

WASHBURNTM UNIVERSITY

Undergraduate Catalog 2018-2019



WASHBURN UNIVERSITY

UNDERGRADUATE CATALOG

2018-2019

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[Washburn University Statement of Accreditation Status](#)



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

Washburn University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621; 785.670.1509; eodirector@washburn.edu.

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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 Kelly Mourning-Byers for their assistance in producing the catalog.

FRONT COVER

The bronze Ichabod statue in front of Morgan Hall, in the Ichabod Sesquicentennial Plaza, was created by Bergen Sculpture Studio LLC, Salina, Kansas, and dedicated in October 2015 to commemorate Washburn University's 150th anniversary. Morgan Hall opened in 1955 and a three-story addition was completed in 1967. The Welcome Center and Paxson Tower were constructed during a major building renovation from 2014-2015. The tower was named in memory of Steve Paxson, who attended Washburn University and was killed in action in Vietnam on May 22, 1969, after volunteering for the U.S. Army. Photo taken by Peggy Clark, University Photographer.

There are many reasons to come to Washburn.

A great one is small class sizes. Smaller classes allow teachers to give individualized attention to each student, they offer a more relaxed atmosphere for learning, and make students feel more comfortable to ask questions. Our small class sizes and office hours for professors allow individuals and educators alike to get to know each other on a one-on-one basis. Teachers know your name and something about you! Our teachers genuinely care for each student and go the extra mile to help our students become successful.

Our campus size is wonderful. Washburn is small enough that you will always be able to find a familiar face, but still large enough that you can meet new people every day. Washburn offers a number of organizations to fit any interests. Washburn also provides a variety of entertainment; we have had comedians, magicians, and musicians come to campus and students get free admission to athletic events.

Other benefits to students include the career services office, the health services and counseling office, and a Recreation and Wellness Center with a rock climbing wall. You will find our services help you to have a smooth transition to college and lots of support once you are settled into college life. The best part is free parking for students!

Mabee becomes a second home and is open 24 hours a day for student convenience during finals week. A popular area in the library is the white board wall and the coffee shop that provides a great place to take a study break and recharge. The just completed new KBI forensics crime lab allows more majors to be offered in that field. And the new Student Welcome Center conveniently offers frequently visited offices such as admissions, the business office, and the registrar all in one place.

Our campus offers great residence halls to enhance your living and learning experience. Our Living Learning Center (LLC) is set apart from larger campuses by features such as an enclosed hallway connecting students to the Union while protecting them from the weather. Our brand new Lincoln Hall offers new dining options in an all-you-care-to-eat dining hall. It is a popular place to live and fills up quickly. The residential areas allow students to create a community with lounges and study areas that allow students to learn and live together in a social and relaxing environment.

There are a number of reasons to attend Washburn, many that students will find out for themselves when you come to our campus. Make the most of your college experience and get involved with all that Washburn has to offer you. As Teddy Roosevelt said, "Nothing in the world is worth having or worth doing unless it means effort, pain, or difficulty." Higher education involves all three, but Washburn is here to help and it will be worth it. Welcome to Washburn!



Dr. Jerry Farley, President

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.

NON-DISCRIMINATION REGULATION AND PROCEDURE

For the most up-to-date information, visit http://washburn.edu/statements-disclosures/equal-opportunity/_files/non-discrimination-policy.pdf

1. Non-Discrimination—(Harassment, Sexual violence, and Retaliation).

1.1 University Commitment to Equal Opportunity.

Washburn University is committed to providing an environment for individuals to pursue educational and employment opportunities free from discrimination and/or harassment. The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status (hereafter referred to as protected status). Each unit within the University is charged with conducting its programs and activities in accordance with the University's commitment to equal opportunity for all.

1.1.1 Sex discrimination is prohibited by Federal law and University policy includes sexual harassment and sexual violence as defined in Section 1.28 and 1.29.

1.1.2 If a violation of the policy is found, the University will take immediate action to eliminate the hostile environment, prevent its recurrence and remedy the discriminatory effect.

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

1.3 Equal Employment Opportunity. Equal employment opportunity includes, but is not limited to, recruitment, hiring, assignment of duties, tenure and promotion determinations, compensation, benefits, training, and termination.

1.4 Responsibility. Responsibility for monitoring and implementation of this policy is delegated to the Equal Opportunity Director, who is designated as our Title IX Coordinator; however, all Employees will share in the specific activities necessary to achieve these goals.

1.4.1 The Equal Opportunity Director Phone: 785-670-1509. Email: eodirector@washburn.edu. The EOD also serves as the Title IX and ADA Coordinator. (In this policy, hereinafter referred to as EOD/Title IX Coordinator.)

1.4.2 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.

1.4.3 Any faculty member, anyone in an Administrative

Position, or anyone in a supervisor position who becomes aware of sexual harassment on campus or during University-sponsored activities must take steps to prevent its recurrence and must report the matter to the EOD/Title IX Coordinator.

1.4.4 Anyone deemed a “Responsible Employee” as defined below who becomes aware of an incident of sexual violence must report the matter to the EOD/Title IX Coordinator.

1.4.5 Any employee who becomes aware of any type of harassment should report the matter to the Employee’s supervisor and/or the EOD/Title IX Coordinator.

1.5 Who is Covered. The policy covers employees, students, applicants for employment or admission, contractors, vendors, visitors, guests, and participants in University-sponsored programs or activities. All individuals, regardless of sexual orientation of either party, are subject to this policy. This means that it applies to conduct between two students, between an employee and student, and between an employee or student and a non-employee or non-student (third-party).

1.5.1 The policy applies whether behavior occurs on or off campus if the conduct adversely impacts an individual’s equal educational or employment opportunity on campus, or the conduct poses an imminent or continuing threat to the safety of the University community.

1.5.2 All persons covered under this policy are required to fully cooperate with the EOD/Title IX Coordinator during an investigation and to provide information and materials such as official personnel or student files and records, and other materials necessary to complete a thorough review of complaints. All information, materials, and proceedings will be kept confidential and only shared with those who have a legitimate need to know.

Also see Section 2.6 for more detailed confidentiality provisions and Section 1.8 and 2.9 for retaliation provisions.

1.6 Complaints. Complaints of discrimination or harassment are to be made to the EOD/Title IX Coordinator. See Section A. of Regulations and Procedures for the process and more information.

1.7 Sanctions. Persons who violate this policy are subject to sanctions, up to and including exclusion from the campus, dismissal from employment, or expulsion from the University. A list of all possible sanctions the University may impose can be found in the regulations in Section 3.6.

1.6.1 For third-parties found to violate the policy, the University’s ability to take action may be limited. The University will take steps to provide appropriate remedies to the extent possible, while providing

support (options as in Section 2) for the Complainant and campus community.

1.8 Retaliation. Retaliation against any person is prohibited under this policy and may result in sanctions or other disciplinary action. See 1.27 for the definition of retaliation.

1.9 False Complaints, Misleading Information, or Breach of Confidentiality. Persons who knowingly file a false complaint, provide false or misleading information, or violate the confidentiality provision of this policy are subject to disciplinary action. Disciplinary action will not be taken against persons who make a good faith complaint, even if the allegations are not substantiated.

1.10 Accommodations. Consistent with state and federal laws, reasonable accommodations will be provided to those with a qualified disability.

1.11 Academic Freedom. This policy shall not be construed or applied to restrict academic freedom at the University, nor shall it be construed to restrict constitutionally protected expression, even though such expression may be offensive, unpleasant, or even hateful.

1.12 Record Retention. The EOD/Title IX Coordinator will maintain records of all reports, decisions, and other documents under this Policy in order to track patterns and systemic behaviors. All documents will be retained for five years after the case was closed.

Definitions

1.13 Business Day. Any weekday (Monday through Friday) when the University is open for business.

1.14 Complainant. The individual who files a complaint alleging conduct by another that violates this policy.

1.14.1 The University will serve as a Complainant in cases that do not involve a victim, where a victim is not a University member, when a victim requests confidentiality or when a victim is unwilling to proceed but the University determines an investigation should be conducted.

1.15 Conduct Code Officer. As used in this policy, it means an individual authorized to take disciplinary action or impose sanctions according to applicable student code provisions, employment policies and procedures, and collective bargaining agreements, or his or her designee. For undergraduate and most graduate students, it is the Associate Vice President for Student Life; for law students, it is the Associate Dean for Student Affairs; for WIT students it is Associate Dean of Student Services; for administrative and classified employees, it is the Vice President of Administration and Treasurer; for faculty, it is the Vice President of Academic Affairs.

1.16 Consent. Consent is the communication of an affirmative, conscious and freely-made decision by each party to engage in agreed upon forms of sexual contact. Consent is not to be inferred from silence, passivity, or a lack of resistance.

1.16.1 There is no requirement that an individual verbally or physically resist unwelcome sexual contact for there to be a violation of this Policy.

- Consent is not to be inferred from an existing or previous dating or sexual relationship.
- Consent to one form of sexual contact does not constitute consent to any other form of sexual contact.
- Consent with one person does not constitute consent to sexual contact with any other person.
- Consent on one occasion is not consent to engage in sexual contact on another occasion.
- Consent cannot be obtained by coercion or force.
- Consent cannot be obtained in any situation involving sexual contact with an individual who is incapacitated and the person engaging in that sexual contact, knew, or should have reasonably known, that the individual was incapacitated. "Should have reasonably known" means what a sober, reasonable person in similar circumstances should have known.

1.16.2 Consent may be withdrawn at any time. Once consent is withdrawn, the sexual contact must cease immediately.

1.17 Dating Violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

1.17.1 Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. It does not include acts covered under the definition of domestic violence.

1.17.2 This definition is used for these policy purposes and is also considered a crime for Clery reporting purposes. Kansas statutes do not define this crime.

1.18 Discrimination. Behavior (verbal, physical, electronic, or other behavior) directed at an individual based on his/her protected status where (1) the individual is treated adversely without a legitimate, nondiscriminatory reason for the treatment, or (2) seemingly neutral policies, practices, or requirements have a disparate impact on employment, on-campus housing, or academic opportunities of a person's protected status without a valid business or academic reason. Discrimination includes failing to provide reasonable accommodations to a qualified individual with a disability and/or religious beliefs. (See WUPRPM Section A.13. Religious Accommodations.)

1.18.1 Sex Discrimination includes sexual harassment and sexual violence.

1.19 Domestic Violence. Felony or misdemeanor crimes of violence committed by a current or former family or household member.

1.19.1 Family or household member means persons 18 years of age or older who are spouses, former spouses, intimate partner, parents or stepparents and children or stepchildren, and persons who are presently residing together or who have resided together in the past, and persons who have a child in common regardless of whether they have been married or who have lived together at any time. Family or household member also includes a man and woman if the woman is pregnant and the man is alleged to be the father, regardless of whether they have been married or have lived together at any time.

1.19.2 Kansas Statutes define the crime of domestic violence as 1) knowingly or recklessly causing bodily harm by a family or household member against a family or household member; or 2) knowingly causing physical contact with a family or household member by a family or household member when done in a rude, insulting or angry manner. See K.S.A. 21-5414.

1.20 Educational Environment. Includes but is not limited to: admission, academic standing, grades, assignments, etc.

1.21 Harassment. Harassment is a form of discrimination and is defined as unwelcome verbal, physical, electronic, or other conduct based on an individual's protected status. Harassment violates this policy when:

1. Enduring the offensive conduct becomes a condition of continued employment or education,

OR

2. The conduct has the purpose or¹ effect of creating a work, education, or on-campus housing environment that a reasonable person would consider intimidating, hostile, or abusive.

AND

3. The conduct must be sufficiently severe or pervasive to alter the terms, conditions or privileges of an individual's employment, education, or on-campus housing.

1.21.1 Discrimination and Harassment can be behavior that:

- May be overt or implicit, and involve a threat or that any educational or employment decision may be affected by an individual's unwillingness to tolerate or accept the behavior.
- May or may not include the intent to harm.
- May be offensive conduct that becomes a condition of continued employment, education, or residence in on-campus housing.

1 For classroom instructional purposes, the behavior must have both the purpose **AND** effect.

- May adversely affect an individual’s educational or employment opportunities by an individual’s refusal to comply with or tolerate the prohibited activity.
- May not be legitimately related to the subject matter of a course.
- May be a pattern of behavior or, if sufficiently severe, a one-time event.
- May take the form of threats, assault, property damage, economic abuse, violence, threats of violence, or stalking.
- May include harassing or retaliatory behavior directed to a sexual or romantic partner, family member, friend, or pet of the complainant.
- May be committed by anyone, regardless of protected status, position, or authority.

1.21.2 Examples include, but are not limited to the following: offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance, academics or on-campus housing.

1.22 Incapacitation. A mental or physical state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

1.30.1 Incapacitation can occur because of mental deficiency or disease or because of the effect of any alcoholic substance, narcotic, drug (prescription or over-the-counter), or another substance, or when someone is asleep or unconscious.

1.23 Protected Status. The University prohibits discrimination and harassment based on race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

1.24 Relationship Violence. Refers collectively to domestic violence, dating violence, and stalking in this policy and procedure. Relationship violence may be a form of sexual harassment prohibited by this policy.

1.25 Respondent. The individual against whom a complaint is filed for alleged violation(s) of this policy.

1.26 Responsible Employee. For purposes of this policy, “Responsible Employees” are deans, directors, chairpersons, administrators, supervisors, faculty, Washburn Institute of Technology Instructors, academic advisors, resident assistants, coaches, advisors to student groups, and any other individual meeting the definition under the implementing regulations for Title IX. Any University employee who accompanies students off-campus on a University-sponsored trip is considered a Responsible Employee. Responsible Employee includes anyone designated as a Campus Security Authority under the Clery Act, identified as such in Washburn

University Campus Security Report (<http://www.washburn.edu/securityreport>). Employees who have a legally recognized confidential relationship with the complainant, (professional counseling services provider, for example) do not constitute Responsible Employees.

1.27 Retaliation. Any attempted or completed adverse action taken against someone because he/she filed a complaint under this Policy, participated in the resolution of a complaint under this Policy, or opposed policies or practices he/she reasonably believed are discriminatory under this Policy.

1.27.1 This includes action taken against a witness (e.g. Bystander) who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct.

1.27.2 Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual’s complaint or participation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

1.27.2.1 If the retaliatory behavior is taken by a third-party, acting for either to the Complainant or Respondent, against another person who is complaining or participating in this process, then the party for whom they are acting shall be deemed responsible for the retaliatory behavior by that third-person.

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

- 1a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or
- 1b. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual;

OR

2. The conduct has the purpose or¹ effect of:
 - a. Unreasonably interfering with an individual’s work, education, or on-campus housing; or
 - b. Creating an intimidating, hostile, or offensive work, educational, or on-campus housing environment;

AND

3. The conduct must be sufficiently severe or pervasive to alter the terms, conditions or privileges of an individual’s employment, education, or on-campus housing.

1.28.1 Examples include but are not limited to the following: telling sexual or dirty jokes, performing sexual gestures, making sexual propositions, displaying sexually explicit photos, spreading sexual rumors, touching of a sexual nature, sexual coercion, and sex-based cyber harassment.

1.28.2 Section 703 of Title VII of the Civil Rights Act of 1964 defines harassment on the basis of sex in the workplace.

1.28.3 Sexual harassment of students and employees at Washburn University is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education.

1.29 Sexual Violence. 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.

1.29.1 Acts of sexual violence are a form of sexual harassment prohibited by this policy.

1.30 Stalking. A course of conduct directed at a specific person that would cause a reasonable person to either 1) fear for his/her safety or the safety of others or 2) to suffer substantial emotional distress.

1.30.1 This definition is used for these policy purposes and is also considered a crime for Clery reporting purposes.

1.30.2 Kansas Statutes defines the crime of stalking more broadly, so certain behavior may be a crime, but not specifically a violation of this policy, and will be investigated as such by law enforcement. See K.S.A. 21-5427.

1.31 University Program or Activity. Includes but is not limited to: University housing, study abroad programs, university sponsored organizations, athletics, research, extracurricular, co-curricular activities, occupational training or other programs and activities sponsored by the University or occurring on University premises.

1.32 Unwelcome. Conduct is considered "unwelcome" if the individual did not consent to the conduct and considered the conduct to be undesirable or offensive.

1.33 Work Environment. Includes but is not limited to: hiring, promotion, job assignments, training opportunities, etc.

2. Complainant Resources and Reporting

2.1 Interim and Protective Measures. The University will provide individuals who are possible victims of relationship violence with options and assistance in maintaining safety and eliminating the hostile environment. Complainants should contact the EOD/Title IX Coordinator or University Police to request assistance. The EOD/Title IX Coordinator will meet with a Complainant to determine which measures are appropriate in each case and work with University personnel to provide assistance. Certain measures may only be available if a complaint is filed.

2.1.1 Possible interim and protective measures may include, but are not limited to, the following:

- Changes to campus housing, class or work schedules

- Rescheduling of class or work assignments and deadlines
- Transportation assistance, including police escorts to car
- Issuance of a campus "No Contact" or "Notice to Leave" order
- Obtaining civil Protection for Abuse or Stalking orders in Shawnee County or similar lawful orders issued by another court
- University imposed suspension or administrative leave
- Review of academic or behavioral issues
- Student financial aid services
- On-campus counseling and medical services
- Off-campus victim advocacy, mental health, medical services and counseling service
- Title IX resources
- Where to find legal assistance, visa and immigration assistance on and off-campus

2.1.2 All measures may be provided during and after an investigation has concluded.

2.1.3 Reasonable and appropriate interim and protective measures designed to eliminate the reported hostile environment and protect the campus and parties involved may be imposed regardless of whether a formal investigation and/or disciplinary action is sought by the Complainant or independently pursued by the University.

2.1.4 On-campus counseling and medical services are also available to Respondents and witnesses.

2.2 Preserving Evidence. University Police can assist individuals with preserving evidence.

2.3 Confidential Resources. If an individual wishes to discuss a specific incident confidentially without filing a complaint, he or she should contact these areas that provide free services:

- University Counseling Services (on-campus)
- Student Health Services (on-campus)
- Center for Safety and Empowerment (YWCA) (off-campus)

The University can assist individuals with finding other confidential resources upon request and may designate further confidential resources as appropriate.

2.4 Reporting Complaints. Filing Options:

2.4.1 To file a complaint with the Equal Opportunity Director/Title IX Coordinator and initiate a **University (non-criminal) investigation:**

- Call: 785-670-1509
- Email: eodirector@washburn.edu
- In person: Morgan Hall Room 200 K
- www.washburn.edu/equal-opportunity

2.4.1.1 Any employee who becomes aware of any type of harassment should report the matter to the Employee's supervisor and/or the EOD/Title IX Coordinator

2.4.1.2 You can also notify these individuals with sexual violence complaints; they will forward complaints to the EOD/Title IX Coordinator:

- Associate Vice President for Student Life: 670-2100
- Associate Dean for Student Affairs (School of Law): 670-1162
- Associate Dean for Student Services (WIT): 273-7140
- Human Resources Director: 670-1538

2.4.2 To report an incident to the police and initiate a **criminal investigation**, contact Washburn University Police Department:

- Call: 785-670-1153
- Email: police@washburn.edu
- In person: Morgan Hall Room 156

2.4.3 CALL 911 IN AN EMERGENCY!

2.4.4 To file a complaint **outside of the University**, contact the following agencies:

- Office of Civil Rights in the Department of Education (students): <http://www.hhs.gov/ocr/civilrights/complaints/index.html>
- Equal Employment Opportunity Commission (employees): <https://www.eeoc.gov/employees/charge.cfm>
- Kansas Human Rights Commission (any incident): <http://www.khrc.net/complaint.html>

2.4.5 A Complainant may file a complaint with the University and police concurrently or may choose to file one or the other.

2.5 Responsible Employees, as defined above in 1.26, are required to report an incident of sexual violence or relationship violence to the EOD/Title IX Coordinator, by any method listed above in 2.4.1., by the end of the next business day. Responsible Employees are only required to report the name of the Complainant, but may report more information at their discretion.

- The EOD/Title IX Coordinator will then contact the Complainant to determine if the Complainant wishes to file a complaint and agrees to provide information to initiate an investigation. A Responsible Employee is not to investigate an incident prior to reporting.

2.5.1 Responsible Employees should also make the Complainant or third-party aware of campus resources and options for assistance found in Section 2 above, including confidential resources.

- **Call 911 in an emergency**, if a crime or other emergency is in progress, or if there is an imminent or a continuing threat of harm to persons or property.
- Incidents of relationship violence are presumed to pose a “threat” for purposes of reporting an incident, so call the police (911 or x1153) immediately upon report of such an incident. After

calling the police, report the incident to the Equal Opportunity Director/Title IX Coordinator as defined above.

2.6 Confidentiality of Complaints and Reports.

Parties in these processes, including the Complainant, Respondent, and witnesses, have privacy rights and reasonable expectations of confidentiality in the investigation of matters subject to this procedure. The EOD/Title IX Coordinator will maintain confidential, to the extent possible, the complaint, report, witness statements, and any other information provided by the Complainant, Respondent, or witnesses, and will disclose this information only to the following individuals:

- Complainant, Respondent, or witnesses, as necessary to give fair notice of the allegations and to conduct the investigation;
- Law enforcement consistent with state and federal law;
- Other University officials as necessary for coordinating interim measures or for health, welfare, and safety reasons; and
- Government agencies who review the University’s compliance with federal law.

2.6.1 The investigation report and any written decision from the EOD/Title IX Coordinator will be disclosed only to the Complainant, Respondent, Conduct Code Officer, and University officials as necessary to prepare for subsequent proceedings (e.g., University President and University Legal Counsel).

2.6.2 Information about complaints and reports, absent personally identifiable information, may be reported to University officials, including the University Police, and external entities for statistical and analysis purposes pursuant to federal and state law and University policy (e.g. The Clery Act).

2.6.3 Complainant request confidentiality or no investigation be done. If a complainant request his or her name not be revealed to the accused or that the University not investigate, the University’s ability to fully respond will be limited.

2.6.3.1 If such a request is made, the EOD/Title IX Coordinator will evaluate whether the request can be honored while still providing a safe and nondiscriminatory environment for the complainant and members of the campus community (all students and employees). The EOD/Title IX Coordinator will make the decision whether to conduct an investigation or take other action, and may confidentially consult with other University officials to assist in making such decision.

2.6.3.2 The EOD/Title IX Coordinator will investigate if he/she determines that the allegations, if true, would violate this policy. The Complainant will be informed of this decision.

2.6.3.3 If the University can honor the request for complainant confidentiality, it will still take reasonable steps to respond by offering support, increased security, education programs, and other appropriate measures.

2.7 Deadline for filing Complaints. Complaints should be filed with the EOD/Title IX Coordinator as directed above in Section 2.4.1.

2.7.1 Complaints of discrimination, other than sexual harassment, filed more than 180 days after the last incident may not be investigated. Upon receipt of such complaint, the EOD will determine whether to investigate the complaint considering these factors:

- Availability of evidence
- Alleged Respondent is a WU employee or student
- Alleged Respondent has continuing contacts with the Washburn University community, i.e. alumnus, vendor.

2.7.2 Complaints of sexual harassment can be filed at any time, there is no filing deadline. Members of the University community are encouraged to submit complaints of Sexual Harassment as soon as possible, preferably within six months of the incident or event that is the subject of the complaint. Delay in reporting an incident of Sexual Harassment may make it more difficult to secure evidence and witnesses to the incident, making it more difficult for the University to address the complaint. Delay in bringing a complaint also limits the University's ability to stop recurrence of the harassment and take interim steps to ensure the safety and well-being of the victim, complainant, and the University community.

2.7.3 The complaint procedure does not require the complainant to confront the alleged respondent in any manner or for any reason prior to filing a complaint under this Policy.

2.7.3.1 However, the complainant may choose to inform that person 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 an individual that conduct is unwelcome or offensive; or,
- Ask a supervisor or the EOD/Title IX Coordinator to notify the alleged harasser.

2.8 Amnesty for alcohol violations in sexual violence cases. Students who report incidents of sex-based discrimination, sexual harassment, or sexual violence will not be sanctioned for violations of University alcohol or drug use policies that occurred during an incident involving a violation of this policy (Equal Educational and Employment Opportunity).

2.9 Retaliation Prohibited. University policy prohibits Retaliation, as defined in section 1.27 against

a complainant and all persons cooperating in the investigation of an allegation of Discrimination and/or Harassment.

2.9.1 Retaliation should be reported to the EOD/Title IX Coordinator, and is considered an independent allegation that may lead to additional interim measures or disciplinary action.

3. Complaint Procedures.

3.1 Role of EOD/Title IX Coordinator in Complaint Process. The EOD/Title IX Coordinator is charged with coordinating the University's compliance with federal civil rights laws and is available for questions about the laws or this policy and procedure. The EOD/Title IX Coordinator is an impartial fact finder and is not an advocate for either the Complainant or the Respondent. The EOD/Title IX Coordinator will explain the rights and resources to both parties, then request their consent before beginning an investigation.

3.1.1 The EOD/Title IX Coordinator will explain to both parties:

- The list of protected groups
- All relevant definitions, including discrimination, harassment, sexual harassment, and sexual violence
- Confidentiality provisions and expectations
- Prohibition of Retaliation
- Complaint and fair and impartial Investigation Procedure
- Rights of both parties during the Procedure
- Appeal rights of both parties
- University Resources and other Options for Assistance (Section 2)
- The individual who will determine sanctions if a policy violation is found

3.1.2 No Complaint Filed. The EOD/Title IX Coordinator may become aware of an incident of alleged discrimination/harassment even though not reported by the alleged victim. The EOD/Title IX Coordinator will conduct an investigation into alleged incidents of discrimination/harassment and take appropriate measures. This is true even if the alleged victim does not report the matter.

3.2 Initial Evaluation. The EOD/Title IX Coordinator will meet with the complainant and gather sufficient information to determine how to process the complaint.

3.2.1 Option One: The alleged conduct, if true, would violate this Policy and is a prohibited activity, then The EOD/Title IX Coordinator will begin the Complaint Procedure (Section 3.3. below).

3.2.1.1 Formation of Review Team. In certain cases, the EOD/Title IX Coordinator may determine that a Review Team should conduct the complaint procedure. The EOD/Title IX Coordinator will select an impartial individual from an annually trained pool of investigators and together those two will be

a Review Team. The Review Team will conduct the fair, impartial and prompt investigation according to the Investigation Procedure found below in Section 3.3.

(Throughout the Complaint Procedure, the term EOD/ Title IX Coordinator will mean the Review Team, if formed.)

3.2.2 Option Two: In cases of alleged sexual violence or relationship violence (dating violence, domestic violence, and stalking), the EOD/Title IX Coordinator will meet with the WU Police and Conduct Code Officer to determine if sexual violence is alleged.

3.2.2.1 Sexual Violence. If the complainant alleges sexual violence in a domestic violence, dating violence, or stalking situation that occurred in a romantic relationship, the EOD/Title IX Coordinator will investigate the complaint and follow the procedure explained below in Section 3.3.

3.2.2.2 NO sexual violence. If the complaint involves allegations of domestic violence, dating violence or stalking between roommates or strangers where there is no romantic relationship as defined by Kansas law, the Conduct Code Officer will investigate the complaint and follow appropriate disciplinary procedure. http://www.washburn.edu/current-students/services/Student_Conduct_Code.pdf

3.2.2.3 Coordination with WU Police. The EOD/ Title IX Coordinator or Conduct Code Officer will work with the Washburn University Police Department when situations also involve potential crimes. The WUPD may conduct their own criminal investigation and it is possible that the EOD/ Title IX Coordinator or Conduct Code Officer may briefly and reasonably delay their investigation to not hinder the criminal investigation. These parties will coordinate their investigations so as to not interfere with one another and may exchange written statements, conduct joint interviews or share evidence to minimize any burden on Complainant or witnesses and conduct the investigations in a timely manner.

3.2.3 Option Three: If the alleged conduct, even if true, would not violate this Policy, then the EOD/Title IX Coordinator will notify the Complainant in writing that the complaint does not warrant further review under this Policy. The EOD/Title IX Coordinator will also refer the Complainant to the appropriate University office and assist, if appropriate, in finding other on and off-campus resources.

3.2.4 As used in this procedure, the term “sexual harassment” encompasses all forms of sexual violence and relationship violence, as defined above in Sections 1.29 and 1.24.

3.3 Investigation Procedure. Upon determination under Section 3.2.1 or 3.2.2 above that an investigation should occur, the EOD/ Title IX Coordinator will normally begin an investigation of the Complaint within 10 business days of receipt of the complaint (the order of the procedure may vary if needed to conduct a thorough and impartial investigation):

3.3.1 Step One: Interview the Complainant and explain the EOD/Title IX Coordinator’s (or Review Team) role, the process, rights of the parties and other information listed above in 3.1.1. Obtain the Complainant’s consent to begin the investigation.

3.3.2 Step Two: Communicate with the Respondent, advise him or her of the charge of discrimination, harassment, or retaliation, and request a response. The Respondent will have five business days to respond orally or within writing. The EOD/Title IX Coordinator will explain EOD/Title IX Coordinator’s role, the process, rights of both parties and other information listed above in 3.1.1. At the end of five business days, the review will proceed with or without a response. After the Respondent submits a response, the EOD/Title IX Coordinator may interview the Respondent and allow him or her the opportunity to explain what occurred from the Respondent’s perspective.

3.3.3 Step Three: Investigate the allegations by gathering relevant documents or evidence. (For example, such evidence may include emails, texts, performance reviews, etc.)

3.3.4 Step Four: Interview witnesses with first-hand knowledge of allegations.

3.3.5 Step Five: Take any other steps deemed appropriate and necessary by the EOD/Title IX Coordinator. This may include additional interviews with the parties or witnesses, visits to a relevant location, review of resources, or any other acts needed to conduct a thorough and impartial investigation.

3.3.6 Step Six: After the EOD/Title IX Coordinator has evaluated all relevant, available information, he/she shall determine, whether the policy was violated by a preponderance of the evidence.

3.3.6.1 If the determination is that no violation has occurred, the EOD/Title IX Coordinator, will issue a written report stating the finding and explaining the rationale. The EOD/ Title IX Coordinator will provide a copy of the report to both the Complainant and the Respondent. The investigation will then be considered completed.

3.3.6.2 If the determination is that a violation has occurred, then the investigation moves on to Step Seven below.

3.3.7 Step Seven: Upon determining that the policy was violated, the EOD/ Title IX Coordinator shall contact the appropriate Conduct Code Officer pursuant to Section 3.5 below.

3.3.7.1 After conferring with the EOD/Title IX Coordinator, the Conduct Code Officer, within three business days, shall advise the EOD/Title IX Coordinator, in writing, what sanction will be imposed as a result of the policy violation.

3.3.8 Step Eight: Upon receipt of the sanction determination by the Conduct Code Officer, the EOD/ Title IX Coordinator will issue a written report stating the finding, explaining the rationale and stating the sanction to be imposed. The description of the sanction contained in the written report is subject to the limitations set out in Section 3.6 below. The investigation will then be considered complete.

3.3.8.1 The EOD/Title IX Coordinator will simultaneously notify both parties by email that the written report is complete and will be placed in the mail using the address on file.

3.3.8.2 If relevant to enforce sanctions, a coach or advisor may be informed to the extent necessary to make an appropriate decision regarding a respondent's participation in an activity.

3.3.9 Content of the written report. The written report provided to both parties shall contain the following information:

- The allegations investigated.
- The information received and the source(s) of the information.
- Analysis of the information received.
- The determination as to whether or not the policy was violated.
- The Sanctions to be imposed, if appropriate.
- The parties rights to appeal.
- Statement of confidentiality relating to the written report and the investigation.
- Warning against Retaliation.

3.4 Complaint and Investigation Procedure Protocols.

3.4.1 Time Frames. The EOD/Title IX Coordinator will conduct the investigation in a prompt, thorough and impartial manner. An investigation will normally take 60 days from receipt of complaint to issuance of final report, but the EOD/ Title IX Coordinator has discretion to make reasonable adjustments to the deadlines as necessary to maintain the integrity of the investigation and to the overall safety of the campus community. Some possible reasons for delay are these examples: availability of witnesses; University breaks; and complexity of the complaint.

3.4.1.1 The EOD/Title IX Coordinator will make reasonable efforts to notify the Complainant and

Respondent of the timing and progress of various stages of the investigation, as appropriate.

3.4.1.2 If timeframes are extended, both parties will be notified of the revised dates.

3.4.2 Rights and Roles of Parties: Both the Complainant and the Respondent have the following rights during the investigation:

- A notice of meeting times when parties can be present.
- An opportunity to submit the names of relevant witnesses or other evidence to the EOD/Title IX Coordinator.
 - No evidence of the Complainant's prior sexual conduct with anyone other than the Respondent shall be considered by the EOD/Title IX Coordinator.
 - Evidence of a prior consensual dating or sexual relationship between the parties does not imply consent or prevent a finding of a policy violation.
- The option to bring an advisor (maximum two per party) to any meeting during any stage of the investigation or sanctioning.
 - The advisor is to serve as a support person for the individual. They cannot speak on behalf of the individual, but may confer privately or in writing with the individual during a meeting.
 - If the advisor is an attorney, the party must notify the EOD/ Title IX Coordinator at least three business days in advance of the meeting so that Washburn's University Counsel can attend.
- The right to view information used in the investigation and sanctions, in accordance with FERPA.

3.4.3 Standard of Review. The EOD/ Title IX Coordinator determines whether there is a preponderance of the evidence to believe that an individual engaged in a Policy Violation. This means that it is more likely than not that a policy violation occurred.

3.4.4 Complainant or Respondent withdraws. If either party chooses to withdraw at any stage of the investigation, the EOD/ Title IX Coordinator will continue the investigation to the best of his or her ability. The University is responsible for maintaining a safe campus environment for all individuals, so it will take steps to ensure the safety of all, the complained-of behavior does not continue, and individuals are supported with resources. See also Section 2.6.3.

3.4.4.1 The fact that any party chooses to withdraw at any stage of the investigation will not be used to determine credibility of information received or if the policy has been violated. However, withdrawal will impact the EOD/Title IX Coordinator's ability to have all relevant information when determining if the Policy was violated.

3.4.5 Conflict of Interest. The names of the EOD/Title IX Coordinator and the individuals who will serve on the Review Team for a particular matter will be readily accessible. In the rare situation in which an actual or perceived conflict of interest arises between the EOD/Title IX Coordinator or Review Team member and any party to the complaint, that conflict will be disclosed to both parties.

3.4.5.1 When a conflict becomes known, the complaint will be submitted to University Counsel to resolve the conflict of interest. If University Counsel determines there is no conflict of interest, the EOD/Title IX Coordinator will resume the investigation. If University Counsel determines a conflict of interest exists, the EOD/Title IX Coordinator or Review Team member will be asked to recuse him or herself.

3.4.5.1.1 The University Counsel's decision is final.

3.4.5.2 If the EOD/Title IX Coordinator is unable or unavailable to conduct an investigation, the President will assign another trained impartial investigator to address a complaint.

3.4.6 Training. All University officials who are involved in the discrimination complaint procedures, including the EOD/Title IX Coordinator, Review Team, Washburn University Police Department, and Conduct Code Officers, will have adequate training. Training will address, but is not limited to, recognizing and appropriately responding to allegations of discrimination, harassment, including hostile environment harassment, sexual violence, relationship violence, and retaliation, conducting investigations, protecting confidentiality, and recognizing the link between alcohol and drug use and sexual violence and sexual harassment.

Sanctions.

3.5 Collaboration with Conduct Code Officer. If the EOD/Title IX Coordinator determines the Respondent violated the policy, the EOD/Title IX Coordinator will meet with the Conduct Code Officer responsible for issuing sanctions or other disciplinary action in his or her respective area. Together, they will discuss the appropriate sanctions for the policy violation, considering the severity of the violation, the individual's past conduct record, and effectiveness of prior sanctions given for similar violations.

3.6 Possible sanctions: Appropriate sanctions or disciplinary actions that most effectively prevent recurrence of any harassment and correct its discriminatory effects will be issued. If the EOD/Title IX Coordinator determines that a hostile environment has occurred based on sexual harassment, the University will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its

effects. The range of sanction for each group are found at the websites listed:

- Staff: <http://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/F.%20EmployeeLaborRelationsReg.pdf>
- Faculty: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/index.html>
- Bargaining Unit members, see the Memorandum of Agreement
- Students: http://www.washburn.edu/current-students/services/Student_Conduct_Code.pdf
- Law School students: <http://www.washburnlaw.edu/policies/honorcode.html#pt2>
- Washburn Institute of Technology students: <http://www.washburntech.edu/future-students/Catalog%20and%20Student%20Handbook.html>

3.7 Protective Measures. The EOD/Title IX Coordinator will assist the Complainant with any assistance detailed above in Section 2, even after the resolution of the complaint.

3.8 Notification to Parties. After the sanctions have been determined, both parties will be notified in writing. The Respondent will be informed of all sanctions.

3.8.1 The Complainant will **only** be notified of Sanctions that relate to her/him.

3.8.2 Both parties will be notified of their right to appeal, the possible bases for appeal, and the appeal procedure, as found in Section 4, below.

4. Appeal Procedures

4.1 Appeal Request. Both the Complainant and Respondent have appeal rights under this Policy. All appeals must be in writing and must be submitted to the EOD/Title IX Coordinator within twelve business days from the date the final decision was issued. Failure to file such a request within the required time period will constitute and be construed as full acceptance by all parties of the findings.

4.1.1 Date of Final Decision. The date of final decision is the date of the written report by the EOD/Title IX Coordinator.

4.2 Basis for Appeal. Either party may appeal the Final Decision on any of these bases:

4.2.1 New evidence has been discovered that could have a direct bearing on the determination of a policy violation.

- Such evidence must not have been known or been available to the appealing party before the date of the Final Decision.
- The Appeal Request must include a description of the new evidence and how the party requesting the appeal believes the newly discovered evidence would change the decision.

4.2.2 The Complaint Procedure was not appropriately followed for one of these reasons:

1. The investigation was conducted inappropriately;
2. The investigation did not follow the process as set out in this policy; or
3. The EOD/Title IX Coordinator's decisions on evaluation of evidence were arbitrary and capricious; **and** this failure to follow appropriate procedure led to an incorrect finding.

4.2.3 The Sanction is inappropriate for the policy violation.

4.3 Appeal Panel and Notification to parties. The committee that will review appeal requests is the Vice President of Academic Affairs, the Vice President of Administration and Treasurer, and the Vice President for Student Life.

4.3.1 Upon receipt of the Appeal Request, the EOD/Title IX Coordinator will notify the other party involved in the complaint of the appeal within two days by sending them the written Appeal Request.

4.3.2 The other party has 10 business days to submit a written response to the EOD/Title IX Coordinator.

4.3.3 The EOD/Title IX Coordinator will provide all members of the Appeal Panel with the EOD/Title IX Coordinator's final report, including any sanctions determined by the Conduct Code Officer, if appropriate, the written Appeal Request, and the response to Appeal Request, if any.

4.3.4 The EOD/Title IX Coordinator will notify the parties of expected timeframe for the Appeal Panel's decision and update them if it changes.

4.3.5 If one of the committee members was involved with the earlier sanction of an individual, the President will appoint a replacement on the committee.

4.4 Review of Appeal Request. The Appeal Panel will review all submitted documents and determine whether any of the bases for appeal are valid. The Appeal Panel will accept the EOD/Title IX Coordinator's decision unless they are definitely and firmly convinced that a mistake has been made. There are four possible outcomes from the review:

4.4.1 New Evidence exists. The Appeal Panel reviewed the provided information and are convinced that the new evidence 1) was not known or available to the appealing party prior to the date of the Final Decision and 2) that if the EOD/Title IX Coordinator considered such evidence, there is a likelihood the result would have been different.

4.4.1.1 The Appeal Panel shall direct the EOD/Title IX Coordinator to re-open the investigation, consider the new evidence, and prepare a new Final Report.

4.4.1.2 This decision to remand the investigation is not subject to appeal.

4.4.1.3 The new Final Report can be newly appealed as any other Final Report.

4.4.2 Complaint Procedure not appropriately followed. The Appeal Panel reviewed the provided information and determined that the processes used in the investigation was not appropriate for one of these reasons: 1) it failed to follow the policy; or 2) the EOD/Title IX Coordinator was arbitrary and capricious in his/her decisions.

4.4.2.1 The Appeal Panel will direct the EOD/Title IX Coordinator to resume the investigation at the point where the first error occurred and continue re-doing the investigation according to the procedure. They will provide a specific written basis for their determination to the EOD/Title IX Coordinator.

4.4.3 Sanction Inappropriate. The Appeal Panel will only hear appeals of sanctions for Respondents who are students. If the Respondent is an employee, the Appeal Panel will only address the appeal of sanctions if there is no other applicable process, by policy or contract, in place for such appeals, i.e. Faculty Handbook, MOU, etc.

4.4.3.1 The Appeal Panel reviewed the provided information and determined the sanction was inappropriate for the policy violation. The Appeal Panel shall then determine and impose the new appropriate sanction(s). Sanctions must be imposed within the appropriate range of available sanctions that discourage future acts of discrimination or harassment.

4.4.3.2 The determination to impose new sanctions by the Appeal Panel is final and cannot be appealed; the case will be closed.

4.4.4 Approve the EOD/Title IX Coordinator's Final Report. If the Appeal Panel finds no new evidence or that the new evidence would not change the result or that the Complaint Procedure was appropriately followed, no matters will be returned to the EOD/Title IX Coordinator to re-open an investigation and the case will be closed.

4.4.4.1 If the Appeal Panel finds that the Sanctions are appropriate, they will uphold the EOD/Title IX Coordinator and Conduct Code Officer's decision and the case will be closed.

4.5. Appeal Panel's Decision

4.5.1 The Appeal Panel will issue a written decision in a timely fashion, not more than 20 business days after receipt of the Appeal Request.

4.5.2 Copies of the decision will be given to the Complainant, Respondent, EOD/Title IX Coordinator, and University Counsel.

4.5.3 Matters directed back to the EOD/Title IX Coordinator. The EOD/Title IX Coordinator shall complete the re-opened investigation normally within 15, but no more than 30, business days from receipt of the Appeal Panel's decision.

4.5.3.1 If the case is not directed back to the EOD/ Title IX Coordinator to re-open an investigation, the case is not subject to any further review by the University.

4.5.4 The decision of the Appeal Panel is final. There is no appeal of any decision made by the Appeal Panel.

4.5.5 No decision of the Appeal Panel will change any University policy or procedure.

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, doctorate, and Juris Doctor programs through the College of Arts and Sciences and the Schools of Law, Business, Nursing and Applied Studies. Eighty-one percent of full-time 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:

1. To improve student learning.
2. To provide accountability to stakeholders, such as students, parents, legislators, accrediting agencies, and the public.
3. 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 collaboratively 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 a 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, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. To file a complaint with the commission, please follow its stated procedures at this [link](#).

In addition, several academic programs are accredited or approved by the following accrediting bodies:

- AACSB-International (All Undergraduate and Graduate programs offered by the School of Business)
- ACJS - Academy of Criminal Justice Sciences (Certified – Master)
- ACOTE - Accreditation Council for Occupational Therapy Education (Occupational Therapy Assistant)
- AAM - American Alliance of Museums (Mulvane Art Museum)
- ABA - American Bar Association
- AALS - Association of American Law Schools
- ACS - American Chemical Society (Certified BS Chemistry)
- CAHIIM - Commission on Accreditation for Health Informatics and Information Management Education (Health Information Technology)
- CAPTE - Commission on Accreditation in Physical Therapy Education (Physical Therapist Assistant)
- CoARC - Commission on Accreditation for Respiratory Care (Respiratory Therapy)
- CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training)
- NCATE/CAEP (National Council for Accreditation of Teacher Education now Council for Accreditation of Teacher Preparation) (Education – Master, Baccalaureate)
- CCNE - Commission on Collegiate Nursing Education (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- CEA - Commission on English Language Program Accreditation (Intensive English Program)
- CSWE - Council on Social Work Education (Social Work – Master, Baccalaureate)
- JRC-DMS - Joint Review Committee on Education in Diagnostic Medical Sonography (Diagnostic Medical Sonography)
- JRCERT - Joint Review Committee on Education in Radiologic Technology (Radiologic Technology)
- KSBN - Kansas State Board of Nursing (Nursing – Post-Graduate APRN Certificate, Doctor, Master, Baccalaureate)
- KSDE - Kansas State Department of Education (Education - Master, Baccalaureate)
- NAACLS - National Accrediting Agency for Clinical Laboratory Sciences (Medical Laboratory Science in Conjunction with the University of Nebraska Medical Center)

- NASAD - National Association of Schools of Art and Design (Art)
- NASM - National Association of Schools of Music (Music)

OPEN MEETINGS AND RECORDS

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

CAMPUS & FACILITIES

Website: <http://washburn.edu/about/visit/virtual-tour/index.html>

Washburn University is located on a spacious, attractive campus in the capital city of the state of Kansas. Washburn is a municipally supported, state assisted university comprised of five major academic units: the College of Arts and Sciences, the School of Law, the School of Business, the School of Nursing, and the School of Applied Studies. 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, Communication and Leadership, and Nursing. Visit the website listed above to learn more about the campus.

Washburn University Institute of Technology was officially established in 1964. The school has completed major rebuilding projects, having grown from one building in 1966 to a 43-acre, multi-building campus providing today's valued technology training. Washburn Tech has 121 fulltime staff including 70 faculty members offering 39 certificate programs to approximately 1230 students, more than 59% of whom are postsecondary. The school also has Continuing Education and a Business and Industry Center with 35 part-time faculty offering continuing education courses and customized training to area businesses. Washburn University and Washburn Tech are governed by an independent, 9-member Board of Regents. Technical education in Kansas is overseen by the Technical Education Authority, a division of the Kansas Board of Regents through which Washburn Tech receives supplemental funding. For more information about Washburn Tech, visit www.washburntech.edu.

SPECIAL FACILITIES

Listed below are brief descriptions of special facilities available at Washburn. For information on classroom buildings please visit the website <http://washburn.edu/about/visit/virtual-tour/index.html>.

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 Alumni Center, which was funded entirely from private sources, opened in April 1996. The

Center houses the operations of the Washburn Alumni Association, Strategic Analysis and Reporting office, and Office of Sponsored Projects 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.

KBI Forensic Science Center is a state-of-the-science facility on Washburn's campus that includes more than 10,000 square feet for academic use. Building spaces specially designed for Washburn students include a vehicle bay for in-depth study of crime scene processing, an outdoor laboratory for forensic anthropology study, a dedicated laboratory space for each concentration area (digital forensics, forensic anthropology, forensic chemical science, and forensic investigation) near the KBI scientists of the same discipline, and state-of-the-art interactive classroom and laboratory spaces.

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

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

The **Law Library for Washburn University School of Law** is located in the law building on the northwest corner of the campus. The National Jurist (March 2010) ranked the

library 40th among 198 U.S. law school libraries using a mix of categories measuring collection, facility and staff resources. The library contains over 406,000 volumes, including titles in microfiche, video, and digital formats. It is an official depository for materials published by the U.S. Government Printing Office and Kansas state agencies. Appellate case reports and statutes from all fifty states are available as is an extensive collection of briefs from the U.S. and Kansas Supreme Courts. The online catalog provides direct access to selected Internet full text documents as well as to the holdings of the university's Mabee Library and the 200,000 volumes held by the Kansas Supreme Court Law Library (located a five-minute drive from the law school in the Judicial Center).

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

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

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

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

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

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

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

Campus Activities Board, Washburn Student Media, and Student Activities and Greek Life Office.

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

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

Accredited by the American Association of Museums in 1988, the Museum houses a collection of approximately 4,000 objects from around the world including paintings, prints, drawings, sculptures, photographs and decorative art. While international in scope, the Museum's collection focuses on the works of artists from Kansas and the Midwest and has a concentration in American art of the 20th century. In addition to showing works from the collection the Museum also hosts traveling exhibitions.

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

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

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

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

The **University Library: Mabee Library**, located in the center of campus, is the intellectual and cultural heart of the university. Its staff offers a wide variety of services, with a special focus upon educational programs that promote the intelligent use of information resources and information literacy, such as the 1-credit course IL 170 Library Research Strategies. Mabee Library has

ongoing physical improvements such as the Ichabod Reading Lounge, a space for quiet study and reflection, the Information Literacy Suite, a traditional mediated digital classroom, and the Active Learning Suite, a Twenty-first Century learning space that allows instructors and students to create the learning environment that best serves their needs. The Library continues to host a variety of educational and informational events for the Washburn Community of Learning.

The Library has three floors: the first level is a collaborative study space that also houses bound journals, the third level contains the stacks and the **Washburn Tutoring and Writing Center**, while the main level is a mixed space that serves the Washburn Community as a learning commons - a space for students and faculty to engage each other and the world outside the formal classroom. Laptops and iPads are available for checkout at the Welcome Center. The Library website (www.washburn.edu/mabee) is designed for ease of use, and features the ENCORE search tool that allows researchers to access the collections of Mabee Library, the Carnegie Education Library, the Washburn School of Law Library, the Kansas Supreme Court 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. Librarians provide an online subject-specific set of help tools (libguides.washburn.edu), which extend public services beyond the 104 hours each week that in-person research assistance is available.

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 that displays the scholarly work of both faculty and students.

Mabee Library is also the physical home of the **Center for Student Success and Retention**, which includes the following offices: Academic Advising, First-Year Experiences, Undergraduate Initiatives including the nationally recognized Ichabod Success Institute, and, the Center for Prior Learning and Testing.

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 CEL enhances 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. In addition to its physical collections, the CEL website (libguides.washburn.edu/celguide) provides access to an increasing number of digital resources.

STUDENT SERVICES AND ACADEMIC SUPPORT

ADMISSIONS

REGISTRATION, ENROLLMENT, AND RESIDENCY 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 prior to enrollment. The Office of Admissions, in Morgan Hall, handles all arrangements during students' campus visitations.

ADMISSION REQUIREMENTS FOR DEGREE SEEKING CANDIDATES

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).

An Application for Admission must be completed by all first time students and by current or former students who are changing their degree status (degree or non-degree). An Application for Admission may be obtained by going to www.washburn.edu/admissions. Former students who are returning in the same status can complete the Returning Student Reactivation form at <http://washburn.edu/admissions/apply.html>. Students who are or have taken classes as a high school student need to complete the undergraduate application for admission.

Official high school or GED transcripts are required for all degree seeking applicants with fewer than 24 completed hours of college or vocational work.

Official transcripts of all previous college or vocational work must be submitted by all degree seeking applicants. An official transcript must be received from EACH institution attended. Official transcripts can be sent through the mail or electronically to etranscripts@washburn.edu. Official transcripts cannot be faxed.

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). These results will be used, both to determine admission status, and by the student's academic advisor to select the proper courses of study. Students who are over 21 or will be by the beginning of their first semester are not required to submit ACT scores.

Fall enrollment, applications for admissions and transcripts should be on file in the Office of Admissions

by August 1. Applicants for the spring should have applications and transcripts on file by January 2. 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 in the Federal Free/Reduced Lunch Program, an ACT/SAT fee waiver form, or a NACAC Request for Admission Application Fee Waiver form. A Fee Waiver Application can be obtained by going to www.washburn.edu/feewaiver.

ADMISSION CRITERIA

High School and Home School Students

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

Regular Admission for High School and Home School Students

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

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

Admission Exceptions for High School and Home School Students

Given our commitment of access to a high quality education, students not meeting Regular Admission or Ichabod Ignite Program criteria (see below) may be granted admission by exception. Applicants admitted by exception are required to 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.

Ichabod Ignite Program for High School and Home School 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 the Ichabod Ignite Program as a preliminary step. This program is designed to assist students in determining readiness levels and strengthening academic skill sets.

Students Graduating from an Unaccredited High School or Home School 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 165 on each section (510 on the test prior to 2016)
- ACT Composite Score 21 or 22 and GED Score \geq 475 for test prior to 2016

Admission Exceptions for GED Students

Applicants not meeting Regular Admission or Ichabod Ignite Program criteria (see below) may be granted admission by exception. Applicants admitted by exception must participate in the Passport for Success Program for placement testing, prescriptive course selection, and receive academic advising through the Center for Student Success (see section: Center for Student Success).

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

Ichabod Ignite Program for GED Students

Students with an ACT Composite Score of less than or equal to 18 OR a GED Score of less than 145 on any section of the test (450 for test prior to 2016) who are applying to Washburn University and wishing to complete a credential will need to complete the Ichabod Ignite Program as a preliminary step. This program is designed to assist students in determining readiness levels and strengthening academic skill sets.

Returning Adults (21 years or older)

Returning Adult students are classified as students who are 21 years of age or older by September 1st for the fall term, February 1st for the spring term or June 1st for the summer term who will be transferring less than 24 completed hours from a postsecondary institution. Returning adult students must have graduated from an accredited high school or have earned a GED with a score of at least 145 on each section (475 or higher on test taken prior to 2016) to be admitted.

Questions Regarding Admission

If students have questions regarding admissions 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 regionally accredited post-secondary institution previously attended to the Office of Admissions at Washburn University. If the student has completed fewer than 24 college or vocational hours and is seeking a degree, additional material is required for admittance. For more information please refer to Admissions Criteria for details.

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 a 4.00 scale (C = 2.0) is the minimum required on all completed course work of transfer students seeking admission to Washburn 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. At least 60 hours required for the baccalaureate degree must be taken at a 4-year college or university.

Transfer students who have completed a baccalaureate degree at an institution of higher education accredited by one of the six regional accrediting organizations (<http://www.chea.org/4DCGI/cms/review.html?Action=CMS Document&DocID=197&MenuKey=main>) 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 including required courses in correlate areas associated with an academic major.

For transfer students who have not completed a baccalaureate degree, courses completed at a college or university accredited by one of the six regional accrediting organizations which have been designated by the sending institution as general education courses will transfer to Washburn University as courses within the appropriate general education distribution area without further review. In addition, courses listed by the Kansas Board of Regents as a Kansas System-Wide Transfer (KSWT) course at www.kansasregents.org/transfer_articulation will transfer as their listed Washburn University equivalent course without further review. **Note:** The policy is not intended to circumvent specific general education requirements for particular majors. This is a most important distinction and should be noted by students and their advisors.

Exceptions to this transfer policy include the following.

1) The core requirements in English, Mathematics, and College Experience not addressed by KSWT must be approved as equivalent courses by the relevant departments unless the student has completed a baccalaureate degree from a regionally accredited institution. 2) Courses not included in the sending institution's general education program which a transfer student believes may meet the spirit and intent of Washburn University's general education program must be reviewed by the General Education Committee. 3) General education coursework from technical colleges and institutes accredited by one of the six regional accrediting organizations must be reviewed by the General Education Committee. (See next paragraph for more information regarding technical colleges.) 4) Courses that may satisfy a major requirement or a prerequisite to a major requirement must be reviewed by the major department chairperson.

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.

Courses taken at institutions outside the United States: College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the tertiary institution where the courses were taken is accredited by the Ministry of Education (or its equivalent) in that country. International transfer students who have completed college-level courses outside the United States may be requested to submit proof of accreditation by the Ministry of Education and/or provide an evaluation from an authorized international credential evaluation agency such as Educational Credential Evaluators (ECE) or World Education Services (WES). For students who have completed a baccalaureate or associate degree with a similar duration as a domestic baccalaureate or associate degree from an accredited international institution, courses satisfactorily completed in the Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics will be accepted towards credit in the appropriate general education distribution area.

Course Transfer Review Process (for exceptions listed above): To determine whether transfer coursework has been approved as satisfying Washburn's general education program, students can access the online transfer guide links at www.washburn.edu/transfer-guide. Department chairs determine how major courses will transfer and transfer students must provide appropriate documentation (course description and course syllabus) to the chairperson to make an informed decision. Requests for approval of a course to count for general education credit are reviewed by the university's General Education Committee. To request approval, students must complete the General Education Transfer Course Petition (www.washburn.edu/gen-ed-transfer-petition) with their academic advisor and submit the form to the Associate Vice President for Academic Affairs. Decisions are usually made 1-2 weeks after all required information is received.

Students can appeal decisions on the transferability of general education courses through the General Education Committee if additional information can be provided which might change the initial ruling. The committee's decisions can be appealed to the Vice President for Academic Affairs, whose decision will be final.

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 Suspended Students

Academically suspended 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. Students should contact the Office of Academic Advising, in Mabee Library, at (785) 670-1942, to begin the process of reinstatement.

Non-Degree Seeking Students

Non-degree seeking students or non-credit community auditors are required to submit an application only. If the course the student wishes to enroll in has a prerequisite, an unofficial transcript with the prerequisite course listed must be emailed to the professor teaching the course.

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 New Student Orientation at (785) 670-2034 or orientation@washburn.edu.

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/welcomeweek.

ACADEMIC PROGRAM ADMISSION

Additional requirements are needed to be admitted in the following programs:

College of Arts and Sciences

- 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

- Medical Laboratory Science
- 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 Science
- 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

The 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 (six 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. It should be submitted to the Office of Admissions, along with a completed Concurrent Enrollment Program (High School) 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 ACT RESIDUAL

Prospective students who cannot take a national ACT test or are out of high school and do not have an ACT score may use the ACT Residual. This test is administered by the Center for Student Success located in Mabee Library.

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.

60 AND OVER TUITION-FREE AUDIT PROGRAM

Kansas residents 60 years of age and over may audit credit courses at Washburn University without paying University tuition, University fees, or student activity fee charge. 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.

KANSAS RESIDENCY AND TUITION ASSESSMENT

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 non-resident 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 of the semester.

DEFINITIONS

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

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

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.

Auditors must be at least 60 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 Student One Stop (SOS), Morgan Hall 101A. Registration instructions are available in the Registration Information Guide for each semester/term under the title of "60 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 online during the first week of class. During the second and third weeks of class, new enrollments and added courses will require permission of the instructor. No student may begin an enrollment schedule after the third week of semester classes. See the respective semester Registration Information Guide for details.

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

- 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 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.
 - Payment of income, personal and property taxes in Kansas.

The factors listed in this subsection have applicability only as they support the intent to make the state of Kansas a permanent home for an indefinite period.

6. The following criteria shall be sufficient to establish eligibility for Kansas resident status pursuant to Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”):
- A Veteran who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
 - A spouse or child (as defined in the Choice Act) using transferred benefits who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor’s discharge from a period of active duty service of 90 days or more.
 - A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in Kansas (regardless of his/her formal state of residence) and enrolls in the school within three years of the Service member’s death in the line of duty following a period of active duty service of 90 days or more.
 - Any person who qualifies for Kansas resident status pursuant to this Section 6 shall retain that status as long as the person remains continuously enrolled at Washburn University.
7. A student who transfers to the Washburn University campus from another Kansas public college or university without an interruption in enrollment, except for a summer term, and who possessed resident status at the prior institution shall be granted resident status at Washburn University.

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.
3. **Education Employment Tuition Waiver** - Persons who are full-time employees of a state educational institution.
4. **Active Duty Military Tuition Waiver** - Persons who are in active military service.
5. **Military Tuition Waiver** - For persons who do not already qualify for in-state tuition pursuant to The Choice Act, Section 6 above, persons who are domiciliary residents of the state, who were in active military service prior to becoming domiciliary residents of the state, who were present in the state for a period of not less than two years during their tenure in active military service, whose domiciliary residence was established in the state within thirty (30) days of discharge or retirement from active military service under honorable conditions, but whose domiciliary residence was not established at least six months prior to the first day of enrollment for the semester in which the students are enrolling.
6. **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.
7. **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.

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.

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

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

Resident Status Appeal Committee Procedures

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

TUITION AND FEES

FINANCIAL OBLIGATIONS

Tuition and fees are established by the Washburn University Board of Regents and are subject to change. Once a student has enrolled in classes, she or he is liable for tuition and fee charges unless the student withdraws from all classes before the end of the 100% tuition refund period (fees are non-refundable after the term begins). Financial aid eligibility may change upon withdrawal from one or more classes, leaving a balance due on the student account. If receiving financial aid and/or scholarships, students are encouraged to contact the Financial Aid Office prior to withdrawing from classes. Payments can be made online in WU-VIEW which can be accessed through MyWashburn, Financial Services tab. Payments may also be made by mail or in person at the Cashier Window in Morgan Hall 103. The Cashier Window is open between 7:30 AM and 5 PM, Monday through Friday, except on Wednesday, when office hours are 9 AM to 5 PM. A depository is located next to the Cashier Window to receive payments after office hours. Washburn University accepts cash, checks, and debit cards at the Cashier Window, and e-checks, debit, and credit cards (VISA, MasterCard, Discover and American Express) online for the payment of tuition and fee charges. The processor charges

a convenience fee of 2.75% for each credit card transaction submitted online.

All tuition and fee charges must be paid, or an installment plan set up, by the published "last day to pay without a late fee" to avoid penalties (more below). An installment plan may be set up in WU-VIEW, accessed through MyWashburn, Financial Services tab. There is a \$30 setup fee for the installment plan and a \$25 late fee for each installment not paid on time. Installment payments may be made online in WU-VIEW, by mail, or in person at the Cashier Window in Morgan 103. Students or an authorized user may set up scheduled payments in WU-VIEW to automatically pay installments from a bank account. E-mail reminders will be sent to students and authorized users who schedule payments.

Electronic e-bills will be generated on a monthly basis and may be viewed in WU-VIEW. Paper bills are generated once at the beginning of the Fall and Spring semesters prior to the application of financial aid, and are sent to the student's permanent address.

ACADEMIC STATUS: FULL-TIME AND PART-TIME STUDENTS

Students are defined as 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.

Existing categories of undergraduate students:

Undergraduate:

- Traditional Undergraduate (resident)
- Traditional Undergraduate (nonresident)
- Traditional Online UG
- Undergraduate Distance Education
- Bachelor of Health Sciences
- School of Business UG (resident)
- School of Business UG (nonresident)
- School of Business UG Online
- School of Nursing UG (resident)
- School of Nursing UG (nonresident)
- School of Nursing UG Online
- School of Nursing UG Online RN to BSN

Allied Health Programs:

- CLS/CT/MRI & Sonography
- Diagnostic Medical Sonography
- Radiation Therapy

High School Programs:

- Concurrent Enrollment Program
- Concurrent Enrollment Program (business)
- Senior Academy
- Senior Academy Online

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 (tuition and fees link).

Credit by Exam Fee

Per Credit Hour — 1/3 of current resident tuition fee rounded up 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. There will be no activity fees charged for students taking only distance education or off-campus classes. Please note that any campus class makes a student liable for a partial activity fee if the total credit hours are 3 to 5.5, and for a full activity fee if the total credit hours are 6 or greater.

Existing Categories of Activity Fee:

- UNDERGRADUATE students taking **up to six hours** per semester in the Fall and Spring semesters.

- UNDERGRADUATE students taking **six or more credit hours** in the Fall and Spring semesters.

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 Ichabod Shop 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 or enroll in a term payment plan according to the published payment deadline for the term (see Business Office website), 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 five 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 and/or grant aid) that were received for the term, as required by federal regulations. Based on this calculation and the refund period, the student may 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.
- Restrictions on advance registration and enrollment in subsequent semesters.
- Placement of the balance due with the Kansas Debt Recovery System (setoff program) and/or other collection agencies.
- Collection charges, including attorney fees, incurred as part of collection efforts.

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

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

REFUNDS

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

to the University, shall then be paid to the student. For students who completely withdraw from classes and have received Federal Title IV funds, please refer to the Federal Return of Title IV funds policy available in the Financial Aid office or on the web at www.washburn.edu/financial-aid and select "Policies & Consumer Information." For students required to make repayment of a grant, scholarship or aid under this policy, please refer to the formula available at www.washburn.edu/financial-aid-refunds.

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

Students may request that a check be mailed, or they may pick up a check – specific dates, times and places for that process will be posted on the Business Office Web page (www.washburn.edu/business-office). The student is responsible for ensuring that all contact information is correct and up to date. Students can change their mailing address and other contact information through their MyWashburn account. It is important to make sure address information is correct and up to date. Checks are normally 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 by contacting the coordinator responsible for the program.

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. Information about Refunds Dates by Course is available on the Business Office website: <http://www.washburn.edu/current-students/business-office/tuition-refunds.html>.

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 Associate Vice President of Student Life, Morgan Hall.

NON-CREDIT-HOUR COURSES (SPONSORED BY 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

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 requirements, enrollment criteria, and the priority date of December 1, based on availability of funds. In addition, scholarships may be available to students through their academic department, based on their program of study.

Washburn Undergraduate Academic Scholarships are available up to a maximum of eight semesters. To qualify for renewal of academic scholarships each year, students must maintain a required Washburn University cumulative grade point average, as indicated online at www.washburn.edu/scholarships (per each award), complete and pass at least 24 credit hours between the fall and spring semesters, and complete the Academic Scholarship Renewal Application by the December 1 priority date. The Academic Scholarship Renewal Application is available online at www.washburn.edu/financial-aid-forms. Paper renewal applications are also available at the Student One Stop in Morgan Hall upon request.

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. Washburn University's Satisfactory Academic Progress Policy can be reviewed under "Policies & Consumer Information" online at www.washburn.edu/financial-aid. Students must apply for financial aid each year by completing the FAFSA on the web at www.fafsa.gov. Washburn's federal school code is 001949. Beginning with the 2017-2018 academic

CENTER FOR STUDENT SUCCESS AND RETENTION

FIRST-YEAR EXPERIENCE

Website: www.washburn.edu/fye

Mabee Library, Room 219
(785) 670-1942

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 skillshops, the first-generation student mentoring initiative, 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, which is a requirement for graduation, is designed to help students 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:

- WU 120 Major & Career Exploration (2)
- IL 170 Library Research Strategies (1)
- IL 171 Internet Research Strategies (1)
- IL 173 Information Literacy for Scholars (1)
- IL 300 Advanced Research Strategies (1)

Course descriptions can be found in the Interdisciplinary Academic Programs section under Interdisciplinary Studies (WU prefix) and Information Literacy (IL) subsections.

year, the FAFSA application will be available to complete online as of October 1 for the following academic year. To be considered for limited campus-based funds, eligible students should complete their FAFSA by Washburn University's November 15 priority date. Admission to Washburn University is a prerequisite for consideration of financial aid.

Summer financial aid is based on remaining annual federal aid eligibility – i.e. federal funds that were unused during the fall and spring semesters of the academic year. To be considered for summer financial aid, students must have a valid FAFSA on file and complete the Summer Financial Aid Application, which becomes available in early spring each year.

All financial aid and scholarships must first apply to students' tuition and fee charges. Any excess financial aid may be issued to the student as a refund. Please see the "Refunds" section for more information on receiving a refund from financial aid funds.

Washburn University has partnered with the i3 Group to assist current and former students. The i3 Group is a financial aid counseling service that answers questions and assists current and former students with their Federal Student Loans. The i3 Group's goal is to provide quality customer service while helping students stay informed of the status of their loan, provide alternative repayment options, and to promote solutions to every student to avoid default. Each current and former student will have the ability to register for their own i3 tuition account at www.i3tuition.com. i3tuition is a self-help web tool that allows the student to review their loan status, payment amount, due date, and servicer in one user-friendly location. i3tuition also includes budgeting tools and repayment calculators to assist students with all of the repayment options available. Both are free services provided to the students on behalf of Washburn University.

For more information, contact the Financial Aid Office at 785-670-1151, or stop by the Student One Stop in Morgan Hall.

OFFICE OF ACADEMIC ADVISING

Website: www.washburn.edu/advising

Mabee Library, Room 201
(785) 670-1942

The Office of Academic Advising serves as a resource for high quality academic advising for the entire Washburn community. Academic Advising provides services and referrals to first-year, exploratory, prospective, transfer, probationary, and reinstated students. Academic Advising oversees both the Passport for Success (see below) and the Academic Fresh Start Program. Professional advisors assist exploratory students with academic questions, provide information about university policies, regulations, and services, assist students with course selection, and guide students in the exploration of majors. Advisors are available in Mabee 201 for daily drop-in times and appointments, by calling (785) 670-1942. Extended hours offered during the regular semester. Visit www.washburn.edu/advising for more information.

PASSPORT FOR SUCCESS

Students admitted by exception to regular admission are required to participate in the Passport For Success program and must adhere to the following criteria:

- Advisor approved course selection and scheduling, leading to approved associate degree.
- Limit on number of semester hours: 12 credit hours per semester during their first year, with recommended summer classes to maintain 30 credit hours per year. (Exceptions granted by advisor approval.)
- Mandatory multi-session per semester advising: These three academic advising sessions will include academic assessment, program and degree planning.
- Enrollment in WU 101 Washburn Experience during first semester of attendance.
- Participation in study skills, career planning, test taking and other seminars offered by the University Tutoring & Writing Center.
- Tutoring as needed.

UNIVERSITY TUTORING & WRITING CENTER

Website: www.washburn.edu/tutoring

Mabee Library, Room 308
(785) 670-1980

Students are encouraged to maximize their success by utilizing the tutoring services located on the upper level of Mabee Library. The University Tutoring and Writing Center offers support for students seeking assistance with writing and specific courses, such as biology and math. In addition, the Center offers workshops focused on general study skills, test preparation, citations, etc. Services are provided on a drop-in basis and can either be one-on-one in nature or in small groups. All services are free of charge. For hours and additional information see the Tutoring Center's website or check the "Washburn Tutoring at Mabee Library" Facebook page.

CENTER FOR TESTING AND PRIOR LEARNING

Mabee Library, Room 218

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 Math Lab is a peer tutoring facility for students in MA 103, 104, 112, 116, 117, 123, 140, 141, and 151. No appointment is necessary. Please visit 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 about departmental tutoring.

Supplemental Instruction in the Sciences

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

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; Residential Living; Student Health and Counseling Services; Student Life Office; Student Recreation and Wellness; and University Diversity and Inclusion.

Resolving Problems

Faculty and staff at Washburn University are committed to student success which includes everything from efficient business processes to excellent experiences both inside and outside the classroom. Despite this campus-wide commitment, however, it is inevitable that misunderstandings or disputes may arise periodically. Such misunderstandings can typically be resolved quickly, directly and informally at Washburn.

Campus Resolution

If you want to visit with someone informally, privately and respectfully about a problem you are experiencing, you may contact the Student Life Office (785) 670-2100 or joel.bluml@washburn.edu. This office can provide advice about the options available to you and also can assist in finding an informal way of resolving your problem.

Depending on the nature of your concern, a specialized procedure may apply. Policies and procedures designed to assist you in obtaining resolution to the issue you are dealing with exist in many areas within Washburn University. The Student Life Office can direct you to the campus resources that are directly responsible for assisting students with the specific challenges you are experiencing.

CAREER SERVICES

Morgan Hall 105
785-670-1470

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 Bodjobs, a secure online system, students and alumni may post their résumés for employers to access, allowing Career Services to refer candidates to employers seeking Washburn students and alumni. Through the same system, candidates may search for and apply to jobs and internships posted by employers specifically seeking Washburn students and graduates.

Career Services sponsors career networking and interviewing events such as the fall and spring Career Fairs and Interview Days. The comprehensive Career Services website, with information on majors and careers, job search materials, and graduate school information, is at www.washburn.edu/career-services.

Career Services is located in Morgan Hall 105 and is open Monday-Friday, 8 a.m. - 5 p.m. including the noon hour. Appointments for meeting with individual staff members 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.

STUDENT HEALTH AND COUNSELING SERVICES

Student Health Services

Morgan Hall 140
785-670-1470

Washburn University Student Health Services 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. 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 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 Student Health Services and at the Student Life office. For more information, visit <http://www.washburn.edu/current-students/services/health-services/index.html>.

Counseling Services

Kuehne Hall 200
785-670-3100

College life can be very stressful. At times, students may want additional support to help manage stress and maximize success. Counseling is a place to explore any area of life that a student may be concerned about or wish to improve. For instance, if a student is feeling depressed, anxious, or distracted, counseling may be helpful. Advocacy and case management are available through Counseling Services as well. All services are confidential and free for currently enrolled students. For more information, visit www.washburn.edu/counseling.

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

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 encourage collaboration and inclusivity to enhance student learning, through leadership development, and campus engagement. 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 130 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. 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 or visit www.washburn.edu/wsga.

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 free and 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 670-1727 or at facebook.com/cabatwu.

STUDENT MEDIA

Student Media at Washburn University offers multiple experiences for students. The Review is the student newspaper, which publishes 13 issues 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 maintain the Washburn Review Online, www.washburnreview.org, throughout the year, including holiday breaks and summers.

Students also produce two issues of Bod Magazine each year as well as the Kaw Yearbook. Student Media offers opportunities for learning and applying technology across a variety of platforms. It employs reporters, photographers, podcasters, videographers, designers, sales and promotion staff, copy editors, editors and web managers. To reach students in charge, email review@washburn.edu.

GREEK ORGANIZATIONS

Washburn University is home to 5 fraternities and 4 sororities. The Greek community of Washburn University provides a comprehensive educational and social learning experience for all of its members through the promotion of academics, leadership and personal development, brotherhood and sisterhood, and service to the University and the Topeka community.

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

Panhellenic Council, Interfraternity Council, and Greek Council are the governing bodies for the chapters on campus and are comprised of members from each organization. Panhellenic Council sponsors fall formal recruitment activities where female students may participate in formal membership recruitment during September for 3 of the 4 sororities. The fourth sorority, Alpha Kappa Alpha, has a deferred recruitment process. 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, and Zeta Tau Alpha. The fraternities at Washburn are: Alpha Delta, Kappa Sigma, Phi Delta Theta, Phi Mu Alpha Sinfonia, and Sigma Phi Epsilon. Six of our fraternities and sororities provide on campus living. For more information on all of our chapters, visit our website www.washburn.edu/getalife or contact the Student Activities and Greek Life office at 670-1723.

HONORARY ORGANIZATIONS

An honorary organization often times offers a student recognition for academic excellence, leadership and service to the community. Washburn University sponsors a number of honorary organizations; many are connected to

academic departments on campus. One such organization is the 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. Please contact the Student Activities and Greek Life office for more information or see the complete list at www.washburn.edu/getalife.

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. The SRWC strives 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. For detailed information about programs and services, please visit www.washburn.edu/getfit.

INTERCOLLEGIATE ATHLETICS

Washburn University offers a variety of athletic programs for both men and women. **Men's sports:** Baseball, basketball, cross country, football, golf, indoor and outdoor track and field, and tennis. **Women's Sports:** Basketball, cross country, indoor and outdoor track and field, 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).

UNIVERSITY DIVERSITY AND INCLUSION

Website:

www.washburn.edu/diversity/multicultural/index.html

Morgan Hall 105
785-670-1629

diversity.inclusion@washburn.edu
@diversitybods

The Office of University Diversity and Inclusion provides leadership and support to campus and the community to address issues, policies and potential barriers to creating a welcoming and respectful working and learning environment.

The Office of University Diversity and Inclusion also responds to accommodation requests for students with disabilities, manages Veteran's programs and provides

resources to the campus LGBTQ+ community. University Diversity and Inclusion staff collaborate with campus organizations and regional community organizations to develop, promote and host innovative training, programs that enhance the university climate, promote a culture of inclusion and demonstrate the universities commitment to excellence and diversity.

University Diversity and Inclusion - Student Accommodations, Campus Accessibility

Morgan Hall 105
785-670-1629

University Diversity and Inclusion staff are responsible for assisting and arranging accommodations and for identifying resources on campus for students with disabilities. Students with disabilities must register with the office and provide appropriate medical documentation to be eligible for services. Documentation should include a statement identifying the disability, how and when it was diagnosed, and how it affects the student's academic performance. Accommodations are provided 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 60 days before services should begin; however, students should contact the office immediately when they become aware of the need for an accommodation need. Instructors may be involved in the process of determining appropriate accommodations. Instructors are encouraged to contact the office immediately when students voluntarily identify disabilities or make accommodation requests.

University Diversity and Inclusion - Veterans Education Benefit Programs

Morgan Hall
785-670-1629

To apply for Veterans Administration (VA) educational benefit programs, the students should contact the Office of University Diversity and Inclusion, or call the VA at 1-888-442-4551.

Student recipients of Veterans related educational assistance must certify their enrollment each semester through the Office of University Diversity and Inclusion to assure continuous benefits. Student receiving Veterans assistance must contact the Office of University Diversity and Inclusion any time they drop or add classes. Changes in enrollment, such as dropping courses, adding courses, or formally withdrawing from the University, must be

submitted to the VA. VA regulations require veterans to pursue an educational objective, file a degree plan, regularly attend classes, and make satisfactory progress. Students should contact University Diversity and Inclusion staff for detailed information regarding veteran educational programs, benefits and requirements.

Military Deployment Withdrawal

Students who are called to active duty and must withdraw from classes as a result should contact the Office of University Diversity and Inclusion, Morgan Hall 105. Phone 785-670-1629. Email diversity.inclusion@washburn.edu.

STUDENT HOUSING ON CAMPUS

The Living Learning Center - The Residential Living Office has five 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.

Lincoln Hall – Lincoln Hall houses approximately 350 students in two-, four- and six-person, single gender suites. Depending on the configuration of each suite, there is one or two bathrooms and sinks. Each suite also features a living area with seating for residents and guests. Students living in Lincoln Hall enjoy a common area on each floor that not only offers space to study individually or in groups, but allows the use of a kitchen area for personal or programmatic needs. Residents have access to laundry facilities, a conference room, mailboxes and vending machines. Lincoln Hall also is connected to the East Side Dining area that features all-you-can-eat meal options.

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.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) provides a variety of services and support options for students at Washburn University.

- You can find information on services available to you at <http://washburn.edu/its/services-catalog>.
- Support options and hours of availability can be found at <http://washburn.edu/its/tech-support-services>.
- Stay current with ITS news and events by visiting <http://washburn.edu/its>.

Students admitted to Washburn University are given access to Washburn's Web portal, MyWashburn Tools available in MyWashburn include campus announcements, class registration, and connection to online classes or materials related to coursework. MyWashburn may be accessed from any Internet connection, on or off campus. You can access the portal at <https://my.washburn.edu>.

On campus, students may connect to the Internet and computing resources using equipment in classrooms, computer labs or via wireless using a personal device. Residential students have access to wired and wireless connections to the high-speed campus network from their rooms. Visit <http://washburn.edu/its/wireless> to learn how to connect to the wireless network.

Whether ITS has your solution or not, we are committed to help guide you to the support you need. If you are unsure who to contact directly for support, please contact ITS by calling (785) 670.3000 or email us at support@washburn.edu and we'll get you pointed in the right direction.

EVENING, WEEKEND, AND ONLINE COURSES

Courses offered online and 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.

The Academic Scheduling and Commencement Services Office annually produces three class schedules. Course listings are available online at www.washburn.edu/schedule and have a search feature for online, evening, weekend, and graduate courses. The semester schedule can also be accessed by admitted students on Washburn University's online portal at my.washburn.edu. Select the Student Academics tab, then select Search for Available Courses from the options on the left side, and 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 courses.

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 eligible high school students who wish to pursue special interests, and for adults who wish to pursue studies on a professional level or for individual self-improvement.

ACADEMIC INSTITUTES AND PROGRAMS

THE WASHBURN TRANSFORMATIONAL EXPERIENCE (WTE)

The Washburn Transformational Experience (WTE) provides Washburn University students with an exciting opportunity to do something truly extraordinary. In short, 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 pursuing a baccalaureate or associate 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
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 a 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: Dr. Michael Gleason
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 450 or any other course, provided that the unit offering the course and the Director of the Leadership Institute endorse it as an academic study of leadership); and 2) serve in one or more functional leadership roles approved in advance by the Director of the Leadership Institute. Students who complete a Leadership Studies Minor or Certificate also complete a Leadership WTE in conjunction with their Leadership Studies program. In addition, an independent study may be arranged through the Leadership Institute which would encompass both the academic study component of the Leadership WTE as well as the functional leadership role requirement.

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.

The WTE in Leadership is administered by the Director of the Leadership Institute. (**NOTE:** Students who earn a Leadership Studies Minor or Certificate will have satisfied the Leadership Washburn Transformational Experience requirement.)

3) The Community Service Transformational Experience

Director: Dr. Richard B. Ellis
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 eight (8) 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.

(4) The International Education Transformational Experience

Director: Baili Zhang

Study Abroad Coordinator: Tina Williams

International Programs

785-670-1051

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, France, Germany, Japan, Mexico, Paraguay, Spain, Sweden, and Taiwan. In addition, Washburn belongs to the Magellan Exchange consortium, which provides additional opportunities in Australia, Belgium, Costa Rica, Finland, Denmark, the Netherlands and , S. Korea.

Type 2: Study in a program offered by a study abroad program provider, 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 an

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.

LEADERSHIP INSTITUTE

Website: www.washburn.edu/leadership

Director: Michael Gleason, Ph.D.

Associate Director: Lauren Edelman, M.A.

Benton Hall, Room 408

(785) 670-2000

leadership@washburn.edu

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 further develop students into ethical and intentional leaders who value diversity and are prepared to immediately exercise effective leadership in today’s changing society by cultivating the study of leadership and facilitating transformational learning experiences designed to challenge, motivate, and inspire.

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 and Certificate combine academic, co-curricular and community leadership experiences. The Leadership Studies Minor is designed to be completed concurrently while earning a baccalaureate degree. Students completing an associate degree or baccalaureate degree are able to earn a Leadership Studies Certificate. Leadership Studies Minor and Certificate requirements must be completed at the time of graduation. 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 be able to:

- Critique and analyze the concept of leadership.
- Demonstrate understanding of the historical, psychological and social bases of leadership.

- Accept and appreciate the ethics and responsibilities of leadership.
- Recognize and demonstrate mastery of the skills and abilities necessary for effective leadership.
- Convert leadership theory into action.
- Observe and evaluate 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

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

</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. *(GESS - CCT)*

LE 200 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: LE 100 or appropriate HN 202 section or consent.*

LE 300 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: LE 200 or appropriate HN 201 section or consent.*

LE 400 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. *Prerequisite: LE 300 or consent.*

Additional Leadership Courses

LE 301 Leadership Skills Integration Course (0-3)

Students will integrate their learning from a leadership skills course from another department with the curriculum of the Leadership Institute. Outcomes include development of 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: LE 200 or appropriate HN 201 section or consent; Corequisite: NU 450 or another departmental leadership skills course at a 300 level or higher.*

LE 350 Leadership Practicum Experience (3)

Students pursuing the Leadership Studies Certificate will practice a "change agent" leadership role by implementing and evaluating a change process, and produce a detailed record of the experience. *Prerequisite: LE 300 or consent.*

LE 398 Special Projects in Leadership (0-3)

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

LE 399 Special Topics in Leadership (0-3)

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

LE 401 Leadership Internship Integration Course (0-3)

Students integrate their learning from an internship from another department with the curriculum of the Leadership Institute. Students must practice a "change agent" leadership role within this internship. Within this course, students will reflect on their learning from the internship within the framework of the Leadership Institute curriculum. *Prerequisite: LE 300 or instructor consent. Corequisite: NU 462 or another departmental leadership internship course.*

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

- BU 342 Organization & Management*
- BU 345 Human Resources Management*
- BU 346 Organizational Behavior*
- BU 355 International Business*
- CN 101 Principles & Practices of Human Communication
- CN 308 Organizational Communication*
- CN 309 Political Communication*
- CN 330 Communication in Conflict/Negotiation*
- CN 341 Persuasive Speaking*
- CN 342 Small Group Communication*
- CN 351 Interpersonal Communication*
- CN 361 Communication in Social Movements*
- CN 363 Intercultural Communication*
- CN 365 Business/Professional Presentation
- CN 366 Nonverbal Communication*
- CN 370 Training and Development*
- MM 300 Mass Media Law*
- MM 363 Promotions Writing*
- MM 400 Media Effects*
- MM 411 Entrepreneurial Media*
- MM 420 Public Relations II*
- MM 485 International Media Systems*

Leadership in a Cultural Context

- AN 112 Cultural Anthropology
- AN 312/SO 312 Medical Anthropology
- AN 333 Culture and Personality*
- BU 355 International Business*
- CJ 303 Diversity in American Culture
- CN 306 Health Communication*
- CN 363 Intercultural Communication*
- EN 110 American Ethnic Literature
- EN 133 Stories Around the World
- HI 329 Civil Rights Movement*
- HS 325 Group Work in Human Services

- HS 450 Multicultural Issues in Human Services
- LE 399 Special Topics – Gender and Leadership
- MM 485 International Media Systems*
- PO 225 Introduction to International Politics
- RG 102 World Religions
- SO 207/AN 207 Race and Ethnic Relations*
- TA 310 Technology and Society

Leadership and Social Change

- AN 336/SO 336 Globalization*
- BI 203 Human Impact on the Environment
- CN 307 Communication and Legal Processes*
- CN361 Communication in Social Movements*
- CN 364 Gender and Communication*
- HS 302 Social Change and Advocacy in Hum. Ser.
- HS 355 Peacemaking
- IS 180 Peace, Justice, and Conflict Resolution
- LE 399 Special Topics – Gender and Leadership
- MM 400 Media Effects*
- PH 102 Introduction to Moral Problems
- PH 220 Logic
- PO 352 Peace Studies & Conflict Resolution
- PO 395 Non Profit Management
- PY 310 Social Psychology*
- PY 325 Community Psychology*
- SO 330 Crowds, Disasters, and Social Movements*
- SO 338/AN 338 Strategies for Social Change*
- SW 326 Macro Human Behavior & Social Enviro.*
- SW 351 Social Policy & Program Analysis*

Leadership in a Historical/Political Context

- CN 309 Political Communication*
- HI 380 Women in World History*
- HS 445 Legal, Ethical & Policy Issues in H.S.
- MS 301 Great Battle Campaigns*
- PO 106 The Government of the U.S.
- PO 107 Kansas and the U.S. State and Local Government
- PO 235 Intro to Comparative Politics
- PO 245 Intro to Public Administration
- PO 321 The Presidency
- PO 337 Religions and Politics*
- PO 338 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 is a General Education course in the social sciences. This course may also be taken for Honors credit by registering for the course as HN 202. Please note HN 202 cannot be taken as A/P/F.
- LE 200 can also be taken for General 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. Please note HN 201 cannot be taken as A/P/F.

Leadership Partnerships

Given the interdisciplinary nature of Leadership Studies, the Leadership Institute recognizes the value in partnering with academic departments that focus on leadership development. These partnerships are approved in advance by both the School/Department and the Leadership Institute.

Current Partnerships

School of Nursing: Currently, the Leadership Institute partners with the School of Nursing. Nursing students can supplement NU 450 (2 credits) and NU 462 (2 credits) as substitutes for LE 300 and LE 400; however, students opting to complete their Leadership Minor or Certificate in this way must enroll in LE 301 (1 credit) Leadership Skills Integration Course concurrently with NU 450 (2 credits) to substitute for LE 300 (3 credits), and LE 401 (1 credit) Leadership Internship Integration Course concurrently with NU 462 (2 credits) to substitute for LE 400 (3 credits). The content in LE 301 and LE 401 will integrate coursework in the departmental leadership course with the content covered in the Leadership Institute specific courses, LE 300 and LE 400.

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.

Leadership Institute Contact Information

The Leadership Institute website 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 or 785-670-2000.

LEARNING IN THE COMMUNITY (LINC)

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

Consistent with the mission of the University, Learning in the Community (LinC), Washburn’s Center for Community and Civic Engagement, promotes opportunities for Washburn students, faculty, and staff to engage in meaningful curricular and co-curricular experiences that enhance academic learning while improving the community. Through ongoing interaction with students, LinC provides opportunities for learning, leadership and engagement that result in the development of productive and responsible citizens and professionals in their given discipline.

Learning Outcomes

Washburn students completing any of the community engagement activities offered through LinC will be able to:

- Demonstrate an understanding of the issues facing people in the community (SLO #5).
- Demonstrate an appreciation for the diverse composition of the community (SLO #5).
- Articulate the needs of the community encountered through their community engagement experience (SLO #1).

Washburn students completing any of the academic community engagement programs offered through LinC will be able to:

- Demonstrate the personal, professional and leadership skills necessary to address the needs of the population served (SLO #5).
- Demonstrate the ability to read critically and analyze academic information related to the issues

confronted through their engagement experiences with the community (SLO #4).

- 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 (SLO #4).

Learning in the Community (LinC)

As the Center for Community and Civic Engagement at Washburn University, Learning in the Community (LinC) is the central unit responsible for developing, organizing, supporting, integrating, and assessing all community service and civic engagement activities.

To this end, LinC serves as the central unit for training, organizing, and educating community partners, community engaged students, and community engaged faculty to develop a cross cultural understanding for just community participation in a diverse local community and world. This is accomplished through programming, training, and leadership development that links academics and co-curricular experiences to build reciprocal relationships between community partners and the university.

LinC offers several programs for students. These 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 receive academic credit and experience that goes beyond the traditional classroom setting. The CSTE includes 150 hours of direct community engagement, twice monthly one credit hour mentored reflection seminars, and a public presentation of learning. 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 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, and live with a family in a remote village for a week to engage in a service project with and for that community.

LinC Bonner Scholar Program: This is a national community engagement leadership and university honor program that requires a significant service commitment, mentored reflection meetings three times per month, and participation in group initiatives and projects with other members of the program. Members of the program engage in service to effect social change and build the

capacity of the organization they work with; 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 only 57 colleges and universities that form a network committed to the Bonner Foundation model of High Impact Community Engagement Practices. 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 the University honor of LinC Bonner Scholar, which is recognized upon graduation at the appropriate commencement.

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 provides assistance to 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

This minor provides students with the opportunity to understand and address the issues that emerge in their field as a result of poverty and inequality. Poverty is 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 requires 18 credit hours of coursework consisting of nine hours of required courses and nine hours of elective courses.

Learning Outcomes

Washburn students completing any of the academic community engagement programs offered through LinC, including the Poverty Studies Minor and the CSWTE will be able to:

- Demonstrate the personal, professional and leadership skills necessary to address the needs of the population served (SLO #5).
- Demonstrate the ability to read critically and analyze academic information related to the issues confronted through their engagement experiences with the community (SLO #4).
- 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 (SLO #4).

Course Offerings

CE 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 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 CE 250 CSTE I are chosen to help us think and talk about how, why, and with whom we associate through service (Davis & Lynn, 2006).

CE 251 Introduction to Poverty Studies (3)

This gateway course will introduce students to academic research, ethnographic studies, 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 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.

CE 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: CE 250 or consent of instructor.*

CE 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: CE 350 or consent of instructor.*

CE 400 Civic Engagement Practicum (3)

Students enrolling in this course will complete 300 hours of community-based service over the course of one year. Students will participate in a monthly seminar to reflect on the issues facing the community while exploring solutions to identified problems. This course can be taken as an alternative to the three one credit hour Community Service Transformational Experience Seminars (CE 250, CE 350 and CE 351). *Prerequisite: CE 251/HN 202.*

CE 401 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: CE 250 and 251, 350, 351, or CE 250 and CE 400, or Approved Practicum Experience or Instructor Consent.*

Electives (9 credits)

Students must choose at least three of the following course options with no more than two courses in the same discipline. However, the student will choose the courses based on a focus area. 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.

- AL 375 Health Care Policy
- AN 323/SO 323 The City and Urban Life
- BI 203 Human Impact on the Environment*
- CN 330 Communication in Conflict and Negotiation
- CN 341 Persuasive Speaking*
- CN 351 Interpersonal Communications
- CN 361 Communication in Social Movements
- CN 369 Critical Studies
- EC 100 Introduction to Economics*
- EC 200 Principles of Microeconomics*
- EC 201 Principles of Macroeconomics*
- EC 341 Labor Economics
- EN 110 American Ethnic Literature*
- GG 151 Urban Geography
- HL 377 Critical Issues in Health
- HI 329 The Civil Rights Movement
- HI 363 Borderlands and Beyond
- HS 300 Prevention and Social Change
- NU 364 Nursing of the Homeless
- PH 102 Ethics: Introduction to Moral Problems*
- PO 107 American State and Local Government*
- PO 305 Public Policy
- PO 322 Politics of the 1960s to Now
- PY 325 Community Psychology
- SO 101 American Social Problems*
- SO/AN 207 Race and Ethnic Group Relations
- SO/AN 310 Social Class in the U.S.
- SO/AN 336 Globalization
- SO/AN 338 Strategies for Social Change

- SW 350 Social Policy and Program Analysis
- SW 390 Contemporary Issues in Social Work

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

*Approved for General Education

High Impact Community Engagement Practices

Consistent with the Vision 2022 statement Learning in the Community functions as the lead unit for the enhancement of High Impact Community Engagement Practices. High Impact Community Engagement Practices (HICEPs) are any student centered, interactive, experiential educational endeavors, either curricular or co-curricular, that are clearly community focused and action based. The purpose is to move from an observer of the conditions that exist in our society to intellectual awareness and informed action.

A HICEP is a project that:

- Is designed to encourage students to reflect on their connections and commitments to the community in which they live (local, national, global).
- Brings campus partners (faculty, staff, students) and community partners together to address specific issues, problems or concerns.
- Is created and designed through collaboration of campus partners and community partners.
- Encourages students to integrate academic and practical knowledge.
- Involves structured and guided reflection by students on the meaning and broader implications of the HICEP project/activity.
- Is designed to benefit students through learning and community partners through capacity building of the organization.
- Is designed and carried out with explicit, clearly articulated Learning Outcomes which are assessed.

Learning Outcomes for Students Participating in HICEPs

It is suggested that at least one of the following outcomes be included in the development of a HICEP activity/course. Upon completion of a HICEP project or activity students will:

- Connect and extend knowledge (facts, theories etc.) from their own academic study/field/discipline to civic engagement.
- Demonstrate evidence of adjustment in their own attitudes and beliefs as a result of working within and learning from a diversity of communities and cultures.
- Articulate a clarified sense of civic identity.
- Demonstrate abilities in self-awareness and self-reflection.
- Show evidence of initiative and team leadership.
- Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships.

- Articulate the value of public action.
- Demonstrate ability and commitment to collaboratively work across and within community context and structures to achieve a civic aim.

OFFICE OF INTERNATIONAL PROGRAMS

Website: www.washburn.edu/iip

Tel: (785) 670-1051

Fax: (785) 670-1067

E-mail: international@washburn.edu
studyabroad@washburn.edu

Baili Zhang, Director

Kelly McClendon, Coordinator and Lecturer, Intensive English Program

Michala Keeler, International Student Advisor

Heidi Staerkel, Coordinator, International Student Services

Tina Williams, Coordinator, Study Abroad

Andy Vogel, Coordinator, International Student Recruitment/Retention

Mission

Consistent with Washburn University's Vision, Mission, and core values, the Office of International Programs (OIP) leads and coordinates the institution's effort to provide a level of global competence commensurate with the needs of students, faculty, and staff. Through International Students Services, Study Abroad, Intensive English, and other programs and initiatives, the OIP serves as the resource and support center for all international endeavors to promote global understanding within the university learning community and beyond.

The Office

The Office of International Programs is located in 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.

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 Program and may also complete a Scholarship Application. The applications are available online at: washburn.studioabroad.com. The Department of Modern Languages reviews study abroad program and scholarship applications for students who have declared Foreign Language as their major or minor and are applying for a Modern Languages Scholarship.

Scholarships and Financial Aid for Study Abroad

The Office of International Programs Scholarship Committee recommends scholarships from designated endowments and WTE funds for qualified students who wish to study abroad to fulfill the WTE opportunity and other purposes. To be eligible for a scholarship a student must be a currently enrolled 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. All attempted coursework abroad will be reflected on the Washburn transcript, including failing grades. However, students will not earn credit for failed courses.

Study Abroad Programs

Washburn has study abroad exchange programs in Austria, China, France, Germany, 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. Washburn Faculty also develop and offer short term study abroad programs in a variety of locations each year. Programs in many other countries can also be arranged through study abroad program providers, other US schools and consortiums.

Study Abroad Courses

Students who are planning to participate in an approved program in which they intend to transfer foreign credit will enroll in the appropriate Interdisciplinary Studies course(s) after consultation with the Study Abroad Coordinator. *Courses require instructor's consent.*

IS 201 Study Abroad (0-18)

Approved study abroad programs suitable for lower division credit coordinated by the Office of International Programs.

IS 203 Study Abroad (1-18)

Approved study abroad programs suitable for lower division credit coordinated by the Office of International Programs.

IS 301 Study Abroad (0-18)

Approved study abroad programs suitable for upper division credit coordinated by the Office of International Programs.

IS 303 Study Abroad (1-18)

Approved study abroad programs suitable for upper division credit coordinated by the Office of International Programs.

IS 221 Study Abroad-US Host University-External Program (0-18)

Approved study abroad programs suitable for lower division credit hosted by another US institution.

IS 321 Study Abroad-US Host University-External Program (0-18)

Approved study abroad programs suitable for upper division credit hosted by another US institution.

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

Approved senior- or graduate-level study abroad programs coordinated by the Office of International Programs.

IS 421 Study Abroad-External Program (0-18)

Approved study abroad programs for senior- or graduate-level hosted by another US institution.

Intensive English Program

Website: www.washburn.edu/iip

Program Mission

The mission of the Intensive English Program (IEP) is to offer leveled English language courses to prepare international students and other non-native English speakers for success in degree programs at the university and other academic and community settings. The IEP is committed to supporting the university's values of academic excellence and cross-cultural understanding.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the IEP, students will be able to:

- PSLO 1: write short essays, present short academic speeches, and participate in social conversations with minimal grammar errors after applying linguistic knowledge and using strategies to find and correct their own errors.
- PSLO 2: read at 200 words per minute with 80% comprehension in order to succeed in courses with required college-level (low-advanced) reading.
- PSLO 3: take relevant and organized notes from short lectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.
- PSLO 4: write a college level paper organized in the American-style of discourse and academic vocabulary with some research and proper citations included.
- PSLO 5: degree-seeking students will be able to identify resources on campus for success in the college classroom, self-reflect on study skills needed for the college classroom, increase communicative competence in English through authentic language practice, increase their comfort level of working on a multicultural team, and present about reflections on cultural adjustment lessons learned.

Curriculum

Three levels (I, II, and III) in each of three areas are available spring and fall semester: Reading Comprehension, Speaking and Understanding, and Writing, which also has an additional course offered for graduate level students. A fourth area in cultural experience (IE 091/IE 092) is offered to all full time Intensive English students. Two additional courses (IE 070 and IE 100) offered are not part of the required levels in the program but may be offered as special topics or for short-term exchange/visiting students. All classes follow the University schedule and meet five hours per week in class each semester (15-16 weeks). A full-time student typically takes four courses and receives 18 hours of classroom instruction for 12 - 13 credit hours.

Students can utilize the University Writing Center and the ESL Class sponsored by the ICTe, which may be one-on-one or small group instruction provided by or associated with the University. These services are free of charge to the students. 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. Please check with the program coordinator ahead of time about this stipulation.

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, an in-house placement test 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 with the approval of the IEP.

Course Offerings

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

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

These two different 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. IE 091 is offered in the fall and IE 092 is offered in the spring. These courses meet for one-three 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. Repeatable.*

Reading Comprehension

IE 072 Reading Comprehension for Academic Purposes I (4 hrs)

IE 102 Reading Comprehension for Academic Purposes II (4 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 for Academic Purposes III (4 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 Speaking and Understanding for Academic Purposes I (4 hrs)

IE 103 Speaking and Understanding for Academic Purposes II (4 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 Speaking and Understanding for Academic Purposes III (4 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. Cannot be taken concurrently with CN 150.

Academic Writing

IE 074 Writing for Academic Purposes I (4 hrs)

IE 104 Writing for Academic Purposes II (4 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 Writing for Academic Purposes III (4 hrs)

IE 294 Writing for Academic Purposes III (for graduate students) (3 hrs)

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. Neither IE 204 nor IE 294 can be taken concurrently with EN 101 or EN 300.

IE 295 Special Topics: Enhancing Skills for Graduate Studies (3)

This course for non-native English speakers only will orient students who haven't completed an undergraduate degree in the US to the style and rigor specified by individual graduate programs. Typically this will involve specific instruction to help students improve research, presentation, group work, and higher level academic writing skills that are required by graduate programs. Topics and targeted programs will be announced in advance. *Prerequisites: IE 202 and IE 204, or equivalent iBT TOEFL, IELTS scores or instructor permission.*

Combined Skills Courses

IE 070 Intensive English for Academic Purposes I (1-3 hrs)

IE 100 Intensive English for Academic Purposes II (1-3 hrs)

These are combined skills courses centered around U.S. cultural themes. They are considered special topic courses as the needs of the students taking them are considered when designating the specific outcomes of English language learning and cultural competence. They may be offered as short-term courses for exchange/visiting students for English language skills improvement within a U.S. cultural experience.

International Student Services

785-670-1051

Heidi Staerkel, Coordinator, International Student Services

Andy Vogel, Coordinator, International Student Recruitment/Retention

Undergraduate Admission

A complete application includes the following:

1. A completed on-line Washburn University [International Application Form](#).
2. \$70 (USD) non-refundable application fee.
3. For students from non-English speaking countries, a minimum iBT TOEFL score of 72 (18 average of Listening and Speaking scores, 17 for Reading and 19 for Writing) or 6.0 or higher on each subtest on the IELTS with a 6.0 average of Listening and Speaking. Please note that certain departments may have higher TOEFL/IELTS 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 evaluated by either Educational Credential Evaluators (ECE) or World Education Services (WES). The grades of university-level international courses will be listed on the Washburn University transcript as CR (grade of A,B, or C), P (grade of D), or NC (grade of F) and the grade point average earned in international college course transfer work will not be calculated in the cumulative GPA at Washburn University.

Note: Refer to University Requirements Common to all Associate and Bachelor Degrees for further information.

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

A completed application includes the following:

1. A completed on-line Washburn University [International Application Form](#).
2. A completed Washburn University [Transfer Eligibility Form](#), completed by the applicant and an international student advisor at the current school.
3. A copy (all pages) of the I-20 form or DS-2019 (page 1) issued by the current school.
4. A copy of the student's current visa, electronic I-94 record and passport ID page.
5. \$70 (USD) non-refundable application fee.
6. For students from non-English speaking countries, a minimum iBT TOEFL score of 72 (18 average of Listening and Speaking scores, 17 for Reading and 19 for Writing) or 6.0 or higher on each subtest on the IELTS with a 6.0 average of Listening and Speaking. Please note that certain departments may have higher TOEFL/IELTS requirements. 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.

Intensive English (ESL) Program Admission

For F-1 Visa students, a complete application includes the following:

1. A completed on-line Washburn University [International Application Form](#).
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.

For other students, please email international@washburn.edu.

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 online to www.ece.org or 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:

- For students from non-English speaking countries, a minimum iBT TOEFL score of 72 (18 average of Listening and Speaking scores, 17 for Reading and 19 for Writing) or 6.0 or higher on each subtest on the IELTS with a 6.0 average of Listening and Speaking. Please note that certain departments may have higher TOEFL/IELTS requirements. Students are required to take Intensive English courses in any deficient area indicated by the sectional scores.
- An Associate'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.)
- A passing score on the English Proficiency Test administered at Washburn University. The test includes listening comprehension, grammar/structure, reading, and writing.
- Complete Level I, Level II and Level III of all the Intensive English courses at Washburn with grades of "C" or better.
- 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: 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.

Transfer students also must fulfill the English Proficiency Requirement by TOEFL/IELTS score or taking the English proficiency test. They must enroll in the IE courses as early as possible if deficiency is determined. Coursework and grades from previous institutions will be considered in the decision.

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.

For graduate program applicants, please refer to the academic department for the English proficiency requirement, as this varies by graduate program.

International Student Advisor

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

UNIVERSITY HONORS PROGRAM

Dr. Kerry Wynn, Director
honors@washburn.edu

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

Upon successful completion of the Washburn University Honors Program, students will be able to:

- Analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
- Interpret intercultural experience from the perspectives of their own and more than one worldview and demonstrate the ability to act in a supportive manner that recognizes the beliefs of another cultural group.
- Identify service opportunities in their community and make decisions and implement actions that address the needs of the community.
- Design, conduct, and actively pursue independent educational experiences.

In pursuit of its mission, the University Honors Program provides many benefits for students including the following:

- Special sections of existing courses.
- Unique and engaging Honors courses that also satisfy general education requirements.
- Independent research opportunities, and other creative scholarly projects.
- Closer working relationships with distinguished faculty.
- Individual and Honors specific advising.
- Unique ways to have a voice in, and change, Honors and the University as a whole.
- Trademark events that include guest speakers, community engagements, and more.

Honors fits well with Washburn's many four-year degree programs and the tiered system allows students to pursue honors with varying degrees of involvement and receive recognition. Students work directly 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.

University Honors Tiers and Involvement Requirements

“Honors Associate” – 12 Credit Hours of Honors Credit

“Honors Scholar” – 18 Credit Hours of Honors Credit

“Honors Graduate” – 24 Credit Hours of Honors Credit

Regardless of tier, students will be expected to complete an Honors Thesis Project (or similar scholarly/creative project, e.g., scholarly/creative WTE). In addition to curricular requirements, students may receive recognition for involvement (service) in honors and the community.

Involvement Requirements

“With Distinction in Service” = 50 Hours of involvement with at least 35 hours in Honors-related events.

“With High Distinction in Service” = 100 Hours of involvement with at least 75 hours in Honors-related events.

Each curricular tier can be combined with any level of involvement (e.g., University Honors Graduate with High Distinction in Service).

Admission Criteria

Entering freshman students with an unweighted high school GPA of 3.5 or higher and/or an ACT of 28 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) 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 requirements associated with a given tier (listed above) will have their transcripts listing the completed tier and involvement if completed. Washburn is an institutional member of the National Collegiate Honors Council and an institutional member of the regional Great Plains Honors Council.

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. Fulfills the University’s EN 101 requirement.

HN 101 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. Fulfills the University’s WU 101 requirement.

</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 301 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 or fine arts perspective. Topics vary from semester to semester. May be taken more than once with different topics. **(GEHU - CCT)**

</HN 302 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. May be taken more than once with different topics. *(GESS - CCT)*

</HN 303 Seminar in the Natural Sciences and Mathematics (3)

A special topics course that takes some special problem, theme, or subject matter and explores it from the perspective of the natural sciences or mathematics. Topics vary from semester to semester. 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 ACADEMIC PROGRAMS

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 Associate 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 120 hours baccalaureate degree requirement. *No prerequisite.*

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 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 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 270 Grant Writing Internship (3)

This course is designed to provide pre-professional work experience, in a sponsored project office to facilitate professional development and career exploration in grant writing and administration. *No prerequisite.*

IS 300 Mock Trial II (1)

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

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. *Prerequisite: 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 470 Grant Writing Internship (3)

This course is designed to provide pre-professional work experience, in a sponsored projects office, to facilitate professional development and career exploration in grant writing and administration. *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.

WU 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.

The following interdisciplinary studies (IS prefix) courses are associated the Bachelor of Integrated Studies program listed in the College of Arts and Sciences section of this catalog:

- **IS 389, IS 390**

MINOR IN GERONTOLOGY

Dr. Deborah Altus, Coordinator
Benton 311
(785) 670-2116

Mission

This minor is constructed around the premise that a broader understanding of Gerontology is critical to meet the needs of an aging society. The minor is also based on the premise that Gerontology is, by its nature, an interdisciplinary course of study requiring education in bio-psycho-social issues. Expanded career opportunities in gerontology are forecast in many areas, including healthcare, the helping professions, public policy and more. As a result, this minor is open to all undergraduate students across the university and includes courses from a variety of disciplines. This minor will prepare students to meet increasing workforce needs of an aging society and/or to pursue graduate study in Gerontology or related fields.

Student Learning Outcomes

Students minoring in Gerontology, upon graduation, will be able to:

- Describe biological, psychological, and social changes that occur as the result of aging.
- Describe societal changes that are associated with an aging population.
- Describe ways in which aging is intersected by race, ethnicity, gender, socio-economic status, and other important social variables.
- Use evidence-based information, effective logic and accurate vocabulary to communicate about Gerontology.

Study Plan

To obtain the optional minor students will complete at least 18 credit hours of coursework. In addition to nine credit hours of required coursework, students must complete at least nine credit hours of elective courses. At least six hours must be upper division coursework. Some elective courses require completion of prerequisites. The list of electives may be modified as new courses with Gerontology content become available. The coordinator will provide advising, review requests for substitutions with a petition from the student, and will serve in the role of department chair to certify that a student has successfully met the requirements for this optional minor. Students wishing to obtain elective credit for a directed study or internship course must obtain prior approval from the coordinator.

Required courses for the Minor:

- HS 378 Theories on Aging
- PY 212 Psychology of Adulthood and Aging
(*prerequisite: PY100*)

- BI 260 Biology of Aging (*prerequisite: BI 100 - health emphasis section recommended*) or pre-approved substitution if the course is not offered

Elective Courses Include:

- AL 101 Foundations of Healthcare
- AL 366 Legal and Regulatory Issues in Healthcare (*prerequisite: consent*)
- AL 420 Current Issues in Healthcare (*prerequisite: consent*)
- AR 292/391 Art Therapy
- CN 306 Health Communication (*prerequisite: CN 101*)
- CN 351 Interpersonal Communication (*prerequisite: CN 101*)
- HS 131 Human Development
- HS 301 Working with Trauma
- HS 371 Aging and Mental Health
- HS 372/NU 335 Death and Dying
- HS 390 Strategies in Lifespan Resilience
- HS 390 Disability Studies
- HS 411 Family Issues
- LG 220 Wills & Estate Administration (*prerequisite: LG 100 or 200, or consent*)
- LG 320 Elder Law (*prerequisite: LB 100 or 200, or consent*)
- KN 248 Wellness Concepts and Application
- NU 335 Interdisciplinary Community Health (2 credit hours)
- NU 335 Palliative Care (2 credit hours)
- PO 305 Public Policy (*prerequisite: consent*)
- PY 326 Health Psychology (*prerequisite: PY 100*)
- SO/AN 312 Culture, Health and Illness (*prerequisite: SO 100, AN 112 or consent*)
- SO/AN 326 Aging and Society (*prerequisite: SO 100 or consent*)
- SW 390 Geriatric SW Practice (*prerequisite: SW 100, SW 250 or consent*)
- An internship or practicum in a setting approved by the coordinator (up to 3 credit hours)
- A directed study course approved by the coordinator (up to 3 credit hours)

INFORMATION LITERACY STUDIES

Sean Bird, Director
Assistant Director, Mabee Libraries
785 670-1550

Minor Offered

Information Literacy at Washburn University is an online program open to all baccalaureate students in all majors and degree programs. The program contains both theoretical and experiential components, for a total of

15-credit hours. The primary objective of the program is to teach students Information Literacy and prepare them to take an active role in lifelong learning in the Information Age into which they will graduate and live their professional lives. The proposed IL Minor directly supports the Washburn University student learning outcome Information Literacy and Technology.

Students will choose three upper-division courses tailoring their individual Information Literacy Minor paths to complement their major classes and career goals. Elective course requirements shall remain flexible to the addition of new online curriculum and/or departmental offerings across campus (e.g. MM 400 Media Literacy).

Student Learning Outcomes

Upon successful completion of the Information Literacy Minor, students will be able to:

- Define the nature and extent of information needed.
- Identify types of information resources available.
- Evaluate information and sources critically.
- Use information effectively to accomplish a purpose.

The program requirements for the Information Literacy Minor at Washburn are:

- 15 total credit hours (6 required credits)
- Required courses
 - CM 101 Computer Concepts/Applications (3)
 - IL 170 Library Research Strategies (1)
 - IL 171 Internet Research Strategies (1)
 - IL 172 Advanced Research Strategies (1)
- Electives (Choose three of the following courses):
 - IL 300 Information Literacy for Scholars (3)
 - IL 301 Google & Beyond (3)
 - IL 311 Information Literacy for the Health Professional (3)
 - IL 321 Information Organization and Access (3)
 - IL 351 Information, Culture, and People (3)
 - IL 398 Readings (3)
 - IL 399 Research (3)

Courses Offered

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

</IL 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**)

IL 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, online or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IL 170, IL 171, IL 172, and IL 174.

Prerequisite: IL 170.

IL 172 Advanced Research Strategies (1)

Designed to introduce and improved advanced research strategies for students that have completed both IL 170 and IL 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, online or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IL 170, IL 171, IL 172, and IL 174.

Prerequisite: IL 170.

IL 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, online or hybrid in 5-week, 8-week, or 16-week sessions. Students are limited to four (4) credit hours from courses IL 170, IL 171, IL 172, and IL 174.

IL 300 Information Literacy for Scholars (3)

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper or presentation. Experience in the research process, selecting a topic, and retrieving information on topics is required. Focus is on developing the following skills: understanding the many types of research, methods, delivery of research results in the academic community. The course will be delivered online via Desire2Learn.

IL 301 Google and Beyond (3)

This course serves as an introduction to the current state of Information Literacy in today's technology landscape. Students will develop the skills to locate reliable information to become and remain informed citizens

while learning how to identify, discuss, compare and evaluate the tools and issues in modern research. This course will examine topics that include: bias in the media, the "invisible web," online privacy issues and creative commons. Students will explore the origins of the web, its inner workings and its possible future. This class seeks to enhance the students' understanding of the role the web plays in today's society.

IL 311 Information Literacy for the Health Professional (3)

This course acquaints students with the processes of finding, organizing, using, producing and distributing information in a variety of formats specific to the Health Sciences. Students will examine the flow of information in a variety of Health Sciences disciplines, effective research processes, how to access information in multiple formats and how to formulate effective searches in health specific electronic databases and on the internet. Learning how to evaluate the quality of information and becoming familiar with practical, social and ethical issues relating to information within the health professions in an increasingly technological society is a key component of the course. This class seeks to improve student communication, critical thinking and information literacy skills in health professions.

IL 321 Information Organization and Access (3)

This course introduces the fundamentals of identifying objects or ideas, including description, content indication, and metadata. Students will learn basic aspects of representing and organizing information resources in daily lives or academic settings. This class will improve student communication, critical thinking and information literacy skills.

IL 351 Information, Culture, and People (3)

In a study of how individuals and groups create meaning, students will explore research topics concerning people and communication, including information literacy, organization and innovation, knowledge management, and information as cultural phenomenon. Students will study various international and generational cultures' access to and ways to share information, preparing them for interaction with professional colleagues from varied backgrounds. This class will improve student communication, critical thinking, information literacy skills, and understanding of the knowledge society. The course will be delivered online via Desire2Learn.

IL 398 Information Literacy Readings (3)

This forum course is to provide students guidance and training in the skills and processes necessary for the practice of Information. The course draws upon research methods and critical analysis culminating with an annotated bibliography. Also, students will be

introduced to opportunities in the Information Literacy field and the ethics of information literate citizens in the knowledge society. The course will be delivered online via Desire2Learn.

IL 399 Information Literacy Research (3)

This is a capstone course devoted to guided and independent research, developing bibliographic techniques in the creation of a written artifact and culminating in a presentation to the class. The course will be delivered online via Desire2Learn.

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. For more information, see the “School of Business” section of this catalog.

MINOR IN INTERNATIONAL STUDIES

The curriculum for the Minor in International Studies consists of three components: a foreign language, study abroad and course work. For more information, see the “Modern Languages” section of this catalog.

KANSAS STUDIES

Website: www.washburn.edu/cks

Dr. Kelly Erby, Co-Director

Dr. Vanessa Steinroetter, Co-Director

Erby: (785) 670-2018 Steinroetter: (785) 670-1734

Minor Offered

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.
- 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 or 399 Special Topics (when taught as Kansas Characters, Kansas Folklore or Mapping Kansas Literature)
- GG 304 Geography of Kansas
- GL 103 Historical Geology
- HI 300 Topics in History (when taught as Kansas Characters)
- HI 300 Topics in History (when taught as John Brown)
- HI 322 Kansas History
- HI 397 Internship in Historical Agencies
- IS 340 Kansas Studies
- IS 400 Topics (when taught as Kansas Characters)
- LS 590 Mapping Kansas Literature
- PO 107 Kansas and the U.S. State and Local Government
- PO 309 Kansas Legislative Experience
- PO 307 Internship in State and Local Government

Courses Offered

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

KS 199 Special Topics in Kansas Studies (3)

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

KS 340 Kansas Studies (1-3)

A multidisciplinary course that stresses the interrelationships among all aspects of Kansas including anthropology, archaeology, ethnicity, fine arts, geography, geology, history, literature, politics, and religion. *No prerequisite.*

KS 399 Special Topics in Kansas Studies (3)

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

KS 395 Independent Study in Kansas Studies (1-3)

Directed readings and individualized research program on a subject relevant to Kansas Studies and with the guidance of a professor. May be taken for more than one semester. *Prerequisite: Permission of the instructor and approval of the director of the Center for Kansas Studies.*

KS 397 Internship in Kansas Studies (1-3)

A program for junior/senior level undergraduates offered in cooperation with a state agency with the supervision of the Director of Kansas Studies. *Prerequisite: Approval of director of the Center for Kansas Studies.*

LATIN AMERICAN, CARIBBEAN, AND LATINO/A STUDIES

Dr. Kim Morse, Advisor
kim.morse@washburn.edu
785-670-2059

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)

PEACE, JUSTICE, AND CONFLICT RESOLUTION STUDIES

Henderson Learning Center 311
(785) 231-2060

Affiliated Faculty

Professor Deborah Altus, Human Services
Professor Alan Bearman, History
Professor Bob Beatty, Political Science
Professor Rick Ellis, Human Services
Professor Rachel Goossen, History
Professor Chris Hamilton, Political Science
Professor Tom Prasch, Chair, History
Professor Kim Morse, History
Associate Professor Mary Sheldon, English
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.
- 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 110 Special Topics in Interdisciplinary Studies
- PO 352 Peace Studies and Conflict Resolution
- CN 330 Communication in Conflict and Negotiation
- CN 363 Intercultural Communication
- HI 397 Internship in Historical Agencies

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 201 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
- Special topics in interdisciplinary studies.
Prerequisite: Consent of Instructor.
- HI 397 Internship in Historical Agencies (3)
- A directed experience in an agency, such as the Topeka Center for Peace & Justice, 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. *Prerequisite: Consent of Instructor.*

WOMEN'S AND GENDER STUDIES

Office of the Dean, College of Arts and Sciences
Morgan Hall, Room 209
785-670-1636

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:

- Critically analyze the basic components that distinguish feminist methodologies from other approaches of inquiry.

- Describe the multiple ways in which gender is intersected by other social relations such as race, ethnicity, sexuality, class, and nation.
- Apply feminist methodology to course subject matter, 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 WG 175 Introduction to Women's Studies and WG 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:

- WG 175 Introduction to Women's Studies
- WG 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
- WG 375 Women and Popular Culture
- NU 382 Women's Health Issues
- PY 395 Psychology of Women
- PY 339 Psychology of Sex and Gender
- Pertinent Special Topics courses, with approval, such as Women & Gender in Early America, Feminist Theories, etc.

Courses Offered

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

</WG 175 Introduction to Women's Studies (3)

Formerly IS 175. 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)**

WG 199 Special Topics (3)

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

</WG 375 Women and Popular Culture (3)

Formerly IS 375. 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)**

WG 390 Human Trafficking and Modern Day Slavery

This course is an advanced undergraduate course that focuses on contemporary human trafficking and slavery. Types of trafficking and slavery to be covered include sex trafficking, bonded labor, forced labor, child soldiers, chattel slavery, and domestic servant slavery. The contributing roles of the state, organized crime, the media, culture, and corruption will be examined. It will review the debates about defining trafficking and the connection between sex trafficking and prostitution. Course materials may include testimonies and autobiographies by survivors, research reports, theoretical essays, policy statements, expert testimonies, podcasts and videos. *Prerequisite: Junior or above, or permission of the instructor.*

WG 395 Independent Study (3)

This course allows the student to pursue individualized scholarship with guidance from a professor. 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. *Prerequisite: Permission of the Instructor.*

WG 399 Special Topics (3)

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

WG 400 Women's and Gender Studies Capstone (3)

Individual project on a topic in Women's and Gender Studies under the guidance of one or more WAGS Faculty. Capstones may be a thesis, a creative or activist project or other activity approved by a WAGS faculty member. *Prerequisite: Completed at least 12 hrs of WAGS courses*

RESERVE OFFICER TRAINING CORPS

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 Joe Midgley, Operations Officer, Admissions & Scholarship, (785) 864-1113, joemidgley@ku.edu.

Army ROTC Course Offerings

ARMY 101 Introduction to Military Science I (1)

Required introductory course for the Army military science program. Course is comprised of one hour of lecture and one hour of laboratory per week. Introduces the military science program as an element of the reserve forces and includes an examination of major legislation, the Army organization structure, and military leadership techniques. One hour lecture and one hour lab (ARMY 101 L) per week.

ARMY 102 Introduction to Military Science II (1)

Course comprised of one hour of lecture and one hour of leadership laboratory per week. A general study and appreciation of the American military system from

colonial times to the present. The course identifies factors present in the American society and national policy in each particular historical period which influenced the development of American military systems. The relationship between the military establishment and the larger American society is examined in each historical period. One hour lecture and one hour lab (ARMY 102 L) per week.

ARMY 201 Basic Military Science I (1)

Course comprised of one hour of lecture and one hour of laboratory per week. Analyzes the principles of war and military leadership at small unit level, and introduces principles of military writing. One hour lecture and one hour lab (ARMY 102 L) per week.

ARMY 202 Basic Military Science II (1)

Course is comprised of one hour of lecture and one hour of leadership laboratory per week. Curriculum consists of the fundamentals of topographic map reading and their application in a field environment. Includes instruction in various types of maps, marginal information, topographic symbols and colors, scale, distance, direction and use of the magnetic compass. One hour lecture and one hour lab (ARMY 202 L) per week.

ARMY 301 Theory and Dynamics of Tactical Operations I (3)

Course is comprised of three hours of lecture and two hours of leadership laboratory per week. A comprehensive study of conventional tactical operations. Emphasizes the fundamentals of land warfare and the qualities necessary to conduct fluid, non-linear operations. Introduces the student to the tenets of Air-Land Battle, the underlying structure of modern warfare, the dynamics of combat power, and the application of classical principles of war to a contemporary battlefield. Approved for degree credit in the College of Liberal Arts and Sciences. Such courses count within the limit of 25 hours accepted from other schools and divisions. One hour lecture and one hour lab (ARMY 301 L) per week. *Prerequisite: ARMY 202 or KU department approval.*

ARMY 302 Theory and Dynamics of Tactical Operations II (3)

Course is comprised of three hours of lecture and two hours of leadership laboratory per week. Expands on the application of conventional tactical operations in the low, medium, and high intensity conflict spectrum. Examines the three-dimensional nature of modern warfare and the unified battlefield. Approved for degree credit in the College of Liberal Arts and Sciences. Such courses count within the limit of 25 hours accepted from other schools and divisions. One hour lecture and one hour lab (ARMY 302 L) per week. *Prerequisite: ARMY 301 or KU department approval.*

ARMY 303 Military Conditioning (1)

Introduction to the theoretical and practical aspects of developing physical fitness programs for all Army personnel from the commander or supervisor's perspective. 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)

Course is comprised of three hours of lecture and two hours of leadership laboratory per week. An 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. One hour lecture and one hour lab (ARMY 401 L) per week. *Prerequisite: ARMY 302 or KU department approval.*

ARMY 402 The Military Profession (3)

Course is comprised of three hours of lecture and two hours of leadership 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. One hour lecture and one hour lab (ARMY 402 L) per week. *Prerequisite: ARMY 401 or KU department approval.*

ARMY 450 Military Analysis (1)

A study of present and future military operations; emphasis placed on analysis of problem. The student will defend his/her analysis through written and oral presentations. *Prerequisite: Permission of KU department chairperson.*

AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

Air Force ROTC – Det 280
AFROTC Detachment 280
1520 Summerfield Hall Dr., Room 109
Lawrence, KS 66045-7605
(785) 864-4676 afrotc@ku.edu

Cross Town Agreements: Students from Washburn University, Baker University, Benedictine College, Donnelly College, Haskell Indian Nations University, Johnson County Community College, Mid-Nazarene University, Ottawa

University, and the University of St. Mary 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, or online at www.afrotc.ku.edu/.

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.

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.

PRE-PROFESSIONAL STUDIES

Pre-Dentistry

Biology Advisors

Associate Professor John Mullican

john.mullican@washburn.edu

Associate Professor Andrew Herbig

andrew.herbig@washburn.edu

Assistant Professor Paul Wagner

paul.wagner@washburn.edu

Assistant Professor Tracy Wagner

tracy.wagner@washburn.edu

Chemistry Advisor

Professor Sam Leung

sam.leung@washburn.edu

Students preparing to enter dental school should consult an advisor during their first year in college. Students should consult the catalog of the dental school(s) to which they plan to apply. Specific admissions requirements on each dental school may be found at www.adea.org but in general students must have a four-year degree with strong foundations in the natural sciences (e.g., biology, chemistry, and physics) with coursework in the social sciences, humanities, applied arts, and business being strongly recommended. In general, the program for the pre-dental student is similar to that for pre-medical students.

Pre-Law

Professor Steve Cann, Advisor & Coordinator

steve.cann@washburn.edu

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

activities, contact Dr. Steve Cann (steve.cann@washburn.edu) or see www.washburn.edu/political-science.

Washburn has an early entry program for our students that desire to enter our law school early. Look for the Law Early Admission Program link at the political science link above.

Law Early Admission Program

The Law Early Admission Program (LEAP) allows Washburn undergraduates to apply, and if accepted, to enter Washburn's law school during what would have been their last semester of undergraduate work. The program allows for the last 14 or 15 credits of undergraduate work (elective credits) to be satisfied by the successful completion of the first 14 or 15 credits of law school. The LEAP was primarily designed for incoming freshmen as it requires careful consultation with an advisor to make the credits work out right. However, theoretically, any enrolled Washburn student may apply for entry into LEAP if they can make the credit requirements.

Admission Requirements

- An ACT score in the top quartile (28 or higher).
- A high school GPA of 3.5 on a 4 point scale.
- An application and an acceptance decision by the pre-law coordinator.

LEAP Completion Requirements

- Maintain a 3.0 GPA.
- Take the free diagnostic LSAT each semester.
- Complete all requirements for graduation (except for the remaining 15 credits to be completed with law school credits).

Successful completion of the LEAP requires that all university, college and major requirements for graduation be met, leaving 14 or 15 credits of electives to be satisfied by first year law credits. Students contemplating the LEAP should also be aware of the ABA's requirement of demonstrated character and fitness to practice law.

LEAP students will apply to our law school like any other applicant. Successful completion of LEAP does not guarantee admission to our law school. LEAP students should score at or above the median LSAT and GPA for the 1L class admitted to Washburn University School of Law in the prior fall semester.

To apply: www.washburn.edu/academics/college-schools/arts-sciences/departments/political-science-public-administration/leap.html.

Pre-Medicine

Biology Advisors

Associate Professor John Mullican
john.mullican@washburn.edu

Associate Professor Susan Bjerke
susan.bjerke@washburn.edu

Assistant Professor Paul Wagner
paul.wagner@washburn.edu

Assistant Professor Tracy Wagner
tracy.wagner@washburn.edu

Chemistry Advisor

Professor Sam Leung
sam.leung@washburn.edu

Students preparing to enter medical school should consult an advisor during their first year in college. Most medical schools prefer a four-year degree preparation with strong foundations in the natural sciences (e.g., biology, chemistry, and physics), the humanities and social sciences (e.g., anthropology, sociology and psychology) 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

Louisa Schurig, Advisor
louisa.schurig@washburn.edu

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

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

Pre-Pharmacy

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

Associate Professor Matt Arterburn
matt.arterburn@washburn.edu

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

Pre-Veterinary Medicine

Associate Professor John Mullican, Advisor
john.mullican@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 or the Department of Biology.

ACADEMIC POLICIES

STUDENT RESPONSIBILITIES

ATTENDANCE

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

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

STUDENT CONDUCT

The University expects conduct of all students which is consistent with the law and with generally accepted principles of academic behavior. The University retains the right to secure the safety of individuals, the protection of property, and the continuity of the educational process. Any interference with access to University facilities, interruptions of educational activities, or damage to property exceeds permissible bounds. Although remedies are available through local law enforcement bodies, the University may elect to impose its own disciplinary sanctions. Information regarding student rights and the rules governing student behavior are found in the Washburn University Student Conduct Code. It is available online at www.washburn.edu/student-conduct and in the Student Life Office, Morgan Hall Room 240D.

ACADEMIC IMPROPRIETY POLICY

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

AUTHORIZED ACADEMIC LOAD

Normally, the maximum number of hours permitted for undergraduate students is 20 per semester. Correspondence, extension, and evening courses taken concurrently are counted as a part of the total load. For summer sessions, the maximum number of hours permitted concurrently is 9, provided that no more than 6 are taken in the same early or late session or shorter term.

Superior students may petition the appropriate Dean for permission to enroll in more hours. Normally the term superior will be construed to mean a cumulative grade point average of at least 3.0.

OFFICIAL E-MAIL ADDRESS

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

- Login to your Office 365 email at <http://outlook.washburn.edu>

Students who choose to have their email forwarded to a private (unofficial) email address outside the official university network address, do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any unofficial email address, and any such problems. 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.

- Office 365 email training is available at <http://washburn.edu/its/training/office365.html>
- Forwarding directions are available at <http://washburn.edu/its/training/files/office365/ForwardEmailOutlookWeb.pdf>

WITHDRAWALS

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

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

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

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

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

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

Complete Withdrawal

Students planning to withdraw from all registered courses for a given term must contact the Student Success Coach through the Academic Advising Office (Mabee Library). Students are not able to withdraw themselves from the last course on their schedule via online self-service. If you are unable to come to campus, you still must speak with the Student Success Coach, Mallory Riley at 785-670-2098, before the University Registrar’s Office can process your complete withdrawal. **Students will not be able to withdraw entirely without first contacting the Student Success Coach.** Find more information at <http://www.washburn.edu/registrar/withdrawals-individual-course-and-complete-term.html>.

Medical Withdrawal

If a student is unable to complete a semester or term due to serious illness or injury, the student may withdraw him/herself from courses by the Last Day to withdraw from that semester. A Medical Withdrawal **DOES NOT CHANGE** the student’s financial obligation to the University.

For withdrawals with a medical basis after the last day to withdraw, the student must present an affidavit signed by a licensed health care provider, certifying the circumstances. This affidavit, as part of a Medical Withdrawal information packet, is available in the Student One-Stop (SOS) in Morgan Hall, 101A. The completed forms should be directed to the Office of the Vice President for Academic Affairs (VPAA), Bradbury Thompson Alumni Center Suite 200, for consideration by the University Medical Withdrawal Committee. If the request relates to a semester other than the current one, the Medical Withdrawal Committee must also approve the academic withdrawal request. To be eligible to apply for a medical withdrawal, students must apply within the span

of one calendar year from the end of the semester for which they are requesting a medical withdrawal.

Based on an approved request, the student will be withdrawn from all his/her courses, and will receive a “W” on his/her transcript for those courses. There will be **NO REFUND** for this procedure. Only withdrawals processed during the published refund schedule (see previous section) generate any kind of refund of tuition. A student who believes the circumstances surrounding the withdrawal were unavoidable and extraordinary should contact the Bursar to arrange a payment schedule.

Military Withdrawal

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

DECLARING/CHANGING A MAJOR OR MINOR

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 60 hours. Candidates for the associate degree must file the declaration of major at the completion of 30 credit hours. A student is free to change majors at any time, or to add a second or third major. To declare or change a major or minor a student must visit their academic advisor who will electronically submit the declaration(s) of program to the University Registrar’s Office via the Declaration of Program system.

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. A minimum of 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. There are two options on the Academic Advising channel on the Students tab depending on the student's catalog year. Select the correct option to process the degree audit. 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.

DEGREES

DEGREE CONFERMENT

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

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 submitted an Application for Graduation located on the Student Academics tab of MyWashburn. Additional information and ceremony details can be found at www.washburn.edu/commencement.

APPLICATION FOR GRADUATION

Students planning to complete an Associate, Baccalaureate, Master degree, Doctorate or a Certificate must submit an online Application for Graduation located on the Student Academics tab of MyWashburn in order to initiate a graduation check. The graduation check will be completed early in the semester/term in which the student plans to graduate. The online application should

be submitted in September for the Fall semester and in February for the Spring semester and Summer term (see the academic calendar for the exact dates). A student is not a candidate for degree until the student has submitted the online Application for Graduation. Students who do not graduate in the semester/term for which they have applied, must contact the University Registrar's Office via audits@washburn.edu to update their semester/term of graduation. Hard copy Application for Degree Forms will be available in the Student One Stop (SOS) or online by accessing www.washburn.edu/registrar for those students whose academic programs or registration status preclude them from participating in the online process (for example if they are not able to declare their degree/certificate).

POSTHUMOUS DEGREE

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

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

STUDENT RECORDS

POLICY, PROCEDURE, AND RECORDS

Washburn University maintains various student records to document academic work and to record interactions with University staff and officials. The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect each student's right to privacy and to provide each student the right to inspect and review his/her education records. This Act is also commonly known as the Buckley Amendment. A notice of this policy is published each semester/term in the Registration Information Guide and by email each semester to all students. For purposes of FERPA, "student" is defined as an individual who is or has been in attendance at Washburn University. At the University, an individual is considered "in attendance" on the day classes begin of the term a student is first enrolled.

DIRECTORY INFORMATION

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the University may release to the general public certain information about the student which has been identified by the institution as directory information. The following items are considered directory information at Washburn University: student's name, photo, current address and phone number, permanent address and phone number, university assigned e-mail address, classification status (i.e. freshman, sophomore, etc.), major field of study, dates of attendance, honors and awards received, degrees and certificates received and dates awarded, enrollment level and status (full-time, half-time, less than half-time, undergraduate or graduate), most recent educational institution attended, participation in officially recognized activities and sports and height and weight of members of athletic teams.

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

TYPES, CUSTODIANS AND LOCATIONS OF EDUCATION RECORDS

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

1. (Official) Academic Records: University Registrar, Morgan Hall 102B
2. Academic Records: Deans of Schools/College and/or Departmental Offices, Specific Locations listed in the Campus Directory
3. Academic Impropriety Records: Vice President for Academic Affairs Office, Bradbury Thompson Alumni Center 200
4. Admissions Records: Director of Admissions, Morgan Hall 100
5. Business Records: Bursar, Morgan Hall 103B
6. Career Services: Coordinator of Career Services, Morgan Hall 105H
7. Testing and Placement Records: Center for Student Success and Retention, Mabee Library 201
8. Financial Aid Records: Director of Financial Aid, Morgan Hall 103K
9. International Student Records: Office of International Programs, International House
10. Medical Records: Director of Student Health Services, Morgan Hall 140

11. Residence Hall Records: Director of Residential Living, Living Learning Center
12. Student Disciplinary Records: Student Life Office, Morgan Hall 240D Traffic and Security Records: Chief of Police, Morgan Hall 135
13. Veteran Records: University Diversity and Inclusion, Morgan Hall 105

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. 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.

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.

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

DISCLOSURE OF EDUCATION RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

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

1. Directory Information, unless a student "opts out," as defined and explained above.
2. School officials who have a legitimate educational interest in the records. A school official is:
 - A person employed by the University in an administrative, supervisory, academic or research or support staff position.
 - A person employed by or under contract to the University to perform a special task, such as an attorney or auditor.
 - A student serving on an official committee, such as disciplinary or grievance committee.
 - A student employed by the university (through financial aid or departmental/administrative office) who assists another school official in performing his or her tasks.
 - A person serving on the Board of Regents.
3. A school official has a legitimate educational interest if the need to review an education record is in order to fulfill his or her professional responsibilities for the University.
4. Officials of another school in which a student seeks or intends to enroll.
5. Authorized representatives of the Comptroller General of the U.S., Attorney General of the U.S., the Federal Secretary of Education, or state or local education authorities in connection with an audit of federal or state-supported education programs or with the enforcement of or compliance with federal legal requirements relating to those programs.
6. Financial aid personnel in connection with a student's application for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
7. Organizations conducting certain studies for or on behalf of the University.
8. Accrediting organizations to carry out their functions.
9. Parents of an eligible student who claim the student as a dependent for income tax purposes.
10. Authorities to comply with a judicial order or a lawfully issued subpoena.
11. Appropriate parties in a health or safety emergency if necessary to protect the health or safety of the student or other individuals.
12. The final results of any disciplinary proceeding conducted by the University to the alleged victim of a crime of violence or non-forcible sex offense.
13. To the student him-or herself.
14. To a court in the context of a lawsuit between a student and the institution.
15. To parents of a student under 21 of a drug or alcohol violation.
16. The final results of a disciplinary proceeding against a student whom the University has determined violated an institutional policy of an alleged crime of violence or non-forcible sex offense.
17. Information about sex offenders or other individuals required to register.
18. University Police Personnel shall have access to student class schedules in an emergency situation.
 - University Police Personnel will attempt to verify the identity of the person requesting information and the emergency situation. The class schedule will not be released to the requesting individual but a police officer will attempt to contact the student directly.
 - A record of each disclosure request must be made and maintained. The record should include the name and address of the requestor, date and time of request, and the nature of the emergency situation. These records of requests are considered part of the student's educational record.

NOTICE TO THIRD PARTIES

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

MAINTAINING EDUCATION RECORDS AND RECORDS OF REQUESTS AND DISCLOSURES

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

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

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

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

STUDENT'S RIGHT TO CHALLENGE INFORMATION CONTAINED IN EDUCATION RECORDS

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

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

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

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

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

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

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

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

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

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

COMPLAINTS

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

QUESTIONS

Questions regarding FERPA may be directed to the University Registrar, 102 Morgan Hall, 785-670-1074.

CAMPUS TELEPHONE DIRECTORY INFORMATION

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

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

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

Students who withhold information from the online university directory are not “opting out” of the disclosure of directory information as permitted by FERPA. Students must complete a form in the Student One-Stop (SOS) to “opt out” for that purpose.

CLERY ANNUAL SECURITY REPORT

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

TRANSCRIPTS

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

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

You may conveniently request your Washburn transcript online through the National Student Clearinghouse system from the University Registrar’s Office home page at the following link www.washburn.edu/current-students/policies-forms/forms/transcript-request.html. The National Student Clearinghouse transcript secure ordering system directs you through placing your order, including the delivery options and fees. You may request

that your transcript be a paper, official mailed version or an electronic, official pdf transcript to be transmitted. Order updates are sent to you via email and text messages. You can also track your transcript order online and pay for your transcript with a major credit or debit card.

Current students may also request transcripts by logging into MyWashburn and accessing the link on the Student Academics tab. The “Transcript Request and Enrollment Verification” link is located under University Registrar links.

Transcripts may also be requested through the mail, or by fax at (785) 670-1104. A mailed request must be sent to the Office of the University Registrar. The request should include the following information: current name and other names while attending Washburn University, student signature, identification number/social security number, return address for receipt purposes, current phone number, date of birth, date of attendance at Washburn, the number of transcripts requested, complete and accurate addresses where each transcript is to be sent, and \$8.00 for each transcript requested paid at the time of request. A faxed request must specify whether a transcript is to be mailed.

Checks should be made payable to Washburn University. Fax requests must be paid by credit card. The University accepts Visa, MasterCard, American Express and Discover (Novus). A faxed request must include the type of card, the number of the card, its expiration date, the security code on the back of the card and signature of student. Fax requests without complete information, including credit card information, cannot be processed.

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

DEFINITION OF STUDENT CREDIT HOUR

Washburn University conforms to the Council for Higher Education Accreditation (CHEA) proposed definition of a student credit hour which states: “For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.” This credit hour definition is to be included in the Master Syllabus attached to each course syllabus. However, not all academic activities precisely match this definition (e.g., internships, student teaching, laboratory work, online courses, study abroad, and independent study). In such credit-bearing activities, the amount of student work required per credit hour will match as closely as possible the standard definition as defined above.

A. Internship/Externship/Practicum

1 Credit Hour = A minimum of three hours per week engaged in the supervised field placement for 15 weeks or equivalent over the course of a term for the average student.

B. Independent Study

1 Credit Hour = Meet with faculty member and/or engage in related academic activity for 3 hours per week for 15 weeks or equivalent over the course of a term for the average student.

C. Study Abroad

Students who enroll for semester- or year-long study abroad experiences are awarded credit based on the standard definition of a credit hour provided by CHEA.

D. Faculty-Led Travel Course

A faculty-led travel course is a credit-bearing course in which the majority of the academic work is accomplished through group study and travel external to the Washburn University campus. Normally, short-term programs are arranged for 1 to 3 credit hours. Typical activities included in determining the credit hours awarded for faculty-led travel courses are: pre-trip academic and cultural awareness sessions; on-site formal/structured learning; immersion activities; cultural interactions; group and individual reflection activities; student presentations; and service learning projects. Determination of the number of credit hours granted is based on the standard definition of a student credit hour espoused by the university (completion of approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time).

E. Online/Hybrid Class

Online and hybrid courses must meet the same credit hour requirements as face-to-face courses. Online and hybrid courses must account for a minimum of 3 hours per week per credit hour for 15 weeks or equivalent over the course of a term for the average student. Course hours should involve faculty-led activities and engagement pertinent to the content of the course. Outcomes and assignments across multiple modes of teaching must be equivalent.

F. Laboratory Course

1 Credit Hour = A minimum of two (2) class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of one (1) class hour of additional out-of-class student work each week.

G. Credit for Prior Learning

Credit for Prior Learning is awarded in accordance with the HLC criteria for accreditation, American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) Standards, and the CPL quality check list

as recommended in the Kansas Credit for Prior Learning Handbook (April, 2016)

Note: As studio and ensemble work varies between fine art disciplines, assignment of credit hours should be according to discipline standards and/or accreditation criteria while meeting the main CHEA standard adopted by the University.

GRADE REPORTS

At the end of the Fall and Spring semesters and the early, late, and full sessions of the Summer Session, 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/session processing. Grades will not be mailed nor can they be secured by phone. Students may print their screen to have a written copy of their grades.

Information on graduation and retention rates may be requested from the Strategic Analysis and Reporting office, Bradbury Thompson Alumni 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 Student One Stop (SOS), Morgan Hall, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the Student One Stop (SOS). Students may also obtain the Diploma Mailing form by printing it at www.washburn.edu/registrar. After printing and completing the form, return it to the Student One Stop (SOS) by mail with the appropriate fee, by fax to (785) 670-1104 with your credit card information, or by bringing it to the office in person. The fee for mailing a diploma is \$7. Diplomas are not issued if the student has outstanding financial obligations to the University.

DIPLOMA REPLACEMENT

A diploma may be replaced providing a request is made in writing. The Diploma Replacement Form is available in the Student One Stop, Morgan Hall, during regular business hours or it may be obtained by printing it at www.washburn.edu/registrar. The same procedures for returning the form may be used as listed under "Diploma Distribution." The replacement processing fee is \$30.

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, University Honors and LINC honors are only posted on the transcript.

CREDIT FOR PRIOR LEARNING

Recognizing that individuals gain knowledge outside a traditional postsecondary environment, Washburn University maintains a comprehensive Credit for Prior Learning (CPL) program. CPL may take the form of postsecondary credit or advanced standing toward further education. Postsecondary level credit is the optimal outcome. The University may grant credit through national/international examinations, university department examinations, and/or prior military training. To gain additional information regarding CPL, students should contact the Center for Prior Learning and Testing in Mabee Library.

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. Specific information about the different types of examinations is provided below.

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:

<u>A.P. Subject</u>	<u>Score</u>	<u>Award</u>	<u>Hours</u>	<u>Gen Ed</u>
Art	4-5	Consult Chair	3@	
Biology	3-4-5	BI 100	3	GENS
Chemistry	5	CH 151	5	GENS
English Lit	3-4-5	EN 135	3	GEHU
English Lang	4-5	EN 101	3	
Calculus AB	3	Consult Chair		
Calculus AB	4-5	MA 151	5	GENS
Calculus BC	3	MA 151	5	GENS
Calculus BC	4-5	Consult Chair	10>	
Microecon.	3-4-5	EC 200	3	GENS
Macroecon.	3-4-5	EC 201	3	GENS
Mod. Foreign Language	4-5	FR 101/102^ OR GE 101/102^ OR SP 101/102^	8**	
Music	3	MU 215	4	
Music	4-5	MU 215 AND MU 314	8	
Physics	3-4-5	PS 101	3	GENS
Comparative Government				
	4-5	PO 106	3	GENS
Psychology	3-4-5	PY 100	3	GENS
Statistics	3-4-5	MA 140	3	GENS
US History	4	HI 111 OR HI 112	3~	GENS
US History	5	HI 111 AND HI 112	6~~	GENS
World History	4	HI 100 OR HI 101 OR HI 102	3#	GENS
World History	5	2 of 3 Courses: HI 100 OR HI 101 OR HI 102	6+	GENS

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

**8 hours of credit will be granted after completion of FR 201, GE 201, or SP 201 with a C or better.

^May count for humanities general education credit except for Bachelor of Arts degree.

~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.

<u>IB Subject</u>	<u>Score</u>	<u>Award</u>	<u>Hours</u>	<u>Gen Ed</u>
Biology	5-6 (SL)	BI 100 AND BI 101	5	GENS
	7 (SL)	BI 102	5	GENS
	4-5 (HL)	BI 100 AND BI 101	5	GENS
	6 (HL)	BI 102	5	GENS
	7 (HL)	BI 102 AND (BI 105 OR BI 110)	9**	GENS
Chemistry	5-7 (SL)	CH 101	3	GENS
	3 (HL)	CH101	3	GENS
	4 (HL)	CH 121	5	GENS
	5-7 (HL)	CH 151	5	GENS
Comp Science	4-7 (HL)	CM 111	3	
English A1	5-6 (HL)	EN 101	3	
	7 (HL)	EN 101 AND EN 135	6	GEHU
Foreign Lang	5-7 (SL)	FL 102	4^	GEHU
	5-7 (HL)	FL 201	3	GEHU
Geography	5-7 (HL)	GG 101	3	GESS
History	6-7 (SL)	HI 102	3	GESS
	4-7 (HL)	HI 102	3	GESS
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	GENS
	7 (HL)	MA 151 AND MA 152	10	GENS
Music	5-7	MU 100	3	GEHU/CP
Philosophy	6-7 (HL)	PH 100	3	GEHU
Physics	5-7 (SL)	PS 101	3	GENS
	5-7 (HL)	PS 261	5	GENS
Psychology	5-7 (HL)	PY 100	3	GESS
Theatre	4-7 (SL)	TH 102	3	GEHU/CP
	4-7 (HL)	TH 102	3	GEHU/CP

Visual Arts 5-7 (HL) AR 103 OR GEHU/CP
Art Studio Elect 3~

World Religion 6-7 (HL) RG 102 3 GEHU

^May count for humanities general education credit except for Bachelor of Arts degree.

*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 non-majors; Art Studio elective will be awarded for majors.

3. DSST Testing

Students can obtain information for certain subjects then take a standardized test to receive college credit through DSST examinations. Students cannot earn DSST exam credit for a course that has been previously attempted or completed at Washburn or a transfer institution. (A course that appears on a college transcript or a course in progress is considered an attempted course.)

If a DSST examination is attempted and not passed, a students must wait 30 days before retesting.

Credit for DSST examinations are awarded as credit.

However, the score identified as passing should be interpreted as equivalent to a grade of C or better.

Therefore, DSST credit can be awarded for any course requiring a grade of C or better. This credit is considered transfer credit and may be treated as a prerequisite for subsequent courses. There is no record made on the academic transcript for those students who are not awarded credit. Each school or department within the university has different curriculum requirements and may use the scores in different ways.

Veterans and active military personnel are particularly encouraged to take advantage of DSST exams. Military service members may be eligible to have their DSST exam fee funded through the DANTES program. For more information visit http://getcollegedcredit.com/test_takers.

In order for Washburn University to accept as transfer credit DSST exam credit awarded at another postsecondary institution, official university transcripts must be submitted to Washburn. Depending on the institution awarding the credit, students may need to submit an official DSST transcript to Washburn University.

Official DSST transcripts can be ordered by completing the following form: getcollegedcredit.com/images/uploads/documents/DSST_transcript_2015.pdf. For DSST transcript inquiries call 1-877-471-9860. To schedule a DSST Examination at Washburn University, contact the Center for Prior Learning and Testing in Mabee Library. Washburn University awards credit for the following DSST examinations:

<u>Subject</u>	<u>Score</u>	<u>Award</u>	<u>Hours</u>	<u>Ged Ed</u>
Astronomy	400	AS 101	3	GENS
Criminal Justice	400	CJ 100	3	
Envir. & Humanity	400	BI 203	3	GENS

Ethics in America	400	PH 1XX	3	
Foundation of Ed.	400	ED 385	3	
Fund. of College Alg.	400	MA 116	3	
Gen Anthropology	400	AN 112	3	GESS
Human Cultural Geog	400	GG 101	3	GESS
Intro to Business	400	BU 101	3	
Intro. to Law Enfor.	400	CJ 110	3	
<u>Subject</u>	<u>Score</u>	<u>Award</u>	<u>Hours</u>	<u>Ged Ed</u>
Intro. To World Rel.	400	RG 102	3	GEHU
Lifespan Dev. Psy.	400	PY 209	3	
Personal Finance	400	BU 180	3	
Principles Phy Science	400	PS 101	3	GENS
Prin. of Pub. Speaking	400	CN 150	3	GEHU
Principles of Statistics	400	MA 140	3	GENS
Technical Writing	400	EN 208	3	GEHU

4. College Level Examination Program (CLEP)

Washburn University allows you to test out of courses in which you already have academic knowledge comparable to that gained in collegiate study. A national credit by examination opportunity is available at the university: the College Level Examination Program (CLEP). CLEP examinations measure knowledge of the material usually covered in courses during the first two years of college. Students cannot earn CLEP credit for a course previously attempted or completed at Washburn University or a regionally accredited postsecondary institution. (A course that appears on a college transcript or a course in progress is considered an attempted course.) If a CLEP examination is attempted and not passed, a student must wait 90 days before retesting. Credit for CLEP examinations are awarded as credit. However, the score identified as passing should be interpreted as equivalent to a grade of C or better. Therefore, CLEP credit can be awarded for any course requiring a grade of C or better.

This credit is considered transfer credit and may be treated as a prerequisite for subsequent courses. There is no record made on the academic transcript for those students who are not awarded credit. Each school or department within the university has different curriculum requirements and may use the scores in different ways.

Veterans and active military personnel are particularly encouraged to take advantage of CLEP exams. Military service members may be eligible to have their CLEP exam fee funded through the DANES program. For more information visit <https://clep.collegeboard.org/earn-college-credit/military-benefits>.

Official CLEP scores can be ordered by contacting: CLEP, Box 6601, Princeton, N.J. 08541, 800-257-9558, (Washburn code 6928).

In order for Washburn University to accept as transfer credit CLEP exam credit awarded at another postsecondary institution, official university transcripts must be submitted to Washburn. Depending on the institution awarding the credit, students may need to submit an official CLEP transcript to Washburn University.

The CLEP scores listed are for exams taken through computer-based testing (CBT) only. Contact the Center for Prior Learning and Testing regarding scores for exams taken before July 2001. To schedule a CLEP Examination at Washburn University, contact the Center for Prior Learning and Testing in Mabee Library.

Washburn awards the following credit for CLEP (through computer-based testing) exams:

<u>Subject</u>	<u>Score</u>	<u>Award</u>	<u>Hours</u>	<u>Grade</u>	<u>Gen Ed</u>
Biology	50+	BI 100	3	Credit	GENS
		AND			
		BI 1XX	3	Credit	GENS
Chemistry	50-59	CH 101	3	Credit	GENS
Chemistry	60+	CH 121	5	Credit	GENS
		OR			
		CH 151	5	Credit	GENS
Info Systems	50+	CM 1XX	3	Credit	
Economics –					
Macro	50+	EC 201	3	Credit	GESS
Micro	50+	EC 200	3	Credit	GESS
Analyzing Lit	50+	EN 135	3	Credit	GEHU
US Hist I	50+	HI 111	3	Credit	GESS
US Hist II	50+	HI 112	3	Credit	GESS
Humanities	50+	HU 1XX	3	Credit	GEHU
College Algebra 50-54	MA 116	3	C		
College Algebra 55-61	MA 116	3	B		
College Algebra 62+	MA 116	3	A		
College Math 50-61	MA 1XX	3	C		GENS
College Math 62-80	MA 1XX	3	B		GENS
College Math 81+	MA 1XX	3	A		GENS
Precalculus 56-69	MA 123	3	C		GENS
Precalculus 70-80	MA 123	3	B		GENS
Precalculus 81+	MA 123	3	A		GENS
French	50-62	FR 101	4	Credit	
French	63+	FR 101	4		
		AND			
		FR 102^	4	Credit	GEHU
German	50-62	GE 101	4	Credit	
German	63+	GE 101	4		
		AND			
		GE 102^	4	Credit	GEHU
Spanish	50-62	SP 101	4	Credit	
Spanish	63+	SP 101	4		
		AND			
		SP 102^	4	Credit	GEHU
Natl Sciences	50+	NS 1XX	3	Credit	GENS
Am. Governmt	42-49	PO 106	3	Pass	GESS
Am. Governmt	50+	PO 106	3	Credit	GESS
Intro Psych	50+	PY 100	3	Credit	GESS
Human Growth/Develop.					
	50+	PY 209	3	Credit	
SocSciand Hist	50+	SS 1XX	3	Credit	GESS
Intro Sociology	50+	SO 1XX	3	Credit	GESS

^May count for humanities general education credit except for Bachelor of Arts degree.

5. University Department 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 department 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 Student One Stop, MO 101A. 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 Center for Prior Learning and Testing where he or she pays the standard testing fee for the exam. After payment is made, the student returns the top copy of the form to the University Registrar’s Office. The student then returns to the Center for Prior Learning and Testing to complete their examination at the scheduled time. 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 department exam for any course more than once. Credit by department examination may not be used to repeat courses previously taken by the student.

Credit given by department examination is considered residential credit.

TRANSFERRING CPL FROM ANOTHER INSTITUTION

Credit for Prior Learning awarded by all accredited institutions of higher education is evaluated in the same manner as regularly graded coursework from these institutions. The credit awarded is adjusted to the CPL policies of Washburn University. Every attempt is made to ensure that credit for prior learning applies to both a student’s degree program and university requirements for graduation.

CPL LIMITS

There is no overall cap on Credit for Prior Learning that can be earned at Washburn University. The amount of CPL may be limited by the student’s need to meet all University and departmental requirements for graduation.

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 transcripts by clicking the link www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx.

Army, Coast Guard, Marine Corps, and Navy, Active Duty, Reserve and Veterans are eligible to access this system. Please follow directions on the link entitled How to Request an Official 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

<u>Grade</u>	<u>Description</u>	<u>Grade Points</u>
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
AU	Audit	*0
CR	Credit only-letter grade C or better	*0
I	Incomplete	*0
NC	No credit	*0
IP	In progress	*0
NR	Not recorded	*0
P	Credit only-letter grade of D	*0
W	Withdrawn	*0
S	Satisfactory	*0
U	Unsatisfactory	*0

*Not included in grade point average

AWARDING “INCOMPLETE” GRADES

The letter “I” indicates “incomplete work” which may be completed without repetition of the regular work of the course. The incomplete will not be used when a definite grade can be assigned for the course. It will not be given for the work of a student in any course except to

indicate that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed. The student must have completed three-fourths of the course requirements. The “I” grade is used only when in the opinion of the instructor there is the expectation that the work will be completed.

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

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

The above procedure applies to undergraduate courses. The Incomplete grade policy for graduate courses and programs can be found in the graduate catalog. 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 GPA. 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 Student One Stop (SOS).

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 (earned grade of B or C) or P (earned grade of D) 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 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 credit, 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.

CLASSIFICATION

An entering student with fewer than 30 semester hours of accumulated credit is classified as a Freshman. To be classified as a Sophomore, a student must have between 30 and 59 semester hours of college credit. To be classified as a Junior, a student must have between 60 and 89 semester hours of college credit. A student who has at least 90 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.

COURSE NUMBERING SYSTEM

Generally, it is recommended students take lower level courses (courses numbered 100-299) when they are freshman and sophomores and complete upper level courses (courses numbered 300-499) when they are juniors and seniors. Students should work with their advisors to determine the appropriate sequencing of courses, including whether it may be necessary to begin taking upper-level courses beginning in the sophomore year to complete a degree program in four years. If a course is listed in the catalog as specifically requiring junior level standing in the prerequisite, students may register for the course during the semester in which they will achieve junior level rank, provided they have enrolled in sufficient lower division courses during that same semester to meet the requirements of junior rank. Exceptions to

the classification requirement may be made by the course instructor, chair, or dean. Completion of forty-five hours of upper level courses (courses numbered 300-499) is required for any baccalaureate degree. Courses numbered 400-499 are also open to graduate students. Courses numbered 500-599 are considered graduate coursework but may not count toward the 30 hour minimum for a Masters degree.

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 GPA combined with the Washburn course work GPA), 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.

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 (eadirector@washburn.edu).

CONSULTATION WITH THE FACULTY MEMBER

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

MEDIATION BY THE DEPARTMENT CHAIR

If the student is dissatisfied with the result of his/her consultation with the instructor or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Department Chair in the unit in which the course was offered. The Department Chair must be notified in writing by the student of his/her intention to continue the appeal process. Such notification must be received within 10 working days of

the day on which the student/instructor consultation has been completed. The process shall be terminated if notification is not received within the 10 working days. The instructor shall make available to his/her Department Chair all of the materials and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Department Chair, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Department Chair shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

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

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

APPEAL TO GRADE APPEAL COMMITTEE

If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean, which shall specify the grade requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/faculty member consultation was completed. The process shall be terminated if notification is not received within the 10 working days. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the faculty member and student during the mediation process to the Vice President for Academic Affairs, the faculty member, and the student. The Vice President for Academic Affairs, upon receipt of the notice and

materials, shall appoint and convene a committee of five persons comprised of three faculty members (at least one and no more than two members from the department/discipline from which the grade appeal originated and a minimum of one from other departments/disciplines) and two students from departments/disciplines outside the originating College/School to serve as the Grade Appeal Committee. The Vice President for Academic Affairs may request names of potential discipline-based committee members from the appropriate Dean and/or Department Chair. The awarding of grades that are fair and equitable is taken seriously by the University. Therefore, faculty members are urged to view a request to serve on a Grade Appeal Committee as an important obligation and a service to the University which should be refused only under extraordinary circumstances. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard, and review appeal materials from the Vice President for Academic Affairs. The committee shall advise the student and the faculty member of the hearing date. The Grade Appeal Committee may only request clarifying information related to the original documents of the appeal packet. Clarifying information requested from the student/faculty member by the committee should be requested through the Vice President for Academic Affairs. Any clarifying information gathered by the Vice President for Academic Affairs will also be shared with the student and/or faculty member.

HEARING

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

DECISION

The student will prevail only if at least four of the five members of the committee agree that the relief (grade) sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade be changed. The committee shall report its decision in writing to the Vice President for Academic Affairs who will then disseminate the decision to the student, faculty member, Dean, and Department Chair (if applicable). The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, the Vice President for Academic Affairs shall notify the University Registrar, who will enter the changed grade.

UNDERGRADUATE ACADEMIC PROBATION AND REINSTATEMENT POLICY

(Effective June 2015)

Students with 0 – 29 hours must maintain a 1.8 cumulative grade point average in order to be in good academic standing. Students with 30 – 59 hours must maintain a 1.9 cum GPA or higher. Students with more than 60 credit hours must maintain a 2.0 GPA or higher to be in good academic standing. Specific regulations governing students whose cumulative grade point average does not meet good academic standing have been developed.

ACADEMIC NOTICE

A freshman or sophomore as determined by the student's cumulative credit hours, whose cumulative grade point average (GPA) falls below 2.00 and into the ranges below, receives a letter of Academic Notice.

Cumulative Credit Hours	Cumulative GPA
Attempted	Requirement
0-29	1.80 to 1.99
30-59	1.90 to 1.99

The Letter of Academic Notice will clearly state the need for students to improve their academic performance to avoid being placed on Academic Warning in a later semester. Further, it will highlight that both Associate and Bachelor degree seeking students need a minimum 2.0 GPA to graduate.

ACADEMIC WARNING

Academic Warning is used to indicate that an undergraduate student is not meeting requirements for good academic standing. A student is placed on academic warning when his/her cumulative grade point average (GPA) falls within the indicated range based on his/her cumulative credit hours attempted (see below).

Cumulative Credit Hours	Cumulative GPA
Attempted	Requirement
0-29	1.60 to 1.79
30-59	1.70 to 1.89
60-89	1.80 to 1.99
90 or more	1.90 to 1.99

A student on Academic Warning can continue to enroll at Washburn University. Students on Academic Warning are required to enroll and participate in the STAR Program: Stage 1 administered by the Center for Student Success and Retention each semester they are on Academic Warning.

STAR Program: Stage 1 includes, but is not limited to:

- Semester course registration considerations to promote success.
- Completion of the online learning modules.
- Mid-term grade checks and class attendance checks.

ACADEMIC PROBATION AND SUSPENSION

An undergraduate student on Academic Warning who does not achieve a 2.0 GPA for the semester and obtains a cumulative Washburn University GPA outlined below is placed on Academic Probation or can face Academic Suspension as determined by the Probation and Reinstatement Committee with input from Center for Student Success and Retention. A student who achieves 2.0 GPA for the semester but has not achieved the minimum required cumulative GPA outlined above, is considered to be on Academic Warning.

Cumulative Credit Hours	Cumulative GPA
Attempted	Requirement
0-29	1.59 or below
30-59	1.69 or below
60-89	1.79 or below
90 or more	1.89 or below

Students who are placed on probation rather than being suspended by the Probation and Reinstatement committee and the Center for Student Success must enroll in the STAR Program: Stage 2.

STAR Program: Stage 2 includes, but is not limited to:

- Semester course registration revisions to promote success.
- Completion of the online learning modules.
- Mid-term grade checks and class attendance checks.
- Required tutoring in various courses.
- Required Financial Aid and/or Literacy counseling.
- Academic coaching meetings.

A student who completes the requirements of the STAR Program: Stage 2 but who does not meet the minimum required semester GPA or cumulative GPA listed for Academic Warning may remain enrolled only if both the CSSR and the Probation and Reinstatement Committee make a positive recommendation. In such cases, the student will be considered to be on Academic Probation and continue in the STAR Program: Stage 2.

Students on Academic Warning or Academic Probation can face immediate Academic Suspension if they do not participate in and/or successfully complete the terms of the STAR Program.

Students who obtain either a semester or cumulative GPA of 1.0 or below, can face immediate Academic Suspension, even if not previously on Academic Warning or Academic Probation.

The Academic Suspension is effective for at least one full semester. The summer session does not count as a full semester.

REINSTATEMENT FROM SUSPENSION STATUS

A. 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.

B. The student must complete the following steps in order to complete the reinstatement petition process:

1. Contact the STAR Program Coordinator to arrange an individual Student Success Plan for their transition semester back into Washburn University and to schedule their reinstatement meeting. Call the Center for Student for Success and Retention, 785-670-1942, Mabee 201, to schedule your reinstatement meeting.
2. The purpose of this meeting is to (1) discuss your past academic history, (2) explore strategies for future academic success, and (3) assist you in creating your required individual Student Success Plan. The STAR Program Coordinator, upon the completion of your agreed upon Individual Student Success Plan, will sign the verification portion of a Reinstatement Petition Form, and give to you for submission as part of your request for reinstatement.
 - **Good Standing Reinstatement:** If you have earned academic credits from other institutions which will make your GPA higher than a 2.0, please make sure you provide that information to the STAR Program Coordinator. Your earned academic credits may allow you to gain good standing reinstatement and your advisor can provide you with instructions. Also make sure that all transcripts are sent to the Admissions office once all grades have been posted at the other institution(s).
 - If you believe your GPA will be higher than a 2.0 with the transfer of courses, please submit a written request to the VPAA office.

APPEAL FOR RECONSIDERATION OF SUSPENSION

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.

A. 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.

- Compose a personal statement. Your statement should include the following information:
 1. Discussion of your past academic performance.
 2. Information about your meeting with the STAR Program Coordinator.
 3. The strategies you have identified to have a successful academic reentry to the University.
 4. The academic plan for the semester you want to attend if reinstated.
- Submit the Reinstatement Petition Form and your Personal Statement by the deadline to the address listed on the Petition Form. **NOTE:** IF you have attended another college, official transcripts must be received by the Admissions Office for the committee's review before a final decision is made.

B. The student is strongly encouraged to contact the Office of Academic Advising to set appointments to meet with the STAR Coordinator or an academic advisor PRIOR to submitting an appeal of their suspension.

C. 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 notice or warning.

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 any regionally accredited post-secondary institution 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. Students who want an opportunity for a fresh undergraduate start at Washburn University, without the handicap of their prior academic record, may apply for Academic Fresh Start within the first term of attendance subject to the following conditions:

- All previous academic work at any regionally 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 Washburn 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.
- A person may receive Academic Fresh Start only once.

The Academic Fresh Start policy applies only to your Washburn academic record. A student granted Academic Fresh Start is an entering first-year student and as such is eligible for consideration for all academic opportunities afforded by Washburn. A student transferring from Washburn University to another institution will have to follow the receiving institution's policy.

To be eligible for consideration of Academic Fresh Start:

- At least three years must have elapsed between the end of the semester in which the applicant was last in attendance at any regionally accredited

post-secondary institution and the beginning of the semester in which he/she intends to re-enroll. This three year waiting period may be waived if course work was completed prior to high school graduation. Student petitions for Academic Fresh Start within the first term of attendance.

- Student must apply for admission through the Office of Admissions.
- Student submits official transcripts from all regionally accredited post-secondary institutions attended.
- Application fee paid.

Granting of Academic Fresh Start does not mean the student is eligible for institutional scholarships or 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 Mabee Library 201.

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 60 credit hours. Candidates for the associate degree must file the declaration of major at the completion of 30 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 by visiting the relevant academic department.

Candidates for the Graduate, Baccalaureate or Associate Degree or for a Certificate must submit an online Application for Degree 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.

Transfer students who have completed a baccalaureate degree at an institution of higher education accredited by one of the six regional accrediting organizations 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 requirements and the general-education

distribution hours. Students will, however, be required to meet degree requirements that are specific to certain Bachelor and Associate degrees including required courses in correlate areas associated with an academic major. Other transfer students (domestic and international) should review the “Transfer” section for additional information regarding the transfer of general-education course work.

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 WU 101 (Information Literacy) The Washburn Experience or HN 101 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 WU 101 or HN 101.

Notes:

- Students entering Washburn University direct from high school enroll in WU 101 or HN 101 (conditional upon admittance into the Honors Program).
- 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 WU 101 or HN 101 (conditional upon admittance into the Honors Program) as determined by their Academic Advisor.
- Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution (after graduating from high school) with a GPA of 2.0 or higher are exempt from the requirement to take

WU 101 or HN 101. 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.
 - Students originally determined as being required to complete WU 101 or HN 101 who advance beyond 24 hours of credit without fulfilling the requirement with a minimum grade of C are required to compete a 3-credit hour Directed Readings project (IS 110) administered by the FYE Lecturer/Coordinator.
6. 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.
 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 University Registrar’s Office.
 9. Of the last 45 hours required to complete the bachelor degree, at least 30 must be earned from Washburn University OR at least 90 of the total overall hours required to complete the degree must be earned from Washburn University. In both cases, at least 25% of the credit hours required to fulfill the major (and at least 12 hours of the upper division credits in the major) must be earned from Washburn University. Programs with professional accreditation standards may have more stringent requirements. The academic residency requirement will be waived in the case of formal articulation agreements.
 10. At least 60 hours of the total credit hours required for the baccalaureate degree must be taken at a 4 year college or university.
 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.
12. A double major may be completed within the 120 hour total by meeting all the requirements of the two majors.
 13. 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.
 14. For general elective credits for a baccalaureate degree, no more than a combined total of ten hours of credit in physical activity courses and music ensemble courses will count.
 15. 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.
 16. 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. For international students presenting transfer credit from an international tertiary institution accredited by the Ministry of Education (or its equivalent) in that country, a minimum of 60 hours presented for graduation must be on a graded basis since Washburn converts grades earned in these transfer courses to CR, P and NC.
 17. 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

A minimum of 60 hours. Some associate degrees may require additional hours. See specific degree/major.

1. 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. With the exception of the Associate of Liberal Studies degree, any mathematics course taken to satisfy this requirement may also be used to meet the distribution requirements for Mathematics and Natural Sciences.

2. Complete WU 101 The Washburn Experience or HN 101 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 WU 101 or HN 101.

Notes:

- Students entering Washburn University direct from high school enroll in WU 101 or HN 101 (conditional upon admittance into the Honors Program).
 - 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 WU 101 or HN 101 (conditional upon admittance into the Honors Program) as determined by their Academic Advisor.
 - Students transferring to Washburn University with 24 or more credit hours completed at an accredited post-secondary institution (after graduating from High School) with a GPA of 2.0 or higher are exempt from the requirement to take WU 101 or HN 101. 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.
 - Students originally determined as being required to complete WU 101 or HN 101 who advance beyond 24 hours of credit without fulfilling the requirement with a minimum grade of C are required to compete a 3-credit hour Directed Readings project (IS 110) administered by the FYE Lecturer/Coordinator.
3. The number of hours in each distribution grouping may vary by degree. In all associate degrees a minimum of 18 credit hours is required in distribution groupings (See General Education Groups and Subject Areas). *The individual student should check with the major department. With the exception of the Associate of Liberal Studies degree, 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.
4. A cumulative grade average of at least 2.0.
 5. 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.
 6. 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.
 7. At least 15 of the last 30 hours required to complete the degree must be earned from Washburn University. Programs with professional accreditation standards may have more stringent requirements. The academic residency requirement will be waived in the case of formal articulation agreements.
 8. Forty-two hours must be graded. (Cooperative programs with Washburn Institute of Technology are exempt). For international students presenting transfer credit from an international tertiary institution accredited by the Ministry of Education (or its equivalent) in that country, a minimum of 30 hours presented for graduation must be on a graded basis since Washburn converts grades earned in these transfer courses to CR, P and NC.
 9. 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, with the exception of the Associate of Liberal Studies degree, 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 First-Year Writing (COM). Most freshmen will satisfy this requirement by taking EN 101 First-Year Writing. 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 College Writing (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 60 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 Contemporary College Mathematics or MA 116 College Algebra (QSR). This requirement will be satisfied if the student demonstrates appropriate competency as determined by the Mathematics and Statistics Department. (Additional ways to satisfy the mathematics requirement: 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).

For associate degrees other than the associate of science, 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. For the associate of science degree a student must complete a minimum of 3 hours from Arts and Humanities, minimum of six hours in Natural Sciences and Mathematics (which includes the university math requirement), and a minimum of three hours in the Social Sciences. Distribution of the remaining hours will be determined by the department/program. A student must have a total of 18 hours of general education from the distribution groups for the associate of science degree. Where an associate degree specifies two or more courses in a distribution grouping, at least two of those courses must be taken in different disciplines within the 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 (GECP)

COM: AR 120
CCT: AR 101, AR 102, AR 140, AR 141, AR 260, AR 301, AR 306, AR 307
GED: AR 103, AR 303, AR 309, AR 310

COMMUNICATION

COM: CN 101, CN 150, CN 341
CCT: CN 351

ENGLISH

(Excluding: EN 100- Developmental English, EN 101 – First-Year Writing, EN 102 – First-Year Writing Honors, EN 300 – Advanced College Writing)

Note: Second lower division English composition transfer course counts as Humanities

COM: EN 103, EN 131, EN 145, EN 190, EN 206, EN 207, EN 208, EN 209
CCT: EN 112, EN 113, EN 116, EN 134, EN 135, EN 138, EN 177, EN 178, EN 190, EN 192, EN 210, EN 212, EN 214, EN 332
GED: EN 110, EN 133

HONORS

CCT: HN 201, HN 301

INTERDISCIPLINARY STUDIES

CCT: WG 375
GED: WG 175
ILT: IL 170*

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

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 BA degree.)

GED: FL 102, FR 102, FR 201, FR 202, FR 307, FR 308, FR 309, GE 102, GE 201, GE 202, GE 307, GE 308, JP 102, JP 201, JP 202, SP 102, SP 201, SP 202, SP 307, SP 308, SP 380

MUSIC (GECP)

CCT: MU 100, MU 102, MU 103, MU 104, MU 106, MU 108, MU 307
GED: MU 113
COM: MU 120

PHILOSOPHY

CCT: PH 104, PH 201, PH 202, PH 203, PH/RG 207
GED: PH 100, PH 102, PH 115, PH 117, PH 214, PH 313, PH 315
QSR: PH 220

RELIGION

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

THEATRE (GECP)

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

NATURAL SCIENCES, MATHEMATICS AND STATISTICS (GENS)

ASTRONOMY

QSR: AS 101, AS 102, AS 104

BIOLOGY

CCT: BI 100, BI 102, BI 140
GED: BI 203
QSR: BI 101, BI 150, BI 202

CHEMISTRY

CCT: CH 103

QSR: CH 101, CH 121, CH 126, CH 151, CH 152, CH 212

COMPUTER INFORMATION SCIENCES

ILT: CM 101, CM 105

GEOLOGY

QSR: GL 101, GL 103

HONORS

CCT: HN 203, HN 303

INTERDISCIPLINARY STUDIES

ILT: IL 170*

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

MATHEMATICS

(Excluding: 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 117, MA 123, MA 131, MA 140, MA 141, MA 151

PHYSICS

QSR: PS 101, PS 102, PS 108, PS 120, PS 126, PS 131, PS 261, PS 281

SOCIAL SCIENCES (GESS)

ANTHROPOLOGY

CCT: AN 114

GED: AN 112

QSR: AN 116, AN 118

ECONOMICS

QSR: EC 100, EC 200, EC 201

GEOGRAPHY

GED: GG 101, GG 102

HISTORY

CCT: HI 105, HI 111, HI 112, HI 304, HI 308, HI 326

GED: HI 100, HI 101, HI 102, HI 334, HI 338, HI 363

HONORS

CCT: HN 202, HN 302

INTERDISCIPLINARY STUDIES

GED: KS 340

ILT: IL 170*

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

KINESIOLOGY

CCT: KN 248

LEADERSHIP

CCT: LE 100

POLITICAL SCIENCE

CCT: PO 225, PO 255

GED: PO 106, PO 107, PO 235

PSYCHOLOGY

CCT: PY 100, PY 306, PY 317

GED: PY 210, PY 211, PY 231

ILT: PY 212

SOCIOLOGY

CCT: SO 101

GED: SO 100

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 BA degree. Equivalents of the course work are defined as follows:

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

2. Bachelor of Integrated Studies, Bachelor of Public Administration

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 Applied Science, Bachelor of Business Administration, Bachelor of Criminal Justice, Bachelor of Fine Arts, Bachelor of Health Science, Bachelor of Legal Studies, Bachelor of Science, Bachelor of Science in Nursing, 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. 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 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 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 departmental and general education course requirements.

5. Bachelor of Social Work

A student must have 12 hours in the Arts and Humanities, 3 hours of which must be in Art, Music, or Theatre, and 9 hours in Natural Sciences and Mathematics with some specified courses. Twelve 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. Associate of Arts, Associate of Liberal Studies

A student must complete 6 hours from the Arts and Humanities, 6 hours in Natural Sciences and Mathematics, and 6 hours in the Social Sciences, with courses selected from at least two disciplines in each distribution group.

7. Associate of Science

A student must complete a minimum of 3 hours from Arts and Humanities, minimum of 6 hours in Natural Sciences and Mathematics (which includes the university math requirement), and a minimum of 3 hours in the Social Sciences. Distribution of the remaining hours will be determined by the department/program. A student must have a total of 18 hours of general education from the distribution groups for the associate of science degree. Where an associate degree specifies two or more courses in a distribution grouping, at least two of those courses must be taken in different disciplines within the grouping.

ACADEMIC PROGRAMS

COLLEGE OF ARTS AND SCIENCES DEGREE PROGRAMS

Creative and Performing Arts

- Art (BA)
 - Art
 - Art History
- Art (BFA)
 - General
 - Art (with concentrations in):
 - Art History*
 - Ceramics and Sculpture*
 - Drawing and Painting*
 - Graphic Design and Electronic Arts*
 - Photography*
 - Printmaking*
 - Art Education with Teacher Licensure
- Mass Media (BA)
 - Contemporary Journalism*
 - Creative Advertising*
 - Film and Video*
 - Public Relations*
 - Applied Media (Minor Only)
- Music (BA)
- Music Education (BM)
 - Preschool-Grade 12 Education
 - Music Performance (BM)
 - Brass, Strings, Percussion, Guitar,*
 - Woodwinds*
 - Piano or Organ*
 - Voice*
- Theatre (BA)

Humanities

- Communication (BA)
- Communication and Leadership (MA)
- 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

- Biology (BA)
 - Biology
 - Environmental Biology

- Biology (BS)
 - Biology
 - Secondary Education*
 - Environmental Biology
 - Molecular Biology and Biotechnology
- Chemistry (BA)
 - Chemistry
 - Biochemistry
 - Secondary Education*
- Chemistry (BS)
 - Chemistry
 - Biochemistry
 - Forensic Chemical Science
 - Secondary Education*
- Computational Physics (BS)
- Computer Information Science (BS, BA, AA)
- Computer Information Science, Digital Forensics Concentration (BA)
- General Science (BS)
- Laboratory Science (AA)
- Mathematics (BA, BS)
 - Actuarial Science*
 - Applied Statistics*
 - Secondary Education*
- Natural Science & Mathematics (AA)
- Physics (BA, BS)
 - Physics
- Physics (AS)
 - Engineering-Physics

Social Sciences

- Anthropology (BA)
- Anthropology, Forensics Concentration (BS)
- Economics (BA)
- History (BA)
 - Secondary Education*
- Political Science (BA)
- Public Administration (BPA)
 - Non Profit Management (C)*
- Psychology (BA, MA)
 - Clinical Psychology (MA)
- Sociology (BA)

Education and Kinesiology

- Early Childhood Education – AA
- Elementary Education – BEd
 - Early Childhood Education
 - English for Speakers of Other Languages
 - Middle School English
 - Middle School History
 - Middle School Math
 - High Incidence Special Education
- P-12 – Licensure
- Secondary – Licensure
- Reading Specialist – MEd

Curriculum and Instruction – MEd
 Educational Studies
 Educational Technology
 Literacy
 Building Leadership – MEd
 District Leadership – Added Endorsement
 High Incidence Special Education – MEd
 Physical Education (BEd)
P - 12 Teaching Emphasis (BEd)
P - 12 Teaching (Licensure Only)
 Kinesiology (BA)
*Exercise Physiology**
*Physical Therapist Assistant**
Health and Fitness Promotion
Sport Management
 Coaching (Minor Only)
 Fitness (Minor Only)
 Kinesiology (BS)
*Athletic Training**
Exercise and Rehabilitation Science

**phased out by May 2020; no new majors being accepted*

Interdisciplinary Programs

Civic Engagement - Poverty Studies (Minor Only)
 Gerontology (Minor Only)
 Information Literacy Studies (Minor Only)
 Integrated Studies (BIS)
Individualized Studies
Liberal Arts Program
Web Technology Utilization
 Kansas Studies (Minor Only)
 Leadership Studies (Minor Only)
 Law Early Admission Program
 Liberal Studies (ALS, 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

Accountancy (MAcc 30-hour Flexible Program; MAcc
 3+2 Program)
 Accounting (BBA)
 Business (Minor Only)
 Business Administration (MBA)
 Economics (BA, BBA, Minor)
 Entrepreneurship (C)
 Entrepreneurship and Innovation (BBA)
 Finance (BBA)
 General Business (BBA)
 International Business (BBA)
 Kansas Insurance (C)
 Management (BBA)
 Marketing (BBA)

Dual Juris Doctor/MBA Degree (J.D./MBA)
 Dual Juris Doctor/MAcc Degree (J.D./MAcc)

SCHOOL OF NURSING DEGREE PROGRAMS

Nursing (BSN, MSN, DNP)
 Post-Graduate Psychiatric/Mental Health Nurse
 Practitioner (C)
 LPN to BSN Articulation (BSN)
 RN to BSN Articulation (BSN)

SCHOOL OF APPLIED STUDIES DEGREE PROGRAMS

Allied Health

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

Criminal Justice & Legal Studies

Criminal Justice (AA) (BCJ)
 Corrections (BCJ)
 Forensic Investigations (BCJ)
 Law Enforcement (BCJ)
 Security Administration (BCJ)
 Criminal Justice (MCJ)
 Legal Studies (C) (AA, BLS)
 Military & Strategic Studies (Minor Only)

Human Services

Human Services (AA) (BAS) (MA)
 Integrative Practice (BAS)
 Addiction Counseling (BAS)
Gerontology (Minor Only)
Addition Counseling (C)
Trauma and Recovery (C)
Non-Profit Management (C)

Social Work

Social Work (BSW) (MSW)
 Dual Juris Doctor/MSW Degree (J.D./MSW)

C = Certificate of Completion

WASHBURN UNIVERSITY INSTITUTE OF TECHNOLOGY/WASHBURN UNIVERSITY

Associate Programs (AA, AS)

Office Administration (AA)

Culinary Arts (AA)

Surgical Technology (AS)

Design Technology

 Graphics Technology (AA)

 Technical Drafting (AS)

Industrial Technology (AS)

 Advanced Systems Technology

 Auto Collision

 Automotive Service Technician

 Cabinet/Millwork

 Climate & Energy Control Technologies

 Commercial & Heavy Construction

 Computer Repair & Networking

 Diesel Technology

 Heavy Diesel Construction Tech

 Machine Tool

 Welding

WASHBURN INSTITUTE OF TECHNOLOGY

Washburn University and Washburn University Institute of Technology (i.e., Washburn Tech) have a unique affiliation agreement for offering programs within the state of Kansas. Washburn Tech offers certificate programs with supervision and approval from administrators at Washburn University, the Washburn University Board of Regents, the Kansas Board of Regents (Technical Education Authority), and the Higher Learning Commission. In addition, some programs are reviewed by specific discipline-based accrediting agencies.

For information regarding the certificate offerings at Washburn Tech, please refer to the Washburn University Institute of Technology catalog.

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 strives to provide all students an education in the liberal arts and sciences, so they may acquire, create, communicate, and integrate knowledge to enrich their own lives and be prepared for positions of responsibility as active citizens of their local communities and our global society. The College promotes community engagement, interdisciplinary opportunities, small classes, and diversity in its faculty and student body.

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 Degree?

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. Alumni have gone on to do extraordinary things. Among the graduates of the college are a Nobel Prize winner, Governors, CEOs, 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 won several national championships in American parliamentary debate. 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 or go immediately into interesting jobs and begin making important contributions to their communities.

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. The College provides students with the skills necessary to meet future challenges.

The College of Arts and Sciences offers a broadly based liberal education for all students, regardless of their specific objectives. The College also promotes 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 expected to file a declaration of major by the time they have completed 54 hours. Declaration of a major is made by visiting or contacting the prospective major department. After the information has been submitted, the student will receive an e-mail confirming the declaration or change and if approved, an advisor will be assigned.

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, at least 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 BA, BEd, BFA, BIS, BM, BPA, or BS 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. 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, 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 College of Arts and Sciences degrees.

Bachelor of Arts Degree

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

- A minimum of 120 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 in the discipline, of which at least 12 must be at the upper division level.
- Eighty hours outside the major discipline.
- A grade of C or better in Mathematics 112 (MA 112), Mathematics 116 (MA 116), or a course with MA 116 as a prerequisite.
- EN 101 (or EN 102) and 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 BA degree. Equivalent 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 a score of 63 on the 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.

- 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. A double major may be completed within the 120 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 at least 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 Student Services and Academic Support 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-three 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 84 hours. BFA with Teacher Licensure includes courses from both Art and Education Departments as major requirements. (See Art Department for specific requirements for each concentration).
- EN 101 (or EN 102) and 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 Student Services and Academic Support 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 (IS 389 and IS 390 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.
- 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 121 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 point 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

This program is designed for those who wish to teach in public or private schools. Students who pursue the P-12 Music Education Degree must meet the specific requirements of the selected specialization as described in the Music section of this catalog and the Music Student Handbook. The successful completion of program requirements satisfies Kansas State Department of Education requirements for eligibility to apply for licensure to teach in public schools.

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.

- EN 101 (or EN 102) and 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.

Bachelor of Science Degree

Each candidate is required to complete the following:

- A minimum of 120 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.
- A 30 hour concentration 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 30 hours must be approved by the student's major department chairperson.
- Seventy-two hours outside the major discipline, 30 of which must be allocated to the required concentration.
- Nine hours in each of the three distribution groups (Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics) with courses selected from at least two disciplines in each group, to include 3 hours in Art, Music, or Theatre within the 9 hours of Arts and Humanities. Courses are selected in consultation with an advisor from the approved courses in each of the distribution groupings.
- Mathematics 116 (MA 116) or a course with MA 116 as a prerequisite with a grade of C or better.
- EN 101 (or EN 102) and EN 300.
- 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 and concentration and in English Composition. See the Student Services and Academic Support 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 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.

Associate Degrees

The following Associate degrees are offered in the College of Arts and Sciences:

- Associate of Liberal Studies (ALS)
- Computer Information Systems (AA)
- Early Childhood Education (AA)
- Humanities and Creative and Performing Arts (AA)
- Laboratory Science (AA)
- Natural Science and Mathematics (AA)
- Engineering (AS)

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
- Anthropology – BS
- Forensic Concentration

Art

- Art – BA
- Art
- Art History
- Art – BFA
- Art (General)
- Art with Concentrations in:
 - Art History
 - Ceramics and Sculpture
 - Drawing and Painting
 - Graphic Design and Electronic Arts
 - Photography
 - Printmaking
- Art Education – with Teacher Licensure

Biology

- Biology – BA, BS
- Environmental Biology – BA, BS
- Biology, Secondary Education Specialization – BS
- Molecular Biology and Biotechnology – BS

Chemistry

- Biochemistry – BA, BS
- Chemistry – BA, BS
- Forensic Chemical Science – BS
- Laboratory Science – AA
- Secondary Education – BA, BS

Communication Studies

- Communication – BA
- Communication and Leadership – MA

Computer Information Sciences

- Computer Information Science – AA, BA, BS
- Computer Information Science – BA
- Concentration in Digital Forensics

Economics

- Economics – BA

Education

- Early Childhood Education – AA
- Elementary Education – BEd
 - Early Childhood Education
 - English for Speakers of Other Languages
 - Middle School English
 - Middle School History
 - Middle School Math
 - High Incidence Special Education
- P-12 – Licensure
- Secondary – Licensure
- Reading Specialist – MEd
- Curriculum and Instruction – MEd
 - Educational Studies
 - Educational Technology
 - Literacy

Education Continued

- Building Leadership – MEd
- District Leadership – Added Endorsement
- High Incidence Special Education – MEd

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, ALS

Kinesiology

- Kinesiology – BA
- Exercise Physiology*
- Health and Fitness Promotion
- Physical Therapy Assistant*
- Sport Management
- Kinesiology – BS
- Exercise and Rehabilitation Science
- Athletic Training*
- Physical Education (P-12) – BEd

**phased out by May 2020; no new majors being accepted*

Mass Media

- Mass Media – BA
- Contemporary Journalism
- Creative Advertising
- Film and Video
- Public Relations

Mathematics and Statistics

- Mathematics – BA, BS
- Mathematics (Secondary Education Specialization) – BA, BS
- Mathematics – BA, BS
- Actuarial Science Specialization
- Applied Statistics Specialization

Music

- Music – BA
- Music – BM
- Music Education (BME)
- Instrumental Emphasis
- Vocal Emphasis
- Music Performance
- Piano, Organ, Voice, Strings, Brass, Percussion, Woodwinds, Guitar

Natural Sciences and Mathematics

- Natural Sciences and Mathematics – AA

Philosophy

- Philosophy – BA

Physics and Astronomy

- Physics – BA, BS
- Computational Physics – BS
- Engineering-Physics – AS

Political Science

- Political Science – BA
- Public Administration – BPA
- Public and Non-Profit Management

Psychology

- Psychology – BA
- Psychology (Clinical) – MA

Religious Studies

- 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

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Website: www.washburn.edu/anso

Henderson Learning Center Room 218
(785) 670-1608

Associate Professor Mary Sundal, Chair
Associate Professor Cheryl Childers
Associate Professor Sangyoub Park
Assistant Professor Alexandra Klaes
Assistant Professor Laura Murphy

DEGREES OFFERED

Bachelor of Arts

Anthropology

Bachelor of Science

Anthropology (Forensic Concentration)

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.
- Evaluate major ethical dilemmas of anthropological research.

THE MAJOR

Both the BA and BS degrees in Anthropology are designed to prepare students to be competitive as applicants to a variety of graduate school programs or immediately in the labor market.

REQUIREMENTS FOR ANTHROPOLOGY MAJORS

All Anthropology majors must take a 12-hour core consisting of:

- AN 112 Cultural Anthropology
- AN 114 Introduction to Archaeology
- AN 116 Biological Anthropology
- AN 324 History and Theory of Anthropology

BA in Anthropology

Students working toward a BA degree in Anthropology must complete a minimum of 33 hours of credit in the department: the 12-hour core and 21 additional hours.

These 21 hours must include:

- AN 362 Methods of Social Research
- One Area Studies course: AN 317, 319, 320 or 325
- SO 100 or SO 101
- One AN elective
- One AN or SO upper-division elective
- Two AN upper-division electives

It is recommended that majors 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.

Majors working toward the BA degree are strongly encouraged to take courses in statistics and computer science; and to complete a minor. Students must earn a grade of “C” or better in all courses applied to the major.

BS in Anthropology (Forensic Concentration)

Students working toward a BS degree in Anthropology (Forensic Concentration) must complete a minimum of 39 hours of credit in the major: the 12-hour core and 27 additional hours. These 27 hours must include:

- AN 118 Introduction to Forensic Science
- AN 316 Forensic Anthropology
- AN 327 Human Osteology
- AN 358 Lab Methods in Forensic Anthropology
- AN 374 Field Methods in Forensic Anthropology
- AN 363 Internship or AN 375 Forensic Anthropology Field School
- AN 428 Case Studies in Forensic Anthropology
- Two (2) of the following Elective courses:
 - AN 303 Human Origins and Evolution
 - AN 312 Medical Anthropology
 - AN 371 Lab Methods in Archaeology
 - AN 372 Archaeology Field School or AN 375 Forensic Anthropology Field School (if not selected above)
 - AN 366 Directed Readings (when forensic-related)
 - AN 367 Directed Research (when forensic-related)
 - AN 397 Special Topics in Archaeology
 - AN 398 Special Topics in Forensic Anthropology

The BS degree also requires a 30-hour concentration in the Natural Sciences, with at least 20 hours taken in one department. Students working toward the BS in Anthropology (Forensic Concentration) will complete 20-22 hours in Biology, 10-15 hours in Chemistry, and 3 hours in Statistics, with a structured minor in Biology:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 250 Introduction to Human Anatomy (3) or BI 275 Human Anatomy (4)
- BI 302 Entomology (4) or BI 315 Vertebrate Zoology (4)
- BI 333 General Genetics (4) or BI 340 Evolutionary Biology (3)
- CH 103 Introductory Forensic Chemistry (3) or CH 121 General, Organic, and Biological Chemistry (5)
- CH 151 Fundamentals of Chemistry I (5)
- CH 202 Professional Forensic Chemistry Seminar (2) or CH 203 Forensic Chemistry Laboratory (2) or CH 152 Fundamentals of Chemistry II (5)
- MA 140 Statistics (3)

Students must earn a grade of “C” or better in all courses applied to the major and the Natural Sciences concentration minor.

DEPARTMENTAL HONORS

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 Anthropology coursework, including the theory and research courses (AN 324, AN 362);
- a research project within either the theory or research courses, with a grade of "A"; and
- a 3.2 GPA in all university coursework.

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 earn 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)

This course provides an introduction to pertinent concepts, theories, and methods used by cultural anthropologists in understanding contemporary societies. The course examines the importance of religion, politics, language, ethnicity, kinship, marriage, gender, and economics in diverse human societies. **(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 Biological Anthropology (3)

This course focuses on human biology within the framework of biocultural evolution. Students will investigate the biological aspects of human life through the study of principles of evolution, genetics, adaptation, and human variation. Using fossil evidence, this course will explore the evolutionary history of human ancestors and nonhuman primates. **(GESS - QSR)**

</AN 118 Introduction to Forensic Science (3)

Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation, and interpretation of evidence. This course will introduce students to the history, ethics, and limitations of forensics, as well as its application to criminal investigation within specific disciplines such as

chemistry, biology, anthropology, computer information sciences, criminal justice, etc. **(GESS - QSR)**

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.*

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 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.*

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 Origins and Evolution (3)

This course examines the evolutionary fossil record of human and nonhuman primates from a bio-cultural perspective. Students will explore current anthropological methods and theories used to interpret the evolutionary data including the development of bipedalism, human adaptations, and the emergence of Homo sapiens. *Prerequisite: AN 116.*

AN 311 Primate Social Behavior (3)

This course focuses on the behavioral ecology and evolution of the Order Primate. Students will examine the taxonomic classification of nonhuman primates and investigate how evolution has shaped the diversity of their social structure and behavior. In addition to watching several anthropological films, we may observe nonhuman primate interactions at a local zoo. *Prerequisite: AN 116.*

AN 312 Medical Anthropology (3)

This course examines cross-cultural approaches to affliction and healing. The class will survey Western and non-Western therapy systems, their practitioners, and social constructions of health and illness. Students will critically assess biomedical assumptions and the effects of inequity. *Prerequisite: AN 112.*

AN 313 Religion, Magic, and Witchcraft (3)

This course is a cross-cultural study of the forms and functions of non-Western and Western supernatural beliefs. Students will examine a wide range of religious systems and worldviews including myth, ritual, symbolism, magic, ancestor worship, witchcraft, religious healing, and spirit possession. Major theories about the origins

and social functions of such beliefs and practices will be explored. *Prerequisite: AN 112.*

AN 316 Forensic Anthropology (3)

This course introduces students to methods used by forensic anthropologists to recover and positively identify human remains, and to evaluate trauma and taphonomy in medico-legal situations. As an introductory course, forensic anthropology will include an overview of historical and current developments in the field. Students will develop a comprehensive understanding of the sequential order for conducting forensic anthropology from the search for forensic scenes through the recovery of the remains in the field, data collection in the morgue, analysis in the laboratory, to the reconstruction of events surrounding the crime scene, and preparation of the final report. *Prerequisite: AN 114, AN 116, or AN 118.*

AN 317 Peoples and Cultures of Africa (3)

This course explores sub-Saharan African societies through selected case studies covering topics such as kinship, gender, religion, political economy, geography, and contemporary social issues. Analysis includes the pre-colonial, colonial, and post-colonial histories of the various groups. *Prerequisite: AN 112.*

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 Ancient Latin America (3)

This course is an archaeological survey of the Pre-Columbian heritage of Mesoamerica and South America. Cultures such as the Olmec, Maya, Aztec, Moche, Nazca, Chimú, and Inca will be examined through artifacts, art, architectural remains, and ethnohistoric documents. Students will achieve an understanding of the growth and decline of complex societies, and will examine the relationship between the past and contemporary Latin American cultures. *Prerequisite: AN 114 or consent of instructor.*

AN 321/621 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 324/624 History and Theory of Anthropology (3)

This course examines the history of Anthropology while also exploring current debates, schools of thought, and contemporary theories from a four-field perspective. *AN 324 prerequisites: Declared major, junior/senior standing, or consent; AN 624 prerequisites: AN 112, admission to a graduate program, or consent of instructor.*

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 327 Human Osteology (3)

In this hands-on laboratory course, students will examine the dynamic, living system of the human skeleton. The focus of this class will be on the identification of complete and fragmentary human skeletal and dental remains. The course will explore growth and development of osseous and dental structures, human variation in skeletal biology, and the modification of tissues through traumatic, pathologic, taphonomic, and cultural factors. *Prerequisite: AN 316.*

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. *Prerequisites: SO 100 and AN 112; PY 100.*

AN 335 Applied Anthropology (3)

This course examines the application of anthropological theory and methods to practical problems in domestic and international contexts. Anthropologists use ethnographic techniques to develop international aid programs, public health plans, corporate marketing campaigns, and even military strategy. Students will explore the roles of anthropologists and the ethics of research while conducting fieldwork of their own. *Prerequisite: AN 112.*

AN 336 Globalization (3)

An examination of work, life, and culture in an increasingly globalized world. *Prerequisite: AN 112 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 358 Laboratory Methods in Forensic Anthropology (3)

In this course, students will be introduced to forensic anthropological laboratory methods through multiple hands-on projects using real skeletal material and forensic cases. This course will introduce students to many of the important principles, methods, and techniques that forensic anthropologists use to macerate, identify, analyze, and curate human remains. *Prerequisite: AN 327.*

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. *Prerequisites: 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. *Prerequisites: Declared major, senior standing, and consent of instructor.*

AN 366 Directed Readings (1-3)

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 AN 366 and AN 367 combined. *Prerequisites: Declared major, junior/senior standing, and consent.*

AN 367 Directed Research (1-3)

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 AN 366 and AN 367 combined. *Prerequisites: 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. *Prerequisite: 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. *Prerequisites: AN 112 and AN 114; or consent of instructor.*

AN 374 Field Methods in Forensic Anthropology (3)

As part of a forensic science team, forensic anthropologists apply their knowledge and training specifically to the recovery and excavation of skeletonized remains, badly decomposing human remains, or taphonomically altered remains. Students will gain hands-on experience using the latest methods to search, locate, document, and recover human remains and evidence from outdoor scenes in a timely fashion using the principles of forensic archaeology and forensic anthropology. *Prerequisite: AN 316.*

AN 375 Forensic Anthropology Field School (3)

The Forensic Anthropology Field School provides students with practical, hands-on experience through a series of mock forensic cases including surface scatters, burials, and/or fatal fires. Students will be applying the techniques and methodologies they learn in AN 374 to simulated forensic cases beginning with the initial search to the recovery and transport of remains to the laboratory. Over the semester, students will be introduced to forensic archaeological recoveries and the proper evidence documentation and collection methods. *Prerequisite: AN 374.*

AN 397 Special Topics in Archaeology (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 114.*

AN 398 Special Topics in Forensic 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 316.*

AN 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 428 Case Studies in Forensic Anthropology (3)

This hands-on course will be the culmination and combination of the other Forensic Anthropology concentration core requirement courses. Utilizing real forensic case studies, this class will highlight the anthropological techniques and methods used to recover and identify skeletal and decomposing human remains. Students will work on cases from initial recovery to the preparation of the final forensic anthropological case report. At the same time, the case studies will underscore the importance of anthropologists in forensic science and will debunk myths portrayed in popular media. *Prerequisite: AN 327.*

AN 600 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. *Prerequisites: Admission to the MLS program and consent of instructor.*

ART

DEPARTMENT OF ART

Website: www.washburn.edu/art

Art Building, Room 101
(785) 670-1125

Assistant Professor Kelly Watt, Chair
Professor Azyz Sharafy
Associate Professor Michael Hager
Associate Professor Marguerite Perret
Associate Professor Yeqiang Wang
Assistant Professor Danielle Head
Assistant Professor WonJae Lee
Lecturer Lynda Miller
Donald B. and Twila Catron Visiting Professor of Art
Benjamin Todd Wills

DEGREES OFFERED

Bachelor of Arts

Art
Art History

Bachelor of Fine Arts

Art (General)
Art (with concentrations in: Art History, Ceramics and Sculpture, Drawing and Painting, Graphic Design and Electronic Arts, Photography, Printmaking)
Art with Teacher Licensure

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), future art educators seeking teacher licensure, and 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 BA in Studio Art is a liberal arts degree that may be combined with other degree programs in the college for purposes of obtaining a double major. The BA in Art History is structured for the student interested in museum studies or advanced work in art history or related fields. The BFA 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 BFA 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. Contact the Art Department for more information.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLO's) achieved through Art courses support the University General Education SLO's, including Communication, Information Literacy and Technology, Critical and Creative thinking, and Global Citizenship, Ethics, and Diversity. 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 communicate 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.

CREDIT AND TIME REQUIREMENTS IN THE ART DEPARTMENT

For every credit hour awarded for a course, the student is typically expected to complete one hour of class time, online interaction, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time. In studio courses, the amount of class time is usually 6 hours per week, with an additional expectation of at least 3 hours per week of outside class work for a 3-hour course.

BA DEGREE REQUIREMENTS

Requirements for the Bachelor of Arts Degree in Art (BA)

The Bachelor of Arts in Art is a degree consisting of forty (40) credit hours in Art plus the general education and University Core 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 Photo Imaging (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 (BA)

The BA in Art History is a degree consisting of forty (40) credit hours in the major plus the general education and University Core 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 Photo Imaging (3)
- AR 140 Drawing I (3) or AR 120 Design I (3)
- AR 313 Museums and Materials (3)
- AR 300 Art Theory Past and Present (3)
- AR 312 Research in Art History (3) or AR 401 Internship (3)
- AR 402 Art Forum (1)
- AR 309 Arts of Africa (3) or AR 310 Art of Asia (3) or AR 311 Art of the Americas (3)

- AR 301 Ancient Art (3) or AR 303 Medieval and Renaissance Art (3)
- AR 306 Development of Modern Art (3) or AR 307 Twentieth Century Art (3) or AR 407 21st Century Art Practice (3)

NOTE: Required correlate course in Humanities (may count as General Education): RG 105 Introduction to Jewish Scriptures or RG 106 Introduction to Christian Scriptures or RG 102 World Religions (3).

BACHELOR OF FINE ARTS DEGREE – BFA

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.

Admission to the BFA

In order to maintain high standards and encourage successful completion of the BFA degree, students must meet specific requirements including completion or concurrent enrollment in required art foundation courses, completion or concurrent enrollment in two 200 level required intermediate art courses, a GPA of 2.8 or higher in art, and the submission of a portfolio.

Each semester art faculty will meet to review qualifications and portfolios for BFA approval. The following materials must be submitted by the advertised deadline:

- A statement of professional intent
- Portfolio of 10 images

Portfolios will be evaluated for evidence of technical proficiency, effective design, originality and expression. Students will be notified of acceptance or non-acceptance prior to the subsequent semester's enrollment period. Candidates may reapply for BFA admission one time.

Candidates are encouraged to apply to the BFA program as soon as they are qualified so they may better plan their course selections.

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.

Major Requirements

BFA: ART (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 Photo Imaging (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, 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, 342, 345, 419, 441, 443)
- AR XXX Photography or Graphics or Electronic Arts Elective (AR 318, 320, 321, 322, 325, 326, 221, 231, 226, 352, 353, 354, 355, 429)

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 Art Hours: 84

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, 460)
- 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, 429)
- 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 (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 AR 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 221/421 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.

All courses are 3 hrs, except as noted.

Required Courses: Art Foundation Requirements (21)

- 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 Photo Imaging
- AR 140 Drawing I
- AR 141 Drawing II

General Studio/Intermediate Courses (15)

- AR 240 Painting I
- AR 219 Intro to Printmaking
- AR 220 Darkroom Photography I or AR 231 Basic Multimedia
- AR 223 Graphic Design I
- AR 260 Ceramics I

Required Upper Level Art Courses (12)

- 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)

- 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)

- AR 380 Elementary Art Education
- AR 381 Craft Techniques
- AR 382 Methods and Philosophy of Art Education

Required Professional Education Courses (21)

- ED 150 EPIC – 1 hr
- ED 225 Becoming an Education Professional
- ED 285 Educational Psychology
- ED 300 Integrating Technology in the Curriculum
- ED 302 Teaching Exceptional Learners
- ED 385 Foundations of Education
- ED 402 Teaching Struggling Learners – 2 hrs

- RD 484 Reading in the Content Areas

Student Teaching – 15 hrs

- ED 400 Understanding the School – 2 hrs
- ED 405 Classroom Management – 1 hr
- ED 440 Student Teaching in Grades P-12 – 12 hrs

Total Art Hours: 66

Total Gen Ed/University Core Hours: 39

Total Professional Education/Student Teaching Hours: 36

Total Hours 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/GECPA - 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/GECPA - 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/GECPA - GED)**

</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. **(GEHU/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 Photo Imaging (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. *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. **(GEHU/GECPA - CCT)**

</AR 141 Drawing II (3)

A continuation of Drawing I. *Prerequisite: AR 140 or equivalent.* **(GEHU/GECPA - 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. *Prerequisites: 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. *Prerequisite: 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. *Prerequisites: 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. **(GEHU/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. *Prerequisites: AR 101 and 102.*

</AR 301 Ancient Art (3)

The arts of the Ancient Near East, Egypt, Aegean, Greece, and Rome. **(GEHU/GECPA - CCT)**

</AR 303 Medieval and Renaissance Art History (3)

Study of the diverse cultural expressions found in art and architecture from the early Medieval to the Renaissance period. Although Western in focus, non-Western influences and exchange will be considered throughout. *Prerequisite: AR 101, AR 102, AR 103 or EN 300. (GECPA-GED)*

</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/GECPA - 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/GECPA - CCT)*

</AR 309 Arts of Africa (3)

A historical survey of the major arts produced by African cultures. **(GEHU/GECPA - 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/GECPA - 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 Museums 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 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. *Prerequisite: AR 131 or 223.*

AR 323 Silkscreen (3)

An introductory course in silkscreen printing. Sequential thinking for the production of prints plus application of color theories is investigated. Emphasis will be placed on traditional photographic and inventive applicators of silkscreen techniques for the production of personal images. *Prerequisite: AR 219.*

AR 324 Lithography (3)

An introductory course for lithography. The printing process of stone and plate lithography is explored with emphasis on imagery and the aesthetics of the fine print. *Prerequisites: 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)

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 345 Chinese Painting (3)

Introduction to Chinese Painting techniques, including handling ink and color on raw and sized rice paper. Subject matter includes landscapes, plants, animals and figures. *Prerequisites: AR 120 and 140.*

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.*

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 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. *Prerequisites: 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. *Prerequisites: Advanced course work in discipline, mentor approval, chair approval.*

AR 391 Art Therapy (3)

See AR 291.

AR 398 Art and Culture Abroad (3)

AR 398 teaches students how to respectfully engage with people and places outside of Kansas, with most trips focused on international experiences. The course may be counted as either studio or art history credit. Students are expected to research the destination's culture in order to communicate their knowledge through art and/or written projects. *No prerequisite.*

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. *Prerequisites: 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 6 hours. *Prerequisite: Jr or Sr BFA Major.*

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 102.*

AR 418 Advanced Typography (3)

Advanced course building on concepts learned in AR 318. 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. *Prerequisite: AR 221.*

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. *Prerequisite: AR 223.*

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. *Prerequisite: AR 223 or AR 318.*

AR 432 Advanced Photo Techniques II (3)

See course description above under AR 332. 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 figure. *Prerequisite: AR 343.*

AR 445 Advanced Chinese Painting (3)

Continuation of AR 345 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)

Principles and techniques of documentary photography. Topics will vary by semester and will be announced in advance. *Prerequisite: 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)

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 9 hours.*

AR 600 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. Repeatable to 6 credit hours with different subject matter. *Prerequisites: Chair permission, undergraduate experience in the discipline.*

AR 601 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. Repeatable to 6 credit hours with different subject matter. *Prerequisites: Chair permission, undergraduate experience in the discipline.*

AR 680 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. *Prerequisites: Chair permission, admission to MEd Program in Curriculum and Instruction with concentration in Art.*

AR 690 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. *Prerequisites: Chair permission, completion of 30 hours in MEd in C&I w/concentration in Art Degree Program.*

ASTRONOMY

DEPARTMENT OF PHYSICS AND ASTRONOMY

Website: 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 104 Life in the Universe (3)

A scientific investigation of the question "Are we alone in the universe?" Course content includes the origin and properties of stars and planets, the requirements for life, and the emergence and sustainability of civilizations. Students will complete a variety of interactive assignments and a term project. **(GENS-QSR)**

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. *Prerequisites: 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

DEPARTMENT OF BIOLOGY

Website: www.washburn.edu/biology

Twitter: @WUBiology

Stoffer Science Hall, Room 202

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DEGREES OFFERED

Bachelor of Arts

Biology

Environmental Biology

Bachelor of Science

Biology

Biology, Secondary Education Specialization

Environmental Biology

Molecular Biology and Biotechnology

Minor Offered

Biology

For information on department scholarships please see website address listed above.

MISSION OF DEPARTMENT

Biology is an integrative discipline that emerges from all areas of the natural sciences and builds upon those foundations. In the spirit of our discipline the Biology Department is committed to providing students with a strong foundation in the life sciences that culminates in specialized experiences designed to prepare students not only for diverse career opportunities available in

the biological sciences, but also to be life-long learners. Fundamental to our students' development is the acquisition of a broad knowledge base, the ability to integrate and apply this knowledge, and the ability to communicate observations and analyses. Through close interaction with our faculty in the classroom and in research environments the Biology Department fosters students' innate desire for discovery and helps them develop the skills and modes of thinking that will empower their contributions to an ever-expanding understanding of the natural world.

Faculty members professionally engage in their sub-disciplines through scholarly work and service, enabling them to contribute to the evolution of their disciplines and engaging them as active members of the greater scientific community abreast of the dynamic nature of their fields. This engagement functions to meet changing student needs within the Biology Department, Allied Health, pre-Nursing and other programs and serves as resources of life science knowledge and awareness of biological issues for the community at large. We strive to establish and maintain the highest standards of curricular innovation, academic rigor, technical skill, modern physical facilities, and personalized mentorship, in support of our primary goal: providing a high quality learning experience for all students that we engage. We are, above all, a student-centered team of teachers.

DESCRIPTION OF PROGRAM

The courses in biology are designed to meet the needs of at least 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, environmental biology, molecular biology & biotechnology, or other related fields.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes for each major are listed below in their respective major descriptions.

INFORMATION COMMON TO ALL MAJORS WITHIN THE BIOLOGY DEPARTMENT

All Majors within the Biology Department must be officially declared before taking upper division BI courses; however, it is recommended that the major be declared as early as possible after matriculation to Washburn University 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 by visiting with either the Chair or an appropriate advisor within the prospective department.

Each semester all majors must meet with a department advisor to plan the appropriate course work for the next semester and to receive a registration PIN.

THE BIOLOGY MAJOR

Both the BA and BS degrees in Biology are designed to meet the needs of students expressing an interest in general biology and preparing them to be competitive as applicants to a variety of graduate programs, professional schools or immediately in the job market.

Student Learning Outcomes for the Biology Major

Biology majors at Washburn University, upon completion of the program will be able to:

- Describe and explain fundamental biological concepts in cell biology, genetics, organismal biology, structure and function relationships, ecology, and evolution.
- Explain and utilize the scientific method.
- Employ and demonstrate a variety of scientific techniques in the core biology disciplines of zoology, microbiology, genetics, and undergraduate research.
- Analyze and interpret scientific data.
- Evaluate scientific information and use oral and written presentation skills to formulate explanations of data in a professional manner.

Requirements for Biology Majors

Biology majors must take a 20-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- 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 following non-biology courses are required of Biology majors:

- MA 140 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)

BA in Biology

The Bachelor of Arts (BA) degree in Biology requires a minimum of 38 hours in Biology: the 20-hour BI core and 18 additional BI hours; 15 of these 18 hours must be upper division BI courses. The degree requires a minimum of 120 credits to graduate.

BS in Biology

The Bachelor of Science (BS) degree in Biology requires a minimum of 44 hours in Biology: the 20-hour BI core and 24 additional BI hours; 21 of these 24 hours must be upper division BI courses. The BS degree also requires a 30-hour

Concentration to be chosen from the Natural Sciences (Biology, Chemistry, Mathematics & Statistics, Physics & Astronomy, or Computer Information Science). This Natural Sciences Concentration must be in departments other than the major, and must have at least 20 hours in one department. Natural Sciences Concentrations for the BS degree are limited to these courses: Chemistry 151 or above, Physics 261 or above, Mathematics 116 or above, Computer Science 110 or above. The degree requires a minimum of 120 credits to graduate.

THE BIOLOGY MAJOR WITH SECONDARY EDUCATION SPECIALIZATION

The BS degree in Biology with Secondary Education Specialization (BiEd) is designed for those students seeking teaching certification in Biology.

Student Learning Outcomes for the Biology Major with Secondary Education Specialization

Biology, Secondary Education Specialization majors at Washburn University, upon completion of the program will be able to:

- Describe or distinguish major biological principles in cell biology, genetics, organismal biology, ecology, and evolution.
- Demonstrate the complex interrelationships amongst ecological and evolutionary forces and how they influence organisms, populations, and community function.
- Explain the scientific process and be able to discriminate between different approaches to science.
- Identify, recognize, and recall human anatomy, physiology, reproduction, and development.
- Design experiments and analyze and interpret basic scientific data.
- Explain scientific information in oral and written presentations in a clear and professional manner.

Requirements for Biology Majors with Secondary Education Specialization (BiEd)

The Bachelor of Science (BS) degree in Biology with Secondary Education Specialization (BiEd) requires a minimum of 38 hours: the 20-hour core and at least 18 required supporting courses as listed below.

BiEd majors must take a 20-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 301 General Microbiology (4)
- BI 333 General Genetics (4)
- BI 390 Biology Seminar (1) - Capstone Course
- BI 395 Biology Research (1) - Capstone Course

Required Supporting Courses for BiEd Majors (at least 18 BI hours):

Students must complete the following courses to satisfy

Kansas Teaching Standards. Indicated courses may be substituted by course listed under Course Substitutions.

- BI 155 Sexually Transmitted Diseases (1)
- BI 202 Biology of Behavior (3)
- BI 250 Intro Human Anatomy (3)
- BI 255 Human Physiology (4)
- BI 310 Ecology (4)
- BI 340 Evolutionary Biology (3)

Course Substitutions:

- BI 275 Human Anatomy [substitute for BI 250] (4)
- BI 325 Microbiology of Human Disease [substitute for BI 155] (5)
- BI 300 Field Biology [substitute for BI 310] (3)
- BI 330 Animal Physiology [substitute for BI 255] (4)

The following non-biology courses are required of BiEd majors:

- MA 140 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)

The BS degree also requires a 30-hour Concentration to be chosen from the Natural Sciences (Biology, Chemistry, Mathematics & Statistics, Physics & Astronomy, or Computer Information Science). This Natural Sciences Concentration must be in departments other than the major, and must have at least 20 hours in one department. Natural Sciences Concentrations 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.

To receive departmental approval as having competency for licensure in teaching biology at the secondary level, majors must complete a BS in BiEd as outlined above. Completion of the 20-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. The number of credit hours to graduate varies but is at least 140 credit hours.

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.

THE ENVIRONMENTAL BIOLOGY MAJOR

Both the BA and BS degrees in Environmental Biology are designed to meet the needs of students expressing an interest in environmental biology and preparing them to be competitive as applicants to graduate programs. This degree is built around a biology core emphasizing the principles of ecology and evolution with an orientation towards natural resources, conservation, and other environmental concerns.

Student Learning Outcomes for the Environmental Biology Major

Environmental Biology majors at Washburn University, upon completion of the program will be able to:

- Describe or distinguish major biological principles in cell biology, genetics, organismal biology, ecology, and evolution.
- Demonstrate the complex interrelationships amongst ecological and evolutionary forces and how they influence organisms, populations, and community function.
- Explain the scientific process and be able to discriminate between different approaches to science.
- Identify, recognize, and recall the basic biology of at least one major taxonomic group.
- Design experiments and analyze and interpret basic scientific data.
- Explain scientific information in oral and written presentations in a clear and professional manner.

Requirements for Environmental Biology Majors

Environmental Biology Majors must take a 23-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 310 Ecology (4)
- BI 333 General Genetics (4)
- BI 340 Evolutionary Biology (3)
- BI 390 Biology Seminar (1) - Capstone Course
- BI 395 Biology Research (1) - Capstone Course

The following non-biology courses are required of Environmental Biology majors:

- 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)

BA in Environmental Biology

The Bachelor of Arts (BA) degree in Environmental Biology requires a minimum of 38 hours in Biology: the 23-hour Environmental Biology core as outlined above and 15 additional BI hours as outlined below. The BA degree in

Environmental Biology requires a minimum of 120 credit hours to graduate.

Elective Supportive Organismal Courses for the BA degree in Environmental Biology:

Students must complete a total of 15 additional credit hours of biology electives with a minimum of 10 hours from the following lists, with at least 1 course from the Field Electives Section.

- BI 301 General Microbiology (4)
- BI 303 Invertebrate Zoology (4)
- BI 305 Parasitology (4)
- BI 322 Advanced General Botany (4)
- BI 328 Plant Anatomy and Physiology (3)
- BI 330 Animal Physiology (4)

Field Electives Section

- BI 300 Field Biology (3)
- BI 302 Entomology (4)
- BI 315 Vertebrate Zoology (4)
- BI 324 Systematic Botany (3)

The following non-biology course is required for the BA degree in Environmental Biology:

- MA 140 or MA 151

BS in Environmental Biology

The Bachelor of Science (BS) degree in Environmental Biology requires a minimum of 44 hours in Biology: the 23-hour Environmental Biology core (listed above), 21 additional BI hours, plus a 3 credit hour quantitative course as listed below. The BS degree in Environmental Biology requires a minimum of 120 credits to graduate.

Elective Supportive Organismal Courses for the BS degree in Environmental Biology:

Students must complete a total of 21 additional credit hours of biology electives with a minimum of 14 hours from the following lists, with at least 1 course from the Field Electives Section.

- BI 301 General Microbiology (4)
- BI 303 Invertebrate Zoology (4)
- BI 305 Parasitology (4)
- BI 322 Advanced General Botany (4)
- BI 328 Plant Anatomy and Physiology (3)
- BI 330 Animal Physiology (4)

Field Electives Section

- BI 300 Field Biology (3)
- BI 302 Entomology (4)
- BI 315 Vertebrate Zoology (4)
- BI 324 Systematic Botany (3)

Quantitative Course Requirement for the BS degree in Environmental Biology:

Students must complete at least 1 quantitative course from the list below:

- BI 314 Statistics for Biologists (3)
- MA 140 Statistics (3)
- MA 145 Mathematics for Decision Making (3)

The following non-biology course is required for the BS degree in Environmental Biology:

- MA 151

The BS degree also requires a 30-hour Concentration to be chosen from the Natural Sciences (Biology, Chemistry, Mathematics & Statistics, or Computer Information Science. This Natural Sciences Concentration must be in departments other than the major, and must have at least 20 hours in one department. Natural Sciences Concentrations for the BS degree are limited to these courses: Chemistry 151 or above, Physics 261 or above, Mathematics 116 or above, Computer Science 110 or above. The BS degree in Environmental Biology requires a minimum of 120 credit hours to graduate.

THE MOLECULAR BIOLOGY AND BIOTECHNOLOGY MAJOR

The BS degree in Molecular Biology and Biotechnology is designed to provide students an opportunity to focus their undergraduate studies in the molecular biosciences in an effort to prepare themselves for either entering the workforce directly as baccalaureate-level research scientists or for entering competitive graduate programs to further their studies. The curriculum is designed to be rich in laboratory experiences through coursework, research and an internship. In addition to 83 credit hours of science courses, Molecular Biology and Biotechnology majors will be required to take an ethics course to appreciate the interplay between biology and society.

Student Learning Outcomes for the Molecular Biology and Biotechnology Major

Molecular Biology & Biotechnology majors at Washburn University, upon completion of the program will be able to:

- Acquire a comprehensive understanding of biological principles including cell biology, genetics, organismal biology, structure and function, ecology, and evolution.
- Acquire the ability to understand and utilize the scientific method.
- Master a variety of scientific techniques in the core biology disciplines of organismal biology, microbiology, genetics, molecular biology, and undergraduate research.
- Develop the ability to analyze and interpret scientific data.
- Develop the oral and written presentation skills to successfully communicate scientific information in a professional manner.

Requirements for Molecular Biology and Biotechnology Majors

The Bachelor of Science (BS) degree in Molecular Biology and Biotechnology (MBB) requires a 34-hour BI core, 44 hours of required non-biology courses, and 8

additional BI or CH hours elective hours as listed below.

MBB majors must take a 34-hour core consisting of:

- BI 102 General Cellular Biology (5)
- BI 103 General Organismal Biology (5)
- BI 234 Introduction to Biotechnology (3)
- BI 301 General Microbiology (4)
- BI 333 General Genetics (4)
- BI 353 Molecular Genetics (3)
- BI 354 Molecular Biology Laboratory (3)
- BI 390 Biology Seminar (1)
- BI 395 Biology Research (3)
- BI 440 Biotechnology Internship (3)

The following non-biology courses are required of MBB majors (44 hours):

- CH 151/152 Fundamentals of Chemistry (1 year with lab) (10)
- CH 340/342 Organic Chemistry I (with lab) (5)
- CH 341 Organic Chemistry II (3)
- CH 350/351 Biochemistry I (1 semester with lab) (5)
- MA 140 Statistics (3)
- MA 151 Calculus and Analytic Geometry I (5)
- PS 261/262 College Physics (1 year with lab) or PS 281/282 General Physics (1 year with lab) (10)
- PH 214 Medical Ethics (3)

Elective Supportive Courses for MBB Majors:

Students must complete a minimum of 8 additional hours from the following list:

- BI 322 Advanced General Botany (4)
- BI 325 Microbiology of Human Diseases (5)
- BI 328 Plant Anatomy and Physiology (3)
- BI 330 Animal Physiology (4)
- BI 355 Developmental Biology (5)
- BI 357 Histology (4)
- BI 362 Immunology (3)
- BI 363 Immunology Lab (2)
- BI 370 Virology (3)
- CH 343 Organic Chemistry Laboratory II (2)
- CH 352 Biochemistry II (3)
- CH 353 Biochemistry Laboratory II (2)

The above-listed coursework for the BS in MBB satisfies the 30-hour Natural Sciences Concentration.

The BS degree in Molecular Biology and Biotechnology requires a minimum of 120 credit hours to graduate.

DEPARTMENTAL HONORS

Students are eligible to receive departmental honors upon graduation if they fulfill the following minimum requirements:

- A grade point average of 3.5 in the major, including a 3.5 in upper division work in the major.
- Successful completion of BI 395 (Research in Biology).
- Service to the Department, or to the community relevant to the Biology major.
- 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 and BI 103. 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, but will be equivalent in terms of class and laboratory time.

</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 with a grade of C or better, 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 103 General Organismal Biology (5)

An introduction to the basic principles of organismal biology with an emphasis on plants and animals. Topics covered will include general ecology and evolution, anatomy and physiology, and organismal diversity. Four

lectures and one three-hour laboratory period a week. *Prerequisite: BI 102 with a grade of C or better.*

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 140 Introduction to Forensic Biology (3)

An introduction to the collection, processing, and testing of biological evidence during forensic investigations. Topics include: the use of biological samples in crime scene investigation, molecular biology techniques used to detect biological samples, and evaluating the strength of DNA profiling. *Prerequisite: None. (GENS – CCT)*

</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 234 Introduction to Biotechnology (3)

The purpose of this course is to introduce and explore the scientific basis of a broad range of topics in the emerging areas of biotechnology involving microbes, plants, and animals, and to understand the impact of biotechnology on society. Additional topics include: history, development, current operations, future advances, industry structure, and career opportunities within the biotechnology industry. *Prerequisite: BI 102 with a grade of "C" or better.*

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. *Prerequisite: A grade of "C" or better in BI 100 (Health Emphasis preferred).*

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. *Prerequisites: 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: BI 103 with a grade of C or better.*

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. *Prerequisites: BI 103 with a grade of C or better, 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 103 with a grade of C or better.*

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 103 with a grade of C or better.*

BI 305 Parasitology (4)

Protozoan, helminth, and arthropod parasites of humans. Three lectures and one three-hour laboratory period a week. *Prerequisite: BI 103 with a grade of C or better.*

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. *Prerequisite: BI 103 with a grade of C or better.*

BI 314 Statistics for Biologists (3)

A course designed as an overview of statistical procedures common in biological research emphasizing their biological relevance and interpretation. Lectures will cover data presentation, parameter estimation, hypothesis testing, goodness of fit, analysis of variance, regression, and a brief introduction to modern methods of analysis. Labs will cover the practical implementation of statistical analyses using the statistical package R. *Prerequisites: BI 102 and MA 116 with grades of C or better. Recommended: MA 140 with a grade of C or better.*

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 103 with a grade of C or better.*

BI 322 Advanced General Botany (4)

A survey of the anatomy, physiology and diversity of plants. Evolutionary development, ecology, and applied botany will be discussed. The laboratory will include both field-based and laboratory-based experiments. Three lectures and one three hour laboratory period a week. *Prerequisite: BI 103 with a grade of C or better.*

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 103 with a grade of C or better.*

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 103 with a grade of C or better.*

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. *Prerequisites: BI 103 with a grade of C or better, 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. *Prerequisites: BI 103 with a grade of C or better, 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 103 with a grade of C or better, or consent of instructor.*

BI 343 Human Genetics (3)

Classical and molecular mechanisms of inheritance in individuals, families, and populations. Topics include genetics of behavior, outcomes of gene and chromosomal mutations, cancer genetics, genetic counseling, personalized genomics, and issues and applications of current gene and reproductive technologies. *Prerequisite: BI 333 with a grade of C or better, or consent of instructor.*

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 333 with a grade of C or better.*

BI 357 Histology (4)

Fundamental tissues and microscopic examination of vertebrate organs. Two lectures and two two-hour laboratory periods a week. *Prerequisite: BI 103 with a grade of C or better.*

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. *Prerequisites: BI 103 with a grade of C or better, or BI 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. *Prerequisites: 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 with a grade of C or better, 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 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. *Prerequisites: BI 103 with a grade of C or better, 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. *Prerequisites: BI 103 with a grade of C or better, 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. *Prerequisites: 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.*

BI 440 Biotechnology Internship (3)

Experience and training in an approved biotechnology or related industry laboratory, or academic research laboratory. *Prerequisites: 27 credit hours of biology, 15 credit hours of chemistry, and Instructor approval.*

CHEMISTRY

DEPARTMENT OF CHEMISTRY

Website: www.washburn.edu/chemistry

Stoffer Science Hall, Room 312
(785) 670-2270

Professor Shaun Schmidt, Chair
Professor Sam Leung
Associate Professor Seid Adem
Assistant Professor Holly O'Neill
Professor Emeritus Stephen Angel
Professor Emerita Janice Barton
Lecturer Emerita Sue Salem

DEGREES OFFERED

Bachelor of Arts

Chemistry
Biochemistry
Secondary Education

Bachelor of Science

Chemistry
Biochemistry
Forensic Chemical Science
Secondary Education

Associate of Arts

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, will:

- Demonstrate a mastery of a broad set of chemical knowledge concerning the fundamentals in the basic areas (analytical, biological, inorganic, organic, and physical chemistry) of the discipline as appropriate for the individual major.
- Demonstrate an operating knowledge of a variety of modern scientific instrumentation and computational methods to analyze chemicals and chemical processes.
- Demonstrate safe chemical practices, including waste handling and safety equipment.

In addition at the Bachelor's Level chemistry majors, upon graduation, will:

- Demonstrate an ability to define scientific problems, develop testable hypotheses, design and execute experiments, analyze data using appropriate statistical methods, and draw appropriate conclusions both individually and in collaboration with others.
- Demonstrate the use of modern library search tools to locate and retrieve scientific information and the ability to communicate scientific knowledge both verbally and in writing to peers and the scientific community.
- Discuss the application of the standards of professional ethics and how these affect the scientific endeavor.

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, 371, 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 (3 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.

AA 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). **Pre-pharmacy** — Students who are preparing for admission to a pharmacy school would complete 68 credits including the AA in Laboratory Science encompassing the following recommended courses: CH 151, 152, 340, 341, 342, 343; BI 102, 250, 255, 301; MA 140, 141 or 151; AN 112; CN 150; PS 261 or 281; SO 100; and a literature course in English. Contact the Pre-Pharmacy Advisor for additional requirements that are pharmacy school dependent.

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 all Chemistry Bachelor Degrees — 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 Natural Science Concentration for the BS degree is 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 203, CH 320, and CH 340.

DEPARTMENTAL HONORS

Students are eligible to receive departmental honor upon graduation if they fulfill the minimum requirements:

- A grade point average of 3.5 in the major, including a 3.5 in upper division work in the major.
- Successful completion of research with presentation or internship in Chemistry.
- Service to the Department, or to the community relevant to the Chemistry major.
- The recommendation of the Department.

COURSE OFFERINGS

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

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, or MA 110, or MA 112, or MA 116 with a grade of D or better.*

</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 or higher of MA 116 or MA 112 with a grade of C or better.* **(GENS - QSR)**

</CH 126 RN to BSN General, Organic and Biological Chemistry (3)

This course is designed to fulfill the degree requirement in chemistry for the Registered Nurse to Bachelor of Science in Nursing on-line program. This eight-week, on-line course will cover the same lecture material as the one-semester General, Organic, and Biological Chemistry course. This would include vocabulary, laws and applications of basic chemistry concepts such as measurements, atomic structure, periodic trends, compounds, solutions, and reactions. Chemistry 126 will not count towards a major or minor in chemistry or biology. *Prerequisites: Registered Nurse; MA 116 or higher with a C or better 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 a variety of topics that may include arson investigation, blood spatter analysis and other relevant topics to the forensic field. *Prerequisite: CH 103 with a C or better 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. Students will analyze evidence from a mock case from start to finish, presenting their results in the class. *Prerequisites: CH 151 and pre- or co-requisite of CH 103 with a grade of C or better.*

</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: CH 101 with a grade of C or better or consent of instructor.* **(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 317 Chemistry for STEM Educators I (3)

Designed to introduce concepts and applications of chemistry to STEM educators. This includes chemical safety, vocabulary, atomic structure, states of matter,

gases, chemical interactions, bonding, solutions, kinetics, thermodynamics, and thermochemistry. Composed of three hours of lectures/demonstrations/laboratory exercises each week. This course does not satisfy any chemistry prerequisite/requirement outside of the STEM program. *Prerequisites: MA 112 or MA 116 and PS 108 with a letter grade of a "C" or higher; concurrent enrollment in ED 317 Math/Science Practicum.*

CH 320 Analytical Chemistry (3)

The theoretical and practical fundamentals of classical and physicochemical methods of analysis, with special emphasis on the relationship between physical and analytical chemistry. *Prerequisites: a score of at least the 40th percentile on the American Chemical Society full-year General Chemistry Exam, and CH 152 with a grade of C or better.*

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 with a grade of C or better and concurrent enrollment in CH 320 or consent of instructor.*

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. *Prerequisites: a score of at least the 40th percentile of the American Chemical Society full-year General Chemistry Exam, and 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. *Prerequisites: CH 152 and CH 340 with a grade of C or better 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. *Prerequisites: 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 with a grade of C or better.*

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 with a grade of C or better.*

CH 347 Physical Chemistry Concepts Lab (1)

Techniques and interpretation of physical systems measurements. One three-hour laboratory per week. *Prerequisite: CH 343 with a grade of C or better.*

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. *Prerequisites: a score of at least the 40th percentile on the American Chemical Society full-year General Chemistry Exam, and CH 340 with a grade of C or better.*

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 with a grade of C or better 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 with a grade of C or better.*

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 with a grade of C or better.*

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 with a grade of C or better.*

CH 360 Descriptive Inorganic Chemistry (3)

Descriptive chemistry of the inorganic elements based on the principles learned in freshman chemistry.

Prerequisite: CH 152 with a grade of C or better.

CH 362 Spectroscopy (2)

An introduction to the interpretation of the spectra of organic compounds. *Prerequisite: CH 343 with a grade of C or better.*

CH 371 Advanced Topics in Chemistry (1)

The specific course content will depend on the instructor. At least two of the following four topics will be introduced: synthetic polymers, biological macromolecules, supramolecular aggregates, meso or nanoscale materials. Introduction to these topics will include preparation, characterization, and physical properties. *Prerequisite: Thirty hours of chemistry credit or consent of the instructor.*

CH 380 Fundamentals of Physical Chemistry (3)

A non-calculus based physical chemistry class. *Prerequisites: a score of at least the 40th percentile on the American Chemical Society full-year General Chemistry Exam, CH 152, PS 261 or PS 281 with a grade of C or better.*

CH 381 Physical Chemistry I (3)

Covers the properties of gases, kinetic principles, thermodynamics, state changes, equilibrium, and properties of solution. *Prerequisites: a score of at least the 40th percentile on the American Chemical Society full-year General Chemistry Exam, and CH 152 with a grade of C or better, 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. *Prerequisites: CH 381 with a grade of C or better and MA 152 or concurrent enrollment.*

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 with a grade of C or better.*

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 with a grade of C or better 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. *Prerequisites: a score of at least the 40th percentile on the American Chemical Society full-year General Chemistry Exam, and 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

DEPARTMENT OF COMMUNICATION STUDIES

Website: www.washburn.edu/communication

Morgan Hall, Room 206
(785) 670-2230

Associate Professor Mary Pilgram, Chair
Professor Leslie Reynard
Professor Tracy Routsong
Associate Professor Jim Schnoebelen
Director of Forensics/Senior Lecturer Kevin O'Leary
Assistant Director of Forensics/Lecturer Steve
Doubledee

DEGREE OFFERED

Bachelor of Arts

Communication

Minor Offered

Communication

MISSION

The Washburn University Communication Studies Department exists to advance the intellectual growth and development of marketable skills by majors, minors, and general education students. This is achieved through student-centered instruction which relies upon Communication theory and research to develop critical thinking skills in written, oral, and nonverbal communication. Communication Studies faculty teach Communication courses, mentor clubs, and coach activities to foster the development of skills that enhance student success in professional and community settings. Thus, Communication Studies students are able to resolve communication challenges, engage in principled actions as citizens and scholars, and achieve rewarding, productive careers.

STUDENT LEARNING OUTCOMES

Communication Studies majors at Washburn University should be able to, 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.
- Apply communication skills and theory to generate new insights into contemporary communication situations.
- Describe complexities such as race, gender, culture, and interpersonal history, of communication situations.

The Communication Studies major prepares students for professional and personal success. Some fields where communication graduates are building their careers are corporate management, human resources, training and development, advertising, marketing, banking and insurance. The 36 hour major is designed to provide broad general theory and skills for application in many communication arenas. Students who want to pursue graduate or professional school are well prepared to enter the most competitive programs. Students who take communication studies courses develop strong general education skills, as well as in-depth understanding of the theory and practice of human communication. Four courses are specifically identified to meet general education requirements: CN 101 Principles and Practices of Human Communication, CN 150 Public Speaking, CN 341 Persuasive Speaking, and CN 351 Interpersonal Communication. Alumni find employment as corporate trainers, lobbyists, small business owners, directors of non-profits, consultants, and in a broad range of other careers.

THE MAJOR (36 HRS)

The major consists of 15 required hours and 21 hours of courses chosen in conjunction with the student's assigned adviser.

Required Courses (15 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) or CN 305 Quantitative Communication Research Methods (3)
- CN 498 Senior Capstone (3) or CN 491 Senior Capstone Internship (3)

Elective Courses (21 hrs)

- CN 306 Health Communication (3)
- CN 307 Communication in the Legal Process (3)
- CN 308 Organizational Communication (3)
- CN 309 Political Communication (3)
- CN 330 Conflict and Negotiation (3)
- CN 340 Interviewing (3)
- CN 341 Persuasive Speaking (3)
- CN 342 Communication in Teams and Groups (3)
- CN 365 Business and Professional Presentation (3)
- CN 370 Communication Training and Development (3)
- CN 350 Persuasion (3)
- CN 351 Interpersonal Communication (3)
- CN 361 Communication in Social Movements (3)
- CN 363 Intercultural Communication (3)
- CN 364 Gender Communication (3)
- CN 366 Nonverbal Communication (3)
- CN 367 Crisis Communication (3)

- CN 369 Critical Studies (3)
- CN 154/343 Forensics (1) Limit of 3 hours can count toward the major.
- CN 295/395 Special Topics (3)
- CN 490 Directed Research (1-3)

Majors are not limited to 36 hours. Also, students are encouraged to consider a minor, but a minor is not required.

THE MINOR (15 HOURS)

Majors in other departments often find the Communication Studies minor a valuable addition. Minor requirements include the following:

- CN 101 Principles & Practices of Human Communication (3)
- CN 150 Public Speaking (3)
- 9 hours of upper division courses chosen in conjunction with a Communication Studies adviser.

To declare a minor, contact the Communication Studies Department.

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.

DEPARTMENTAL HONORS

To receive departmental honors, a graduating student must have a GPA of 3.5 in the Major and an A in Capstone (CN 491 or CN 498).

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 GPA in CN classes and be enrolled in good standing with the department.

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 (3)

Focuses on topics not regularly offered, but that enhances the curriculum because of specialized faculty or student interest.

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. *Prerequisite: CN 101.*

CN 304 Qualitative Communication Research Methods (3)

Presents fundamental types and steps of qualitative research in communication. *Prerequisite: CN 101 or special permission.*

CN 305 Quantitative Communication Research Methods (3)

Presents fundamental types and steps of quantitative research in communication. *Prerequisites: CN 101, & MA 112 or higher, or special permission.*

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.

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.

CN 308 Organizational Communication (3)

Examines organizations from a communication perspective. Emphasizes how organizational variables affect communication patterns. Topics include concepts, skills, theories, and strategies for improving organizational communication.

CN 309 Political Communication (3)

Examines communication concepts in campaigns, presidential addresses, and other political environments.

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.

CN 340 Interviewing (3)

Examines the key concepts and needed skills to conduct effective interviews in many settings.

</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 Communication in Teams and Groups (3)

Provides an in-depth look at group dynamics and communication. Focuses on communication and decision making, relationships, conflict, leadership, and group development.

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.

</CN 351 Interpersonal Communication (3)

Examines critical factors in interpersonal communication. Analyzes and applies various interpersonal theories and concepts to a variety of relationships. **(GEHU-CCT)**

CN 361 Communication in Social Movements (3)

Assesses theories, models, practice, and criticism of protest communication related to a variety of socio-cultural movements.

CN 363 Intercultural Communication (3)

Explores speech communication in and between different cultures and communities.

CN 364 Gender Communication (3)

Focuses on how gender influences communication patterns between and among men and women. Communication influences the creation of gender roles and identity.

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.

CN 367 Crisis Communication (3)

Crises are best managed through sound communication practices. Students will develop an understanding of the crisis-life cycle, along with effective strategies to foresee, prepare for, and manage crises in professional and personal dimensions of life. *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.

CN 395 Special Topics (3)

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest.

CN 370 Communication Training and Development (3)

Emphasizes the theory and practice of training and development in organizations. *Prerequisites: CN 150 and CN 308, or with consent of instructor.*

CN 490 Directed Research (1-3)

Selected research on communication topics not provided in the curriculum.

CN 491 Capstone Internship (3)

Experience and training in professional settings related to communication careers. Second semester junior or senior status. Majors only. *Prerequisites: 27 hrs of communication courses completed including: CN 101, CN 150, CN 302, CN 304 or CN 305, EN 300, and instructor approval. Note: Students can choose either CN 491 or CN 498 to meet their Capstone requirement.*

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 101, CN 150, CN 302, CN 304 or CN 305, English 300 and Instructor approval.*

CN 695 Special Topics (3)

Focuses on a topic not regularly offered, but that enhances the curriculum because of specialized faculty or student interest. *Prerequisite: Consent of instructor.*

COMPUTER INFORMATION SCIENCE

DEPARTMENT OF COMPUTER INFORMATION SCIENCES

Website: www.washburn.edu/cis

Stoffer Science Hall, Room 304
(785) 670-1739

Professor Bruce Mechtly, Chair
Professor Cecil Schmidt
Professor Nan Sun
Associate Professor Rick Barker
Associate Professor and Associate Vice President for
Academic Affairs Nancy Tate
Lecturer Phillip Hauptman
Professor Emeritus David Bainum
Lecturer Emerita Roberta Jolly

DEGREES OFFERED

Associate of Arts

Computer Information Science

Bachelor of Arts

Computer Information Science

*Computer Information Science with Concentration in
Digital Forensics*

Bachelor of Science

Computer Information Science

Minors Offered

Computer Information Science

Computer Information Science in Digital Forensics

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 department provides a range of service courses to all disciplines requiring computer-oriented courses in their degree programs. In addition, the department offers four 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 Bachelor of Arts with a concentration in Digital Forensics is a variation on the Bachelor of Arts degree with courses that are designed to train students in digital forensics investigation. Software development is also a strong component of this degree. A student graduating with this degree will be well trained to work as a digital forensics investigator or a software developer with extra skills in digital forensics and security.

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.
- 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 Contemporary 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)
- One of the following two: CM 331 Computational Intelligence (3) or CM 332 Data Mining (3)
- CM 333 Software Engineering (3)
- CM 336 Database Management Systems (3)
- CM 361 Network Systems II (3)
- CM 465 CIS Capstone Project (3)

Approved Elective Upper Division CM Coursework - 6 hrs

Correlated – 30 hrs

- PH 220 Symbolic Logic (3)
- EC 200 Principles of Microeconomics (3)
- EC 201 Principles of Macroeconomics (3)
- One of the following two: BU 342 Organization and Management (3) or BU 346 Organizational Behavior (3)
- CN 150 Public Speaking (3)
- EN 208 Business and Technical Writing (3)
- One of the following two: CN 340 Interviewing (3) or CN 341 Persuasive Speaking (3)
- One of the following two: MA 140 Statistics (3) or MA 343 Applied Statistics (3)
- One of the following two: MA 141 Applied Calculus I (3) or MA 151 Calculus and Analytic Geometry I (5)
- MA 206 Discrete Mathematics for 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 Arts in Computer Information Science with Concentration in Digital Forensics

Computer Information Sciences Core - 16 hrs

- CM 111 Intro to Structured Programming (4)
- CM 203 Digital Forensics I (3)
- CM 231 Computer Organization/Assembler (3)
- CM 245 Contemporary Programming Methods (3)
- CM 261 Networked Systems I (3)

Computer Information Sciences Required - 18 hrs

- CM 303 Digital Forensics II (3)
- CM 307 Data Structures & Algorithmic Analysis (3)
- CM 322 Operating Systems (3)
- One of the following two: CM 331 Computational Intelligence (3) or CM 332 Data Mining (3)
- CM 361 Network Systems II (3)
- CM 465 CIS Capstone Project (3)

Approved Elective Upper Division CM Coursework - 6 hrs

Correlated - 24 hrs

- AN 118 Introduction to Forensic Science (3)
- CN 150 Public Speaking (3)
- PY 100 Basic Concepts in Psychology (3)
- EN 208 Business and Technical Writing (3)
- PH 220 Symbolic Logic (3)
- One of the following two: CN 340 Interviewing (3) or CN 341 Persuasive Speaking (3)
- One of the following two: MA 140 Statistics (3) or MA 343 Applied Statistics (3)
- One of the following two: MA 141 Applied Calculus I (3) or MA 151 Calculus and Analytic Geometry I (5)
- MA 206 Discrete Mathematics for 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

- CM 111 Intro to Structured Programming (4)
- CM 231 Computer Organization/Assembler (3)
- CM 245 Contemporary 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)
- One of the following two: CM 331 Computational Intelligence (3) or CM 332 Data Mining (3)
- CM 333 Software Engineering (3)
- CM 336 Database Management Systems (3)
- CM 361 Network Systems II (3)
- CM 465 CIS Capstone Project (3)

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 Symbolic Logic (3)
- EC 200 Principles of Microeconomics (3)
- EC 201 Principles of Macroeconomics (3)
- One of the following two: BU 342 Organization and Management (3) or BU 346 Organizational Behavior (3)
- EN 208 Business and Technical Writing (3)
- CN 150 Public Speaking (3)
- One of the following two: CN 340 Interviewing (3) or CN 341 Persuasive Speaking (3)
- One of the following two: MA 140 Statistics (3) or MA 343 Applied Statistics (3)
- MA 151 Calculus and Analytic Geometry I (5)
- MA 206 Discrete Mathematics for Computing (3)

Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour concentration in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. If the concentration is in Math, the student must take MA 152. At least 20 of these hours must be selected from one discipline. At least 3 hours must be upper division. 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 - 16 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) or CM 335 Advanced App. Programming and Design (3) or CM 361 Networked Systems II (3)

Approved CM Electives - 6 hrs

- 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 hrs

- EC 200 Principles of Microeconomics (3)
- EC 201 Principles of Macroeconomics (3)
- One of the following two: MA 140 Statistics (3) or MA 343 Applied Statistics (3)
- MA 206 Discrete Mathematics for Computing (3)
- CN 150 Public Speaking (3)
- EN 208 Business and Technical Writing (3)

Students must also meet the Associate of Arts University Requirements.

THE MINORS

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 15 hours of Computer Information Science coursework, including at least six upper division hours. The courses must include CM 111 Introduction to Structured Programming and CM 245 Contemporary Programming Methods. CM 101 Computer Concepts and Applications will not count toward the minor. Courses may be broadly selected or may concentrate in an area of particular interest.

Minor in Computer Information Science in Digital Forensics

The Minor in Computer Information Science in Digital Forensics will give a student valuable computer skills including those used in digital forensics investigations. The minor will consist of 15 hours of Computer Information Science coursework, including at least six upper division hours. The courses must include CM 111 Introduction to Structured Programming, CM 245 Contemporary Programming Methods, CM 203 Digital Forensics I and CM 303 Digital Forensics II. CM 101 Computer Concepts and Applications will not count toward the minor. Other courses may be selected to match the particular interest of the student.

COURSE OFFERINGS

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

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 Concepts and Applications (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. *(GENS-ILT)*

</CM 105 Introduction to Computer Science (3)

This course is designed to provide students with a broad perspective of the field of Computer Science, from core issues and concepts inherent to the discipline of computing, to the various sub-disciplines of computer science, and the related ethical issues. Topics include coverage of the various layers of computing including: data, hardware, software, operation systems, applications, and communications. *Prerequisite: MA 112 or MA 116, or concurrent enrollment. (GENS-ILT)*

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. *Prerequisite: A grade of C or better in MA 116 (or higher Math Class) or concurrent with MA 116 or an ACT Mathematics score at or above 25 or equivalent knowledge as determined by the CIS Department.*

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. *Prerequisite: CM 105 or 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. *Prerequisite: 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. *Prerequisite: 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 203 Digital Forensics I (3)

An introductory course in digital forensics including an overview of computer and network architecture, security issues of Windows, Mac and Linux operating systems, use of command-line and open-source tools and the basics of cryptography. *Prerequisite: MA 116 or higher Math class.*

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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: CM 231.*

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. *Prerequisite: Consent of instructor.*

CM 299 Special Topics (1-3)

Directed study in an area of information science at the lower division level. *Prerequisite: Consent of instructor.*

CM 303 Digital Forensics II (3)

A follow-up course in digital forensics using the tools used by professional digital forensic investigators. File system and networking forensics will be covered. *Prerequisite: CM 203.*

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. *Prerequisite: 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 and either MA 142 or MA 151 and either MA 145 or MA 301 or consent of instructor.*

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. *Prerequisite: 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 (or declared CIS Major).*

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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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, and alternative data models, such as relational and object oriented, data manipulation, transaction management, integrity and security. *Prerequisite: 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. *Prerequisite: CM 336.*

CM 339 CIS Research

This course provides students an introduction to issues and challenges in CIS research. Students learn to form research questions, conduct literature review, collect data, use statistical techniques to analyze data, and write a research paper for submission to a CIS journal or conference. *Prerequisites: CIS major with Junior Standing, or consent of the instructor.*

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. *Prerequisite: 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 363 Computer Networks (3)

Laboratory study of information and procedures needed to build and administer a TCP/IP network and preparation for the Certified Network Associate (CCNA) exam. Lab work on configuration of routing and switching equipment using routing and switching protocols. A knowledge of the basics of TCP/IP and desire to use that protocol to build and administer an operational network are assumed. *Prerequisite: CM 261.*

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. *Prerequisite: CM 307.*

CM 390 Special Topics in Computer Science (1-4)

Directed study in an area of Computer Science or Information Systems. *Prerequisites: Junior standing 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 465 CIS Capstone Project (3)

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 731 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 732 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

SCHOOL OF BUSINESS

Website: www.washburn.edu/business

Henderson Learning Center, Room 114
(785) 670-1308

Professor Jennifer Ball
Professor Sungkyu Kwak
Professor Dmitri Nizovtsev
Professor and Associate Dean of School of Business
Russell Smith
Professor and Dean of School of Business David Sollars
Professor Rosemary Walker
Associate Professor Paul Byrne

DEGREE OFFERED

Bachelor of Arts

Economics

Minor Offered

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.
- 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. One half of the economics hours used to meet major requirements must be earned at Washburn University.

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. A grade of C or better must be earned in each course used to satisfy the requirements of the minor and half of the credit hours in the economics courses used to meet minor requirements must be earned at Washburn University. 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:

- Accumulate a GPA of at least 3.50 in all economics courses applied to the BA degree, and
- Demonstrate superior research and/or independent study skills while enrolled in Economics 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 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 BA 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

DEPARTMENT OF EDUCATION

Website: www.washburn.edu/education

Carnegie Hall, Room 202
(785) 670-1427 or 670-1437

Professor Cherry Steffen, Chair
Professor Judith McConnell-Farmer
Professor Gloria A. Dye
Professor Michael Rettig
Professor Sandra Winn Tutwiler
Associate Professor Carolyn Carlson
Associate Professor Timothy Fry
Assistant Professor David Pownell
Assistant Professor Lisa Douglass
Lecturer Susan Alexander
Lecturer Tracie Lutz
Lecturer Craig Carter
Ms. Tara Porter, Licensure Officer

DEGREES OFFERED

Associate of Arts

Early Childhood Education

Bachelor of Education

Elementary Education

Master of Education (see Graduate Catalog)

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 (BEd) 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 six areas at the same time they complete preparation for the K-6 license.

These areas include:

- Early Childhood Unified (Birth-Grade 3 includes special education)
- Middle School English/Language Arts (Grades 5-8)
- Middle School Mathematics (Grades 5-8)
- Middle School History (Grades 5-8)
- High Incidence Special Education (Grades K-6)
- English for Speakers of Other Languages (ESOL) (Grades P-12)

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).

K-6 Licensure Requirements-Professional Education

Pre-admission courses required for formal admission to teacher education:

- ED 150 EPIC
- ED 225 Becoming an Educational Professional
- ED 285 Educational Psychology

Formal Admissions Courses

Block A

- ED 300 Integrating Technology into the Curriculum
- ED 302 Teaching Exceptional Learners or SE 476 Psychology of the Exceptional Student
- ED 330 Teaching Social Studies
- ED 335 Creative Experiences in Early Childhood/ Middle School
- ED 337 Social Studies Practicum
- ED 335 Creative Experiences in Early Childhood/ Middle School

Block B

- ED 305 Language and Literacy
- ED 310 Teaching Mathematics
- ED 315 Teaching Science
- ED 317 Math/Science Practicum
- ED 385 Foundations of Education or ED 472 Issues in Modern American Education

Block C

- ED 320 Teaching Reading
- ED 325 Teaching Language Arts/Children's' Literature
- ED 327 Literacy Practicum
- ED 402 Teaching Struggling Learners
- KN 311 Motor Development and Creative Movement (fall) or KN 340 Adapted Physical Education (spring) or KN 344 Physical Education Activity Techniques IV (spring)

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 or ED 464 ESOL Practicum

General Education Requirements

Arts and Humanities

- EN 101 First-Year Writing
- EN 300 Advanced College Writing (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 History of the United States through the Civil War or HI 112 History of the United States since the Civil War

- HI 100 Survey of Early World History or HI 101 Changing World History: Traditions and Transformations 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 Kansas and the U.S. State and Local Government
- AN 112 Cultural Anthropology
- EC 100 Introduction to Economics

Mathematics and Natural Sciences

- MA 112 Contemporary College Mathematics (or higher)
- MA 228 Mathematics for Elementary and Middle School Educators I
- PS 126 Physical Science for Elementary Ed
- BI 100 Introduction to Biology (General Emphasis)
- BI 101 Introductory Biology Laboratory

Computer Information Sciences

- CM 101 Computer Concepts and Applications, CM 105, MU 123 or KN 333 or passing score on departmental exam

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 American Literature through 1865
- EN 133 Stories Around the World
- EN 310 English Grammar and Linguistics
- EN 320 Teaching 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 History of the United States through the Civil War

AND

- HI 112 History of the United States since the Civil War
- HI 100 Survey of Early World History

AND

- HI 101 Changing World History: Traditions and Transformations
- HI 322 Kansas History
- HI 303 Colonial America to 1763 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 229 Mathematics for Elementary and Middle School Educators II
- MA 320 Mathematics for Middle School Teachers
- ED 340 Teaching Adolescents in the Middle Level
- ED 349 Middle Level Math Practicum

Courses for High Incidence 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

Courses for English for Speakers of Other Languages (ESOL) Emphasis (P-12)

- ED 450 Methods and Cross-Cultural Communication
- ED 461 ESOL Assessment
- ED 466 Linguistics for ESOL Teachers
- ED 463 ESOL Teaching and Learning

Associate of Arts (AA) – 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 285 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 and CPR

General Education Requirements

Arts and Humanities

- EN 101 First-Year Writing
- CN 150 Public Speaking
- Art, Music, or Theater Elective (from the Approved General Education List)
- English, Philosophy, or Religion Elective (from the Approved General Education List)

Social Sciences

- PY 100 Basic Concepts in Psychology
- HI 111 History of the United States through the Civil War or HI 112 History of the United States since the Civil War
- AN 112 Cultural Anthropology

Mathematics and Natural Sciences

- MA 112 Contemporary College Mathematics (or higher)
- PS 126 Physical Science for Elementary Education or BI 100 Introduction to Biology (Gen Emphasis) and BI 101 Introductory Biology Laboratory

Kinesiology

- KN 271 First Aid and CPR

Computer Information Sciences

- CM 101 Computer Concepts and Applications or MU 123 or KN 266, or equivalent

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. Miller
French	BA	Dr. O'Brien
German	BA	Dr. O'Brien
Music	BM	Dr. Hunt
Physical Education	BEd	Dr. Dirks
Spanish	BA	Dr. O'Brien

Early-Late Adolescence -Grades 6-12 (Secondary)

Biology	BA/BS	Dr. Emry
Chemistry	BA	Dr. Schmidt
English/Lang. Arts	BA	Dr. Wade
History/Gov't	BA	Dr. Goossen
Math	BA	Dr. Sharp

Professional Education (Pre-Admission Courses Required for Admission to Teacher Education)

- ED 150 EPIC
- ED 285 Educational Psychology
- ED 225 Becoming an Educational Professional

Formal Admissions Courses

- ED 300 Integrating Technology into the Curriculum
- ED 302 Teaching 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 or licensure officer 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.

These programs are available for individuals who have graduated with a 4 year degree and are interested in pursuing requirements for a teaching license and not an additional degree.

All Levels P-12 Programs

- Art
- French
- German
- Spanish
- Music
- Physical Education
- Optional second license in High Incidence Special Education (6th-12th grade) or ESOL (P-12 grade) available

Elementary K-6 Programs

- Elementary (K-6th grade)
- Elementary with second license in Early Childhood Unified (birth-3rd grade including special education)
- Elementary with second license in Middle School English (5th-8th grade)
- Elementary with second license in Middle School History (5th-8th grade)
- Elementary with second license in Middle School Math (5th-8th grade)
- Elementary with second license in High Incidence Special Education (K-6th grade)
- Elementary with second license in ESOL (P-12th grade)

Secondary 6-12 Programs

- Biology
- Chemistry
- English
- History
- Math
- Optional second license in High Incidence Special Education (6th-12th grade) or ESOL (P-12 grade) available

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.

ENDORSEMENTS

Teachers who are licensed to teach in Kansas may pursue an additional teaching endorsement 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.

DECLARING/CHANGING A MAJOR

Students seeking a baccalaureate degree are required to file a declaration of major by the time they have completed 60 hours. Candidates for the associate degree must file the declaration of major at the completion of 30 credit hours. Students pursuing a licensure only program should file a declaration during their first semester. All elementary and associate of arts and physical education students must visit with the Department of Education Licensure Officer to declare or change their major or emphasis.

All secondary and P-12 students must contact the appropriate content area department to declare/change their majors.

A student is free to change majors or emphasis at any time. Students may view the Suggested Program of Study for all licensure programs on the Department of Education website: 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 February 1, June 1, or October 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

- Completion of 30 credit hours of Approved General Education coursework with an overall grade point average of 2.75.
- Completion of ED 150, ED 285 and ED 225 with a grade of C or better.
- An overall grade point average of 2.75 or higher. A C or better in all content specialty courses completed by students seeking admission to all programs.
- Completion of the CORE (Praxis I) with minimum scores of: Writing 162; Reading 156; and Mathematics 150 or better or a score of 24 or better on the ACT or a score of 1110 or better on the SAT.
- Submission of a University Professional Reference form.

Licensure Only Students

- Completion of ED 150, ED 285 and ED 225 with a grade of C or better.
- Overall grade point average of 2.75 or higher. A C or better in all content specialty courses completed by students seeking admission to all programs.
- Submission of a University Professional Reference form.

ADMISSION TO STUDENT TEACHING

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 a year prior to the student teaching semester; b) have completed all professional education requirements with

a grade of C or better; c) have an overall professional education grade point average of 2.75 or better; d) have a specialty grade point average of 2.75 or better; e) and an overall grade point average of 2.5; f) submitted a degree audit; g) 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 2016-2017 academic year.

Pass Rate:

Content Area Tests 96%

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 on the Department of Education website. Departmental scholarship applications are due February 1st for the following school year. See the Department website for a complete list of scholarships: 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
- 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 Educator Award at the Student Teacher Celebration.

COURSE OFFERINGS

ED 150 Educational Participation in the Community (E.P.I.C.) (1)

Supervised school-based field experience in PreK-Secondary school settings designed for potential teacher candidates to investigate teaching as a profession. A minimum of 35 hours in an assigned school setting is required. Orientation to the Washburn teacher education program is included during university classroom sessions. ED 150 must be taken prior to admission to the Professional Teacher Education Program.

ED 160 Introduction to Early Childhood Education (3)

This course encourages students to explore their suitability for a career in early childhood education through academic class work and observation of children from birth through third grade. In addition to child development, birth through age 10, students develop a working knowledge of the history, philosophy, theories, goals and practices of educating young children in educational settings. ED 160 is a prerequisite for all other early childhood education courses.

ED 161 Essentials of Early Childhood Education I (4)

Six competency areas of the Child Development Associate (CDA) Program are covered: safety; health; learning environment; physical development; cognitive skills; and communication skills. Both CDA and non-CDA students will be required to participate in field experiences in early childhood settings and to prepare individual portfolios that document proficiency in each of these areas. *Prerequisite: ED 160.*

ED 162 Essentials of Early Childhood Education II (4)

A continuation of ED 161 covering six additional competency areas of the Child Development Associate (CDA) Program (creativity; self-concept; social skills; guidance; family; program management; and professionalism). *Prerequisite: ED 160.*

ED 225 Becoming an Educational Professional (3)

This course provides students with an overview of the professional expectations for teachers to help them develop a realistic understanding of teaching and schooling. Students are introduced to a variety of teaching models and explore the ethical, legal, and controversial issues affecting education today. Students examine motives for teaching; explore the qualities of effective teachers and schools; discuss the various diversities teachers encounter and their implications for teachers and schools; and begin to identify strategies and options for successful classroom practice.

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; 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; 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. *Prerequisite: ED 160 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, 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, 343, 345, and permission of the instructor; Concurrent enrollment in ED 267/367 and 268/368.*

ED 285 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 285 must be taken prior to admission to the Professional Teacher Education Program.

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. *Prerequisites: Admission to teacher education, CM 101 (or equivalent), MU 123 or KN 333.*

ED 301 Classroom Management, Safety, Planning and Pedagogy (3)

This course is designed to help lay and/or strengthen a solid foundation for individuals who are currently or soon to be professional teachers/instructors. This course will offer instruction, insight, and practice in classroom management, safety, planning and pedagogy.

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: 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 112 or 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. *Prerequisites: 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.

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.

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. *Prerequisites: 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. *Prerequisite: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisite: 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 middle and sr. high art students and how it relates to technical/artistic skills. Safety and health hazards of the public schools art room. Hands-on experience with metalry, papermaking, fibers, and earthenware craft processes. The philosophy, traditions, and current position of crafts in the art world. Cross-listed as AR 381.

ED 382 Methods and Philosophy in Art Education (3)

Examination of historical and current theories or art education, the development of personal philosophy of art education, and the determination of curriculum goals and objectives. Effective teaching methods for lesson planning,

presentation, and evaluation are studied. Cross-listed as AR 382. *Prerequisite: Admission to 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisite: Permission of the department chair.*

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.*

ED 440 Student Teaching in Grades P-12 (12)

Directed and supervised student teaching in grades Pre-Kindergarten through grade 12 educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. *Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.*

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 ESOL 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. *Prerequisite: Admission to the program.*

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.*

ED 461 ESOL Assessment (2)

This course focuses on language assessment theory and practice in ESOL settings. The content of the course will include purposes for assessment, types of assessment including alternative assessment and construction of assessment instruments. Central issues in the assessment of language will be presented and analyzed. *Prerequisite: Admission to the program.*

ED 463 ESOL Teaching and Learning (3)

This course is designed to provide students with a critical understanding of instructional delivery which caters for the linguistic and literacy needs of minority/heritage communities. The focus of this course is located within postmodernist principles of cultural capital, discursive practices and difference. Students will be required to engage with the political debates and resultant educational ramifications concerning bilingual education, dual language programs, ESOL education, as well as other issues such as power and inequalities in language education. This sociocultural-critical theoretical framework will provide students with the basis to then negotiate issues of second language learning, critical pedagogy, language varieties, multicultural communities as well as critical literacy and reading development. *Prerequisite: Admission to the program.*

ED 464 ESOL Practicum (4)

A supervised clinical experience with three ESOL learners of different levels (one elementary level learner, one middle level learner, and one secondary level learner). Students administer tests, analyze data, determine the learners' strengths and weaknesses, develop instructional plans for each learner, select and implement appropriate strategies and materials, and assess progress towards instructional goals using skills developed as critical and reflective professionals. Appropriate conduct is maintained with parents and classroom teachers with oral or written reports as deemed appropriate. *Prerequisites: ED 450, ED 463, ED 461, and ED 462.*

ED 466 Linguistics for ESOL Teachers (3)

This undergraduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, in grades P-12. Among the topics addressed are: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills—listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). In addition, candidates will be introduced to major grammatical structures ESOL teachers encounter in standard ESL textbooks and that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs,

articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation. The course will employ frameworks, repertoires, strategies and activities to raise intercultural awareness and respect others, including non-European languages and instructional and curricular implications of multilingualism of multilingualism as a resource, rather than a problem. *Prerequisite: Admission to the program.*

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)

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.*

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. *Prerequisite: ED 300.*

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. *Prerequisites: Admission to an approved program of study and written approval of the Chairperson of the Department of Education.*

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.*

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. *Prerequisites: Admission to teacher education and ED 302.*

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. *Prerequisites: Admission to teacher education and ED 302.*

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. *Prerequisites: Admission to teacher education and ED 302.*

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. *Prerequisites: Admission to teacher education.*

ENGINEERING TRANSFER PROGRAM

DEPARTMENT OF PHYSICS AND ASTRONOMY

Website: www.washburn.edu/physics

Stoffer Science Hall, Room 210
(785) 670-2263

keith.mazachek@washburn.edu

Senior 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, the University of Kansas, and the University of Missouri-Kansas City 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 one of the other universities. Three years are spent at Washburn University pursuing the BS in one of the majors above. Upon satisfactory completion of this work, the student will be eligible for transfer to KSU, KU, or UMKC. 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 BS from Washburn University. Upon satisfactory completion of the requirements of the engineering school, the student will be awarded a BS 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. However, due to the complexities of transferring to engineering schools with different major requirements and to avoid taking courses not fulfilling engineering degree requirements, it is imperative that the engineering student be advised in their course of study by the engineering transfer program coordinator.

To major in **Engineering-Physics with an Associate of Science Degree**, one must satisfactorily complete Physics 281 and 282, Engineering 250 and 351, WU 101, and two courses from Physics 320, 334 or Engineering 116, 360. The required correlated courses in Mathematics and Statistics are 151, 152, 253, 241, and 301. Additional required correlated courses are Chemistry 151 and Communications 150.

Freshman

Fall Semester

- CH 151 Fundamentals of Chemistry I (5)
- EG 105 Introduction to Engineering (3)
- MA 151 Calculus and Analytic Geometry I (5)
- WU 101 The Washburn Experience (3)

Spring Semester

- EG 116 Engineering Graphics (3)
- EN 101 First-Year Writing (3)
- MA 152 Calculus and Analytic Geometry II (5)
- PS 281 General Physics I (5)

Sophomore

Fall Semester

- CN 150 Public Speaking (3)
- EG 250 Engineering Mechanics: Statics (3)
- MA 253 Calculus and Analytic Geometry III (3)
- MA 301 Linear Algebra (3)
- PS 282 General Physics II (5)

Spring Semester

- EC 201 Principles of Macroeconomics (3)
- EG 351 Engineering Mechanics: Dynamics (3)
- EG 360 Mechanics of Materials (3)
- MA 331 Differential Equations (3)
- Humanities or Social Science elective (3)

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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: EG 250 and MA 253.*

ENGLISH

DEPARTMENT OF ENGLISH

Morgan Hall, Room 237
(785) 670-1441

Associate Professor Vanessa Steinroetter, Chair
Associate Professor Melanie Burdick
Associate Professor Eric McHenry
Associate Professor Mary Sheldon
Associate Professor Danny Wade
Associate Professor Corey Zwikstra
Assistant Professor Erin Chamberlain
Assistant Professor Andy Farkas
Assistant Professor Kara Kendall-Morwick
Assistant Professor Louise Krug
Assistant Professor Bradley Siebert
Assistant Professor Muffy Walter
Assistant Professor Geoffrey Way
Senior Lecturer David Weed
Lecturer Karen Barron
Lecturer Liz Derrington
Lecturer Dennis Etzel, Jr.
Lecturer Izzy Wasserstein

DEGREES OFFERED

Bachelor of Arts

English Literature
Creative Writing
English Education

Minors Offered

Writing
Literature

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, and 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, will be able to:

- Demonstrate knowledge of major developments in British, American, and World Literature.
- Demonstrate knowledge of the multi-cultural dimensions of language and literature.
- Apply and analyze the grammars and other aspects of language as media for communication, literature, and culture.
- Express knowledge and understanding of composition, language, and literature via analysis, creative thought, and writing.

In addition to these shared learning outcomes,

- Writing majors will have participated in a broad range of writing experiences.
- Literature majors will have composed and presented scholarly research that interprets and analyzes a variety of literary works.
- Education majors will have applied 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 First-Year Writing. For those students who do not feel adequately prepared for 101, the English Department offers EN 100 Developmental English, usually taught as part of an EN 100/EN 101 Accelerated Learning Program (ALP). This course, taught by full-time faculty members, offers smaller classes and individual attention to students who need additional preparation and practice. 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 advisors, and advisers in the Office of Academic Advising.

The second required composition course is EN 300 Advanced College Writing. This course, which is designed to be taken in the junior year, prepares students for advanced academic writing. Students who have 60 credit hours are eligible to enroll in EN 300. 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-nine total English hours required, including core requirements, but excluding English 101 and 300. The Literature emphasis major’s field program should look as follows:

Core Requirements

- EN 301 Literary Criticism and Theory (3)
- EN 310 English Grammar and Linguistics (3)
- EN 400 Senior Seminar (3) (the capstone for literature majors)

Literature Surveys (Choose five)

- EN 325 English Literature through 1785 (3)
- EN 326 English Literature since 1785 (3)
- EN 330 American Literature through 1865 (3)
- EN 331 American Literature since 1865 (3)
- EN 360 World Literature through 1650 (3)
- EN 361 World Literature since 1650 (3)

Group A - Literary Forms (Choose one)

- EN 337 Short Story (3)
- EN 380 Poetry (3)
- EN 381 Drama (3)
- EN 382 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 (Choose one)

- EN 345 Shakespeare (3)
- EN 350 Major Author (3)

Six Additional Hours in Upper-Division Literature Courses (300 level or above)*

- EN _____(3)
- EN _____(3)

Chosen in consultation with advisor and department chair* **=39 total hours

Writing Emphasis

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 Literary Criticism and Theory (3)
- EN 310 English Grammar and Linguistics (3)
- EN 315 Reading as Writers (3)
- EN 384 Publishing Lab (3) (the capstone for writing majors)

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 area)

- EN 325 English Literature through 1785 (3)
- EN 326 English Literature since 1785 (3)
- EN 330 American Literature through 1865 (3)
- EN 331 American Literature since 1865 (3)
- EN 360 World Literature through 1650 (3)
- EN 361 World Literature since 1650 (3)

One additional literature course (200-level or above)*

- EN _____(3)

**Chosen in consultation with advisor and department chair*

One additional writing course (200-level or above)*

- EN/MM/TH _____(3)

Chosen in consultation with advisor and department chair* **=39 total hours

English Education

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 English Education major's field program should look as follows:

Core Requirements

- EN 301 Literary Criticism and Theory (3)
- EN 310 English Grammar and Linguistics (3)
- EN 320 Teaching Young Adult Literature (3)

Choose four (at least one from each sequence)

- EN 325 English Literature through 1785 (3)
- EN 326 English Literature since 1785 (3)
- EN 330 American Literature through 1865 (3)

- EN 331 American Literature since 1865 (3)
- EN 360 World Literature through 1650 (3)
- EN 361 World Literature since 1650 (3)

Group A - Literary Forms (Choose one)

- EN 337 Short Story (3)
- EN 380 Poetry (3)
- EN 381 Drama (3)
- EN 382 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 (3) or another Major Author course approved by the departmental chairperson (3)

=30 total hours

Note the following special requirements for the Education emphasis. 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.

ENGLISH HONORS

English departmental honors are offered to majors graduating with a 3.7 English GPA and a 3.5 overall GPA.

THE MINOR

Students who exercise the optional Minor in English may take one of two paths.

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.

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 (excluding EN 101 and EN 300). The department will allow the student, in consultation with the chairperson of the English Department, to assemble an effective group of courses.

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.

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 First-Year Writing (3)

Study of and practice with the processes of writing for college courses, especially discovering, drafting, reflecting, revising, and editing. Further attention given to research: rhetorical reading, citation integration, and effective documentation. Required, with a minimum grade of C, for graduation.

EN 102 First-Year Writing Honors (3)

See Honors Program for description.

</EN 103 Academic Reading and Research (3)

This course provides training and practice in academic reading, writing, and research for students who desire more focused instruction in using academic texts, including syllabi, rubrics, textbooks, and articles. There will be instruction and practice in different methods of reading and responding to texts in writing and orally. Students will read a variety of texts, including a book-length text, and will create a culminating project which synthesizes

their course reading with personal research. Students who complete the course will be more confident and competent in their interactions with college-level texts. **(GEHU - COM)**

</EN 110 Multicultural American Literature (3)

A study of literature written by, and expressing the perspectives of, authors from diverse ethnic, racial, and cultural groups in the United States, including but not limited to Native Americans, African Americans, Asian Americans, and Latino/Americans, as well as multiracial, multicultural, and other culturally diverse Americans. Course readings include poetry, drama, fiction, and autobiographical non-fiction. **(GEHU - GED)**

</EN 112 Masterpieces of American Literature (3)

This course focuses on celebrated and influential works of fiction, drama, and poetry by American authors from the late-eighteenth through the early twenty-first centuries. **(GEHU - CCT)**

</EN 113 Medieval Popular Culture (3)

Students will discover what life, literature, and culture were like in the Middle Ages and how medieval culture has influenced many forms of popular culture until the present day. Investigations will be critical and creative, seeking to help students understand culture and history, connect culture across periods, and enjoy how cultural products, especially but not only literature, are re-imagined over time. **(GEHU - CCT)**

</EN 116 Mystery Literature (3)

The course will examine some of the most important mystery writers of the 19th and 20th centuries, as well as several prominent themes and literary techniques in this genre of fiction. Students will study these authors and the genre in their broader historical and cultural contexts in order to understand the development of the form. **(GEHU - CCT)**

</EN 131 Understanding Short Fiction (3)

This course provides an introduction to reading and analyzing short fiction, with a particular emphasis upon the short story. Readings will include works of short fiction from a range of historical and cultural contexts and will represent a variety of genres. Students will develop a critical vocabulary and analytical skills to foster better understanding of and appreciation for short fiction as a literary form. **(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 134 Classics of Western Literature (3)

This course will examine the western literary tradition from Greek antiquity to the Renaissance. **(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 dramatic work. The course focuses on Shakespeare's language and ideas, his methods and kinds of performance, and the historical and cultural moment in which he lived. These aspects may be explored by sustained attention to a single work in which students not only read a play, but also view film adaptations and direct and act in their own version of it. *(GEHU - COM)*

</EN 177 Science Fiction (3)

Selected novels and short stories depicting innovations and discoveries in science and their impact on people, 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. May be repeated with a change of content. *(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 EN 300. Attention to relating, reading, responding, and writing. Required grade of C or better and junior standing. *Prerequisite: EN 101 or EN 102 with a grade of C or better. Not regularly offered.*

</EN 206 Beginning Poetry Writing (3)

An introduction to and practice in the writing of poetry. *Prerequisite: EN 101 or 102. (GEHU - COM)*

</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 102. (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)

This course surveys literature by women from the medieval to the contemporary periods. Particular attention is given to recurring themes and issues addressed by women writers, as well as how the intersection of gender with factors like class, race, and ethnicity impacts women's experiences and their literary representation. Readings consist of representative works of fiction, poetry, drama, and select nonfiction by women of diverse backgrounds. *(GEHU - CCT)*

EN 235 Survey of Drama I (3)

Greek to Elizabethan. Play reading in historical context. A study of the 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. Not regularly offered.

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. Not regularly offered.

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. Not regularly offered.

EN 300 Advanced College Writing (3)

Intensive writing and revision practice designed to help students develop skills needed to write successful analyses and arguments in their academic disciplines and their careers. Focus on critical thinking about how writing works in various appropriate contexts and on advanced research writing. Some sections for specific academic programs. Required, with a minimum grade of C, for graduation. *Prerequisites: EN 101 or EN 102, with a grade of C or better, and junior standing.*

EN 301/601 Literary Criticism and Theory (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 a substantial additional paper focusing on one aspect of the relationship between critical theory and an individual work or author. *Prerequisites: EN 101 or EN 102 and EN 300. For 601, admission to MLS program or consent.*

EN 305/605 Advanced Fiction Writing (3)

Continued practice in fiction writing with special emphasis on technique. Students taking EN 605 will, in addition to the short stories due as work for 305, revise and edit their stories and write an introduction that shows how their practice of craft has been shaped by their experience in the course. *Prerequisite: EN 209 or consent. For 605, admission to MLS program or consent.*

EN 306/606 Advanced Poetry Writing (3)

Continued practice in poetry writing with special emphasis on technique. Students taking EN 606 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 606, admission to MLS program or consent.*

EN 307/607 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 607 will develop writing projects of considerable length and/or research depth. *Prerequisite: EN 207 or consent. For 607, admission to the MLS program or consent.*

EN 308 Technical Writing (3)

A pre-professional writing course for students entering technical fields. Not regularly offered. *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. Not regularly offered.

EN 310/610 English Grammar and Linguistics (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 substantial paper developing in greater detail one of the topics covered in the course. *Prerequisite for 610: admission to MLS program or consent.*

EN 315/615 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 615 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 615: admission to MLS program or consent.*

EN 320/620 Teaching Young Adult Literature (3)

For education students. This course provides pre-service teachers intensive instruction in ways to teach young adult literature at the middle school and high school levels, including a focus on reading strategies, response strategies, reading engagement and motivational strategies, discussion strategies, lesson design, and instruction. Attention will also be given to the content and history of young adult literature, the diversity inherent in the genre, and censorship and selection of young adult literature. Students taking the course as 620 will be expected to complete a project or write a paper of substantial length, focusing on some aspect of Young Adult Literature. *Prerequisite for 620: admission to MLS program or consent.*

EN 325/625 English Literature through 1785 (3)

Covers major literary movements, major authors, and the careful reading of masterpieces through 1785. Students in 625 will write a substantial paper, including scholarship, 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 625: admission to MLS program or consent.*

EN 326/626 English Literature since 1785 (3)

This course examines the major literary movements in Britain from the Romantic period to the present in relation to their historical and cultural contexts. This class also surveys how the genres of poetry, the novel, the short story, and drama emerge and evolve through the late eighteenth to the early twenty-first centuries. Students in 626 will write an extended research paper on a topic chosen in consultation with the instructor. *Prerequisite for 626: admission to MLS program or consent.*

EN 330/630 American Literature through 1865 (3)

The course provides a survey of early American literature from pre-Columbian legends through the end of the Civil War. Graduate students will be required to investigate in depth one of the following areas: colonial literature, early national literature, or the literature of the American Renaissance. *Prerequisite for 630: admission to MLS program or consent.*

EN 331/631 American Literature since 1865 (3)

The course provides a survey of American literature from the Civil War to the 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 631: 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 336/636 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. Cross listed with TH 306. Cannot enroll for credit in both EN 336 and TH 306. *Prerequisite for 636: admission to MLS program or consent. Not regularly offered.*

EN 337 Short Story (3)

This course provides an introduction to the history and characteristics of the short story as a literary form. Students will read representative works of short fiction from a variety of cultural and historical contexts in order to better understand how writers have adapted the short story form to represent the diverse range of human experience.

EN 345/645 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 645: 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 360/660 World Literature through 1650 (3)

Readings in the great works of world literature in translation from ancient times to 1650. 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 660: admission to MLS program or consent.*

EN 361/661 World Literature since 1650 (3)

Readings in the great works of world literature in translation from 1650 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 661: admission to MLS program or consent.*

EN 370/670 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 670: admission to MLS program or consent.*

EN 371/671 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 the Countess of Pembroke and Aemilia Lanyer. Special attention to the contextual relationship of literature and the thought and culture of the period. Graduate students will additionally write a substantial 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 671: admission to MLS program or consent.*

EN 372/672 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 additionally write a substantial research paper with full scholarly apparatus. *Prerequisite for 672: admission to MLS program or consent.*

EN 373/673 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 additionally write a substantial research paper with full scholarly apparatus. *Prerequisite for 673: admission to MLS program or consent.*

EN 374/674 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 674: admission to MLS program or consent.*

EN 375/675 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 additionally write a substantial paper, including contemporary scholarship, examining one author, theme, or movement from this period. *Prerequisite for 675: admission to MLS program or consent.*

EN 376 Nineteenth-Century American Literature (3)

Readings in nineteenth-century American literature from the rise of literary nationalism through the Gilded Age, with special focus on the major literary movements of the period.

EN 380/680 Poetry (3)

Studies historical, generic, and formal developments of poetry as a literary category. By analyzing a variety of kinds of poems, students will become more skillful at reading, understanding, evaluating, and writing about poetry. Emphasis will be on poetic content, form, and style. *Prerequisite for 680: admission to MLS program or consent.*

EN 381/681 Drama (3)

A study of drama as a literary form. Students will read representative works of drama from a variety of contexts. Graduate students will complete additional assignments appropriate to the post-baccalaureate level. *Prerequisite for 681: admission to MLS program or consent.*

EN 382/682 Novel (3)

This course will examine the novel as a literary form, paying particular attention to the origins and development of the genre from the 18th century through to the contemporary period. Graduate students will complete additional writing and research in consultation with the professor. *Prerequisite for 682: 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. Considered the capstone course for writing emphasis majors. *Prerequisites: EN 305 and/or EN 306.*

EN 385/685 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 by 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 Aspects of the Film (2-3)

Variable specified content in film, such as the American novel into film, the science fiction film, western novels in film. May be repeated with change of content.

EN 393/693 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 693 will write a substantial paper, 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 693: admission to MLS program or consent.*

EN 396/696 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. Not regularly offered. *Prerequisite: 3 hours of one of the following: EN 330, EN 331, EN 360, or EN 361. For 696: admission to MLS program or consent.*

EN 399/699 Special Topics in Writing and Reading (1-3)

See schedule for the current offerings.

EN 400 Senior Seminar (3)

This capstone course serves as the culminating experience 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. *Prerequisites: English literature 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. Not regularly offered.

GEOGRAPHY

DEPARTMENT OF HISTORY

Website: www.washburn.edu/history
Henderson Learning Center, Room 311
(785) 670-2060

No major or minor is offered in Geography. The offerings are administered by the Department of History. 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

DEPARTMENT OF PHYSICS AND ASTRONOMY

Website: 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

DEPARTMENT OF KINESIOLOGY

Website: www.washburn.edu/kinesiology
Petro Allied Health Center, Room 201
(785) 670-1459

Professor Roy Wohl

No major or minor is offered in Health. The course offerings are administered by the Kinesiology Department.

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. No prerequisite.

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: KN 248 or consent of instructor.*

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: KN 248 or consent of instructor.*

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

DEPARTMENT OF HISTORY

Website: www.washburn.edu/history

Email: history@washburn.edu

Henderson Learning Center, Room 311

(785) 670-2060

Fax: (785) 670-1084

Professor Thomas Prasch, Chair

Professor and Dean of University Libraries Alan Bearman

Professor Rachel Goossen

Professor Kim Morse

Associate Professor Kelly Erby

Associate Professor Kerry Wynn

Assistant Professor and Associate Dean of College of Arts and Sciences Bruce Mactavish

Lecturer Anthony Silvestri

DEGREE OFFERED

Bachelor of Arts

History

Minor Offered

History

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 be able to:

- Recognize the broadest patterns of United States and World History.
- Demonstrate ability to master critical skills of the historical discipline.
- Apply 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).
- Demonstrate mastery of the discipline's scholarship by: putting specific research focus in the context of larger historical patterns; identifying an appropriate research project, and with it both the primary and secondary sources needed to carry it through; reading and assessing both of these kinds of sources in terms of the focused research project; and, conceptualizing, organizing, and writing a scholarly paper presenting the result of this 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, and all grades counting toward the minor must be C or better.

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 United States through the Civil War (3)
- HI 112 History of the United States since the Civil War (3)
- HI 100 Survey of Early World History (3)
- HI 101 Changing World History: Traditions and Transformations (3)
- HI 102 Modern World History (3)
- HI 395 History Forum (3)
- PO 106 Government of the United States (3)
- PO 107 Kansas and the U.S. 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 105/MU 106 Intro to World Music & Its History (3)

This course (team taught in collaboration with the Music Dept.) explores selected contemporary world societies from two perspectives—their traditional musical culture and historical context. Students will explore the musical traditions of various regions and peoples, and learn how the historical context of that region or people affected the development of the musical traditions found there, as well as how music can help to shape a society's development in turn. Finally this course explores the migration of musical traditions around the world, and the new genres and traditions that develop when people from different parts of the world merge into a more global culture. Students will be required to write two exams, an essay and creative project. This course has been accepted for General Education credit in social sciences. **(GESS - CCT)**

</HI 111 History of the United States through the Civil War (3)

Survey of American history from the first encounters between American Indians, Europeans, and Africans through the period immediately following the Civil War, which 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. No prerequisites. **(GESS - CCT)**

</HI 112 History of the United States since the Civil War (3)

Survey of American history from the emergence of an urban and industrial society after the Civil War to the present, which introduces students to the study of the past and familiarizes them with records of American experiences. Exposes students to political, economic, social and intellectual factors shaping the American

heritage and contributing to the nation's development. No prerequisites. **(GESS - CCT)**

HI 300/600 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 303/603 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 304/604 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.* **(GESS - CCT)**

HI 305/605 Early National U.S. (3)

Traces major political, economic, and social developments and personalities of the first six decades of the early U.S., up to the eve of the volatile 1850s. Americans strove to define who and what they were in the new democratic republic which led to continual examination, expansion, challenges, and clarifications in a number of important areas, not the least of which involved citizenship and state's rights. Challenges against imputed statuses popped up repeatedly (i.e. abolitionism, Seneca Falls, nativism, Indian Removal). Reformers, intellectuals, and politicians found much to devote their energies. This course examines how the seeds of the major conflicts and issues of the nineteenth century were planted and to some extent nurtured during this crucial period in the history of the U. S. *Prerequisite: 3 hrs HI or consent.*

HI 307/607 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 308/608 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. (GESS - CCT)*

HI 309/609 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 311/611 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 312/612 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 315/615 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 317/617 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 319/619 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 320/620 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. *Prerequisite: 3 hrs HI or consent.*

HI 322/622 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 325/625 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 326/626 Anabaptism: The Radical Reformation and Beyond (3)

This course focuses on major events, people, literature, and practices of Anabaptist-related groups from the sixteenth-century Reformation to the present, including Mennonites, the Amish, and Hutterites. Students will trace the evolution of this religious movement from its European origins to diverse contemporary practices on five continents. This course can be taken to fill either European or American degree requirements. *Prerequisite: 3 hrs HI or consent. (GESS - CCT)*

HI 328/628 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 334/634 Civilization of Ancient Rome (3)

This course covers the history of Roman civilization from the founding of the city in 783 BCE to the fall of the Empire in 476 CE. We will focus on themes such as the creation and erosion of the Republic, the stable administration of imperial territory, the development of Roman religions (including Christianity) and lessons from Rome valuable to the United States. Also included in the course is an extended historical simulation of the Roman Senate. *Prerequisite: 3 hrs HI or consent. (GESS - GED)*

HI 336/636 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 338/638 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. (GESS - GED)*

HI 339 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 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 343/643 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. *Prerequisite: 3 hrs HI or consent.*

HI 344/644 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 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 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 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 360/660 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 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 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 363/663 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. (GESS - GED)*

HI 370/670 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 380/680 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 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. *Prerequisites: HI 111, 112, 6 hours upper division HI, consent.*

HI 398/698 Directed Readings (1-6)

Directed readings in selected fields of history. Regular conferences. May be taken until six credit hours are earned. *Prerequisite: 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

COLLEGE OF ARTS AND SCIENCES

Morgan 209
(785) 670-1636

DEGREE OFFERED

Associate of 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 209.

THE MAJOR

For the Associate of Arts in Humanities and Creative and Performing Arts, a student must complete 60 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.

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.
- Acquired a foundation for continuing academic study.

Specific course requirements are as follows:

- 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.)

- 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.
- 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.
- 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

COLLEGE OF ARTS AND SCIENCES

Morgan Hall, Room 206D
(785) 670-2233

Professor Tracy Routsong, Director

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 (BIS) 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 BIS 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.

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.
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.
- Integrated diverse materials into the writing of a research project.

The following pre-approved multi-departmental study programs (MDSPs) are currently available:

Liberal Arts Program Emphasis:

Students must complete the following core coursework:

- 12 hours of upper division courses in Communication Studies.
- 12 hours of upper division courses in Psychology.
- 12-15 hours of upper division coursework in the College of Arts and Sciences and from approved programs.
- 3 hours in Integrated Studies: IS 389 Capstone Project Development (1)
- IS 390 Capstone Project (2)

Upper division courses may require prerequisites or consent of instructor. Programs must be formulated in consultation with the BIS Director.

Web Technology Utilization Emphasis:

Students must complete the following plan of study.

37 hours of required courses:

- AR 131 Basic Photo Imaging (3)
- AR 223 Graphic Design I (3)
- AR 321 Photoshop Imaging (3)
- CM 101 Computer Concepts and Applications (3)
- CM 111 Introduction to Structured Programming (4)
- CM 113 Visual Programming (3)
- CM 130 Web development I (3)

- CM 330 Web Development II (3)
- MM 202 Creative Media Writing (3)
- MM 321 Visual Communication (3)
- MM 372 Filmmaking I (3)
- IS 389 Integrated Studies Capstone Proposal (1)
- IS 390 Directed Research (1-7)

Approved AR/CM/MM Electives

(21 hours—at least 18 must be upper division) from below:

- AR 120 Design I: 2-D (3)
- AR 322 Graphic Design II (3)
- AR 325 Photoshop Imaging II (3)
- AR 326 2- and 3-D Digital Animation (3)
- AR 403 Workshop in Art Media (3) Consent
- AR 429 Web Design (3)
- CM 203 Digital Forensics I (3)
- CM 231 Comp. Organization/Assembler Language (3)
- CM 245 Contemporary Programming Methods (3)
- CM 261 Networked Systems I (3)
- CM 307 Data Structures and Algorithmic Analysis (3)
- CM 322 Operating Systems (3)
- CM 361 Networked Systems II (3)
- MM 100 Introduction to Mass Media (3)
- MM 319 Public Relations I (3)
- MM 352 Advertising I (3)
- MM 422 Editing (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 Interviewing (3)
 - CN 341 Persuasive Speaking (3)

Students interested in obtaining more information about the Bachelor of Integrated Studies should contact the College of Arts and Sciences Dean's office.

- 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 (IS 389 and IS 390 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.
- 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 Directed Research 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. *Prerequisite: 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. *Prerequisite: IS 389.*

KINESIOLOGY

DEPARTMENT OF KINESIOLOGY

Website: www.washburn.edu/kinesiology

Email: kines@washburn.edu

Petro Allied Health Center, Room 201
(785) 670-1459

Professor Roy Wohl, Chair
Associate Professor Park Lockwood
Assistant Professor Tiffany Dirks
Assistant Professor Ross Friesen
Senior Lecturer John Burns
Lecturer Karen Garrison
Lecturer Loree Weir

DEGREES OFFERED

Bachelor of Arts

Exercise Physiology (phased out by May 2020—no new majors being accepted)

Health and Fitness Promotion

Sport Management

Physical Therapist Assistant (phased out by May 2020—no new majors being accepted)

Bachelor of Education

P-12 Physical Education Teaching

(Leads to Kansas Teaching Licensure) (For undergraduates desiring to pursue a teaching career.)

P-12 Physical Education Licensure

(For students who have graduated with a non-teaching degree or a degree in another discipline and want to pursue a licensure program in Physical Education. For information call the Kinesiology Department office at 670-1459 or view the department website.)

Bachelor of Science

Athletic Training (phased out by May 2020—no new majors being accepted)

Exercise and Rehabilitation Science

Minors Offered

Coaching

Fitness

MISSION

The Mission of the Kinesiology Department is to engage students in an impassioned search for intellectual growth and personal fulfillment through study in one or more of the disciplines encompassed by the domains of health and human movement, and prepare them for a career in Kinesiology or further study in related graduate

and/or professional degree programs. The Department promotes the acquisition and application of knowledge and skills, fosters critical thinking, participates in research, and supports students and faculty in discipline-related service to the University, the profession, and the global community.

VISION

The Kinesiology Department, through continuing excellence in teaching, research, and service, will be recognized for producing quality graduates who possess the theoretical knowledge, applied skills and advanced competencies necessary to become leaders in the health and human movement related professions.

Graduates of Kinesiology Department degree programs are expected to have:

- been involved in a comprehensive professional preparation program that meets or exceeds state and/or national standards.
- participated in a wide variety of opportunities to gain experiences and knowledge through instruction in a variety of health and fitness activities and related topics.
- been empowered to take charge of their learning through quality academic guidance in order to prepare for future career and/or professional goals.
- developed an appreciation of leadership, research and/or educational service through participation and volunteerism.

STUDENT LEARNING OUTCOMES

- Demonstrate an understanding of the fundamental knowledge (i.e., scientific, historical, philosophical) in the principal areas of study in Kinesiology.
- Summarize the relationship between physical activity participation and health, wellness, and quality of life.
- Determine an individual's health and fitness status through demonstrated proficiency in skills/competencies needed to successfully perform standard health and fitness assessments.
- Demonstrate proficiency in computer technology skills and use of applications that can be applied in exercise, fitness and sport settings.
- Critically evaluate research about physical activity and the movement-related professions.

DESCRIPTION OF THE DISCIPLINE

Kinesiology is an academic discipline concerned with the study of physical activity and human movement and their impact on health, society and quality of life. It includes, but is not limited to, such area of study as health promotion, fitness, sport management, injury prevention and care, biomechanics, socio-cultural analyses of sports, physical education teacher education, exercise and sport psychology, and exercise science. In addition, Kinesiology

provides an excellent academic foundation for the student wishing to pursue a graduate and/or professional degree in a wide range of allied health-related professions such as athletic training, clinical exercise physiology, physical therapy, occupational therapy, and cardiac rehabilitation.

DEGREE DESCRIPTIONS AND COURSE REQUIREMENTS

The **BA in Exercise Physiology**, **BA in Physical Therapist Assistant**, and **BS in Athletic Training** are being phased out. No new majors will be accepted. All current majors must complete all of the degree requirements by May 2020 in order to receive a degree in these concentrations.

The **Bachelor of Arts in Kinesiology in Health and Fitness Promotion** is designed for students desiring to pursue careers in health promotion, wellness and/or fitness-related settings. Areas such as exercise and sports performance, personal fitness training, corporate wellness, recreation/leisure settings, public health management and profit/non-profit health agencies are some examples. In addition, students could pursue advanced degrees in other health and fitness-related professions but may need to complete additional course work to meet prerequisite requirements for graduate school.

The **Bachelor of Arts in Kinesiology in Sport Management** is designed for students desiring to pursue careers in the business side of sports and activity-oriented industries. Some examples are front office administration, facility operations, advertising and ticket sales, game day promotions, and retail equipment sales. Included in this degree is a twenty-one credit hour Minor in Business certified by the Washburn University School of Business.

The **Bachelor of Education in P-12 Physical Education Teaching** is designed for undergraduate students desiring to teach in the public school system. This degree is completed in conjunction with the Washburn University Education Department and prepares students to obtain their Kansas Teaching Licensure. In addition, a P-12 Physical Education Teaching Licensure program is offered for students who have graduated with a non-teaching degree in any discipline and want to pursue a licensure program in Physical Education.

The **Bachelor of Science in Kinesiology in Exercise and Rehabilitation Science** is designed for students desiring to pursue graduate or professional school in fields such as Athletic Training, Exercise Physiology, Physical or Occupational Therapy, Nutrition Science/Dietetics, Physician Assistant, Chiropractic and Cardiac Rehabilitation. This degree prepares the student to meet many of the prerequisite courses necessary for application to the above mentioned professional degree programs.

Two Minor programs are offered by the Kinesiology Department. The **Minor in Coaching** is aligned with the National Association for Sport and Physical Education

(NASPE) Standards and provides students with the education and experience needed to obtain an entry-level coaching position. In addition, courses selected provide the knowledge needed for students to complete the American Sport Education Program (ASEP) national coaching certification exam. 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.

Degree Requirements

The following degree requirements are in addition to all general education requirements necessary for the respective degree (i.e., Bachelor of Arts, Bachelor of Education or Bachelor of Science).

BA Health and Fitness Promotion requirements are:

- Major requirements (33 credits): HL 207, KN 248, KN 250, KN 257, KN 266, KN 300 or KN 318, KN 306 or KN 330, KN 321, KN 326, KN 342, HL 377, KN 410, plus two electives from the following: KN 308, KN 335, KN 357, KN 411 and/or a KN elective course \geq 300 level.
- Activity requirements (2 credits): choose one of the following courses: KN 341, KN 343, KN 344, or KN 345.
- Internship requirement (3-6 credits): KN 498 (150-300 contact hours).
- Prerequisite Science requirements (12-13 credits): BI 100/BI 101 or BI 102, BI 250 or BI 275, BI 255.
- Correlated Requirements (12 credits): choose four of the following courses: AL 320, CN 306, HS 371, MU 307, PY 326, SO 315.

BA Sport Management requirements are:

- Major requirements (30-31 credits): KN 248, KN 250, KN 257, KN 266, KN 306, KN 321, KN 326, KN 370, plus three, non-activity, electives, with at least two being from course work \geq 300 level.
- Activity requirements (4 credits): choose two of the following courses: KN 341, KN 342, KN 343, KN 344, or KN 345.
- Internship requirement (6-12 credits): KN 497 (300-600 contact hours).
- Prerequisite Science requirements (12-13 credits): BI 100/BI 101 or BI 102, BI 250 or BI 275, BI 255.
- Correlated Requirement (3 credits): SO 315.
- School of Business requirements (21 credits): EC 200, EC 201, AC 224, BU 360; choose one of the following: BU 342, BU 345, BU 346; plus two electives from either AC, BU, or EC, with each being \geq 300 level.

BEd P-12 Physical Education Teaching requirements are:

- Major requirements (25 credits): KN 133 or KN 134, KN 248, KN 250, KN 266, KN 299, KN 306 or KN 311, KN 321, KN 326, KN 340.
- Elementary and Secondary PE certification requirements (17 credits): KN 341, KN 342, KN 343, KN 344, KN 345, KN 374, KN 375, KN 430.
- Prerequisite Science requirements (7 credits): BI 250, BI 255.
- Professional Education P-12 Certification Requirements (36 credits): ED 150, ED 225, ED 285, ED 300, ED 302 or SE 476, ED 385, RD 484, ED 402, ED 400, ED 405, ED 440 (student teaching).

Contact the Education Department for more information on specific Teacher Education admission requirements.

BS Exercise and Rehabilitation Science requirements are:

- Major requirements (36 credits): KN 248, KN 266, KN 291, KN 300 or KN 318, KN 308, KN 321, KN 326, KN 327, KN 330, KN 342, KN 357, KN 403, KN 410, KN 411.
- Major Electives (9 credits): choose one of the following courses: KN 257, KN 315, KN 335; one of the following: KN 341, KN 343, KN 344 or KN 345; KN 350, KN 367, KN 491 (Field Experience – 150-300 contact hours).
- Correlated Requirements (29-30 credits): AL 101, BI 100/BI 101 or BI 102, BI 255, BI 275, CH 121 or CH 151, IL 170, PY 151 or MA 140, PS 131/PS 132 or PS 261.
- Correlated Electives (9 credits): AL 257 or AL 265, AL 320, CN 306, HL 207, HS 371 or HS 378, PY 231, PY 326; EMT Certification can also count in this section for 1- 6 credits.

Minors in Kinesiology

Minor in Coaching (20 credits) course requirements are:

- KN 240, KN 257, KN 300, KN 308, KN 357, KN 341 or KN 343, plus two courses from the following: KN 253, KN 302, KN 304, KN 305, plus CPR/First Aid/AED Certification must be current at time of graduation.

Minor in Fitness (20 credits) course requirements are:

- KN 257, KN 300 or KN 318, KN 308, KN 321, KN 326, KN 400, KN 410, plus CPR/First Aid/AED Certification must be current at time of graduation.

COURSE OFFERINGS

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

One-Hour Activity Courses

- | | |
|------------------------|-----------------------|
| 100 Rhythmic Fitness I | 101 Body Toning |
| 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 |
| 142 Zumba | 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 |
| 173 Water Safety Instructor | 176 Tae Kwon Do |
| 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 standing.*

</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)

Fundamentals and coaching techniques involved in coaching football. Rules, practice and game day organization, offensive and defensive techniques and strategies, and administrative requirements will be covered. Designed for those who intend to coach football.

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. This course will also focus on risk assessment and management relating to physical activity. The course is appropriate for Kinesiology majors, pre-healthcare majors, and students interested in coaching.

KN 266 Microcomputer Applications to Kinesiology (2)

This course examines computer technology applications and software related to Kinesiology. *Prerequisites: Kinesiology or Physical Education Major, KN 248 and KN 250, or junior standing and consent of instructor.*

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 291 Field Experience I in Exercise and Rehabilitation Science (1)

This course is designed to help students explore exercise and rehabilitation professions, providing them a framework for the foundational knowledge and skills gained as an exercise and rehabilitation science major. Field experience observations exposing majors to potential careers and professional settings are included. *Prerequisites: KN 248 and AL 101, or KN 250 and NU 101.*

KN 299 Measurement and Evaluation in Kinesiology (2)

This course is designed to provide students with an understanding of measurement and evaluation in Kinesiology and emphasize the selection, development, administration and interpretation of appropriate assessments for physical education. Skill performance, knowledge, and fitness assessments with computer

applications will be included. *Prerequisites: KN 248 and KN 250, plus 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. *Prerequisites: KN 248 and KN 250, or junior standing and consent of instructor.*

KN 302 Coaching Basketball (2)

Fundamentals and coaching techniques in basketball. Rules, offensive and defensive strategies, planning practice sessions, and administrative requirements to coach basketball.

KN 303 Coaching Track and Field (2)

Fundamentals and coaching methods in all events within the track and field program. Rules, regulations and administrative requirements to coach track and field.

KN 304 Coaching Baseball and Softball (2)

Individual fundamentals and team play in baseball and softball. Rules, strategies, and administrative requirements to coach baseball and softball.

KN 305 Coaching Tennis and Volleyball (2)

Fundamentals and coaching techniques in tennis and volleyball. Rules, strategies, and administrative requirements to coach tennis and volleyball.

KN 306 Organization and Administration in Kinesiology (3)

This course is designed to provide a theoretical and practical approach to the organization and administration of Kinesiology programs. Students will be assigned administrative projects to enhance learning. *Prerequisite: junior standing or consent of instructor.*

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: KN 248 and KN 250, or junior standing and consent of instructor.*

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 Creative Movement (3)

This course is designed to provide students with an examination of current theories of motor development throughout the life span with emphasis on development of fundamental motor skills, physical growth and development, and assessment. Students will learn and apply creative movement techniques and instructional strategies specific to the Pre-K-2 learner. *Prerequisites: KN 248, KN 250, and KN 341 or KN 342.*

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. *Prerequisites: KN 248 and KN 250, or junior standing and consent of instructor.*

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. *Prerequisites: KN 248 and KN 250.*

KN 321 Anatomical Kinesiology (3)

The study of anatomical and mechanical principles in relation to human motion. *Prerequisite: BI 250 or BI 275.*

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 327 Physiology of Exercise Lab (1)

The purpose of this course is to gain an understanding of the physiology (neuromuscular, metabolic and cardiopulmonary) of exercise, including the physiology of training (i.e., acute responses and chronic adaptations that occur due to exercise). The course will reinforce the basic exercise physiology concepts via application, increase awareness of and proficiency in performing selected laboratory tests and measurements commonly used in exercise physiology studies of humans, and provide practice in the process of data collection. *Prerequisite: BI 255; must be taken concurrently with KN 326.*

KN 330 Administration of Exercise and Rehabilitation Science (3)

This course is designed to provide information relating to the administration of Exercise and Rehabilitation Science professions for Kinesiology majors who intend on pursuing Exercise and Rehabilitation Science professions. Students will learn management techniques for financial, human, and facility resources. *Prerequisites: KN 291 and junior standing.*

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 consent of instructor.*

KN 341 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 of Basketball, Soccer/Speedball, Softball, Flag Football, Team Handball, Lacrosse, and Floor Hockey. *Prerequisites: KN 248 and KN 250.*

KN 342 Physical Education Activity Techniques II (2)

This course emphasizes the learning of basic skills and teaching progressions, including lead up games/activities, instructional strategies and teaching methods of aerobics, weight lifting, track and field, and unique physical education games. *Prerequisites: KN 248 and KN 250.*

KN 343 Physical Education Activity Techniques III (2)

This course will provide undergraduate physical education majors with an introduction to a variety of sports and activities found in various school curricula. Additionally, the course will provide an opportunity for students to gain teaching experience through peer-teaching experiences. Sports and activities to be covered will include: Archery, Badminton, Bowling, Golf, Pickleball, Table Tennis, Tennis, and Volleyball. *Prerequisites: KN 248 and KN 250.*

KN 344 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: Pre-K-12 rhythms and dance, including creative rhythms, social, folk and line dances, and basic tumbling, stunts and balance activities. *Prerequisites: KN 248 and KN 250.*

KN 345 Physical Education Activity Techniques V (2)

This course will provide Physical Education and Kinesiology majors with an introduction to a variety of outdoor activities and related teaching experiences. The overall purpose is to provide potential teachers and recreational leaders with the foundational knowledge and skills necessary to teach and participate in a variety of outdoor leisure activities. *Prerequisites: KN 248 and KN 250.*

KN 350 Orthopedic Evaluation (3)

This course is designed to instruct students on the techniques involved evaluating orthopedic injuries. Topics covered will include the sequence of a formal evaluation, documentation, signs and symptoms or common injuries and differential diagnosis. *Prerequisite: KN 321.*

KN 357 Sports Performance and Conditioning (3)

This course provides students with the knowledge and skills to design, measure, and instruct contemporary activity-specific functional programs. It will emphasize methods and progression of strength, flexibility, speed, power, including Olympic lifts and plyometrics, agility, balance, core and endurance training techniques using modern tools and exercise equipment. Peer teaching, testing and the opportunity to participate in practical application of skills is included. *Prerequisite: BI 255 and KN 342.*

KN 367 Therapeutic Exercise (3)

This course is designed to provide Kinesiology majors with theoretical basis, comprehension and synthesis in the application of therapeutic exercise to address metabolic disease and musculoskeletal disorders. Students will develop specific exercise approaches for a varied population of people with a variety of special conditions to improve movement, function and quality of life. *Prerequisite: KN 321.*

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 instructor approval.*

KN 374 Elementary Physical Education Methods and Instructional Strategies (3)

Developmentally appropriate activities and instructional strategies for preschool and elementary 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 311, plus any three of the following: KN 341, KN 342, KN 343, KN 344 or KN 345, and formal acceptance into the Professional Teacher Education Program; or consent of instructor.*

KN 375 Secondary Physical Education Methods and Instructional Strategies (3)

Instructional methods, strategies and resources involved in planning, teaching and evaluating a secondary school physical education program. A practicum experience in the public school setting is required. *Prerequisites: KN 311, plus any three of the following: KN 341, KN 342, KN 343, KN 344 or KN 345, and formal acceptance into the Professional Teacher Education Program; or consent of instructor.*

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 292.*

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 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 and KN 326.*

KN 403 Biomechanics (3)

This course provides an overview of biomechanics related to sport and exercise. Specific topics include: external forces and their effect on the body and its movement, including linear and angular kinetics; work, power, and energy in human activity; and the internal mechanics of human tissues, specifically the bones, skeletal muscle, ligaments and tendons that make movement possible. The course will consist of lecture, discussion and laboratory sessions to communicate the background of biomechanical principles, as well as their application. *Prerequisites: KN 321; PS 131/132 or PS 261.*

KN 410 Fitness Testing and Exercise Prescription (3)

Students will become familiar with current fitness testing procedures and exercise prescription methods.

Prerequisites: KN 326 and KN 342, MA 140 or PY 151.

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, MA 140 or PY 151.*

KN 430 Senior Seminar (1)

This is a capstone course in which teacher candidates will review and update their Physical Education philosophy, complete their Physical Education portfolio, further develop their professional goals and plan for professional development; create their advocacy plan, complete a practical experience related to the major.

Prerequisites: Senior standing and formal acceptance into the Professional Teacher Education Program; or consent of instructor; may be taken concurrent with KN 374 or KN 375.

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.

Prerequisites: KN 257, Senior in Athletic Training Program.

KN 476 Synthesis and Application in Kinesiology (2)

Students will use a problem solving approach to synthesize and apply the major concepts of the Kinesiology core curriculum. In addition, issues related to current events in Kinesiology, as well as future academic and professional development, will be topics for discussion.

Prerequisite: All core classes completed.

KN 491 Field Experience II in Exercise and Rehabilitation Science (3-6)

This course is designed for students interested in gaining practical experience in settings related to exercise and rehabilitation science, such as athletic training, physical therapy, clinical exercise physiology, fitness/wellness, sports and conditioning or research settings. This experience requires summative reflection, serving as a culminating experience for Bachelor's degree students. Each credit hour of field experience equates to 50 contact hours at the chosen site. This field experience is for a minimum 150 contact hours and a maximum of 300 contact hours. *Prerequisites: KN 291, KN 357 and KN 410; proof of current certification in First Aid and CPR on file prior to the start of the internship.*

KN 492 Clinical Experiences in Athletic Training: General Medical (3)

Students will receive laboratory instruction and practical experience in general medical and performance training and testing techniques, through structured laboratory sessions and natural settings. *Prerequisite: KN 393.*

KN 493 Clinical Experiences in Athletic Training: Capstone (3)

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 492.*

KN 494 Internship I in Kinesiology (1-12)

Each credit of internship requires 50 hours in a practical setting that is related to the student's concentration. This experience requires summative reflection, serving as a culminating experience for Bachelor's degree students. Students should check their concentration requirements for the number of required internship credits. *Prerequisites: Completion of Core, Concentration and Interest Area courses (may take KN 476 concurrently) and proof of current certification in First Aid and CPR on file prior to the start of internship.*

KN 497 Internship in Sport Management (6-12)

This course provides an off-campus experience in the field of sport management, in areas such as facility operations, game day promotions and advertising/ticket sales, and/or front-office administration. This experience requires summative reflection, serving as a culminating experience for Bachelor's degree students. Each credit hour of internship equates to 50 contact hours at the internship site. This internship is for a minimum 300 contact hours and a maximum of 600 contact hours. *Prerequisites: All Major and Activity requirements completed; proof of current certification in First Aid and CPR on file prior to the start of the internship.*

KN 498 Internship in Health and Fitness Promotion (3-6)

This course provides an off-campus experience in health promotion and/or fitness settings such as public health, corporate wellness, personal training, strength and conditioning, and recreation programming/administration. This experience requires summative reflection, serving as a culminating experience for Bachelor's degree students. Each credit hour of internship equates to 50 contact hours at the internship site. This internship is for a minimum 150 contact hours and a maximum of 300 contact hours. *Prerequisites: All Major and Activity requirements completed; proof of current certification in First Aid and CPR on file prior to the start of the internship.*

ASSOCIATE OF LIBERAL STUDIES DEGREE

COLLEGE OF ARTS AND SCIENCES

Morgan 209
(785) 670-1636

The Associate of Liberal Studies degree is intended to give students a broad background in liberal studies in preparation for further study or employment.

Student Learning Outcomes for Associate of Liberal Studies

Washburn University students completing the Associate of Liberal Studies degree, upon graduation, are expected to have:

- Acquired an introductory knowledge of the disciplines comprising the humanities, natural sciences, and social sciences.
- Acquired a foundation for continued academic study.

Core Requirements (C or Better)

- MA 112/116 Mathematics (3)
- EN 101 First-Year Writing (3)
- WU 101 Washburn Experience (3)*

General Education Requirements

- Social Sciences (minimum of 2 disciplines) (6)
- Natural Sciences/Mathematics (minimum of 2 disciplines) (6)
- Arts/Humanities (minimum of 2 disciplines) (6)

Specific Additional Requirements: Choose Plan A or Plan B

Plan A Coursework (C or Better)

- A focus of at least 12 hours in one College of Arts and Sciences discipline (12)
- Courses used to satisfy general education requirements cannot be used to count toward this 12-hour total.

Plan B Coursework (C or Better)

- Courses selected from the general education disciplines (12)
- Courses used to satisfy general education requirements cannot be used to count toward this 12-hour total.

Electives

- Additional coursework to achieve a minimum of 60 hours** (21-24 hours)

*Students transferring to Washburn University with at least 24 hours with a GPA of 2.0 or higher AND those who have completed 24 hours by Spring 2014 are exempt from the WU 101 requirement.

**No more than 27 hours in a single discipline excluding core requirements may be included in the 60 hour total. Minimum of 24 hours from Washburn with 12 of the last 24 hours at Washburn. Minimum GPA of 2.0.

MASS MEDIA

DEPARTMENT OF MASS MEDIA

Henderson Learning Center, Room 316
(785) 670-1836

Professor Maria Raicheva-Stover, Chair
Assistant Professor Kristen Grimmer
Assistant Professor Matthew Nyquist
Senior Lecturer Regina Cassell

DEGREE OFFERED

Bachelor of Arts

Mass Media

Contemporary Journalism

Creative Advertising

Film and Video

Public Relations

Minors Offered

Mass Media

Film and Video

Applied Media

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Mass Media Department strives to continuously improve teaching and learning by promoting scholarly and creative activities that benefit the field and the classroom. The Department works with community and national organizations to create and develop cooperative projects and internships, and provides students with opportunities to collaborate with faculty and community groups on projects that support success in the media field. Upon graduation, students are prepared to create contemporary media for a diverse, mobile, and global society. In cooperation with faculty and students, the Mass Media 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.
- Have acquired the ability to conceptualize and carry out information campaigns that meet specific organizational needs and contribute professional media projects to community organizations in the surrounding area.

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: A minor can be developed in creative advertising, public relations, contemporary journalism or a combination of these areas. This option consists of 18 credit hours. Students must complete MM 100, MM 199, and one of the following courses: MM 202 or MM 272 and an additional 9 hours selected in consultation with a media advisor.

The **minor in Film and Video**: For students who are interested in a special minor in Film and Video, there is an option of taking 21 hours and completing all courses in the Film and Video sequence: MM 100, MM 272, MM 312, MM 322, MM 350, MM 405 and MM 414. Students interested in this option should visit with a Mass Media adviser.

The **minor in Applied Media**: Undergraduates with majors outside of Mass Media often pursue careers that require skills taught in Mass Media courses, such as crafting effective mediated messages, managing social

media campaigns or shooting and editing videos. The minor in Applied Media would allow students to gain knowledge about digital tools and acquire hands-on skills that they will use to pursue the requirements of careers in their chosen majors. Students will complete 18 hours: MM 100, MM 199, MM 202, MM 321 or MM 222 and an additional 6 hours selected in consultation with a media adviser.

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. The public TV station, KTWU, provides 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 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 but students are responsible for finding and setting up their own internships. The Internship Coordinator must approve internships. Students work a total of 128 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 (3)
- MM 300 Mass Media Law (3)
- MM 321 Visual Communication (3)
- MM 400 Media Literacy (3)
- MM 403 Journalism (3)
- MM 409 Electronic Journalism (3)
- MM 422 Editing (3)
- MM 431 Creative Media Practicum (3)
- MM 494 Internship (2)
- MM 499 Career Development & Digital Portfolio (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 300 Mass Media Law (3)
- MM 321 Visual Communication (3)
- MM 352 Advertising I (3)
- MM 400 Media Literacy (3)
- MM 415 Promotions Writing (3)
- MM 432 Advertising II (3)
- MM 425 Creative Strategies in Advertising (3)
- MM 494 Internship (2)
- MM 499 Career Development & Digital Portfolio (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 222 Cinematic Storytelling (3)
- MM 300 Media Law (3)
- MM 312 Cinematography (3)
- MM 350 Film Editing and Theory (3)
- MM 372 Filmmaking I (3)
- MM 400 Media Literacy (3)
- MM 405 The Documentary Film (3)
- MM 414 Filmmaking II (3)
- MM 499 Career Development & Digital Portfolio (2)
- 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 300 Mass Media Law (3)
- MM 319 Public Relations (3)
- MM 321 Visual Communication (3)
- MM 400 Media Literacy (3)
- MM 422 Editing (3)
- MM 415 Promotions Writing (3)
- MM 420 Public Relations II (3)
- MM 494 Internship (2)
- MM 499 Career Development & Digital Portfolio (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 Contemporary Journalism Public Relations and Advertising. *Prerequisites: MM 100 and MM 199.*

MM 222/622 Cinematic Storytelling (3)

Students will learn to understand the structure and format of the 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. *Prerequisite: 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. *Prerequisite: MM 101 or consent.*

MM 300/600 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 301/601 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 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. *Prerequisites: MM 199 and MM 202 or consent.*

MM 312/632 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. *Prerequisite: 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 100 and MM 199.*

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 351/651 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 I (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.

MM 360 Minorities and the Media (3)

An examination of the portrayal of underrepresented groups in the media, and how ethnic populations can be reached via media messages. *Prerequisite: MM 100.*

MM 372 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. *Prerequisite: MM 199 or consent.*

MM 393/493/693 Special Topics (3)

Special subject courses not covered in the department catalog listing. May be repeated when topics vary. *Prerequisite: 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. *Prerequisites: MM 100; MM 199; EN 300.*

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 (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. *Prerequisite: MM 202.*

MM 405/605 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. *Prerequisite: 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. *Prerequisite: MM 202.*

MM 411/611 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 414/614 Filmmaking II (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. *Prerequisites: 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: MM 100, MM 202.*

MM 420 Public Relations II (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. *Prerequisites: MM 202 and MM 321.*

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. *Prerequisites: MM 202 and MM 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: MM 321.*

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 492/692 Independent Study (1-2)

Investigates a mass media area of interest not covered in regular courses. Involves producing research or creative projects. *Prerequisites: Consent of faculty and chairperson; majors only.*

MM 494 Internship (2)

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 8-12 hours per week. *Prerequisites: Consent; second semester junior or senior standing; 24 credit hours completed in the major and 9 hours completed in emphasis area.*

MM 499 Career Development & Digital Portfolio (2)

Students in this class will spend the semester exploring career options in a chosen media field and making preparations for a transition from academic life to professional careers or graduate school. A significant portion of this class will be devoted to developing and/or improving the credentials needed to land a job in the media field. In particular, this class will provide students with the opportunity to finalize their resume and digital portfolio. *Prerequisites: MM 414 or MM 420 or MM 422 or MM 432 or consent of faculty; majors only.*

MATHEMATICS AND STATISTICS

DEPARTMENT OF MATHEMATICS AND STATISTICS

Website: www.washburn.edu/math

Email: math@washburn.edu

Morgan Hall, Room 250

(785) 670-1491

Professor Kevin Charlwood, Chair

Professor Mike Mosier

Professor Janet Sharp

Professor Jennifer Wagner

Associate Professor Sarah Cook

Associate Professor Gaspar Porta

Assistant Professor Jason Shaw

Lecturer Angela Crumer

Lecturer Stephanie Herbster

Lecturer Beth McNamee

Lecturer Evelyn Pitts

Lecturer Emeritus Bill Gahnstrom

DEGREES OFFERED

Bachelor of Arts

Mathematics

Mathematics Secondary Education Specialization

Actuarial Science

Applied Statistics

Bachelor of Science

Mathematics

Mathematics Secondary Education Specialization

Actuarial Science

Applied Statistics

Minors Offered

Mathematics and Statistics

Applied Statistics

For department scholarships, please visit our website given above.

MISSION

The mission of the Department of Mathematics and Statistics is to ensure all mathematics majors 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 and will be able to make appropriate choices regarding the method of solution and presentation of problems. We are committed to providing high-quality instruction at all levels, in our developmental, lower division, General Education, and upper-division courses. Further,

the department is committed to providing service to the community and our profession in a variety of ways, including a number of on-campus programs for grade 6-16 learners, professional consultations, involvement in professional organizations, and other outreach activities.

THE MAJOR

The Mathematics Department offers four 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 and Statistics Department

MATHEMATICS

Student Learning Outcomes

- Students will demonstrate the ability to solve a variety of problems in mathematics including calculus, probability and statistics, and linear algebra.
- Students will demonstrate the ability to write mathematical proofs and solve challenging problems both pure and applied.
- Students will demonstrate the ability to communicate mathematics both orally and in writing.
- Students will demonstrate the ability to identify and utilize the appropriate practices and tools, including the use of technology, to solve mathematics problems.

Courses

Calculus (MA 151, 152, 253), Discrete Mathematics (MA 207), Linear Algebra (MA 301), one of the following three courses: ANOVA/Design of Experiments (MA 340), Nonparametric Tests/Quality Control (MA 341), Regression Analysis (MA 346); 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), a minimum of 2 hours of Problem Solving Strategies (MA 380), 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)

Student Learning Outcomes

- Students will demonstrate the ability to solve a variety of problems in mathematics including calculus, probability and statistics, algebra, and geometry.
- Students will demonstrate the ability to write mathematical proofs and solve challenging problems both pure and applied.
- Students will demonstrate the ability to communicate mathematics both orally and in writing.
- Students will demonstrate the ability to identify and utilize the appropriate practices and tools, including the use of technology, to solve mathematics problems.
- Students will demonstrate that they can apply appropriate mathematical practices and tools, including the use of technology, to teaching mathematical concepts, thinking, and content appropriate for secondary students.
- Students will demonstrate the ability to work collaboratively and persistently with peers to solve mathematics problems to develop learner-centered instruction.

Courses

Statistics (MA 140), Calculus (MA 151, 152, 253), Number Theory and Discrete Math for Middle School and Secondary Teachers (MA 204), Discrete Mathematics (MA 207), Mathematics for Middle and Secondary Teachers (MA 230), Linear Algebra (MA 301), Abstract Algebra (MA 354), Modern Geometry (MA 367), Introduction to Real Analysis I (MA 371), History of Mathematics (MA 381), a minimum of 2 hours of Problem Solving Strategies (MA 380), 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)

Student Learning Outcomes

- Students will demonstrate the ability to solve a variety of problems in mathematics including calculus, probability and statistics, and linear algebra.
- Students will demonstrate the ability to write mathematical proofs and solve challenging problems both pure and applied.
- Students will demonstrate the ability to communicate mathematics and statistical results both orally and in writing.

- Students will demonstrate the ability to identify and utilize the appropriate practices and tools, including the use of technology, to solve mathematics problems and perform statistical modeling and analysis of data.

Courses

Calculus (MA 151, 152, 253), Linear Algebra (MA 301), one of the following two courses: ANOVA/Design of Experiments (MA 340), Nonparametric Tests/Quality Control (MA 341); Mathematical Statistics I & II (MA 344, MA 345), Regression Analysis (MA 346), Time Series Analysis (MA 348), Stochastic Processes (MA 347), Mathematical Theory of Interest (MA 384), Actuarial Mathematics (MA 385), Accounting (AC 224, AC 225), Economics (EC 200, EC 201), Business/Insurance - BU 374, BU 381, and BU 483.

MATHEMATICS (APPLIED STATISTICS SPECIALIZATION)

Student Learning Outcomes

- Students will demonstrate the ability to solve a variety of problems in mathematics including calculus, probability and statistics, and linear algebra.
- Students will demonstrate the ability to write mathematically, using proofs and/or statistical analysis, and to solve challenging problems both pure and applied.
- Students will demonstrate the ability to communicate mathematical and statistical results both orally and in writing.
- Students will demonstrate the ability to identify and utilize the appropriate practices and tools, including the use of technology, to solve mathematics problems and perform statistical modeling and analysis of data.

Courses

Calculus (MA 151, 152, 253), Linear Algebra (MA 301), ANOVA/Design of Experiments (MA 340), Nonparametric Tests/Quality Control (MA 341), Statistical Computing (MA 342), Mathematical Statistics I & II (MA 344, MA 345), Regression Analysis (MA 346), Stochastic Processes (MA 347), Time Series Analysis (MA 348), Introduction to Structured Programming (CM 111), Contemporary Programming Methods (CM 245), Data Structures and Algorithmic Analysis (CM 307), Data Mining (CM 332), and Database Management Systems (CM 336).

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 112 to MA 152 inclusive, and MA 253.

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, MA 228 and MA 229). Six of the hours must be at the upper division level. Students who exercise the optional minor in applied statistics will fulfill the fifteen hour requirement by taking at least two of MA 340, 341 and 346, with the remaining classes selected from MA 342, 344, 345, 347, 348 and 385.

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, MA 228 and MA 229).

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 ACCUPLACER math score.*

MA 108 College Algebra Preparation (3)

This course is the first of a two-semester College Algebra sequence. Topics covered include: factoring, equations (linear, quadratic, rational, absolute value, root, linear systems), functions (notation, domain), graphing (linear, quadratic, piece-wise), inequalities (linear, compound, absolute value), applications involving linear, quadratic, and rational equations. Does not count towards degree credit requirements, nor general education requirements. Not open to students with credit in MA 112 or 116, or any MA-designated course numbered above 116. 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. *Prerequisite: 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 112 Contemporary College 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 ACCUPLACER math 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 ACCUPLACER math 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. (GENS - QSR)*

</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 131 Topics in Trigonometry and Introduction to Calculus (3)

Trigonometric functions, using right triangles and the unit circle. Trigonometric identities, sinusoidal graphs, and trigonometric applications, including periodic phenomena. Limits, continuity, rates of change, and the meanings of differentiation and integration. Not open to students with credit in MA 141 or MA 151. *Prerequisites: MA 116 with a grade of "C" or better 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 ACCUPLACER math 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. No more than five hours of credit will be awarded for MA 141 and/or 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. *Prerequisites: 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. No more than five hours of credit will be awarded for MA 141 and/or MA 151. *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 204 Number Theory and Discrete Math for Middle School and Secondary Teachers (3)

Fundamental ideas of number theory, including divisors, factorization, and modular arithmetic. An introduction to discrete mathematics, including discrete structures, enumeration, logic, and applications. *Prerequisite: A grade of "C" or better in MA 230.*

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. *Prerequisites: 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 204 or MA 206, PH 110 or PH 220 or consent of instructor.*

MA 228 Mathematics for Elementary and Middle School Educators I (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 112 or higher or math ACT score or quantitative SAT score, or ACCUPLACER math score or equivalent knowledge as determined by the Mathematics Department.*

MA 229 Mathematics for Elementary and Middle School Educators II (3)

The investigation of mathematical concepts and procedures. Topics include real numbers and operations, data analysis, measurement, introduction to non-Euclidean geometry, and introduction to probability. Significant emphasis is placed on conceptual in-depth understanding of these mathematical topics, connecting those concepts to a range of procedures and mathematics practices, applying the understandings within real world contexts and including appropriate use of technology. *Prerequisite: MA 228 with a "C" or better.*

MA 230 Mathematics for Middle and Secondary Teachers (3)

Standard and non-standard algorithms of numbers (whole, integer, rational, and irrational) using multiple representations with a focus on linking concepts and procedures. Extend understandings to include ratio, rate, and proportions. Two and three-dimensional Euclidean geometry concepts including principles, shape-hierarchies, cross-sections, transformation, congruence, similarity, constructions and proof. Extend understandings to formula derivation (perimeter, area, and volume) related to two-and three-dimensional objects. Represent abstract mathematical ideas encountered in grades K-8 using multiple representations including concrete materials.

Prerequisite: A grade of "C" or better in MA 112 or MA 116, or appropriate math ACT or SAT quantitative score as determined by the Mathematics Department.

MA 253 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 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 253.*

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)

The investigation of mathematical problems as a means to develop as practitioners of the discipline of mathematics. Problems rely on a wide range of math topics. The primary focus of the course is on developing

expertise in doing mathematics. By solving problems, students gain expertise in reasoning, constructing arguments, modeling, using resources, being precise, noticing deep structures of problems and expressing those structures with appropriate mathematical language. Significant emphasis on conceptual understanding of mathematics, connecting concepts to a range of realistic problem situations and appropriate use of technology. Understand and develop mathematical arguments and be able to clearly communicate those arguments using multiple representations. *Prerequisite: MA 204 or MA 230 with a grade of "C" or better.*

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 331 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 253 or concurrent.*

MA 340 ANOVA/Design of Experiments (3)

An introduction to the design and analysis of experiments, both single and multi-factor. Analysis of variance, both fixed effects and random effects. Topics will include Randomized Complete Block Design, the Latin Square Design, Incomplete Block Designs, Nested Designs, and the Split-Plot Design. *Prerequisite: A grade of "C" or better in MA 140.*

MA 341 Nonparametric Tests/Quality Control (3)

An introduction to nonparametric statistical procedures including signed-rank tests, sign tests, rank and rank sum tests, along with an introduction to the use of statistical methods for the purpose of quality control, including control charts for variables, control charts for attributes, the analysis of process capability, and acceptance sampling. *Prerequisite: A grade of "C" or better in MA 140.*

MA 342 Statistical Computing (3)

An introduction to the statistical software packages SAS and R that includes basic commands and the structure, as well as data entry and manipulation, creating graphs and plots, simulation, bootstrapping, and introductory level programming. *Prerequisite: A grade of "C" or better in MA 140.*

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 253 or concurrent, and one of MA 340, 341 or 346.*

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. *Prerequisite: 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. *Prerequisite: 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 253 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 253 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 253.*

MA 374 Introduction to Complex Variables (3)

Theory of analytic functions, infinite series, Taylor and Laurent expansions. *Prerequisite: MA 253.*

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 380 Problem Solving Strategies (1)

Weekly problem sets require a wide variety of techniques to achieve solutions to the problems. Problem solutions may feature one or more techniques from calculus, linear algebra, discrete mathematics, statistics, geometry, and other areas. The course is repeatable up to three times. *Prerequisite: A grade of "C" or better in MA 152, or consent of the instructor.*

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 384 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 152 or concurrent.*

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 344, MA 384 or consent of instructor.*

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 serves as a culminating experience for Bachelor's degree students, requiring both a written and an oral component. A minimum of two hours of MA 380 Problem Solving Strategies are required unless permission is granted by the department Chair. *Prerequisites: MA 151, MA 152, MA 253, MA 301, a minimum of two hours of MA 380; 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 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 instructor.*

MODERN LANGUAGES

DEPARTMENT OF MODERN LANGUAGES

French, German, Spanish, other Modern Languages

Website: www.washburn.edu/ml

Email: modern-languages@washburn.edu

Morgan Hall, Room 350
(785) 670-1714

Professor Miguel González-Abellás (SP), Chair
Professor Courtney Sullivan (FR)
Associate Professor Gabriele Lunte (GE)
Assistant Professor Michael O'Brien (SP)
Lecturer Georgina Tenny (SP)
Lecturer José Parada-Ramírez (FR/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
International Business

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:

- Demonstrate the ability to understand, interpret, discuss, and explain a wide variety of written and oral communications in the target language.
- Illustrate the ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language and compare these usages with English.
- Demonstrate an understanding of the institutions, history, social practices, and artistic and literary tradition(s) of the countries and culture(s) in which the language is spoken in their socio-historical background and/or their cultural significance.
- Demonstrate a functional knowledge of the strategies for independent and continuing learning of the target language.

PLACEMENT

Students beginning the study of a 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 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 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 of Clermont Auvergne in Clermont-Ferrand, in Germany at the Fachhochschule Osnabrück in Osnabrück, in Spain at the University of Cantabria in Santander and at the University of Santiago de Compostela, 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 any of the modern languages offered in the department 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 (taught in the minor language).

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. For more information, see the "School of Business" section of this catalog.

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:

Modern Language Requirement: A minimum of 9 credit hours of a modern language beyond the 100 level, or demonstrate proficiency in a language other than English at the advanced level (e.g., living and studying in another language through high school).

Study Abroad Requirement: Participation in at least a summer long study abroad program (four weeks minimum) in the country of the language studied. For international students, enrollment in at least 12 hours for a full semester will meet this requirement.

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.

MINOR IN LATIN AMERICAN, CARIBBEAN, AND LATINO/A STUDIES

This minor is constructed around the premise that broader understanding of the issues facing 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 "Interdisciplinary Academic Programs" 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. *Prerequisite: 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 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 and use it as an elective if they do not have FR 308 and FR 309.

</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 an elective if they do not have FR 307 and FR 309. *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 and use it as an elective if they do not have FR 307 and FR 308. *(GEHU - GED)*

FR 311 French Grammar Review (3)

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 (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: 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 674 Independent Study (3)

Directed study. May be repeated. *Prerequisites: Admission to the MLS program and consent of instructor.*

FR 699 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 (3)

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. *Prerequisite: 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 as an elective if they do not have GE 308. *(GEHU - GED)*

</GE 308 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 an elective if not counting GE 307. *Prerequisite: 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 674 Independent Study (3)

Directed study. May be repeated. *Prerequisites: Admission to the MLS program and consent of instructor.*

GE 699 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. *Prerequisite: 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 and use it as an elective if not counting SP 308. *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 if not counting SP 307. *Prerequisite: 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 multimedia resources. *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 multimedia resources. *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 multimedia resources. *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.*

SP 340 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 674 Independent Study (3)

Directed study. May be repeated. *Prerequisites: Admission to the MLS program and consent of instructor.*

SP 699 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, Latin. 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: FL 207.*

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

DEPARTMENT OF MUSIC

Website: www.washburn.edu/music

Garvey Fine Arts Center, Room 211
(785) 670-1511

Associate Professor Craig Treinen, Chair
Professor Shiao-Li Ding
Professor Catherine Hunt
Professor Kevin Kellim
Professor Rebecca Meador
Professor Tom Morgan
Assistant Professor Martha Placeres
Lecturer Michael Averett
Lecturer Karen Benda
Lecturer Andrea Garritano
Lecturer Erinn Renyer

DEGREES OFFERED

Bachelor of Arts

Music

Bachelor of Music

Music Performance

Bachelor of Music

Music Education

Minors Offered

Traditional Music Minor

Minor in Jazz Studies (vocal or Instrumental)

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).
- 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 Council for the Accreditation of Educator Preparation (CAEP). 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. In addition, all “Licensure” students must perform a conducting audition prior to being admitted to the program.

PRIVATE LESSONS (1-3 HOURS) 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. Private lessons are not available for auditors.

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 online Music Department Handbook (www.washburn.edu/music-handbook).

BACHELOR OF ARTS DEGREE IN MUSIC - 120 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 HI 105 Intro to World Music and Its History), and the following music requirements:

General Education, 58 hours

- See General Education requirements, this catalog. [HI 105 Intro to World Music and Its History (3) is required for all music majors.]

Music Requirements, 38 hours

- 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 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, Group Piano I 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, 24 hours

Electives (24 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 **Music Performance** offers emphases in voice, brass, percussion, strings, guitar, 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 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:

- Recital attendance (48 required)
- Rhythmic Proficiency Exam
- Music Theory and Aural Comprehension I
- Group Piano I
- 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 and Aural Comprehension I).

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 presented. 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 online Music Department Handbook (www.washburn.edu/music-handbook).

Bachelor of Music Degree in Music Performance (121-122 Hours)

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 HI 105 Intro to World Music and Its History) 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. [HI 105 Intro to World Music and Its History (3) is required for all music majors.]

Music Requirements - 77 hours (Minimum)

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 - 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 Literature I (2) [pianists only]
- MU 338 Piano Literature 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 online Music Department Handbook (www.washburn.edu/music-handbook).

Small Ensembles - 4 hours

- MU 254/454

Specialization Courses - 2 hours

- MU 400 ST Senior Seminar (2)

Music Electives - Pianists 2 hours/Organists 4 hours

- Students may select any courses in Music to complete 77 hours in Music.

General Electives - 5 hours

- Courses from any department, including Music, will be taken to complete a total of 121 semester hours.

Bachelor of Music Requirements for the Major in VOICE PERFORMANCE

General Education Requirements - 40 hours

- See General Education requirements, this catalog. [HI 105 Intro to World Music and Its History (3) is required for all music majors.]

Music Requirements - 81 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 online Music Department Handbook (www.washburn.edu/music-handbook).

Small Ensembles - 4 hours

- MU 250/450 Washburn Opera Studio (4)

Specialization Courses - 7 hours

- MU 220 Vocal Diction for Singers (3)
- MU 330 Vocal Pedagogy and Literature (2)
- MU 400 ST Senior Seminar (2)

General Electives - 1 hour

- General elective courses from any department,

including Music, will be taken to complete a total of 122 semester hours.

Bachelor of Music Requirements for the Major in BRASS/STRINGS/GUITAR/PERCUSSION/WOODWIND PERFORMANCE

General Education Requirements - 39 hours

- See General Education requirements, this catalog. [HI 105 Intro to World Music and Its History (3) is required for all music majors.]

Music Requirements - 78 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 online Music Department Handbook (www.washburn.edu/music-handbook).

Small Ensembles - 4 hours

- Chamber Ensemble (MU 254/454)

Specialization Courses - 2 hours

- MU 400 ST Senior Seminar (2)

General Electives - 4 hours

- General elective courses from any department, including Music, will be taken to complete a total of 121 semester hours.

Bachelor of Music Degree in Music Education (141-145 Hours)

The Bachelor of Music Degree with a major in Music Education qualifies the graduate to apply for teacher licensure (PK-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) 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 HI 105 Intro to World Music and Its History; EN 300 Advanced College Writing, 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. [HI 105 Intro to World Music and Its History (3) is required for all music majors.] [EN 300 Advanced College Writing (3) Teaching Emphasis is required for all Bachelor of Music degrees with a major in Music Education.]

Music Requirements - Vocalists 63 hours/ Instrumentalists 59 hours

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 Literature (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 online Music Department Handbook (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 285 Educational Psychology (3)
- ED 225 Becoming an Educational Professional (3)
- ED 300 Integrating Technology in the Curriculum (3)
- ED 302 Teaching Exceptional Learners (3) or SE 476 Psychology of the Exceptional Student (3)
- ED 402 Teaching Struggling Learners (2)
- RD 484 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 Band Pedagogy (1)
- MU 421 Marching Band Pedagogy (1)

Student Teaching Semester

- ED 400 Understanding the School (2)
- ED 405 Classroom Management (1)
- ED 440 Student Teaching in Grades P-12 (12)

MUSIC MINORS

The Department of Music offers two minors, available to non-music majors: the traditional Music Minor and the Minor in Jazz Studies (Vocal or Instrumental). Common to both minors are a required entrance audition; attendance at 14 recitals, and 6 hours of upper division coursework. A minimum of 15 credit hours of the minor must be completed at Washburn University.

The **traditional Music Minor** requires 24 credit hours, including:

- MU 100 The Enjoyment of Music (3)
- MU 215 Theory and Aural Comprehension I (4)
- Large Ensembles (2)
- Music Electives (15, of which 6 must be upper division) No more than 6 credit hours of ensemble credit may be used. Music electives may include applied lessons.

Minor in Jazz Studies (Vocal or Instrumental)

Vocal: 19 hours

- MU 122 Rhythmic Perception (1)
- MU 123 Computers and Music (1)
- MU 215 Theory and Aural Comprehension I (4)
- MU 102 Jazz History (3)
- MU 420 Jazz Band Pedagogy (1)
- MU 133 and MU 134 Group Piano I and Group Piano II
- MU 206 Improvisation (2)
- MU 276/476 Applied Jazz Lessons (keyboard) (2)
- MU 276/476 Applied Jazz Lessons (vocal) 2
- MU 254/454 Small Ensemble (vocal jazz choir) 2
- MU 245/445 or MU 249/449 Large Ensemble (jazz ensemble) (1) or MU 254/454 Small Ensemble (jazz combo) (1)

Instrumental: 20 hours

- MU 122 Rhythmic Perception (1)
- MU 123 Computers and Music (1)
- MU 215 Theory and Aural Comprehension I (4)
- MU 102 Jazz History (3)
- MU 420 Jazz Band Pedagogy (1)
- MU 133 and MU 134 Group Piano I and Group Piano II
- MU 206 Improvisation (2)
- MU 276/476 Applied Jazz Lessons (keyboard) (2) or MU 276/476 Applied Jazz Lessons (major instrument) (2)
- MU 254/454 Small Ensemble (jazz combo) (1)
- MU 245/445 or MU 249/449 Large Ensemble (jazz ensemble) (1)

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. Private lessons are not available for auditors.

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/GECPA - 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/GECPA - 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/GECPA - 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/GECPA - CCT)*

</MU 106/HI 105 Introduction to World Music and Its History (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/GECPA - 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/GECPA - CCT)*

MU 109 Piano for Beginners (2)

Development of basic piano techniques, sight reading, improvisation, transposition, and keyboard harmony. Planned for non-music majors. No prerequisite.

MU 111 Guitar for Beginners (2)

Designed to acquaint the beginner with basic chords and accompanying techniques. No prerequisite.

</MU 113 Music and Religion (3)

Music and Religion is an interdisciplinary a course that studies the genesis, history, and impact of the marriage between music, spirituality, and organized religion. The course will cover topics including; Ancient Greek Modes, Gregorian chant, Organum, the Canonical Vespers, the Motet, the Mass, the Council of Trent, the Reformation, the Oratoria, the Requiem, Anti Semitism in 19th Century Europe, the Liturgical Calendar, trance music, modern-day contemporary Christian music, etc. Due to the overwhelming canon of western classical music, the course will primarily examine musical forms of workshop throughout the history of the Christian church; however, music and other religions will also be covered. *(GEHU/GECPA - GED)*

</MU 120 Fundamentals of Music Theory (3)

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. *(GEHU/GECPA - COM)*

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 each)

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 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. *Prerequisites: EN 101 and BI 100 or higher, or consent of instructor. This course is an upper level General Education course. (GEHU/GECPA - CCT)*

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. Practicum requirement: All students in this course participate in field based teaching experiences in the schools. *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 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; Co-requisite: MU 316.*

MU 325 Music History I (3)

Survey of musical styles, composers, and forms in Western art music from Greco-Roman antiquity through the Baroque era (c. 1750). *Prerequisite: MU 215 or consent of instructor.*

MU 326: Music History II (3)

Survey of musical styles, composers, and forms in Western art music from the Classical era (c. 1750) to the end of the Romantic Era (c. 1900). *Prerequisite: MU 315 or consent of instructor.*

MU 327: Music History III (2)

Survey of musical styles, composers, and forms in Western art music from c. 1900 through the present. *Prerequisite: MU 315 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. Practicum requirement: All students in this course participate in field based teaching experiences in the schools. *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. Practicum requirement: All students in this course participate in field based teaching experiences in the schools. *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 – (0 - 3 Hours)

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 (0-1)

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 prerequisite.

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. Private lessons are not available for auditors.*

Upper Division

MU 455 – 476

Prerequisite: BM students must pass "4th Semester Jury." BA students must pass "Double jury."

255/455 Bassoon

256/456/556 Cello

257/457 Clarinet

258/458 Euphonium

259/459 Flute

260/460 Guitar

261/461 Harp

262/462 Harpsichord

263/463 Horn

264/464 Oboe

265/465 Organ

266/466 Percussion

267/467 Piano

268/468 Saxophone

269/469 String Bass

270/470 Trombone

271/471 Trumpet

272/472 Tuba

273/473 Viola

274/474 Violin

275/475 Voice

276/476 Jazz

NATURAL SCIENCES AND MATHEMATICS

COLLEGE OF ARTS AND SCIENCES

Morgan 209
(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 209.

THE MAJOR

For the Associate of Arts Degree in Natural Sciences and Mathematics, a student must complete 60 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.
- 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 116: College Algebra with a grade of C or better (3 semester hours)

- Humanities and Creative and Performing Arts (six semester hours from at least two subject areas)
- Natural Sciences (six semester hours from at least two subject areas)
- 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.)

- 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.
- 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.
- 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.
- 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

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. This minor is coordinated by the Dean of the College of Arts and Sciences. For more information, see the "Interdisciplinary Academic Programs" section in the catalog.

PHILOSOPHY

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Website: www.washburn.edu/philosophy

Morgan Hall, Room 206
(785) 670-1542

Associate Professor Ian Smith, Chair
Assistant Professor Rik Hine
Lecturer Justin Moss

DEGREE OFFERED

Bachelor of Arts

Philosophy

Minor Offered

Philosophy

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Philosophy and Religious Studies is dedicated to providing high quality undergraduate courses in philosophy and religious studies, to providing the educational foundations for life-long critical thinking, 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 philosophy 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.

STUDENT LEARNING OUTCOMES

Philosophy students at Washburn University, upon graduation, are expected to be able to:

- Demonstrate the ability to think critically, using both natural and artificial languages.
- Demonstrate an understanding of the major figures and movements in Ancient, Modern, and Contemporary Philosophy.
- Explain important theories and the views of major figures in Metaphysics and Epistemology.
- Explain important theories and the views of major figures in Value Theory.
- Formulate and evaluate philosophical positions critically and systematically.
- Construct well-reasoned, well-integrated essays based on philosophical research.
- Defend philosophical positions in an oral format.

THE MAJOR

The Philosophy major consists of 31 hours of Philosophy distributed as follows:

- Required: PH 201, 202, 220, 303, 398, 399 (16 hours)
- At least two of the following (Value Theory): PH 200*, 211, 214, 300*, 311, 312, 315, 340, 386* (6 hours)
- At least two of the following (Metaphysics and Epistemology): PH 200*, 205, 207, 300*, 302, 320, 325, 327, 330, 335, 386* (6 hours)
- No more than one 100-level course may count toward the total hours, and only with the permission of the Chair. At least 15 hours of the 31 (in addition to PH 398/399) must be at the 300 level.

**If course material is appropriate (Chair's discretion).*

DEPARTMENTAL HONORS

Philosophy majors desiring to earn departmental honors must successfully complete the college requirements for departmental honors.

PRE-LAW

An individualized course of study for pre-law students may be designed in cooperation with the Department's pre-law 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.)

All prerequisites must be completed with a grade of C or better.

</PH 100 Introduction to Philosophy (3)

Philosophy is introduced to students by a survey of major areas of Philosophy (e.g., metaphysics, epistemology, ethics, history of philosophy,) with an emphasis on traditional techniques of philosophical analysis and logical argument. **(GEHU - GED)**

</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 Introduction to Logic and Critical Thinking (3)

Students 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 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 Corrupting the Youth: Ancient Greek Philosophy (3)

It is probably no exaggeration to say that the entire Western intellectual cannon can trace its roots to the first Philosophers in fifth-century BCE Greece. By far the most famous, was Socrates. So, should we be disturbed that he was sentenced to death for 'corrupting the youth'? We will look at the claims he made that resulted in his execution, before focusing on the ways in which his student, Plato, built upon and systematized these ideas. We will close by looking at Plato's student, Aristotle, widely regarded as one of the most influential thinkers in human history, and of whom it has been said, "it is doubtful whether any human being has ever known as much as he did." *Prerequisite: EN 101 or EN 102 with a grade of C or better.* **(GEHU - CCT)**

</PH 202 I think therefore I am? Modern Philosophy 1600-1800 (3)

Contemporary scientific consensus seems to be that the Universe is an infinitely large machine, and that, ultimately, everything in it – including us – can be explained mathematically. But where did these notions come from, and why should we believe them? Is this really how the world is, and how can we find out? We will trace the origin of these claims to the sixteenth century. René Descartes, the 'father of modern philosophy', proclaimed, "I think, therefore I am." As one of the 'Rationalists' he argued that the world could be explained, mathematically, and through reason, alone. We will follow by investigating the 'Empiricists', who argued instead that the world could be known, if at all, only through experience. We will finish in the eighteenth century with Immanuel Kant, who claimed that the world as we know it is in some sense a product of our own minds. *Prerequisite: EN 101 or EN 102 with a grade of C or better.* **(GEHU - CCT)**

PH 203 Introduction to Buddhist Philosophy

An introduction to the basic problems, issues and theories of the Buddhist philosophical tradition, including: the four noble truths, the claim that there is no self as we normally understand it, and the claim that everything is impermanent and illusory. *Prerequisite: EN 101 or 102 with a grade of C or better.*

PH 205 Existentialism (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. *Prerequisite: EN 101 or EN 102 with a grade of C or better.*

</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 with a grade of C or better, or consent of the Instructor. (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. *Prerequisite: EN 101 or EN 102 with a grade of C or better.*

</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 with a grade of C or better. (GEHU - GED)*

</PH 220 Symbolic Logic (3)

Analysis of argument forms, using symbolic logic as a primary tool. *(GEHU - QSR)*

PH 300/600 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 302/602 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 or PH 202 with a grade of C or better, or consent of the instructor.*

PH 303/603 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 or PH 202 with a grade of C or better, or consent of the instructor.*

PH 311/611 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: At least one of the following: PH 100, PH 102, PH 201, PH 202, or PH 211 with a grade of C or better.*

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: At least one of the following: PH 100, PH 102, PH 103, PH 201, PH 202, or PH 211 with a grade of C or better.*

PH 313 Professional Ethics

The study of complex ethical issues that arise in professions such as medicine, finance, law, journalism, engineering, and others. Issues examined include, but are not limited to those that are found across many different professions: whistleblowing and loyalty, truth-telling and lying, privacy and confidentiality, and issues of social responsibility for professionals. *Prerequisite: 3 credit hours of Philosophy with a grade of C or better, or instructor's consent.*

</PH 315/615 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: 3 credit hours of Philosophy with a grade of C or better. (GEHU - GED)*

PH 320 Advanced Logic (3)

Advanced study of logical theory and language calculi. *Prerequisite: PH 220 with a grade of C or better.*

PH 325/625 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 with a grade of C or better.*

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 104 or PH 220 with a grade of C or better.*

PH 330/630 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, PH 201 or PH 202 with a grade of C or better, or consent of the instructor.*

PH 335/635 Metaphysics (3)

Alternative theories of the nature of ultimate reality, including concepts such as cause, substance, time, etc. *Prerequisite: PH 201 or PH 202 with a grade of C or better, or consent of the instructor.*

PH 340 Aesthetics (3)

A philosophical approach to such questions as the nature of art, aesthetic value, and art criticism.

Prerequisite: PH 201 or PH 202 with a grade of C or better, or consent of the instructor.

PH 386 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.

Prerequisites: 9 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 with a grade of C or better.

PHYSICS

DEPARTMENT OF PHYSICS AND ASTRONOMY

Website: www.washburn.edu/physics

Stoffer Science Hall, Room 210
(785) 670-2141

Associate Professor Karen Camarda, Chair
Professor Brian Thomas
Lecturer Tambra Eifert
Senior Lecturer Keith Mazachek
Lecturer Mark Smith
Assistant Professor Emeritus Steven Black

DEGREES OFFERED

Associate of Science

Engineering-Physics

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.

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.
- 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 (Physics Research), 365, 366, at least two additional upper division laboratory courses, and take a written (Major Field Test) examination. Credits in Physics 101, 102, 120, 126, 131 and 132 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 **Engineering-Physics with an Associate of Science Degree**, one must satisfactorily complete Physics 281 and 282, Engineering 250 and 351, Washburn Experience 101, and two courses from Physics 320, 334 or Engineering 116, 360. The required correlated courses in Mathematics and Statistics are 151, 152, 253, 241, and 301. Additional required correlated courses are Chemistry 151 and Communication Studies 150.

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 take a written (Major Field Test) 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, 253, 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.

Suggested Schedule For BS in Physics

Freshman

First Semester (16 hrs)

English 101 (3)
Mathematics 151 (5)
Chemistry 151 (5)
WU 101 (3)

Second Semester (14 hrs)

Mathematics 152 (5)
Physics 281 (5)
CIS 111 (4)

Sophomore

First Semester (15 hrs)

Mathematics 253 (3)
Physics 282 (5)
CIS 244 (3)
Electives (4)

Second Semester (13-16 hrs)

Mathematics 241 (3)
Physics 334 (3)
Physics 335 (3)
Electives (4-7)

Junior

First Semester (15 hrs)

English 300 (3)
Physics 320 (3)
Physics 365 (3)
Physics 366 (3)
Mathematics 301 (3)

Second Semester (17 hrs)

Physics 321 (3)
Physics 322 (2)
Physics 336 (3)
Electives (6)
Electives (3)

Senior

First Semester (16-18 hrs)

Physics 330 (3)
Physics 332 (1)
Physics 350 (3)
Physics 360 (1)
Mathematics 343 (3)
Electives (5-7)

Second Semester (14 hrs)

Physics 340 (3)
Physics 351 (3)
Physics 352 (1)
Physics 360 (1)
Electives (6)

Suggested Schedule For BS in Computational Physics

Freshman

First Semester (18 hrs)

Mathematics 151 (5)
CIS 111 (4)
English 101 (3)
WU 101 (3)
Gen. Ed. Course (3)

Second Semester (17 hrs)

Mathematics 152 (5)
Physics 281 (5)
CIS 113 (3)
Mathematics 206 (3)
Gen. Ed. Course (1)

Sophomore

First Semester (16 hrs)

Physics 282 (5)
Mathematics 253 (3)
CIS 170 (3)
Physics 291 (2)
Gen. Ed. Course (3)

Second Semester (16 hrs)

Physics 335 (3)
CIS 244 (3)
Mathematics 241 (1)
Gen. Ed. Course (9)

Junior

First Semester (15 hrs)

CIS 245 (3)
Mathematics 301 (3)
Mathematics 376 (3)
Physics 365 (3)
Physics 366 (3)

Second Semester (15 hrs)

Mathematics 343 (3)
CIS 307 (3)
Physics 320 (3)
Physics 334 (3)
Physics 340 (3)

Senior

First Semester (14 hrs)

CIS 390 (3)
Physics 330 (3)
Physics 350 (3)
Gen. Ed. Course (3)
Elective (2)

Second Semester (14 hrs)

Physics 368 (3)
English 300 (3)
Elective (8)

Suggested Schedule for Associate of Science in Engineering-Physics

Freshman

First Semester (16 hrs)

Chemistry 151 (5)
English 101 (3)
Mathematics 151 (5)
Washburn 101 (3)

Second Semester (16 hrs)

Communication 150 (3)
Mathematics 152 (5)
Physics 281 (5)
Social Science Elective (3)

Sophomore

First Semester (17 hrs)

Engineering 250 (3)
Mathematics 253 (3)
Mathematics 301 (3)
Physics 282 (5)
Humanities elective (3)

Second Semester (15 hrs)

Engineering 351 (3)
Mathematics 241 (3)
Optional Course 1 (3)
Optional Course 2 (3)
Social Science Elective (3)

Optional Courses - Take Two

- Engineering 116 (3)
- Engineering 360 (3)
- Physics 320 (3)
- Physics 334 (3)

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 Physics for Health Professions (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 or MA 116 or higher, or concurrent enrollment.* **(GENS - QSR)**

</PS 108 Physical Science (3)

Introduces basic physics and chemistry with an emphasis on the understanding and significance of accepted fundamental principles. It provides an opportunity to develop critical thinking suited to pursuing any science, as well as giving a larger perspective than can be obtained by study of a single science. Explores contemporary issues as well as the methods, limitations, and societal implications of scientific advancement. Students will be encouraged to explore the relationship between science and everyday life. For non-majors. Recommended for partial fulfillment of the graduation requirement in natural science. *Prerequisite: MA 112 or MA 116 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 provides an introduction to the fundamentals of physics and chemistry for the pre-service elementary school teacher. Course activities are inquiry-based, serving to improve confidence in both scientific process and content learning, with methods applicable to elementary curricula. **(GENS - QSR)**

</PS 131 Biological Physics for the Health and Life Sciences (3)

A one-semester course covering classical and modern physics, designed primarily for students in the health professions. Typical subjects include the laws of motion, gravity, heat, sound, light, electricity, and magnetism. Subjects are treated conceptually along with the use of basic data. Recommended for partial fulfillment of the graduation requirement in natural science. Not applicable toward credit for physics major requirements. Students will not receive credit for both PS 101 and PS 131. *Prerequisite: MA 112 or MA 116 or higher, or concurrent enrollment.* **(GENS - QSR)**

PS 132 Biological Physics for the Health and Life Sciences Laboratory (1)

A laboratory exploring classical and modern physics, designed primarily for students in the health professions. Experiments in motion, gravity, heat, sound, light, electricity, and magnetism are designed to teach physics concepts and basic laboratory techniques. The course is designed to introduce students to laboratory techniques used in physics emphasizing instrumentation, data acquisition, and analysis. One three-hour laboratory period per week. Recommended for partial fulfillment of the graduation requirement in natural science. Not applicable toward credit for physics major requirements. *Prerequisite: PS 131 or concurrent enrollment. Concurrently enrolled students may not drop PS 131 and remain enrolled in PS 132.*

</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 and MA 117) or MA 123 or MA 151 (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. *Prerequisites: PS 262 or 282; MA 253.*

PS 320 Electromagnetic Theory I (3)

The basic theory of electro-magnetic fields and waves using the calculus and vector methods. *Prerequisites: PS 262 or 282; MA 253.*

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. *Prerequisites: PS 262 or 282; MA 253.*

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. *Prerequisites: PS 262 or 282; MA 253.*

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. *Prerequisites: PS 262 or 282; MA 253.*

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. *Prerequisites: PS 262 or 282; MA 253.*

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. *Prerequisites: PS 262 or 282; MA 253.*

PS 351 Modern Physics II (3)

A continuation of Physics 350. *Prerequisite: PS 350.*

PS 352 Modern 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 Physics Research (1 or 2)

Experimental design and techniques. Extensive use of technical literature will be necessary. Independent work is encouraged. This Capstone requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisite: Consent of instructor.*

PS 365 Introduction to Theoretical Physics (3)

Application of ordinary and partial differential equations, Fourier series and Transforms, partial differential equations with solution methods, and tensor analysis as applied to problems in the fields of physics and engineering. *Prerequisites: PS 262 or 282 or concurrent enrollment; MA 253.*

PS 366 Introduction to Computational Physics (3)

Techniques and models in computational physics. *Prerequisites: PS 262 or 282; MA 253.*

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. This Capstone requires summative reflection, serving as a culminating experience for Bachelor's degree students. *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

DEPARTMENT OF POLITICAL SCIENCE

Website: www.washburn.edu/polisci

Henderson Learning Resource Center, Room 215
(785) 670-1737

Professor Bob Beatty, Chair
Professor Steve Cann
Professor Chris Hamilton
Assistant Professor Linsey Modellmog

DEGREES OFFERED

Bachelor of Arts

Political Science

Bachelor of Public Administration

Minors Offered

Political Science

Public Administration

Certificate Offered

Certificate of Non-Profit Management

MISSION

Consistent with the missions of the University and the College of Arts and Sciences, the Department of Political Science offers students the opportunity to deepen and broaden their knowledge of the theories and functions of politics, policy and governance that regulate the civic interactions of peoples and sovereignties both as they concern the United States of America and its political subdivisions, and the larger context of international governments. Students enrolled in the offerings of the department will learn to critically examine the laws, organizations, political practices and public behaviors/ involvements in the functionings of governments both foreign and domestic. Through engaged pedagogy, guided practical involvement and mentored scholarly research we contribute to the intellectual development of our students who acquire skills for the examination and understanding of the subfields of the discipline. In addition to the academic/classroom experience, we provide opportunities for observation, participation in and assessment of the political environment through internships, field study and the opportunity to experience and interact with public officials, analysts and policy experts through course offerings and events organized under the auspices of the Washburn Center for Government and 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 www.apsanet.org.

The Political Science Department administers the two degrees of political science (BA) and public administration (BPA), and a Certificate of Non-Profit Management (see also the Department of Human Services).

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 offers a Bachelor of Public Administration degree which emphasizes public and non-profit management. We also offer jointly with the Department of Human Services in the School of Applied Studies 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.
- 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:

- PO 106 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

More than one course may be taken in a subfield topics designation from the immediately preceding list of six course numbers and titles provided that the substantive topics covered by each repeated course number are different. In addition, elective courses for internships (PO 307 and PO 309) are offered. Students are cautioned not to exceed 40 course credit hours in the major. Students are urged to discuss the pros and cons of concentrating coursework in a particular subfield with their academic advisors.

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 AND 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 the public and/or non-profit sectors of American society. The offerings of the discipline also meet the elective credit 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.
- 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 Research and Evaluation of Human Services 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 308 Organizational Communication OR CN 350 Persuasion.

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) online, 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 online 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 101; HS 100 Orientation to Human Services; HS 446 Legal, Ethical, and Professional Issues in Human Services; HS 300 Prevention and Social Change; PO 245 Intro to Public Administration; PO 393 Public Budgeting or PO 346 Problems in Public Administration; PO 395 Non-Profit Management; PO 401 Program Evaluation Methods or HS 495 Research and Evaluation of Human Services Programs; 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 Introduction to Public Administration
- PO 346 Problems in Public Administration
- PO 391 Public Personnel Administration

- PO 393 Public Budgeting
- 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 and Social Change
- HS 304 Case Management
- HS 446 Legal, Ethical, and Professional Issues in Human Services
- Two additional 3 credit hour upper division HS electives

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, 343, 391, 393, 394, 395, or 390).

COURSE OFFERINGS

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

</PO 106 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. *(GESS-CCT)*

PO 300 Special Topics in Political Science (1-3)

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

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 or 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 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 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. *For majors and minors in Political Science PO 225 is a prerequisite.*

PO 332 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 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. (Pre-2014 catalog course numbers to be subsumed under this course number include: PO 360, 361, 362, and 365.) *For majors and minors in Political Science PO 235 is a prerequisite.*

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 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 371/671 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. (Pre-2014 catalog courses to be subsumed under this course number include: PO 303, 304, 306, 320, 321, 322, 338, 339, 340, and 356). *For majors and minors in Political Science PO 106 or 107 is a prerequisite. Other undergraduates may enroll without prerequisites with instructor permission. Enrollment for PO 671 is permitted with admission to graduate credit by the university.*

PO 372/672 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. *For majors and minors in Political Science PO 235 is a prerequisite. Other undergraduates may enroll without prerequisites with instructor permission. Enrollment for PO 672 is permitted with admission to graduate credit by the university.*

PO 373/673 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 theories of nation-state interaction, negotiation, and war, American foreign policy, and examining aspects of changing global hegemonic power. (Pre-2014 catalog courses to be subsumed under this course number include: PO 351, 352, 353, and 354). *For majors and minors in Political Science PO 225 is a prerequisite. Other undergraduates may enroll without prerequisites with instructor permission. Enrollment in PO 673 is permitted with admission to graduate credit by the university.*

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). *Prerequisites: PO 106 and PO 245.*

PO 386/686 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-Profit 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 inquiries into relevant quantitative and/or qualitative data, and prepare and present their analysis before a departmental audience. *Prerequisite: 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. *Prerequisite 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.

PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

Website: www.washburn.edu/psychology

Henderson Learning Resource Center, Room 211
(785) 670-1564

Professor Cynthia Turk, Chair
Professor Michael Russell
Associate Professor Michael McGuire
Associate Professor Cynthia Nebel
Associate Professor Dave Provorse
Associate Professor and Dean of College of Arts and Sciences Laura Stephenson
Assistant Professor Linzi Gibson
Assistant Professor Jericho Hockett
Assistant Professor Christina Menager
Assistant Professor RaLynn Schmalzried
Lecturer Angela Duncan

DEGREES OFFERED

Bachelor of Arts

Psychology

Master of Arts

Psychology (see Graduate Catalog)

Minor Offered

Psychology

MISSION

We promote the value of psychological science through a personalized, quality education that helps students to create a more fulfilling life, prepares them for future careers, and builds stronger communities.

STUDENT LEARNING OUTCOMES

Psychology students at Washburn University, upon graduation, are expected to be able to:

- Identify and distinguish between the major subfields of psychology, comparing and contrasting the different content and emphasis of each.
- Use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Apply the peer-reviewed psychology literature to a specific issue or situation.
- Apply basic research methods in psychology, including research design, data analysis and interpretation.
- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.

THE MAJOR

Students must complete a minimum of 34 graded credit hours in psychology, earning a grade of C or better in each course. These hours must include: PY 100, 151, 231, 251, and 299; select at least one course from the following developmental psychology courses: PY 209, 210, 211, 212; select either a learning or cognition course: PY 301 or 306; select either a physiological psychology or sensation and perception course: PY 307 or 305; select either a personality or social psychology course: PY 309 or 310; two additional upper-division psychology courses must be completed as electives (capstone courses may NOT be used to fulfill this requirement); 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, 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 9 hours (including 6 upper division hours) must be taken at Washburn.

DEPARTMENTAL 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. To graduate with departmental honors in psychology, students must complete one of the three options outlined in the new Departmental Honors Worksheet. Option one requires the student to complete PY 390 (Directed Research) and produce an Honors Thesis based upon their study. Option two requires the student to complete two Washburn Transformational Experiences. Option three requires the student to complete PY 336 (Internship), publically present their internship experience and related scholarly research, and provide significant service to the Psychology Department. 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 departmental 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.

DEPARTMENTAL DISTINCTION

Students may graduate with Departmental Distinction by either scoring in the 75th percentile or higher on the overall ACAT, or scoring at least 600 or above on any three sections of the exam. More information about distinction is available from a departmental advisor.

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 Internship; 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 251 Research Methods in 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 151 Psychological Statistics (3)

Descriptive and inferential statistics in design, analysis, and interpretation of psychological research. *Prerequisites:* PY 100 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: PY 100.*

</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. (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. (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. (GESS - ILT)*

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.*

</PY 231 Abnormal Psychology (3)

A survey of the origins, processes, and diagnostic characteristics of representative syndromes of maladaptive behavior. *Prerequisite: PY 100. (GESS - GED)*

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.*

PY 251 Research Methods in Psychology (3)

This course is an introduction to research methods in psychology. The goals of the course are for the student to learn how research is planned, carried out, communicated, and critiqued. Although only a few students may pursue a career as a research psychologist, everyone is a consumer of research from psychology and other scientific disciplines. As such, a major goal of this course is to develop the capacity for critically evaluating "scientific evidence" that is communicated in journals, magazines, newspapers, and news programs. *Prerequisite: PY 100 and PY 299.*

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. *Prerequisites: PY 100 and Sophomore Psychology Major.*

PY 301 Principles of Learning (3)

Examines factors involved in acquiring and changing behaviors. Theories, historical and current models, and empirical findings in the field of learning and memory are explored. *Prerequisite: PY 100.*

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.*

</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. (GESS - CCT)*

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.*

PY 309 Theories of Personality (3)

Psychological theories of personality, including psychoanalytic, learning, and humanistic approaches. *Prerequisite: PY 100.*

PY 310 Social Psychology (3)

Theory and research on cognitive and behavioral responses to social stimuli. *Prerequisite: PY 100.*

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.*

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.*

</PY 317 Music and the Brain (3)

Study of the biological processes of active and passive music involvement and the resulting effect on individual's learning, physical health, and mental well-being. Includes

an experiential component. *Prerequisite: EN 101 and BI 100 or higher; or PY 100; or consent of instructor. (GESS - CCT)*

PY 320 Psychological Testing and Measurement (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.*

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.*

PY 326 Health Psychology (3)

Introduction to the contributions of psychology to the prevention and treatment of illness, promotion and maintenance of health, and the improvement of the healthcare system. Topics include the role of stress and physiological factors in illness, chronic pain disorders and pain management, lifestyle and psychosocial influences on health, complementary and alternative methods for health promotion, and interpersonal factors involved in illness and health. *Prerequisite: PY 100.*

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 or consent.*

PY 333 Counseling Psychology (3)

Major theories and techniques of psychological counseling. *Prerequisite: PY 100.*

PY 336 Internship (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. *Prerequisites: 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 339 Psychology of Sex and Gender (3)

This course will examine and analyze the ways biology, culture, and society shape females' and males' identities, life experiences and other aspects of psychology. To

study the psychology of sex and gender, we will examine historical views, physiology, socialization, friendships, sexuality, romantic relationships, childbearing and rearing, work, and mental and physical health.

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 100.*

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.*

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.*

PY 385 From Classroom to Career (3)

Students work with the instructor and career services to hone professional development skills to transfer from the classroom into their careers and review academic literature relating to some aspect of professional development. This course helps to address APA's Professional Development guidelines for undergraduate psychology majors. *Prerequisite: PY 100.*

PY 386 Advanced Research Design & Scientific Writing (3)

This course is primarily designed for students considering directed research and graduate school. This course will provide students with hands-on experience with regard to experimental research methods. Students will gain the skills necessary to conduct a literature review that will then be used to design, conduct, and analyze a novel empirical investigation. This course will enhance student's writing skills, with an emphasis on scientific writing using APA format. *Prerequisites: PY 151 and PY 251 with grades of "C" or better.*

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). *Prerequisite: 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). *Prerequisites: PY 386 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. *Prerequisites: PY 386 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.*

RELIGIOUS STUDIES

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Website: www.washburn.edu/philosophy

Morgan Hall, Room 206
(785) 670-1543

Assistant Professor Chris Jones

DEGREE OFFERED

Bachelor of Arts

Religious Studies

Minor Offered

Religious Studies

MISSION

Consistent with the missions of the University and the College of Arts and Sciences, the Department of Philosophy and Religious Studies is dedicated to providing high quality undergraduate courses in philosophy and religious studies, to providing the educational foundations for life-long critical thinking, 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 is not just the study of religion. It begins with serious reflection on what we mean by "religion" and whether we all mean the same thing when we say it. Is religion a ubiquitous human phenomenon, the very thing that makes us human (as some have claimed)? Is religion about humanity's search for cosmic meaning, or is it a technique for social cohesion (and control), or is it a projection of our desires and fears, or is it something else entirely? These perspectives (and others) will be entertained and evaluated in religious studies courses at Washburn University.

STUDENT LEARNING OUTCOMES

Religious Studies students at Washburn University, upon graduation, are expected to be able to:

- Demonstrate an understanding of the subject matter of, and various methods used in, the academic study of religion.
- Describe the nature and diversity of world religions.
- Demonstrate competence in a concentrated area of religious studies.
- Access various theories, concepts, and materials (e.g., written texts, oral reports, archaeological data) central to the academic study of religion.

- Conduct and present research in written form.
- Orally explain and defend positions taken in written research.

THE MAJOR

The major in Religious Studies is designed to take full advantage of Washburn University's unique resources as a public municipal institution in a state capital city. Courses will focus on religious traditions and communities from around the world as they are found in the modern United States of America. Introductory courses (RG 101, 102) include ethnographic components and local site visits. Core courses (culminating in RG 331) invite students to reflect on religious studies as an academic discipline and to position themselves within it. The major culminates in a senior thesis in which students use the theories and methods they've learned to analyze a particular religious community that they've studied in their elective coursework. Ultimately, religion majors develop a toolkit for understanding human beings in light of their ultimate concerns and the particular contexts in which they live.

Religious studies majors go on to find success in a number of pursuits after graduation. Some go on to graduate studies in religion, which can lead to a Ph.D. and a career in academia. Some go to seminary and seek ordination within their own religious communities. Most, however, go on to graduate study in other areas or find work in business, government, or the non-profit/NGO world. Because religion is pervasive in human experience, studying it provides a foundation for engaging people within any sphere of life.

Requirements for the major (33 credits):

- RG 101 Introduction to Religion (3)
 - RG 102 World Religions (3)
 - RG 331 Understanding Religion (3)
 - RG 398 Senior Thesis Preparation (3)
 - RG 399 Senior Thesis (3)
 - Twelve (12) additional credits
 - At least nine must be RG courses
 - At least nine must be upper division
- External courses require advisor's prior approval.*
- Required Correlated Courses
 - PH 201 Corrupting the Youth: Ancient Greek Philosophy (3)
 - PH 202 I think therefore I am? Modern Philosophy 1600-1800 (3)

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 Religious Studies 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)

This course serves as an introduction to the academic discipline of religious studies. We will explore the human side of religion through the careful study of contextualized religious communities. Along the way, we'll develop a vocabulary for describing and comparing religious communities, and we'll learn some scholarly approaches to explaining why people are religious. **(GEHU - GED)**

</RG 102 World Religions (3)

Study of the teachings and practices associated with some so-called "world religions" (including Islam, Christianity, Buddhism, Hinduism, and Yoruba) through ethnographies, films, TV clips, novels, and site visits, with special emphasis on local contexts and on interrogating the very concept of "world" religions. **(GEHU - GED)**

</RG 105 Introduction to Jewish Scriptures (3)

We will study a selection of ancient Jewish scriptures, including some that were eventually included in the Hebrew Bible (the Christian Old Testament) and some that were not, focusing on the specific political reasons that people had for writing these books and spreading them within their communities. **(GEHU - GED)**

</RG 106 Introduction to Christian Scriptures (3)

Study of a selection of ancient scriptures read and/or written by ancient Christian communities, focusing on how it was determined which books would be included in the canonical New Testament. **(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 Prophets and Prophetic Books in Ancient Judaism (3)

In this course, ancient Jewish prophetic literature is examined, including biblical books like Isaiah and extra-canonical traditions like Enoch. Prophecy is studied against the backdrop of ancient Near Eastern divination,

and focus is on the role of prophetic books (a uniquely Jewish phenomenon) in the shaping of early Judaism.

Prerequisite: three hours of Religion.

RG 303 The Historical Jesus? (3)

Two thousand years ago, a Galilean peasant upended the world. Who was he? How would we know, when he himself wrote nothing and his followers told his story decades later from their own perspectives? In this course, we re-examine primary literary sources and archaeological data in an attempt to reconstruct the life of Jesus of Nazareth. In the process, we interrogate the ways that our quests for the historical Jesus are also quests to understand our own distinct historical moment(s).

Prerequisite: three hours of Religion.

RG 305 The Apostle Paul as Jew and as Christian (3)

Arguably, no figure had more of an impact on the shape of Christianity than the Apostle Paul—not even Jesus of Nazareth himself. Yet Paul lived and died thinking of himself as a Jew. In this course, the historical Paul is reconstructed through his authentic writings, and then the ways that Christians have built on Pauline traditions in antiquity, during the Reformation, and into the 21st Century are examined. *Prerequisite: three hours of Religion.*

RG 331 Understanding Religion (3)

What do we mean when we call something “religion”? Who decides what is and is not “religion”? This course examines various approaches to the academic study of religion, focusing on current disciplinary debates over description versus explanation, insider/outsider dynamics, and the heuristic value of “religion” when applied to non-Western traditions. *Prerequisites: one each of RG 101/102 and PH 201/202.*

RG 386 Special Study (1-3)

Individual study of specialized subjects pertaining to religion. May be repeated for credit. *Prerequisites: nine hours of Religion and permission in advance by the professor with whom the student desires to work.*

RG 398 Senior Thesis Preparation (3)

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. In addition, students will complete the portfolio project which asks them to submit a folder containing religious studies papers from previous courses along with their reflection upon their development over time in writing such papers. The proposal completed in RG 398 may not be or have been submitted for credit in any other course.

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.

SOCIOLOGY

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Website: www.washburn.edu/anso

Henderson Learning Resource Center, Room 218
(785) 670-1608

Associate Professor Mary Sundal, Chair
Associate Professor Cheryl Childers
Associate Professor Sangyoub Park
Assistant Professor Alexandra Klaes
Assistant Professor Laura Murphy

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). 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.
- 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)

This course introduces students to theories, concepts, and methods used by sociologists in the study of society. Through this course, students should come to realize how many aspects of their lives are influenced by the social world in which they live and, as a result, should obtain a better understanding of themselves as social individuals and their place in society. Students will also develop an awareness and appreciation of how other individuals, groups, and/or societies have arrived at quite different perspectives. **(GESS - GED)**

</SO 101 Social Problems (3)

This course introduces students to the complexity of major social problems that are currently facing the U.S. and the world. Special emphasis is given to problems emerging from various divisions and inequalities in society related to social power, social class, race/ethnicity, sex, etc. Students will learn tools needed to critically evaluate these issues using sociological perspectives. **(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. *Prerequisite: SO 100 or SO 101.*

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 Race and Ethnic Relations (3)

This course examines the historical social construction of race in the U.S. We will focus on how race and ethnicity shape social life. This course will explore the experiences of various ethnic and racial groups. *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: SO 100 or SO 101.*

SO 301 Population and Society (3)

This course provides students with an overview of the field of population studies. In the course, students will explore topics including fertility, mortality, immigration, marriage, and the consequences of these demographic changes on both social and individual levels. *Prerequisite: SO 100 or AN 112.*

SO 302/AN 302 Culture and Human Sexuality (3)

This course provides a theoretical and empirical survey of human sexual beliefs and activities in selected Western and non-Western cultures. *Prerequisite: AN 112 or SO 100.*

SO 304 The Family (3)

This course provides an examination of contemporary U.S. and global family life, including courtship, marriage, divorce, child-rearing, and caring for aging parents. *Prerequisite: SO 100.*

SO 305 Criminology (3)

This course examines theories of causation of crime as well as conformity (non-criminal behavior), and their relationships to social structure and culture. In this course, we examine how laws are created, applied, and enforced in society. *Prerequisite: Six hours of Sociology including SO 100 or SO 101.*

SO 306 Law and Society (3)

In this course, the legal system is studied not in terms of the rules that 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 SO 101.*

SO 307 Penology (3)

This course provides a historical examination of the treatment of convicted adults and juveniles, as well as discussions of modern alternatives to prison, such as probation, parole, restorative justice, and suspended sentencing. The course includes field trips to local institutions. *Prerequisite: SO 100 or SO 101.*

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. *Prerequisite: SO 100 or AN 112.*

SO 309 Sociology of Deviance (3)

This course includes presentation, evaluation, and integration of sociological perspectives of deviance. The course focuses on the social processes producing and maintaining deviance. Consideration is given to a variety of deviant expressions. *Prerequisite: SO 100 or SO 101.*

SO 310 Social Class in the U.S. (3)

This course explores the definition of social class and the impact of social class on everyday lives including opportunity, education, marriage, and parenting. *Prerequisite: SO 100.*

SO 311 Juvenile Delinquency (3)

This course examines the characteristics and extent of youthful deviancy. The focus is on possible causes, concepts of treatment, and societal reaction. *Prerequisite: SO 100.*

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? 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? *Prerequisite: SO 100.*

SO 314/614 Organizations (3)

This course examines organizations from the sociological perspective with emphasis on formal organizations. Through this course, students will learn to apply concepts of organizational structure; organizational culture; processes of power, leadership, and decision-making; and understand outcomes of organizations on individuals, communities, and society, as well as part of larger environments. *Prerequisite: SO 100.*

SO 315 Sociology of Sport (3)

In this course we examine sport as a microcosm of society, in that we critically examine the social, cultural, political, and economic realities of society. Further, the sociology of sport exists to promote, stimulate, and encourage the sociological study of play, games, and contemporary physical culture—and examine what these activities tell us about society. *Prerequisite: SO 100.*

SO 316 Sociology of East Asia (3)

The main objective of this course is to examine social, cultural, demographic, economic, and political trends in East Asia through the lens of sociologists and other social scientists. Emphasis will be on China, Japan, and Korea. *Prerequisite: SO 100 or consent of instructor.*

SO 318 Sociology of Religion (3)

This course provides a comparative study of the phenomenon of religion with special emphasis on the impact and future of religion in the modern world. Classical and contemporary theories 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 The City and Urban Life (3)

This course provides a comparative study of the origin and development of cities. The focus is on processes of urban development, rural-urban migration, inter-relationships between people, urban cultures, social institutions, use of space and competing theoretical perspectives. *Prerequisite: SO 100.*

SO 326 Aging and Society (3)

This course explores the aging process from the vantage point of sociological theories and related empirical studies. Emphasis is on the social, political, economic, medical, and demographic contexts of aging. Special attention is given to “new ageism.” The course also focuses on the effect on U.S. society of an aging population. *Prerequisite: SO 100.*

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 338/638 Strategies for Social Change (3)

This course explores the major economic, political, and social forces that influence structural and cultural change in the U.S. and the world using a sociological perspective. The course also introduces students to different types of social movements and provides a framework for activism, as individuals and as members of groups. *Prerequisite: SO 100 or SO 101.*

SO 360/660 History & Theory of Sociology (3)

This course provides a historical examination of the field of sociology and the development of sociological theory from its classical roots to contemporary debates. “Schools of thought” and the work of particular theorists are used to explore central concepts. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: Declared major, senior standing and consent.*

SO 366 Directed Readings (1-3)

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 SO 366 and SO 367 combined. *Prerequisites: Declared major, junior/senior standing, and consent.*

SO 367 Directed Research (1-3)

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 SO 366 and SO 367 combined. *Prerequisites: 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 (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 600 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: Admission to a graduate program and consent of instructor.*

THEATRE

DEPARTMENT OF THEATRE

Website: www.washburn.edu/theatre

Garvey Fine Arts Center, Room 133
(785) 670-1639

Professor Sharon L. Sullivan, Chair
Associate Professor Tony Naylor
Assistant Professor Julie Noonan

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.

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 BA in Theatre is comprehensive and practical. Thirty-one hours of the forty hour degree are required and nine are elective hours. Nine hours of correlate courses are taken in the English department. The Department also offers courses to meet general education and Theatre minor requirements.

A graduate with a theatre liberal arts degree may apply skills in professional, semi-professional, community and recreational theatre and in many fields including public relations, advertising, media professions and entertainment.

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. Nineteen hours in the major are taken at the upper division level. The following courses are required for a major in Theatre: TH 101 or 301 or 102, 103, 202, 211 or 311, 218, 303, 315, 316, 317 and 318, nine hours of Theatre electives, and a one-hour capstone taken under TH 416. In the English Department EN 235, 236, 336 are required correlate hours.

- TH 101/301 Drama Classics on Video or 102 Introduction to Theatre (3)
- TH 103 Voice, Diction and Interpretation (3)
- TH 202 Acting 1 (3)
- TH 211/311 Stagecraft (3)
- TH 218 Acting and Directing Workshop I (3)
- TH 303 Acting III (3)
- TH 315 Set and Prop Construction (3)
- TH 316 Costume Construction (3)
- TH 317 Light and Sound Production (3)
- TH 318 Acting and Directing II (3)
- Theatre Electives (9)
- TH 416 Capstone (1) =40

Correlate Courses in English:

- EN 235 Survey of Drama I (3)
 - EN 236 Survey of Drama II (3)
 - EN 336 Contemporary Drama (3) =9
- TOTAL =49

STUDENT LEARNING OUTCOMES

Students graduating with a B.A. in Theatre are expected to have acquired skills in Performance, Theatre Technology, and Theatre history, literature and criticism. Students will be able to:

- Demonstrate acquired skills in vocal expression, interpretation and performance.
- Demonstrate acquired conceptual skills in theatre aesthetics, design/technology, construction and execution.
- Demonstrate content knowledge and the ability to analyze and evaluate dramatic texts.
- Demonstrate the ability to respond critically to dramatic literature and theatre performances.

MINOR IN THEATRE STUDIES

A minor in Theatre Studies consists of a minimum of eighteen hours in Theatre approved in advance by a Theatre Faculty Advisor. Courses must be chosen from all three areas: Performance, Design/Technology, and History/Literature, and will be filed with the Department.

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/GECPA - 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/GECPA - 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/GECPA - 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/GECPA - 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. Students who enroll in or have completed EN 235 are ineligible to enroll in TH 206. *(GEHU/GECPA- 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. Students who enroll in or have completed EN 236 are ineligible to enroll in TH 207. *(GEHU/GECPA - 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 211 Stagecraft (3)

Lecture and laboratory exploration of the concepts of stage drafting, construction and painting. Crew assignment will be required.

TH 218: Acting and Directing Workshop I (3)

Practical experiences in acting and directing from analysis and preparation to performance of scenes and monologues. Performance exercises. Group and Individual work. Focus: Realism: short scenes and monologue.

</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/GECPA - CCT)

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 or consent.

</TH 306/606 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. Students who enroll in or have completed EN 336/636 are ineligible to enroll in TH 306/606. *(GEHU/CPA-CCT)*

TH 307/607 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 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 and Prop Construction (3)

Scenic and prop construction for the stage with emphasis on contemporary practices. Crew assignment will be required. *Prerequisite: TH 102 or consent.*

TH 316 Costume Construction (3)

Teaches students how to make costumes and costume accessories. Crew assignment will be required.

Prerequisite: TH 102 or consent.

TH 317 Light and Sound Production (3)

Teaches students how to read a light plot, hang/focus lights, write cues and run a light board. Additionally, students will learn how to record and edit sound for theatre productions. Crew assignment will be required.

Prerequisite: TH 102 or consent.

TH 318 Acting and Directing II (3)

Practical experiences in acting and directing. Advanced practice in preparation and performance of scenes and monologues. Performance exercises. Focus: Realism, Experimental and Contemporary Comedy scenes and monologues. *Prerequisite: TH 218 Acting and Directing Workshop I or consent.*

TH 359 Methods of Teaching Speech and Drama (3)

The study and application of teaching strategies for secondary education certification in speech. *Prerequisites: 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 Theatre Capstone (1)

Majors must complete a faculty mentored project. Specifically developed projects or internships (1-3) in acting, directing, playwriting, design, public relations, and theatre management.

WOMEN'S AND GENDER STUDIES

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. This minor is coordinated by the Dean of the College of Arts and Sciences. For more information, contact the minor director, Dr. Sharon Sullivan, in the Theatre Department and see the "Interdisciplinary Academic Programs" section in the catalog.

SCHOOL OF APPLIED STUDIES

Website: www.washburn.edu/sas

Benton Hall room 306
(785) 670-1282

Patricia Munzer, Dean and Professor
Gerald Bayens, Associate Dean and Professor
Mitch Higgs, Assistant to the Dean & Advisor
Amber Ybarra, Transfer & Academic Coordinator
Beth Kuhn, Administrative Specialist
Alicia Weir, Senior Administrative Assistant

DEPARTMENTS IN THE SCHOOL OF APPLIED STUDIES

Allied Health

Criminal Justice and Legal Studies

Human Services

Social Work

Associate Programs with Washburn Institute of Technology

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 seven 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, who adhere to the highest ethical standards and performance competencies.

MISSION

The School of Applied Studies has the primary function of offering quality professional programs in areas which respond to community and state needs.

The mission for the School of Applied Studies will be accomplished when all graduates are:

- Lifelong learners who are committed to continuing education and scholarship.
- Competent individuals who possess the necessary skills in their professional field of employment.
- Complex thinkers who have the ability to problem solve, analyze, synthesize, and evaluate.
- Informed individuals who are sensitive to cultural diversity.
- Effective communicators who have the necessary verbal and written skills to work in our global society.
- Responsible individuals who demonstrate commitment to professional values and ethics.
- 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 Criminal Justice (BCJ), 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:

- Academy of Criminal Justice Sciences: Master of Criminal Justice (ACJS)
- 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 (CAPTE)
- Commission on Accreditation for Respiratory Care (CoARC): Respiratory Therapy
- Commission on Accreditation for Health Informatics and Information Management Education: Health Information Technology (CAHIIM)
- Commission on Accreditation of Allied Health Educational Programs, Joint Review Committee on Education in Diagnostic Medical Sonography: Diagnostic Medical Sonography (JRC-DMS)
- Council on Social Work Education: Bachelor of Social Work, Master of Social Work (CSWE)

- Joint Review Committee on Education in Radiologic Technology: Radiologic Technology (JRCERT)
- National Accrediting Agency for Clinical Laboratory Sciences: Clinical Laboratory Science in Conjunction with the University of Nebraska Medical Center (NAACLS)

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, students must earn a letter grade of "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, Dean's Office, 785-670-1282, and on our website 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

- A grade point average of 3.5 in all major and correlate coursework.
- Successful completion of a research project or an equivalent deemed suitable by the department.
- The recommendation of the department is required. Individual departments may specify additional requirements.

Associate Degree Honors

- 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.
- Grade point averages are calculated on all required major and required correlated courses applied to the Associate degree.
- The recommendation of the department is required. Individual departments may specify additional requirements.

Certificate Honors

- A minimum grade point average of 3.75 in the certificate coursework.
- At least half the required certificate credit hours must be earned at Washburn University in the department awarding the certificate.
- Student must take all courses for a letter grade.
- 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 can present 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 major 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.
- Washburn Tech students taking Washburn courses register for courses at WU through the Dean's Office in the School of Applied Studies. For more information, contact the Dean's Office or visit www.washburn.edu/sas.

DESIGN TECHNOLOGY

The Design Technology Associate degree is offered in cooperation with Washburn Tech. There are two majors; Technical Drafting and Graphics Technology. Students who have completed all requirements of the Washburn Institute of Technology's 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.
- Integrated skills and knowledge to situations or environments other than standardized classroom setting.

Degree Requirements for the Associate of Arts or Associate of Science in Design Technology Majors (from Washburn Tech)

Technical Drafting (AS)
Graphics Technology (AA)

Technical Drafting Major

- **Major Courses (48 Credit Hours)**
Technical Drafting (from Washburn Tech)
- **University and General Education Requirements**
- **Correlate Courses**
TA 310 Technology and Society

Graphics Technology Major

- **Major Courses (48 Credit Hours)**
Graphics Technology (from Washburn Tech)
- **University and General Education Requirements**
- **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.
- Demonstrated safe food handling techniques.

Major Courses (48 Credit Hours)

Culinary Arts (from Washburn Tech)

University and General Education Requirements

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; Auto Service Technician; Cabinet and Millwork; Climate and Energy Control Technology, Commercial and Heavy Construction; Computer Repair and Networking; Diesel Technology; Heavy Diesel Construction; Machine Tool; and Welding certificate programs are eligible as majors for the associate of science 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.
- Integrated skills and knowledge to situations or environments other than standardized classroom.

Degree Requirements for the Associate of Science Industrial Technology Major (from Washburn Tech)

Each of the listed programs below are eligible for transfer to Washburn University as major in the Industrial Technology Associate of Science degrees. Each of the majors below must meet general education requirements appropriate to the associate of science degree. Additionally, each of the majors below requires the completion of University and General Education requirements as well as the correlate course, TA 310 Technology and Society, as part of the degree requirements.

- Advanced Systems Technology (48)
- Auto Collision (51)
- Automotive Service Technician (52)
- Cabinet/Millwork (48)
- Climate & Energy Control Technologies (44)
- Commercial & Heavy Construction (43)
- Computer Repair & Networking (48)
- Diesel Technology (48)
- Heavy Diesel Construction Tech (52)
- Machine Tool (48)
- Welding (48)

LEGAL STUDIES ASSOCIATE DEGREE OPTIONS WITH WASHBURN INSTITUTE OF TECHNOLOGY

Washburn University offers the associate of arts degree in the Legal Studies. Students who have completed coursework in the Legal Office Professional Program at Washburn Tech will receive 48 hours of college credit toward the associate of arts degree. At Washburn, they must complete an additional 39 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, correlate courses and University and General Education requirements at Washburn:

Major and Correlate Courses (15hours)

- LG 100 Introduction to Legal Studies
- LG 200 Introduction to Law
- LG 250 Legal Research I
- LG 305 Litigation I
- LG 310 Interviewing & Investigation

FOR A SUGGESTED CURRICULUM PLEASE SEE YOUR ADVISOR; for course description see the Criminal Justice & Legal Studies Department.

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 may graduate with an associate of arts degree in the following.

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 associate of arts degree. Students graduating from either of these three certificate programs at Washburn Tech are eligible to complete the associate of arts degree in Office Administration. Students must complete all University and General Education requirements appropriate to the associate of arts degree. In addition, the required correlate course, TA 310 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.
- Applied appropriate business protocol, ethics, and office etiquette.

ALLIED HEALTH DEPARTMENT

Website: www.washburn.edu/allied-health

Benton Hall, Room 107
(785) 670-2170

Michelle Shipley, Associate Professor and Chair
Pat Munzer, Professor (SAS Dean)
Zach Frank, Associate Professor
Vickie Kelly, Associate Professor
Jera Roberts, Associate Professor
Becky Dodge, Senior Lecturer
Katlin Bryan, Lecturer
Toni Caldwell, Lecturer
Kristina Collins, Lecturer
Keith Farwell, Lecturer
Jessica Gremmel, Lecturer
Stacie Hawkins, Lecturer
Ida Johnson, Lecturer
Mark Kohls, Lecturer
Hillary Lolley, Lecturer
Tracy Matthews, Lecturer
Corinne Oliva, Lecturer
Terry Sorensen, Lecturer
Rusty Taylor, Lecturer
Lisa Rieschick, Senior Administrative Assistant
Marie Valdivia, Senior Administrative Assistant

DEGREES OFFERED

Associate of Science

Health Information Technology
Occupational Therapy Assistant
Physical Therapist Assistant
Radiologic Technology
Respiratory Therapy
Surgical Technology

Certificate of Completion

Diagnostic Medical Sonography
Health Information Coding
Magnetic Resonance Imaging
Radiation Therapy

Bachelor of Health Science

Medical Laboratory Science
Health Services Administration
Medical Imaging

Bachelor of Applied Science

Technology Administration

Master of Health Science (see Graduate Catalog)

Health Care Education

Post Graduate Certificate in 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.
- 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.

Program Mission

The mission of the Bachelor of Health Science (BHS) is to provide advanced leadership training to allied health professionals. The BHS major in Health Services Administration is designed to provide students with the knowledge and skills for healthcare management and leadership. The BHS major in Medical Imaging provides medical imaging technologists with healthcare management knowledge.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Critically analyze scientific evidence underlying a healthcare problem or condition.
- PSLO 2: Demonstrate problem-solving skills through conceptualization and research.

- PSLO 3: Integrate communication skills through oral and/or written presentations.
- PSLO 4: Demonstrate ability to adapt to a changing healthcare environment.

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 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 criteria below must be met prior to being formally accepted into the BHS Health Services Administration program:

- Minimum of an associate's degree in an allied health care field OR have completed a minimum of 60 credit hours including the following prerequisites with a grade of "C" or higher:
 - AL 101 Foundations of Healthcare (3)
 - AL 320 Human Disease (3)
 - BI 230 Intro to Human Physiology (3) or BI 255 Human Physiology/Lab (4) or BI 250 Intro to Human Anatomy (3) or BI 275 Human Anatomy/Lab (4)
 - AL 355 Basic Concepts in Health Services Administration (3 credit hours) – for non-Allied Health associate degree majors only
- Documentation that you are credentialed, licensed, or registered in a healthcare profession OR complete the AL 355 option above.
- Minimum cumulative GPA of 2.50 on a 4.00 scale.

Interested students should contact the Allied Health Department for more specific requirements or visit 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.

Minor in Health Services Administration

Students may develop a specialization in health services through 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. The requirement for acceptance into the minor program are junior standing and a minimum grade point average 2.50 prior to applying.

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 three concentrations: 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: 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.

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 (see admission requirements for the BHS Medical Imaging). Each certificate program is 12 months in length. The cardiac and vascular certificates are 37 credit hours while the general certificate is 43 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 didactic courses are online and students must have access to high speed internet and possess excellent computer skills.

Program Mission

The Diagnostic Medical Sonography Program is focused on the development of qualified sonographers who provide optimum patient care through technical competency and professional conduct. The program will provide the knowledge and cognitive skills underlying the intelligent performance of major tasks typically required for an entry level staff sonographer.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate competent entry-level sonography skills.
- PSLO 2: Demonstrate professional communication.
- PSLO 3: Demonstrate critical thinking.

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), 25400 US Highway 19 N, Suite 158, Clearwater FL 33763.

Admission Requirements

This program has special admission requirements. The applicant should have an Associate degree or higher, in a healthcare program with hands-on patient care clinical rotations. Examples include: Radiologic Technology, Respiratory Therapy, Physical Therapist Assistant, Occupational Therapy Assistant or Registered Nurse. AND completion of the following required courses with a C or better: Intermediate Algebra, statistics, or higher college level mathematics course; General college-level physics and/or radiographic physics; Communication skills (English, speech, or composition); Human anatomy (can be combined with physiology); Human physiology (can be

combined with anatomy), and Medical Terminology.

Alternate pathways are available, please visit: www.washburn.edu/ultrasound.

Requirements for Certificate of Completion

Vascular Sonography

Required Major Courses (37 Credit Hours)

- AL 300 Introduction to Diagnostic Medical Sonography (3)
- AL 320 Human Disease (3)
- AL 330 Sonography Principles & Instrumentation I (3)
- AL 331 Sonography Principles & Instrumentation II (3)
- AL 332 Sonography Principles & Instrumentation III & Registry Review (2)
- AL 393 Vascular Sonography Procedures I (3)
- AL 394 Vascular Sonography Procedures II (3)
- AL 395 Vascular Sonography Clinical I (6)
- AL 396 Vascular Sonography Clinical II (6)
- AL 397 Vascular Sonography Clinical III (3)
- AL 398 Vascular Sonography Procedures III & Registry Review (2)

Cardiac Sonography

Required Major Courses (37 Credit Hours)

- AL 300 Introduction to Diagnostic Medical Sonography (3)
- AL 320 Human Disease (3)
- AL 330 Sonography Principles & Instrumentation I (3)
- AL 331 Sonography Principles & Instrumentation II (3)
- AL 332 Sonography Principles & Instrumentation III & Registry Review (2)
- AL 383 Cardiac Sonography Procedures I (3)
- AL 384 Cardiac Sonography Procedures II (3)
- AL 385 Cardiac Sonography Clinical I (6)
- AL 386 Cardiac Sonography Clinical II (6)
- AL 387 Cardiac Sonography Clinical III (3)
- AL 388 Cardiac Sonography Procedures III & Registry Review (2)

General Sonography

Required Major Courses (43 Credit Hours)

- AL 300 Introduction to Diagnostic Medical Sonography (3)
- AL 320 Human Disease (3)
- AL 330 Sonography Principles & Instrumentation I (3)
- AL 331 Sonography Principles & Instrumentation II (3)
- AL 332 Sonography Principles & Instrumentation III & Registry Review (2)
- AL 361 General Sonography Clinical I (6)
- AL 362 General Sonography Clinical II (6)
- AL 363 General Sonography Clinical III (3)
- AL 371 Abdomen Sonography Procedures I (3)
- AL 372 Abdomen Sonography Procedures II (3)
- AL 379 General Sonography Procedures III & Registry Review (2)

- AL 389 OBGYN Sonography Procedures I (3)
- AL 392 OBGYN Sonography Procedures II (3)

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 Associate degree 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

Program Mission

The Health Information Technology program is focused on the development of qualified health information technicians who meet the demands of the health care industry through technical competence and professional conduct.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate entry-level HIM (health information management) competencies.
- PSLO 2: Demonstrate the technical proficiency in all skills necessary to fulfill the professional discipline of health information technology.
- PSLO 3: Demonstrate professional behavior consistent with employer expectations in the professional discipline.

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.

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 Concepts and Applications (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. Upon successful completion of the program, 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 insurance.

Program Mission

Occupational Therapy (OT) is a skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational Therapy assists people in developing the skills for the job of living and necessary for independent and satisfying lives. Occupational therapy assistants (OTA) assist the OTs to implement the treatment plans to help individuals to achieve their independence.

Washburn University's Mission states that it: shall prepare qualified individuals for careers, further study and lifelong learning through excellence in teaching and scholarly work. The Occupational Therapy Assistant program will assist with meeting the mission through increasing healthcare services in our region. There is a need in the rural communities and the local cities/communities for a more diverse set of allied health professionals, i.e. occupational therapy assistants, to provide well rounded service to the community.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will:

- PSLO 1: Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- PSLO 2: Have achieved entry-level competence through a combination of academic and fieldwork education.
- PSLO 3: Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- PSLO 4: Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
- PSLO 5: Be able to apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
- PSLO 6: Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- PSLO 7: Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.

- PSLO 8: Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.

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, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. 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, ALL states require licensure in order to practice; however, state licenses 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.

NOTE: Students must complete Level II fieldwork within 18 months following completion of the didactic portion of the program.

Admission Requirements

This program has special admission requirements. Interested students should contact the Allied Health Department for specific requirements.

Occupational Therapy Assistant Committee (OTAC)

The purpose of the Occupational Therapy Assistant Committee (OTAC) is to provide an opportunity to promote and educate the community about Occupational Therapy Services. OTAC provides an avenue that enables professional growth, leadership, develops peer support and mentorship. OTAC members provide volunteerism and community service within the university and surrounding communities.

Degree Requirements for the Associate of Science

Major Courses (35 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 186 Cardiopulmonary Assessment in A.H. (2)
- AL 252 Psychosocial Occupational Therapy (3)

- AL 253 Level I Fieldwork II (1)
- AL 254 Current Topics in Occupational Therapy (2)
- AL 255 Level II Fieldwork (8)
- AL 257 Applied Neurophysiology (3)

Correlate Courses (18 Credit Hours)

- AL 101 Foundations of Healthcare (3)
- AL 320 Human Disease (3)
- BI 230 Intro to Human Physiology (3)
- BI 250 Intro to Human Anatomy (3)
- 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.

Mission

The mission of the Physical Therapist Assistant Program is to offer a quality career oriented program allowing graduates to become credentialed Physical Therapist Assistants. To help students achieve this goal, the program is focused on providing excellence in teaching with high faculty-student interaction and enhanced educational experiences through relationships with community partners. By doing so, it allows students to realize their intellectual, academic, and professional potential so they can become lifelong learners who are responsible and productive members of the health care team and local community, state, and region.

Washburn University Assessment - Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate the ability to work under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- PSLO 2: Implement a comprehensive treatment plan developed by a physical therapist.
- PSLO 3: Communicate regularly with supervising physical therapists about the patient's progress

or adjustments made in treatment procedures in accordance with changes in patient status.

- PSLO 4: Perform appropriate measurement techniques within the knowledge and limits of practice to assist the supervising physical therapists in monitoring and modifying the plan of care.
- PSLO 5: Interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- PSLO 6: Participate in the teaching of other health care providers, patients, and families.
- PSLO 7: Document relevant aspects of patient treatment and participate in discharge planning and follow-up care.
- PSLO 8: Demonstrate effective written, oral, and nonverbal communication with patients and their families, colleagues, health care providers, and the public.
- PSLO 9: Understand the levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies, and procedures; fiscal considerations for physical therapy providers and consumers, and continuous quality improvement.
- PSLO 10: Practice professional development through reading and interpreting professional literature, participation in professional organizations, and attendance at continuing education programs.
- PSLO 11: Graduate pass rates for the PTA Certification Examination will be at or above the national pass rate average.

Accreditation

The Physical Therapist Assistant Program at Washburn University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.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/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 - Physical Therapist Assistant (3)
- AL 268 Integumentary Assessment in Physical Therapy (2)
- AL 271 Health Policy & Systems in Physical Therapy (2)
- AL 272 Current Rehab Techniques in Physical Therapy (2)
- AL 273 Physical Therapy Issues (1)
- AL 279 Physical Therapy Clinical II/III (6)

Correlate Courses (17 Credit Hours)

- AL 101 Foundations of Health Care (3)
- AL 320 Human Disease (3)
- BI 230 Intro to Human Physiology (3)
- BI 275 Human Anatomy & Lab (4)**
- KN 321 Anatomical Kinesiology (3)
- IL 170 Library Research Strategies – Health (1)

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 40 credit hour, 13-month, online, 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).

Program Mission

The Radiation Therapy Program is focused on the development of qualified radiation therapists who provide optimum patient care through technical competency and professional conduct.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1 – Students will pass the national certification exam on the 1st attempt within 6 months of graduation.

- PSLO 2 – Students will demonstrate clinical competency by analyzing pertinent data from treatment planning documents.
- PSLO 3 – Students will demonstrate clinical competency by accurately positioning patients for treatment delivery.
- PSLO 4 – Students will demonstrate effective written communication skills.
- PSLO 5 – Students will evaluate images using various imaging technologies (MV, kV, CBCT) to ensure proper patient alignment.
- PSLO 6 – Students will demonstrate professional work standards.

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.

The Radiation Therapy program is online and students must have access to the internet, have a webcam and microphone, and possess basic computer skills.

Course Sequence

The Radiation Therapy program is a 13-month program. In addition to the online 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 (40 Credit Hours)

- AL 301 Clinical Radiation Therapy I (4)
- AL 302 Radiation Therapy Principles I (3)
- AL 303 Radiation Therapy Physics I (3)
- AL 304 Therapeutic Radiobiology (3)
- AL 305 Radiation Therapy Physics II (3)
- AL 307 Oncology Simulation and Treatment Procedures I (3)
- AL 309 Foundations of Radiation Therapy (2)
- AL 310 Radiation Therapy Principles II (3)
- AL 311 Imaging in Radiation Therapy (3)
- AL 340 Clinical Radiation Therapy II (4)
- AL 370 Oncology Simulation and Treatment Procedures II (3)
- AL 380 Clinical Radiation Therapy III (3)
- AL 381 Radiation Therapy Seminar (3)

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 (External Accreditation)

- Students and graduates will demonstrate clinical competence.
- Students will utilize critical thinking and problem-solving skills.
- Students will evaluate the significance of professional growth and development.
- Students will be able to communicate effectively.

External 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.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate the ability to comprehend, apply and evaluate medical information relevant to the professional radiologic technology.
- PSLO 2: Demonstrate the technical proficiency in all skills necessary to fulfill the professional discipline of radiologic technology.
- PSLO 3: Demonstrate professional behavior consistent with graduate expectations in the profession of radiologic technology.

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.

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)
- AL 101 Foundations of Health Care (3)
- AL 320 Human Disease (3)

See Table of Contents for University Requirements and General Education Requirements.

MAGNETIC RESONANCE (MR)

MR curriculum at Washburn University is a 22 credit hour certificate program, which is conducted online. 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.

Mission

The Magnetic Resonance program is focused on development of qualified medical imaging technologists who provide optimum patient care.

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate the ability to comprehend, apply and evaluation medical information relevant to the profession of magnetic resonance.

- PSLO 2: Demonstrate the technical proficiency in all skills necessary to fulfill the professional discipline of magnetic resonance.
- PSLO 3: Demonstrate professional behavior consistent with graduate expectations in the profession of magnetic resonance.

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 or visit: www.washburn.edu/mri.

Requirements for Certificate of Completion (22 credit hours)

- AL 341 Sectional Anatomy and Imaging Applications (4)
- AL 347 Magnetic Resonance Physics I (3)
- AL 348 MR Imaging I (3)
- AL 349 MR Clinical Experience I (3)
- AL 350 Magnetic Resonance Physics II (3)
- AL 351 MR Imaging II (3)
- AL 352 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.

Program Mission

The Respiratory Therapy program is focused on development of qualified graduates who are prepared to provide the essentials for the safe and effective delivery of respiratory care and patient education.

Program Goals

The goal of the Respiratory Care program is to prepare graduates as competent registered respiratory therapists (RRTs). Professional competence combines cognitive, psychomotor and affective skills essential for the safe and effective delivery of respiratory care. The Respiratory Care program uses the outcome-based education model to ensure students develop and master the knowledge, skills and professional behaviors expected of the registered respiratory therapist (RRT).

Washburn University Assessment – Program Student Learning Outcomes

Upon completion of the program students will be able to:

- PSLO 1: Demonstrate the ability to comprehend, apply, and evaluate medical information relevant to a registered respiratory therapist.
- PSLO 2: Demonstrate the technical proficiency in all skills necessary to function as a registered respiratory therapist.
- PSLO 3: Demonstrate professional behavior consistent with employer expectations as performed by registered respiratory therapists.

Accreditation

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com).

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244

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.

The Respiratory Therapy Program adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

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)

- AL 185 Principles of Respiratory Therapy I (2)
- AL 187 Respiratory Therapy Clinical I (3)
- AL 289 Respiratory Therapy Clinical II (5)
- AL 291 Respiratory Therapy Principles & Procedures I (3)
- AL 292 Respiratory Therapy Principles & Procedures II (5)
- AL 293 Respiratory Therapy Clinical III (5)
- AL 294 Respiratory Therapy Clinical Topics II (3)
- AL 295 Respiratory Therapy Clinical IV (5)
- AL 296 Respiratory Therapy Clinical 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 to students who have completed all the requirements of the Washburn Institute of Technology Surgical Technology program. To complete the degree at Washburn University, Washburn Institute of Technology graduates must complete the requirements listed below.

Major Courses (53 Credit Hours)

Surgical Technology (from Washburn Tech)

Correlate Courses (6 credit hours)

AL 320 Human Disease (3)

AL 375 Health Care Policy (3)

University and General Education Requirements

See requirements common to all Associate Degrees.

ALLIED HEALTH COURSE OFFERINGS

AL 101 Foundations 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. *Prerequisites: 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 related to digital imaging. 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. *Prerequisites: 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. *Prerequisites: AL 101, Admission to HIT Program.*

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 and 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, transfers, 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. *Prerequisite: 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. *Prerequisite: 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. *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 venipuncture, 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. *Prerequisites: AL 237 and AL 220 or consent.*

AL 240 Professional Practice I for Health Information Technology (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. *Prerequisites: 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. *Prerequisites: AL 245, AL 246, or concurrent.*

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. *Prerequisites: 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. *Prerequisite: AL 245.*

AL 247 Healthcare Reimbursement Methodologies (3)

This course covers healthcare reimbursement methodologies and advanced coding skills for inpatient and outpatient settings. *Prerequisites: 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. *Concurrent with AL 241.*

AL 252 Psychosocial Occupational Therapy (3)

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. *Prerequisites: 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 257 Applied Neurophysiology-Occupational Therapy (3)

This course is designed to provide the 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. *Prerequisites: AL 167, BI 230.*

AL 260 Independent Study (1-3)

Allied Health majors may pursue an independent research project approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: Consent.*

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-Physical Therapist Assistant (3)

This lecture/lab course is designed to provide the Physical Therapist Assistant with a foundation in applied neurophysiology concepts and the skills to implement assessment/treatment techniques for individuals with neurological and/or cardiovascular disorders. This includes, but is not limited to, specific assessment and treatment techniques for patients in special populations, such as spinal cord injury, pediatrics, amputees, traumatic head injury, cerebrovascular accidents, as well as other neurological or cardiovascular disorders. *Prerequisite: Satisfactory completion of all previous coursework.*

AL 268 Integumentary Assessment in Physical Therapy (2)

This course provides an overview of diseases and related impairments of the integumentary system, which

are most frequently found in physical therapy assessment and intervention. Introduction to wound care including physiology of tissue healing, wound assessment tools, dressings and interventions commonly used in physical therapy will be included in course content. *Prerequisite: Satisfactory completion of all previous coursework.*

AL 271 Health Policy & Systems in Physical Therapy (2)

This course emphasizes professional aspects of the Physical Therapist Assistant. Included in that realm are topics such as reimbursement guidelines, legislative issues, health care delivery systems and policies, continuing education, code of ethics, current developments in Physical Therapy, professional relationships, research, employment, etc. The course will broaden the student's understanding of professional responsibility and motivate them towards personal improvement, commitment and continuing competence in the Physical Therapy profession. *Prerequisite: Satisfactory completion of all previous coursework.*

AL 272 Current Rehab Techniques 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 Pediatrics 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. *Prerequisites: 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 Principles & 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 Principles & 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. *Prerequisite:* AL 382.

AL 300 Introduction to Diagnostic Medical Sonography (3)

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. *Prerequisite:* Admission to Diagnostic Medical Sonography Program or consent.

AL 301 Clinical Radiation Therapy I (4)

In this course the student therapist will participate in the daily activities of the radiation oncology department while under direct supervision at affiliated clinical education sites. Students work to achieve ARRT competency in patient care, treatment accessory devices, simulation, treatment delivery, brachytherapy and dosimetry.

AL 302 Radiation Therapy Principles I (3)

This course will discuss elements of treatment planning and treatment delivery including the radiation therapy treatment record, prescription, patient immobilization, and external beam treatment delivery equipment. Students will also explore health safety, ethics and legal issues in radiation therapy.

AL 303 Radiation Therapy Physics I (3)

This course will review fundamental concepts of radiation physics. Topics include the structure of the atom, the structure of matter, properties of electromagnetic and particulate radiation, review of radiation production, interactions of ionizing radiation with matter, measurement of ionizing radiation and principles of absorbed dose and radiation quality. External beam treatment delivery equipment will also be explored.

AL 304 Therapeutic Radiobiology (3)

This course explores the biophysical events of and biologic effects of ionizing radiation. Topics include cellular structure, the cell cycle, radiosensitivity and response, tumor kinetics, fractionation schedules, chemical modifiers, and acute and late effects of radiation exposure. Principles of linear energy transfer, relative biologic effectiveness, tissue tolerance, and acute radiation exposure are also addressed.

AL 305 Radiation Therapy Physics II (3)

This course will explore photon beam and electron beam dosimetry. Topics include isodose distributions and general influencing factors, patient contours, radiobiologic dosimetric considerations, methods of dosimetric calculations, prevention of overdose and underdose,

wedge filters, tissue compensators, clinical applications of treatment beams and accessories, treatment planning techniques, treatment planning considerations, and tools which assist in achieving an optimal treatment plan.

AL 307 Oncology, Simulation and Treatment Planning I (3)

This course will provide the student with an understanding of site specific epidemiology, etiology, clinical work-up, diagnosis, histopathology, staging, grading, patterns of spread, prognosis, treatment options, relevant treatment planning and treatment delivery considerations, and outcomes of treatment.

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 309 Foundations of Radiation Therapy (2)

This course will provide an introduction to radiation therapy practice including standard treatment options, alternative treatment approaches and complementary treatment modalities. Students will explore content related professional organizations, practice standards, code of ethics and professional development as well as communication, patient assessment, nutritional guidelines, vital signs, and patient transfer techniques.

AL 310 Radiation Therapy Principles II (3)

This course will provide instruction regarding radiation therapy quality management, operational issues and quality assurance testing of the systems used in the radiation therapy department.

AL 311 Imaging in Radiation Therapy (3)

This course will introduce students to cross-sectional anatomy as it relates to the practice of radiation therapy with a focus on location of normal gross anatomy and relationship to other structures. Anatomy will be identified in axial (transverse), sagittal, and coronal planes. Other imaging modalities and concepts of image guided radiation therapy will be explored along with simulation equipment/components and operational processes.

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 Sonography Principles & Instrumentation I (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.

Prerequisite: Admission to Diagnostic Medical Sonography program or consent.

AL 331 Sonography Principles & 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.

Prerequisite: Admission to Diagnostic Medical Sonography program or consent.

AL 332 Sonography Principles & Instrumentation III & Registry 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. *Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

AL 340 Clinical Radiation Therapy II (4)

This course is a continuation of AL 301. The student therapist will participate in the daily activities of the radiation oncology department while under direct supervision at affiliated clinical education sites. Students must demonstrate ARRT competency in patient care, treatment accessory devices, simulation, treatment delivery, brachytherapy and dosimetry.

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 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. *Prerequisite: Consent.*

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. *Prerequisite: Consent.*

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. *Prerequisite: Consent.*

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. *Prerequisite: AL 347 or consent.*

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. *Prerequisite: AL 348 or consent.*

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. *Prerequisite: AL 349 or consent.*

AL 353 Mammography Seminar (3)

A comprehensive course covering all aspects pertaining to initial training in mammography for radiologic technologists as mandated by the FDA.

AL 355 Basic Concepts in Health Services Administration (1-3)

This course is designed primarily for students who are new to the Bachelor of Health Science program and do not possess an allied health or other healthcare certification. This course will consist of introductory information for

successful completion of BHS core curriculum, along with the student's examination of the healthcare profession and healthcare administration. Evidence-based research guidelines, leadership and professionalism, patient safety initiatives, population health, accreditation, and the organization of healthcare are topics of emphasis. *Prerequisite: Consent from BHS advisor.*

AL 360 Independent Study in Allied Health (1-3)

Allied Health majors may pursue an independent research project approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: Consent.*

AL 361 General 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 entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

AL 362 General Sonography Clinical II (6)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 363 General Sonography Clinical III (3)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

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 sonography curriculum. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 365 Sonography Clinical V (6)

The student will be participating in advanced sonography procedures in both hospital and office settings. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

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 Oncology, Simulation and Treatment Planning II (3)

This course is a continuation of AL 307 and it provides the student with an understanding of site specific epidemiology, etiology, clinical work-up, diagnosis, histopathology, staging, grading, patterns of spread, prognosis, treatment options, relevant treatment planning and treatment delivery considerations, and outcomes of treatment.

AL 371 Abdomen Sonography Procedures I (3)

This course will introduce introductory topics concerning abdominal sonography including but not limited to anatomy, pathophysiology, anatomical disease processes, patient care applications and sonographic principles and practices. *Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

AL 372 Abdomen Sonography Procedures II (3)

This course will continue to explore general abdominal sonography and general small parts sonography topics. Topics will include but not limited to anatomy, pathophysiology, anatomical disease processes, patient care applications and sonographic principles and practices. Additionally special topics, pediatrics and interventional sonography practices will be explored. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

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 General Sonography Procedures III & Registry Review (2)

This course will combine all information concerning general sonography procedures and obgyn sonography procedures courses. This course will serve as a review course with mock board review exams tailored to

the requirements of the National Registry exams of the Abdominal and OBGYN specialty board exams. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 380 Clinical Radiation Therapy III (3)

This course is a continuation of AL 340. The student therapist will participate in the daily activities of the radiation oncology department while under direct supervision at affiliated clinical education sites. Students must demonstrate ARRT competency in patient care, treatment accessory devices, simulation, treatment delivery, brachytherapy and dosimetry.

AL 381 Radiation Therapy Seminar (3)

This course offers a systematic review of the ARRT content specifications with a focus on real world radiation therapy situations which challenge a therapist's problem solving and critical thinking skills. This course prepares the student for the national certification examination and entry-level problem solving skill.

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 entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to Diagnostic Medical Sonography program or consent.*

AL 386 Cardiac Sonography Clinical II (6)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer.

Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 387 Cardiac Sonography Clinical III (3)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 388 Cardiac Sonography Procedures III & Registry Review (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: Admission to the Diagnostic Medical Sonography program or consent.*

AL 389 OBGYN Sonography Procedures I (3)

This course will introduce introductory topics concerning obstetrical and gynecological sonography including but not limited to anatomy, pathophysiology, anatomical disease processes, fetal anatomy and disease, patient care applications and sonographic principles and practices. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 390 Special Topics in Allied Health (1-3)

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 OBGYN Sonography Procedures II (3)

This course will continue to explore obstetrical and gynecological sonography including but not limited to anatomy, pathophysiology, anatomical disease processes, fetal anatomy and disease, patient care applications and sonographic principles and practices. Additionally special topics, fetal anomalies, and interventional obgyn sonography practices will be explored. *Prerequisite: Admission to the Diagnostic Medical Sonography program 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: Admission to the Diagnostic Medical Sonography program or consent.*

AL 395 Vascular 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 entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 396 Vascular Sonography Clinical II (6)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 397 Vascular Sonography Clinical III (3)

Students are assigned to various clinical settings to allow the continuation of developing the technical skills necessary to become an entry-level sonographer. Students receive supervision, training, and feedback from a registered sonographer. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

AL 398 Vascular Sonography Procedures III & Registry Review (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. *Prerequisite: Admission to the Diagnostic Medical Sonography program or consent.*

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: Completion of AL 375 or 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 be on the human side of knowledge creation, diffusion of innovation, and the application of knowledge. Additional topics may include the decision making process, project management, change management, or benchmarking. Emphasis is on providing the tools to manage and lead staff in various dynamic healthcare settings. *Prerequisite: AL 375 or 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 and quantitative 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, research papers, portfolio and other projects. This Capstone-project requires summative

reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: Senior, consent of BHS advisor.*

MEDICAL LABORATORY SCIENCE

Website: www.washburn.edu/cls

Priority Deadline for Application: December 1
Benton Hall, Room 107
785-670-2170

Mission

Upon completion of the medical 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 medical laboratory science theory and application such that s/he develops, implements, and evaluates the total laboratory process to improve patient care outcomes.

Washburn University Assessment – Program Student Learning Outcomes

The CLS graduate will demonstrate:

- PSLO 1: Competence through their ability to interpret, assess validity and correlate medical information relevant to their professional discipline.
- PSLO 2: Technical proficiency in all skills necessary to fulfill their professional discipline.
- PSLO 3: Professional behavior consistent with expectations of their professional discipline.

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 medical 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 407 Clinical Laboratory Operations (2)

This course provides a basic introduction to the theory, practical application, technical performance and evaluation of laboratory skills specific to the practice of clinical laboratory science. Laboratory safety; microscopy; pipetting; general laboratory equipment; quality control; mathematics; phlebotomy; pre-analytic, analytic and post-analytic processes, including specimen collection, processing and transport to maintain test result integrity, will be addressed.

CL 408 Introduction to Clinical Hematology (2)

This course introduces the theory, practical application, technical performance and evaluation of hematological and hemostasis procedures. Correlation of laboratory data with the diagnosis of erythrocyte, leukocyte and bleeding/clotting disorders will be introduced.

CL 409 Introduction to Clinical Microbiology (2)

This course introduces the theory, practical application, technical performance and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans. The course primarily focuses on bacteriology, but will include introductory coverage of parasitology, mycology and virology.

CL 410 Introduction to Clinical Chemistry & Urinalysis (1)

This course introduces the theory, practical application, technical performance and evaluation of basic laboratory skills and methods in clinical chemistry and urinalysis. The course focuses on the correlation of laboratory data with the diagnosis of renal conditions, but will include introductory coverage of carbohydrate, liver and protein conditions, as well as enzymes.

CL 411 Introduction to Clinical Immunohematology (1)

This course introduces the theory, practical application, technical performance and evaluation of immunohematology procedures required to provide compatible blood components for transfusion. Methods for collection, processing, storage and transfusion of blood and blood components will be presented. Immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be introduced.

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 and Urinalysis I (2)

This course expands on the theory, practical application, and evaluation of basic laboratory procedures introduced

in CL 407 Clinical Laboratory Operations and CL 410 Introduction to Clinical Chemistry and Urinalysis, with an emphasis on common automated methodologies used in clinical chemistry and urinalysis laboratories. This course will focus on the interpretation, evaluation and correlation of clinical laboratory data with the diagnosis and treatment monitoring of carbohydrate, renal, hepatic, protein, cardiac, lipid/lipoprotein, major and minor electrolyte, pancreatic-gastrointestinal and acid-base disorders. *Prerequisite: CL 410.*

CL 415 Clinical Chemistry & Urinalysis II (2)

This course expands on the theory, practical application, and evaluation of laboratory procedures introduced in CL 414 Clinical Chemistry and Urinalysis I and CL 444 Clinical Core Laboratory Practical I. Correlation of clinical laboratory data with the diagnosis and treatment monitoring of carbohydrate, renal, hepatic, cardiac, lipid/lipoprotein, protein, major and minor electrolyte, trace element, enzyme, pancreatic-gastrointestinal and acid-base disorders; tumor markers; and inborn errors of metabolism is emphasized. *Prerequisite: CL 414.*

CL 416 Clinical Hematology I (2)

This course expands on the theory, practical application, and evaluation of hematological and hemostasis procedures introduced in CL 408 Introduction to Clinical Hematology and of basic laboratory skills in CL 407 Clinical Laboratory Operations. Correlation of clinical laboratory data with the diagnosis and treatment of erythrocyte, leukocyte and bleeding/clotting disorders will be emphasized. *Prerequisite: CL 408.*

CL 417 Clinical Hematology II (2)

This course expands on the theory, practical application, and evaluation of hematological and hemostasis procedures introduced in CL 416 Clinical Hematology I and CL 444 Clinical Core Laboratory Practicum I, and includes the analysis of cerebrospinal, synovial and serous fluids. Correlation of clinical laboratory data with the diagnosis and treatment of erythrocyte, leukocyte and bleeding/clotting disorders will be emphasized. *Prerequisite: CL 416.*

CL 418 Clinical Microbiology I (2)

This course expands on the theory, practical application, and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans introduced in CL 409 Introduction to Clinical Microbiology and of basic laboratory skills in CL 407 Clinical Laboratory Operations. The course primarily focuses on bacteriology but will include coverage of parasitology, mycology and virology. Course content emphasizes the correlation of clinical laboratory data with the patient's diagnosis and treatment. *Prerequisite: CL 409.*

CL 419 Clinical Microbiology II (2)

This course builds on the theory, practical application and evaluation of the procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans introduced in CL 418 Clinical Microbiology I and CL 448 Clinical Microbiology Laboratory Practicum I. This course includes bacteriology, mycology, parasitology and virology content, and will emphasize the correlation of clinical laboratory data with the patient's diagnosis and treatment. *Prerequisite: CL 418.*

CL 420 Clinical Immunology and Molecular Diagnostics (2)

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 immunodeficient disorders. The theory and application of molecular diagnostic tools, such as polymerase chain reaction (PCR), nucleic acid probes, and microarrays are also addressed.

CL 422 Clinical Immunohematology I (2)

This course expands on the theory, practical application and evaluation of immunohematology procedures introduced in CL 411 Introduction to Clinical Immunohematology and basic laboratory skills in CL 407 Clinical Laboratory Operations. The primary focus will be on processes required to provide compatible blood components for transfusion. Processes for donor blood collection and blood component processing and storage will be discussed. Immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be addressed. *Prerequisite: CL 411.*

CL 423 Clinical Immunohematology II (2)

This course expands on the theory, practical application, and evaluation of immunohematology procedures presented in CL 422 Clinical Immunohematology I and CL 442 Clinical Immunohematology Laboratory Practicum I. There is an emphasis on the application of immunohematology procedures used for the resolution of complex immunohematology problems. Proper selection of immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be discussed. Concepts in patient blood management and the adverse effects of transfusion will be presented. Quality management as it applies to transfusion medicine will be addressed. *Prerequisite: CL 422.*

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. *Prerequisite: CL 430.*

CL 442 Clinical Immunohematology Laboratory Practicum I (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical immunohematology procedures and preparation of blood components. Course content will include new skills and procedures, in addition to the skills and procedures presented in CL 407 Clinical Laboratory Operations and CL 411 Introduction to Clinical Immunohematology.

CL 443 Clinical Immunohematology Laboratory Practicum II (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical immunohematology procedures and preparation of blood components. Course content will include new skills procedures, in addition to the skills and procedures presented in CL 442 Clinical Immunohematology Laboratory Practicum I.

CL 444 Clinical Core Laboratory Practicum I (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical hematology/hemostasis, chemistry and urinalysis procedures. Course content will include new skills and procedures and the application of automation and automatic verification techniques, building on the skills and procedures presented in CL 407 Clinical Laboratory Operations, CL 408 Introduction to Clinical Hematology and CL 410 Introduction to Clinical Chemistry and Urinalysis.

CL 445 Clinical Core Laboratory Practicum II (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical hematology/hemostasis, chemistry and urinalysis procedures. Technical content will include new skills and procedures, in addition to the skills and procedures presented in CL 444 Clinical Core Laboratory Practicum I.

CL 448 Clinical Microbiology Laboratory Practicum I (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical microbiology procedures. Course

content will include new skills and procedures, in addition to the skills and procedures presented in CL 407 Clinical Laboratory Operations and CL 409 Introduction to Clinical Microbiology.

CL 449 Clinical Microbiology Laboratory Practicum II (1)

This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical microbiology procedures. Course content will include new skills and procedures, in addition to the skills and procedures presented in CL 448 Clinical Microbiology Laboratory Practicum I.

TECHNOLOGY ADMINISTRATION

The Bachelor of Applied Science degree with a major in Technology Administration is available for students who have completed an occupational oriented associate degree and are interested in pursuing further studies to advance in a technology-management related career. The degree accommodates students from diverse disciplines whose associate degree academic major does not easily lead to a bachelor's degree.

The nature of the program affords the flexibility to meet the needs of students from many technical backgrounds who desire to develop or expand skills to enhance their career opportunities. The curriculum is designed to complement the students' technical and professional skills by providing foundation studies in technological and management topics. Courses are tailored to students' diverse learning capabilities using instructional resources varying from traditional (e.g., classroom work, textbooks) to advanced technology (e.g., online courses). All of the courses for the TA major are available online or by transfer from another college. Interested students should contact the Allied Health department for specific requirements or visit: www.washburn.edu/techadmin.

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.

Washburn University Assessment – Program Student Learning Outcomes

Technology Administration students at Washburn University, upon graduation, are expected to be able to:

- PSLO 1: Demonstrate the impact that technology has on the individual, society, and civilization.

- PSLO 2: Apply the current legal decisions and organization policies to the development and management of technology.
- PSLO 3: Apply life cycle system development methods to reduce risks associated with management decisions.
- PSLO 4: Demonstrate the application of process and behavior data to improve efficiency in a production environment.
- PSLO 5: Identify the core competencies of effective project management and demonstrate how skilled project managers are crucial to an organization.
- PSLO 6: Select quality indicators that can be used to modify inputs and impact measured system outputs in a management operation.
- PSLO 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.
- PSLO 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 48 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:

- Completion of an associate degree from an accredited institution.
- 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.

Contact the Technology Administration Program director for advising.

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. *Prerequisite: MA 112 or MA 116 or MA 140.*

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, socioeconomic 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)

Technology Administration majors may pursue an independent research project approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *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. Typical three (3) credit hour Internship consists of a minimum of 160 clock-hours of experience (approximately 10 hours per semester weeks) in an organization in the community under the supervision of the organization management staff and university faculty. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *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. *Prerequisites: MA 112 or MA 116 and EN 101.*

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.

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. This Capstone-project requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: TA 300, TA 310, TA 320, and TA 330.*

CRIMINAL JUSTICE & LEGAL STUDIES DEPARTMENT

Website: www.washburn.edu/cj

Benton Hall, Room 201
(785) 670-1411

Gerald Bayens, Professor (SAS Associate Dean)
Ryan Alexander, Associate Professor
Patricia Dahl, Associate Professor
Erin Grant, Assistant Professor
Jason Jolicoeur, Assistant Professor
Amy Memmer, Assistant Professor
Michelle Watson, Assistant Professor
Melanie Worsley, Assistant Professor
Susan Kobzar, Senior Administrative Assistant

DEGREES OFFERED

Associate of Arts

Criminal Justice
Legal Studies

Bachelor of Legal Studies

Bachelor of Criminal Justice

Law Enforcement
Corrections
Security Administration
Forensic Investigations

Master of Criminal Justice

(The Masters of Criminal Justice degree is certified by the Academy of Criminal Justice Sciences. See the Graduate Catalog for further information.)

MINORS AND CERTIFICATES OFFERED

Minors

Criminal Justice
Military and Homeland Security Studies
Legal Studies

Certificates

Legal Studies

Questions concerning the degrees or eligibility for enrollment should be addressed to the chairperson of the department.

MISSION

The Criminal Justice and Legal Studies degree programs prepare students to pursue advanced educational opportunities and to obtain productive careers in law enforcement, corrections, security administration, forensics, and the law. The programs are designed to

produce knowledgeable students who possess the necessary theoretical, practical, and critical thinking skills to compete in today's job market. Faculty bring practical and academic experience to the classroom and are committed to excellence in teaching. Diversity is valued in the Criminal Justice and Legal Studies degree programs, and faculty are dedicated to producing ethical graduates who are prepared to succeed in their chosen profession.

STUDENT ASSOCIATIONS & HONOR SOCIETIES

Alpha Phi Sigma

Alpha Phi Sigma is a National Criminal Justice Honor Society. Students must meet academic eligibility requirements to apply.

Criminal Justice Association

The Criminal Justice Association is a student organization headed by an Executive Committee of 4-5 officers and a faculty advisor. The Association was created in 1987 and maintains an annual membership of 50-100 undergraduate students who are majoring in law enforcement, corrections or security administration. CJA actively participates in WU events such as Bod Blast, Homecoming and Career Days.

KCA/ACA Student Chapter

A student organization affiliated with the Kansas Correctional Association and American Correctional Association.

Legal Studies – WPA

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.

CRIMINAL JUSTICE CORE PROGRAM STUDENT LEARNING OUTCOMES

All Criminal Justice undergraduate students at Washburn University, upon graduation, are expected to be able to:

- Critically evaluate key concepts and issues pertaining to diversity and ethics within the criminal justice system.
- Demonstrate proficient communication relevant to the criminal justice field.
- Demonstrate the ability to apply criminal justice research to practices in the criminal justice field.

THE ASSOCIATE OF ARTS DEGREE IN CRIMINAL JUSTICE

The Associate of Arts degree in Criminal Justice requires completion of 60 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.

- CJ 100 Crime & Justice in America
- CJ 110 Introduction to Law Enforcement
- CJ 120 Introduction to Corrections
- CJ 130 Public and Private Security
- LG 345 Criminal Law
- CJ 220 Criminal Justice Communications
- CJ 230 Principles of Investigations or CJ 310 Police, Problems and Practices
- CJ 303 Diversity in American Culture
- CJ 325 Applied Criminology
- Elective Criminal Justice Courses (9 credit hours)

MAJOR EMPHASIS

Students majoring in Criminal Justice must earn a grade of "C" or better in all required criminal justice courses for credit. A minor is required for the BCJ degree (consult with your academic advisor).

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 CRIMINAL JUSTICE

CORRECTIONS MAJOR

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.

In addition to the core criminal justice program student learning outcomes, students who graduate with a corrections major are expected to be able to:

- Identify and describe key historical developments in the growth of institutional and community corrections in the U.S. and how those past developments inform current policy and practice.
- Apply concepts, theory, or evidence-based practices to make informed decisions affecting the workplace and the field of corrections.

Major Requirements (39 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 120 Introduction to Corrections (3)
- CJ 220 CJ Communications (3)
- CJ 303 Diversity in American Culture (3)
- CJ 318 Juvenile Justice (3)
- CJ 320 Correctional Treatment Strategies (3)
- CJ 324 Evidence-Based Practices in Corrections (3)
- CJ 325 Applied Criminology (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 420 Probation, Parole, and Community-Based Corrections (3)
- CJ 460 Correctional Administration & Management (3)
- CJ 480 Internship in Corrections (3-6)

Correlate Area (3 hours)

“C” or better in respective major

- LG 345 Criminal Law (3)

CJ Electives (9 hours)

“C” or better in respective major

A Minor is required, and must be approved by the Criminal Justice Department.

BACHELOR OF CRIMINAL JUSTICE

LAW ENFORCEMENT MAJOR

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.

In addition to the core criminal justice program student learning outcomes, students who graduate with a law enforcement major are expected to be able to:

- Demonstrate the ability to critically evaluate the role and purpose of the law enforcement profession in contemporary American society.
- Identify and describe key historical developments in the growth and maturation of organized systems of policing in Europe and the United States.
- Compare and contrast how the law enforcement function is related to the functions of the other branches of the American criminal justice system.

Major Requirements (39 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 110 Introduction to Law Enforcement (3)
- CJ 220 CJ Communications (3)
- CJ 230 Principles of Investigation (3)
- CJ 303 Diversity in American Culture (3)
- CJ 310 Police Problems/Practices (3)
- CJ 318 Juvenile Justice (3)
- CJ 325 Applied Criminology (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 410 Criminal Procedure/Evidence (3)
- CJ 440 Law Enforcement Administration (3)
- CJ 490 Internship in Law Enforcement (3-6)

Correlate Area (3 hours)

“C” or better in respective major

- LG 345 Criminal Law (3)

CJ Electives (9 hours)

“C” or better in respective major

A Minor is required, and must be approved by the Criminal Justice Department.

BACHELOR OF CRIMINAL JUSTICE

SECURITY ADMINISTRATION MAJOR

The Security Administration major is interdisciplinary in nature, emphasizing practical issues and theoretical concepts related to security, safety, fire, crime prevention, investigations, law enforcement and the social sciences. This program is designed to prepare students for professional and managerial employment in security, investigations, loss prevention, and risk management positions in business, industry, government agencies and non-profit organizations. This program is designed for both personnel already employed in criminal justice and pre-service students interested in careers in security.

In addition to the core criminal justice program student learning outcomes, students who graduate with a security administration major are expected to be able to:

- Analyze crime control and prevention theories that are relevant to the security administration industry.
- Identify and describe key historical developments in security administration in the U.S. and how current policy and practice is informed by those developments.
- Demonstrate critical thinking and problem solving skills to adapt to the needs of the security administration industry.

Major Requirements (39 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 130 Public and Private Security (3)
- CJ 220 CJ Communications (3)
- CJ 303 Diversity in American Culture (3)
- CJ 325 Applied Criminology (3)
- CJ 340 Crime Prevention (3)
- CJ 382 Security Technology (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 425 White Collar Crime (3)
- CJ 448 Homeland Security (3)
- CJ 450 Security Administration & Management (3)
- CJ 470 Internship in Security Administration (3-6)

Correlate Area (3 hours)

“C” or better in respective major

- LG 345 Criminal Law (3)

CJ Electives (9 hours)

“C” or better in respective major

A Minor is required and must be approved by the Criminal Justice Department.

BACHELOR OF CRIMINAL JUSTICE

FORENSIC INVESTIGATIONS MAJOR

The Forensic Investigations major is designed to provide students a balanced interdisciplinary education, emphasizing the practical issues and theoretical concepts employed by forensic professionals. Students will receive specialized training in crime scene investigations at the Kansas Bureau of Investigation’s Crime Laboratory. This major’s global approach to understanding forensics role in law enforcement will prepare students for careers in local, state, and federal law enforcement. This program is also designed for professionals already employed in the criminal justice field as well as pre-service students interested in the career.

In addition to the core criminal justice program student learning outcomes, students who graduate with a forensic investigation major are expected to be able to:

- Demonstrate the ability to use forensic science techniques to collect, document, and process evidence.
- Effectively testify as an expert witness in a criminal trial.
- Apply forensic pathology principles to death investigations.

Major Requirements (32 hours)

- CJ 100 Crime & Justice in America (3)
- CJ 115 Introduction to Forensic Science (3)
- CJ 220 CJ Communications (3)
- CJ 325 Applied Criminology (3)
- CJ 345 Homicide Investigations (3)
- CJ 400 Criminal Justice Research Methods (3)
- CJ 410 Criminal Procedure and Evidence (3)
- CJ 415 Forensic Science in Criminal Justice (3)
- CJ 416 Forensic Science in Criminal Justice Laboratory (2)
- CJ 417 Internship in Forensic Investigations (3-6)

Correlate Area (9 hours)

“C” or better in respective major

- BI 140 Introduction to Forensic Biology (3)
- CH 103 Introduction to Forensic Chemistry (3)
- AN 116 Physical Anthropology (3)

Electives (10 hours)

“C” or better in respective major

- CJ 290/CM 203 Digital Forensics I (3)
- CJ 323 Serial Killers (3)
- CJ 370 Fire Investigation and Prevention (3)
- CJ 375 Forensic Psychology and Criminal Profiling (3)
- CJ 390/CM 303 Digital Forensics II (3)
- CJ 390 Special Topics
 - Introduction to Bloodstain Pattern (3)
 - Advanced Bloodstain Pattern (3)
 - Firearms and Tool Mark Examination (3)
- LG 345 Criminal Law (3)
- AN 316 Forensic Anthropology (3)
- BI 102 General Cellular Biology (w/lab) (5)
- CH 202 Professional Forensic Chemistry Seminar (2)
- CH 203 Forensic Chemistry Lab/Lecture (2)

Other program-relevant courses are selected in consultation with a department advisor.

COURSE OFFERINGS

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 115 Introduction to Forensic Science (3)

This course introduces students to forensic science and is a primer to more advanced courses in the field of forensic science. The history of forensic science is explored, along with the developing and changing nature of the field. The role that forensic science plays within the American Criminal Justice System is a focus of study. The various technologies used are reviewed as are the limitations of forensic science.

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 260 Independent Study (1-3)

Criminal Justice majors may pursue an independent research project approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: 6 hours of CJ course work.*

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 318 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. *Prerequisite: CJ 100.*

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 323 Serial Killers (3)

Examines serial homicide investigations and topics relating to the typologies of serial killers, victims, methods of killing, general and serial homicide trends over time, theories of serial murder, and the impact of serial homicide on society as a whole and on the justice system. *Prerequisite: CJ 110 or CJ 115.*

CJ 324 Evidence-Based Practices in Corrections (3)

Correctional practices derived from tried and true research that have been demonstrated to show what truly works in corrections. *Prerequisite: CJ 120.*

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 332 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. *Prerequisite: CJ 120.*

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 342 Capital Punishment in America: The Death Penalty (3)

An overview of capital punishment in America with specific application to Kansas. The course covers different philosophical and religious positions on the death penalty; pro and con arguments related to retribution, deterrence and incapacitation; the relative costs of the death penalty vs. permanent incarceration; innocent people on death row, discrimination and arbitrariness in the application of the death penalty; and the role of judges, prosecutors, defense attorneys, juries, and witnesses in death penalty cases. *Prerequisite: CJ 100 or consent of the 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 CJ 115.*

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 352 Firearms Decision Making (3)

This course provides students with the opportunity to examine the legal aspects of police use of force incidents. During the course students will learn about firearms and the proper safety, usage and storage of weapons. Each student will be provided the opportunity to use the Firearms Training System (FATS) and the simunitions weapons system and experience split second decision making in a use of force incident. Finally students will study basic preparation for dealing with critical incidents and the aftermath of a shooting incident. *Prerequisite: CJ 100 or consent of the 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)

Criminal Justice majors may pursue an independent research project approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: 6 hours of CJ course work.*

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.

CJ 375 Forensic Psychological & Criminal Profiling (3)

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 CJ 115.*

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 382 Security Technology (3)

An overview of the technologies and techniques used by Security professionals in a variety of fields and the impact on local and national security. *Prerequisite: CJ 130.*

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 (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 115 or consent of instructor.*

CJ 416 Forensic Science Laboratory (2)

The course allows student to apply information and concepts from CJ 415, Forensic Science in Criminal Justice. This course will be split into 3 distinct segments: evidence collection; evidence analysis; and courtroom testimony. The first segment will expose students to the practical application of securing a crime scene, how to identify evidence, and how to collect it properly while maintaining the chain of custody. The second segment students will be introduced to the analysis of evidence by learning how various technologies are employed to gather relevant evidence. The third segment students will learn how prosecutors prepare evidence, write reports using appropriate protocol, and testify in a mock courtroom setting. **This course MUST be taken the same semester as CJ 415 is taken.*

CJ 417 Internship in Forensic Investigations (3-6)

Supervised observation and participation in the functions of forensic investigations 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 crime scene investigation related activities, records maintenance and analysis, administration, research and planning. May be taken for 3 credit hours (120 clock hrs) for two semesters or 6 credit hours (240 clock hrs) in one semester. 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. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: CJ 100, 115, 220, 310, 400, 410, 415, 416 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 (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 (3-6)

Supervised practical internship in a security setting. May be taken for 3 credit hours (120 clock hrs) for two semesters or 6 credit hours (240 clock hrs) in one semester. Placement requires agency approval. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: CJ 100, 110, 220, 340, 400, 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 for 3 credit hours (120 clock hrs) for two semesters or 6 credit hours (240 clock hrs) in one semester. Experience may be concentrated in one agency or divided among several agencies. Placement and continuation in the internship requires approval of the corrections agency. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: 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 for 3 credit hours (120 clock hrs) for two semesters 6 credit hours (240 clock hrs) in one semester. 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. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: 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 MISSION STATEMENT

The Legal Studies program prepares students for successfully gaining employment in the legal profession as paralegals, legal assistants, or related positions. The program also serves to prepare students for continuing on to law school or seeking other advanced degrees. Students gain confidence, knowledge, and practical experience to succeed in the legal field, while understanding and respecting ethical obligations.

LEGAL STUDIES STUDENT LEARNING OUTCOMES

Legal Studies students at Washburn University, upon graduation, will be able to:

- Demonstrate proficiency in legal research and writing.
- Use critical thinking skills to analyze and apply case law and statutory law.
- Understand litigation procedures and legal terminology.
- Apply general communication and interpersonal skills in a legal setting.
- Evaluate legal scenarios and identify applicable professional rules of ethics.

REQUIREMENTS FOR THE BACHELOR OF LEGAL STUDIES

Major Courses (30 Credit Hours)

- LG 100 Introduction to Paralegal Studies
- LG 150 Law Office Technology
- LG 200 Introduction to Law
- LG 250 Legal Research
- LG 300 Legal Writing
- LG 305 Litigation I
- LG 310 Interviewing & Investigation
- LG 405 Litigation II
- LG 450 Internship (2-3)
- LG 495 Legal Studies BLG Capstone (3)

Electives

Select 21 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 342 Capital Punishment in America
- LG 345 Criminal Law & Procedure
- LG 350 Professional Ethics
- LG 355 Introduction to Contracts
- LG 390 Legal Studies Special Topics (1-3)
- LG 410 Bankruptcy & Collections

Foundation Courses

Select any 18 credits from the following group:

Legal Studies Correlates

- CM 101 Computer Concepts and Applications
- CJ 303 Diversity in American Culture
- CJ 330 Judicial Process
- CJ 410 Criminal Procedure & Evidence
- AC 224 Financial Accounting
- BU 101 Introduction to Business
- CN 320 Communication in the Legal Process
- TA 310 Technology & Society
- 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 (12 credit hours)

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE

Major Courses (18 Credit Hours)

- LG 100 Introduction to Paralegal Studies
- LG 200 Introduction to Law
- LG 250 Legal Research I
- LG 300 Legal Writing
- LG 305 Litigation I
- LG 310 Interviewing & Investigation

Select 15 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 342 Capital Punishment in America
- 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 (2-3)

- LG 405 Litigation II
- LG 410 Bankruptcy & Collections
- LG 450 Internship (2-3)

4. All certificate courses may be applied to the Legal Studies Associate of Arts degree.

Select 3 credits from the following Correlate Courses

- LG 150 Law Office Technology
- EN 208 Business and Technical Writing
- PO 106 The Government of the United States

THE MINOR IN LEGAL STUDIES

The Minor shall include a minimum of fifteen (15) hours of coursework in Legal Studies, consisting of six (6) hours of lower division and nine (9) hours of upper division.

CERTIFICATE IN LEGAL STUDIES

Requirements for Completion of the Legal Studies Certificate (36 credit hours):

1. 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.
2. Courses required to complete the Certificate include the following (24 credit hours):
 - EN 208 Business & Technical Writing
 - LG 100 Introduction to Paralegal Studies
 - LG 150 Law Office Technology
 - LG 200 Introduction to Law
 - LG 250 Legal Research I
 - LG 300 Legal Writing
 - LG 305 Litigation I
 - LG 310 Interviewing & Investigation
3. 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
 - CJ 410 Criminal Procedure & Evidence
 - LG 315 Legal Research II
 - LG 320 Elder Law
 - LG 325 Personal Injury Law
 - LG 330 Administrative Law for Paralegals
 - LG 342 Capital Punishment in America
 - LG 345 Criminal Law
 - LG 350 Professional Ethics
 - LG 355 Introduction to Contracts
 - LG 390 Special Topics (1-3)

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 the certificate in the Legal Office Professional Program at Washburn Tech will receive 48 hours of college credit toward the AA degree. At Washburn, students must also complete University Requirements, General Education courses and legal studies program courses to receive an Associate of Arts degree.

To complete the degree, Washburn Tech graduates must complete the following courses at Washburn:

1. Major Courses (15 hours)
 - LG 100 Introduction to Paralegal Studies
 - LG 200 Introduction to Law
 - LG 250 Legal Research I
 - LG 305 Litigation I
 - LG 310 Interviewing & Investigation
2. University & General Education courses

FOR A SUGGESTED CURRICULUM PLEASE SEE YOUR ADVISOR. www.washburn.edu/sas

COURSE OFFERINGS

LG 100 Introduction to Paralegal Studies (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 Law Office Technology (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 LG 200 or consent.*

LG 300 Legal Writing (3)

The various forms of legal writing are the focus of this course, including letters, memoranda, motions, and briefs. Students will learn further research techniques, including an introduction to computerized legal research. Practical writing projects are included. *Prerequisite: LG 250 or consent.*

LG 305 Litigation I (3)

Analysis of the steps and procedures in preparing for litigation. Course topics include a detailed study of the preparation and use of discovery devices, the drafting of pleadings and motions, and a detailed analysis of the steps involved in trial preparation and procedure. *Prerequisite: LG 100 or LG 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. *Prerequisite: LG 100 or LG 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. *Prerequisite: 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 LG 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. *Prerequisite: LG 100 or LG 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. *Prerequisite: LG 100 or LG 200 or consent.*

LG 342 Capital Punishment in America (3)

An overview of capital punishment in America with specific application to Kansas. The course covers different philosophical and religious positions on the death penalty; pro and con arguments related to retribution, deterrence and incapacitation; the relative costs of the death penalty vs. permanent incarceration; innocent people on death row, discrimination and arbitrariness in the application of the death penalty; and the role of judges, prosecutors, defense attorneys, juries, and witnesses in death penalty cases. *Prerequisite: LG 100 or LG 200 or CJ 100 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 LG 200 or CJ 100 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 LG 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 LG 200 or consent.*

LG 360 Independent Study (1-3)

Legal Studies students pursuing the Bachelor of Legal Studies degree may enroll in an independent research project if approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: 6 hours of LG course work.*

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: LG 305 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. *Prerequisites: LG 100 or LG 200 and LG 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. Internship consists of a minimum of 160 clock-hours of experience

under the supervision of a practicing attorney or paralegal and university faculty, performing tasks appropriate to a paralegal in a professional setting. Pass/Fail only. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisites: Students must apply with the program director and be given consent to enroll.*

LG 495 Legal Studies BLS Capstone (3)

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). This Capstone-project requires summative reflection, serving as a culminating experience for Bachelor's degree students. *Prerequisite: Consent.*

MILITARY & HOMELAND SECURITY STUDIES

Criminal Justice and Legal Studies Department

Military & Homeland Security Studies offers the student a Minor, with emphasis in homeland security.

Mission

The Military and Homeland Security Studies Program at Washburn University offers students the unique opportunity to pursue a minor degree that emphasizes homeland security issues, counterintelligence, international conflict, national security policy, and strategic planning and leadership

Student Learning Outcomes

Military & Homeland Security 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.
- Integrate the fundamentals of military planning, organization, and leadership being utilized in today's armed forces.

The Minor in Military and Homeland Security Studies

Requires 15 credit hours of which not less than 6 must be upper division.

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 Courses in Military and Homeland Security 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 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. *Prerequisite: Undergraduate-junior standing or permission.*

MS 320 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.

MS 322 Terrorism (3)

A study of the history of terrorism as well as the terrorist organizations currently at work will be a focus. The motivations of these groups and the impact they have made on policy, law, and the culture will be emphasized.

MS 330 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.

MS 335 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.

MS 336 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.

MS 352 Homeland Security (3)

This course provides a general overview of homeland security and anti-terrorism policy and efforts in the US. The student will gain an understanding of the multiple threats faced by the US. An understanding of agencies combatting and tasked with homeland security will be a focal point.

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 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. *Prerequisite: Undergraduate-junior standing or permission.*

MS 425 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. *Prerequisite: Undergraduate-junior standing or permission.*

MS 432 Hitler, World War II, and the Holocaust (3)

The rise to power of Adolf Hitler and his conduct during the World War II regarding social policy as well as war planning and execution is a focus. Hitler's motivation and role in the Holocaust will also be explored. *Prerequisite: Undergraduate-junior standing or permission.*

MS 450 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. *Prerequisite: Undergraduate-junior standing or permission.*

MS 462 Military Operations and Tactics (3)

This course provides doctrine that frames counterinsurgency within the context of the range of military operations and provides a framework for the different ways land forces could counter an insurgency. The course will help students understand insurgencies and the operational environment in which they exist, the ways in which the U.S. can counter insurgencies, and how commanders synchronize their efforts to achieve the desired end state in accordance with our national interest.

MS 470 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. *Prerequisite: Undergraduate-junior standing or permission.*

MS 475 Independent Study/Directed Readings (1-3)

Students pursuing the minor in Military Studies may enroll in an independent research project if approved by faculty in consultation with the Department Chair. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: 3 hours of MS course work.*

MS 480 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.

HUMAN SERVICES DEPARTMENT

Website: www.washburn.edu/human-services

Benton Hall, Room 311
(785) 670-2116

Deborah Altus, Professor, Department Chair,
Coordinator Interdisciplinary Gerontology Minor
Jessica Cless, Assistant Professor
Stacy Conner, Assistant Professor, Coordinator BAS
Addiction Counseling
Rick Ellis, Professor (Director of LinC)
Justin Spiehs, Assistant Professor
Kayla Waters, Associate Professor, MA Coordinator
Patty Robert, Senior Administrative Assistant

DEGREES OFFERED

Associate of Arts (AA)

Human Services

Bachelor of Applied Science (BAS)

Human Services – Integrative Practice
Human Services – Addiction Counseling

Master of Arts (MA)

Human Services - Emphasis in Addiction Counseling
(See Graduate catalog for further information.)

MINORS AND CERTIFICATES OFFERED

Minors

Human Services
Gerontology (Interdisciplinary)
Health Services Administration for Human Services
majors, Integrative Practice emphasis

Certificates

Addiction Counseling
Non-Profit Management
Trauma and Recovery

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.

PROGRAM DESCRIPTION

The Human Services department prepares students for careers in a variety of helping professions, including addictions counseling (see program approval below), youth services, victim-survivor services, gerontology/aging, mental health, disability services, and homelessness/

poverty. Students can choose online or on-campus coursework (or both).

PROGRAM APPROVAL AND LICENSURE ELIGIBILITY

Our program is approved by the Kansas Behavioral Sciences Regulatory Board (BSRB) and the Association for Addiction Professionals (NAADAC) to provide the educational curriculum for becoming Licensed Addiction Counselors (LAC), Licensed Master Addiction Counselors (LMAC) and Licensed Clinical Addiction Counselors (LCAC) in Kansas. We are also approved by the Kansas Department of Aging and Disability Services (KDADS) to provide the educational curriculum for becoming a Person Centered Case Manager (PCCM) in Kansas. KDADS and BSRB have additional post-degree eligibility requirements. In addition, application for licensing and certification may require a criminal background check and other personal information. Students should contact the licensing/accrediting body for specific eligibility information.

Students seeking licensing/certification in other states may be able to meet requirements through our program. Please contact your state licensing board for eligibility requirements.

STUDENT LEARNING OUTCOMES

Upon graduation, Human Services students should be able to:

- Describe the historical development and scope of the Human Services field.
- Explain the foundational values of the Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.
- Demonstrate effective Human Services prevention, intervention, and evaluation skills.
- Display effective interpersonal and professional skills appropriate to the Human Services field.
- Adhere to the Ethical Standards for Human Services Professionals.

DEGREE REQUIREMENTS

Associate of Arts (AA) in Human Services

Please refer to the Table of Contents to learn about the university and general education requirements to graduate with an Associate's degree. The required Human Services courses include the following:

(Students must have a C or better in each course.)

AA Requirements (24 credit hours)

- HS 100 Orientation to Human Services (3)
- HS 131 Human Development (3)
- HS 323 Service Coordination (3)
- HS 280 Internship I (3)
- HS 380 Internship II (3)
- HS Electives, 9 hours selected with advisor

Associate of Arts (AA) Human Services in collaboration with Washburn Tech Early Childhood Professional

Students who have completed an Early Childhood Professional Certificate at Washburn Institute of Technology may enter into an articulation agreement to earn their Associate of Arts in Human Services at Washburn University.

In addition to the courses completed as part of the Early Childhood Professional Certificate, students will take Washburn University Requirements, General Education Requirements, and

- HS 100 Orientation to Human Services (3)
- HS 131 Human Development (3)
- HS 323 Service Coordination (3)
- HS Electives (3)

Bachelor of Applied Science (BAS) in Human Services – Integrative Practice

Please refer to the Table of Contents to learn about the university and general education requirements to graduate with a Bachelor's degree. The Integrative Practice track is meant to provide students with a holistic, generalist foundation in Human Services and includes the interest areas of disabilities, gerontology, mental health, youth services, and victim-survivor services.

In addition to the core curriculum listed below, EN 208 (Business and Technical Writing) is a required correlate course.

The required Human Services courses include the following:

(Students must receive a C or better in each course.)

BAS - IP Requirements (51 credit hours)

- HS 100 Orientation to Human Services (3)
- HS 131 Human Development (3)
- HS 280 Internship I (3)
- HS 380 Internship II (3)
- HS 300 Prevention and Social Change (3)
- HS 323 Service Coordination (3)
- HS 325 Group Work in Human Services (3)
- HS 411 Family Issues (3)
- HS 446 Legal, Ethical, and Professional Issues (3)
- HS 481 Internship III (3)
- HS 495 Research & Evaluation of HS Programs (3)
- HS Electives, 18 hours selected with advisor

Bachelor of Applied Science (BAS) in Human Services – Addiction Counseling

Please refer to the Table of Contents to learn about the university and general education requirements to graduate with a Bachelor's degree. This curriculum provides the educational requirements to become a Licensed Addiction Counselor with the state of Kansas.

In addition to the core curriculum listed below, EN 208 (Business and Technical Writing) is a required correlate course.

The required Human Services courses include the following:

(Students must receive a C or better in each course.)

BAS - AC Requirements (51 credit hours)

- HS 100 Orientation to Human Services (3)
- HS 131 Human Development (3)
- HS 280 Internship I (3)
- HS 380 Internship II (3)
- HS 300 Prevention and Social Change (3)
- HS 323 Service Coordination (3)
- HS 325 Group Work in Human Services (3)
- HS 411 Family Issues (3)
- HS 446 Legal, Ethical, & Professional Issues (3)
- HS 481 Internship III (3)
- HS 495 Research & Evaluation of HS Programs (3)

Additional Addictions Coursework

- HS 312 Substance Abuse & Co-Occurring Disorders (3)
- HS 316 Addictions Treatment (3)
- HS 410 Pharmacology (3)
- HS 414 Methods of Individual Addiction Counseling (3)
- HS Electives, 6 hours selected with an advisor

INTERNSHIP REQUIREMENTS

Students must apply for admission to the Human Services Internship Program and must submit two reference statements. In addition, they must apply for each subsequent internship. If accepted by the Department for an internship, students will still have to be accepted by an approved placement agency. Some agencies may require criminal background checks or other personal information. All agencies have full discretion to accept or reject applicants. Progress in the Human Services curriculum will be curtailed if student(s) are not accepted into the internship program or if they are unable to secure a placement or otherwise complete the internship requirement. Additionally, progress in the Human Services curriculum may be curtailed if a student fails an internship. Students pursuing licensure must meet specific fieldwork requirements. Please refer to your state licensing board for specific fieldwork requirements.

MINOR IN HUMAN SERVICES

A Minor in Human Services consists of no less than 15 hours of Human Services coursework selected in consultation with a Department Advisor and 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. Up to 6 credit hours towards the Minor can be transferred from another accredited institution of higher education.

MINOR IN HEALTH SERVICES ADMINISTRATION FOR HUMAN SERVICES MAJORS (INTEGRATIVE PRACTICE EMPHASIS)

Human Services Bachelor degree students with an interest 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 BAS major in Human Services (Integrative Practice) and declaration of minor in the Bachelor of Health Science program are necessary before enrollment in Health Services courses.

Admission Requirements for Minor in Health Services Administration

Interested students must apply for admission to the minor program through both their Human Services Department advisor and the Bachelor of Health Science advisor. Admission to the minor program is available to students who have declared their Bachelor degree with a major in Human Services. The requirements for acceptance into the minor program are junior standing, 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 446 Legal, Ethical and Professional Issues (3); HS 378 Theories on Aging (3); HS 300 Prevention and Social Change (3); HS 371 Aging and Mental Health (3); and HS 372 Death and Dying (3). Any course substitutions must be approved by the Human Services 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)

MINOR IN GERONTOLOGY

This minor is constructed around the premise that a broader understanding of Gerontology is critical to meet the needs of an aging society. The minor is also based on the premise that Gerontology is, by its nature, an interdisciplinary course of study requiring education in bio-psycho-social issues. Expanded career opportunities in gerontology are forecast in many areas, including healthcare, the helping professions, public policy and more. As a result, this minor is open to all undergraduate students across the university and includes courses from a variety of disciplines. This minor will prepare students to meet increasing workforce needs of an aging society and/or to pursue graduate study in Gerontology or related fields. For more information, contact the minor coordinator, Dr. Deborah Altus, in the Human Services

Department and check the "Interdisciplinary Academic Programs" section in this catalog.

CERTIFICATES OF COMPLETION

The Human Services Department is approved to offer the following Certificates of Completion upon successful completion of approved coursework and/or internships:

Addiction Counseling - Awarded upon completion of a Bachelor degree and completion of 33 credit hours as follows: HS 312, HS 316, HS 323, HS 325, HS 410, HS 411, HS 414, HS 446, HS 495, and two approved internships.

Non-Profit Management - Awarded upon completion of a Bachelor degree, and completion of 27 credit hours as follows: HS 100, PO 245, HS 300, PO 393 or PO 346, PO 395, HS 446, 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.

Trauma and Recovery - Awarded upon completion of a Bachelor degree, and completion of 27 credit hours as follows: HS 100, HS 131, HS 301, HS 323, HS 325, HS 411, HS 300-400 Elective, HS 446, and one approved internship.

DEPARTMENT SPONSORED CO-CURRICULAR ACTIVITIES

Washburn Human Services Coalition (WHSC): 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): 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.

DEPARTMENT HONORS

Graduation with Honors in Human Services requires a minimum major GPA of 3.5 and Department approval.

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.

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.
Prerequisite: 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.

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 Intellectual Disabilities (3)

This is a survey course designed to introduce the student to a philosophy and set of practices for providing services to people with intellectual disabilities. Course topics include rights of individuals, legal issues, assessment and planning, communication, prevention, and supportive services for promoting independence and well-being. The course focuses on practical skill development for working with people with intellectual disabilities.

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.

HS 260 Directed Study in Human Services (1-3)

Human Services majors may pursue an independent study project approved by the instructor in consultation with the Department Chair. A contract must be signed by all parties that specifies learning outcomes, assignments, deadlines and assessment strategies. Independent Study courses must meet equivalencies to Federal definition of a credit hour. *Prerequisites: 6 hours of HS course work; Instructor consent.*

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 150 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 delivery. *Prerequisite: Department 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, provided they have enrolled in enough lower level courses during that same semester to meet the requirements of junior rank.

HS 300 Prevention and Social Change (3)

This course will examine the foundational roles of prevention and social change in Human Services. Content will focus on selection and implementation of social change and prevention strategies, with special attention to the importance of social justice in promoting a healthy society.

HS 301 Working with Trauma (3)

This course provides information on the concept of psychological trauma as well as an overview of the common responses to trauma in individuals and families, PTSD diagnostic criteria, and resilience. Current treatment practices, both evidence-based and alternative, are reviewed. Principles for working with trauma-exposed populations in Human Services are emphasized.

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 304 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.

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 in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. *Enrollment in HS 512 requires department consent.*

HS 316/516 Addictions Treatment (3)

This course describes the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Students will be exposed to the principles and philosophy of prevention, treatment and recovery. The course will focus on the social, political, economic, cultural, and family context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. Emphasis will be given to the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others and the importance of research and outcome data and their application in clinical practice. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. *Enrollment in HS 516 requires department consent.*

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 323/623 Service Coordination (3)

This course focuses on the coordination of services for human services clients. Students will learn about intake, screening, assessment, diagnosis, client placement, treatment planning, discharge/transfer plans, report writing, referral and other aspects of service coordination. The course stresses a multidisciplinary approach to service coordination and examines the roles of professionals, agencies, families, community groups, and other support systems in the treatment process across the continuum of care. Students will learn effective, ethical ways to work with clients, with a focus on recovery-oriented systems of care. The content of this course is based in part on TAP21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB.

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 course is based in part 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 355/655 Peacemaking (3)

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

HS 360/560 Directed Study in Human Services (1-3)

Human Services majors may pursue an independent study project approved by the instructor in consultation with the Department Chair. A contract must be signed by all parties that specifies learning outcomes, assignments, deadlines and assessment strategies. Independent Study courses must meet equivalencies to Federal definition of

a credit hour. *Prerequisites: 6 hours of HS course work; Instructor consent.*

HS 370/670 Mass Victimization and Mental Health (3)

This course will provide an overview of interventions used with victims following mass violence and disasters. Additionally, compassion fatigue effects and methods used to assist emergency responders who become victims of disaster through their role in response and recovery will be thoroughly discussed. Attention will focus on mental health effects dealing with both immediate and long-term recovery issues for immediate victims and those responding to the incident. *Enrollment in HS 670 requires department consent.*

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 373/673 Disaster Response and Recovery (3)

This course will provide an overview of the hazard cycle, and basic concepts of disaster preparedness, response, and recovery. Additionally, this course will provide an overview of the helping professional's role during times of disaster, including the discussion of the specific emergency support functions assigned to groups and agencies as designated in the National Response Framework. Emphasis will also be paid to concepts used when working with direct and indirect victims of disaster. *Enrollment in HS 673 requires department consent.*

HS 374/674 Eastern Therapies in Intervention and Treatment (3)

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

adaptations of Morita and Naikan therapies. The course is highly interactive and experiential. *Enrollment in HS 674 requires instructor consent.*

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 377 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), 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.

HS 378 Theories on 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 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 150 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. *Prerequisite: Department consent.*

HS 381/480 Human Service Internship (3)

HS 381 and 480 are reserved for students who need additional internships to complete certificates, supplemental emphasis areas, and/or to complete an elective. The internship consists of a minimum of 150 clock hours of experience in an agency in the community specific

to the student's area of emphasis or certificate, 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 skills specific to the student's area of emphasis. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students *Prerequisite: Department consent.*

HS 390/685 Special Topics in Human Services (1-6)

Topics will vary from semester to semester and will be announced in advance. *Enrollment in HS 685 requires department consent.*

HS 395 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 in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB.

HS 411/611 Family Issues in Human Services (3)

This course will explore the role that family interaction plays in the various areas of Human Services. Different theories of family functioning and intervention will be reviewed, as well as major risk and resiliency factors. Specific attention will be paid to family issues using a strengths-based approach to domestic violence, youth issues, aging family members, illness and disability, and addictions. For students preparing to work as addiction and recovery counselors, knowledge of ways to teach or

facilitate discussions of how substance use and abuse affects families and concerned others will be emphasized. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. *Enrollment in HS 611 requires department consent.*

HS 414/514 Methods of Individual Addiction Counseling (3)

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

HS 421/621 Women and Addiction (3)

Women with substance use disorders have serious and unique health concerns. Using a bio-psycho-social-spiritual framework, this course will examine how treatment services are changing to help women successfully navigate the road to recovery. *Enrollment in HS 621 requires department consent.*

HS 429 Adolescence and Substance Abuse (3)

This course is designed to cover the dynamics of substance abuse for children and youth, and the state-of-the-art of prevention and intervention. Special topics of the course will include growth and development, family process, assessment, intervention, treatment, co-dependency, education, cultural factors, at-risk populations, prevention, and resources.

HS 446 Legal, Ethical, and Professional Issues in Human Services (3)

This course will address legal, ethical, and professional issues which impact the delivery of human services, including codes of ethics, confidentiality, duty to warn, and similar issues. The content of this class is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB.

HS 450/650 Multicultural Issues in Human Services (3)

This course provides an overview of the major issues in providing human services to the increasingly pluralistic population of the United States. Themes to be discussed are: cross-cultural theories of intervention, communication styles, definitions of suffering and recovery, and working with diverse individuals and groups. The range of human

service delivery systems, including mental health, alcohol and substance abuse, youth services, gerontology, and victim/survivor services, will be addressed from a multicultural perspective. Emphasis will be on exploring provider attitudes and competencies as well as developing practical applications and solutions. For students preparing to work as addiction and recovery counselors, special emphasis will be given to recognizing the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. *Enrollment in HS 650 requires department consent.*

HS 481 Internship III (3)

HS 481 is a third internship course for baccalaureate degree level majors within the Human Services Department. The internship consists of a minimum of 150 clock-hours of experience in an agency in the community specific 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 of emphasis. This internship requires summative reflection, serving as a culminating experience for Bachelor's degree students *Prerequisite: Department consent.*

HS 495/595 Research and Evaluation of Human Services Programs (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. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensing with the Kansas BSRB. This is a summative course that requires students to synthesize knowledge learned across the curriculum. *Prerequisite: Junior/Senior Standing. Enrollment in HS 595 requires department consent.*

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. *Prerequisite: Majors only.*

SOCIAL WORK DEPARTMENT

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Rhonda Peterson Dealey, Assistant Professor, MSW Program Director

Kimberly Harrison, Professor

Dan Petersen, Professor

Tonya Ricklefs, Assistant Professor

James E. Smith, Professor

Carolyn Szafran, Senior Lecturer

DEGREES OFFERED

Bachelor of Social Work

Social Work

Master of Social Work (see Graduate Catalog)

Dual Juris Doctor-Master of Social Work (J.D./MSW) (see Graduate Catalog)

MISSION

The mission of the Bachelor of Social Work (BSW) program at Washburn University is to prepare students for the competent and ethical practice of social work within an entry-level generalist model, via systematic attention to the core multidimensional competencies established by the Council on Social Work Education. The program is committed to providing a respectful, supportive approach to learning, while maintaining high academic standards. In doing so, the BSW program is systematically linked to the core values of the social work profession.

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 nine core competencies (CSWE, 2015).

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Upon graduation, all students in the Washburn Bachelor of Social Work will be able to:

1. Demonstrate a high standard of ethical and professional behavior
2. Think critically and engage in self-reflective reasoning
3. Evaluate practice to better serve individuals, families, groups, organizations, and their community
4. Work to advance human rights and the respect for diversity and difference

BSW students are expected to have developed knowledge, skills, critical thinking, professional values and ethics, and cognitive/affective reasoning in relation to the nine core competencies (CSWE, 2015).

MINOR

The Social Work minor requires completion of 15 credit hours, 9 hours of which are specific courses and 6 hours of which are electives. Course work in the minor is taken for a letter grade and students must earn a minimum grade of C. The minor will expose students to core social work competencies. It emphasizes synthesis and application of social work theories, policies and research in the development of comprehensive solutions to major social problems.

Required Courses

- SW 100 Introduction to Social Work and Social Welfare (3)
- SW 250 Generalist Social Work Perspectives (3)
- Three (3) credit hours from one of the following courses:
 - SW 325 Micro Human Behavior and the Social Environment (3)
 - SW 326 Macro Human Behavior and the Social Environment (3)
 - SW 350 Social Policy and Programs (3)
- Six (6) credit hours from Social Work electives

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 and constitute this culminating educational experience (SW 354 and SW 355). 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.

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.

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 at 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 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 (see below).

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 simultaneously 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:

- Current enrollment as a student in good standing at Washburn University as defined in the current Washburn University Catalog.
- Approved Declaration of Major (Pre-BSW) in Social Work (verified using the university's SCT Banner System).
- An overall (cumulative) grade point average of at least 2.5.
- Completion of a minimum of 36 hours of General Education course credits.
- Submission of a completed "BSW Application for (1) Formal Admission and (2) Field Practicum."
- If requested by the department, completion of an admissions interview with the BSW Program Director, the Social Work Department chair, or a social work faculty designee.
- If the Admissions Committee has any concerns about an application, references may be required upon written request of the BSW Program Director.

Please note that the following social work courses must be successfully completed (grade of C or better) prior to beginning the BSW Practicum: SW 100, SW 250, SW 325, SW 326, SW 352, and SW 353.

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.

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 12 hours of elective SW 390 courses (i.e., four such social work electives). Credit is not granted for previous life experience. In addition to this core curriculum, the following “correlated courses” are required: Anthropology 112 (Cultural Anthropology), Sociology 101 (American Social Problems), 3 hours of Psychology, and 3 hours of Biology (which must include a significant component in human biology). 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, approximately 20 hours of university-wide elective courses must be completed to reach the 120 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 Programs (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 4 (12)
- 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 Policy and Programs, 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. Occasionally, they will be completed after 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 SW 354 & 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 at the earliest practicable time. 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.

REQUIRED SUBSCRIPTION TO TASKSTREAM

The Department of Social Work believes that integrative and reflective learning is central to its academic programs. To help achieve that goal, the department has decided to make use of what is referred to as electronic portfolios (“e-portfolios”) in every required social work course (and in some of the social work electives). In these courses, there will be at least one assignment referred to as a Competency Scenario Assignment (CSA) which will require the student to utilize the e-portfolio system to complete the assignment. Therefore, each Washburn student enrolled in social work courses will need to purchase a personal subscription to Taskstream, a web-based educational services company. Each course instructor will provide instructions on how to do this. Because the e-portfolio system will be used within and across students’ social work courses, an annual subscription is required. No other e-portfolio system will be permitted. Please see the BSW Student Handbook for additional details.

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 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.

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 and 250.*

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. *Prerequisites: SW 100 and 250.*

SW 350 Social Policy and Programs (3)

The major purpose of this course is to develop the conceptual knowledge of policy formulation, and the content, values, and process elements necessary for conducting social policy analysis. *Prerequisites: SW 100 and 250.*

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 and 250.*

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 and 250.*

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. The culmination of the BSW program is the Field Practicum Placement. Two consecutive practicum/seminar courses are required and constitute this culminating educational experience. *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. The culmination of the BSW program is the Field Practicum Placement. Two consecutive practicum/seminar courses are required and constitute this culminating educational experience. *Prerequisites: SW 100, 250, 325, 326, 352, 353, 354; 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. Independent Study may not be used in place of any courses required of the social work major. *Prerequisites: SW 100 and 250.*

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. *Prerequisites: SW 100 and 250.*

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. *Prerequisites: SW 100 and 250.*

SW 390 Contemporary Issues in Social Work (3)

A series of courses are designed to supplement the core curriculum. Each of these four required elective courses 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, among other courses: Child Welfare, Social Work and the Law, Multicultural Social Work, Case Management, and Social Work Policy Practice.

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.*

SCHOOL OF BUSINESS

Website: 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, Snyder Distinguished Lecturer in Business, and Vice President for Administration and Treasurer
Michael Stoica, Distinguished Professor of Marketing
Robert A. Weigand, Professor and Brenneman Professor of Business Strategy
JuliAnn Mazachek, Associate Professor and Vice President for Academic Affairs
Jennifer Ball, Professor
Norma Juma, Professor
Sungkyu Kwak, Professor
Louella Moore, Professor
Dmitri Nizovtsev, Professor
Barbara Scofield, Professor
Rosemary Walker, Professor
Paul Byrne, Associate Professor
Liviu Florea, Associate Professor
Thomas Hickman, Associate Professor
David Price, Associate Professor
Pamela Schmidt, Associate Professor
Akhadian Harnowo, Assistant Professor
Sunita Rao, Assistant Professor
Shane Van Dalsem, Assistant Professor
Esmond Alleyne, Lecturer
Richard LeJuernne, Lecturer

DEGREES OFFERED

Bachelor of Arts with a major in Economics

bba@washburn.edu

Bachelor of Business Administration

bba@washburn.edu

Master of Accountancy

(See Graduate Catalog)

macc@washburn.edu

Master of Business Administration

(See Graduate Catalog)

mba@washburn.edu

Minors Offered

Business

Economics

International Business

CERTIFICATES OFFERED

Entrepreneurship

Kansas Insurance Certificate

WASHBURN UNIVERSITY KANSAS SMALL BUSINESS DEVELOPMENT CENTER

Karl Klein, Director, Lecturer

Cris Millard, Administrative Specialist

Mindy Lee, Consultant

Laurie Pieper, Consultant

Mary Ann Riederer, Consultant

Les Streit, Consultant

MISSION

The Washburn University School of Business provides 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, Master of Accountancy, 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 stakeholder 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' career skills and ambitions.
- Critically assess students' work in a constructive and rigorous manner.
- Challenge students to grow intellectually and professionally.
- Create an environment that is conducive to learning.
- Assist students in understanding the requirements and expectations of their degree programs.

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.

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.

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.

For Academic Impropriety Policy, go online to: www.washburn.edu/academic-impropriety.

For Student Conduct and Disciplinary Code, go online to: www.washburn.edu/student-conduct.

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 was implemented in 1982 and the Master of Accountancy began in 2013. Undergraduate students may earn the Bachelor of Business Administration (BBA) degree with a major in Accounting, Economics, Entrepreneurship and Innovation, Finance, International Business, Management, Marketing, and General Business, the Minor in International Business, the Minor in Economics, and the Certificate in Entrepreneurship. Undergraduate students outside of the School of Business may earn the Minor in Business, the Minor in Economics, the Minor in International Business, the Certificate in Entrepreneurship, and the Kansas Insurance Certificate.

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:

1. Accumulate a grade point average (GPA) of at least 3.50 in all accounting, business, and economics courses applied to the BBA degree; and
2. Demonstrate superior research and/or independent study skills while enrolled in Business 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 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. Students graduating with the Bachelor of Arts degree with a major in economics will be awarded the designation of School of Business Scholar provided they have accumulated a GPA of at least 3.50 in the economics coursework used to meet the requirements of the major and also in all upper-division coursework used to meet the requirements of the degree.

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, 4) the Master of Accountancy, 5) the Master of Business Administration., and 6) the Kansas Insurance Certificate.

The Minor in Business, the Minor in International Business, the Certificate in Entrepreneurship, and the Kansas Insurance Certificate can be earned by any student as part of any Washburn University bachelor degree program. The Master of Accountancy program is open to Washburn senior accounting students and to students with a bachelor's degree in accounting, or its equivalent, without regard to major, provided they meet the course prerequisite requirements and the requirements for admission. 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 both the Master of Accountancy and the MBA programs are selective. Both require a separate application to Washburn

University as well as a separate application for admission to the MAcc program or the MBA program.

Visiting students and Washburn University students not seeking a BBA degree, minor, or certificate offered by the School of Business 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. **Note:** The prerequisites of a course include the prerequisites of its prerequisite courses.

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.

EC 200 and EC 201 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. **A grade of C or better** must be earned in each course used to satisfy the requirements of the minor. 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 open to all students from all majors at Washburn University. It 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. The certificate program requires four three-credit-hour courses. **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 (or BU 101 Introduction to Business)
- BU 260 Business Plan Development
- BU 343 Entrepreneurship, Creativity, and Innovation
- BU 370 Entrepreneurship Clinic

Students in the Bachelor of Business Administration program may substitute BU 406 International Business and Entrepreneurial Experience for any of the four required courses.

Students should seek advising from the School of Business office or from the program advisor and should notify the School of Business office during the semester in which the requirements for the certificate will be met.

The awarding of the Certificate in Entrepreneurship is independent of the graduation date of degree-seeking students. **NOTE:** Due to Federal regulations, students completing the certificate independently from a Washburn degree program will not be able to receive federal financial aid for the certificate program.

KANSAS INSURANCE CERTIFICATE

The Kansas Insurance Certificate provides academic preparation for students who want to pursue a career in the insurance industry. The program is offered in partnership with several Kansas Regents universities.

Specific requirements

The program requires four (4) three-credit-hour courses for business or non-business students. **A grade of C or better** must be earned in each course and at least six hours must be earned at Washburn University.

Required classes for the Kansas Insurance Certificate:

Level 1

- BU 374 Principles of Risk and Insurance

Level 2

- BU 378 Life and Health Insurance
- And one additional course offered online at another Kansas Regents University
 - FINAN 661 Financial Planning (Kansas State University)
 - FIN 680 Retirement and Employment Benefit Planning (Fort Hays State University)
 - Property and Casualty Insurance (University of Kansas Edwards Campus)

Level 3

- BU 499 Internship (Insurance – Related) or an additional Level 2 course or BU 366 Sales

The awarding of the Certificate in Entrepreneurship is independent of the graduation date of degree-seeking students. **NOTE:** Due to Federal regulations, students completing the certificate independently from a Washburn degree program will not be able to receive federal financial aid for the certificate program.

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 three (3) semester hours.

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
- Lower Danube University, Romania
- 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.

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, Clay, Dickinson, 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 Avenue, 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 Glacial Hills Outreach Center is located at 334 2nd Street, Wetmore, KS 66550 and can be contacted at 785-207-0267. The web site is 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). **Note:** The prerequisites of a course include the prerequisites of its prerequisite courses.

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 that 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 a Washburn University-recognized evaluation service (e.g. Educational Credentials Evaluators (ECE) or World Educational Services (WES)). A “course-by-course” report is required. Cost of this evaluation is borne by the student. Applications can be obtained from their respective websites (www.ece.org for ECE and www.wes.org for WES). Completed evaluations should be sent directly by the evaluation agency to the Office of International Programs at Washburn University. (www.washburn.edu/academics/international-programs/international-students/transcript-evaluation.html)

As 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. In both cases the process starts with the posting of the results of the ECE or WES evaluation on the student’s Washburn University transcript and degree audit. For students who have completed a baccalaureate degree or associate degree with a similar duration as a domestic baccalaureate degree or associate degree from an

accredited international institution, courses satisfactorily completed in the Arts and Humanities, Social Sciences, and Natural Sciences and Mathematics will be accepted for credit in the appropriate general-education area

International transfer courses completed outside of a completed degree program will need to be reviewed individually by the relevant department chair or by the University General Education Committee. The students should 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. www.washburn.edu/academics/international-programs/international-students/gen%20ed%20transfer%20petition

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 program are done in person at the School of Business office by filling out and turning in the "Declaration of Major Program Form." After the declaration of major program has been approved and the faculty advisor has been assigned, the students should meet with the faculty advisor for enrollment advising and to plan their academic program. This procedure also applies to changes of major program and declarations of an additional major program. The concentrations available within the BBA degree are accounting, entrepreneurship and innovation, economics, finance, international business, 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 is required to 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. **Note:** The prerequisites of a course include the prerequisites of its prerequisite 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 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 MA 151, MA 152, or MA 153.

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, 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 core requirements in freshman and advanced composition and in mathematics, as well as the general education distribution requirements in the areas of Arts and Humanities, Mathematics and Natural Sciences, and Social Sciences. The general education distribution requirement for the BBA degree is nine hours in each of the three areas and is partially met by the correlate courses required for the BBA degree. For a description of the University general education requirement, see Requirements Common to all Bachelor Degrees in the index.

2. Specific Degree Requirements

A minimum of 120 semester hours is required for graduation with the BBA degree.

BBA candidates must complete at least 51 hours of coursework in the general education subject areas, including twelve hours in the University core courses used to meet the University English composition requirement (EN 101 (or EN/HN 102) and EN 300); the University

mathematics requirement; and the University WU 101 or HN 101 requirement; 27 hours to meet the general education distribution requirement, and an additional twelve hours in courses in disciplines in a general education distribution area.

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); and two of the following: AN 112 Cultural Anthropology, PY 100 Basic Concepts in Psychology, and SO 100 Introduction to Sociology. All of these courses can be used to meet a University general education area requirement as well. In meeting the 51 hour requirement, BBA candidates must complete an additional three-hour course in one general education distribution area beyond the nine hours required in each of the three distribution areas.

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 Core:

- 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 Core:

- 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, BU 381, 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 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 area of concentration in general business. Alternatively, a student may complete one (or more) of the following concentrations within the 24 semester hours. These concentrations are accounting, entrepreneurship and innovation, economics, finance, international business, management, and marketing. The specific requirements of each of these concentrations are found below. When two major areas of concentration are selected, the student should seek advice from faculty member in both major areas and prepare a graduation plan two semesters before the intended graduation date to check for feasibility.

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 Sciences 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 distribution 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 BU 449 Strategic Management course, the capstone of the BBA program, and the specific degree requirements including the requirement that 51 hours be completed in general education areas or coursework offered by the Computer Information Sciences 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 BU 449 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, entrepreneurship and innovation, finance, international business, management, marketing, and general business.

Planning for More than One Major Area of Concentration

With careful planning on the part of the student, two concentrations may be completed within the 120 hour total by meeting all requirements of two concentrations. Without careful planning it may not be possible to complete the specific requirements of two concentrations in the same semester due to time conflicts between classes or classes not offered every 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.
- 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 graded 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.
- 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 graded upper-division elective hours in accounting, business, or economics

Entrepreneurship and Innovation

The entrepreneurship and innovation curriculum is designed to educate students in the business start-up process and to apply innovative thinking and problem-solving in their chosen organizations, whether they are small or large, for-profit or non-profit, or in the public or private sectors.

Learning Objectives for the Entrepreneurship and Innovation Concentration

Upon completion of a concentration in entrepreneurship and innovation, students will be able to the following:

- Explain the concepts and methods associated with innovation, entrepreneurship, and small business.
- Analyze markets and assess the potential of opportunities prior to developing the business plan.
- Demonstrate an understanding of the importance of creativity and innovation in the entrepreneurship process in a variety of organizational settings.
- Prepare a business plan and demonstrate knowledge of how to start and manage their own business.
- Analyze risk and uncertainty and understand how to reduce these factors in new ventures.

The following courses are required for the entrepreneurship and innovation concentration:

- BU 343 Entrepreneurship, Creativity, and Innovation
- BU 369 Entrepreneurial Marketing
- BU 370 Entrepreneurship Clinic
- BU 389 Entrepreneurial Finance for Small Business
- Twelve additional graded 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.
- 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
- Three (3) additional hours from the following:
 - BU 374 Principles of Risk and Insurance
 - BU 477 International Finance
 - BU 484 Applied Portfolio Management

- Twelve additional graded upper-division elective hours in accounting, business, or economics

NOTE: BU 477 cannot be used to meet both the finance elective requirement and the Global Dynamics Requirement (GDR). If BU 477 is used as a finance elective, the BU 355 or EC 410 must be used for the GDR.

International Business

The international business curriculum is designed to equip graduates with skills suitable for employment at international and global enterprises. A student would understand advantages and challenges of doing business globally, understand different cultures, and be able to perform business tasks in a different cultural and professional environment.

Learning Objectives for the International Business Concentration

Upon completion of the concentration in international business, students will be able to do the following:

- Critically assess costs and benefits of doing business internationally.
- Demonstrate familiarity with international business practices and select strategies suitable for firms entering and operating in global markets.
- Assess the impact of international business activities on functional departments within a firm.
- Identify risks associated with global operations and strategies for managing those risks.
- Demonstrate the ability to manage cultural and ethical challenges related to international business.
- Apply multicultural constructs to business tasks.

The following courses are required for the international business concentration:

- BU 356 Cross-Cultural Management
- BU 368 International Marketing
- BU 457 Multinational Enterprise Practices
- EC 410 International Economics or BU 477 International Finance
- Twelve additional graded upper-division elective hours in accounting, business, or economics
- One of the following: BU 406 International Business and Entrepreneurship Experience,* or at least three credit hours earned through a university-approved study abroad or an international internship,* or six credit hours of course work in one of the modern foreign languages at the intermediate level or above

*Credits earned may be counted to fulfill the twelve additional upper-division elective hours in accounting, business, or economics requirement.

Note that courses taken to fulfill the requirements of the international business concentration cannot be used to simultaneously meet the Global Dynamics Requirement (GDR) for the BBA degree. Therefore a student seeking a BBA degree with a concentration in international business

will have to take the total of five courses with international content. While most students will use BU 355 to meet the GDR, students who have already met the GDR by taking EC 410 or BU 477 will be required to take either the other course or BU 355. BU 406 cannot be used to meet the GDR, but can be used as a business elective.

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.
- 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 graded 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, 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.
- 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
- Three (3) additional hours from the following:
 - BU 361 Principles of Retailing
 - BU 363 Promotion
 - BU 366 Sales
 - BU 368 International Marketing
 - BU 369 Entrepreneurial Marketing
 - BU 371 Digital Marketing
 - BU 473 Marketing Channels
- Twelve additional graded upper-division elective hours in accounting, business, or 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.
- 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 assume sophomore standing prior to enrollment. Upper-division courses are in the 300 and 400 series and assume junior standing prior to enrollment. 400-level courses require admission to the School of Business as a prerequisite and may assume senior standing prior to enrollment. Courses in the 500 and 600 series 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.

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 and MA 116 (recommended) or MA 110 or MA 112.*

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, and BU 250 or concurrent enrollment.*

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 and BU 250. May not be taken A/Pass/Fail.*

AC 322 Intermediate Financial Accounting II (3)

A continuation of financial accounting theory and problems. *Prerequisite: AC 321. 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 and BU 250. 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 and BU 250. May not be taken A/Pass/Fail.*

AC 403 Special Topics in Accounting (3)

Selected topics announced in advance. May be taken more than one semester. *Prerequisite: 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 (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. 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 and AC 321, AC 322, AC 325, and AC 330 completed with grades of “C” or better. (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 and AC 225 and BU 250. 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 and AC 224, AC 225, and BU 250 or equivalent. 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 63 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 120-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. (Assumes intermediate knowledge of MS Office applications, including Excel spreadsheets.) *Prerequisites: CM 101 or consent, EN 101, and MA 116 (recommended) or MA 112.*

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 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. *Prerequisites: BU 115, BU 101, or consent*

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 and AC 225.*

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, and EC 201. 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.*

BU 319 Labor Law and Legislation (3)

The statutory, judicial and administrative law pertaining to labor-management relations. *Prerequisites: EC 200 and EC 201.*

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; and 2.0 GPA.*

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: BU 260, or EC 200, EC 201, and BU 342 (or concurrent).*

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 and EC 201.*

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.*

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, and 2.0 GPA.*

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 and EC 201.*

BU 356 Cross-Cultural Management (3)

Critical assessment of practices in managing a culturally diverse workforce. Applications of culture to ethics and values across the globe, communication, motivation, dispute resolution, and human resource management. *Prerequisite: BU 342.*

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, and 2.0 GPA.*

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 369 Entrepreneurial Marketing (3)

Framework to identify, create, and implement innovative marketing techniques for new ventures and small businesses in a resource-constrained environment. Creative strategies for the start-up phase for new products and services or in new markets and also applicable in large organizations. *Prerequisite: BU 360.*

BU 370 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. *Prerequisite: BU 343 or admission to the School of Business.*

BU 371 Digital Marketing (3)

Examines how digital technologies can be employed to enhance and implement the marketing function. Provides an overview of the concepts defining the digital environment and examines the concepts and techniques that characterize marketing in the digital environment. *Prerequisite: BU 360.*

BU 374 Principles of Risk and Insurance (3)

The study of risk and insurance, dealing with the principal risks to which individuals are exposed, and the various means of dealing with risk, including insurance, risk retention, self-insurance, and loss prevention. Examines the responsibilities and activities for treating risk at three levels: personal and family, employer, and government.

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.*

BU 378 Life and Health Insurance (3)

The problems of and the alternative techniques for the insuring of health and human life values from the differing viewpoints of the company, the economy, and the consumer. Among the topics covered are health and 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, and the recent changes in the health insurance industry. *Prerequisite: BU 374.*

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 224, AC 225, BU 250, MA 141, EC 211 (or MA 343), and 2.0 GPA.*

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 and EC 201.*

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). *Prerequisite: BU 381.*

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.

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.

BU 403 Special Topics in Business (3)

Selected topics announced in advanced. May be taken more than one semester. *Prerequisite: Admission to the School of Business. Other prerequisites will be specified for each topic.*

BU 404 Independent Study in Business (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 (3)

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 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, and 2.0 GPA.*

BU 457 Multinational Enterprise Practices (3)

Multinational enterprise principles and solutions to meet international accounting and global supply chain needs. Benefits, risks, and costs associated with MNC managerial decision-making. *Prerequisites: BU 342 or BU 355, and Admission to the School of Business.*

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 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 and BU 360.*

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 and BU 375.*

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 and BU 381.*

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 and 483.*

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.*

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.*

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 63 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 to meet the general education distribution requirement in the social science area for students seeking the BBA, but they can be used to meet the requirement for twelve additional hours in a general education discipline. (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 MA 112, or higher. (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: EC 200, MA 116 (recommended) or MA 112, or higher. (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, or its equivalent, and MA 116 (or MA 141 or MA 151 or higher), 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, and 2.0 GPA.*

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, MA 141, and 2.0 GPA.*

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: MA 140 and MA 141 or higher.*

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 and EC 201.*

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 and EC 201.*

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 and EC 201.*

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 and EC 201.*

EC 403 Special Topics in Economics (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 (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 (3)

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).*

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 and EC 201.*

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 and EC 201.*

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 and EC 201.*

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 63 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/nursing

Monica Scheibmeir, Dean and Professor
Marian Jamison, Associate Dean and Professor
Shirley Dinkel, Professor
Bobbe Mansfield, Professor
Jane Carpenter, Assistant Professor
Jeanne Catanzaro, Assistant Professor
Caren Dick, Assistant Professor
Lori Edwards, Assistant Professor
Anne Fredrickson, Assistant Professor
Debra Isaacson, Assistant Professor
Mary Menninger-Corder, Assistant Professor
Lara Rivera, Assistant Professor
Delaine Smith, Assistant Professor
Crystal Stevens, Assistant Professor
Shirley Waugh, Assistant Professor
Susan Maendele, Lecturer
Linda Merillat, Lecturer
Jane Robinson, Lecturer
Dennis Schafers, Lecturer
Katherine Ure, Lecturer
Amy White, Lecturer

DEGREES/CERTIFICATES OFFERED

Bachelor of Science in Nursing

Master of Science in Nursing

(See Graduate Catalog)

Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate

(See Graduate Catalog)

Doctor of Nursing Practice

(See Graduate Catalog)

MISSION STATEMENT

To transform the professional nursing workforce to improve health, enhance the experience of care, and maximize the value of health services to a diverse population.

PHILOSOPHY

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

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

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

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

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

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

The philosophy and purposes of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own

professional curriculum and instruction. The richness of resources within the university and community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

BACCALAUREATE NURSING PROGRAM

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. 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.

An advantage of the School is its urban focus and access to Topeka's health care facilities that provide excellent learning environments for clinical learning experiences. 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. Community resources are selected according to their potential for illustrating principles and theories students are studying simultaneously in the classroom. Multiple resources may be used in any given course as deemed appropriate to meet 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.

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.

Accreditation

The Baccalaureate Degree in Nursing, Master's Degree in Nursing, Doctor of Nursing Practice Degree, and Post-Graduate APRN Certificate Program at Washburn University are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The Pre-licensure BSN Program and all

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

Student Learning Outcomes of the Baccalaureate Program:

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.

Admission Policies

Students may apply for admission to the School of Nursing for Fall or Spring semester when meeting the following criteria:

- Completion of 30 hours of Washburn University general education requirements and School of Nursing prerequisite courses.
- Have a cumulative grade point average of 2.70 (minimum).

The following items are required for application:

- School of Nursing application
- Official transcripts from all colleges or universities attended, sent directly to the School of Nursing or to the University Admissions Office at etranscripts@washburn.edu
- Two Reference Statements (forms provided)
- Washburn University application if not already a student at Washburn

Applications are accepted September 1 to November 1 for Fall admission and March 1 to May 1 for Spring admission a year prior to expected date of entry into the program. To qualify for the WU academic scholarship, the

university application and updated transcripts are due to the Admissions office by February 15.

Students transferring from another nursing program are required to submit the following additional documents to be considered for admission and/or placement in the nursing curriculum:

- A course syllabus for all completed nursing courses so that transfer credit may be awarded for equivalent nursing coursework.
- 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 Undergraduate Admission, Progression, and Retention (UAPR) 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 attributes. If the UAPR Committee is aware of a prospective student's behavioral issues in pre-nursing or other classes, the Committee will require a FERPA release to conduct an investigation into those incidents prior to making a decision about admission.

Students with disabilities may voluntarily identify themselves to their course instructors to request accommodations. The Office of University Diversity and Inclusion, located in Morgan Hall, 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 UAPR Committee, the applicant has been satisfactorily rehabilitated. However, applicants for admission should be aware that current Kansas law provides that no license or

authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced practice registered nurse 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, prior to their appeal, or article 54 of Chapter 21 of the Kansas Statutes Annotated, or other applicable state statutes. Newly admitted students will complete a background check and drug screen 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.**

Professional Aptitudes, Abilities and Skills and Essential Requirements for Nursing

School of Nursing admissions are based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential Requirements have been established identifying the occupational specific technical skills and standards required of students in the program. Meeting these standards is necessary for students to become successful in both their clinical coursework and later in their profession. Decisions to apply for admission to the School of Nursing BSN program should be made after considering the program Essential Requirements.

It is the responsibility of the faculty to be concerned with the rights of patients and to only place students that are capable of providing safe, high quality health care in clinical sites. The following list represents reasonable expectations for the student enrolled in the BSN nursing program at Washburn University. **It is the responsibility of program applicants to carefully review the essential requirements and ask questions, if not familiar with the standards and skills listed.**

Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with nursing skills or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/clinical failure and possible dismissal

from the program. All applicants to the program must have the ability to meet the standards and skills listed below, with or without reasonable accommodation, if accepted to the program in order to complete the educational requirements for the applicable degree.

If a student cannot demonstrate the following standards and skills without reasonable accommodation, it is the responsibility of the student to request an appropriate accommodation with the Office of University Diversity and Inclusion by the application deadline. The School of Nursing is committed to the principle of equal opportunity as defined in this catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered, does not compromise patient safety, or impose an undue hardship.

Essential Requirements

Mandatory Requirements

- Current American Heart Association Basic Life Support Completion Card
- Satisfactory Physical Examination (on program-specific form)
- Health insurance maintained throughout program
- Criminal history or record search
- Drug Screen

Current Immunizations

- Hepatitis B series and titer (booster or additional series may be required if immunity not achieved)
- Tetanus (within 10 years)
- 2 MMR (only 1 if born before 1957)
- TB skin test or negative chest radiograph (current for the year)
- Varicella Zoster titer (vaccine may be required if immunity not achieved)
- Rubella and Rubeola titer (vaccine may be required if immunity not achieved)
- Influenza
- Others as mandated by clinical practice sites

Mobility and Motor Ability

The use of motor skills 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 the ability to:

- Walk, bend, stand, kneel, sit, stoop or crawl to perform patient care activities and administer patient interventions or assist with equipment or to administer emergency care (CPR).
- Reach above head in standing, to adjust and position equipment.
- Lift, pull, guide, transfer a patient of up to 150 lbs; lift, pull, guide, transfer a patient of up to 250 lbs using a two-man technique.
- Guide, resist and assist adult patients (or classmates) during patient transfers, ambulation, interventions

and exercises, using your arms, legs or trunk to provide the necessary stabilization for a patient when performing patient care.

- Walk for extended periods of time; climb stairs & inclines while safely guarding an unstable patient.
- Assume a wide base of support, balance to guard, maintain and correct balance of an unstable patient on flat surfaces, inclines and stairs. Perform all patient physical assistance using safe and proper body mechanics.
- Demonstrate bilateral manual dexterity to perform clinical skills such as administering medications, initiating intravenous therapy, catheter insertion and dressing changes and assist with activities of patient care.
- Physical capacity to perform all essential skills and procedures to complete eight hour work days and a 40 hour work week during nursing clinical experiences.

Sensory Abilities and 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 the ability to:

- See (with or without corrective lenses) patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movement; the environment for up to 20 feet; to read the electronic medical record and set parameters on patient care and monitoring equipment, and detect small calibrations on measuring instruments.
- Hear soft voices, masked voices, patient call systems, alarms, timers, hear with a stethoscope to assess blood pressure, heart, lung and abdominal sounds.
- Feel to discriminate small and large temperature differences; palpate pulses, discriminate sharp and dull, light touch and deep pressure sensation.
- Smell to detect odors related to patient assessment.

Communication

Communication with patients, members of the health care team and families in settings where communication typically is oral or written and in settings when time span for communication is limited. Examples of such skills include but are not limited to the ability to:

- Speak and express clearly and understandably in the English language, information to peers, faculty, patients, their families and other health care providers; demonstrate active listening skills.

- Read typed, handwritten, chart data and computer-generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments.
- Understand, interpret medical terminology and information given regarding status, progress and safety of a patient; to follow simple and complex instructions (oral or written) regarding patient care; and respond to non-verbal communication/behaviors of others.
- Follow directions accurately and efficiently, seeking clarification where necessary.
- Write to produce legible handwritten or computer word processed documents; use correct medical terminology, spelling, grammar and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, thorough, legally defensible patient documentation.
- Interpersonal skills to work collaboratively; interact professionally; to establish rapport with patients, colleagues and classmates; to resolve conflicts with individuals from a variety of social, emotional, cultural and intellectual backgrounds; maintain confidentiality in all interactions.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Critical thinking, problem solving and teaching skills necessary to provide care for individuals, families and groups. Examples of such skills include, but are not limited to the ability to:

- Think critically to identify and solve problems; identify cause/effect relationships; to apply reading, lecture and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies.
- Comprehend relevant information regarding patient diagnoses, nursing interventions, indications and contraindications from textbooks, medical records and professional literature.
- Prioritize events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression.
- Calculate to collect and/or interpret accurate patient data.
- Make clinical decisions to respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to contact health care provider for clarification of orders and modify the nursing care plan; act safely & ethically in the nursing laboratory and clinical settings.
- Demonstrate short-term and long-term memory to accurately and quickly remember data from the chart and information relayed in verbal exchanges

with other members of the health care team; to access learned knowledge to include but not limited to diagnoses, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the curriculum.

- Think quickly and clearly to execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment.

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 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 the ability to demonstrate:

- Flexibility to adjust to a constantly changing and very demanding full-time schedule.
- Compassion and respect and ability to show empathy for patients and their families; for people of all personality types, backgrounds, ethnic race or socioeconomic backgrounds and medical condition/diagnosis.
- Cooperation to work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients.
- Recognition of limitations to request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively.
- Tolerance for close physical contact with patients, peers and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment.
- Willingness to participate in lab activities that require palpation, measurement and other forms of therapeutic touching of patients; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect nursing skills.
- Ability to attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of nursing; to comply with all legal and ethical standards of practice.

- Stress management coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability and death, respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/clinical work day.
- The ability to plan ahead to arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical centers.
- Self care to maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
- Initiative, enthusiasm and appropriate peer and patient interactions.

- Music
- Art
- Mass Media
- Modern Foreign Language
- Theater
- Communication

Social Sciences

- 9 credit hours
 - *General Psychology (3)
 - Six (6) credit hours of general education approved Social Sciences

Natural Sciences and Mathematics

- *Intro to Biology/Lab (4-5)
- *Human Anatomy/Lab (4)
- *Human Physiology/Lab (4)
- *General Chemistry/Lab (4-5)
- *Microbiology/Lab (4)
- *Statistics (3)

Supporting Courses

- 3 credit hours
 - *Nutrition (3)

Applicants with English as a Second Language

Applicants with English as a second language must demonstrate proficiency in both oral and written English. To be considered for admission, applicants are required to submit iBT (internet based TOEFL) exam scores to the School of Nursing. The minimum score for each section is: Writing – 20, Speaking – 20, Reading – 19, and Listening – 20. Original scores are due in the School of Nursing, November 1 (fall applicants) or May 1 (spring applicants).

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.

General Education Requirements

Humanities Courses

- 9 credit hours required in at least 2 subject areas - Three hours of Music, Art or Theater are required.
 - English
 - Philosophy
 - Religion

University Requirements Common to All Bachelor Degrees:

- Six (6) credit hours of English Composition: EN 101 and EN 300
- WU 101 The Washburn Experience (3 hrs) or IS 100 The College Experience (2 hrs)
- MA 112 (Contemporary College Mathematics) or MA 116 (College Algebra) – Unless Exempt

**Courses must be satisfactorily completed with a grade of "C" or better prior to nursing courses.*

Unrestricted Electives (2 to 6 hrs)

- 2 to 6 credit hours required – may include general education courses, algebra courses, nursing elective courses or independent study

Nursing Major: 62 (total) credit hours

- NU 306 Health Assessment and Promotion (4)
- NU 311 Fundamentals of Nursing Practice/Practicum (6)
- NU 318 Professional Transformation (1)
- NU 320 Pathophysiology I (3)
- NU 322 Pharmacology I with Lab (2)
- NU 324 Pathophysiology II (2)
- NU 325 Informatics (2)
- NU 326 Pharmacology II (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 448 Psychiatric Mental Health Nursing (3)
- NU 450 Leadership, Management and Health Policy (2)
- 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 (5)
- NU Nursing Elective (2)

Total Credit Hours Required (120)

General Education: 58 hours

Nursing Major: 62 hours

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 First-Year Writing (3)
- MA 112 Contemporary College Mathematics (3)
- WU 101 Washburn Experience (3)

TOTAL: 14

- NU 220 Nutrition (3)
- CH 121 General Chemistry/Lab (5)
- PY 100 Basic Concepts in Psychology (3)
- Humanities #1 (3)

TOTAL: 14

Second Year

- BI 275 Anatomy/Lab (4)
- BI 206 Microbiology/Lab (4)
- Humanities #2 (3)
- Social Science Elective (3)

TOTAL: 14

- BI 255 Physiology/Lab (4)
- EN 300 Advance College Writing (3)*If student has completed 60+ credit hours
- Humanities #3 (3)
- MA 140 Statistics (3)
- Social Science Elective (3)

TOTAL: 16

Third Year

Level 1

- NU 306 Health Assessment and Promotion (4)
- NU 311 Fundamentals of Nursing Practice/Practicum (6)
- NU 318 Professional Transformation (1)
- NU 320 Pathophysiology I (3)
- NU 322 Pharmacology I (2)

TOTAL: 16

Level 2

- NU 324 Pathophysiology II (2)
- NU 326 Pharmacology II (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)

TOTAL: 17

Fourth Year

Level 3

- NU 325 Informatics (2)
- NU 441 Integrative Seminar (1)
- NU 448 Psychiatric Mental Health Nursing (3)
- NU 450 Leadership, Management & Health Policy (2)
- NU 456 Adult Medical/Surgical (7)

TOTAL: 15

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 (5)

TOTAL: 14

RN TO BSN ARTICULATION

The Online RN-BSN Program at Washburn University School of Nursing is designed specifically for registered nurses seeking to earn a Bachelor of Science in Nursing (BSN) degree. The program offers affordability and flexibility. Courses are offered online in 8-week sessions with part-time and full-time options. Full-time students may complete the program in 12 months. Part-time students may complete the program in 18 months. A minimum of 120 credit hours is required for graduation. At least 30 hours must be completed at Washburn University. Courses completed at other accredited institutions are considered for transfer, provided the grade received is "C" (2.0) or above. Students are awarded 37 credit hours with successful completion of the NCLEX-RN examination.

Prerequisite Requirements:

- **Humanities: 6** (English, Philosophy, Religion, Mass Media, Communication, Foreign Language)
- **Music, Theatre, Art: 3**
- **Social Science: 9** (General Psychology, and two Social Science electives)
- **Natural Science & Mathematics: 20** (Anatomy, Physiology, Chemistry, Microbiology, Statistics)
- **Unrestricted Electives: 6**
- **University Requirements: 9** (Freshman Composition, Junior Composition, College Algebra)

Total credit hours: 53

Nursing Major Requirements:

- NU 103 Power-up: Success for Online Learners (1)
- IL 170 Library Research Strategies (1)
- EN 300 Advanced College Writing for Nurses (3)
- NU 301 Applied Pharmacology for RNs (2)
- NU 317 Applied Health Assessment for RNs I (2)
- NU 319 Applied Health Assessment for RNs II (2)
- NU 321 Professional Transformation (1)
- NU 323 Applied Pathophysiology for RNs I (2)
- NU 327 Applied Pathophysiology for RNs II (2)
- NU 329 Introduction to Nursing Informatics (2)
- NU 341 Evidence-Based Practice (2)
- NU 451 Leadership, Management & Health Policy (2)
- NU 463 Quality & Safety in Healthcare (2)
- NU 467 Clinical Prevention & Population Health Management/Project Practicum (4)
- NU 495 Leadership Capstone Seminar/Project Practicum (4)

Total credit hours: 32

RN Articulation Advisement and Admission Procedures

Successful completion of the online application package inclusive of the following requirements is necessary for admission:

- Washburn University application (select RN to BSN Program)
- Graduate of an approved/accredited associate degree or diploma nursing program
- Official transcripts from each higher education institution attended
- Minimum cumulative GPA of 2.5 on a 4.0 scale
- Copy of current active, unencumbered, valid license as an RN in the state of residency
- Two letters of recommendation from professional or academic individuals
- Current resume
- Completion of all required prerequisite courses with a grade of C or better

Applications for Fall session admission are accepted through April 1. Applications for Spring session admission are accepted through September 1. Potential candidates must complete all application materials to be considered for admission. Once admitted, students will receive academic advisement from the Program Coordinator, who will assist the student in developing an individualized degree plan. A final degree check is made by the Program Director and the Registrar's office prior to graduation to determine eligibility for graduation based on completion of all general education and nursing requirements for the degree Bachelor of Science in Nursing.

LPN TO BSN ARTICULATION

The LPN to BSN articulation program at Washburn University is specifically designed for licensed practical/vocational nurses (LPNs) seeking to earn a Bachelor of Science Degree in Nursing. Qualified students who have graduated from a Kansas State Board of Nursing approved school will receive fifteen (15) credit hours of college coursework. These students will receive credit for the following courses.

<u>Course</u>	<u>Credit Hours</u>
NU 220 Nutrition	3
NU 311 Fundamentals of Nursing Practice/ Practicum	6
NU 386 Nursing of Older Adults	6

LPN student graduates from out-of-state programs may be eligible for advanced credit upon review of transcripts. 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 a 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

Students who fulfill university and School of Nursing requirements for graduation are 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 declaration of major on file; 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 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 licenses may be denied 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. All criminal history must be revealed to and will be evaluated by the KSBN before licensure is granted or denied.

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 RN 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 participate in a wide variety of clinical experiences. Clinical experiences may be during the week, on weekends, in the evenings, and outside the Topeka area. With increased class size, students should expect to travel to clinical agencies 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 (UAPR) 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.

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.

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 UAPR Committee.

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 UAPR 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 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.
- 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.

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. 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. Students who do not pass the competency exam will be reviewed by the UAPR Committee for decisions regarding remediation or course placement.

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 (UAPR) Committee of the School, may seek recourse through the following procedure. The student should write a letter to the Chairperson of the UAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the UAPR 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 required for all students. The completion of health clearance requirements is each student's responsibility. The School of Nursing has partnered with Verified Credentials to track pre-licensure student health clearance records and to conduct pre-entrance background checks and drug screens. Students will be provided simple instructions on how to submit their health clearance documentation and will be assessed a fee upon signing up on the Verified Credentials website. Any questions or concerns regarding uploading documents should be directed to Verified Credentials via their website chat feature, email (clientservices@verifiedcredentials.com) or phone (800.938.6090). Nursing students must submit all health clearance requirements by July 1st for the Fall semester, and December 1st for the Spring semester. Students may not participate in any clinical practicums without being compliant with all their health clearance requirements. Failure to comply with health clearance deadlines may result in disenrollment from the program.

The student is responsible for renewing health clearance information annually, by July 1 or December 1 (corresponding to the initial admission date to the nursing major), with his/her personal physician or through the University Student Health Service. Forms for the Annual Health Examination are available through Verified Credentials. 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 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 and Drug Screen

A criminal background check and drug screen 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 and drug screen must be completed and available to the School of Nursing by July 1 for the fall semester and December 1 for 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 do not represent the University or the School of Nursing while working in an employment setting off campus. They must not wear anything that designates them as a Washburn student (such as uniforms or name tags). 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 another person to obtain a copy of 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 Associate VP of Student Life, University Police or other University officials(s) with the intention of falsely accusing another with having violated a provision of this code.
 4. Furnishing false information to the University with the intent to deceive, the intimidation of witnesses, the destruction of evidence with the intent to deny its presentation to University Officials.
 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.

OTHER 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 should anticipate additional costs for physical examinations, laboratory tests, immunizations, health insurance, CPR certification, laboratory supplies, textbooks, uniforms, transportation to clinical agencies, RN licensing fees, nursing pin, and graduation fees. Nursing students also are expected to have a 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 through the School of Nursing. The application form is available on the School of Nursing website, www.washburn.edu/sonu. Nursing endowed scholarships are awarded by recommendation of the Dean of the School of Nursing. The Financial Aid Office disburses awards to student accounts. Deadlines for application for Fall and Spring Scholarships are February 15 and October 15 respectively. The Financial Aid Office (www.washburn.edu/financial-aid) has additional information on other types of financial assistance available.

Student Nursing Organization

Student Nurses of Washburn (See description and membership eligibility in Pre-licensure BSN Student Handbook).

Honors for Graduating Seniors

Nursing students who demonstrate academic excellence are recognized at the completion of their course of study. Two Honors designations are recognized. Both

designations require Faculty Consensus Commendation to receive either School of Nursing Honors or School of Nursing Scholar. See the School of Nursing Pre-licensure BSN 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. Criteria for each award is detailed in the Pre-licensure BSN 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

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 For BSN Pre-Licensure Program

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

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 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 320 Pathophysiology I (3)

Introduces the student to pathophysiologic concepts related to the functional and structural changes that accompany disease processes. The course focuses on the general mechanisms of disease, and the application of the basic concepts to body systems and selected disease processes. *Prerequisite: Admission to nursing major or consent of instructor.*

NU 322 Pharmacology I with Lab (2)

Builds on students' knowledge of anatomy, physiology, biology, chemistry, and genetics. Emphasis is on principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for major drug classes. Evidenced-based guidelines and technologies related to safe medication administration to minimize the risk of harm and maximize benefit for patients are applied and evaluated in the lab portion of the course. This includes mastery of drug dosage calculations. *Prerequisite: Admission to nursing major or consent of instructor.*

NU 324 Pathophysiology II (2)

Focuses on the application of basic pathophysiology concepts to body systems and disease processes. The course builds on previous principles from NU 320 Pathophysiology I. Etiology of disease, prevention, manifestations, laboratory and diagnostic tests are discussed to provide a foundation to understand an individual's illness experience. *Prerequisite: NU 320 or consent of instructor.*

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 consent of instructor.*

NU 326 Pharmacology II (2)

Builds on students' knowledge, skills, and professional attitude acquired in pathophysiology, pharmacology I, health assessment, and nursing fundamentals. Emphasis is on pharmacotherapeutics of agents used in the prevention, promotion, maintenance, and restoration of health in diverse individuals across the lifespan. Nursing implications and priority patient/family education relative to the utilization of drug therapy are examined. *Prerequisite: NU 322 or consent of instructor.*

NU 328 Evidence-Based Nursing (2)

Emphasizes appraisal of research studies as the foundation for evidence-based nursing practice. *Prerequisites: 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 a simulated environment. *Prerequisites: All Level 1 and Level 2 courses and health clearance.*

NU 448 Psychiatric Mental Health Nursing (3)

Basic theories and concepts related to psychiatric care of children, adolescents, adults, and older adults are presented. Emphasis on psychopharmacological and nursing management establishes the 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 psychopharmacological 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 (2)

Addresses 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. Provides a basic overview of complex systems and the impact of power, politics, policy, and regulatory guidelines on 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 builds on skills and practice in previous and current courses. Students provide, delegate, and manage care of individual patients and their families in complex health care settings. Students 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, NU 316, NU 386, and NU 456.*

NU 494 Capstone/Seminar (5)

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; Co-requisites: NU 462, NU 465, and NU 468.*

These Upper Division Nursing Courses May Be Required Of Students Completing The Transatlantic Double Degree Program

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 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.*

Nursing Electives

NU 330 Independent Study in Nursing (1-3)

Advanced study and/or guided learning experiences in a selected area of nursing. Student defines objectives and learning experiences and selects faculty preceptor. *Prerequisite: Consent.*

NU 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 311.*

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 311.*

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 311.*

Required Courses For RN To BSN Program

NU 103 Power Up: Success for Online Learners (1)

Focuses on preparing students to for success in the online learning environment. Designed to introduce the student to the Washburn University learning management system and procedures for navigating, available support services, time management skills, strategies for learning online, netiquette, and self-assessment of learning styles. Students will validate computer literacy and confirm they have the proper technology to work within online courses.

NU 301 Applied Pharmacology for RNs (2)

Builds on previously learned knowledge of anatomy, physiology, chemistry, and genetics. The course introduces concepts of pharmacologic therapy for collaborative nursing practice. Selected medication categories are studied with emphasis on nursing responsibility, accountability, and safety. Case study based critical thinking exercises further focuses learning on lifespan issues, patient assessment, and therapeutic response.

NU 317 Applied Health Assessment for RNs I (2)

Focuses on comprehensive health assessment skills for the professional registered nurse. Expands on health assessment knowledge with an emphasis on health history, critical thinking, clinical reasoning, and advanced physical assessment techniques. Health assessment principles and techniques are expected to be identified and applied to health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations and developmental dimensions. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. This fully online course includes virtual simulation experiences.

NU 319 Applied Health Assessment for RNs II (2)

Focuses on the continuation of comprehensive health assessment skills for the professional registered nurse. Expand existing skills and knowledge processes of health assessment to include history taking, physical assessment, and application of clinical reasoning and critical thinking. Emphasis is placed on health promotion and disease prevention across the lifespan. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Students also synthesize nursing knowledge and physical assessment skills to complete comprehensive health assessments on complex

patient scenarios. This fully online course includes virtual simulation experiences. *Prerequisite: NU 317.*

NU 321 Professional Transformation (1)

Introduces students to professional nursing expectations. Students learn to establish therapeutic relationships as the foundation of professional nursing practice and personal accountability. The communication theory of TEAMSTEPS will be incorporated throughout the course. The value of self-care and reflection in relation to professional transformation is also explored.

NU 323 Applied Pathophysiology for RNs I (2)

Designed for the professional registered nurse building on current knowledge and experience. Focuses on mechanisms of disease and recognition of the importance of clinical management across the lifespan. Students analyze risk factors and clinical manifestation associated with pathophysiological changes. Emphasis is placed on interpretation and prioritization of data. Prepares the professional nurse to critically approach complex situations systematically. *Prerequisite or taken concurrently: NU 317 Health Assessment for RNs I.*

NU 327 Applied Pathophysiology for RNs II (2)

Designed for the professional registered nurse and builds on current knowledge, experience, and Applied Pathophysiology I. Presents the pathophysiology of common variations according to body systems. Students analyze risk factor and clinical manifestations associated with pathophysiological changes. Emphasis continues to be placed on interpretation and prioritization of data, as well as on disease prevention and health promotion. *Prerequisites: NU 323 and NU 319 (NU 319 can be taken concurrently).*

NU 329 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 information technology. Examination of the evolution, future, and role of nursing informatics is discussed.

NU 341 Evidence-based Nursing (2)

Emphasizes appraisal of research studies as the foundation for evidence-based nursing practice.

NU 451 Leadership, Management, & Health Policy (2)

Addresses 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 developing conflict resolution strategies. A basic understanding of complex systems and the impact of power, politics, policy, and regulatory guidelines to these systems.

NU 463 Quality & 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.

NU 467 Clinical Prevention & Population Health Management/Practicum (4)

This population focused nursing course uses the ecological model to explore the determinants of health of aggregates, communities, and populations. Emphasis on public health science and epidemiology principles will guide students in the identification of the social, cultural, environmental, and legislative issues within complex community systems. During the practicum, students will examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity, work collaboratively with other health care professionals to identify resources and strategies that contribute to the population overall health status.

NU 495 Leadership Capstone Seminar/Practicum (4)

Students integrate all previous theoretical and clinical learning in a role not experienced within his/her current employment position. Clinical experience consolidates leadership skills to practice coordination and delegation of care. Seminars assist the student to process the clinical experience and focus on ethical, leadership, management, and practice issues.

IL 170 Library Research Strategies (1)

Course description for IL 170 can be found in the Interdisciplinary Academic Program Section under Information Literacy Studies.

of the CPT authorization on the I-20 document, and (5) approval of the chairperson of the School of Nursing International Studies Committee.

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.

NU 337 Curricular Practical Training (1)

Provides international students the opportunity to gain experience in a USA-based health care system. Emphasis is on an immersion experience to better understand the nursing role within the US health care system. Practicum is a precepted experience. *Prerequisites: (1) Acceptance into the undergraduate nursing program, (2) International student must have a student visa, (3) completion of two required Curricular Practical Training (CPT) forms through the Washburn Office of International Programs, (4) receipt*

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Seid Adem, Associate Professor of Chemistry, 2011. B.S., Asmara University, 1990; M.S., Addis Ababa University, 1996; Ph.D., University of Arizona, 2010.

Aida M. Alaka, Professor of Law, 2006. B.A., University of Wisconsin – Madison, 1981; J.D., 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.

Ryan J. Alexander, Associate Professor of Criminal Justice and Legal Studies, 2013. B.S., South Dakota State University; M.C.J., Washburn University, 2004; Ph.D., Kansas State University, 2011.

Susan Alexander, Lecturer of Education, 2013. B.S., University of Kansas, 1976; M.A., *ibid*, 1981; Ph.D., *ibid*, 2005.

Esmond Alleyne, Lecturer of Business, 2012. B.S., Long Island University, 1975; M.B.A., Rensselaer Polytechnic Institute, 1978.

Deborah Altus, Chair and Professor of Human Services, 2000. B.A., University of California, 1982; M.A., University of Kansas, 1984; Ph.D., *ibid*, 1988.

Matthew Arterburn, Associate Dean, College of Arts and Sciences, and 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.

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.

Jennifer Ball, 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.

James W. Barraclough, Director Undergraduate Initiatives/Student Success Lecturer, 2014. B.A., Oklahoma State University, 2005; M.S., *ibid*, 2008.

Karen Barron, Lecturer of English, 2006. B.A., Kansas State University, 1979; M.F.A., Bennington College, 2005.

Gerald Bayens, Associate Dean, School of Applied Studies, and Professor of Criminal Justice and 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 University Libraries, 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.

Angela Beattie, Discovery Librarian, 2017. B.A., Brigham Young University, 2009; M.L.S., Emporia State University, 2015.

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.

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.

Sean Bird, Associate Dean, University Libraries, 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.

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, Professor of Law, 2012. B.A., Brigham Young University, 1991; M.A.L.D., Tufts University, 1995; J.D., University of Virginia, 1995.

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Katlin L. Bryan, Occupational Therapy Assistant Clinical Coordinator/Lecturer of Allied Health, 2015. A.S., Washburn University, 2012; B.H.S., *ibid*, 2013.

Melanie Burdick, Director, Center for Teaching and Learning, and Associate 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/Senior 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.

Marie A. Caldwell, Lecturer of Allied Health, 2017. A.L.B., Johnson County Community College, 1982; A.S., Washburn University, 2008; B.H.S., *ibid*, 2010; M.H.A., Park University, 2013.

Karen D. Camarda, Chair and 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**, Associate Dean, School of Nursing, and Assistant Professor of Nursing, 1993. B.S.N., Washburn University, 1980; M.S., University of Kansas, 1993; Ph.D., *ibid*, 2011.
- Craig M. Carter**, Field Placement Director and Lecturer of Education, 2016. B. A., Oklahoma Baptist University, 1972. M.Ed., Central Oklahoma State University, 1974.
- Regina Cassell**, Director of Student Publications and Senior Lecturer of Mass Media, 2003. B.A., Northwest Missouri State University, 1996; M.S., University of Kansas, 1998.
- Jeanne Catanzaro**, Director, RN to BSN Program, and Assistant Professor of Nursing, 2008. B.S., Saint Louis University, 1981; M.S., University of Missouri, 1993.
- Gillian Chadwick**, Associate Professor of Law, 2016. B.A., University of Maryland, 2004; J.D., American University Washington College of Law, 2009; L.L.M., Georgetown University Law Center, 2016.
- Erin D. Chamberlain**, Assistant Professor of English, 2008. B.A., Hanover College, 2000; M.A., Ohio University, 2002; Ph.D., Purdue University, 2007.
- Kevin Charlwood**, Chair and Professor of Mathematics and Statistics, 1997. B.S., Carroll College, 1986; M.S., University of Minnesota, 1988; Ph.D., University of Wisconsin-Milwaukee, 1994.
- Cheryl Childers**, Associate Professor of Sociology and Anthropology, 1996. B.A., Southeastern Oklahoma State University, 1976; M.A., Texas Woman's University, 1993; Ph.D., *ibid*, 1996.
- Jessica D. Cless**, Assistant Professor of Human Services—Generalist, 2017. B.S., Kansas State University, 2013; M.S., *ibid*, 2015.
- Kristina L. Collins**, Radiation Therapy Clinical Coordinator/Lecturer of Allied Health, 2015. A.S., Washburn University, 2008; B.H.S., *ibid*, 2009.
- James M. Concannon**, Professor of Law, 1973. B.S., University of Kansas, 1968; J.D., *ibid*, 1971.
- Stacy Conner**, Assistant Professor of Human Services—Addiction Counseling, 2017. B.S., Kansas State University, 2011; M.S., *ibid*, 2014; Ph.D., *ibid*, 2017.
- Matthew T. Cook**, Assistant Professor of Biology, 2015. B.S., Missouri State University, 2007; M.S., University of Central Missouri, 2010; Ph.D., University of Missouri – Columbia, 2015.
- Sarah Cook**, Associate Professor of Mathematics and Statistics, 1998. B.S., Emporia State University, 1992; M.S., Kansas State University, 1994; Ph.D., *ibid*, 1998.
- Angela Crumer**, Lecturer of Mathematics and Statistics, 2016. B.S., B.S.E., Southeast Missouri State University, 2008; M.S., Kansas State University, 2011.
- Patricia Dahl**, Associate Professor of Criminal Justice and Legal Studies, 2011. B.A., University of Colorado – Denver, 1994; M.C.J., *ibid*, 2000; Ph.D., *ibid*, 2010.
- Liz Derrington**, Lecturer of English, 2013. B.A., Boston University, 2001; M.F.A., University of New Mexico, 2007.
- Caren D. Dick**, Assistant Professor of Nursing, 1996. B.S.N., Washburn University, 1984; M.S.N., University of Kansas, 1999.
- 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 Dean, School of Nursing, and Professor of Nursing, 2002. B.S.N., Marymount College, 1979; M.S.N., University of Kansas, 1990; Ph.D., University of Missouri, 2005.
- Tiffinay A. Dirks**, Assistant Professor of Kinesiology, 2014. B.S.Ed., Pittsburg State University, 2003; M.S., *ibid*, 2007; M.S., Emporia State University, 2010, 2011.
- Becky Dodge**, Program Director, Radiation Therapy, and Senior Lecturer of Allied Health, 2002. A.S., Washburn University, 1994; B.A., Ottawa University, 2001; M.E.T., Mid America Nazarine University, 2006.
- April Dohrman**, Coordinator Prior Learning & Testing/ Lecturer, 2015. B.S., Emporia State University, 2002; M.S., *ibid*, 2008.
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