nursing Office during the specified time period indicated in the application instructions available in the School of Nursing.

The requirements for admission include:

- 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;
  - A written statement on personal philosophy of nursing and 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;
- 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](http://www.ets.org/toefl)

If a student is not already enrolled at Washburn University at the time of applying for admission to the School of Nursing, an online Washburn University Admission application must be submitted to the University Office of Admissions. The School of Nursing

Graduate Admission Progression Retention (Graduate APR) Committee reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. Students are selected for admission to the graduate program without discrimination in regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The School of Nursing adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others in both the classroom and clinical areas. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of a professional person. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

### **Criminal Record**

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before advanced practice licensure is granted or denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure.

### **Transfer Students**

Students transferring from other nursing graduate programs are required to submit course syllabi for all completed nursing courses. Transfer of credits from another graduate nursing program is considered on a case-by-case basis. 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 graduate nursing program at Washburn University. Any student who



cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the faculty advisor and sent to the Chairperson of the Graduate APR 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 Graduate APR Committee.

### **Part-time and Full-time Students**

Both part-time and full-time scheduling options are available. All students begin the MSN program in the Fall semester. The University's requirement for full-time status as a graduate student is 9 credit hours. Full-time students in the nursing graduate program will average 10-11 credit hours per semester. Part-time students average 5 to 8 credit hours each semester. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum.

### **Conditional Admission**

Students may be "conditionally" admitted to the MSN program as a part-time student for one academic year. A student whose status is "conditional" may have one prerequisite course not completed at the time of application. A student admitted as "conditional" is expected to complete the admission requirement within a year, preferably sooner. If the requirement is not met within academic year of conditional admission, the student may not enroll in graduate coursework 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) hours of non-practicum coursework prior to acceptance to the MSN program. Please contact the Director of Student Support Services advisor for enrollment assistance.

### **Grading Policies**

The Master of Science in Nursing (MSN) degree program at Washburn University provides students with a rigorous course of study with a generalist foundation and a clinical concentration. At a minimum, consistent attendance, punctuality, preparation, active participation in class (including online participation for web-assisted classes), and above average performance in completing

readings, assignments, quizzes, tests, and any other course-related tasks translate to a letter grade of "B." Grades within the MSN program consist of "A" (excellent performance), "B" (satisfactory performance), "C" (below standards), "D" (significantly below standards) and "F" (failure). All courses are graded on this scale.

### **Requests to Change Track**

The School of Nursing Graduate APR Committee admits qualified applicants to fill available positions within each track. Students admitted to one track may request to change to a different track by writing a letter to the Chairperson of the Graduate APR Committee. The letter should state the request and indicate the reason for the request. The 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 faculty in the requested track. The student and academic advisor will be notified of the committee decision in writing by the Chairperson of the 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 graduate nursing program, a student's progress is evaluated by the Graduate Admission Progression, and Retention (Graduate APR) 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 Graduate APR 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. At that point, the student may not progress further in the graduate nursing program.

The Dean, based on recommendation of the Graduate APR 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 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 and the SON Director of Student Support Services should be consulted prior to withdrawal. Withdrawal from a practicum course anytime after the beginning of the semester requires the notification of the Course Coordinator, faculty advisor, and practicum preceptor. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the Course Coordinator will investigate circumstances and take appropriate action.

### **Tuition Refund**

A student who withdraws from any course may be entitled to a partial refund according to the university's established refund policies. Students should consult the "Tuition and Refund Schedule" published in the Class Schedule Bulletin for each semester. Cancellation of registration that entitles the student to a tuition refund is subject to approval by the Dean of the School of Nursing, the Vice President for Academic Affairs (or his/her designee), and other Washburn University administrators. Typically, approval is granted only in rare and extraordinary circumstances such as a serious illness or death in the family. The student is responsible for initiating the request for a tuition refund in writing and the request must include sufficient written documentation to make rendering a decision possible. (See Medical Withdrawal in this Catalog.)

### **Non-Academic Dismissal**

In order to remain in the MSN program at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics;
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook;
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act; and
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and 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 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 Graduate APR 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 Graduate APR 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 Graduate APR 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 Graduate APR Committee of the School, may seek recourse through the following procedure. The student writes a letter to the Chairperson of the Graduate APR 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 a mandatory orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor in the Nursing School. Faculty advisors assist students with program planning (schedules, selection of concentration, elective course, etc.) and with registration each semester.

Advisory conferences may be scheduled as requested by the student. However, the student must meet with her/his faculty advisor at the time of each enrollment. The University notifies students and faculty advisors of dates during which registration is to occur, and students contact their faculty advisors to arrange mutually convenient times to confer. Faculty advisors help students select appropriate courses, assign enrollment personal identification numbers (PIN) for each enrollment period, and provide other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) also begin by conferring with one's faculty advisor. Prior to graduation, faculty advisors, in consultation with the Dean, complete a form verifying that the student has completed all requirements.

The student and faculty advisor will meet and develop a plan of study which is placed in the student file. Plans of study are to be submitted before completion of 9 credit hours.

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

### **GRADUATION**

See Degree Completion Requirements on previous page. To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to graduation. All students also must submit an Application for Degree to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring graduation).

### **Commencement and Hooding Ceremony**

The University confers degrees at the end of each semester and at the end of the summer session. Students who are scheduled to complete final requirements for the degree during the following summer term may be permitted to participate in the Spring commencement and hooding ceremonies.

### **Licensure/Certification**

Graduates of the adult and family nurse practitioner tracks are eligible for a certificate of qualification as an advanced practice registered nurse (APRN) in Kansas. Graduates seeking qualification as an 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 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. Graduates of the adult/geriatric and family nurse practitioner tracks are eligible for certification by national credentialing agencies.

The clinical nurse leader 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 500 Theoretical Foundations for Advanced Nursing Practice (3)**

Examines the conceptual and theoretical bases of nursing. Selected theories/conceptual models are analyzed and critiqued. Emphasis placed on the interrelationship of theory, research and practice and the implications of theory for nursing practice. *Prerequisite: Admission to the MSN Program or consent.*

### **NU 502 Advanced Nursing Practice Ethics (2)**

Ethical frameworks and moral reasoning presented in this course provides the underpinning for research and advance practice nursing. Healthcare situations that present ethical dilemmas will be analyzed and discussed in a seminar format. Local, national, and international ethical and legal issues included. *Prerequisite: Admission to the MSN Program or consent.*

### **NU 504 Integrative Healing Therapies (2)**

Explores conceptual bases of integrative health and healing modalities within an holistic nursing framework, current research, standards and utilization of these modalities within the practitioner's scope of practice is emphasized. Interdisciplinary, cultural and health policy considerations are stressed. *Prerequisite: Admission to the MSN Program or consent.*

### **NU 506 Advanced Pathophysiology (3)**

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly. *Prerequisite: Admission to the MSN Program or consent.*

### **NU 507 Advanced Pathophysiology Family (1)**

Focuses on pathophysiology related to children and infants for students in FNP track. Content includes conditions and diseases specific to pregnancy, post-partum, infancy and childhood. Application of principles from Advanced Pathophysiology course to age-appropriate case studies. Clinical diagnosis and management focuses on birth to 18 years of age. *Prerequisite: NU 506 concurrent, or consent.*

### **NU 508 Healthcare Policy, Finance, and Organization (4)**

Focuses on the complex dynamics between healthcare policy, finance and organization. Designed to prepare the graduate to provide quality cost-effective care and to participate in the design and implementation of care in a variety of health care systems through an understanding of the available human, fiscal, and organizational resources. *Prerequisites: Admission to the MSN Program or consent.*

### **NU 510 Professional Role Development (2)**

Designed for the student preparing for advanced practice nursing. Roles of the advanced practice nurse will be explored from the historical, present and future views. Emphasis will be placed on quality indicators for advanced practice nursing in a variety of health care settings. *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 513 Advanced Pharmacology (1)**

Focus on the application of selected drug therapies to meet the needs of diverse children from birth to age 18. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of standards of practice, prescription writing and ethical, legal and economic issues surrounding the advanced nurse's role in prescribing and monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 506, 507, 512, or consent.*

### **NU 514 Advanced Health Assessment and Differential Diagnosis for the Nurse Practitioner(4)**

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. The course includes a didactic component which is offered online. It also includes opportunities for students to practice assessment skills, health promotion, and disease prevention in a laboratory and various clinical settings. *Prerequisites: Admission to the MSN Program, NU 500, NU 506, NU 507 (for students in FNP track) and passing grade on baccalaureate physical assessment competencies.*

### **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 516 Informatics in the Health Care Setting (2)**

Information literacy and the use of computers in health care are explored. Students learn the processes for selection and evaluation of information systems and patient care technology. Use of technology to analyze outcomes, to resolve practice problems, and to improve quality standard in patient care are emphasized. *Prerequisite: Admission to the MSN Program 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 MSN Program, and consent.*

### **NU 600 Adult Health I (3)**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected

problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 500, NU 506, NU 510, NU 512, NU 514, and NU 603 or concurrent (for students in the FNP track).*

### **NU 602 Adult Health Practicum I (3)**

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on the advanced nursing roles of primary care provider, consultant, educator, and case manager. Course provides 180 clock hours of practicum experience. *Prerequisites: NU 500, NU 506, NU 510, NU 512, NU 514, NU 600 or concurrent, and NU 603 or concurrent (for students in the FNP track).*

### **NU 603 Primary Care Family (3)**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the clinical setting. A total of 60 clock hours are completed as precepted experiences in community/family agencies. *Prerequisites: NU 500, NU 506, NU 507, NU 512, NU 513, and NU 514.*

### **NU 604 Adult Health II (3)**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of sensory, psychological, neurological, musculoskeletal, dermatological, reproductive and immunological systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 600 and NU 602.*

### **NU 607 Health Care Practicum II Specialty Focus (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. 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 are integrated. Emphasis is on the advanced nursing roles of primary care provider, educator, case manager, clinical researcher and quality improvement coordinator. Course provides 180 clock hours of practicum experience. Two sections will be offered: Family and Adult. *Prerequisites: NU 600, NU 602, NU 603 (for students in the FNP track), and NU 604 or concurrent.*

#### **NU 608 Health Care Practicum III: Specialty Focus (3)**

Implementation of skills and knowledge in caring for patients and their families from diverse cultural backgrounds as they experience wellness and acute and chronic health conditions. Diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Integration of advanced practice roles. Course provides 225 clock hours of practicum experience. *Prerequisites: NU 600, NU 602, NU 604, NU 607.*

#### **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: NU 508.*

#### **NU 613 Clinical Nurse Leader (CNL) Practicum I (2)**

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 514, 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. *Prerequisites: NU 613.*

#### **NU 670 Graduate Project/Thesis (2-6)**

Substantive independent research, administrative or professional role project or thesis done under the supervision of a School of Nursing faculty member integrating theory and skills from core curriculum. Focused in the student's specialty track. Continuous enrollment is required until completed. *Prerequisites: NU 517 and NU 607.*

#### **NU 671 Clinical Nurse Leader (CNL) Project (1)**

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, NU 607, and NU 613.*

### **Psychiatric Mental Health Nurse Practitioner Certificate Courses**

#### **NU681 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.

#### **NU683 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 is covered including prescriptive issues associated with ethnicity and age (pediatric through geriatric).

**NU690 Advanced Practice Psychiatric Mental Health Nursing I (3)**

Theoretical Approaches are explored in addressing short-term and less complex illness. Evidenced-based psychotherapeutic approaches are explored for the treatment of individuals, families and groups and 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.

**NU691 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**

Direct practice experiences with individuals, families and groups provide opportunities for application of assessment, diagnosis and psychotherapeutic skills in working with individuals experiencing short terms and commonly occurring psychiatric illnesses.

**NU692 Advanced Practice Psychiatric Mental Health Nursing II: (3)**

Theoretical approaches are explored in the treatment of chronic and complex 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.

**NU693 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3-4)**

Provides opportunity for role development of the advanced practice psychiatric nurse in working with individuals, families and groups experiencing complex and chronic mental illnesses and addictions.

**NU694 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.

**Education Certificate Courses (12 credit hrs)**

**NU 680 Educational Foundations in Nursing (3)**

Focuses on education theories, principles of learning and application to nursing. Curriculum development and didactic teaching will be the main emphasis of this course. *Prerequisite: graduate standing.*

**NU 682 Teaching and Learning for Nursing Practice (3)**

Education theory related to experiential learning with special emphasis on the practice of nursing, clinical teaching, mentoring and the supervision. *Prerequisite: graduate standing.*

**NU 684 Education Practicum (3)**

Acquisition of teaching experiences in the classroom and clinical settings. Practicum provides 120 hours of teaching experience, half in the classroom and half in a clinical setting, with 15 hours of seminar conferences for a total of 180 hours. Arranged to student area of practice interest. *Prerequisites: NU 680 and NU 682.*

**NU 686 Education Elective (3)**

Contemporary concepts and issues that address a variety of classroom teaching strategies, use of technology in education, or diversity that increase the depth and breadth of education practice.

The following Washburn University courses are acceptable as education electives:

- ED 472 Issues in Modern American Education;
- ED 486 Issues in Educational Technology;
- ED 494 Philosophy of Education;
- ED 565 Introduction to Educational Research;
- ED 582 Leadership in Technology;
- NU 584 Multimedia in the Classroom;
- NU 586 Integrating the Internet into Instruction;
- NU 587 Emerging Technologies in Education.

# ADMINISTRATIVE OFFICERS

## WASHBURN BOARD OF REGENTS

## WASHBURN ALUMNI ASSOCIATION

### General Faculty

### Faculty Emeriti

## THE BOARD OF REGENTS

[www.washburn.edu/bor](http://www.washburn.edu/bor)

### OFFICERS OF THE BOARD 2012-2013

James Klausman, Chair

William Sneed, Vice-Chair

### MEMBERS OF THE BOARD

Larry Wolgast, Mayor of Topeka

Dan Lykins

John McGivern

Blanche Parks

Pam O'Toole Trusdale

Jennifer Sourk

Bob W. Storey

### EXECUTIVE OFFICERS OF THE UNIVERSITY

Jerry B. Farley, President

Lisa Jones, Secretary

Richard L. Anderson, Treasurer

### ADMINISTRATIVE OFFICERS

Jerry B. Farley, Ph.D., President

Randall Pembroke, Ph.D., Vice President for Academic Affairs

Richard L. Anderson, M.B.A. Vice President for  
Administration and Treasurer

Denise C. Ottinger, Ph.D., Vice President for Student Life

Richard Liedtke, M.A., Executive Director of Enrollment  
Management

Loren Ferre, M.A., Director, Athletics

Gordon McQuere, Ph.D., Dean, College of Arts and  
Sciences

Nancy Tate, Ed.D., Interim Dean, School of Applied Studies

David Sollars, Ph.D., Dean, School of Business

Thomas Romig, J.D., Dean School of Law

Monica Scheibmeir, Ph.D., Dean, School of Nursing

Meredith Kidd, M.S., Dean of Students

Michael McGuire, Ph.D., Dean, University Honors Program

Tim Peterson, Ph.D., Dean, Academic Outreach

Alan Bearman, Ph.D., Dean University Libraries and  
Student Success

Cynthia Hornberger, Ph.D., Special Assistant to the President  
TBD, Director, Equal Opportunity

## WASHBURN ALUMNI ASSOCIATION

### 2011-2012 Officers and Directors

Website: [www.washburn.edu/alumni](http://www.washburn.edu/alumni)

Bradbury Thompson Alumni Center

1700 SW College Avenue

Topeka, Kansas 66621

(785) 670-1641

### Officers

President

John Haverty

Vice President

Dawn (Fernandez) Dennis

Past President

Roger VanHoozer

Director

Susie Hoffmann

### Directors

Ann (McIntosh) Adrian Jami (Torske) Bond

Vince Bowhay

Stacey (Vossen) Calhoun

Brian Clarke

Billie Jean (Bergmann) Graham

Barbara (Dickeson) Leabo

David Manley

Mark Ross

Eric A. Taylor

Gail (Gottschalk) Urban

Roger VanHoozer

Jeanne (Marker) Vawter

John Ybarra



## GENERAL FACULTY

- Seid Adem**, Assistant Professor of Chemistry, 2011. B.S., Asmara University, 1990; M.S., Addis Ababa University, 1996; Ph.D., University of Arizona, 2010.
- Aida M. Alaka**, Associate Dean and Professor of Law, 2006. B.A., University of Wisconsin – Madison, 1981; Loyola University Chicago School of Law, 1993.
- Rebecca Alexander**, Librarian, School of Law, 1996. B.A., University of Kansas, 1984; M.S., University of Illinois at Urbana-Champaign, 1993.
- Esmond Alleyne**, Lecturer of Business, 2012. B.S., Long Island University, 1975; M.B.A., Rensselaer Polytechnic Institute, 1978.
- Deborah Altus**, Professor of Human Services, 2000. B.A., University of California, 1982; M.A., University of Kansas, 1984; Ph.D., *ibid.* 1988.
- Stephen Angel**, Chair and Professor of Chemistry, 1991. B.A., Inter-American University, 1976; B.S., University of California, 1984; Ph.D., University of Colorado, 1989.
- Matthew Arterburn**, Associate Professor of Biology, 2006. B.S., George Mason University, 2001; Ph.D., Washington State University, 2006.
- Michael W. Averett**, Lecturer of Music, 2008. B.A., Lenoir-Rhyne College, 2002; M.A. Ball State University, 2006; D.A., *ibid.* 2010.
- Thomas Fox Averill**, Professor of English, Writer in Residence, 1980. B.A., University of Kansas, 1971; M.A., *ibid.* 1974; M.F.A., University of Iowa, 1976.
- Janice Bacon**, Program Director Occupational Therapist Assistant/Lecturer of Allied Health, 2010. A.A., Interior Designers Institute, 1998; B.S., University of Kansas, 1981; M.E.D., Midamerica Nazarene University, 2012.
- Rory Bahadur**, Professor, School of Law, 2007. B.S., University of the West Indies, 1990; M.A., University of Miami, 1992; J.D., St. Thomas University, 2003.
- David W. Bainum**, Professor of Computer Information Sciences, 1985. B.S., Massachusetts Institute of Technology, 1968; M.S., George Washington University, 1972; M.S., Ohio University, 1974; Ph.D., *ibid.* 1977.
- W. Gary Baker**, Professor of Finance, 1975. B.S., Ohio State University, 1965; M.A., Wichita State University, 1967; Ph.D., University of Nebraska, 1975.
- Jennifer Ball**, Associate Professor of Economics, 2001. B.S., California State University-Long Beach, 1989; M.A., *ibid.* 1994; Ph.D., University of Southern California, 2000.
- Rick J. Barker**, Associate Professor of Computer Information Sciences, 1981. B.S.E., Northeast Missouri State University, 1974; M.A., *ibid.* 1975; M.S., Kansas State University, 1981.
- Kristin Barkus**, Lecturer of Biology, 2011. B.A., University of Northern Colorado, 1994; Ph.D., University of Kansas, 2006.
- Karen Barron**, Lecturer of English, 2006. B.A., Kansas State University, 1979; M.F.A., Bennington College, 2005.
- Gerald Bayens**, Chair and Professor of Criminal Justice & Legal Studies, 1996. B.A., Washburn University, 1989; M.A., University of Alabama, 1995; Ph.D., Union Institute, 1998.
- Kellis Bayless**, Lecturer of Biology, 2006. B.S., University of Kansas, 2001, Ph.D., *ibid.* 2007.
- Alan Bearman**, Dean of Mabee Library, 2008; Professor of History, 2003. B.A., Murray State University, 1998; B.S., University of Kentucky, 1999; M.A., Murray State University, 2000; Ph.D. Kansas State University, 2005.
- Robert J. Beatty**, Professor of Political Science, 2000. B.A., Carleton College, 1988; M.A., University of Kentucky, 1993; Ph.D., Arizona State University, 2000.
- Harry C. Beckman**, Lecturer of Mathematics and Statistics, 2001. B.S., Kansas State University, 1961; M.S., Emporia State University, 1967.
- Karen Benda**, Lecturer of Music, 2011. B.M.E., University of Oklahoma, 1992; M.M., Cincinnati College – Conservatory of Music, 1995; D.M.A., University of Michigan, 2001.
- Patricia A. Bender**, Assistant Professor of Kinesiology, 1986. B.A., Trinity University, 1976; M.S., University of Illinois, 1980; Ph.D., University of Southern California, 1987.
- Phyllis E. Berry**, Associate Professor of Criminal Justice & Legal Studies, 2004. B.G.S., Wichita State University, 1991; M.A.J., Wichita State University, 1993; Ph.D., Oklahoma State University, 1999.
- Sean Bird**, Assistant Dean, Mabee Library, 2010. B.A., Washburn University, 1991; M.A., University of Oklahoma, 1994; M.L.S., Emporia State University, 2008.
- Susan Bjerke**, Associate Professor of Biology, 2005. B.S., University of Idaho, 2000; Ph.D, University of Iowa, 2005.
- Steven Black**, Chair and Assistant Professor of Physics and Astronomy, 1983; B.S., Emporia State University, 1976; Ph.D., Oklahoma State University, 1982.
- Sharla A. Blank**, Assistant Professor of Sociology & Anthropology, 2007. A.B., Occidental College, 1991; M.A., University of California-San Diego, 1996; Ph.D., *ibid.* 2005.
- Elise Blas**, Information Literacy Librarian, Mabee Library, 2012. B.A., Southwestern College, 2005; M.L.S., Emporia State University, 2009.
- Robert J. Boncella**, Professor of Business, 1983. B.A., Cleveland State University, 1971; M.A., *ibid.* 1974; M.S., University of Kansas, 1982; Ph.D., *ibid.* 1990.

**Andrea J. Boyack**, Associate Professor of Law, 2012. B.A., Brigham Young University, 1991; M.A.L.D., Tufts University, 1995; J.D., University of Virginia, 1995.

**Lee E. Boyd**, Professor of Biology, 1982. B.S., St. Mary's College of Maryland, 1977; M.S., University of Wyoming, 1980; Ph.D., Cornell University, 1988.

**N. Jane Brown**, Lecturer of Nursing, 2010. B.S.N., University of Nebraska at Omaha, 1973; M.N., Montana State University, 1977; Ph.D., Columbia Pacific University, 1987.

**Melanie Burdick**, Assistant Professor of English, 2011. A.A., Longview Community College, 1990; B.A., Avila University, 1993; M.A., University of Missouri – Kansas City, 1998; Ph.D., University of Kansas, 2011.

**John Burns**, Program Director Athletic Training/ Lecturer of Kinesiology, 2003. B.A. Washburn University, 1992; M.S., University of Arizona, 1994.

**Paul F. Byrne**, Associate Professor of Economics, 2003. B.A., University of Montana, 1996; Ph.D., University of Illinois, 2003.

**Karen D. Camarda**, Associate Professor of Physics and Astronomy, 2002. B.S., University of California at San Diego, 1991; M.S. University of Illinois-Urbana-Champaign, 1992; Ph.D., *ibid*, 1998.

**Steven J. Cann**, Professor of Political Science, 1985. B.S., North Dakota State University, 1970; M.S., *ibid*, 1972; Ph.D., Purdue University, 1977.

**Carolyn Carlson**, Associate Professor of Education, 2007. B.A., University of Kansas, 1999; M.A., *ibid*, 2003; Ph.D., *ibid*, 2006.

**Jane H. Carpenter**, Assistant Professor of Nursing, 1993. B.S.N., Washburn University, 1980; M.S., University of Kansas, 1993; Ph.D., *ibid*, 2011.

**Regina Cassell**, Director of Student Publications and Lecturer of Mass Media, 2003. B.A., Northwest Missouri State University, 1996; M.S., University of Kansas, 1998.

**Jeanne Catanzaro**, Associate Professor of Nursing, 2008. B.S. Saint Louis University, 1981; M.S. University of Missouri, 1993.

**Erin D. Chamberlain**, Assistant Professor of English, B.A., Hanover College, 2000; M.A. Ohio University, 2002; Ph.D., Purdue University, 2007.

**Kevin Charlwood**, Chair and Professor of Mathematics & Statistics, 1997. B.S., Carroll College, 1986; M.S., University of Minnesota, 1988; Ph.D., University of Wisconsin-Milwaukee, 1994.

**Cheryl Childers**, Chair and Associate Professor of Sociology & Anthropology, 1996. B.A., Southeastern Oklahoma State University, 1976; M.A., Texas Woman's University, 1993; Ph.D., *ibid*, 1996.

**Frank J. Chorba**, Professor of Mass Media, 1984. B.A., West Liberty College, 1965; M.A., West Virginia University, 1968; Ph.D., Southern Illinois University, 1975.

**John E. Christensen**, Library Director and Professor of Law, 1979. B.S., Brigham Young University, 1971; J.D., University of Utah College of Law, 1975; M.L.S., University of California at Berkeley, 1976.

**Nora K. Clark**, Assistant Professor of Nursing, 1991. B.S., Pacific Union College; B.S.N., Walla Walla College; M.N., University of Kansas, 1986; Ph.D., University of Kansas, 2004.

**Anna L. Collins**, Assistant Professor of Nursing, 2002. A.A., Penn Valley Community College, 1972; B.S.N., Fort Hays State University, 1994; M.S.N., *ibid*, 2001.

**James M. Concannon**, Professor of Law, 1973. B.S., University of Kansas, 1968; J.D., *ibid*, 1971.

**Sarah Cook**, Associate Professor of Mathematics & Statistics, 1998. B.S., Emporia State University, 1992; M.S., Kansas State University, 1994; Ph.D., *ibid*, 1998.

**Dean Corwin**, Catalog Librarian, Mabee Library, 1996. B.M., University of Kansas, 1971; M.S., University of Illinois, 1977; M.A., West Chester University, 1987.

**Charles M. Cranston**, Professor of Mass Media, 2004. B.A., Texas A & M University, 1968; M.S., Texas A & M University, 1972; Ed.D., *ibid*, 1982.

**Barry Crawford**, Professor of Religion, 1978. B.A., Catawba College, 1969; M.A., Wake Forest University, 1971; Ph.D., Vanderbilt University, 1978.

**Patricia Dahl**, Assistant Professor of Criminal Justice, 2011. B.A., University of Colorado – Denver, 1994; M.C.J., *ibid*, 2000; Ph.D., *ibid*, 2010.

**John Dahlstrand**, Assistant Dean of Student Success & Retention, 2011. B.A., Denison University, 1999; M.A., Loyola University Chicago, 2002; Ph.D., *ibid*, 2010.

**Stephanie Decker**, Assistant Professor of Sociology & Anthropology, 2012. B.S., University of Kansas, 1998; B.A., *ibid*, 2001; M.A., *ibid*, 2004; Ph.D., *ibid*, 2012.

**Sophie Delahaye**, Assistant Professor of Modern Languages, 2008. D.E.U.G de Lettres et Arts, Université de la Sorbonne Nouvelle, Paris III, 1994; Licence de Littérature Générale et Comparée, *ibid*, 1995; Maîtrise de Lettres Modernes, Université Michel de Montaigne, Bordeaux III, 1996; D.E.A. de Littérature et Civilisation Françaises, Université de la Sorbonne Nouvelle, Paris III; PhD. University of Kansas, 2007.

**Karen Diaz Reategui**, Assistant Professor of Modern Languages, 2008; M.A. University of Georgia, 2004; PhD., Arizona State University, 2008.

**Caren D. Dick**, Assistant Professor of Nursing, 1996. B.S.N., Washburn University, 1984; M.S.N., University of Kansas, 1999, of Toledo, 1970.

**Amber Dickinson**, First Year Experience Lecturer and Coordinator, Student Success & Retention, 2012. B.A., University of Oklahoma, 2002; M.A., Oklahoma State University, 2007; Ph.D., University of Kansas, 2012.

**Shiao-Li Ding**, Professor of Music, 1992. B.M., Central Conservatory of Music, Beijing, 1980; M.M., University of Michigan, 1982; D.M.A., Boston University, 1991.

**Shirley Dinkel**, Associate Professor of Nursing, 2002. B.S.N., Marymount College, 1979; M.S.N., University of Kansas, 1990; Ph.D., University of Missouri, 2005.

**Becky Dodge**, Program Director Radiation Therapy and Lecturer of Allied Health, 2002. University of Iowa HOspitals & Clinic, 1995; B.A., Ottawa University, 2001; M.E.T., Mid America Nazarine University, 2006.

**Steven Doubledee**, Assistant Director of Forensics and Lecturer of communication, 2006. B.A., Missouri Southern State University, 2000; M.A., Central Missouri State University, 2005.

**Myrl L. Duncan**, Professor of Law, 1977. B.A., University of Kansas, 1970; J.D., Georgetown University School of Law, 1975; LL.M., Columbia University School of Law, 1981; J.S.D., *ibid*, 1988.

**William S. Dunlap**, Professor of Allied Health, 1983. B.S., Wichita State University, 1967; M.S., Pittsburg State University, 1976; Ph.D., University of Missouri-Columbia, 1981.

**Gloria Dye**, Professor of Education, 1994. B.A., Walsh University, 1978; M.S., University of New Mexico, 1988; Ph.D., *ibid*, 1994.

**Lenora Edwards**, Assistant Professor of Nursing, 1998. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1998.

**Tambra L. Eifert**, Lecturer of Physics and Astronomy, 2009. B.S., Southeast Missouri State University, 1987; B.S., *ibid*, 1996; M.S., Baylor University, 1999; Ph.D., Missouri University of Science and Technology, 2009.

**Richard B. Ellis**, Director, Learning in the Community, and Professor of Human Services, 1991. B.S., Kansas State University, 1973; M.S., *ibid*, 1976; Ph.D., *ibid*, 1997.

**Linda Henry Elrod**, Distinguished Professor of Law, 1974. B.A., Washburn University, 1969; J.D., *ibid*, 1971.

**D. Jason Emry**, Assistant Professor of Biology, 2011. B.S., Nebraska Wesleyan University, 1994; M.S., University of Nebraska, 1999; Ph.D., University of Kansas, 2008.

**Kelly Erby**, Assistant Professor of History, 2011. B.A., Ohio State University, 2004; M.A., Emory University, 2007; Ph.D., *ibid*, 2010.

**Reza Espahbodi**, Professor of Accounting and Dibble Professor in Accounting, 2012. B.S., Iranian Institute of Advanced Accounting, 1974; M.B.A., George Washington University, 1977; Ph.D., University of Alabama, 1981.

**Dennis Etzel Jr.** Lecturer of English, 2007. B.A., Washburn University, 1999; B.A., *ibid*, 2004; M.A., Kansas State University, 2006.

**Andrew Evans**, Head of Reference and Government Documents Librarian, School of Law, 2002. B.S., National American University, 1995; J.D., Washburn University, 2001, M.L.S., Emporia State University, 2007.

**Keith Farwell**, Program Director Diagnostic Medical Sonography and Lecturer of Allied Health, 2011. B.S.E., University of Kansas 1998; A.S., Washburn University, 2001; B.A., *ibid*, 2001; B.H.S. *ibid*, 2003, M.H.S., NOVA Southeastern University, 2011.

**Lori Fenton**, Technology Librarian, Mabee Library, 2012. B.S., Kansas State University, 1990; M.L.S., Emporia State University, 1993.

**Karen Fernengel**, Professor of Nursing, 2008. B.A., Augustana College, 1973; M.N., University of Kansas School of Nursing, 1986; Ph.D., *ibid*, 1994.

**Robert Flahart**, Lecturer of Biology, 2010. B.A., Greensboro College, 1967; M.S., University of Missouri, 1975; Ph.D., Vanderbilt University, 1987.

**Liviu Florea**, Associate Professor of Management, 2006. M.B.A., University of Missouri-Columbia, 2000; Transylvania University, 1999; Ph.D., University of Missouri-Columbia, 2007.

**Gary B. Forbach**, Professor of Psychology, 1973. B.A., University of Denver, 1969; M.S., Oklahoma State University, 1972; Ph.D., *ibid*, 1973.

**William Foster**, Associate Professor of Law, 2011, B.S., University of Central Arkansas, 2002; J.D., University of Arkansas School of law, 2005; LL.M., New York University School of Law, 2006.

**John J. Francis**, Professor of Law, 1999. B.A., Lafayette College, 1985; J.D., The American University, 1989.

**Zachary Frank**, Physical Therapy Assistant Program Director and Lecturer, 2011. B.S., Pittsburg State University, 1996; M.P.T., University of St. Augustine for Health Sciences, 1998; M.S.-H.C.A., Marshall University, 2003; D.P.T., University of St. Augustine for Health Sciences, 2011.

**Ross Friesen**, Assistant Professor of Health, Kinesiology, 1995. B.S., Bethel College, 1976; M.Ed., University of Missouri-Columbia, 1980; Ed.D., University of Kansas, 1992.

**Timothy Fry**, Associate Professor of Education, 2002. B.S., Emporia State University, 1977; M.S., *ibid*, 1982; Ph.D., Kansas State University, 1995.

**Mary Beth Fund**, Lecturer of Nursing, 2011. B.S.N., Marymount College, 1979; M.S.N., Washburn University, 2010.

**William Gahnstrom**, Lecturer of Mathematics & Statistics, 1998. B.A., University of Kansas, 1973; M.S., Naval Postgraduate School, 1986.

**Karen Garrison**, Clinical Education Coordinator/Assistant Athletic Trainer/Lecturer of Kinesiology, 2010. B.S., Washburn University, 2005; M.A., University of Nebraska at Kearney, 2008.

**Connie Gibbons**, Director of Mulvane Art Museum/Lecturer, 2013. B.S., Drury College, 1984; M.F.A., Texas Tech University, 1987.

**Barbara Ginzburg**, Assistant Classroom/Teaching Technology Librarian, School of Law, 2005. B.A., Kansas University, 1993; MLS, Emporia State University, 1998.

**Alex Glashauser**, Professor of Law, 1999. B.A., Harvard College, 1990; J.D., Duke University School of Law, 1995.

**Michael C. Gleason**, Director Leadership Institute/Lecturer, 2013. B.A., University of Northern Iowa, 2006; M.A., *ibid*, 2009; Ph.D., Iowa State University, 2012.

**Jenna Glover**, Assistant Professor of Psychology, 2010. B.S., Weber State University, 2002; M.S., Utah State University, 2006, Ph.D., *ibid*, 2009.

**Miguel Gonzalez-Abellas**, Chair and professor of Modern Languages, 1997. Diplomatura, Universidade de Santiago de Compostela, 1987; Licenciatura, *ibid*, 1990; M.A., University of Kansas, 1992; Ph.D., *ibid*, 1997.

**Rachel Goossen**, Professor of History, 2000. B.A., Bethel College, 1982; M.A., University of California, 1984; Ph.D., University of Kansas, 1993.

**Emily Grant**, Associate Professor of Law, 2011. B.S., Baker University, 1997; J.D., University of Illinois, 2000.

**Nancy Gray**, Circulation & Faculty Services Librarian, School of Law, 1996. B.A., Kansas State Teachers College, 1971.

**Michael Hager**, Assistant Professor of Art, 2011. B.F.A., Washburn University, 1992; M.A., University of Iowa, 1997; M.F.A., *ibid*, 1999.

**Chris Hamilton**, Professor of Political Science, 1997. B.A., Wichita State University, 1973; M.A., University of Missouri, 1976; Ph.D., University of Kansas, 1983.

**Kimberly Harrison**, MSW Program Director and Associate Professor of Social Work, 2005. B.A., University of Kansas, 1991; M.S.W., *ibid*, 1993; Ph.D., *ibid*, 2003.

**Andrew Herbig**, Assistant Professor of Biology, 2007. B.S., Truman State University, 1995; Ph.D., Cornell University, 2001.

**Duane A. Hinton**, Lecturer of Biology, 2004. B.A., Washburn University, 1986; Ph.D., University of Kansas, 1991.

**Karen Honeycutt**, UNMC CLS Program Director, 2013. B.S. University of Nebraska Medical Center, 1984; M.Ed. University of Nebraska at Lincoln, 2001.

**Cynthia Hornberger**, Special Assistant to the President and Professor of Nursing, 1989. B.A., University of Kansas, 1976; B.S.N., Washburn University, 1978; M.S., University of Kansas, 1989; M.B.A., *ibid*, 1992; Ph.D., *ibid*, 1999.

**Robert M. Hull**, Professor of Finance and Clarence W. King Chair of Finance, 1990. B.A., University of Kansas, 1971; M.B.A., *ibid*, 1983; Ph.D., *ibid*, 1990.

**Catherine A. Hunt**, Associate Professor/Director of Music Education and Interim Director of Teacher Education, 2003. B.M., Millikin University, 1977; Diploma in Voice, Hochschule für Musik, Salzburg, Austria, 1980; M.A., University of Iowa, 1981; Ph.D., University of Nebraska, 2000.

**Anita 'Jo' Hunt**, Associate Dean for Administration, SOL, 2010. B.S., Kansas State University, 1984.

**John. C. Hunter**, Professor of Theatre, 1975. B.E., Wisconsin State University, 1969; M.F.A., Florida State University, 1975.

**Kathy Hupp**, Director of Clinical Laboratory Science Student Affairs and Lecturer, 2003. A.S., Washburn University 1998; B.A., *ibid*, 1998.

**Stacey Hus**, Clinical Coordinator and Lecturer of Radiation Therapy, 2012. A.S., Washburn University, 2006; BHS, *ibid*, 2007.

**Martha Imparato**, Special Collections Librarian, Mabee Library, 1989. A.A., Northern Virginia Community College, 1978; B.A., Radford University, 1980; M.S., University of Tennessee, 1981.

**Debra Isaacson**, Assistant Professor of Nursing, 1998. B.S.N., Fort Hays State University, 1990; M.S., University of Kansas, 1997.

**Erica Jackson**, Lecturer of Biology, 2009. B.S., Emporia State University, 2006; M.A., *ibid*, 2008.

**Janet Thompson Jackson**, Professor of Law, 2004. B.A., Wittenberg University, 1984; J.D., Howard University School of Law, 1988.

**Jeffrey Jackson**, Professor of Law, 2004. B.B.A., Washburn University, 1989; J.D., Washburn University, 1992; LL.M., Georgetown University Law Center, 2003.

**Russell A. Jacobs**, Chair and Professor of Philosophy, 1975. B.A., Midland Lutheran College, 1969; Ph.D., University of Texas, 1976.

**Marian Jamison**, Associate Dean and Professor of Nursing, 2007. BSN, University of Kansas, 1978; MN, *ibid*, 1986; MBA, *ibid*, 1990; Ph.D., *ibid*, 2003.

**David Jensen**, Practicum Coordinator and Lecturer of Social Work, 2011. B.A., Washburn University, 1974; M.S.W., University of Kansas, 1978.

**Roberta A. Jolly**, Lecturer of Computer Information Sciences, 1999. B.S.E., Emporia State University, 1971; M.S.E., *ibid*, 1977; A.A., Washburn University, 1985; Ed.D., University of Kansas, 1995, Professional Development Certificate in Distance Education, University of Wisconsin-Madison, 2001.

**Douglas H. Jones**, Clinical Coordinator and Lecturer of Diagnostic Medical Sonography, 2000. B.A., University of Kansas, 1974.

**Patricia A. Joyce**, Assistant Professor of Nursing, 1994. B.S.N., Washburn University, 1977; M.S., University of Kansas, 1994; S.N.C., *ibid*, 1994.

**Patricia Judd**, Associate Professor of Law, 2011. A.B., Duke University, 1995; J.D., Vanderbilt University School of Law, 1998; LL.M., George Washington University Law School, 2001.

**Norma Juma**, Associate Professor of Management, 2005. B.B.M., Mysore University, 1995; M.B.A., Pondicherry University, 1997; Ph.D., University of Texas-Arlington, 2005.

**Karen Kapusta-Pofahl**, Lecturer of Sociology & Anthropology, 2008. B.A., University of Wisconsin, 1998; M.A. Texas Women's University, 2001; Ph.D., University of Minnesota, 2008.

**Mark Kaufman**, Chair and Associate Professor of Social Work, 1998. B.A., Washington University, 1975; M.S.W.,

*ibid*, 1977; M.B.A., St. Louis Univ., 1984; J.D., Washington Univ. School of Law, 1979, Ph.D., Kansas State University.

**Michael Kaye**, Professor of Law, 1979. B.A., Case-Western Reserve University, 1963; J.D., Cleveland-Marshall College of Law, 1966; LL.M., New York University, 1967.

**Kevin Kellim**, Professor of Music, Director of Choral Studies, 1992. B.M., Southwest Baptist University, 1977; M.M., Kansas State University, 1979; D.M.A., University of Kansas, 1998.

**Vickie Kelly**, Program Director of Technology Administration and Assistant Professor, 2008. B.S., Washburn University, 1981; M.S., Central Michigan University, 1991; Ed.D., Baker University, 2009.

**Christopher Kelts**, Director of Orchestras and Assistant Professor, 2010. B.M., Missouri State University, 2002; M.M., Illinois State University, 2004 & 2005; D.M.A., University of Missouri – Kansas City, 2011.

**L. Ali Khan**, Professor of Law, 1983. B.Sc., Punjab University, 1969; M.A., *ibid*, 1973; LL.B., *ibid*, 1976; LL.M., New York University, 1980, J.S.D., *ibid*, 1983.

**Royce Kitts**, Education Librarian, 2011. B.I.S., Emporia State University, 2006; M.L.S., *ibid*, 2008.

**Karl J. Klein**, Regional Director Small Business Development Center and Lecturer of Business, 2012. B.B.A., Stephen F. Austin State University, 1980; M.L.S., Fort Hays State University, 2008.

**Tonya Kowalski**, Professor of Law, 2006. B.A., University of Florida, 1992; J.D., Duke University School of Law, 1995.

**Sungkyu Kwak**, Associate Professor of Economics, 2001. B.A., Seoul National University, 1985; M.A., University of Minnesota, 1987; Ph.D., *ibid*, 2001.

**Klaus Ladstaetter**, Lecturer of Philosophy, 2011. M.A., Karl-Franzens University Graz, 1995; M.A., SUNY at Albany, 2004; Ph.D., *ibid*, 2007.

**Donna E. LaLonde**, Interim Chair of Education and Associate Professor of Mathematics, 1991. A.B., Colgate University, 1980; M.A., University of Kansas, 1985; Ed.D., University of Massachusetts, 1991.

**Sam Leung**, Professor of Chemistry, 1997. B.S., California State University-Stanislaus, 1990; Ph.D., University of California-Davis, 1995.

**Hwa Chi Liang**, Associate Professor of Mathematics and Statistics, 2004. B.A., Soochow University, 1979; M.A.,

University of Texas at Austin, 1987; Ph.D., University of New Mexico, 2003.

**Park A. Lockwood**, Associate Professor of Kinesiology, 2001. B.A., University of Kansas, 1987; M.S., University of Kansas, 1989; Ph.D., University of Maryland, 2003.

**Hillary Lolley**, Radiographer Clinical Education Coordinator and Lecturer, 2012. A.S., Washburn University, 2005; B.H.S., Baker College, 2010.

**Jalen O'Neil Lowry**, Associate Dean for Student Affairs, School of Law, 2011. B.A., Ottawa University, 1984; J.D., Washburn University School of Law, 1987.

**Gabriele Lunte**, Associate Professor of Modern Languages, 2003. M.A., University of Kansas, 1992; Ph.D., *ibid*, 1998.

**William Mach**, Assistant Professor of Nursing, 2010. B.S.N., Washburn University, 1984; M.S., University of Kansas, 1991; Ph.D., *ibid*, 2010.

**Bruce Mactavish**, Associate Dean, College of Arts and Sciences and Assistant Professor of History, 1998. B.A., Furman University, 1983; M.A., University of Mississippi, 1988; Ph.D., *ibid*, 1993.

**Susan Maedele**, Lecturer of Nursing, 2011. B.S.N., Saint Mary of the Plains College, 1990; M.S.N., Washburn University, 2010.

**Roberta Mansfield**, Associate Professor of Nursing, 2012. B.A., University of Rochester, 1974; B.S.N., Washburn University, 1980; M.S.N., University of Kansas, 1996; D.N.P., *ibid*, 2010.

**Jennifer Marsh**, Catron Visiting Artist and Professor of Art, 2011. B.F.A., Columbus College of Art and Design, 2005; M.F.A., Syracuse University, 2008.

**Craig Martin**, Associate Professor of Law, 2011. B.A., Royal Military College of Canada, 1986; LL.M., Osaka University, 1994; J.D., University of Toronto, 1997; S.J.D., University of Pennsylvania Law School, 2010.

**James A. Martin**, Snyder Distinguished Lecturer of Business, 2004. B.B.A., Washburn University, 1979; M.Prof. Acc., University of Texas, 1983.

**Richard Martin**, Associate Professor of Criminal Justice & Legal Studies, 1993. B.S., Colorado State University, 1964; J.D., Washburn University, 1970.

**Marilyn K. Masterson**, Assistant Professor of Nursing, 1998. B.S.N., Washburn University, 1978; B.A., *ibid*, 1978; M.S.N., University of Utah, 1982, Ph.D., Kansas State University, 2010.

**Joseph Mastrosimone**, Associate Professor of Law, 2011. B.A., University of Rochester, 1995; J.D., George Washington University Law School, 1998.

**Nancy G. Maxwell**, Professor of Law, 1979. B.A., University of North Dakota, 1972; J.D., *ibid*, 1975; LL.M., Harvard University, 1979.

**JuliAnn Mazachek**, CMA, Associate Professor of Accounting, 1992; B.S., University of Missouri-Rolla, 1984; M.B.A., University of Kansas, 1987; Ph.D., University of Kansas, 1993,.

**Keith D. Mazacheck**, Coordinator of Pre-Engineering and Lecturer of Physics and Astronomy, 1999. B.S., University of Missouri-Rolla, 1982; M.S., University of Missouri-Columbia, 1986; Ph.D., University of Kansas, 1992.

**Glen McBeth**, Classroom/Teaching Technology Librarian, , School of Law, 2004. B.B.A., Washburn University, 1999; J.D., Washburn University School of Law, 2003. M.L.S., Emporia State University, 2007.

**Maryellen McBride**, Assistant Professor of Nursing, 1988. B.S., Arizona State University, 1979; M.N., University of Kansas, 1987., Ph.D., Loyola University, 2009.

**Kelly McClendon**, Lecturer of Intensive English, 2010. B.S., Tulsa University, 1991; M.A., Oklahoma State University, 1993.

**Judith McConnell-Farmer**, Professor of Education, 1994. B.S., University of Kansas, 1970; E.D., Columbia University, 1982; E.D.D., *ibid*, 1984.

**Angela McFarland**, Occupational Therapy Assistant Clinical Coordinator and Lecturer, 2012. B.H.S., University of Missouri, 2006; M.O.T., *ibid*, 2008.

**Michael McGuire**, Dean Honors Program and Associate Professor of Psychology, 2002. B.A. Wabash College, 1993; M.S., Idaho State University, 1995; Ph.D., Texas Tech University, 2000.

**Eric H. McHenry**, Assistant Professor of English, 2009. B.A., Beloit College, 1994; Boston University, 1997.

**Lori McMillan**,e Professor School of Law, 2007. B.A., University of Toronto, 1992; LL.B., Queen's University at Kingston, Ontario, 1995; M.L., New York University School of Law, 1999.

**Diane McMillen**, Associate Professor and Clinical Coordinator of Human Services, 1990. B.S., Kansas State University, 1975; M.S.W, University of Kansas, 1981; Ph.D., *ibid*, 1998.

**Gordon McQuere**, Professor of Music, 2002. B.M., University of Tulsa, 1971; M.A., University of Iowa, 1973; Ph.D., *ibid*, 1978.

**Rebecca Meador**, Professor of Music, Flute & Music Theory, 2000. B.S., University of Missouri-Columbia, 1991; B.M., *ibid*, 1991; M.M., University of Cincinnati, 1993; D.M.A., University of Cincinnati College-Conservatory of Music, 2000.

**Bruce Mechtly**, Chair and Associate Professor of Computer Information Sciences, 1999. B.A., Gettysburg College, 1979; M.S., Penn State University, 1982; Ph.D., *ibid*, 1988.

**Cal Melick**, Public Service Librarian, Mabee Library, 1984. B.A., New York State University College-Geneeseo, 1969; M.L.S., Emporia State University, 1982.

**Mary Menninger-Corder**, Assistant Professor of Nursing, 2011. B.S.N., Washburn University, 1978; Ph.D., University of Kansas Medical Center, 2010.

**Kathy A. Menzie**, Chair and Associate Professor of Mass Media, Interim Chair of Communication, 1998. B.A., Baker University, 1973; M.S., Kansas State University, 1991; Ph.D., University of Kansas, 2006.

**Rodrigo Mercader**, Assistant Professor of Biology, 2011. B.S., University of California at Davis, 1999; M.S., Michigan State University, 2002; Ph.D., *ibid*, 2008.

**Creighton J. Miller**, Librarian for Research & Bibliographic Instruction, School of Law, 2009. B.A., Tulane University, 1994; J.D. Tulane University of Law, 1997; M.L.I.S., Louisiana State University, 1998.

**Margie L. Miller**, Assistant Professor of Kinesiology, 2009. B.S., Kansas State University, 1975; M.S.E., University of Kansas, 1988; Ph.D., *ibid*, 1997.

**Linsey Modellmog**, Lecturer of Political Science, 2010. B.A., Washburn University, 2002; M.A., University of Kansas, 2007; Ph.D., *ibid*, 2012.

**Louella Moore**, Professor of Accounting, 2012. B.S., Arkansas State University, 1978; M.B.A., *ibid*, 1979; Ph.D., University of Arkansas, 1986.

**John Thomas Morgan**, Professor of Music, Percussion, 1988. B.M., University of Northern Colorado, 1978; M.M., *ibid*, 1984; D.M.A., University of Oklahoma, 1993.

**Kimberly J. Morse**, Professor of History, 2003. B.A., University of Kansas, 1992; M.A., Indiana University, 1995; Ph.D., University of Texas, 2000.

**Michael C. Mosier**, Professor of Mathematics and Statistics, 2001. B.S., Emporia State University, 1983; M.S. *ibid*, 1985; Ph.D., Colorado State University, 1992.

**Patricia Mower**, Associate Professor of Mathematics & Statistics, 1995; B.S., Dickinson State University, 1987; M.S., University of North Dakota, 1989; Ph.D., *ibid*, 1995.

**John C. Mullican**, Chair and Associate Professor of Biology, 1999. B.S., Missouri Western State College, 1987; Ph.D., University of Nebraska Medical Center, 1995.

**Pat Munzer**, Chair and Professor of Allied Health, 1984. A.S., Quinnipiac College, 1976; B.S., Pittsburg State University, 1986; M.S., *ibid*, 1990; DHSc., Nova Southeastern University, 2006.

**Carl S. Myers**, Assistant Professor of Social Work, 1977. B.A., Colorado State University, 1973; M.S.W., University of Utah, 1976.

**Hee Seok Nam**, Lecturer of Mathematics, 2011. B.S., Seoul National University, 1991; M.S., *ibid*, 1993; Ph.D., *ibid*, 2000; M.S., University of Iowa, 2010.

**Bryan A. Naylor**, Associate Professor of Theatre, 1989. B.F.A., University of Kansas, 1981; M.A., Southwest Texas State University, 1988; M.F.A., University of Kansas, 1993.

**Samuel J. Newland**, Instructor of Criminal Justice & Legal Studies, 2007. B.A., Evangel College, 1963; M.A., Pittsburg State University, 1966; M.Ph., University of Kansas, 1980; Ph.D., University of Kansas, 1982.

**Faye Niesen**, Lecturer of Radiation Therapy, 2004. B.A., University of Illinois, 1974; A.A.S., Chicago City-Wide College, 1983; M.A., University of Phoenix, 1999.

**Dmitri Nizovtsev**, Associate Professor of Economics, 2001. M.S., Leningrad Institute of Electrical Engineering, 1984; M.S., Purdue University, 1997; Ph.D., *ibid*, 2001.

**Mark A. Norman**, Director of Bands & Assistant Professor of Music, 2009. B.M., University of North Carolina at Greensboro, 2005; M.M., *ibid*, 2007, D.M.A., *ibid*.

**Kanalis A. Ockree**, CPA, CMA, Professor of Accounting, 1992. B.B.A., Washburn University, 1982; M.Acc., Kansas State University, 1983; Ph.D., Univ. of Kansas, 1993.

**Brian K. Ogawa**, Chair and Professor of Human Services, 2001. B.A., University of California at L.A., 1967; M.Div., Fuller Theological Seminary, 1972; D.Min., San Francisco Theological Seminary, 1979.

**Kevin M. O'Leary**, Director of Forensics and Lecturer of Communication, 2003. B.S., Southern Illinois University, 1992, M.A., St. Louis University, 1994, Ph.D., Southern Illinois University, 1999.

**Aliza Organick**, Professor of Law, 2004. B.U.S., University of New Mexico, 1992; J.D., University of New Mexico School of Law, 1996.

**Anthony Palbicke**, Lecturer of Criminal Justice, 2011. B.S., Shippensburg University of Pennsylvania, 1983; M.A., Western Illinois University, 1993.

**Nan Palmer**, Professor of Social Work, 1991. B.A., California State University Fullerton, 1969; M.S.W., University of Kansas, 1979; Ph.D., *ibid*, 1991.

**Jae Yoon Park**, Lecturer of Mass Media, 2010. B.A., EWHA Womans University, 1996; M.A., Hanyang University, 2000; Ph.D., University of Kansas, 2008.

**Sangyoub Park**, Associate Professor of Sociology & Anthropology, 2006. B.A., Korea University, 1993; M.A., University of South Carolina, 2001; Ph.D., *ibid*, 2006.

**Brenda Patzel**, Associate Professor of Nursing, 2004. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1991; Ph.D., University of Missouri, 2001.

**John Paul**, Associate Professor of Sociology, Anthropology, and Art, 2003. B.S., East Central University, 1997; M.S., University of North Texas, 1999; M.F.A., Goddard College, 2009; Ph.D., Oklahoma State University, 2003.

**Randall G. Pembroke**, Vice President for Academic Affairs and Professor of Music, 2011. B.M., Southern Illinois University-Edwardsville, 1978; M.M., *ibid*, 1980; Ph.D., Florida State University, 1984.

**Xiaofeng Peng**, Assistant Professor of Accounting, School of Business, 2007. B.S., Nankai University, 1987; M.S., Kent State University, 1996; M.S., Michigan State University, 2002, Ph.D., Kent State University, 2008.

**Marguerite Perret**, Associate Professor of Art, 2003. B.A., William Paterson University, 1980; M.A., Montclair State University, 1983; M.F.A., Southern Illinois University, 1986.

**Dan L. Petersen**, Associate Dean, School of Applied Studies and Professor of Human Services, 1993. B.A., North Central College, 1971; M.A., University of Kansas, 1977; Ph.D., *ibid*, 1981.

**Mark Peterson**, Chair and Professor of Political Science, 1998. B.A., University of Wyoming, 1970; M.P.A., University of New Mexico, 1991; Ph.D., *ibid*, 1996.

**Timothy Peterson**, Dean of Academic Outreach, 1998. B.A., University of Northern Iowa, 1975; M.Ed., Texas A&M University, 1978; E.D.S., George Washington University, 1987; Ph.D., University of Maryland, 1991.

**Lynette Petty**, Associate Professor of Law, 1992. B.A., Southwestern University, 1972; M.A., University of Texas at San Antonio, 1978; J.D., Washburn University, 1987.

**Fernando Pezzino**, Lecturer of Modern Languages, 2008. B.A., Universidad Nacional de Tucuman, 2000; M.A., Arizona State University, 2005; Ph.D., Texas Tech University, 2006.

**David E. Pierce**, Professor of Law, 1989. B.A., Pittsburg State University, 1974; J.D., Washburn University, 1977; LL.M., University of Utah, College of Law, 1982.

**Mary Pilgram**, Associate Professor of Communication, 2007. B.A., William Jewell College, 1985; M.A., University of Kansas, 1988; Ph.D., *ibid*, 2006.

**Evelyn Pitts**, Lecturer of Mathematics & Statistics, 1996. B.A., Evangel College, 1970; M.A., University of Kansas, 1972.

**Gaspar Porta**, Associate Professor of Mathematics, 2007. B.S., University of Illinois-Urbana, 1987; M.S., *ibid*, 1989; Ph.D., University of Illinois-Chicago, 1999.

**David Pownell**, Assistant Professor of Education, 2002. A.A., Hutchison Community College, 1989; B.S., McPherson College, 1993; M.S., Kansas State University, 1998; Ed.D., *ibid*, 2002

**Thomas Prasch**, Chair and Professor of History, 1997. B.A., University of Nebraska-Lincoln, 1974; M.A., *ibid*, 1977; Ph.D., Indiana University, 1995.

**Paul Prece**, Chair and Professor of Theatre, 1982. B.A., Catholic University of America, 1972; M.F.A., Florida State University, 1975; Ph.D., University of Kansas, 2008.

**Gregory Preuss**, Assistant Professor of Psychology, 2011. B.A., University of Kentucky, 1995; M.A., Wake Forest University, 2002; Ph.D., Ohio University, 2011.

**David Price**, Assistant Professor of Marketing, 2010. B.B.A., Washburn University, 1993; M.B.A., Pittsburg State University, 1998; Ph.D., Griffith University, 2010.

**Dave Provorse**, Associate Professor of Psychology, 1991. B.A., Midland Lutheran University, 1982; M.A., University of Nebraska-Lincoln, 1987; Ph.D., *ibid*, 1996.

**Barbara Quaney**, Bachelor of Health Sciences Program Coordinator and Assistant Professor of Allied Health, 2012. B.S., University of Kansas, 1989; M.A., University of Iowa, 1992; Ph.D., *ibid*, 2001

**Mary Kreiner Ramirez**, Professor of Law, 2001. B.S., University of Missouri-Columbia, 1983; J.D., St. Louis University School of Law, 1986.



**Michael Rettig**, Professor of Education, 1994. B.A., University of Kansas, 1974; M.Ed., University of Wichita, 1978; Ph.D., University of Kansas, 1984.

**Leslie Reynard**, Associate Professor of Communication, 2007. A.A., Tulsa Junior College, 1987; B.S., University of Kansas, 1990; M.A., *ibid*, 1992; Ph.D., *ibid*, 2006.

**Emily Rice**, Lecturer of Art, 2012. B.F.A., Truman State University, 2005; M.F.A., Kansas State University, 2008.

**William Rich**, Professor of Law, 1977. B.A., Oberlin College, 1970; J.D., University of California at Berkeley, 1975.

**Brenda Ridgeway**, Assistant Professor of Human Services, 2012. M.H.S., Lincoln University, 2005; Ph.D., Walden University, 2009.

**Lara Rivera**, Lecturer of Nursing, 2010. B.S.N., University of Kansas, 2003.

**James C. Rivers**, Professor of Music and Artist Pianist in Residence, 1969. Artist Diploma, The Julliard School for the Performing Arts, 1965; B.M., North Texas State University, 1966; M.M., *ibid*, 1968.

**William L. Roach**, Professor of Business, 1983. B.S., University of Notre Dame, 1966; M.B.A., Northwestern University, 1968; Ph.D., University of Michigan, 1973.

**Jera J. Roberts**, Associate Professor of Radiologic Technology, 1983. Stormont-Vail School of Radiologic Technology, 1972; B.A., Ottawa University, 1979; M.S., Pittsburg State University, 1986; Ed. Spec., Pittsburg State University, 1989.

**Jane M. Robinson**, Lecturer of Nursing, 2009. B.A., University of Arizona, 1981. B.S.N., University of Saint Mary, 1993. M.S.N., University of Kansas, 2009.

**Reginald Robinson**, Professor of Law, 2010. B.A., University of Kansas, 1980; J.D., *ibid*, 1987.

**Keith A. Rocci**, Information Literacy Librarian, Mabee Library, 2008. B.S., Arizona State University, 2001; M.Ed., Northern Arizona University, 2003; *ibid*, 2004; M.A., University of Arizona, 2006

**Thomas J. Romig**, Dean of the School of Law and Professor, 2007. B.S., Kansas State University, 1970; M.S., National Defense University, 1996; J.D., Santa Clara University Law School, 1980.

**Tracy Routsong**, Associate Professor of Communication, 2007. B.S.S., Cornell College, 1998; M.A., University of Northern Iowa, 2000. Ph.D., University of Iowa, 2007.

**David Rubenstein**, Associate Professor of Law, 2010. B.A., University at Buffalo, 1995; J.D. Hofstra University, 1998.

**Michael Russell**, Director WTE and Associate Professor of Psychology, 2001. B.A., University of Connecticut, 1987; M.A., *ibid*, 1994; Ph.D., *ibid*, 1999.

**Kay Rute**, Professor of Criminal Justice & Legal Studies, 1989. B.A., Washburn University, 1971; J.D., *ibid*, 1980.

**Takrima Sadikot**, Assistant Professor of Biology, 2012. B.S., University of Mumbai – India, 2002; M.S., *ibid*, 2004; M.S., University of Missouri at Kansas City, 2007; Ph.D., *ibid*, 2010.

**Denise E. Salsbury**, Field Placement Coordinator and Lecturer of Education, 2009. B.M.E., Baker University, 1974; Ph.D., Kansas State University, 2002.

**Roberta Sue Salem**, Lecturer of Chemistry, 1999. B.S., Baker University, 1970; M.S., Iowa State University, 1973. Ph.D., Kansas State University, 2009.

**Jean Sanchez**, Coordinator and Lecturer in the Physical Therapist Assistant Program, 2009. A.S., Washburn University, 2006; B.H.S., *ibid*, 2007, M.H.A., Des Moines University, 2011.

**Dennis J. Schafers**, Lecturer of Nursing, 2012. BSN., Washburn University, 1978; MSN., University of Texas, 1987.

**Bassima Schbley**, Associate Professor of Social Work, 2003. B.A., Wichita State University, 1995; M.A., *ibid*, 1997; M.A., Newman University, 1999; Ph.D., University of Utah, 2004.

**Monica Scheibmeir**, Dean, School of Nursing and Professional Nursing, 2009. B.S.N., University of Arizona, 1986. Ph.D., University of Kansas, 1999.

**Cecil Schmidt**, Professor of Computer Information Sciences, 1994. B.S., Kansas State University, 1984; M.S., Wichita State University, 1993; Ph.D., Kansas State University, 2005.

**Pamela J. Schmidt**, Assistant Professor of Accounting, 2012. B.S., University of Kansas, 1978; M.S., University of Southern California, 1979; M.A., Northwestern University, 1993; M.M., *ibid*, 1997; Ph.D., University of Arkansas, 2011.

**Shaun E. Schmidt**, Professor of Chemistry, 2001. B.S., Florida Southern College, 1991; M.S., University of South Florida, 1995; Ph.D., *ibid*, 1999.

**Tom Schmiedeler**, Professor of Geography and Director of Kansas Studies Program, 1996. B.A., St. Mary of the Plains College, 1971; M.A., University of Kansas, 1985; Ph.D., *ibid*, 1991.

**James Schnoebelen**, Mock Trial Director & Assistant Professor of Communication, 2001. B.S., Central Missouri State University, 1999; M.A., *ibid*, 2001; Ph.D., University of Kansas, 2010.

**Diana Seitz**, Assistant Professor of Music, 2011. B.M., Tchaikovsky Moscow Conservatory, 1991; M.M., University of Oklahoma, 2004; D.M.A., *ibid*, 2008.

**Azyz Sharafy**, Professor of Art, 1998. M.A., Concordia University, 1995; M.F.A., University of Baroda, India, 1983.

**Janet Sharp**, Associate Professor of Mathematics, 2008. B.A., Wichita State University, 1984; M.E., *ibid*, 1986; M.S., Emporia State University, 1990; Ph.D., Kansas State University, 1992.

**Lisa Sharpe Elles**, Assistant Professor of Chemistry, 2009. A.B., Ripon College, 2001. Ph.D., Northwestern University, 2008.

**Mary Sheldon**, Associate Professor of English, 1988. B.A., Gannon College, 1973; M.A., *ibid*, 1974; Ph.D., Purdue University, 1984.

**Roy Sheldon**, Associate Professor of English, 1982. B.A., Kent State University, 1974; M.A., Bowling Green University, 1976; Ph.D., Purdue University, 1982.

**Michelle L. Shipley**, Assistant Professor of Health Information Technology, 1996. B.S., University of Kansas, 1990; M.S., Pittsburg State University, 2000.

**Laura Sidlinger**, Lecturer of Nursing, 2007. B.S.N., Washburn University, 1993. M.S.N., *ibid*, 2007, D.N.P., Vanderbilt University, 2012.

**Bradley Siebert**, Assistant Professor of English, 1995. B.A., Bethel College, 1979; MA, University of Arizona, 1983; Ph.D., *ibid*, 1990.

**Charles A. Silvestri**, Lecturer of History, 2009. B.A., Loyola Marymount University, 1987; M.A., University of Southern California; 1991. Ph.D., *ibid*, 1995.

**James E. Smith**, Professor of Social Work, 2008. B.A., Hampton University, 1975; M.S.W., Virginia Commonwealth University, 1988; Ph.D., Kansas State University, 2000.

**Mark Allen Smith**, Coordinator of Astronomy Outreach Program and Lecturer of Physics & Astronomy, 2009. B.S., Washburn University, 2001; Ph.D., Kansas State University, 2009.

**Russell E. Smith**, Associate Dean, School of Business, and Professor of Economics, 1984. B.A., University of

California, 1969; M.A., San Francisco State University, 1978; M.S., University of Illinois, 1981; Ph.D., *ibid*, 1985.

**Ann Marie Snook**, Chair and Professor of Music, 1991. B.M., Millikin University, 1976; M.M., Michigan State University, 1990; D.M.A. University of Kansas, 2000.

**Lee E. Snook**, Professor of Music, 1990. B.A., Michigan State University, 1972; M.A., *ibid*, 1976; D.M.A., *ibid*, 1995.

**David L. Sollars**, Dean, School of Business, and Professor of Economics, 2003. B.B.A., Ohio University, 1986; M.A., *ibid*, 1987; Ph.D., Florida State University, 1991.

**Frederic Sourgens**, Associate Professor of Law, 2012. B.A., University of Oslo, 2000; M.A., University of York – UK, 2003; J.D., Tulane University Law School, 2005.

**Stephen Spyrer**, Director of Practicum and Lecturer of Social Work, 2004. B.A., University of Texas, 1973; M.S., University of Texas, 1986.

**Vanessa Steinroetter**, Assistant Professor of English, 2011. M.A., University of Eichstaett, 2005; M.Ed, *ibid*, 2006; Ph.D., University of Nebraska-Lincoln, 2011.

**Laura Stephenson**, Associate Dean, College of Arts and Sciences, Associate Professor of Psychology, 1985. A.B., Goucher College, 1978; M.A., University of Kansas, 1982; Ph.D., *ibid*, 1985.

**Crystal Stevens**, Assistant Professor of School of Nursing, 2007. B.S.N., Emporia State University, 2003; M.S.N., Washburn University, 2007.

**Barbara A. Stevenson**, Simulation Director and Lecturer of Nursing, 1997. B.S.N., Marymount College, Salina, KS, 1971; M.S., Kansas State University, 1985.

**Mihail Stoica**, Professor of Management, 1999. M.E., University Politechnica Bucharest, 1975; Ph.D., Institute for Atomic Physics, 1985; M.B.A., Washington State University, 1994; Ph.D., *ibid*, 1995.

**Sylvia Stoner-Hawkins**, Lecturer of Music, 2011. B.A., Skidmore College, 1994; M.M., University of Missouri-Kansas City, 1998; D.M.A., University of Kansas, 2010.

**Maria Raicheva-Stover**, Associate Professor of Mass Media, 2003. B.S., Southern Illinois University, 1998; M.A., *ibid*, 2001; Ph.D., *ibid*, 2005.

**Courtney A. Sullivan**, Associate Professor of Modern Languages, 2003. B.A., Loyola University, 1993; M.A., University of Texas, 1996; Ph.D., *ibid*, 2003.

**Sharon Sullivan**, Associate Professor of Theatre, 2002. A.A., North Lake College, 1986; B.A., Smith College, 1992; M.A., Washington University, 1994; Ph.D., University of Kansas, 2004

**Wenyng "Nan" Sun**, Associate Professor of Computer Information Sciences, 2002. B.A., East China Normal University, 1989; B.A., Washburn University, 1994; M.S.E., Kansas State University, 2002, Ph.D., University of Kansas, 2011.

**Mary B. Sundal**, Assistant Professor of Sociology & Anthropology, 2009. B.A., Ohio State University, 1999; M.A., University of Kansas, 2002; Ph.D., *ibid*, 2009.

**Carolyn Szafran**, LCSW, Field Coordinator and Lecturer of Social Work, 1999. B.A., Washburn University, 1975; M.S., Kansas State University, 1979; M.S.W., University of Kansas, 1987.

**Nancy A. Tate**, Associate Vice President for Academic Affairs and Associate Professor of Computer Information Sciences, 1985. B.S., University of Kansas, 1975; M.S., Pittsburg State University, 1979; Ed.D., Oklahoma State University, 1983.

**Glenda M. Taylor**, Chair and Professor of Art, 1987. B.A., Bethany College, 1976; M.A., Emporia State University, 1979; M.F.A., Kansas State University, 1985.

**Harry Russell Taylor**, Program Director and Instructor of Respiratory Therapy Program, 2005. B.S., William Jewell College, 1981; M.Ed., Washburn University, 1997.

**Georgina Tenny**, Lecturer of Modern Languages, 2004. B.A., Brigham Young University, 1997; M.A., University of Kansas, 1999.

**Brian C. Thomas**, Associate Professor of Physics & Astronomy, 2005. B.S., University of the Pacific, 1999; M.S., University of Kansas, 2002; Ph.D., University of Kansas, 2005.

**Janet O. Todwong**, School of Law Librarian, 2008. B.S., Makerere University, 1992; M.L.S., Emporia State University, 2006.

**Craig Treinen**, Assistant Professor of Music, 2006. B.M.Ed. & Performance, Washburn University, 1990; M.M., Kansas State University, 2000, Ph.D., *ibid*, 2011

**Gail Tucker**, Assistant Professor of Nursing, 2011. B.S.N., Fort Hays State University, 1989; M.S.N., University of Phoenix, 2005; D.N.P., University of Arizona, 2010.

**Cynthia L. Turk**, Chair and Professor of Psychology, 2005. B.A., University of Kansas, 1991; M.S., Oklahoma State University, 1992; Ph.D., Oklahoma State University, 1996.

**Sandra Winn Tutwiler**, Professor of Education, 1999. B.A., Northwestern Illinois University, 1970; M.S.E., Illinois State University, 1978; Ph.D., University of Texas-Austin, 1992.

**Sarah E. Ubel**, Associate Professor of Communication, 2003. B.A., Baker University, 1995; J.D., University of Kansas, 1998, Ph.D., *ibid*, 2003.

**Thomas Underwood**, Assistant Dean of Academic Outreach and Director of JCVVS, 2004. B.A., Washburn University, 1982; M.A., Kansas University, 1990; Ph.D., Kansas State University, 2001.

**Sue Unruh**, Lecturer of Nursing, 2006. B.S.N., Pittsburg State University, 1973; M.S.N., University of Texas at El Paso, 1989.

**Katherine Ure**, Director Mobile Simulation and Community Education/Lecturer of Nursing, 2011. B.S.N., Fort Hays State University, 2005; M.S.N., *ibid*, 2010.

**Sorin Valcea**, Assistant Professor of Management, 2011. B.B.A., Bucharest Academy of Economic Studies, 2004; M.B.A, *ibid*, 2006; Ph.D., University of Oklahoma, 2011.

**Danny G. Wade**, Chair and Associate Professor of English, 2008. B.S., University of Oklahoma, 1997; M.Ed., *ibid*, 2002; Ph.D., *ibid*, 2008.

**Jennifer Wagner**, Associate Professor of Mathematics and Statistics, 2006. B.A., Grinnell College, 1995; M.A., University of California at San Diego, 1997; Ph.D., *ibid*, 2000.

**Paul G. Wagner**, Assistant Professor of Biology, 1999. B.S., St. Andrews Presbyterian College, 1982; Ph.D., University of North Carolina-Chapel Hill, 1990.

**Tracy L.E. Wagner**, Assistant Professor of Biology, 1999. B.S., Marshall University, 1992; Ph.D., University of Kentucky, 1998.

**Rosemary Walker**, Professor of Economics, 1999. B.A., Saint Cloud State University, 1992; M.S., University of Illinois at Champaign-Urbana, 1995; Ph.D., *ibid*, 2000.

**Yeqiang Wang**, Associate Professor of Art, 2007. B.F.A., Sichuan Institute of Fine Arts, 1991; M.F.A., University of Windsor, 2000.

**Mary Dorsey Wanless**, Associate Professor of Art, 2000. B.S., University of Missouri-Columbia, 1971; M.A., *ibid*, 1972; M.F.A., Kansas State University, 2009.

**Susan Washburn**, Assistant Professor of Nursing, 2002. B.S.N., University of Wisconsin-Eau Claire, 1974; M.S.N., University of Wisconsin-Madison, 1979.

**Israel Wasserstein**, Lecturer of English, 2007. B.A., Washburn University, 2003; M.F.A., University of New Mexico, 2005.

**Kayla Waters**, Assistant Professor of Human Services, 2008. B.A. and B.S., Truman State University, 1998; Ed.S., University of Iowa, 2002; Ph.D. *ibid*, 2004.

**Kelly L. Watt**, Assistant Professor of Art, 2012. B.A., Olivet Nazarene University, 1995; M.A., University of Cincinnati, 2002; Ph.D., University of Louisville, 2011.

**Harrison J. Watts**, Associate Professor of Criminal Justice & Legal Studies, 2008. BAAS, Midwestern State University, 1996; M.A., *ibid*, 1998; M.A., Sam Houston State University, 2004, Ph.D., Northcentral University, 2010.

**Kelley A. Weber**, Reference and Instruction Librarian, Mabee Library, 2005. B.A., Occidental College, 1984; M.B.A., University of South Florida. 1989; M.L.S., University of Washington, 1996.

**David Weed**, Lecturer of English, 1997. B.S., University of Kansas, 1981; M.A., *ibid*, 1990; Ph.D., Syracuse University, 1996.

**Robert A. Weigand**, Professor of Finance and Breneman Professor of Business Strategy, 2005. B.S., University of Arizona, 1989; Ph.D., *Ibid*, 1993.

**Penny Weiner**, Associate Professor of Theatre, 1998. B.S., University of Kansas, 1974; M.F.A., University of Missouri-Kansas City, 1982.

**Amy Westbrook**, Professor of Law, 2009. A.B., Harvard College, 1987; J.D., Harvard Law School, 1992.

**Gwendolyn S. Wilson**, Health Sciences Librarian, 2012. B. S., Emporia State University, 2010.

**N. Iris Wilkinson**, Associate Professor of Human Services, 1979; B.A., University of Kansas, 1975; M.S.Ed., *ibid*, 1979. Ed.D., *ibid*, 1988.

**David Winchester**, Serials Librarian, Mabee Library, 1982. B.A., Bethel College, 1970; M.A., University of Kansas, 1979; M.L.S., Emporia State University, 1979.

**Martin Wisneski**, Assistant Director Head Tech Services, Law Library, 1986. B.A., Western Michigan University, 1979; M.S., *ibid*, 1980.

**Mary Ann Wittman**, Lecturer of Intensive English, 2012. B.A., Kansas State University, 1967; MEd, Colorado State University, 1976.

**Royal E. Wohl**, Chair and Professor of Kinesiology, 1994. B.S., East Stroudsburg University, 1976; M.S., University of North Carolina at Chapel Hill, 1982; Ph.D., University of New Mexico, 1996.

**Margaret C. Wood**, Associate Professor of Sociology Anthropology, 2002. B.A., University of Michigan, 1987; M.A., Syracuse University, 1996; Ph.D., *ibid*, 2002.

**Kerry Wynn**, Associate Professor of History, 2006. B.A., Bradley University, 1998; Ph.D., University of Illinois, Champaign-Urbana, 2006.

**Corey Zwikstra**, Assistant Professor of English, 2010. B.A., University of Alberta, 2000; M.A., University of Notre Dame, 2004; Ph.D., *ibid*, 2009.

## FACULTY EMERITI

**James R. Ahrens**, B.A., J.D., Distinguished Professor of Law, 1948-1988.

**Bobbie Anderson**, B.A., M.S., Lecturer in International Programs, 2001-2010.

**Dale N. Anderson**, B.A., M.A., Ed.D., Manager KTWU, 1967-1998.

**Ronald J. Ash**, B.S., M.S., Ph.D., Professor of Biology, 1987-2007.

**Lyle D. Baker**, B.S., M.A.T., Ed.D., Associate Professor of Education, 1987-1998.

**Michael A. Barbara**, B.S., J.D., Professor of Law, 1980-1992.

**Janice Sweeny Barton**, B.S., Ph.D., Professor of Chemistry.

**J. Wendell Bayles**, B.S., J.D., LL.M., Professor of Law, 1983-2003.

**Larry D. Blumberg**, B.A., M.A., Ph.D., Associate Professor of Mathematics and Statistics, 1967-2009.

**Terry Booth**, B.A., M.A., Ph. D., Assistant Professor of Anthropology, 1969-2002.

**Barbara Bowman**, B.A., M.A., Ph.D., Associate Professor of Psychology, 1994-2011.

**Rodney Carney Boyd**, B.M.E., M.S.M.E., Associate Professor of Music, 1968-1999.

**John Frederick Buckner**, B.A., M.M.E., Ph.D., Professor of Music, 1970-1993.

**Barbara Burgess**, B.A., M.S., Ph.D., Director of Kansas Studies and Assistant Professor of Mass Media, 1986-2003.

**Emanuel Calys**, B.S., M.A., Ph.D., Professor of Mathematics, 1964-66, 1968-1997.

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

**Novella Noland Clevenger**, CPA, B.S., M.A., M.B.A., J.D., LL.M., Associate Professor of Taxation, 1988-2011.

**Sheldon Cohen**, B.S., Ph.D., Executive Director of Planning and Professor of Chemistry, 1960-1999.

**Betty Cole**, B.A., M.S., Ph.D., Associate Professor of Biology, 1979-2006.

**Dean Corwin**, B.M., M.S., M.A., Catalog Librarian, Mabee Library, 1996-2013.

**Kennett Cott**, B.A., M.A., Ph.D., Chair and Professor of History, 1969-2003.

**Linda Croucher**, B.S., M.S., Clinical Coordinator and Associate Professor, Radiologic Technology 1983 – 2012.

**Martha Crumpacker**, B.A., M.S., D.B.A., Associate Professor of Management, 1977-2010.

**Aletha J. Cushinberry**, B.S.N., M.S.N., Ed.D., R.N., Associate Professor of Nursing, 1974-1993.

**Jack L. Decker**, B.S., M.S., Associate Professor of Computer Information Sciences, 1984-2010.

**Joan E. Denny**, B.S.N., C.N.M., M.S.N., Lecturer of Nursing & Learning Center Coordinator, 1983-2008.

**David L. DePue**, B.S., M.S., Ph.D., Associate Professor of Technology Administration, 2003-2008.

**Judy H. Diffley**, B.S., M.B.A., Ph.D., Program Director and Professor of Office Administration, 1982-2007.

**Jean Dimmitt**, B.A., M.A., Ph.D. Associate Professor of English, 1990-2008..

**Lee Dodson**, B.S., Ed.D., Vice President and Dean of Students, Associate Professor of Education, 1966-1989.

**Judy Druse**, B.S., M.L.S., Assistant Dean and Curriculum Librarian Mabee Library, 1987-2012

**Janice Dunwell**, B.S., B.S.N., M.S.N., Ed.D., Associate Professor of Nursing, 1989-2003. 2007-2010.

**James Robert Eck**, B.S.C., M.B.A., Ph.D., Professor of Finance. 1979-2009.

**Ronald G. Evans**, B.S., M.A., Ph.D., Professor of Psychology, 1976-2008.

**Howard J. Faulkner**, B.A., M.A., Ph.D., Chair and Professor of English, 1972-2010.

**David Feinmark**, B.A., M.S., M.B.A., Coordinator of Collection Development, Mabee Library. 1981-2009.

**Karen Field**, B.A., M.A., Ph.D.; Professor of Sociology & Anthropology, 1979-2008.

**Marilyn L. Geiger**, B.S., M.S., Ph.D., Professor of History, 1962- 2000.

**Paul David Gilkison**, B.S., M.B.A., D.B.A., Professor of Marketing, 1981-1993.

**Lois Rimmer Glazier**, Ph.D., R.N., Professor of Nursing, 1974-2000.

**Maureen Godman**, B.A., M.A., Ph.D., Associate Professor of English, 1999-2013.

**John L. Green, Jr.**, B.S., M.S., Ph.D., Professor of Business Administration, 1981-1993.

**Ronald C. Griffin**, B.A., J.D., LL.M., Professor of Law, 1978-2011.

**Oliver F. Guinn**, B.B.A., M.B.A., Ph.D., Professor of Economics, 1961-1988.

**Larry J. Halford**, B.A., M.A., Ph. D., Associate Professor of Sociology, 1972-2001.

**G. Daniel Harden**, B.S., M.S., Ph.D., Professor of Education, 1987-2009.

**Theodore L. Heim**, B.A., M.A., Assistant Professor of Criminal Justice, 1971-1998.

**Mary Alice Hines**, B.S., M.S., Ph.D., C. W. King Professor of Real Estate and Finance, 1982-2004.

**Raylene J. Hinz-Penner**, B.S., M.A., M.F.A., Lecturer of English, 2003-2012.

**James L. Hoogenakker**, B.S., M.A., Ph.D., Professor of English, 1963-2013.

**Susan J.W. Hsia**, B.S., M.S., M.N., Ph. D., Associate Professor of Nursing, 1975-2002.

**Harold Hula**, B.A., M.S., Assistant Professor of Education, Associate Dean and Director of Counseling and Testing, 1965-1994.

**John L. Iltis**, B.M., M.M., D.Mu.Ed., Professor of Music, 1965-1986.

**Walter F. James**, B.S., M.S., Ph.D., C.P.A., Professor of Accounting, 1973-1997.

**Ursula Jander**,. M.S., Ph.D., Associate Professor of Biology, 1985-2011.

**Reinhild Janzen**, B.A., M.A, M.Phil., Ph.D., Professor of Art, 1996-2011.

**Alyce Jessop**, R.N., M.S.N., Assistant Professor of Nursing, 1997-2004.

**Ross E. Johnson**, B.S., M.S., Ph.D., Professor Biology, 1961-1997.

**Simone A. Johnson**, Bac.-es-lettres, M.A., Ph.D. Chair and Professor of French, 1965-1986.

**Audrey H. Kennedy**, B.S., M.S., Assistant Professor of Nursing, 1976-1997.

**Thomas Kennedy**, B.A., M.A., Ph.D., Professor of English, 1972-2008.

**Robert B. Kerchner**, B.S., M.A., Ph.D., Associate Professor of Economics. 1976-2009

**Harlan J. Koca**, B.S., M.S., M.A., Assistant Professor of Mathematics and Statistics, 1967-1995.

**Paul H. Kopper**, A.M., Ph.D., Chairperson and Professor of Biology, 1956-1979.

**Laurine Kreipe**, School of Applied Studies, Assistant Professor of Legal Studies, 1983-1992.

**Robert N. Lawson**, B.A., M.A., Ph.D., Professor of English, 1963-1994.

**Bruce Levine**, B.B.A., J.D., LL.M., Professor of Law, 1956-1971.

**Teresita S. Levell**, Lic., M.A., Ph.D., Professor of Business Administration, 1982-2006.

**Margaret McCausland**, A.B., A.M., Assistant Professor of English, 1963-1983.

**James H. McCormick**, B.S., M.A., P.E.D., Professor of Health, Physical Education and Exercise Science, 1981-2009.

**Mary McCoy**, B.A., M.A., Ph.D., Professor of Biology, 1976-2008.

**Lawrence E. McKibbin**, B.B.A., M.B.A., Ph.D., Professor of Business, 1991-1998.

**Carolyn Y. Middendorf**, B.A., M.N., Assistant Professor of Nursing, 1983-1997.

**Susan Miller**, B.A., M.S., Ph.D., Associate Professor of Health, Physical Education and Exercise Science, 1984-2005.

**Billy E. Milner**, B.S., M.S., M.A., D.A., Professor of Mathematics, 1970-2001.

**Carl Monk**, B.A., J.D., Professor of Law, 1974-2009.

**Loretta W. Moore**, B.A., J.D., Professor of Law, 1991-2005.

**Meredith A. Moore**, B.S., M.A., Ph.D., Chair and Professor of Communication, 1976-2009.

**Edward W. Navone**, B.A., M.A., Professor of Art, 1964-2007.

**Jorge Luis Nobo**, B.A., Ph.D., Professor of Philosophy, 1972-2010.

**Janet R. Nuzman**, B.S., M.S., Assistant Professor of Physical Education, 1962-1995.

**Ken Ohm**, B.S.;M.S.,Ed.D., Lecturer of Mathematics & Statistics, 1992-2009.

**Richard E. Olson**, B.S., M.S., Ph.D., J.D., Professor of Economics and Business Administration, 1980-2001.

**Adebisi Otudeko**, B.A., M.A., Ph.D., Professor of Sociology & Anthropology, 1982-2007.

**Marie-Luce Parker**, License es Lettres, M.A., Ph.D., Chair of Modern Languages and Professor of French, 1986-2008.

**Darrell Parnell**, B.S., M.S., Ph.D., Associate Professor of Physics, 1962-2001.

**Gregory Pease**, B.A., J.D., Professor of Law, 1979-2010.

**Virginia D. Pruitt**, B.A., M.A., Ph.D., Professor of English, 1974-2013, (Pending BOR approval)

**Paul B. Rasor**, B.Mus., J.D., Professor of Law, 1978-1993.

**J. Karen Ray**, B.A., M.A., Ph.D., Professor of English, 1996-2010.

**Gerald Reed**, B.B.A., M.B.A., Lecturer of Computer Information Sciences. 1997-2009

**Patricia Renn-Scanlan**, B.A.; M.L.S.; M.A., Instruction Librarian, Mabee Library, 1993-2008.

**Sheila Reynolds**, B.A., J.D., Professor of Law, 1979-2010.

**Wilma Rife**, B.A., M.A., M.L.S., Director of Mabee Library, 1977-1994.

**A. Allan Riveland**, B.A., M.A., Ph.D., Professor of Mathematics and Statistics, 1971-2010.

**Clifford Roberson**, B.A., J.D., Ph.D., L.L.M., Professor of Criminal Justice, 1997-2006.

**Harold Rood**, B.A., M.A., Ph.D., Chair and Professor of Philosophy, 1970-2012

**David L. Ryan**, B.A.,J.D., LL.M. Distinguished Professor of Law, 1968-2005.

**Michael Sarkesian**, B.S., M.Ed. Professor of Health, Physical Education and Exercise Science, 1966-1997.

**Gary E. Schmidt**, B.A., M.S., Ph.D., Professor of Computer Information Sciences, 1973-2010.

**Richard Shermoen**, B.S., M.S., M.A., Ed.D., Chairperson and Professor of Mathematics, Statistics and Computer Information Sciences, 1967-1993.

**Mary Shoop**, B.S., M.A., Ph.D., Professor of Education, 1982-2013.

**J. Elwood Slover**, B.S., J.D., LL.M., Professor of Law, 1968-1983.

**Charlene Smith**, B.A.; M.A., J.D., LL.M., Professor of Law, 1982-2003.

**Virgie Smith**, B.S., M.L.S., Librarian, School of Law, 1976-2008.

**Robert Soppelsa**, B.A., M.A., Ph. D., Director of Mulvane Art Museum and Professor of Art, 1981-2002.

**Robert D. Stein**, B.A., M.A., Ph.D., Chair and Professor of English, 1973-2006.

**Margaret E. Stewart**, A.B., M.A., Ph.D., Professor of English, 1990-2010.

**Reed Stolworthy**, B.S, M.S., Ed.D., Associate Professor of Education, 1965-1994.

**Robert Thompson**, B.S., M.A., D.SC., Associate Professor of Mathematics, 1967-1989.

**Rita Tracy**, B.S.N., M.S., M.N., Assistant Professor of Nursing, 1976-2000.

**Sara Waitstill Tucker**, B.A., M.A., Ph.D, Professor of History, 1975-2009.

**Ann Ellen Ukena**, B.S., M.A., Assistant Professor of Mathematics and Statistics, 1965-1996.

**Carol Lyon Vogel**, B.A., M.A.T., Director of Affirmative Action and Instructor of Modern Languages, 1969-2010.

**William O. Wagnon, Jr.**, B.A., M.A., Ph.D., Professor of History, 1968-2008.

**Thomas Wolf**, B.S., M.S., Ph.D., Professor of Biology 1971-2006.

**Linda L. Woolf**, B.S., M.A., M.S., Ph.D., Associate Professor of Economics, 1969-1999.

**Donald C. Wright**, B.S., M.A., Professor of Economics and Business Administration, 1949-1984.

**Jack E. Wright**, B.F.A., M.F.A., Professor of Art, 1957-1988.

**Gene Wunder**, B.B.A., M.B.A., Ph.D., Associate Professor of Marketing, 1991-2009.

**Donald R. Yelen**, B.A., Ph.D., Professor of Psychology, 1963-2001.

**Bruce M. Zelkowitz**, B.A., M.A., Ph.D., Chair and Professor of Sociology & Anthropology, 1978-2010

# INDEX

## A

A/Pass/Fail.....	63
<b>ACADEMIC</b>	
academic advising, Office of.....	19
advising, undeclared.....	19
attendance.....	52
course numbering system.....	54
fresh start.....	69
grade appeal.....	65
impropriety policy.....	52
load, authorized.....	52
policies.....	52
probation.....	67
programs.....	77
reinstatement.....	67
status, full-and part-time.....	26
student responsibilities.....	52
suspension.....	67
withdrawal.....	52
withdrawal, medical.....	53
withdrawal, military.....	53
<b>ACADEMIC POLICIES AND REGULATIONS.....</b>	<b>52</b>
A/Pass/Fail.....	63
application for degree.....	54
classification, student.....	64
declaring a major.....	53
degree audit.....	54
degrees.....	54
general education requirements.....	73
graduation requirements.....	70
participation in commencement.....	54
posthumous degrees.....	55
repetition of courses.....	64
requirements common	
to all associate degrees.....	71
to all bachelor degrees.....	70
<b>ACADEMIC PROGRAMS.....</b>	<b>32,77</b>
Bonner Leaders Program.....	33,65
Evening/Weekend Classes.....	51
Graduate Programs and	
Academic Outreach, Office of.....	65
Honors Program, University.....	41
Interdisciplinary Studies.....	43
International Programs.....	39
Joint Center on Violence &	
Victim Studies.....	50
Kansas Studies.....	46
Leadership Institute.....	36
Peace, Justice, & Conflict	
Resolution Studies.....	46,187
Study Abroad.....	39
Summer session.....	51
Women's and Gender Studies.....	46,213
Academic Success Center.....	19
Accounting, courses.....	283
Accreditation, General.....	8
ACT.....	16
Activities, campus.....	23
Activity fees.....	27
Add/Drop and withdrawal.....	52
Addiction Counseling.....	258
Administrative Officers.....	372
<b>ADMISSION.....</b>	<b>13</b>
ACT.....	16
auditing.....	16
auditors, 65 and older.....	16
COMPASS scores.....	16
Fresh Start Program.....	69
high school students.....	15
international students.....	40
Law, School of.....	21
program admission.....	15
provisional status.....	15
registration and enrollment.....	16
requirements, admission.....	13
tests, admission.....	13
transfer students.....	14
Advanced Placement.....	60
Advance registration.....	16
<b>ADVISING.....</b>	<b>19</b>
academic advising, undeclared.....	19
academic load.....	52
academic policies.....	52
community college credit.....	14
credit by exam.....	60
credit hours, maximum (authorized	
academic load).....	52
declaring a major.....	53
degree application form.....	54
double degree.....	71
double major.....	71
enrollment.....	16
English composition requirement.....	73
grading system.....	63
international students.....	20,39
withdrawals.....	52
Affirmative Action.....	4
Allied Health.....	219
<b>ALUMNI ASSOCIATION.....</b>	<b>374</b>



American Citizenship.....	86
American College Test (ACT) .....	16
Anthropology .....	86
AP (Advanced Placement).....	60
AP (Accepted Provisional Schools).....	15
Appeal, Grade .....	65
<b>APPLICATION</b>	
for admission, freshman.....	13
for admission, transfer student .....	14
for degree form .....	54
for enrollment as high school student...	15
for graduation form .....	54
for major.....	53
Applied Studies, see School of.....	214
Art, program and courses .....	90
<b>ASSOCIATE DEGREES, REQUIREMENTS.</b>	<b>71</b>
Applied Studies.....	216
Arts and Sciences.....	85
Astronomy, program and courses .....	100
Athletic facilities.....	9
Athletics, Intercollegiate .....	22
Attendance regulations.....	52
<b>AUDIT</b>	
degree audit. ....	54
tuition free for 65 and over.....	16
<b>B</b>	
Biochemistry .....	105
Biology, program and courses .....	101
Board and Room Payments.....	28
Board of Regents.....	372
Board of Student Media.....	24
Bonner Leaders Program .....	33,65
Bookstore.....	11
Botany, see Biology .....	101
Bradbury Thompson Center.....	10
<b>BRIDGE PROGRAM</b> .....	<b>13</b>
Business, see School of .....	271
Minor in Business .....	274
Minor in International Business.....	274
Business, Small Business	
Development Center .....	275
<b>C</b>	
CAB .....	24
Campus Activity Board.....	24
Campus Facilities.....	9
Career Services .....	22

Catalog	
Class Cancellations.....	2
Purpose of this Publication.....	2
Statement of Responsibility.....	2
CEEB .....	60
<b>CENTER FOR STUDENT SUCCESS</b>	
<b>&amp; RETENTION</b> .....	<b>19</b>
academic advising, Office of .....	19
Cheating .....	52
Chemistry, program and courses.....	105
Civic Engagement Poverty Studies	
Minor .....	34
Class Attendance.....	52
Classes, drop/add (also see withdrawal)....	52
Classes, maximum load.....	52
Classification codes & definitions .....	64
CLEP .....	62
Clinical Laboratory Sciences.....	237
College Credit by means other than	
Completion of Prescribed College courses .....	59
College Entrance Advanced Placement,	
Examination .....	60
College Level Examination Program.....	62
<b>COLLEGE OF ARTS AND SCIENCES</b> .....	<b>80</b>
declaring a major .....	80
degree programs .....	81
filing for graduation .....	80
history and mission.....	80
majors offered .....	85
optional minor .....	81
undergraduate courses.....	86
Commencements.....	54
Communication programs and courses ...	110
COMPASS Scores .....	16
Composition requirement, University.....	73
Computed Tomography.....	226
Computer Center .....	10
Computer Information Sciences,	
programs & courses .....	113
Conduct, student .....	52
Core values of the University .....	4
Corrections, see Criminal Justice .....	241
Correspondence work, limits .....	71
Counseling Services .....	23
Course load .....	52
Course numbering system .....	54
Course repetition .....	64
Course requirements, general education...	72
Courses, upper division.....	70
Credit by exam .....	59
advanced placement.....	60

Credit Change from audit.....	16
Credit hours, maximum .....	52
Criminal Justice, program and courses.....	241
Culinary Arts.....	217

## D

Dantes Program .....	61
Dean’s Honor Roll.....	64
<b>DECLARATION OF DEGREE FORM,</b>	
for commencement .....	54
Declaring a Major.....	53
<b>DEGREE</b> .....	54
application .....	54
audit .....	54
candidate.....	54
conferment.....	54
declaration form.....	54
diploma.....	59
non-degree seeking student.....	16
posthumous.....	55
request for record analysis .....	57
<b>DEGREE REQUIREMENTS</b> .....	70
Associate.....	71,76
Bachelor.....	70,76
General Education .....	72
Posthumous.....	60
Degrees and Programs.....	70
Dentistry, pre-professional.....	48
Design Technology .....	217
<b>DESIGNATED STUDENT LEARNING</b>	
<b>OUTCOMES</b> .....	74
Diagnostic Medical Sonography.....	221
Diploma.....	59
Disabled Student Services.....	25
Disciplinary code.....	52
Discrimination, non-discrimination Policy, see Equal Opportunity.....	4
Dismissal, for Third suspension.....	69
Double Degree .....	71
Double major .....	71
Drama, see Theatre.....	210
Drop/Add and withdrawal.....	52

## E

Economics .....	119,281
Education, undergraduate program and courses.....	120
Emeriti Faculty .....	384
Engineering, pre-professional.....	48
Engineering, program and courses .....	131
English, The Intensive English Program.....	40

English, as second language.....	21
English composition, University requirement .....	73
English Proficiency requirement, non-native .....	21
English, programs and courses.....	132
Enrollment. ....	16
advance .....	16
auditors.....	16
for students in high school .....	15
late .....	16
provisional .....	15
Entrepreneurship .....	274
Equal Opportunity and Affirmative Action...	4
Evening and Weekend Classes .....	51
<b>EXAMS</b> .....	60
Advanced Placement .....	60
CLEP subject exams .....	62
credit by.....	62
Dantes Program .....	61
subject exams for specific course credit	62
TOEFL .....	21
Executive Officers to the University .....	372

## F

Facilities .....	9
Faculty .....	373
Emeriti .....	384
Failed courses.....	63
FEES .....	27
Categories.....	27
student activity.....	27
FAFSA .....	30
FERPA .....	55
Finance.....	281
Financial Aid.....	29
<b>FINANCIAL OBLIGATIONS</b> .....	26
board and room.....	28
failure to pay fees .....	26
fees .....	27
financial aid .....	29
fines .....	28
free tuition for 65 and over.....	16
installment payments .....	28
library .....	28
miscellaneous charges.....	27
parking.....	28
private music lessons.....	27
refunds.....	28
residency .....	16
Student loans.....	29

Title IV funds.....	29
tuition and fees.....	26
unpaid accounts .....	28
First Year Experience .....	19
Foreign Languages .....	174
Foreign Students, see International Programs .....	39
Fraternities.....	23
French, program and courses.....	168
Freshman classification .....	64
Fresh Start, academic.....	69
Full-time student and Part-time student....	26

## G

GED .....	14
General Education Statement .....	72
<b>GEN ED CORE REQUIREMENTS</b> .....	73
distribution requirements.....	74
group and subject areas .....	74-75
group requirements - specific for degrees.....	76-77
transfer students .....	14
Geography, courses.....	140
Geology, courses .....	140
German, courses .....	170
GPA, grade point average.....	63
Grade appeal procedure .....	65
Grade reports.....	59
<b>GRADING SYSTEM</b> .....	63
academic impropriety policy .....	52
academic probation, suspension and reinstatement .....	67
grades and grade points .....	63
<b>GRADUATE PROGRAMS</b> .....	305
<u>College of Arts and Sciences</u> .....	305
Master of Education .....	305
Master of Liberal Studies.....	317
Master of Psychology.....	32
<u>School of Applied Studies</u> .....	323
Master of Criminal Justice .....	323
Master of Health Science.....	327
Master of Arts in Human Services .....	329
Master of Social Work.....	332
<u>School of Business</u> .....	342
Master of Accountancy.....	342
Master of Business Administration.....	347
<u>School of Nursing</u> .....	354
Doctor of Nursing Practice .....	355
Master of Science in Nursing .....	361
Graduate Student Status, full-time .....	64
Graduation application form.....	54

Commencement .....	54
graduation requirements.....	70
Greek life & Organizations .....	23,24
Grievance, academic (see grade appeal) ...	65

## H

Health, courses (Division of Education and Kinesiology) ...	141
Health Information Technology.....	222
Health Insurance .....	23
Health Services Administration Program .	220
Health Services, University Physician.....	23
High school student, enrollment application .....	15
History of the University .....	7
History, program and courses .....	141
<b>HONORS-</b> .....	64
Dean's Honor Roll .....	64
Departmental .....	65
Latin Honors.....	64
LinC Scholar/Bonner Leader Program....	65
Presidential .....	64
Honors Program, University.....	41
Honorary Organizations .....	24
<b>HOUSING</b> .....	12
off-campus.....	12
on-campus .....	12
facilities.....	9
payments.....	28
Human Services, program.....	257
Humanities & Creative & Performing Arts, program.....	146

## I

Incomplete grade .....	63
Industrial Technology .....	217
Information Technology Services (ITS) .....	20
Inscape: Washburn Literary Arts Review ...	25
Insurance, health .....	23
Integrated Studies.....	146
Intercollegiate Athletics .....	22
Interdisciplinary Studies, courses.....	43
International Business Minor .....	274
International House .....	10
International Programs .....	39
admissions .....	39
study abroad.....	40
English Proficiency requirement.....	21
Intensive English Program .....	40
International Studies minor .....	168

## J

Japanese, courses .....	175
Junior classification .....	64
Journalism, see Mass Media .....	156

## K

Kansas Studies, programs .....	46
Kaw Yearbook.....	25
Kinesiology.....	147
KTWU Channel 11 .....	10

## L

Late fees.....	26
Latin American, Caribbean & Latino/a Studies Minor.....	47,168
Law Enforcement (See Criminal Justice) .	241
Law Library.....	10
Law, pre-professional .....	49
Law School .....	10
see Law School catalog	
Leadership Studies.....	26
Learning in the Community (LinC): The Center for Community Service and Civic Engagement.....	32
Legal Studies .....	247
Library Facilities .....	11
Lincoln College .....	7
Literary Magazine.....	25
Loans, student.....	29

## M

Mabee Library.....	11
Magnetic Resonance.....	226
<b>MAJOR</b> and General Education Requirements ...	70
declaration.....	53
double .....	71
Management.....	282
Marketing.....	282
Mass Media, program and courses.....	156
Mathematics and Statistics, program and courses .....	160
Media, Student .....	24
Medical, see Health Services .....	23
Medical Imaging, program .....	221
Medicine, pre-professional .....	49
Meetings, open .....	9
Memorial Union.....	10

Military Deployment Withdrawal .....	25
Military Science.....	253
Military Service, credit awarded .....	62
Military & Strategic Studies.....	251
MINOR, OPTIONAL.....	54
see specific department for required minor	
Miscellaneous Charges.....	27
Mission of University .....	4
Modern Languages .....	165
Morita Therapy Certificate.....	258
Multicultural Affairs .....	23
Mulvane Art Museum .....	11
Music, private lesson fees.....	27
Music, programs and courses .....	175

## N

Natural Sciences & Mathematics, program.....	186
New Student Orientation .....	15
Non-Profit Management, program .....	196
Non-resident, see residency .....	16
Nursing, pre-professional.....	49
Nursing, see School of.....	290

## O

Occupational Therapy Assistant.....	223
Off-Campus Housing .....	12
Office of Administration, program .....	218
Office of Graduate Programs and Academic Outreach.....	50
Officers of the University .....	372
Open Meetings and Records.....	9
Optional minor.....	54
see specific department for required minor	
Organizations, student.....	24
Orientation.....	15
Outcomes, Student Learning .....	74
Out-of-State, see Residency.....	16

## P

Part-time student.....	64
Pass/Fail policy.....	63
<b>PASSPORT FOR SUCCESS</b> .....	19
Peace, Justice, & Conflict Resolution Studies.....	46,187
<b>PETITION</b> fresh start .....	69
general education transfer .....	14
grade appeal .....	65
reinstatement.....	67
Petro Allied Health Center .....	10

Pharmacy, pre-professional .....	47
Philosophy, program and courses .....	188
Physical Education, facilities.....	9
Physical Therapist Assistant .....	224
Physician, University .....	23
Physics, program and courses .....	191
PLAN 2 + 2 Degree Programs .....	50
Political Science, program and courses....	194
Posthumous degree .....	60
Pre-Professional Programs .....	48
dentistry .....	48
engineering.....	48
law .....	49
medicine .....	49
nursing.....	49
pharmacy.....	49
theology.....	49
veterinary medicine.....	50
Presidential Honors.....	64
Probation, academic .....	67
Probationary semester.....	67
Professional Concentrations .....	218
<b>PROGRAMS, ACADEMIC</b> .....	32
Bonner Leaders Program .....	33,65
Evening/Weekend Classes .....	51
Graduate Programs and	
Academic Outreach, Office of.....	50
Honors Program, University.....	41
Interdisciplinary Studies .....	43
International Programs .....	39
Joint Center on Violence &	
Victim Studies .....	50
Kansas Studies .....	46
Leadership Institute .....	36
Peace, Justice, & Conflict	
Resolution Studies .....	46,187
Study Abroad .....	40
Summer session.....	51
Women’s and Gender Studies .....	46,213
Psychology	
undergraduate program and courses ..	201
Public Administration, program	
and courses .....	194
Public Relations, see Mass Media .....	156

## R

Radiation Therapy.....	225
Radiologic Technology.....	225
<b>RECORDS</b>	
access to .....	56
student .....	55

transcript policy.....	58
<b>REFUNDS</b> .....	28
Refunds for withdrawal.....	28
Regents, Board of.....	372
<b>REGISTRATION AND ENROLLMENT.</b> .....	16
<b>REINSTATEMENT, ACADEMIC</b> .....	67
under fresh start.....	69
Religious Studies .....	205
Repeat courses.....	64
Requirements common to degrees.....	70
Associate degree.....	71
Bachelor degree.....	70
general education requirements .....	72
Requirements for Admission.....	13
Requirements for graduation.....	70
application form .....	54
<b>RESIDENCY</b> .....	16
appeal procedure .....	18
residency definitions.....	18
military personnel.....	17
qualifications .....	17
resident status .....	17
tuition .....	17
Residential Living .....	23
Respiratory Therapy .....	227
ROTC	
see Military Science .....	253
Nursing Students .....	300

## S

Schedule of classes .....	2
Scholarships .....	29
<b>SCHOOL OF APPLIED STUDIES</b> .....	214
academic standards .....	215
accreditation.....	215
certificates of completion.....	214
degree requirements .....	214
general information .....	214
history .....	214
joint programs with WIT .....	216
mission.....	214
<b>SCHOOL OF BUSINESS</b> .....	271
accounting concentration .....	280
accounting courses .....	283
baccalaureate degree requirements....	278
business courses .....	284
economics concentration .....	281
economics courses.....	279
finance concentration.....	281
general business concentration .....	282
general information .....	271
management concentration .....	282

marketing concentration .....	282
School of Law, Law Library .....	10
<b>SCHOOL OF NURSING</b> .....	290
<b>SCHOOLS</b>	
Applied Studies .....	214
Business .....	271
Nursing .....	290
College of Arts and Sciences .....	80
Security Administration (see Criminal Justice) .....	241
Senior classification .....	64
Sexual Harassment Policy .....	4
Small Business Development Center .....	275
Social Work, program and courses .....	265
Sociology, program and courses .....	207
Sophomore classification .....	64
Sororities .....	23
Spanish, program and courses .....	172
Statement of Responsibility .....	2
Student Housing on-campus .....	12
Student Life, Office of .....	22
Student Learning Outcomes .....	74
Student Media .....	24
Student Records .....	55
Student Recreation and Wellness Center (SRWC) .....	11,24
<b>STUDENT RESPONSIBILITIES</b> .....	52
academic impropriety policy .....	52
academic load, maximum .....	52
attendance .....	52
conduct .....	52
declaring optional minor .....	54
declaring a major .....	53
withdrawals .....	52
withdrawals, medical .....	53
withdrawals, military .....	53
Student Right to Know Act .....	59
Student Services .....	25
Study Abroad .....	40
Subject Examination, for specific course credit .....	62
Summer Session .....	51
Summer Session, tuition and fees .....	26
Surgical Technology, program .....	227
Suspension .....	67

## T

Technology Administration .....	239
Testing, subject exams for specific courses .....	62
Tests, see Credit by Exam .....	59

Theatre, program and courses .....	210
Theology, pre-professional .....	49
Title IV funds .....	29
TOEFL .....	21
Transcript .....	58
Transfer Credit .....	14
Transfer Student .....	14
Transformational Experience .....	31
<b>TUITION</b> .....	26
and fees .....	27
categories of charges .....	26
late payment fee .....	26
refunds .....	28
residence qualification .....	17
Tutoring .....	20

## U

Union, Student .....	10
University	
accreditation .....	8
assessment .....	8
core values .....	4
history .....	7
library .....	11
mission .....	4
open meetings .....	19
vision .....	4

## UNIVERSITY EDUCATIONAL

### OPPORTUNITIES/INITIATIVES .... 31

Graduate Programs and Academic Outreach, Office of .....	50
Bonner Leaders Program .....	33,65
Evening/Weekend Classes .....	51
Honors Program, University .....	41
Interdisciplinary Studies .....	43
International Programs .....	39
Joint Center on Violence & Victim Studies .....	50
Kansas Studies .....	46
Leadership Institute .....	36
Peace, Justice, & Conflict Resolution Studies .....	46,187
Study Abroad .....	40
Summer session .....	51
Women's and Gender Studies .....	46,213
University Honors Program .....	41
Upper Division Courses .....	70

## V

Veteran Affairs .....	25
Veterinary Medicine, pre-professional .....	50
Vision of the University .....	4

## W

Washburn Alumni Association .....	372
Washburn Institute of Technology	
Associate Program .....	79
Washburn Review .....	24
Washburn Student Government Association .	24
Washburn Transformational Experience .....	31
Weekend Classes.....	51
WIT Articulation Agreement .....	216
<b>WASHBURN INSTITUTE OF TECHNOLOGY</b>	
Associate Programs w/SAS .....	79
Programs .....	79
Certificates .....	79
Withdrawal and Drop/Add .....	52
Women's and Gender Studies Minor .....	47,213
Work Study.....	30
Writing Center.....	19
Writing requirement, university.....	73,133

## Z

Zoology, see Biology.....	101
---------------------------	-----



ADMISSIONS OFFICE: 785-670-1030

FINANCIAL AID OFFICE: 785-670-1151

STUDENT LIFE OFFICE: 785-670-2100