

WASHBURN
UNIVERSITY™

Graduate Catalog
2017-2018



WASHBURN UNIVERSITY

GRADUATE CATALOG

2017-2018

Washburn University is accredited or approved by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. To file a complaint with the commission, [please follow its stated procedures](#).

[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.

1700 SW College Avenue
Topeka, Kansas 66621
Phone: (785) 670-1010
Toll Free (outside Topeka): (800) 332-0291
TDD: (785) 670-1025
www.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 , Joan Bayens, and Kelly Mourning-Byers for their assistance in producing the catalog.

FRONT COVER

Morgan Hall opened in 1955 and a three-story addition was completed in 1967. The Welcome Center and Paxdon 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.

GRADUATE PROGRAMS

Website: www.washburn.edu/gradprograms

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

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

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

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

The **School of Nursing** offers the Master of Science in Nursing with several specializations, the Doctor of Nursing Practice, and the post-graduate Psychiatric Mental Health Nurse Practitioner Certificate.

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

GENERAL INFORMATION

Approved by the Washburn Board of Regents in 2010

VISION OF THE UNIVERSITY

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

MISSION OF THE UNIVERSITY

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

CORE VALUES OF THE UNIVERSITY

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

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

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

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

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

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

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

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.

- 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

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

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/howtofile.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-six percent of the faculty holds a doctorate or the highest degree available in their discipline.

UNIVERSITY ASSESSMENT

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

Valid and reliable assessment is important for three reasons:

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: A Commission of the North Central Association of Colleges and Schools, 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 (Mylvane 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 (Clinical 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 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.

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 Ihabod 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 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
13. Traffic and Security Records: Chief of Police, Morgan Hall 135
14. Veteran Records: University Diversity and Inclusion, Morgan Hall 105
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.

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.

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.

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.

ADMISSIONS

GRADUATE ADMISSION PROCEDURES

To apply for any Washburn University graduate degree or certificate program (other than the Master of Studies in Law, Juris Doctor, or the L.L.M. degree programs) you must complete the online application at www.applyweb.com/washburn/index.ftl. Students currently enrolled in a baccalaureate degree program at Washburn University also need to complete the online application for admission to any of the graduate programs. Some of the graduate programs also require an essay, letters of recommendation, or other materials as part of the online application. The \$40 application fee must be paid with the submission of the online graduate application. International Students should complete the application at www.washburn.edu/apply-international.

An official transcript of your baccalaureate degree must be sent directly from the regionally accredited institution that awarded the degree to the Washburn University academic unit that offers the graduate degree program to which you are seeking admission (i.e., the School of Business, the School of Nursing, or the applicable department in the School of Applied Studies and the College of Arts and Sciences). Graduates of Washburn University baccalaureate degree programs do not need to have a copy of their transcript sent to the academic unit.

REGISTRATION, ENROLLMENT, AND RESIDENCY QUALIFICATIONS

REGISTRATION AND ENROLLMENT

Advance Registration

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

Open Registration

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

on the web. Specific dates will be in the Registration Information Guide for each semester and summer term.

Late Enrollment

Late enrollment is available for returning or admissible students who did not enroll before the first day of classes. Students may enroll online during the first week of 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.

KANSAS RESIDENCY AND TUITION ASSESSMENT

Policy

The University charges two residency rates of tuition for graduate and law courses: 1) a resident of Kansas rate for students who can meet the University's residence requirements and 2) a 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.
- 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 of 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:

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

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

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

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

TUITION

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

CATEGORIES OF CHARGES

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

Existing categories of graduate students:

- Traditional Graduate (resident)
- Traditional Graduate (nonresident)
- Traditional Online GR
- Graduate Distance Education
- School of Business MBA/MAcc GR (resident)
- School of Business MBA/MAcc GR (nonresident)
- School of Business MBA/MAcc GR Online
- School of Nursing MSN GR (resident)
- School of Nursing MSN GR (nonresident)
- School of Nursing MSN GR Online
- School of Nursing PMHNP GR Online
- School of Nursing DNP GR Online
- School of Law (resident)
- School of Law (nonresident)
- School of Law LLM

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

FEES

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

Student Activities Fee

The Student Activities Fee is required of all students attending the University who are enrolled in 3 or more credit hours during the regular Fall and Spring semesters. There are no activity fees charged for students taking only distance education or off-campus classes. Please note that any 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 Graduate Activity Fee:

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

Miscellaneous Charges

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

upon the number of credits in which they are enrolled, will be charged.

<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 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. Refund dates by course are available on the Business Office website, Tuition Refunds section.

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 semester/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, eRefunds). The University reserves the right to refund credit balances to credit card(s) used to make payment(s) on the student account. Parents will normally receive any excess funds for Parent PLUS loans by mail.

Students may request that a check be mailed, or they may pick up a check – specific dates, times and places for that process will be posted on the Business Office Web page (www.washburn.edu/business-office). The student is responsible for ensuring that all contact information is correct and up to date. Students 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.

FINANCIAL AID

Website: www.washburn.edu/financial-aid

Graduate students qualify for financial aid in the form of federal loans. For more information about federal loans, visit "Types of Aid" at www.washburn.edu/financial-aid. In addition, scholarships may be available to students through their academic department, based on their program of study. Information may be found on each department's webpage or by contacting those individual academic departments directly.

Federal loans are awarded for one year with their 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 year, the FAFSA application will be available to complete online as of October 1, 2016. Students are encouraged to 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 is a proud partner of SALT®. SALT® is a financial literacy program created by American Student Assistance®. SALT® provides students with tools and resources to assist in money management, scholarship searches, and loan repayment. Students can sign up for this free service at www.saltmoney.org/washburn.

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

ACADEMIC POLICIES

STUDENT RESPONSIBILITIES

Attendance

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

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

Student Conduct

The University expects conduct of all students which is consistent with the law and with generally accepted principles of academic behavior. The University retains the right to secure the safety of individuals, the protection of property, and the continuity of the educational process. Any interference with access to University facilities, interruptions of educational activities, or damage to property exceeds permissible bounds. Although remedies are available through local law enforcement bodies, the University may elect to impose its own disciplinary sanctions. Information regarding student rights and the rules governing student behavior are found in the

Washburn University Student Conduct Code. It is available online at www.washburn.edu/student-conduct and in the Student Life Office, Morgan Hall Room 240D.

Academic Impropriety Policy

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

Authorized Academic Load

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

Official E-Mail Address

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

Students who prefer to use an alternate e-mail address to receive official University notices should make certain they have implemented the mail forward option in MyWashburn using the following process. Log into Office 365 (outlook.washburn.edu), go to your email, click the gear in the upper right hand corner, select Option, and then select "Forward your email" on the right side of the screen, then follow the prompts. It is the student's responsibility to ensure that the official Washburn e-mail box does not exceed the message quota resulting in the inability of e-mail message to be accepted into the mailbox. Directions are also available at www.washburn.edu/a-z-index/its/files/training/office365/ForwardEmailOutlookWeb.pdf.

WITHDRAWALS

A student who wishes to withdraw from a course may do so on the web when it is available for registration/enrollment. 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.

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

Medical Withdrawal

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

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

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

Military Withdrawal

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

MONITORING PROGRESS TOWARD DEGREE COMPLETION

Students are expected to monitor their progress toward degree completion periodically throughout their tenure at Washburn University by conducting online degree audits through their MyWashburn account. 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.

TRANSCRIPT

A transcript is an official copy of a student's permanent academic record. Official transcripts are available from the Student One Stop (SOS). Each transcript costs \$8.00.

A transcript request must be written and the fee must be paid in advance. A transcript request will not be processed for students who have financial or other obligations to the University.

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

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. *Pending Board approval.

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.

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

Continuous Enrollment

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class determined by the department each semester until the program is completed. Credit hours completed through the continuous enrollment course will not count toward the credit hours required for graduation and will be recorded as a pass on the transcript. This requirement also applies to the summer session for students whose degrees are being awarded at the end of the summer session. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

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 incomplete grade report form with the appropriate grade to the University Registrar’s Office.

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in graduate-level courses must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of “F” will be recorded.

The preceding policy does not apply to the capstone experiences within certain programs (courses include PY 695, PY 699, AL 726VA, NU 940). Incomplete grades for these enrollments will remain I’s until the capstone project is completed.

Repetition of Courses

Students who are taking graduate courses (excluding Law courses) may repeat courses in which they received a grade of C, D, or F if the repeat is granted by the dean/chair of the department offering the course. The dean/

chair must provide a letter or e-mail to the Office of the University Registrar indicating approval has been given to the student to repeat a graduate course in which a C, D, or F grade was received. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in the repeated course will be used to compute the cumulative grade point average.

Classification

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

Course Numbering System

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

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

GRADE APPEAL PROCEDURE

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

CONSULTATION WITH THE FACULTY MEMBER

A student must first attempt to resolve his/her dispute concerning the final grade received in a course through consultation with the instructor of the class. Such consultation normally shall take place following award of the grade but in no event shall such consultation take place later than the fourth week of the next regular academic semester following the award of the grade. In the event the course instructor is no longer at the University or is on a leave of absence during the semester following the

contested grade or the instructor shall have refused to consult with such student, the student may proceed to the next stage, mediation by the Department Chair (where such exists). If no Department Chair exists, the next stage is mediation by the Dean of the College or School in which the course was offered.

MEDIATION BY THE DEPARTMENT CHAIR

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

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

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

APPEAL TO GRADE APPEAL COMMITTEE

If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean, which shall specify the grade requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/faculty member consultation was completed. The process shall be terminated if notification is not received within the 10 working days. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the faculty member and student during the mediation process to the Vice President for Academic Affairs, the faculty member, and the student. The Vice President for Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons comprised of three faculty members (at least one and no more than two members from the department/discipline from which the grade appeal originated and a minimum of one from other departments/disciplines) and two students from departments/disciplines outside the originating College/School to serve as the Grade Appeal Committee. The Vice President for Academic Affairs may request names of potential discipline-based committee members from the appropriate Dean and/or Department Chair. The awarding of grades that are fair and equitable is taken seriously by the University. Therefore, faculty members are urged to view a request to serve on a Grade Appeal Committee as an important obligation and a service to the University which should be refused only under extraordinary circumstances. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard, and review appeal materials from the Vice President for Academic Affairs. The committee shall advise the student and the faculty member of the hearing date. The Grade Appeal Committee may only request clarifying information related to the original documents of the appeal packet. Clarifying information requested from the student/faculty member by the committee should be requested through the Vice President for Academic Affairs. Any clarifying information gathered by the Vice President for Academic Affairs will also be shared with the student and/or faculty member.

HEARING

The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim. The hearing will be informal and the formal rules of evidence shall not be applicable. Oral testimony of witnesses may be presented but is not required. If either

the student or the faculty member presents witnesses, he/she must provide a written summary of the testimony expected of the witness(es) to the Vice President for Academic Affairs not later than five business days prior to the date of the hearing. The Vice President for Academic Affairs will then disseminate such information to the committee and each party within three business days. The student or the faculty member may be accompanied by an advisor whose only role in the course of the hearing will be to render advice to the student/faculty member. The student is required to attend the hearing. It is recommended that the faculty member attend the hearing. Should both the student and faculty member attend, they will meet with the committee jointly. The amount of time allotted to each party will be left to the discretion of the committee. The hearing will not be audio, video, or digitally recorded.

DECISION

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

DEGREES

DEGREE CONFERMENT

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

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 a 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).

DEGREE AUDIT

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

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

POSTHUMOUS DEGREE

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

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

DIPLOMAS

DIPLOMA DISTRIBUTION

Diplomas will be available approximately two months after each semester/term. Diplomas may be picked up in the Student One Stop (SOS), Morgan Hall, during regular business hours. Photo identification must be presented to obtain your diploma. Students may have diplomas mailed by completing the Diploma Mailing Request Form in the Student One Stop (SOS). Students may also obtain the Diploma Mailing form by printing it at www.washburn.edu/registrar. After printing and completing the form, return it to the Student One Stop (SOS) by mail with the appropriate fee, by fax to (785) 670-1104 with your credit card information, or by bringing it to the office in person. The fee for mailing 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.

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

Morgan Hall 140
785-670-1470

Student Health Services:

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 and Counseling Services and at the Student Life office.

Counseling Services:

College life can be very stressful and overwhelming at times. Sometimes students can handle these stresses themselves but at other times, students need assistance. Anything that is of concern is a legitimate topic to explore with a counselor. If a student is feeling depressed, anxious or extremely distracted, counseling may be helpful. Needing help at times is normal and asking for help takes courage. Delaying seeking help may dramatically affect a student's grades. Counseling services are free for currently enrolled students and, are confidential. Students may drop in or call for an appointment. For more information, visit: www.washburn.edu/counseling.

WASHBURN STUDENT GOVERNMENT ASSOCIATION (WSGA)

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

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

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

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

HONORARY ORGANIZATIONS

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.

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.

INTERNATIONAL STUDENT SERVICES

Website: www.washburn.edu/international

Heidi Staerkel, Coordinator, International Student Services

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

INTERNATIONAL STUDENTS: GRADUATE ADMISSION

Please contact the graduate program about requirements before completing the international student application process for university admission, which includes the following:

1. A completed on-line Washburn University International Application Form
https://www2-prod.washburn.edu/services/is/international/application_intladmission.php.
2. \$70 (USD) non-refundable application fee.
3. A balanced iBT TOEFL score of at least 80 or 6.5 on the IELTS with balanced sub-scores for students from non-English speaking countries. Please note that certain academic departments may have higher TOEFL/IELTS requirements.
4. Completed and signed 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). An official course-by-course report is required, and must be submitted to the Office of International Programs, 1700 S.W. College Ave., Topeka, KS 66621.

GRADUATE ADMISSION FOR TRANSFERRING INTERNATIONAL STUDENTS (FROM ANOTHER U.S. UNIVERSITY TO WASHBURN)

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

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

INTERNATIONAL STUDENTS: SCHOOL OF LAW ADMISSIONS

Please contact the School of Law about admission requirements using the contact information below, and then submit to the Office of International Programs requirements of "Graduate Admission."

Washburn School of Law

1700 College Ave.

Topeka, KS 66621, U.S.A.

Tel. 785-670-1185

Fax. 785-670-8087

www.washburnlaw.edu

admissions@washburnlaw.edu

INFORMATION TECHNOLOGY SERVICES

Website: www.washburn.edu/its

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

Students admitted to Washburn University are given access to Washburn's Web portal, MyWashburn (my.washburn.edu). Tools available in MyWashburn include campus announcements, class registration, and connection to online classes or materials related to coursework. MyWashburn may be accessed from any Internet connection, on or off campus. Students can receive support for online courses from the Online Education staff by sending e-mail to online-ed-support@washburn.edu or calling 785-670-2381.

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

PROGRAMS, DEGREES, AND GRADUATION REQUIREMENTS

UNIVERSITY REQUIREMENTS COMMON TO ALL GRADUATE DEGREES*

In all cases, individual programs may be more stringent than the specified minimum/maximum. See specific degree/program.

1. A minimum of 30 semester hours of credit – Master level; 60 semester hours of credit – Doctoral level. Courses counting towards this minimum must be numbered 400 or higher. Degrees may be offered with less than the minimum requirement of hours so long as any variation is explained and justified when the program is approved through the shared governance process.
2. A cumulative grade average of at least B (3.0 grade point). Ability to accept courses with an earned grade of C or CR (credit/no credit) is program specific. Courses with a posted grade of Pass will not count towards a graduate degree.
3. At least two thirds of the semester hours required for the degree must be earned at Washburn University.
4. All course work must be completed within eight (8) calendar years unless otherwise specified by the individual program.

*Pending Board approval.

GRADUATE ADMISSION PROCEDURES

To apply for any Washburn University graduate degree or certificate program (other than the Master of Studies in Law, Juris Doctor, or the L.L.M. degree programs) you must complete the online application at www.applyweb.com/washburn/index.ftl. Students currently enrolled in a baccalaureate degree program at Washburn University also need to complete the online application for admission to any of the graduate programs. Some of the graduate programs also require an essay, letters of recommendation, or other materials as part of the online application. The \$40 application fee must be paid with the submission of the online graduate application. International Students should complete the application at www.washburn.edu/apply-international.

An official transcript of your baccalaureate degree must be sent directly from the regionally accredited institution that awarded the degree to the Washburn University academic unit that offers the graduate degree program to which you are seeking admission (i.e., the School of Business, the School of Nursing, or the applicable department in the School of Applied Studies and the College of Arts and Sciences). Graduates of Washburn University baccalaureate degree programs do not need to have a copy of their transcript sent to the academic unit.

COLLEGE OF ARTS AND SCIENCES

MASTER OF ARTS

COMMUNICATION AND LEADERSHIP

Website:

<http://washburn.edu/academics/college-schools/arts-sciences/departments/communication/Masters-Communication-Leadership.html>

Communication Studies

Morgan Hall, Room 206

(785) 670-2230

Leadership Institute

Benton Hall, Room 408

(785) 670-2000

MISSION

The Master of Arts in Communication and Leadership is a 30 graduate credit hour interdisciplinary program that provides knowledge, skills, and experiences for continuous self and system improvement within a complex, changing, and global context. The program is designed to develop collaborative, adaptive, and innovative leaders with a focus on the development of multiple communication skills, self-awareness, and strategic thinking. The program can be completed entirely online using highly interactive and intuitive learning management and videoconference systems.

The Master's degree in Communication and Leadership serves professionals interested in a post-graduate degree that provides knowledge and skills to advance their careers. The curriculum is designed to provide flexibility for diverse students as they pursue career and professional goals. Because leadership, teamwork, communication skills, and problem-solving abilities are the attributes most desired by employers, the curriculum will directly address these areas.

STUDENT LEARNING OUTCOMES

- Graduates will apply and evaluate strategic assessment, analysis and implementation to achieve organizational purpose with knowledge of complex systems.
- Graduates will design, critique, and communicate actions recognizing values and ethics, strengths and abilities of self and others for application within systems.
- Graduates will engage policy, political, and strategic communication processes to advocate for

organizational/community improvement at the local/global level.

- Graduates will apply process improvement and innovation frameworks to address problems/opportunities for organizational/community improvement at the local/global level.
- Graduates will critically examine system financial, human and data resources for effective planning, policies, programs, products or services and communication strategies.

ADMISSION REQUIREMENTS

Applicants to the program must have a minimum GPA of 3.0 in the last 60 hours of undergraduate work, and a bachelor's degree from an accredited institution.

APPLICATION PROCEDURES

The applicant should submit the following:

- The University online graduate application admission form <http://www.applyweb.com/washburn/index.ftl>.
- A resume.
- A three to five page essay that describes the communication and leadership skills you think are necessary for organizations to function effectively AND how this graduate degree will help you fulfill your personal and career goals.
- The names and email addresses of three academics, employers, or other persons who can attest to your potential for graduate work.
- All undergraduate and graduate transcripts.

INTERNATIONAL ADMISSION

Admission Requirements:

- Hold a university credential that is equivalent to a US baccalaureate (Bachelor's) degree.
- All Transcripts from non-US institutions must be evaluated by a recognized evaluation service (e.g. ECE or WES).
- Arrange for three letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in communication and leadership. These letters should be sent to the Communication Studies Department, Morgan 206, Washburn University, Topeka, Kansas 66621.
- Meet the required level of English proficiency by iBT TOEFL score, IELTS, or another accepted measure of English proficiency. Contact international@washburn.edu with questions regarding this requirement.
- Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at www.washburn.edu/international-admissions.

TRANSFER CREDIT

Transfer credit from other accredited graduate programs will be considered on a case-by-case basis, but in no case will more than ten hours of transfer credit be accepted.

DEGREE REQUIREMENTS

- A minimum of 30 semester hours of credit.
- A cumulative grade point average of at least 3.0.
- At least two-thirds of the semester hours required for the degree must be earned at Washburn University.
- All course work must be completed within eight (8) calendar years.

PROGRAM REQUIREMENTS

All courses will be offered online in eight-week terms. Two eight-week online courses are offered each semester in a rotation that provides convenience and flexibility for the working graduate student and allows the program to be completed in as little as two years.

Courses (total of 30 credit hours)

- CN 601 Intro to Graduate Study in Communication Studies (3)
- LE 601 Self and Systems Leadership (3)
- LE 620 Leadership and Resource Stewardship (3)
- LE 630 Organizational Improvement and Innovation (3)
- CN 630 Communication in Conflict and Negotiation (3)
- LE 640 Public Policy and Global Leadership (3)
- CN 642 Team Communication in Organizations (3)
- CN 650 Persuasion (3)
- CN 680 Seminar in Strategic Management Communication (3)
- CN 695 Special Topics or LE 695 Special Topics (3) (may be substituted for another course [in consultation with adviser](#))
- CN 698 or LE 698 Capstone (1-3)

ACADEMIC ADVISING

The Program Director of the Master of Arts in Communication and Leadership Program does all academic advising for students. Students are required to consult with the advisor every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available as well as timely graduation. Permission for enrollment in any class for which the instructor feels the student's background and preparation are inadequate will be withdrawn. Students are expected to inform Washburn University and the Program Director of any changes of their permanent and current address and contact information. International students must inform the International Student Office as well. Students are expected to check their Washburn

University e-mail regularly, as official communications may be sent by e-mail.

GRADES

The symbols used in grading are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

To graduate, students are required to have at least a 3.0 grade point average.

INCOMPLETE GRADES AND CONTINUOUS ENROLLMENT

Incomplete grades are awarded in accordance with the Grading System described in the Academic Policies section of the Graduate Catalog. Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

SATISFACTORY PROGRESS

Students must maintain a GPA of 3.0 in graduate courses to remain in good standing. Students whose GPAs fall below 3.0 will be placed on academic probation for one semester during which time they must raise their GPA to 3.0 or higher. Failure to do so will result in dismissal from the program. Academic probation will be granted only once. The program of study must be completed within an eight-year time span.

COMMUNICATION COURSE DESCRIPTIONS

CN 601 is a prerequisite for all other CN courses and LE courses, unless provided with instructor permission.

CN 601 Intro to Graduate Study in Communication Studies (3)

This course introduces graduate students to several key concepts in communication, such as group dynamics, persuasion, conflict, interpersonal, perception, listening, and nonverbal communication. Students learn through discussion and application of key concepts, as well as reading both introductory and advanced research. The class will provide graduate students information for teaching Communication classes and will be offered through a multi-tiered level of difficulty. The course

assignments will include a short reflection paper, an annotated bibliography, research paper and participation in an online discussion board.

CN 630 Communication in Conflict and Negotiation (3)

Combines theory and application to prepare students to understand, negotiate and resolve disputes among parties with differing objectives and desires within relationships, groups, organizations and communities. An emphasis is placed on the narrative structure of conflict and negotiation. *Prerequisite: CN 601.*

CN 642 Team Communication in Organizations (3)

This course provides an in-depth look at group dynamics and communication focusing on communication and decision making, relationships, conflict, leadership, and group development. Students will examine the theory and research on the role of communication in effective and efficient work teams. *Prerequisite: CN 601.*

CN 650 Persuasion (3)

This course focuses on both the rhetorical and social-scientific approaches to persuasion. Theoretical and practical elements of persuasion theory will be featured in order to highlight techniques of gaining compliance in multiple contexts. Students will examine the research on the role of communication in influencing attitudes, beliefs, values, and behaviors. *Prerequisite: CN 601.*

CN 680 Seminar in Strategic Management Communication (3)

This course is built upon a 21st century theoretical foundation that links disciplines of business, organizational communication and corporate management, with a focus on planning and leadership. According to our textbook author, a unique and important aspect of the course is its emphasis “on strategy formulation, making a clear distinction between strategic and tactical elements of communication.” Using the case method and other applications for theories we cover, students will understand how they can best use various channels and contexts of communication as tactics that will help them to achieve strategic goals. *Prerequisite: CN 601.*

CN 695 Special Topics (3)

Special topics in communication. May be repeated for different topics. See course schedule for current offerings. May be substituted for another course in consultation with advisor. *Prerequisite: CN 601.*

CN 698 Capstone (Taken as CN 698 or as LE 698) (1-3)

The capstone experience is the culminating experience of the master’s degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that

defines, measures, analyzes, and improves the problem or opportunity. *Prerequisite: 15 hours in communication graduate coursework and 12 hours in leadership graduate coursework.*

LEADERSHIP COURSE DESCRIPTIONS

LE 601, CN 601 are prerequisites for all other LE courses.

LE 601 Self and Systems Leadership (3)

This course explores the ways in which one interacts with given systems to provide effective leadership, and the various elements of both self and system that must be considered in this process. This requires an ability to critically examine oneself as a leader, including analysis of one’s own core values and adherence to these values. Students will seek and critically examine new knowledge to improve one’s leadership practice and consider the ramifications of leadership actions in systems of various scales. Students will develop a personal leadership plan and consider how this plan will affect their community of interest. *Prerequisite: CN 601 or consent of instructor.*

LE 620 Leadership and Resource Stewardship (3)

This course explores a leader’s responsibility as a steward of an organization’s human, financial and technological resources. Students will explore how the concepts of stewardship can be applied to the organization through responsible planning and management of resources. Students will develop an understanding of how to align resource plans with the organizations strategic goals and direction. The course will focus on key concepts and current readings in strategic budgeting, strategic organizational management structures, and strategic performance measurement. Students will critically evaluate organizational practices in these areas, consider alternatives and potential enhancements, and develop plans to align with and ensure achievement of the organization’s strategic goals. *Prerequisites: CN601 and LE601 or consent of instructor.*

LE 630 Organizational Improvement and Innovation (3)

This course will focus on the role of leaders in the realization of organizational mission and vision through assessment, utilizing a continuous improvement framework, and innovation. Organizational assessment is required to understand critical problems to solve and opportunities to explore. Continuous improvement, utilizing Lean Six Sigma, provides a model for problem solving and opportunity development. If organizational assessment and a process improvement framework are supported, then innovation is more likely to occur. This requires the leader to work collaboratively with various stakeholders, and to manage the change process to ensure sustained outcomes. *Prerequisites: CN601 and LE601 or consent of instructor.*

LE 640 Public Policy and Global Leadership (3)

Diversity in the organization is the new norm, and leaders must develop a high level of cultural intelligence in order to balance micro- to macro-system priorities and competing perspectives. This course will emphasize leadership of local/global organizations within environments of escalating complexity and change. This course builds upon previous leadership courses to analyze, implement and evaluate effective leadership strategies within local/global settings, with an emphasis on policy development, ethics, and social advocacy. *Prerequisites: CN601, LE601, LE620 and LE630 or consent of instructor.*

LE 695 Special Topics (3)

Special topics in leadership. May be repeated for different topics. See course schedule for current offerings. May be substituted for another course in consultation with advisor. *Prerequisites: CN 601, LE 601, consent of instructor.*

LE 698 Capstone (1-3)

The capstone experience is the culminating experience of the master's degree program and is taken in the final semester. It requires the identification of an organizational or community problem or opportunity and the development and implementation of a project that defines, measures, analyzes, and improves the problem or opportunity. *Prerequisites: 15 hours of communication curriculum and 12 hours of leadership curriculum.*

MASTER OF EDUCATION (MEd)

Website: www.washburn.edu/med

Carnegie Hall, Room 202
(785) 670-1427

MISSION

The Graduate Program is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. The goal is to ensure that all pre-service and in-service educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

The Graduate Program is primarily designed to provide regular and special education teachers with experiences that will directly improve instructional practice. The Department of Education also seeks to support the professional development of teachers who wish to pursue licensure for educational leadership. The goal is to nurture educational leaders whose chief and abiding concern is the improvement of instruction and who believe that administrative principles and procedures exist to facilitate instruction.

PROGRAM DESCRIPTION

The Department of Education offers graduate courses and clinical experiences for educators wishing to pursue the Master of Education degree. Teachers may also enroll in graduate courses to work toward additional teaching endorsements, licensure renewal, or professional development. Teachers holding a master's degree may enroll in coursework leading to recommendation for licensure-only in programs indicated below, without completing a second master's degree. Candidates do have the option to earn more than one master's degree in Education.

Students may pursue the MEd in:

Advanced Licensure Programs

- Reading Specialist
- Special Education
 - High Incidence K-6
 - High Incidence 6-12
- Building Leadership

Licensure-Only/Advanced Programs

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

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

Curriculum and Instruction

- Educational Technology Emphasis
- Literacy Emphasis
- Educational Studies

Reading Specialist

The graduate Reading Specialist program is designed to provide the graduate student seeking advanced educational specialization with both theoretical knowledge and practical experience in the teaching of reading and writing. The recipient of this degree has the competencies necessary to act as a Reading Specialist in Pre-Kindergarten through 12th grade classrooms. This program fulfills the standards set forth by the Kansas Department of Education for licensure as a Reading Specialist and with the recommendations and guidelines of such professional groups as the International Literacy Association.

Students seeking the MEd in reading must complete a thirty-six hour graduate program which includes a core curriculum of graduate courses and twenty-seven credit hours of specialized coursework in reading. Students apply for a school specialist license upon completion of the MEd. All degree-seeking students must complete a capstone experience. See the advisors for details.

Student Learning Outcomes for MEd - Reading Specialist

At the conclusion of the Reading Specialist program, candidates are expected to have:

- Acquired the ability to understand theories of the reading process and the variables that may impact students engaged in the reading process.
- Demonstrated the ability to select, administer, analyze, and use data from all forms of assessment instruments to understand the learner's literacy strengths and challenges.
- Acquired extensive knowledge of current, research-based instructional practices and interventions in literacy and be able to select and use them appropriately in meeting all struggling readers' needs.
- Demonstrated the ability to create and implement appropriate plans for all learners who struggle with reading and writing (P-12) and to monitor for student progress towards literacy goals, and adjust instruction as necessary.
- Developed the ability to provide staff development for teachers, paraprofessionals, administrators, school boards, parents, the community, the media, and others who need to be informed about research and instructional practices in literacy.
- Acquired the tools and the desire to continue to grow professionally and to serve as a literacy leader.

MEd - Reading Specialist Program Requirements

(total of 36 credit hours)

Core Courses

- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development & Evaluation (3)
- ED 660 Advanced Educational Psychology (3)

Reading Specialist Professional Course

- RD 684 Reading in the Content Area (3)
- RD 610 Classroom Reading Instruction (3)
- RD 612 Literature for Literacy Instruction (3)
- RD 616 Teaching Writing (3)
- RD 620 Assessment Procedures in Reading (3)
- RD 622 Instruction for Readers at Risk (3)
- RD 626 The Reading Specialist (3)
- RD 628 Language Development & Assessment (3)
- RD 630 Literacy Practicum (3)

Special Education

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

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

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

Student Learning Outcomes for MEd – Special Education

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

- The teacher of students with adaptive learning needs

demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.

- The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development.
- The teacher of students with adaptive learning needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.
- The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.
- The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.
- The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs.
- The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs.
- The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.

MEd - Special Education Program Requirements

(total of 36 credit hours)

Core Courses

- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development & Evaluation (3)
- RD 622 Instruction for Readers at Risk (3)

Adaptive Special Education Professional Courses

- SE 610 Learning & Behavior Problems (3)
- SE 620/622 Educational Planning (3)
- SE 630/632 Methods & Materials (3)
- SE 635 Conferencing & Consulting in Special Education (3)
- SE 640 Individual & Group Management (3)
- SE 656/658 Practicum I (3)
- SE 657/659 Practicum II (3)
- SE 660/662 Assessment (3)
- SE 680 Resources for Families (3)

Building Leadership

Washburn University offers a Master's Degree program in Building Leadership for candidates seeking administrative positions in Pre-Kindergarten – 12th grade teaching and learning environments, as well as other positions of leadership within educational agencies of government and industry, or within professional organizations. This program fulfills the State of Kansas requirements for initial school leadership licensure.

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

Student Learning Outcomes for MEd - Leadership

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

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

MEd - Leadership Program Requirements

(total of 36 credit hours)

Core Courses

- ED 672 Issues in Modern American Education (3) or ED 694 Philosophy of Education (3)
- ED 685 Issues in Educational Technology (3) or ED 682 Leadership in Educational Technology (3)
- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development and Evaluation (3)
- SE 610 Learning and Behavior Problems (3)

Building Leadership Professional Courses

- EA 681 Basic Concepts of Education Administration (3)
- EA 683 Supervision and Staff Development in Schools (3)
- EA 684 School Finance and Business Administration (3)
- EA 686 School Law (3)
- EA 689 The Building Leader (3)
- EA 692 School Community Relations (3)
- EA 694 Practicum in Educational Administration (3)

Licensure-Only Building Leadership Program Requirements

(total of 36 credit hours)

Core Courses

Applicants must show evidence of completion of or enroll in the following core courses:

- ED 672 Issues in Modern American Education (3) or ED 694 Philosophy of Education (3)
- ED 665 Introduction to Educational Research (3)
- ED 685 Issues in Educational Technology (3) or ED 682 Leadership in Educational Technology (3)
- ED 668 Curriculum Development and Evaluation (3)
- SE 610 Learning and Behavior Problems (3)

Building Leadership Professional Courses

- EA 681 Basic Concepts of Education Administration (3)
- EA 683 Supervision and Staff Development in Schools (3)
- EA 684 School Finance and Business Administration (3)
- EA 686 School Law (3)
- EA 689 The Building Leader (3)
- EA 692 School Community Relations (3)
- EA 694 Practicum in Education Administration (3)

Licensure-Only District Level Leadership Program Requirements

(total of 12 credit hours)

Eligible candidates must hold a Building Level License

- EA 695 Practicum in Educational Administration II (3)
- EA 696 Human Resources Management (3)
- EA 697 School Planning and Facilities (3)
- EA 698 The District Leader (3)

Curriculum and Instruction

The Master's Degree in Curriculum and Instruction is designed for classroom teachers and other educators wanting to increase discipline specific knowledge and skills. As such, the Curriculum and Instruction degree offers a number of course options. Students may choose from three emphasis options: educational technology, literacy, or educational studies. A total of 36 credit hours is required for program completion. Students complete a graduate core of courses of 12-15 credit hours, and select the remaining hours in consultation and approval of an advisor. All degree-seeking students must complete a capstone experience. See your advisor for details.

Student Learning Outcomes for MEd – Curriculum & Instruction

Candidates completing a Curriculum and Instruction program, upon graduation, are expected to have:

- Developed the ability to demonstrate the use of the central concepts, tools of inquiry, and structures of the specific discipline area to create meaningful learning opportunities for all students.
- Developed the ability to provide learning opportunities within the discipline that address different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
- Developed the ability to plan effective instruction based upon the knowledge of all students, community, subject matter, and curriculum outcomes.
- Acquired the ability to understand the role of technology within the discipline, and be able to demonstrate skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
- Acquired the ability to understand and use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

MEd - Curriculum and Instruction: Educational Technology Emphasis

The Curriculum and Instruction program with an emphasis in Educational Technology is designed for educators interested in gaining knowledge about technology integration to support teaching and learning. The primary mission of the program is to develop educational leaders (teachers, administrators, and other educators) who are able to enhance curriculum

and empower students using appropriate and effective instructional technologies. The program focuses on the appropriate, effective, and creative integration of technologies in all content areas and at all levels. Graduate students in the program develop skills and knowledge in the use of technology resources to support student learning. They examine how technology is changing the face of education and how those technologies can address diverse learners and learning situations. Current and emerging technologies demand that educators be reflective in the choice of methods, materials, technologies, and assessments to enhance and improve the teaching and learning process. The program provides a broad range of experiences for developing the skills, attitudes, and values of a reflective professional. All degree-seeking students must complete a capstone experience. See the advisors for details.

Educational Technology Program Requirements

(total of 36 credit hours)

Core Courses

- ED 672 Issues in American Education (3)
- ED 660 Advanced Educational Psychology (3)
- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development and Evaluation (3)

Required Educational Technology Courses

- ED 685 Issues in Educational Technology (3)
- ED 680 Integrating Educational Technology in Curriculum* (3)

Elective Courses (18 credit hours required)

Recommended Electives:

- ED 684 Multimedia in the Classroom (3)
- ED 686 Integrating the Internet into Instruction (3)
- ED 687 Emerging Technologies in Education (3)
- ED 682 Leadership in Educational Technology (3)
- Others approved by advisor

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

*ED 680 requires a field experience that allows students to apply their skills and knowledge in a school or classroom setting.

MEd - Curriculum and Instruction: Literacy Emphasis

The Curriculum and Instruction program with an emphasis in Literacy is designed for educators interested in gaining knowledge and skills about literacy to enrich classroom teaching and learning. Students pursuing this program may select between two strands: Literacy, and Literacy for National Board Certification (NBC). Students selecting the second strand would be working toward National Board Certification along with the MEd in Literacy. Courses would support students pursuing national certification using NBC Standards in Literacy. All degree-seeking students must complete a capstone experience. See the advisors for details.

Literacy Program Requirements

(total of 36 credit hours)

Core Courses

- ED 672 Issues in American Education (3)
- ED 660 Advanced Education Psychology (3)
- ED 665 Introduction to Educational Research (3)
- ED 668 Curriculum Development and Evaluation (3)

Required Literacy Courses

- RD 610 Classroom Reading Instruction (3)
- RD 612 Literature for Literacy Instruction (3)
- RD 616 Teaching Writing (3)

Elective Literacy and Related Courses

- RD 684 Teaching Reading in the Content Area (3)
- RD 620 Assessment Procedures in Reading (3)
- RD 622 Instruction for Readers at Risk (3)
- RD 628 Language Development and Assessment (3)
- RD 630 Literacy Practicum (3)
- ED 680 Integrating Technology into the Curriculum (3)
- ED 684 Multimedia in the Classroom (3)
- ED 686 Integrating the Internet into Instruction (3)
- ED 687 Emerging Technologies in Education (3)
- ED 674 Special Topics (1-3)
- ED 697 Independent Study (1-3)

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

MEd - Curriculum and Instruction: Educational Studies

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

Educational Studies Program Requirements

(total of 31 credit hours)

Core Courses

The following seven semester hours are required:

- ED 672 Issues in Education (3)
- ED 665 Introduction to Educational Research (3)
- ED 698 Action Research Capstone (1)

NOTE: The courses listed below are recommended. However, other courses may be substituted with the permission of the student's advisor.

Literacy Courses

The following six semester hours are required:

- RD 610 Classroom Reading Instruction (3)
- RD 622 Instruction for Readers at Risk (3)

Technology Courses

Six hours of the following are required:

- ED 680 Integrating Technology in Curriculum (3)
- ED 684 Multimedia in the Classroom (3)
- ED 686 Integrating the Internet into Instruction (3)

Special Education Courses

The following six semester hours are required:

- SE 610 Learning and Behavior Problems (3)
- SE 680 Resources for Families of Children with Disabilities (3)

English for Speakers of Other Languages Courses

The following six semester hours are required:

- ED 651 Methods and Cross Cultural Communication (3)
- ED 671 ESOL Teaching and Learning (3)

ADMISSION TO GRADUATE PROGRAMS

Students should meet with either the advisor or the department chairperson as soon as they decide they would like to begin a program of study in the Department of Education.

Before enrolling in any graduate courses, the student must (a) hold a bachelor's degree from a regionally-accredited institution, and (b) complete the online degree-seeking application for admission to Washburn University at www.applyweb.com/washburn/index.ftl. In addition, a Washburn University senior within six hours of graduation may apply to take graduate courses.

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

APPLICATION PROCEDURES

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

1. Submit the University online graduate application admission form.
2. Submit official transcripts of ALL undergraduate and graduate course work to the Department of Education Office.
3. Have a cumulative grade point average of 3.0 or

better in graduate coursework or in the last 60 hours of undergraduate college coursework from accredited institutions.

4. Have achieved the required scores on the Graduate Admissions Test, Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. Submission of a University/Professional Reference.
6. Sign and submit the Professional Conduct and Dispositions form.
7. Provide a copy of current teaching license if appropriate.

The Graduate Program Committee carefully considers each application and makes the decision to formally admit or deny applicants. Students may reapply when all admissions criteria have been met. The student is notified in writing of the committee's decision. Students may appeal any adverse decision by submitting a written petition to the Chairperson of the Department of Education. Upon receipt of such a petition, the committee will review the case and inform the student of their decision.

TRANSFER CREDIT

A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received.

DEGREE AND LICENSURE REQUIREMENTS

To receive the Master of Education degree and/or license, the student must complete the approved Program of Study subject to the following conditions:

- All course work must be completed within six (6) calendar years.
- A cumulative GPA of 3.0 must be maintained in all graduate work.
- A maximum of six (6) semester hours of "C" credit may be counted.
- Any grade below C will not be accepted.
- Correspondence courses will not be accepted.
- A maximum of nine (9) semester hours of courses taken at another institution may be approved by the Graduate Admission Committee if the courses fall within the time limit, if the other institution is regionally-accredited, and if a grade of B or better has been received. At least three-fourths of the semester hours required for the degree must be earned at Washburn University.
- A maximum of three (3) semester hours of Independent Study credit may be counted.
- A minimum of twenty-one (21) semester hours of courses must be at the 500 level or above.
- Licensure candidates must have three years of full-

time licensed employment to obtain Institutional Recommendation for licensure.

- Degree candidates must complete one of the following capstone experiences: written comprehensive examination, thesis, portfolio, comprehensive paper, or action research project.

ADVISING

All graduate students will be assigned to a faculty advisor. The purpose of advising is two-fold: (a) to provide professional guidance and (b) to assist in academic course selection. Students are required to consult with their advisor about course selection to ensure that the departmental requirements of their program will be met.

GRADES

The symbols used in grading are as follows: A, excellent; B, above average; C, average; D, below average but passing; F, failure; I, incomplete. In graduate courses in Education, a mark of an Incomplete does not automatically convert to a grade of F. Incompletes must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of "F" will be recorded; however, all degree requirements must be completed within a six-year time limit.

In computing grade point averages, A equals 4 points, B equals 3 points, C equals 2 points, D equals 1 point, and F equals 0 points. A student who has earned a cumulative grade point average of 3.80 or better in a graduate degree program in Education is designated as a Stoffer Scholar at Commencement. Graduate students with a 3.80 cumulative grade point average in program course work will also receive the Graduate Reflective Educator Award.

ACADEMIC STATUS: FULL-TIME GRADUATE STUDENT

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

DEPARTMENT OF EDUCATION SCHOLARSHIPS

Students in the graduate program are eligible to apply for a department scholarship. Scholarship application forms are available in the Department of Education Office and online at our department website: www.washburn.edu/academics/college-schools/arts-sciences/departments/education/scholarships.html.

Students may view the suggested Program of Study for all MEd and licensure programs on the Department of Education website listed above.

COURSE DESCRIPTIONS

Courses at the 600 level are open only to graduate students.

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

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

EA 681 Basic Concepts of Educational Administration (3)

An introduction to the basic concepts underlying school building administration. The theory and practice of educational administration is analyzed and major concepts of formal organization, motivation, authority, leadership, decision making, conflict in organization, and organizational change are analyzed. *Prerequisite: Graduate standing.*

EA 683 Supervision & Staff Development in Schools (3)

This course has two purposes: to improve the instructional competencies of teachers and to help those in supervisory positions develop those competencies necessary to help others improve their instructional performance. Major topics include the characteristics of effective instruction, alternative instructional strategies, and alternative supervisory models. *Prerequisite: Graduate standing.*

EA 684 School Finance & Business Administration (3)

This course describes various forms of school revenue including ad valorem taxation and bonded indebtedness; appropriate methods of school accounting according to the Kansas Department of Education; and models for effective business management. *Prerequisite: Graduate standing.*

EA 686 School Law (3)

The legal rights, duties, and responsibilities of school personnel. Specific topics in this course include due process, tort liability, negligence, and contracts. Basic legal relationships between employer, colleagues, pupils, and adults are addressed. *Prerequisite: Graduate standing.*

EA 689 Building Leadership (3)

The role and responsibility of the school principal in organizing, administering, and supervising the Pre-K - 12 school. This course examines the multifaceted role of the building administrator. *Prerequisite: Graduate standing.*

EA 692 School-Community Relations (3)

Development of effective skills in communication, group facilitation, interpersonal relations, climate-building, conflict resolution, and relationships to the public served. *Prerequisite: Graduate standing.*

EA 694 Practicum in Educational Administration (3)

A series of structured, field-based experiences in an elementary, middle or secondary school to demonstrate competency in such administrative areas as: discipline, scheduling, counseling, financial management, line/staff relationships, professional personnel, and other leadership skills. *Prerequisite: Permission of instructor.*

EA 695 Practicum II in Educational Administration (3)

Supervised field-based experience for the superintendent candidate to demonstrate competencies identified through the NCATE/ELCC categories. Field candidates will demonstrate competency in the area of finance, facilitates, human resources, curriculum leadership, and other designated leadership skills. Candidates will develop an experience portfolio to validate job skills. *Prerequisite: Building Level licensure/certification.*

EA 696 Human Resources Management (3)

This course deals with personnel policies and issues in the following areas of human resources: teacher recruitment, orientation, evaluation, promotion, termination, tenure, retirement, and related areas. Included will be an emphasis on adherence to legal aspects of the personnel function as well as dealing with professional organizations. *Prerequisite: Building Level licensure/certification.*

EA 697 School Planning and Facilities Management (3)

This course is designed for aspiring school superintendents and central office leaders. The course will prepare school leaders to be proactive in developing educational specifications for school buildings thereby enhancing the educational process. This course includes the planning procedures for new buildings, remodeling and/or retrofitting buildings. Community and school surveys, site selection, design and maintenance and operations of school buildings are also components of the course. *Prerequisite: Building Level licensure/certification.*

EA 698 The District Leader (3)

This course is designed for individuals who wish to become central office administrators. The course emphasizes sound administration of financial, material, and human resources as necessary for optimal realization of the goals of the school district. Effective public school administrators must understand the systems principles and leadership potential which are found in the area of central office administration. Relationships with the board, the community, staff, and students are a major focus. *Prerequisite: Building Level licensure/certification.*

ED 605 Classroom Management (1)

Various methods of managing classrooms and student behaviors within diverse learning environments. *Prerequisite: Taken concurrent with student teaching.*

ED 618 Supervision of Student Teachers (3)

An analysis of problems, issues, and strategies of student-teacher supervision. Different perspectives and approaches to supervision are addressed. Issues of teacher education as they apply to supervision are explored. Designed for cooperating teachers and supervisors of student teachers.

ED 641 Language & Literacy Development in Early Childhood Education (3)

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

ED 644 Art in the Elementary/Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Correlates various art experiences with the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. *Prerequisite: Permission of the instructor.*

ED 645 Introduction to Craft Techniques (3)

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

ED 647 Pre-Kindergarten & Kindergarten Methods (3)

The primary focus of this course is on methods and materials that support physical, emotional, social and intellectual needs of the kindergarten and Pre-Kindergarten child. *Prerequisite: Graduate standing.*

ED 651 ESL Methods and Cross Cultural Communication (3)

Emphasis on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting language and cultural habits. May be taken for undergraduate or graduate credit. *Prerequisites: Senior standing and permission of the instructor.*

ED 652 Cognitive and Language Development (3)

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

ED 653 Assess and Evaluation in ECE (3)

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

ED 660 Advanced Educational Psychology (3)

The purpose of this course is to explore advanced topics in educational psychology as they apply to teacher practice. Topics include learning theory, child and adolescent psychology, theories of motivation and achievement, and social and cultural influences on learning and development. This course is part of the graduate core curriculum. *Prerequisite: Graduate standing*

ED 661 Exceptional Infants and Young Children (3)

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

ED 662 Methods of Teaching English in the Secondary Schools (4)

The study of and practice in the methods of teaching literature, language, and writing in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development; and the assessment of students' progress in reading and writing. Students participate in a field-based experience at various secondary schools. *Prerequisite: Admission to teacher education or consent of the instructor.*

ED 663 Advanced Social Studies (3)

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

ED 665 Introduction to Educational Research (3)

The purpose of this course is to introduce graduate students to basic information needed to understand processes used to plan, conduct, and report research on education related issues and problems. The course focuses on increasing students' appreciation of the field of educational research, while increasing their ability to interpret and evaluate published research studies. Both qualitative and quantitative research methodologies are reviewed. This course is part of the graduate core curriculum. *Prerequisite: Graduate standing.*

ED 668 Curriculum Development & Evaluation Elem. School (3)

An examination of social and psychological influences upon curricula design and implementation. Emphasis is placed upon study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers of effective implementation of innovative curricula, and systematic evaluation of educational programs. Students learn to review the process of curricular modification from a perspective which integrates theory and practice. *Prerequisite: Graduate standing.*

ED 670 Curriculum Development and Evaluation Mid/Sec School (3)

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

ED 671 ESOL Teaching and Learning (3)

This course will provide an overview of curriculum and instruction as it relates to ESOL learners. Candidates will learn appropriate teaching strategies and subject matter content relevant to this population. An emphasis will be placed on understanding language and literacy acquisition and working with students with special needs.

ED 672 Issues in Modern American Education (3)

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

ED 674 Special Topics in Education (1-3)

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 674

may be repeated for credit. *Prerequisites: Permission of Department Chairperson and the instructor.*

ED 678 Org and Admin of ECE Program (3)

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

ED 680 Integrating Technology in Curriculum (3)

Presents students with principles underlying selection and use of technology to enhance learning. The class examines software and multimedia technologies as they contribute to the instructional process. *Prerequisite: Graduate standing.*

ED 682 Leadership in Technology (3)

This course will provide guidance regarding varying aspects of technology implementation, including software/hardware acquisitions, funding, and staff development.

ED 684 Multimedia in the Classroom (3)

Multimedia gives teachers and students powerful new tools for teaching and learning by combining technologies such as video, audio, graphics, interactivity, and text. Students in this course will learn how to identify, choose, plan for, produce, and integrate multimedia into instruction. *Prerequisite: Graduate standing.*

ED 685 Issues in Educational Technology (3)

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

ED 686 Integrating the Internet into Instruction (3)

The Internet is providing many educational opportunities for the connected classroom. This course will investigate the various components of the Internet, such as the World Wide Web, telecommunications, and other resources for use in the classroom. Students will learn to find, identify, evaluate, and utilize Internet resources for instruction. *Prerequisite: Graduate standing.*

ED 687 Emerging Technologies in Education (3)

Technology is a constantly changing and ever-evolving process. Students in this course will explore new technologies, evaluate them, and determine their applicability for the classroom. *Prerequisite: Graduate standing.*

ED 688 Using Technology with Special Needs Students (2)

Students will learn to use technology, including computers to enhance the education of students with exceptionalities. *Prerequisite: Graduate standing.*

ED 690 Tests and Measurements (3)

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

ED 694 Philosophy of Education (3)

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

ED 696 Thesis (3-6)

Research design and analysis of action research or library research study. This project is the culminating activity for the graduate student interested in research or advanced study. Professional laboratory experiences in child study, innovative problems constitute the typical projects for thesis designs. *Prerequisites: ED 665 and permission of Chairperson of the Department of Education.*

ED 697 Independent Study in Education (1-3)

Independent research for graduate students investigating a special problem in a specific area. *Prerequisite: Permission of Chairperson of the Department of Education.*

ED 698 Action Research Capstone (1)

Students will identify a question about their own teaching or school practices, review the current research literature, develop a plan to collect data, collect and analyze their data, identify emergent themes, write an action research paper, and present their project and findings to the faculty committee. The objectives of the action research project are to help students understand the research process in an educational setting; provide students with the opportunity to study and improve their own teaching through an action research project; and to show students how research can have a positive effect on school improvement and change. *Prerequisites: Admission to the graduate program, successful completion of at least 18 credit hours of course work and successful completion of ED 665 Educational Research.*

RD 610 Classroom Reading Instruction (3)

Theories of the reading process, current approaches to instruction, and instructional practices across a P-12 curriculum. The focus is on improving instruction through appropriate and thoughtful decision-making which supports the development of process, content, and

attitude goals in a total reading curriculum. *Prerequisite: Graduate standing.*

RD 612 Literature for Literacy Instruction (3)

Survey of literature across P-12 levels with an emphasis on how literature can be used in the development of readers and writers, and learners within all content fields. A variety of literary genre and text types will be explored. Students will learn strategies as well as create and implement plans using literature within a broad context of instructional and learner needs. *Prerequisite: Graduate standing.*

RD 616 Teaching Writing in Classrooms (3)

Current approaches to teaching writing based on whole language philosophy across a K-9 curriculum. Instructional strategies for improving writing skills through a writing workshop and methods of evaluating writing including portfolio assessment will be emphasized. Course content will explore current issues and recent research findings relating to teaching writing. *Prerequisite: Graduate standing.*

RD 618 Integrating Language and Literacy Through Inquiry and Assessment (3)

An inquiry approach to integrating language and literacy across the curriculum. Emphasis is on the use of literature and technology as springboards to motivate and sustain student-centered inquiry. Instruction in language and literacy skills is integrated within purposeful learning. *Prerequisite: Graduate standing.*

RD 619 Literacy for Young Adults (3)

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

RD 620 Assessment Procedures in Reading (3)

Principles and techniques of assessment of reading for the classroom or clinic. Current trends in naturalistic assessment procedures which emphasizes the use of portfolios is included along with traditional assessment procedures which emphasize administering various assessment instruments, analyzing diagnostic data, and evaluating strengths and weaknesses to determine goals for instruction. *Prerequisite: Graduate standing.*

RD 622 Instruction for Readers at Risk (3)

Principles and techniques of instruction for at-risk readers, including the mildly handicapped student in classroom or clinic. Current trends in applying strategies grounded in whole language philosophy are included, along with more traditional strategies. The focus is on selection of appropriate approaches, strategies and materials for readers who exhibit specific strengths and weaknesses. *Prerequisite: Graduate standing.*

RD 626 The Reading Specialist (3)

Seminar in the role of the reading specialist as an instructional leader for students, parents, teachers, administrators, professional colleagues and the community. *Prerequisite: Graduate standing.*

RD 628 Language Development and Assessment (3)

Principles of the processes of language development including the social and cultural factors which affect language acquisition, the stages of language development, and the relationship between oral language and literacy. The focus is on developing assessment procedures and instructional strategies to facilitate development for language-challenged and language different learners. *Prerequisite: Graduate standing.*

RD 630 Literacy Practicum

Supervised experience with learners who exhibit reading problems. Emphasis is on administering tests, analyzing data, determining a reader's strengths and challenges, developing instructional plans, selecting and implementing appropriate strategies and materials, and assessing a reader's progress toward goals. *Prerequisites: RD 610, 612, 616, 620, 622, and 628.*

RD 656 Advanced Children's Lit (3)

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

RD 684 Reading in the Content Areas (3)

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. Addresses the philosophy that the effective content teacher includes the teaching of reading as an essential element for mastery of the content. Emphasis is given to the importance of pre and post assessment of student's reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials, and collateral reading. *Prerequisite: Graduate standing.*

SE 610 Learning and Behavior Problems of Children and Youth with Mild-Moderate Disabilities (3)

Social, cognitive, behavioral, educational, medical aspects of development to establish etiology, characteristics, and best practice interventions for children and youth with learning and behavioral problems and theories of the causes of learning and behavioral problems. Emphasis on identifying disabilities according to state guidelines, utilizing appropriate assessment data, engaging in multi-disciplinary planning, and developing appropriate interventions. *Prerequisite: ED 302 or SE 476.*

SE 620 Educational Planning for Children and Youth with Mild-Moderate Disabilities Preschool/Elementary (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: SE 610.*

SE 622 Educational Planning for Children and Youth with Mild-Moderate Disabilities Middle/Secondary School (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for middle and secondary school students with learning and behavioral problems. Emphasis placed on establishment of procedures for regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. *Prerequisite: SE 610.*

SE 630 Methods & Materials for Teaching Mild Moderate Disabled Children & Youth (Preschool/Elementary School) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. IEP development. *Prerequisite: ED 302 or SE 610.*

SE 632 Methods & Materials for Teaching Mild-Moderate Disabled Children & Youth (Middle School/Secondary) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. IEP development. *Prerequisites: ED 302 or SE 610.*

SE 635 Conferencing and Consulting in Special Education (3)

An introduction to conferencing, collaboration, and communication skills to develop multidisciplinary approaches to work with parents and other professionals to secure supportive school/home environments for exceptional children. *Prerequisites: SE 610.*

SE 640 Individual & Group Management for Children & Youth with Mild-Moderate Disabilities (3)

Principles and applications of individual and group management techniques for children and youth with

mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures. *Prerequisite: Graduate standing.*

SE 655 Special Education Practicum (4)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include elementary age children. *Prerequisites: Graduate standing and permission of Instructor.*

SE 656 Special Ed. Practicum I (Preschool/Elementary School) (3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include pre-school/elementary age children. *Prerequisites: SE 610, SE 620.*

SE 657 Special Education Practicum II (Preschool/Elementary School) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. *Prerequisites: SE 656 and 18 hours graduate coursework.*

SE 658 Special Education Practicum I (Middle School Secondary School) (3)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include middle school and secondary age children. *Prerequisites: SE 610, SE 622.*

SE 659 Special Education Practicum II (Secondary) (3)

Interrelated teaching experiences with students with mild/moderate disabilities. *Prerequisites: SE 658 and 18 hours graduate coursework.*

SE 660 Assessment in Special Education (Pre-School Elementary School) (3)

Survey and analysis of individual tests, curriculum-based and ecological measures applicable to diagnosing and planning instructional programs for children with mild/moderate disabilities. Emphasis is on development of individual portfolios through data collection, administration and interpretation of multi-sources educational information, test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (A fee may be assessed to cover the cost of consumable materials.) *Prerequisite: SE 610 or SE 620.*

SE 662 Assessment in Special Education (Middle School/Secondary School) (3)

Survey and analysis of individual tests and curriculum-based measures applicable to diagnosing and planning instructional programs for youth with mild/moderate disabilities. Emphasis is on development of individual portfolios through data collection, administration and interpretation of multi-sourced educational information,

test results, and personal records to develop appropriate curriculum. Stresses use of data in the development of individual educational plans. (A fee may be assessed to cover the cost of consumable materials). *Prerequisite: SE 610 or SE 622.*

SE 663 Exceptionalities in Early Childhood (3)

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

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

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

SE 676 Psychology of the Exceptional Student (3)

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

SE 680 Resources for Families with Disabilities (3)

A study of the local, state and national resources available to assist children with disabilities and their families is the focus of this course. Structural characteristics of families are presented to assist students in understanding the needs of individuals with disabilities. *Prerequisite: Graduate standing.*

MASTER OF LIBERAL STUDIES (MLS)

Website: www.washburn.edu/mls

Morgan Hall, Room 209
(785) 670-1633

MISSION

Consistent with the mission of the University and the College of Arts and Sciences, the Master of Liberal Studies program at Washburn University is designed to develop students who understand the integrated nature of learning. Through the combination of core interdisciplinary seminars and an individualized study program, students become increasingly proficient at moving from the specific to the general and at seeking solutions by integrating the various disciplines. The capstone experience provides students with an opportunity to demonstrate these skills, as well as the broad humanistic goals of reading, writing, and thinking at a sophisticated level.

STUDENT LEARNING OUTCOMES

Master of Liberal Studies students, upon graduation, are expected to have:

- Demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources.
- Demonstrated a mastery of the formal conventions of scholarly writing.
- Acquired an understanding of the interconnection among the various academic disciplines so that "interdisciplinary" becomes an active approach to understanding and interpretation.
- Acquired the ability to put these skills into practice by writing and designing a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

ADMISSION REQUIREMENTS

Applicants to the program must have a minimum GPA of 3.0 in the last 60 hours of undergraduate work, and a bachelor's degree from an accredited institution. Those who do not meet the minimum requirement may petition for probationary admission. To move from probationary to full admission, candidates must complete 9 hours of graduate courses with a 3.0 GPA. Undergraduate students may petition for admission to graduate courses in the last six hours before completion of their undergraduate programs.

Correspondence regarding admission should be addressed as follows:

Director, MLS
College of Arts and Sciences
Washburn University
1700 SW College Avenue
Topeka, KS 66621

APPLICATION PROCEDURES

The applicant should submit the following:

- The University online graduate application admission form.
- A three to five page essay defining what a liberal education means at the graduate level and specifying how the general aims of a liberal education are relevant to the applicant's specific goals in pursuing the MLS degree.
- Three letters of recommendation which address the applicant's accomplishments and ability to work at the graduate level.
- All undergraduate transcripts.

After reviewing the application, essay, recommendations and transcripts, the committee may interview applicants for admission.

Deadlines for application are October 1st, for the spring semester and March 1st, for fall semester.

TRANSFER CREDIT

Transfer credit from other accredited graduate programs will be considered on a case-by-case basis, but in no case will more than nine hours of transfer credit be accepted. Transfer credit will be granted only in the individualized study component of the program. Twelve hours of interdisciplinary seminars must be completed at Washburn University.

DEGREE REQUIREMENTS

Completion of the thirty hour (30 hour) requirement with a minimum GPA of 3.0 at graduation and completion of a successful capstone project. At least two thirds of the semester hours required for the degree must be earned at Washburn University. The program of study must be completed within a six-year time span.

PROGRAM REQUIREMENTS

Individualized Study Program

(total of 15 credit hours)

In consultation with their advisors, students must construct an integrated program that goes beyond their undergraduate experience. Students may not repeat for graduate credit a course they have already taken for undergraduate credit. Courses in the ISP may be dual-listed at the 300/600 level. Students receiving graduate credit will have more demanding course requirements and will

complete an appropriate research project. In addition, students, with the consent of the MLS Committee, may take a Special Topics in Liberal Studies course, LS 690. Students may take a maximum of two courses offered by the professional schools.

Core Disciplinary Seminars

(total of 15 credit hours)

These courses do not assume that students possess professional-level proficiency in the disciplines that provide the courses. They are not offered in specific disciplines such as Philosophy or Chemistry. Rather they are offered as Liberal Studies courses designed to introduce students to the underpinnings of the disciplines. They are built around a considerable body of independent work and student presentations to the seminar as a whole. They are interdisciplinary and taught by faculty from two or more departments. These courses must be completed at Washburn University. Core interdisciplinary courses are regularly offered in the evenings or on weekends. The Director works with individual departments to ensure that a reasonable mix of upper-division courses are offered at times that are accessible to non-traditional students.

Students must take four seminars:

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

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

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

ACADEMIC ADVISING AND GRADUATE FACULTY

The Master of Liberal Studies Advisory Committee comprises faculty representation from the divisions of Humanities, Social Sciences, Creative and Performing Arts, Natural Sciences, and Education. The Director of the MLS program serves as Chair. The Committee approves all core courses, individualized study programs, and special topics courses. The Committee Chair signs off on all degrees. Each student will be assigned an advisor from among

the graduate teaching faculty. A co-advisor from another academic field may be selected by the student.

Although the MLS Advisory Committee has responsibility for determining which faculty members will teach courses in the program, the faculty will usually consist of full-time members of the faculty who are either tenured or on a tenure-track contract.

SATISFACTORY PROGRESS

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

INCOMPLETES

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.

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in graduate-level courses must be completed by the end of two consecutive semesters which excludes the summer session, otherwise a grade of "F" will be recorded.

Students must complete all "I" grades in order to graduate.

COURSE OFFERINGS

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

An introduction to the process, method, and style of graduate research in the humanities, natural sciences, social sciences and creative and performing arts. *Prerequisite: Acceptance into the MLS program or instructor's consent.*

LS 601 Interdisciplinary Seminar in Humanities (3)

A team-taught seminar on a special topic in the humanities as it relates to the social sciences, the natural

sciences or creative and performing arts; the course will be cross-listed with LS 602, LS 603, or LS 604. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

LS 602 Interdisciplinary Seminar in the Social Sciences (3)

A team-taught seminar on a special topic in the social sciences as it relates to the humanities, the natural sciences, or the creative and performing arts; the course will be cross-listed with LS 601, LS 603 or LS 604. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

LS 603 Interdisciplinary Seminar in the Natural Sciences (3)

A team-taught seminar on a special topic in the natural sciences as it relates to the humanities, the social sciences or the creative and performing arts; the course will be cross-listed with LS 601, LS 602 or LS 604. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of instructors.*

LS 604 Interdisciplinary Seminar in Creative and Performing Arts (3)

A team-taught seminar on a special topic in creative and performing arts as it relates to the humanities, social sciences, or natural sciences; the course will be cross-listed with LS 601, LS 602, or LS 603. Variable, but interdisciplinary subject matter. A student may repeat the course when it is offered on a different topic. *Prerequisite: Acceptance into MLS program or consent of the instructors.*

LS 690 Special Topics (1-6)

With the consent of the advisory committee, students may arrange with a member of the graduate faculty a special topics course in Liberal Studies.

LS 799 Capstone Experience (3)

Students will apprentice themselves to one faculty member to pursue a theme developed in the core interdisciplinary program or individualized study program. The expectation is a research paper of 30 pages or an approved equivalent. Students will be strongly encouraged to develop creative alternatives. Regardless of the form the project takes, it must in some significant way reflect both an in-depth understanding of a specific subject matter and the interdisciplinary nature of learning.

Papers or projects are defended before a three- to five-person committee consisting of the advisor and two to four other faculty members chosen by the student and approved by the advisor and the MLS Director.

The Capstone course provides the final opportunity

to evaluate the student's mastery of the Liberal Studies curriculum. The final project should reflect the student's appreciation of the interdisciplinary nature of learning.

The following courses have also been identified as meeting the criteria for the Master of Liberal Studies Program.

- AN 600 Special Topics in Anthropology
- AN 621 Anthropology of Women
- AN 624 History & Theory of Anthropology
- AN 637 Creativity and Society
- AN 638 Strategies for Social Change
- AR 600 Directed Graduate Studies Art Studio
- AR 601 Directed Graduate Studies Art History
- CM 631 Computational Intelligence
- CM 632 Data Mining
- CN 695 Special Topics
- ED 672 Issues in Modern American Education
- ED 660 Advanced Educational Psychology
- EA 692 School-Community Relations
- EN 601 Critical Reading and Writing
- EN 605 Advanced Fiction Writing
- EN 606 Advanced Poetry Writing
- EN 607 Creative Writing, Nonfiction
- EN 610 Modern English Grammar
- EN 615 Reading as Writers
- EN 620 Literature for Young Adults
- EN 625 Survey of English Literature I
- EN 626 Survey of English Literature II
- EN 630 American Literature I
- EN 631 American Literature II
- EN 636 Contemporary Theater
- EN 645 Shakespeare
- EN 660 World Literature I
- EN 661 World Literature II
- EN 670 Medieval Literature
- EN 671 Renaissance Literature
- EN 672 Restoration and Eighteenth-Century Literature
- EN 673 Romantic/Victorian Literature
- EN 674 Modern Literature
- EN 675 Contemporary Literature
- EN 680 Modern Poetry
- EN 681 Drama
- EN 682 Modern Novel
- EN 685 Directed Reading, Writing, Research
- EN 690 Aspects of Film
- EN 693 Literature of Popular Culture
- EN 699 Special Topics in Writing and Research
- FR 674 Independent Studies (French)
- FR 699 Special Topics (French)
- GE 674 Independent Studies (German)
- GE 699 Special Topics (German)
- HI 600 Special Topics in History
- HI 604 American Revolutionary Period (1763-1789)
- HI 607 The American Civil War: 1848-1877
- HI 611 Cold-War America: 1945-1990
- HI 612 War's Impact on America
- HI 615 Women in U.S. History
- HI 617 Topeka and Urban American History
- HI 620 The American West
- HI 622 Kansas History
- HI 625 American Religious History
- HI 628 African-American History
- HI 636 History of Britain
- HI 638 Victorian Britain: c. 1830-WWI
- HI 643 The European Reformation
- HI 644 The Holocaust: A Seminar
- HI 660 History of Mexico
- HI 663 Borderlands and Beyond
- HI 670 Modern Africa: c.1700-Present
- HI 680 Women in World History
- HI 698 Directed Readings
- MM 600 Mass Media Law
- MM 601 Mass Media and the Cinema
- MM 611 Entrepreneurial Media
- MM 612 Digital Cinematography
- MM 651 Mass Media Research
- MM 692 Independent Study
- MM 693 Special Topics
- PH 600 General Topics in Philosophy
- PH 603 Topics in the History of Philosophy
- PH 611 Issues in Ethical Theory
- PH 615 Philosophy of Law
- PH 625 Philosophy of Mathematics
- PH 630 Philosophy of Mind
- PH 635 Metaphysics
- PO 671 Upper Division Topics in American Politics and Government
- PO 672 Topics in Comparative Politics
- PO 686 Directed Readings
- RG 600 Special Topics in Religion
- RG 601 Old Testament Prophets
- RG 603 Jesus in the Gospels
- RG 605 The Mission and Message of Paul
- RG 631 Concepts of God: East and West
- SO600 Special Topics in Sociology
- SO 614 Organizations
- SO 638 Advanced Social Problems
- SO 660 Sociological Theory
- SP 674 Independent Study (Spanish)
- SP 699 Special Topics (Spanish)
- TH 606 Contemporary Theater
- TH 607 Non-Western Drama

MASTER OF ARTS - PSYCHOLOGY

EMPHASIS IN CLINICAL SKILLS

Website: www.washburn.edu/ma

Henderson Learning Resource Center, Room 211
(785) 670-1564

MISSION

The graduate program of the Psychology Department of Washburn University serves a small, carefully screened group of post-baccalaureate students pursuing graduate study in clinical psychology. The MA in Psychology with an emphasis in Clinical Skills offers professional training to prepare program graduates for licensure and practice under Kansas statutes.

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

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

STUDENT LEARNING OUTCOMES

Upon completion of the program students will be able to:

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

ADMISSION REQUIREMENTS

In order to be admitted to the graduate program, the candidate must have a bachelor's degree from an accredited college or university, with a minimum of 15 hours of undergraduate psychology courses including a statistics course, a research methods or experimental laboratory course, and a course in abnormal psychology. Students lacking required courses may be admitted on a provisional basis with the understanding that they complete any deficiencies before being fully admitted into the program.

APPLICATION PROCEDURES

Students who wish to apply must submit:

- Completed online admission form, which can be found on the Graduate Degree page of the Psychology Department website.
- All official copies of all undergraduate transcripts will need to be submitted to the registrar.
- Three letters of recommendation are required. After a completed application has been submitted, the system will generate an email to each letter writer. That email will direct the letter writers to a link where they will upload their letters.
- An official copy of Graduate Record Exam (GRE general test) scores must be sent directly to the Psychology Department.

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

SPECIAL STUDENT ADMISSION

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

TRANSFER CREDIT

Transfer credits will be determined on a case-by-case basis. Students requesting transfer credit should contact the Department Chair and be prepared to provide detailed documentation of the content of graduate-level courses completed at other institutions. Consistent with the requirement that 2/3 of the 60 semester credits required to complete the Master's in Psychology must be completed at Washburn University, a maximum of 20 credits can be considered for acceptance as transfer credits.

DEGREE REQUIREMENTS

In order to meet graduation requirements, the student must complete a minimum of 60 hours, have a cumulative grade point average of at least 3.0, take at least two-thirds of the semester hours required for the degree at Washburn University, and complete all course work within six (6) calendar years.

PROGRAM REQUIREMENTS

The student must complete a minimum of 60 hours including:

- Core Courses (16 hours): PY 610, 611, 602, 635, 637, 603
- Clinical Courses (20 hours): PY 632, 633, 625, 640, 670, 690, 700
- Seminar (3 hours): PY 720;
- Practicum courses (9 hours): PY 615, 634, 641, 671, 691, 701
- Internship courses (6 hours): PY 780
- Complete an acceptable thesis or empirically supported case study (6 hours): PY 799

SUGGESTED SCHEDULE FOR THE MASTER OF ARTS DEGREE

Sample Two Year Plan

1st Year Fall (16 credit hours)

PY 635 Ethics of Psychological Practice
PY 637 Diversity Issues in Assessment and Treatment
PY 610 Intermediate Statistics
PY 615 Counseling Skills & Interviewing Practicum
PY 625 Advanced Psychopathology
PY 670 Individual Adult Psychotherapy
PY 671 Psychotherapy Practicum II

1st Year Spring (16.5 credit hours)

PY 603 Advanced Health Psychology
PY 640 Introduction to Psychotherapy Techniques
PY 641 Psychotherapy Practicum I
PY 632 Psychological Assessment of Adults
PY 611 Graduate Research Design
PY 720 Seminar in Psychology

2nd Year Fall (12.5 credit hours)

PY 690 Group Therapy: Theory and Application
PY 633 Psychological Assessment of Children
PY 634 Psychological Child Assessment Practicum
PY 799 Thesis
PY 780 Internship

2nd Year Spring (15 credit hours)

PY 602 Advanced Physiological Psychology
PY 700 Child, Marital and Family Therapy
PY 701 Child, Marital and Family Therapy Practicum
PY 691 Group Therapy Practicum
PY 799 Thesis
PY 680 Internship

Sample Three Year Plan

1st Year Fall (11.5 credit hours)

PY 635 Ethics of Psychological Practice
PY 637 Diversity Issues in Assessment and Treatment
PY 610 Intermediate Statistics
PY 615 Counseling Skills & Interviewing Practicum
PY 625 Advanced Psychopathology

1st Year Spring (10.5 credit hours)

PY 603 Advanced Health Psychology
PY 640 Introduction to Psychotherapy Techniques
PY 641 Psychotherapy Practicum I
PY 632 Psychological Assessment of Adults

2nd Year Fall (11 credit hours)

PY 670 Individual Adult Psychotherapy
PY 671 Psychotherapy Practicum II
PY 690 Group Process Training
PY 633 Psychological Assessment of Children
PY 634 Child Assessment Practicum

2nd Year Spring (9 credit hours)

PY 611 Graduate Research Design
PY 700 Child, Marital and Family Therapy
PY 701 Child, Marital and Family Therapy Practicum
PY 691 Group Therapy Practicum

3rd Year Fall (9 credit hours)

PY 602 Advanced Physiological Psychology
PY 799 Thesis
PY 780 Internship

3rd Year Spring (9 credit hours)

PY 720 Seminar in Psychology
PY 799 Thesis
PY 780 Internship

ACADEMIC STATUS: FULL TIME GRADUATE STUDENT

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

ENROLLMENT

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

Students must be continuously enrolled until all requirements for the degree are completed. Candidates who have completed all course requirements, including enrolling in six hours of PY 799 and PY 780, but who still must complete their thesis or internships, are required to enroll in PY 777 each semester until defense of the thesis is successfully accomplished. The number of hours of enrollment each semester will be determined by the candidate's advisor and must reflect as accurately as possible the candidate's demand on a faculty member's time and university facilities.

GRADES

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

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

COURSE OFFERINGS

Prerequisite for admission to all professional courses is graduate standing in the Psychology Department. Only those courses with prerequisites listed as consent are open to senior psychology majors and students with special student status. Consent may be obtained by contacting the Psychology Department prior to registration.

PY 602 Advanced Physiological Psychology (3)

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

PY 603 Advance Health Psychology (3)

Advance health psychology examines how biological, psychological, and social factors interact with and affect the efforts people make in promoting good health and well-being as well as preventing illness. Advanced study includes reviewing and discussing contemporary empirical research related to the science and practice of health psychology. *Prerequisite: Graduate standing or consent of instructor.*

PY 610 Intermediate Statistics (3)

Survey of basic statistical principles including parametric and non-parametric hypothesis-testing techniques, correlation, and an introduction to computer statistical packages. *Prerequisite: Consent.*

PY 611 Graduate Research Design (3)

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

PY 615 Counseling Skills & Interviewing Practicum Techniques (1.5)

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

PY 624 Theories of Psychotherapy (3)

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

PY 625 Advanced Psychopathology (3)

Theory, research, and clinical approaches to problems of adulthood and childhood. *Prerequisite: Consent.*

PY 632 Psychological Assessment of Adults (3)

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

PY 633 Psychological Assessment of Children (3)

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

PY 634 Psychological Assessment of Children Practicum (1.5)

This practicum will focus on the application of child and family assessment skills acquired in PY 633 Psychological Assessment of Children. The practicum will involve a combination of lecture, discussion, role plays, supervision, and practical experience with clients in the Psychological Services Clinic. *Prerequisite: Concurrent enrollment in PY 633.*

PY 635 Ethics of Psychological Practice (2)

This course will explore contemporary aspects of professional practice germane to masters-level psychologists. The primary focus will be on the understanding and application of the APA Ethics Code when providing psychotherapy and psychological assessment services. Special topics such as requirements for licensure and career options may also be explored. *Prerequisite: Graduate standing.*

PY 637 Diversity Issues in Treatment and Assessment (2)

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

PY 640 Introduction to Psychotherapy Techniques (3)

Theory and practice of basic interviewing and therapy skills, with an emphasis on the Cognitive Behavioral approach for treatment of anxiety disorders. Must be taken with PY 641. *Prerequisites: Graduate standing and concurrent enrollment in PY 641.*

PY 641 Psychotherapy Practicum I (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 640. *Prerequisite: Concurrent enrollment with PY 640.*

PY 670 Individual Adult Psychotherapy (3)

Theory and practice of psychotherapeutic intervention skills with an emphasis on interpersonal, cognitive, and brief therapy approaches for treatment of mood disorders. Must be taken concurrently with PY 671. *Prerequisites: PY 630 & PY 640.*

PY 671 Psychotherapy Practicum II (1.5)

Students will be expected to demonstrate and master a variety of clinical techniques involving therapeutic skills being taught concurrently in PY 670. *Prerequisite: Concurrent enrollment with PY 670.*

PY 690 Group Therapy: Theory and Application (2)

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

PY 691 Group Therapy Practicum (1.5)

The faculty is committed to the belief that the integration of theoretical knowledge and practical experience is an integral part of the curriculum. Must be taken concurrent with PY 690.

PY 700 Child, Family and Marital Therapy (3)

Theory and practice of interventions in marital, family, and child management problems. *Prerequisite: PY 670.*

PY 701 Child, Family, and Marital Therapy Practicum (1.5)

This practicum will focus on the application of child, family and marital therapy theory and skills acquired in PY 700 Child, Family and Marital Therapy. The practicum will involve a combination of lecture, discussion, role plays, and practical experience with clients in the Psychological Services Clinic. *Prerequisite: Concurrent enrollment in PY 700.*

PY 720 Seminar in Psychology (3)

(May be repeated with different topics.) Selected topics of relevant psychological, clinical, and professional issues. *Prerequisite: Consent.*

PY 780 Internship (1-4)

This course may be repeated to a maximum of 12 hours credit toward the degree. Field training experience oriented toward the development of skills in assessment and therapeutic intervention, consultation experiences, preventive applications, and group and family interventions. *Prerequisites: Admission to candidacy status and consent of instructor.*

PY 795 Independent Research (1-3)

Independent supervised research. Does not count toward graduation. *Prerequisite: Completed 6 hours in PY 799 Thesis.*

PY 799 Thesis (1-3)

(To be repeated to a maximum of 6 hours credit toward the degree.) Independent supervised research. *Prerequisite: Admission to candidacy status.*

SCHOOL OF APPLIED STUDIES

MASTER OF CRIMINAL JUSTICE (MCJ)

Website: www.washburn.edu/mcj

Benton Hall, Room 201

(785) 670-1411

MISSION

The Master of Criminal Justice (MCJ) degree is designed to meet the needs of criminal justice professionals and pre-professionals who desire to enhance their knowledge, skills, and talents in the field of criminal justice. The degree program is dedicated to informing professional best practices, advancing scholarship, and promoting responsible leadership through a variety of law enforcement, corrections, and security administration courses. As such, the program provides students with the academic and administrative skills needed for designing policies, managing programs, directing scholarly research, preparing for teaching, and leading with integrity. We foster an inclusive, collaborative community of students and faculty who share diverse practical experience and academic knowledge to advocate for justice and equality in local and global communities.

STUDENT LEARNING OUTCOMES

Master of Criminal Justice students, upon graduation, are expected to:

- Interpret administrative principles and practices used in criminal justice agencies.
- Analyze theories relating to crime causation and criminality.
- Evaluate the interdisciplinary nature of the criminal justice system.
- Develop skills for conducting and evaluating criminal justice related research.
- Employ advanced problem-solving skills to identify, analyze, synthesize, and solve criminal justice operational problems that affect the delivery of criminal justice related services.
- Demonstrate ability to apply critical thinking, advanced writing, and verbal communication skills.

GENERAL ADMISSION REQUIREMENTS

1. Applicants for admission must have achieved a cumulative grade point average of 3.0 or better in the last two years (60 hours) of college course work from accredited institutions.
2. Applicants who do not have a 3.0 GPA or better in the last two years (60 hours) of college coursework must submit evidence to the Criminal Justice and

Legal Studies Department that they have achieved a cumulative score of 290 or better on the Graduate Record Examinations (GRE).

3. Applicants who have not achieved a cumulative GPA of 3.0 in their undergraduate program, and do not earn the above minimum test scores on the GRE, may be considered for conditional admission.
4. Applicants must obtain the recommendation of the Graduate Program Director/Advisor and the Graduate Admissions and Retention Committee.

Correspondence regarding admission should be addressed as follows:

Master of Criminal Justice Graduate Program
Department of Criminal Justice & Legal Studies
Washburn University
1700 SW College Avenue
Topeka, Kansas 66621

APPLICATION PROCEDURES

1. Complete the University Graduate Admission online application found at www.applyweb.com/washburn/index.ftl.
2. The application process requires the submission of the academic transcripts, letters of reference, personal statement, and collection of the \$40.00 application fee.
3. Applicants must submit a personal statement (2 page requirement) explaining (a) personal philosophy of the criminal justice system and (b) reasons for entering the program.
4. Applicants must submit a completed Program of Courses form for the appropriate degree option indicating any transfer credit to be applied to the degree.

NON-DEGREE STUDENTS

Non-degree seeking students wishing to enroll in graduate criminal justice courses may do so with permission of the Department Chair.

TRANSFER CREDITS

Students who are admitted as a “full-standing” student may transfer a maximum of 6 semester hours of relevant graduate course work from another university or another Washburn department. These will be considered on a case-by-case basis. The applicant must have received a grade of “B” or better in the course(s) being considered for transfer.

DEGREE REQUIREMENTS

1. **Thesis Option:** The completion of 36 hours of course work, which includes CJ 699 Thesis.
Capstone Option: The completion of 36 hours of course work, which includes CJ 693 Capstone.

2. Complete all required coursework while maintaining no less than a "B" (3.0) average.
3. No more than two grades of "C" in the plan of study.
4. At least 85% of the semester hours required for the degree must be earned at Washburn University.
5. Maintain continuous enrollment each regular semester (fall and spring). A minimum of one (1) semester hour of graduate work will constitute continuous enrollments.
6. Any grade of incomplete "I" should be rectified as early as possible. Any Incomplete grade not made up by the start of the subsequent semester will revert to a grade of "F."
7. Complete all program requirements within seven (7) years of the date of entry into the MCJ degree program.

PROGRAM REQUIREMENTS

Thesis Option (36 Hours)

Students pursuing the "Thesis" option must complete 18 hours in the core curriculum, 12 hours of elective courses, and 6 hours of Thesis.

All courses are 3 hours each except where noted.

Core (18 Hours)

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

Electives (12 Hours)

- CJ 604 Seminar in CJ Organization and Mgmt.
- CJ 605 Ethics in Criminal Justice Practice
- CJ 630 Seminar in Correctional Admin
- CJ 635 Organized and White Collar Crime
- CJ 640 Seminar in Legal Issues in L.E.
- CJ 645 Comparative Criminal Justice
- CJ 650 Seminar in Community Corrections
- CJ 655 Seminar in Juvenile Justice and Delinquency
- CJ 660 Seminar in Operational and Staff Planning
- CJ 670 Seminar in Correctional Law
- CJ 675 Problems and Practices in Judicial Admin.
- CJ 680 Seminar in Staff Development
- CJ 685 Special Topics in Criminal Justice
- CJ 690 Directed Readings (1-3 hours)
- CJ 692 Analytical Research and Statistics

Thesis (6 Hours)

- CJ 699 Criminal Justice Thesis (1-6 hours)

Capstone Option (36 Hours)

Students pursuing the "Capstone" option must complete 18 hours in the core curriculum, 15 hours of elective courses, and 3 hours for the Capstone course. The Capstone course is typically offered once per year in the spring semester.

All courses are 3 hours each except where noted.

Core (18 Hours)

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

Electives (15 Hours)

- CJ 604 Seminar in CJ Organization and Mgmt.
- CJ 605 Ethics in Criminal Justice Practice
- CJ 630 Seminar in Correctional Admin
- CJ 635 Organized and White Collar Crime
- CJ 640 Seminar in Legal Issues in L.E.
- CJ 645 Comparative Criminal Justice
- CJ 650 Seminar in Community Corrections
- CJ 655 Seminar in Juvenile Justice and Delinquency
- CJ 660 Seminar in Operational and Staff Planning
- CJ 670 Seminar in Correctional Law
- CJ 675 Problems and Practices in Judicial Admin.
- CJ 680 Seminar in Staff Development
- CJ 685 Special Topics in Criminal Justice
- CJ 690 Directed Readings (1-3 hours)
- CJ 692 Analytical Research and Statistics

Capstone (3 Hours)

- CJ 693 Capstone (3 hours)

NONDISCRIMINATION

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

LIFE EXPERIENCE

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

CONTINUOUS ENROLLMENT

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave

has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class CJ 777 each semester until the program is completed. Credit hours completed through the CJ 777 will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

ACADEMIC ADVISING

Upon admission to the Master of Criminal Justice program, all students will participate in at least one (1) student orientation session.

Likewise, all MCJ students are required to consult with the MCJ Program Director every semester to decide the student's class schedule for the coming semester. Students are expected to inform Washburn University and the MCJ program of any changes of their permanent and current addresses and contact information.

COURSE DESCRIPTIONS

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

CJ 600 Seminar in Criminal Justice Systems (3)

This is a professional graduate seminar designed to engage the first-semester criminal justice graduate student in the analysis of the array of issues in the process of justice administration. Criminal Justice system operations are reviewed, and key issues impacting criminal justice theory and practice are explored. *Prerequisite: Admitted to MCJ program.*

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

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

CJ 602 Criminal Justice Research Methods (3)

The student will be able to develop and implement basic research designs and interpret findings. Both qualitative and quantitative methods will be examined. Instruction and application will focus upon criminal justice issues and the impact of criminal justice research upon the profession. *Prerequisite: Admitted to MCJ program.*

CJ 603 Issues in Criminal Procedure (3)

Current significant issues in criminal procedure will be addressed. Emphasis will be placed upon significance of recent judicial decisions to both enforcement and corrections. Additionally, the relationship between the judiciary and the other segments of the criminal justice system will be examined. Methods for conducting legal research will be examined. *Prerequisite: Admitted to MCJ program.*

CJ 604 Seminar in Criminal Justice Organization and Management (3)

This course will address the application of organizational, administrative and management principles in law enforcement, courts, and corrections. The course will examine issues in organizational structure, administration, problem solving, planning, and budgeting. *Prerequisite: Admitted to MCJ program.*

CJ 605 Ethics in Criminal Justice (3)

The course will evaluate issues of professionalism and ethical behavior within the criminal justice profession. Key issues examined will include professional behavior of the individual and the agency. Current topics, such as sexual harassment, accreditation, and maintenance of standards, and community relations will be significant topics of focus. *Prerequisite: Admitted to MCJ program.*

CJ 610 Corrections in the United States (3)

This course will study the policies that affect modern correctional agencies in the United States. Corrections will be examined from a historical perspective to provide a benchmark for the analysis of current and future trends. *Prerequisite: Admitted to MCJ program.*

CJ 620 The Role of Law Enforcement in the United States (3)

Policies and human issues affecting law enforcement agencies in the United States will be addressed. Law enforcement will be examined from a historical perspective with analysis of current activities and expected future trends. *Prerequisite: Admitted to MCJ program.*

CJ 625 Seminar in Criminological Theory (3)

Theories of crime causation and criminal behavior are discussed and researched. Theories are traced from the 1700's through modern times. *Prerequisite: Admitted to MCJ program.*

CJ 630 Correctional Administration (3)

The course will develop students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration arena. Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement will be examined. *Prerequisite: Admitted to MCJ program.*

CJ 635 Organized and White Collar Crime (3)

This course examines organized crime, white collar crimes, and gang activity in the United States. Focus will be on the historical development of these criminal patterns with an evaluation of current activities as well as proposed intervention theories. *Prerequisite: Admitted to MCJ program*

CJ 640 Seminar in Legal Issues in Enforcement (3)

Current significant issues in enforcement administration will be addressed. Emphasis will be placed upon significance to federal, state, and local enforcement administrators, their agencies, and their communities. *Prerequisite: Admitted to MCJ program.*

CJ 645 Comparative Criminal Justice Systems (3)

This course studies the criminal justice systems of four to six major countries. Each country's different philosophical and practical approaches to criminal justice will be evaluated and compared. Field study will be utilized when possible. *Prerequisite: Admitted to MCJ program.*

CJ 650 Community Corrections (3)

The course will examine the traditional practices of probation and parole, as well as newer community methods. The major focus will be on the organization and integration of community-based programs into the modern criminal justice system. *Prerequisite: Admitted to MCJ program.*

CJ 655 Juvenile Justice and Delinquency (3)

This course addresses delinquency prevention, investigation of juvenile crime, disposition of offenders and juvenile courts. The Seminar will include an examination of the roles and interaction of juvenile agencies' operations and the administrative challenges to them as well as a review of the due process considerations mandated by courts. *Prerequisite: Admitted to MCJ program.*

CJ 660 Seminar in Operational and Staff Planning (3)

This course will examine principles and practical applications of operational and staff planning as applied to law enforcement agencies. Emphasis will be placed on the development and implementation of organizational goals and objectives, strategic, and tactical planning and operational needs assessment. *Prerequisite: Admitted to MCJ program.*

CJ 670 Correctional Law (3)

This course studies correctional law as related to probation and parole, juvenile and adult institutions, local jails, legal liabilities, and legal research. *Prerequisite: Admitted to MCJ program.*

CJ 675 Problems & Practices in Judicial Administration (3)

In this course, students will examine the problems that face judicial administration and how those problems affect other elements of the criminal justice system. *Prerequisite: Admitted to MCJ program.*

CJ 680 Staff Development in Criminal Justice (3)

This course examines the role of staff development in the management of human resources in criminal justice, and effective staff development methods and techniques. Emphasis will be placed on training and human resources development in criminal justice, organizationally determined outcomes, training needs assessment, performance standards, and assessment. *Prerequisite: Admitted to MCJ program.*

CJ 685 Special Topics in Criminal Justice (3)

These courses offer an opportunity for students and faculty to explore topics of contemporary or historical interest that are not covered in regular course offerings. *Prerequisite: Admitted to MCJ program.*

CJ 690 Directed Readings in Criminal Justice (1-3)

This course provides students with an opportunity to conduct an in-depth exploration of literature related to a particular criminal justice topic. Consent from the supervising professor is required. *Prerequisites: Admitted to MCJ program and Instructor consent.*

CJ 692 Analytical Research and Statistics (3)

Statistical methods and computer applications are covered as they relate to survey research, agency evaluation, and content analysis. Qualitative methods are also taught, and include field methods, historical research, and legal bibliography. *Prerequisites: Admitted to MCJ program & CJ 602.*

CJ 693 Capstone Course (3)

A Capstone course is a graduate course that typically serves as a comprehensive assessment of the knowledge and skills of a graduate student in the major field of study. It is usually completed at the end of the degree program. This Capstone course is a self-directed, integrated, learning opportunity. It is designed to integrate and synthesize all coursework in the criminal justice graduate program and related areas so the student has a broad conceptual and practical understanding of the criminal justice career field. *Prerequisites: Admitted to MCJ program, 24 hours of coursework completed (including all core coursework), and Instructor consent.*

CJ 699 Thesis (1-6)

This course may be directed by any member of the criminal justice graduate faculty who accepts responsibility for supervising the thesis. The thesis topic must be pre-approved by the faculty advisor who serves as the student's graduate committee chair. The student normally conducts original empirical research which involves the collection and analysis of new data, or re-analyzing existing data to arrive at certain conclusions. The written Thesis report is submitted to the student's Thesis Committee for evaluation and approval. An oral defense of the Thesis is required for graduation. *Prerequisites: Admitted to MCJ program, 24 hours of MCJ coursework (including all core coursework), and instructor consent.*

CJ 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. *Prerequisite: Instructor permission.*

MASTER OF HEALTH SCIENCE (MHS)

HEALTH CARE EDUCATION

Website: www.washburn.edu/mhs

Benton Hall, Room 107
(785) 670-2170 or (785) 670-2176

MISSION

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

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

PROGRAM GOALS:

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

administrative duties of allied health education programs.

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

STUDENT LEARNING OUTCOMES

Upon completion of the program students will be able to:

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

ADMISSION REQUIREMENTS

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

ADMISSION PROCEDURES

1. Complete the University Graduate Admissions application found at www.applyweb.com/washburn/index.ftl.
2. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.
3. Applicants for unconditional acceptance must have achieved a cumulative grade point average of 3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
4. Applicants for conditional acceptance must have a cumulative grade point average of 2.75 -3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.

5. Applicants must submit a personal statement explaining reasons for entering the program. Applicants applying for conditional acceptance must explain why the cumulative grade point average is lower than 3.0 and how the applicant expects to be successful at the graduate level. Applicants must submit a resume detailing their education and professional growth.
6. Applicants must have successfully completed a College Algebra course with a grade of no lower than a "C" from a regionally accredited institution of higher learning.
7. It is the responsibility of the applicant to be familiar with the Microsoft Office productivity software, including Word, Excel, and PowerPoint.

TRANSFER CREDIT

A maximum of 9 transfer credit hours may be awarded on a case-by-case basis.

DEGREE REQUIREMENTS

1. Complete 36 hours of course work.
2. Complete all required coursework with no single course grade lower than a "B."
3. Three-fourths of the semester hours required for the degree must be earned at Washburn University.
4. Maintain continuous enrollment (enrolled in a 3 credit hour graduate course) each regular semester (fall and spring).
5. All requirements must be completed within six (6) years.

PROGRAM REQUIREMENTS (36 HOURS)

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

LIFE EXPERIENCE

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

CONTINUOUS ENROLLMENT

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have

enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class AL 777 each semester until the program is completed. Credit hours completed through the AL 777 will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

NONDISCRIMINATION

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

GRADUATE COURSES

AL 600 Foundations of Health Care Education (3)

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

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

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

AL 602 Special Populations in Health Care (3)

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

AL 603 Health Care Decision Making (3)

Decision making is the study of identifying and choosing alternatives based on reducing uncertainty and selecting a reasonable choice based on the values and preferences of the decision maker. Decision making theories, methods,

and processes will be studied as well as the application of decision analysis and knowledge-based systems, including data mining, data warehouses, data marts, clinical data repositories, and data modeling.

AL 620 Research Method for Health Care Personnel (3)

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

AL 622 Educational Program Administration (3)

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

AL 624 Assessment in Health Care Education (3)

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

AL 626 Instructional Technology (3)

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

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

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

AL 722 Advanced Trends in Health Care (3)

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

AL 724 Health Care Education Internship (3)

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

AL 726 Health Care Education Practicum (3)

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

AL777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. *Prerequisite: Instructor permission.*

POST-GRADUATE CERTIFICATE IN HEALTH CARE EDUCATION

Website: www.washburn.edu/academics/college-schools/applied-studies/departments/allied-health/health-care-education/index.html

Benton Hall, Room 107
(785) 670-2170 or (785) 670-2176

The post-graduate certificate in healthcare education is available to students pursuing the Doctorate of Nursing Practice (DNP) and to students who have completed a clinical masters or doctorate degree who would like to pursue a career in education at the postsecondary level.

The **9 hour certificate** includes courses in foundational theory, assessment in healthcare education and curriculum and instruction. Nursing graduates are eligible to sit for the CCNE exam (Commission on Collegiate Nursing Education) on completion of the sequence. All courses are fully online in eight week increments.

AL 600 Foundations of Health Care Education (3)

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

AL 624 Assessment in Health Care Education (3)

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

AL 720 Curriculum and Instruction in Health Care Education (3)

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

MASTER OF ARTS IN HUMAN SERVICES (MA)

EMPHASIS IN ADDICTION COUNSELING

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

Benton Hall, Room 311
(785) 670-2116

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

MISSION STATEMENT

The mission of the Human Services Department is for students to attain the attitudes, skills and knowledge to become effective, ethical, and compassionate human services professionals who engage in creative approaches to meet diverse individual, community, and societal needs.

PROGRAM DESCRIPTION

The Master of Arts in Human Services, Addiction Counseling emphasis is approved by the Kansas Behavioral Sciences Regulatory Board (BSRB) and the national

Association for Addictions Professionals (NAADAC) to provide the educational curriculum required to become a Licensed Master's Addiction Counselor (LMAC) and Licensed Clinical Addiction Counselor (LCAC).

Coursework emphasizes the application of theory and research to the delivery of human services with an emphasis in addiction counseling. All courses are offered online to meet the needs of working students. Part-time and full-time scheduling options are available.

STUDENT LEARNING OUTCOMES

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

- Describe and explain how integrative human services have the potential to impact professional practice.
- Demonstrate the ethical standards of human service professionals.
- Demonstrate effective professional practice skills.
- Demonstrate awareness of one's strengths, limitations, and areas of needed growth through supervision and self-reflection.
- Engage in continuing professional education in human services.
- Obtain licensure or certification in one's respective state.

PROGRAM APPROVAL AND LICENSURE ELIGIBILITY

Washburn University's Human Services 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's Addiction Counselor (LMAC), and Licensed Clinical Addiction Counselors (LCAC) in Kansas. Students seeking licensing/accreditation in other states may be able to meet requirements through our program. Please contact your licensing board for eligibility requirements.

In Kansas, students who already have an LAC are eligible to pursue their LMAC/LCAC after completing the coursework and practica requirements indicated below. Students who do not already have an LAC are required to take two additional courses, HS 611 Family Issues and HS 624 Addictions Services Coordination, to apply for their LAC and be eligible to pursue the LCAC. These students may also be required to take a pre-requisite internship if they lack relevant professional experience. The Kansas licensing board has additional substantial post-graduate requirements for clinical (LCAC) licensure. Contact the Behavioral Sciences Regulatory Board for additional eligibility requirements.

Application for licensing and certification may require a criminal background check or other personal information. Students should contact the licensing board for additional eligibility information.

ADMISSION REQUIREMENTS

Application instructions are detailed in the Human Services MA Information and Application Manual, available on the department website.

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

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

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

Students who are or will be in their senior year of a Baccalaureate degree in a Helping Profession (e.g., Human Services, Psychology, Social Work, etc.) can apply to take up to 6 credit hours of graduate coursework in addition to the courses required for completing the undergraduate degree. The senior student must submit a letter of interest to the MA Coordinator. The HS Admissions Committee will review the student's GPA and evidence of personal and intellectual qualities necessary to successfully pursue graduate course and fieldwork. Being approved for early coursework is not the same as being admitted to the MA program. Upon completion of the Bachelor's degree, the student may apply for admission to the MA program.

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

TRANSFER STUDENTS

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

DEGREE REQUIREMENTS

The MA in Human Services degree program is a two (2) year program (for full-time students) requiring a minimum of 36 credit hours of coursework. Of the 36 required credit hours, 30 credit hours is core coursework and 6 credit hours may be selected from electives. Students seeking licensure with the Kansas BSRB as Licensed Master's Addiction Counselors and Licensed Clinical Addiction Counselors must take all of the core courses, as well as the elective courses marked with an asterisk. See LICENSURE ELIGIBILITY for additional requirements. Students must earn a GPA of at least 3.0, with no more than two grades of "C," in the program. At least three-fourths of the semester hours required for the degree must be earned at Washburn University. All students have six (6) years from their date of entry to complete the program requirements.

PROGRAM REQUIREMENTS

Required coursework

The 30 credit hours of core coursework includes:

- HS 600 Integrative Human Services (3)
- HS 604 Advanced Methods of Individual Counseling (3)
- HS 605 Advanced Methods of Group Counseling (3)
- HS 610 Professional Ethics and Practice (3)
- HS 615 Advanced Pharmacology and Substance Use Disorders (3)
- HS 635 Diagnosis of Substance Use Disorders (3)
- HS 640 Practicum I (3)
- HS 641 Practicum II (3)
- HS 660 Clinical Supervision (3)
- HS 695 Applied Research (3)

Elective coursework

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

- *HS 620 Integrative Approaches and Treatment of Dual Disorders (3)
- *HS 625 Addiction and Recovery Services (3)
- HS 630 Lifespan Development (3)
- HS 678 Morita Therapy Research Seminar (3)
- HS 679 Narrative Practices (3)
- HS 665 Integrative Residential Experience-Special Topic Seminar (3)

*These elective courses are required for BSRB Clinical Licensing.

Practicum Requirements

Students must be able to attend and participate in fieldwork in order to complete degree requirements. Students must apply for admission to the Human Services Practica using the form provided by the department. If accepted for a practicum, students must be accepted by an approved placement agency. Some agencies may require criminal background checks or other personal information. All agencies have complete discretion to accept or reject student applicants. Specific field work requirements are described in the course descriptions for Practica.

INCOMPLETES

If a student is given an incomplete in a class, it is expected that all course requirements will be met within two semesters (excluding summers) for a grade to be awarded. If this deadline is exceeded, an F will be assigned for the course.

CONTINUOUS ENROLLMENT

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class HS 777 each semester until the program is completed. Credit hours completed through the HS 777 will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program

TIME LIMIT FOR PROGRAM COMPLETION

All students have six (6) years from their date of entry to complete the program requirements. Any student who exceeds this time limit may petition for an extension. If an extension is granted, a departmental committee will determine which, if any, classes need to be repeated in order to ensure that the student has met current learning outcomes at the time the degree is conferred.

COURSE DESCRIPTIONS

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

This course teaches students about effective addictions treatment for persons with co-occurring disorders. The course will provide students with an understanding of terms, service delivery systems, assessment, and strategies for working with clients with co-occurring disorders. The course will cover methods for providing individualized treatment based on a consumer's biological, psychological, social and spiritual needs. The content of this course is based in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. *Enrollment in HS 512 requires departmental consent.*

HS 514 Methods of Individual Addiction Counseling (3)

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

HS 516 Addictions Treatment (3)

This course describes the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Students will be exposed to the principles and philosophy of prevention, treatment and recovery. The course will focus on the social, political, economic, cultural, and family context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. Emphasis will be given to the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others and the

importance of research and outcome data and their application in clinical practice. The course will cover psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and coexisting mental health problems. The content of this class is based 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 560 Directed Study in Human Services (1-3)

In consultation with the instructor, the student selects for intensive study a specific area related to human services. Students must complete a minimum of three clock hours of study per week per credit hour across a 16-week semester (or the equivalent for summer or compressed courses). Directed Studies courses must meet equivalencies to Federal definition of a credit hour. *Prerequisite: Instructor consent.*

HS 580 Graduate Internship: Morita Therapy (3)

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

HS 580 Graduate Internship: Addictions Counseling (3)

HS 580 is an internship course for graduate level majors within the Human Services Department. The internship consists of a minimum of 150 clock-hours of experience in an agency in the community specific to addictions counseling, under the supervision of agency staff and university faculty, as well as a weekly seminar to integrate learning in the field with classroom instruction. Practice will focus on advanced-level skills specific in addictions counseling. The content of this class is based in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. *Prerequisite: Department consent.*

HS 581 Graduate Internship (3)

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

HS 595 Research and Evaluation (3)

This course introduces students to applied research and evaluation in human services. The purposes and techniques of applied research and evaluation are explored, including qualitative and quantitative approaches. Students gain experience with the critical reading of research articles relating to the evaluation of human service programs. Projects give students direct experience with program evaluation and applied research. The content of this class is based in part on TAP 21 competencies. This is a required course for addictions counseling licensure with the Kansas BSRB. *Enrollment in HS 595 requires department consent.*

HS 600 Integrative Human Services (3)

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

HS 604 Advanced Methods of Individual Counseling (3)

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

HS 605 Advanced Methods of Group Counseling (3)

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

addictions counseling licensure at the clinical level with the Kansas BSRB. *Prerequisite: Admitted MA-HS student or department consent.*

HS 610 Professional Ethics and Practice (3)

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

HS 611 Family Issues in Human Services (3)

This course will explore the role that family interaction plays in the various areas of Human Services. Different theories of family functioning and intervention will be reviewed, as well as major risk and resiliency factors. Specific attention will be paid to family issues using a strengths-based approach to domestic violence, youth issues, aging family members, illness and disability, and addictions. For students preparing to work as addiction and recovery counselors, knowledge of ways to teach or facilitate discussions of how substance use and abuse affects families and concerned others will be emphasized. The content of this course is based in part on TAP 21 competencies. *Prerequisite: Department consent.*

HS 615 Advanced Pharmacology and Substance Use Disorders (3)

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

HS 620 Integrated Approaches to Dual Disorders (3)

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

HS 621 Women and Addiction (3)

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

HS 623 Addiction Services Coordination (3)

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

HS 625 Addiction and Recovery Services (3)

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

HS 635 Diagnosis of Substance Use Disorders (3)

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

required course for addictions counseling licensure at the clinical level with the Kansas BSRB. *Prerequisite: Admitted MA-HS student or department consent.*

HS 640 Practicum I (3)

This course includes a seminar and placement at an approved practicum site providing the opportunity for successful clinical practice of integrative human services. This course focuses on the development of diagnostic skills. Course completion will include satisfactory evaluation by the practicum supervisor, fulfillment of seminar course requirements, and at least 200 hours of supervised practice that includes no less than 150 hours of client contact. For students pursuing licensure with the Kansas Behavioral Sciences Regulatory Board (BSRB) as a licensed clinical addiction counselor (LCAC), the practicum will provide clinical experience integrating didactic learning that supports the diagnosis and treatment of substance use disorders, and will provide at least one hour of supervision for every 10 hours of client contact. Supervision shall be provided by the program's faculty and agency supervisors. The majority of supervision must be provided by an individual who is licensed at the clinical level. The content of this course is based in part on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. *Prerequisites: Admitted MA-HS student, HS 635 and HS660 and department consent.*

HS 641 Practicum II (3)

This course includes a seminar and placement at an approved practicum site providing the opportunity for successful clinical practice of integrative human services. This course focuses on the development of clinical supervision skills. Course completion will include satisfactory evaluation by the practicum supervisor, fulfillment of seminar course requirements, and at least 200 hours of supervised practice that includes no less than 150 hours of client contact. For students pursuing licensure with the Kansas Behavioral Sciences Regulatory Board (BSRB) as a licensed clinical addiction counselor (LCAC), the practicum will provide clinical experience integrating didactic learning that supports the diagnosis and treatment of substance use disorders, and will provide at least one hour of supervision for every 10 hours of client contact. Supervision shall be provided by the program's faculty and agency supervisors. The majority of supervision must be provided by an individual who is licensed at the clinical level. The content of this course is based in part on TAP 21 competencies. This is a required course for addiction counseling licensure at the clinical level with the Kansas BSRB. *Prerequisites: Admitted MA-HS student, HS 635 and HS660 and department consent.*

HS 650 Multicultural Issues in Human Services (3)

This course provides an overview of the major issues in providing human services to the increasingly pluralistic population of the United States. Themes to be discussed are: cross-cultural theories of intervention, communication styles, definitions of suffering and recovery, and working with diverse individuals and groups. The range of human service delivery systems, including mental health, alcohol and substance abuse, youth services, gerontology, and victim/survivor services, will be addressed from a multicultural perspective. Emphasis will be on exploring provider attitudes and competencies as well as developing practical applications and solutions. For students preparing to work as addiction and recovery counselors, special emphasis will be given to recognizing the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. *Prerequisite: Department consent.*

HS 655 Peacemaking (3)

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

HS 660 Clinical Supervision (3)

This course will provide the knowledge and skills for successful clinical supervision of addiction counselors and staff. Clinical supervision tasks and functions will be discussed, including ability to assess development of competency; conduct of supervisory interviews; and design of professional development plans. The content of this course is based in part on TAP 21 competencies. *Prerequisite: Admitted MA-HS student or department consent.*

HS 670 Mass Victimization and Mental Health (3)

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

HS 673 Disaster Response and Recovery (3)

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

HS 674 Eastern Therapies in Intervention and Treatment (3)

This course highlights Eastern therapies in intervention and treatment across the range of human service populations, including mental health, alcohol and drug abuse, crisis and post-trauma, and crime victimization. The focus will be on an understanding of Western adaptations, transcultural, and holistic approaches to suffering and healing. Special emphasis will be on the Western adaptations of Morita and Naikan therapies. The course is highly interactive and experiential. One of the required courses for the Morita Therapy Certificate Program. *Prerequisite: Instructor Consent*

HS 676 Morita Therapy Intensive (3)

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

HS 677 Morita Methods in Counseling (3)

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

HS 678 Morita Therapy Research Seminar (3)

This course offers the unique opportunity to conduct field research on the practice and efficacy of Morita Therapy as it is applied in a variety of outpatient, hospital, and residential treatment settings. The major component of the course may be a study abroad whereby students will participate in small group meetings with, and attend

lectures by major Morita educators, researchers, and practitioners. This is a rare opportunity for students to learn first-hand from the leading Moritists. Current study abroad sites include Japan, Canada, Australia, the United Kingdom, and Russia. One of the required courses for the Morita Therapy Certificate Program. *Prerequisite: Instructor consent.*

HS 685 Special Topics in Human Services (1-6)

Topics will vary from semester to semester and will be announced in advance. *Prerequisite: Department consent.*

HS 695 Applied Research (3)

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

HS 777 Continuous Enrollment (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. *Prerequisite: Instructor permission.*

MASTER OF SOCIAL WORK (MSW)

Website: www.washburn.edu/msw

Benton Hall, Room 412
(785) 670-1616
(785) 670-1027 (Fax)
Email: social-work@washburn.edu

Master of Social Work (MSW)

Dual Juris Doctor-Master of Social work (J.D./MSW)

MISSION

The mission of the MSW Program at Washburn University is to prepare graduate-level students for the competent and ethical practice of professional social work, within the generalist and also the specialist model of clinical social work, 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 so doing, the MSW Program is systematically linked to the core values of the social work profession.

MSW PROGRAM DESCRIPTION

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

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

The MSW program has an overarching commitment to ensure that students understand, adhere to, and promote the value base of the social work profession within both generalist and clinical settings. The conceptual centerpiece of the Clinical Curriculum is the integration of the Empowerment and Ecological perspectives. The Clinical Curriculum emphasizes the extension of critical thinking skills and the expansion of practice skills to the specific demands of clinical practice. Upon completion of the MSW Program, graduates will be prepared and committed to providing direct clinical social work services to individuals, families, and groups in inner-city, urban, and rural settings, with particular emphasis on those who are at-risk, unrepresented or under-represented, culturally diverse and oppressed.

MSW STUDENT LEARNING OUTCOMES

MSW students at Washburn University, upon graduation, are expected to have developed nine core competencies (CSWE, 2015).

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

MSW ADMISSION REQUIREMENTS

Complete the online graduate/MSW application at the Social Work degree link on the Social Work department

website: www.washburn.edu/msw. Admission to the MSW Program is competitive and applicants are encouraged to submit their completed applications well in advance of the initial review date (see Application Procedures below). Applicants must demonstrate that they possess the potential for professional development in clinical social work practice. To be admitted to the MSW Program, applicants must have a baccalaureate degree from a college or university accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, or a comparable accrediting body. Consistent with the importance ascribed to the liberal arts perspective by Washburn University and CSWE, the applicant must present evidence of adequate preparation to engage in graduate study, including the satisfactory completion of undergraduate coursework in each of the following areas: the natural sciences, social sciences, humanities, English composition, and mathematics. There must also be evidence of satisfactory completion of coursework in biology and cultural diversity. A minimum overall grade point average of 3.0 on a 4.0 scale is expected for admission to the MSW Program. Admission decisions are made by the MSW Admissions Committee, comprised of social work faculty members. The committee weighs all aspects of the completed application, including academic performance, communication skills, commitment to the values underlying the social work profession, and personal qualities necessary for effective clinical social work practice.

MSW Admissions-International Students

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

MSW APPLICATION PROCEDURES

Complete the online Washburn University/Master of Social Work degree application form at www.applyweb.com/washburn/index.ftl.

Instructions and deadlines for the MSW application are available at the Social Work Degrees page, www.washburn.edu/msw, under "MSW Admission Requirements and Process." Three letters of reference, a personal statement of interest, and a non-refundable \$40 application fee must be included when the online application is submitted.

The official bachelor's degree transcript needs to be sent to Washburn University, Department of Social Work, Benton Hall 412, 1700 SW College Ave, Topeka, KS 66621.

It is the applicant's responsibility to submit all required materials for consideration for admission into the MSW Program. The application deadline for summer/fall enrollment is January 15. The application deadline for

spring enrollment is October 15. Early submission of applications is encouraged.

Provisional Status

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

Anyone accepted provisionally will be limited to part-time status. Provisional status will be maintained until the student has completed, at a minimum, 12 credit hours or two (2) semesters in the MSW Program. At the end of this time, provisional students achieving a "B" or better in each course may petition the MSW Program Director requesting permission to be admitted as a degree candidate in the MSW Program. Provisional students not achieving at least a "B" in each course will be dismissed from the program and will not be permitted to take additional classes in the MSW Program at Washburn University.

Non-Degree Seeking Status

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

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

MSW TRANSFER CREDIT

Transfer of credits from another MSW program is considered on a case-by-case basis. As a rule, only courses taken in a Council on Social Work Education (CSWE) accredited Master of Social Work program will be eligible for transfer. Typically, transfer credit will only be applied to the Generalist portion of the MSW program, which constitutes the first 33 credit hours of the full 66 credit

hours in the MSW degree. The applicant must have received a grade of "B" or better in the course(s) being considered. In addition, each course must be substantially equivalent in content to an existing social work graduate course for which transfer credit is being considered.

All graduate transfer students must complete an application packet (see Application, Procedures, supra). One of the three letters of reference must come from the dean/department chair of the CSWE-accredited program from which the student is transferring. If the student was in a practicum placement while in the other program, he/she should obtain the second letter of reference from his/her field practicum instructor. All other letters of reference should be from teaching faculty in the host program, who have had the student in his/her class. The MSW Admissions Committee will be convened to consider the application.

MSW DEGREE REQUIREMENTS

Completion of 66 credit hours or its equivalent, based on a combination of graduate hours and appropriate course waivers, is required for the awarding of the MSW degree. These hours include 54 credit hours (or equivalent) in the classroom and 12 credit hours, 1120 clock hours (or equivalent), in field practicum. Students must maintain a 3.0 grade point average on a 4.0 point scale. Students will not be allowed to graduate with a cumulative grade point average that is less than 3.0. Students must complete their program of study within 4 years from the time of registration.

MSW PROGRAM REQUIREMENTS

The primary goal of the Master of Social Work program at Washburn University is to prepare students to integrate the knowledge, values, and skills of the social work profession into the competent and sensitive practice of clinical social work. The MSW curriculum consists of both Advanced Standing and Regular Programs. For both programs, students enter the Clinical Concentration following successful completion of all Foundation course work. The Clinical Concentration provides students with the theoretical knowledge and methodological and technical skills necessary for the practice of entry level clinical social work. The Clinical Concentration is dedicated to maintaining a person-in-environment perspective for multiple levels of practice.

Advanced Standing Program (ASP) Students

Successful applicants who have a baccalaureate degree from a CSWE-accredited social work program will be granted advanced standing status in the MSW Program at Washburn University. Course and/or credit waivers are dependent on the equivalency of the course content as determined by the MSW Program Director in consultation with the department chairperson and Washburn social

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

A grade of “B” or better in the undergraduate course considered for waiver is required. Full-time advanced standing students typically begin their studies in the MSW Program in the summer semester. Part-time advanced standing students typically begin their studies in the fall term. However, all students have the option of beginning their studies in the spring semester.

Regular Standing Program (RSP) Students

Applicants who have a baccalaureate degree in a field other than social work may apply for regular standing status in the MSW Program at Washburn University. Regular standing students typically start taking classes in the MSW Program during the fall semester. However, there is one exception: regular standing students who would like to lighten their academic loads during the first year may take Dimensions of Professional Social Work Practice (SW 685) during the summer semester following their admission to the MSW Program. In addition, students have the option of beginning their studies in the spring semester.

Part Time and Full Time Schedules

Both part-time and full-time scheduling options are available. ASP students begin the MSW Program in the summer semester. ASP students who elect to go full-time will complete the program in three semesters, including the initial summer semester. Part-time ASP students will complete the program in two full years, including the summer semester between the first and second year.

RSP students begin the MSW Program in the spring, summer or fall semester. RSP students who elect to go full-time can complete the program in two academic years, including the summer semester between the first and second year. Regular standing students attending part-time must complete the program in four years.

Foundation Curriculum

Foundation Curriculum courses are designed to prepare students for beginning generalist practice. These courses are taken prior to and concurrently with the generalist practicum. The Foundation Curriculum includes 27 credit hours of in-class instruction. Full-time regular standing students complete six (6) credit hours of practicum in a community agency during the spring and summer semesters of the first year. A minimum of 400 hours of generalist practicum must be completed over a two-semester period. Applicants should note that this translates into 20 hours per week spent at the practicum site. Advanced standing students may have some or all of these courses waived.

Some foundation courses are sequential, offered in a

fall-spring format. SW 606 Micro Human Behavior in the Social Environment, SW 608 Social Policy and Programs, and SW 621 Quantitative Social Work Research are offered in the fall semester. During the spring semester, the department offers SW 607 Macro Human Behavior in the Social Environment and SW 622 Qualitative Social Work Research. SW 640 Fundamentals of Social Work Practice is offered only during the fall semester. First year graduate students may take SW 700 Clinical Assessment and Diagnosis, one of the four (4) clinical core classes, during the summer semester along with Generalist Practicum I and the Generalist Practice Seminar I. Students should work closely with their advisor to develop a plan of study.

Foundation courses are offered in an all-day block format usually on Mondays. A typical class session runs for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Every reasonable attempt is made to offer the second part of each foundation sequence course on the same day and at the same time during the spring semester.

Clinical Core Curriculum

Following completion of the Foundation Curriculum, all students begin the Clinical Core. This consists of 24 credit hours of in-class instruction, including four (4) required clinical core courses: SW 700 Clinical Assessment and Diagnosis, SW 705 Clinical Social Work Practice with Individuals, SW 706 Clinical Social Work Practice with Families, and SW 707 Clinical Social Work Practice with Groups. Students complete classroom work with nine (9) credit hours of clinical social work electives (three hours of which may be required through SW 685 Dimensions of Professional Social Work Practice). All students must also complete six (6) credit hours of clinical practicum plus six (6) credit hours of clinical practice seminar. A minimum of 720 clock hours are required for completion of the clinical practicum. Applicants should note that this translates to approximately 24 hours per week spent at the practicum site.

Advanced clinical core electives will be clearly labeled and designated as such. Regular standing students who have completed all the foundation courses will be allowed to enroll in and take advanced clinical electives.

Clinical Core classes are offered in an all-day block format typically on Wednesdays. Classes usually run for 2.50 to 2.75 hours. A day long block consists of three classes, running throughout the day and into the evening (i.e., 8:00-10:50 am, 1:00-3:45 pm, and 5:30-8:00 pm). Compared to the fall semester, the order in which clinical core classes are offered in the spring may be different.

School Social Work Concentration

Within the clinical MSW program, students may choose to receive specialty training in school social work. The

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

- SW 781 Clinical Social Work Practice with the Exceptional Child
- SW 782 Clinical Social Work Practice in the Educational Environment
- SW 783 Clinical Social Work Practice in Schools

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

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

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

CERTIFICATE PROGRAMS

Any applicant who would like to earn a certificate in Addiction Counseling or Victim/Survivor Services may do so while working on his/her MSW degree. These certificate programs are managed by the Department of Human Services at Washburn University. Some coursework in the MSW Program may count toward the certificate, but any waivers can only be approved by the chair of the Department of Human Services. More specific information about certificate programs can be found by contacting the Department of Human Services at (785) 670-2116. Under current State regulations, a person with a licensed masters of social work (LMSW) may become a licensed addiction counselor (LAC) by passing the national examination. Details on the LAC licensure can be obtained from the Behavioral Sciences Regulatory Board (ksbsrb.ks.gov/professions/addiction-counselors).

DUAL J.D./MSW DEGREE PROGRAM

The goal of the J.D./MSW Dual Degree Program is to prepare students with combined skills in both social work

and law for professional practice with complex social and legal issues, in areas where social work and law converge. Although graduates of this program will be particularly well-prepared to work with clients having problems in the area of mental health, children and youth, family relations, and the elderly, they will also possess the knowledge and skills necessary to work in any area where the legal system interacts with the social services delivery system (e.g., criminal and juvenile justice administration, legal services to disadvantaged persons, housing and community development). The program curriculum meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines.

If pursued separately, the two-degree programs would require a total of 156 credit hours (i.e., 90 hours for Law and 66 hours for Social Work). However, in the Dual Degree Program, certain courses are accepted for credit by both schools. Each program will accept two 3-credit courses (total of 6 credits) from specified courses completed successfully in the other program. For an advanced standing student with all course waivers, this reduces the total number of credit hours to 111 (a reduction of 12 credit hours across both programs). For a regular standing student, the total number of credit hours required is reduced to 144 (again, a reduction of 12 credit hours). Students will typically complete most of their course work in the MSW Program before beginning the J.D. Program, although it is possible for a student to start in the Law School, complete most of the J.D. requirements, and then begin and complete the MSW degree requirements.

Students must separately apply to and be accepted by both academic programs. Students are asked to indicate to each program, at the time of application, that they are applying to the J.D.-MSW Dual Degree Program.

Every effort will be made to place students in practicum settings that will contribute to their individual goals in the Dual Degree Program. Practicum training opportunities are available through a variety of agencies, programs, and services offered at the local, county, state, and federal levels.

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

PROBATION AND DISMISSAL

Any MSW student whose cumulative grade point average falls below 3.0 will be placed on academic probation for a minimum of two semesters. The Director of the MSW Program will notify the student of his or her probationary status (a) in person, (b) in writing, or (c) both. During the two-semester period, the student must raise his or her cumulative grade point average to 3.0 or higher. When a student is successful, the Director of the MSW Program will notify the student in writing that he or she

is no longer on academic probation. A student who fails to raise his or her cumulative grade point average to 3.0 or higher in the allotted time will be dismissed from the graduate social work program. The MSW Program Director may grant an MSW student academic probation only one time. Any student, whose cumulative grade point average falls below 3.0 a second time, after he or she is released from academic probation for a first violation, will be dismissed from the graduate social work program.

The Social Work Department Chair has the authority to dismiss a student from the Social Work Department. Before initiating such an action, a Chair will seek to obtain, through consultation with the MSW Program Director, department faculty, and relevant others who may have knowledge of the student's strengths and weaknesses, a comprehensive and balanced evaluation of the student in question.

ACCREDITATION

The MSW program was granted full reaccreditation by the Council on Social Work Education (CSWE) in 2010 and has been reaccredited for eight years through the end of October 2018.

LICENSURE

All graduates of the MSW program are eligible to pursue licensure at the master's level in the State of Kansas and in all other states which require social work licensure or registration at the master's level. Social Work license, registration, certification, and/or credentialing requirements will vary from state to state.

LIFE EXPERIENCE

The Council on Social Work Education (CSWE) specifically prohibits the social work department from granting credit for life experience.

NONDISCRIMINATION

The Washburn University Department of Social Work maintains a policy that assures equal educational opportunity 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.

ACADEMIC ADVISING

Advisors play an important role in helping students select appropriate courses. All students are required to meet each semester with their Social Work faculty academic advisor.

INCOMPLETES

All assignments must be completed to pass the class. In accordance with the Student Handbook, an Incomplete (I)

grade will be given only in extraordinary circumstances, if 75% or more of the coursework has been completed and at the discretion of the instructor. The Incomplete must be negotiated and the Incomplete Grade Report Form completed and signed before the end of the semester. The student must complete course requirements before the end of the subsequent semester. If the coursework is not completed within the agreed-upon period, the Incomplete (I) grade will automatically convert to an "F."

FINANCIAL ASSISTANCE

Applications for financial aid are available in the Financial Aid Office. Applicants should contact the Financial Aid Office at (785) 670-1151; additional information is available on their website: www.washburn.edu/financial-aid. Applications for specific social work scholarships are available through the School of Applied Studies webpage www.washburn.edu/academics/college-schools/applied-studies/index.html. All admissions materials must be completed before a student may access any available scholarship opportunity. A limited number of field practicum stipends are available through some of the organizations that serve as field practicum settings (e.g., hospitals and clinics in the Veterans Administration Medical Center system).

TEMPORARY OR PERMANENT WITHDRAWAL

Students planning to withdraw temporarily from the program for one or more semesters should send a letter requesting a leave of absence to the MSW Program Director. This letter should stipulate the reasons for the request and the semester in which the student plans to return. Any student who intends to withdraw permanently from the program should also send a letter to the MSW Program Director informing him/her of such intentions. Any student, who withdraws from the program, either temporarily or permanently, must notify the MSW Program Director in writing at least 15 days before he/she actually withdraws from the program. If a student withdraws from the program for any reason without submitting written notification to the MSW Program Director, then he or she must reapply for admission to the graduate program.

MSW STUDENT HANDBOOK

All students, at the time of initial enrollment into the MSW Program, are expected to read the MSW Student Handbook completely and thoroughly. This handbook includes detailed information regarding the MSW Program and is available online: www.washburn.edu/msw. Policies for course schedules, grading, graduation requirements, academic retention and dismissal, and practicum determinations are included. Students are expected to carefully read this handbook and to comply fully with

all of its provisions. To this end, students are required to sign attestations indicating a willingness to comply with rules and policies contained in the student handbook. In addition, students admitted to the MSW Program are required to sign attestations concerning the university's Academic Integrity and Honesty Policy; the department's policies regarding confidentiality, email, courtesy expectations, adherence to the writing style conventions contained in the American Psychological Association Publication Manual (6th Edition); compliance with the Code of Ethics of the National Association of Social Workers (NASW); and participation in online training. The MSW Program Attestations document is included within the MSW Program Application form.

NEW MSW STUDENT ORIENTATION

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

CONTINUOUS ENROLLMENT REQUIREMENT

Effective Fall 2016, students pursuing a graduate degree who have completed all degree requirements, and have enrolled in but not completed a capstone, practicum, or thesis, will be required to maintain continuous enrollment at Washburn University until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a one-credit-hour class SW 777 each semester until the program is completed. Credit hours completed through the SW 777 will not count toward the credit hours required for graduation and will be recorded as a credit on the transcript. This requirement also applies to the summer term for students whose degrees are being awarded at the end of the summer term. Interruption of continuous registration due to a failure to follow this requirement will result in a need for readmission to the program.

ONLINE AND ONLINE-ASSISTED COURSES

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

Social Work faculty members utilize online and the MyWashburn course development tools to offer some course content online, even in traditional "seat time" classes. Students will meet face-to-face with the instructor, but in some cases, the seat time in a class may be reduced in lieu of online course work. For example, in a typical online-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or other media presentations, and reading materials. A number of faculty members frequently use the within-course email and bulletin board (i.e., messaging) functions. Some instructors prefer the course calendar, online quiz-test, and discussion forum components online as well.

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

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

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 MSW Student Handbook for additional details.

GRADUATE SOCIAL WORK STUDENT ASSOCIATION

The primary purpose of the Washburn University Graduate Social Work Association (WUGSWA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WUGSWA is also responsible for the selection of student representatives on various Department of Social Work committees and decision-making bodies. WUGSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students' personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation on MSW Program committees. Membership in this organization is open to all Washburn graduate social work students. For more information see the Social Work Student Organizations page on the Social Work Department's website: www.washburn.edu/sw-student-associations.

COURSE DESCRIPTIONS

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

Foundation Courses

SW 606 Micro Human Behavior in the Social Environment (3)

Presents a bio-psycho-social perspective on the developmental processes of human personality and behavior. It also examines human interactions within the social environment, concentrating on interactions occurring within families and groups, while emphasizing the ecological perspective. Fall semester only. *Prerequisite: Admitted MSW students only.*

SW 607 Macro Human Behavior in the Social Environment (3)

Students are exposed to concepts and substantive information about persons-in-environment transactions. Emphasis is placed on the structure and dynamic processes of organizations, communities and societies. Spring semester only. *Prerequisite: Admitted MSW students only.*

SW 608 Social Policy and Programs (3)

The major purpose of this course is to prepare social work students as social work practitioners to serve as knowledgeable and committed participants in efforts to achieve social and economic justice through social policies and social programs. An important element of this course is the development of a conceptual map to focus the

student's ability to critically analyze social policies and develop broad understanding of the dynamics of social policy formulation. In addition, the majority of the course content will focus on developing familiarity with specific social policies in areas including income maintenance, poverty, child welfare, health and mental health care, and other contemporary policy issues. Throughout the course, significant consideration is placed on the actual delivery of social services and social work practice in micro, mezzo, and macro dimensions. Fall semester only. *Prerequisite: Admitted MSW students only.*

SW 621 Quantitative Social Work Research (3)

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

SW 622 Qualitative Social Work Research (3)

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

SW 640 Fundamentals of Social Work Practice (3)

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

SW 685 Dimensions of Professional Social Work Practice (3)

In this course, students will become familiar with the history and development of the social work profession, the history of social welfare, the work ethic of the social work profession, the various roles and related responsibilities of social workers in the many different fields of practice that the profession embraces, career opportunities in social work nationally and internationally, the practical

aspects of the NASW Code of Ethics, and selected portions of state rules and regulations that govern the practice of social work in Kansas. In addition, students will have an opportunity to develop sensitivity to, and respect for, human diversity and the value base that underlies the social work professions. An advanced standing student may be required by the MSW Program Director to complete this course. MSW students must complete this course or its equivalent before enrolling in SW 690, SW 691, and SW 692. *Prerequisite: Admitted MSW students only.*

SW 690 Pre-Generalist Practicum Workshop (0)

In this mandatory one day workshop, regular standing MSW students will be oriented to the generalist field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 691 and SW 692. Spring semester only. *Prerequisites: Admitted MSW students only, completion of at least 12 credit hours of MSW foundation coursework including SW 640, and a practicum-director-approved placement in a Field Practicum.*

SW 691 Generalist Practicum I (3)

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

SW 692 Generalist Practice Seminar I (3)

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

SW 693 Generalist Practicum II (3)

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

SW 694 Generalist Practice Seminar II (3)

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

Clinical Concentration Courses

SW 700 Clinical Assessment and Diagnosis (3)

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

SW 705 Clinical Social Work Practice with Individuals (3)

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

SW 706 Clinical Social Work Practice with Families (3)

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

SW 707 Clinical Social Work Practice with Groups (3)

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

SW 790 Pre-Clinical Practicum Workshop (0)

In this mandatory one day workshop, MSW students will be oriented to the clinical field practicum, expectations regarding professional comportment, duties/responsibilities in completing tasks, required practicum

program paperwork, and other aspects of the practicum experience. Concurrent enrollment in SW 791 and SW 792. Fall semester only. *Prerequisites: Admitted MSW students only, completion of MSW foundation coursework, and a practicum-director-approved placement in a Clinical Field Practicum.*

SW 791 Clinical Practicum I (3)

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

SW 792 Clinical Practice Seminar I (3)

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

SW 793 Clinical Practicum II (3)

This field experience is a continuation of Clinical Practicum I. Students are expected to further develop their clinical skills for assessment and intervention with individuals, families, and groups. Concurrent enrollment in SW 794. Spring semester only. *Prerequisites: Admitted MSW students only, completion of SW 790, SW 791, and SW 792.*

SW 794 Clinical Practice Seminar II (3)

Clinical Seminar II must be taken concurrently with Clinical Practicum II. This online seminar/online course provides students with further opportunity to integrate academic course work, including values and ethics, with the actual practice of clinical social work, and to think critically about their clinical work with clients. The seminar/online course allows students to continue with peer clinical case consultation format. In addition, the seminar/online course permits students to focus on creating a portfolio that will be reviewed by peers and the instructor at the end of the semester. Concurrent enrollment in SW 793. Spring semester only. *Prerequisites: Admitted MSW students only, completion of SW 790, SW 791, and SW 792.*

Clinical Elective Courses

Students should select elective courses in concert with their social work advisor and based on their particular area of practice interest. Nine credit hours of clinical social work electives are required. Dimensions of Professional Social Work Practice (SW 685) counts as an elective for those students who are required to take it.

All elective courses will not be offered every semester. Other clinical electives may be added to fit client/community needs.

SW 779 Independent Study (1-3)

This opportunity for study is designed for students wishing to complete an in-depth project in a specific area. The study must be approved by and coordinated with an individual member of the core social work faculty. *Prerequisites: Admitted MSW students only, completion of MSW foundation coursework, and approval of both the MSW Program Director and the Department Chair.*

SW 780 Special Topics (1-3)

Using a (1-3) credit hour format, a variety of clinical social work electives may be offered. These are meant to introduce a specific topic or intervention skill to students. Elective courses that are currently listed under the special topics number include but are not limited to: Applied Behavior Analysis, Multisystemic Family Therapy, Adult Mental Health, Play Therapy, and Social Work Policy Practice. *Prerequisites: Admitted MSW students only and completion of MSW foundation coursework.*

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

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

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

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

SW 783 Clinical Social Work Practice in Schools (3)

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

SW 784 Psychopharmacology (3)

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

SW 785 Mental Health and the Law (3)

This elective course is designed to acquaint social workers and other human service practitioners with the basic legal principles and procedures relevant to their work. The course also focuses on the impact which the legal system has on professional practice, with an emphasis on the following areas: the structure of the legal system; relation of ethics and law; informed consent; guardianship; family law; laws and the severely mentally ill; basic principles of malpractice; and testifying in court. *Prerequisites: Admitted MSW students only and completion of MSW foundation coursework.*

SW 786 Clinical Social Work Practice with Trauma (3)

Students in this course are expected to develop the knowledge and skills necessary for effective clinical or systemic interventions for children, adolescents, and adults who have survived a traumatic event. *Prerequisites: Admitted MSW students only and completion of MSW foundation coursework.*

SW 787 Geriatric Social Work in Clinical Practice (3)

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

SW 788 Multicultural Social Work in Clinical Practice (3)

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

SW 789 International Social Work (3)

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

SW777 Continuous Enrollment Requirement (1-3)

This course is to allow students additional time to complete Capstone, Thesis or Practicum requirements. *Prerequisite: Instructor Permission.*

SCHOOL OF BUSINESS

MASTER OF ACCOUNTANCY (MAcc)

Website: www.washburn.edu/MAcc

Henderson Learning Resource Center, Rooms 311J

Program Director: Dr. Kandy Ockree, CPA, CMA

Tel: (785) 670-1308

Fax: (785) 670-1063

E-mail: MAcc@washburn.edu

MAcc PROGRAM MISSION

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

MAcc PROGRAM DESCRIPTION

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

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

The 30-hour Flexible Program: The second educational track is the Master of Accountancy 30-hour Flexible Program. This program is available to qualified students who have completed a bachelor degree equivalent to a Washburn University undergraduate accounting degree. This program of study can be completed in as little as twelve months or may be extended to be completed over a period of up to five years while taking one course per

semester. Admission requirements include an appropriate score on the Graduate Management Aptitude Test (GMAT). Please see the requirements for admission below.

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

The MAcc Program

- Offers a student-centered graduate accounting degree program for students drawn primarily from the Northeast Kansas region. The program will prepare students for career success, professional certification, and life-long learning.
- Connects with the business community by focusing on both the traditional student and the working professional. The program facilitates internships and other collaborative business partnerships.
- Creates and applies research that enhances classroom teaching, assists accounting professional development, and advances knowledge in accounting.
- Fosters integrity, mutual respect, and ethical behavior as requisites to accounting practice.
- Provides curriculum flexibility to students with varied accounting course offerings and multiple elective MBA course choices.

MAcc STUDENT LEARNING OUTCOMES

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

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

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

ADMISSION REQUIREMENTS

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

communication abilities and college algebra or equivalent competency.

MAcc 3+2 Program

To be considered for admission, an applicant must:

- Currently be an undergraduate accounting student at Washburn University and:
 - Have senior standing as defined by Washburn University.
 - Have completed AC 224 Financial Accounting, AC 225 Managerial Accounting, AC 321 Intermediate Financial Accounting I, AC 322 Intermediate Financial Accounting II, AC 325 Cost Accounting and AC 330 Accounting Information Systems (or equivalent from AACSB accredited colleges or universities) with a minimum of 2.8 GPA on a 4 point scale.
 - Have earned a minimum undergraduate grade point average of at least 3.0 on a 4 point scale.
 - Have been admitted to the Washburn University School of Business.
 - Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.

MAcc 30-hour Flexible Program

To be considered for admission, an applicant must:

- Hold a baccalaureate degree from a U.S. regionally accredited institution of higher education equivalent to an undergraduate accounting degree, or hold a baccalaureate degree and:
 - Have completed AC 224 Financial Accounting, AC 225 Managerial Accounting, AC 321 Intermediate Financial Accounting I, AC 322 Intermediate Financial Accounting II, AC 325 Cost Accounting and AC 330 Accounting Information Systems (or equivalent from AACSB accredited colleges or universities) with a minimum of 2.8 GPA on a 4 point scale.
 - Have completed course(s) equivalent to EC 211 Statistics for Business and Economics.
 - Submit a completed “Application to Washburn University.”
 - Submit a completed applications to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.

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

Provisional Admission

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

International Admission

1. **Apply for and be approved for University Admission.**
2. Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at the website below www.washburn.edu/academics/international-programs/international-students/admission-requirements.html.
3. Request that official transcripts be sent to the Director of Master of Accountancy Program, School of Business, Washburn University from all previously attended institutions. Transcripts from non-U.S. institutions submitted as part of an application for graduate study in the School of Business must be evaluated by a Washburn University-recognized evaluation service [e.g. Educational Credentials Evaluators (ECE) or World Educational Services (WES)]. A “course-by-course” report is required. Cost of this evaluation is borne by the student. Applications can be obtained from their respective websites (www.ece.org for ECE and www.wes.org for WES). Completed evaluations should be sent

directly by the evaluation agency to the Office of International Programs at Washburn University.

4. Earn a score of 500 or higher on the Graduate Management Admission Test (GMAT), taken within the previous 5 years, administered by the Educational Testing Service (ETS), Princeton, NJ 08541. Request that scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.
5. Earn a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
6. Have an admission index of 1100 – computed as $(200 * \text{GPA}) + \text{GMAT Score}$.
7. Take the Test of English as a Foreign Language (TOEFL) including the Test of Written English (TWE). Request that scores be reported directly to the School of Business, Washburn University by the testing agency. Washburn University requires a balanced paper-based TOEFL score of 550, or 80 with the internet-based (iBT) format, or equivalent, including a minimum of 55 on each of the three parts and a TWE (essay) score of 5.0, or the equivalent IELTS scores of 6.5. Students without a TOEFL score or with a low TOEFL score should first seek admission to the Intensive English Program. Native speakers of English or students who have earned a 4-year degree from a U.S. institution are exempt from the TOEFL requirement.
8. Submit an application fee to the MAcc program of \$40, as well as the \$70 processing fee for international students. The two checks should be made payable to Washburn University and be sent to the School of Business and to the International Programs, respectively.

MAcc APPLICATION PROCEDURES

MAcc 3+2 Program

- Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.

MAcc 30-hour Flexible Program

- Submit a completed application to the Washburn MAcc Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.
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- Request that official transcripts be sent directly to the Director of the Master of Accountancy Program, School of Business, Washburn University, from all previously attended institutions.
- Request that GMAT scores be reported to the School of Business, Washburn University. The GMAT Code Number for Washburn University is 6928.

Application Schedule

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

TRANSFER CREDIT FOR PREREQUISITE COURSES

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

GRADUATE TRANSFER CREDIT

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

MAcc DEGREE REQUIREMENTS

- A minimum of 30 semester hours of graduate credit.
- A cumulative grade point average of at least 3.0.
- All course work must be completed within six (6) calendar years.

MAcc PROGRAM REQUIREMENTS

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

Required Courses

- AC 621 Advanced Financial Accounting (3)
- AC 624 Tax for Business Entities (3)

- AC 627 Advanced Managerial Accounting (3)
- AC 629 Accounting Research Seminar (3)
- AC 630 Advanced Accounting Information Systems (3)
- AC 639 Accounting Theory and Ethics (3)
- EC 652 Managerial Economics (3)
- One accounting course from the following:
 - AC 625 Advanced Auditing (3)
 - AC 626 Contemporary Issues in Accounting (3)
 - AC 628 Governmental and Not for Profit Accounting (3)

Total Required Course Hours 24

Elective Courses

Two courses must be selected from the following:

- One or two additional accounting course from above.

and/or

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

and/or

- BU 616 Commercial Transactions.

and/or

- AC 699 Internship in Accounting (only three hours of AC 699 credit are allowed).

Total Elective Course Hours 6

Total Required MAcc Program Credit Hours 30

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

ACADEMIC ADVISING

All academic advising for MAcc students is done by the Director of the MAcc Program. MAcc students are required to consult with the MAcc director every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available and to work toward timely graduation. Students are expected to inform Washburn University and the MAcc program of any changes of their permanent and current address and contact information. International students must inform the International Programs Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

ACADEMIC STATUS: FULL-TIME AND PART-TIME GRADUATE STUDENT

Full-time or part-time status of graduate students during the fall and spring semesters are calculated as follows:

- 9 or more semester hours = full time
- 8 semester hours = three-quarter time
- 5 to 7 semester hours = one-half time
- 1 to 4 semester hours = one-quarter time

GRADES

The symbols used in grading are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

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

INCOMPLETES

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

PROBATION AND DISMISSAL

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

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

TIME LIMITS

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

WASHBURN UNIVERSITY DUAL DEGREE PROGRAM

School of Law (J.D.) & School of Business (MAcc)

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

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

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are core courses in which the student earns at least a "B." (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of MAcc (600 series) business school courses.

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

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

COURSE DESCRIPTIONS

MAcc Accounting Courses

AC 621 Advanced Financial Accounting (3)

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

AC 624 Tax for Business Entities (3)

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

AC 625 Advanced Auditing (3)

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

AC 626 Contemporary Issues in Accounting (3)

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

AC 627 Advanced Managerial Accounting (3)

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

AC 628 Governmental and Not for Profit Accounting (3)

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

AC 629 Accounting Research Seminar (3)

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

AC 630 Advanced Accounting Information Systems (3)

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

AC 639 Accounting Theory and Ethics (3)

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

AC 699 Internship in Accounting (3)

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

Other Courses

See also MBA course list for more elective options.

EC 652 Managerial Economics (3)

Management problems from an economic point of view. Focuses on the application of economic theory to day-to-day managerial decision making. *Prerequisites: EC 200, EC 201 or EC 925 or consent of instructor.*

BU 616 Commercial Transactions (3)

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

MASTER OF BUSINESS ADMINISTRATION (MBA)

Website: www.washburn.edu/business/mba

Henderson Learning Resource Center, Room 114

Tel: (785) 670-1307

Fax: (785) 670-1063

E-mail: mba@washburn.edu

MBA PROGRAM MISSION

To provide management education of recognized high quality through an evening MBA program for current and future business professionals in the area. Our goal is to assure that our students have the knowledge and skills to enable them to succeed in general management and leadership roles and to contribute to the success of their organizations and their local and regional economies. Specifically, Washburn MBA graduates will be able to identify, gather, and analyze relevant information, in order to make effective decisions and improve organizational processes.

MBA PROGRAM VISION

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

MBA PROGRAM DESCRIPTION

The Washburn Master of Business Administration (MBA) program is designed for the business professional who desires to combine an existing career with formal educational development. About 900 MBA degrees have been earned since the program began in 1982, presently at a rate of 25 to 30 per year. Washburn MBA students and graduates are employed at all of the major businesses in Topeka and many are employed outside the region. International students compose about 25% of the nearly 90 MBA student body.

Broad in nature, the Washburn MBA program aims at producing general competence for overall management of corporate enterprises, public and governmental organizations, health and educational institutions, and entrepreneurial ventures. Courses are taught in state-of-the-art facilities by faculty who are academically and professionally qualified. Admission and initial enrollment can be for the fall, spring, or summer. Each class meets one night a week for two and one-half contact hours, with occasional Saturday offerings.

The Washburn University School of Business and its Master of Business Administration and Bachelor of Business Administration degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Inquiries should be directed to:

Director of Graduate Programs
School of Business
Henderson Learning Resource Center, Room 114
1700 SW College Avenue
Washburn University
Topeka, Kansas 66621

MBA STUDENT LEARNING OUTCOMES

Communication Skills: Students completing the MBA program will be able to communicate effectively both orally and in writing.

Analytical and Problem Solving Skills: Students completing the MBA program will be able to use analytical techniques and information technology to solve business problems.

Functional Knowledge: Students completing the MBA program will demonstrate knowledge of fundamental principles in business disciplines and the ability to integrate knowledge across disciplines.

Global Perspective: Students completing the MBA program will understand the impact of globalization on the business environment.

Ethical Awareness: Students completing the MBA program will be aware of ethical issues and responsibilities in business environments.

Teamwork and Interpersonal Skills: Students completing the MBA program will be able to work effectively in teams toward the achievement of a common goal.

MBA ADMISSION REQUIREMENTS

Admission will be granted to students showing high promise of success in graduate business study.

To be considered for admission, an applicant must:

1. Hold a baccalaureate or graduate degree from an accredited institution of higher education with a GPA ≥ 2.75 .

AND

2. Demonstrate the potential to be successful in graduate level education by satisfying one of the following:
 - a) Achieving a specified minimum score on the GMAT or GRE or LSAT.**OR**
 - b) Graduation from an AACSB accredited School of Business with a GPA of 3.3 or greater.**OR**
 - c) The successful completion of a graduate degree.

Provisional Admission

Applicants of outstanding promise, but whose applications are incomplete, may be granted provisional admission to the MBA program while their application information is being completed. During the period

of provisional admission, the applicant is required to complete the application and may enroll in any number foundation-level MBA courses. However, no more than two MBA courses at the upper-level may be taken without full admission to the MBA program. Definite statements as to the length of the applicant's MBA program, including final determination on waivers and transfer courses, cannot be made until after the applicant has been granted full admission to the MBA program.

International Admission

1. **Apply for and be approved for University Admission.**
2. Submit the required international application materials to the Office of International Programs. A complete list of the required documentation can be viewed on-line at the website below www.washburn.edu/academics/international-programs/international-students/admission-requirements.html.

To be considered for MBA admission, an applicant must:

- Submit official transcripts to the Director of Graduate Programs, School of Business, Washburn University, from institutions granting the undergraduate degree or graduate degree.
- Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business.
- Submit the results of a GMAT exam or a GRE exam.
- Request an official ECE or WES course-by-course evaluation be sent to the Office of International Programs.
- Request the results of either a TOEFL iBT or an IELTS language examination be sent to the Office of International Programs.
- Submit an application fee to the MBA program of \$40.
- Submit a completed application to the Washburn MBA Program. This application is completed online and is found at: www.applyweb.com/washburn/index.ftl. The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.

To be admitted, international students must satisfy the following:

1. Hold a university credential that is equivalent to a U.S. baccalaureate (Bachelor's) degree.
2. Achieved a minimum undergraduate grade point average of 3.0 based on 4.0 scale, which must be verified by an official ECE or WES course-by-course evaluation, sent by ECE or WES to Washburn directly.

3. Achieved a GMAT score ≥ 450 ,
OR
 a combined GRE score of 300 or greater,
OR
 the successful completion of a post-graduate academic degree with a GPA of 3.0 on a 4.0 scale.
4. A balanced TOEFL iBT score of 80 or greater
OR
 a balanced IELTS score of 6.5 or greater.

NOTE: The GMAT or GRE may be waived by satisfying the following conditions: (TOEFL iBT score ≥ 90 OR an IELTS score ≥ 7.0) **AND** (a GPA of 3.3 or greater on a scale of 4.0).

Application to the Office of International Programs and application to the MBA program can be done simultaneously; however, admission to the MBA Program will not take place until admission to Washburn University has been granted, the applicant's English proficiency has been determined, and either an ECE or WES course-by-course evaluation of the applicant's transcripts has been completed.

MBA APPLICATION PROCEDURES

- Submit official transcripts to the Director of Graduate Programs, School of Business, Washburn University, from institutions granting the undergraduate degree or graduate degree.
- Arrange for two letters of reference to be submitted by academicians, employers, or other persons who can attest to the applicant's potential for success in graduate study in business.
- Submit an application fee to the MBA program of \$40.
- Submit a completed application to the Washburn MBA Program. This application is completed online and is found at www.applyweb.com/washburn/index.ftl. **The application form will provide for the submission of the academic transcripts, letters of reference, and collection of the \$40.00 application fee.**

Application Schedule

Applications are processed on a continuous basis. Priority for acceptance will be given to applicants whose file is complete by December 1 (for spring enrollment), May 1 (for summer enrollment), and July 30 (for fall enrollment). Files are considered complete when the applications and all supporting documents have been received by the Director of Graduate Programs, School of Business. International applicants, or applicants applying from outside of the United States, should start the application process early in order to meet the application deadlines.

TRANSFER CREDIT

A maximum of nine hours of graduate credit in the upper-level MBA program may be transferred from AACSB-accredited business schools and posted on the Washburn University transcript.

Law School Courses

Up to six hours of credit from an ABA-accredited law school may be applied towards the 30-hour upper-level MBA requirement. The law school credit must be in business-related, non-required law school courses approved by the School of Business. Washburn University offers a dual J.D./MBA degree. A statement of that degree is provided below.

MBA DEGREE REQUIREMENTS

- A minimum of 30 semester hours of graduate credit beyond the Foundation-Level requirements.
- A cumulative grade point average of at least 3.0.
- All course work must be completed within six (6) calendar years.

MBA PROGRAM REQUIREMENTS

The MBA Program is composed of three distinct parts: an orientation, a curriculum, and a closure experience. Each of these three parts is explained in detail below. In addition student portfolios are used as an assessment of learning methodology for the MBA Program and as a requirement for the MBA degree.

MBA Program Orientation Experience

Before the start of the fall semester, all students admitted for the previous spring, summer and current fall semesters are required to attend the MBA Program Orientation. The purpose of this orientation is to set the expectations of students and faculty regarding the student's MBA experience. This is accomplished through the presentation of the MBA Vision Statement, the MBA Program Values Statement, and set of exercises designed to promote interaction among students and faculty. In addition, the students are encouraged to form a cohort group through participation in WMBAA, the Washburn MBA Student Association.

Finally, the orientation session provides an opportunity to explain the use of an academic portfolio to assess student performance and how their portfolio will be used as part of the student's closure experience. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is the opportunity for the student to write out her or his expectations of the MBA Program. As part of the closure experience, presented below, the student will be required to assess the extent to which the MBA Program met his or her expectations.

MBA Program Curriculum

The Washburn MBA curriculum combines opportunities to develop one's skills in communication, quantitative analysis, computer technology, and teamwork with study of accounting, economics, finance, information systems, management, marketing, legal and ethical issues, and production and operations in the context of domestic and global environments of business.

For the students without a prior business degree or related course work, 57 semester hours (19 courses) are required, divided between the foundation-level level (27 semester hours) and the upper level (30 semester hours). MA 116 College Algebra is prerequisite to the program. Students are expected to acquire basic competence in the business use of spreadsheets either by course work or by self-study early in the foundation level program.

I. The Foundation-Level Program

All students must show proficiency, normally through course work, in quantitative methods, accounting, and the core areas of business, including financial analysis and markets, domestic and global economic environments, the creation and distribution of goods and services, and human behavior in organizations. Students in many other majors receive partial foundation-level credit. Students with baccalaureate degrees in business from schools following the national pattern will be given credit for much of the foundation-level program. The MBA-level courses numbered 520 to 529 and BU 250 meet the foundation-level requirements.

Foundation-Level Courses

- BU 250 Management Information Systems (3)
- AC 524 Accounting Concepts (3)
- BU 522 Quantitative Methods I (3)
- BU 523 Quantitative Methods II (3)
- EC 525 Economic Environment (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 528 Production and Operations Systems (3)
- BU 529 Human Behavior in Organizations (3)

Total Foundation-Level Hours 27

The Director of Graduate Programs will determine the suitability of undergraduate or graduate course work to satisfy these foundation-level requirements. Initial determination as to whether or not courses taken elsewhere meet foundation-level requirements can be made during the admission process to the MBA program. Students planning to take additional course work prior to application to the MBA program should consult with the Director of Graduate Programs/MBA Advisor to determine which courses at Washburn University and elsewhere meet these requirements.

II. The Upper-Level Program

Thirty semester hours beyond the foundation-level courses must be completed by all students.

Required Upper-Level Courses

- EC 652 Managerial Economics (3)
- AC 654 Management Accounting Analysis (3)
- BU 655 Financial Strategies (3)
- BU 656 Computer-based Information Systems (3)
- BU 657 Strategic Marketing Management (3)
- BU 658 Managerial Skills and Professional Experiences (3)
- BU 659 Strategic Analysis (3)

Total Required Course Upper-level Hours 21

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

- BU 674 International Business (3)
- BU 677 International Financial Strategy (3)
- BU 678 International Marketing (3)

Total Required Global Business Perspective Hours 3

Upper-Level Elective Courses

- BU 616 Commercial Transactions (3)
- BU 653 Product Systems (3)
- BU 671 Legal and Ethical Issues (3)
- BU 674 International Business (3)
- BU 677 International Financial Strategy (3)
- BU 678 International Marketing (3)
- BU 679 Investments (3)
- BU 683 Venture Creation (3)
- BU 684 Mergers, Acquisitions, and Ethics (3)
- BU 685 Business Intelligence Systems (3)
- BU 696 Research Project in Business (1-3)
- BU 698 Special Topics in Business (3)

Total Required Elective Course Hours 6

Students should consult with the Director of Graduate Programs/MBA Advisor as to the availability of these electives.

Total Required Upper-Level MBA Program Credit Hours 30

MBA Program Closure Experience

The closure experience will provide the student an opportunity to synthesize the academic information that has been contributed to their academic portfolio. The closure experience will take place in the capstone course, BU 659 Strategic Analysis. This course has as its focus strategic decision making in a simulated business environment. The course requires the students to produce both written and oral presentations requiring them to utilize the content of their prior MBA course work to explain the strategic decisions they made in the simulated business environment

In addition to the written and oral presentations, students in BU 659 will take the Major Field Test for Master of Business Administration (MFT-MBA). The exam contains 124 multiple-choice questions, half of which are based on short case-study scenarios. Most of the questions require knowledge of specific information drawn from four content areas: marketing, management, finance, and managerial accounting. Some questions require strategic integration skills—the ability to integrate knowledge of two or more content areas. The test also includes questions that focus on international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

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

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

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

Portfolio Contents

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

Reflective Essay

In addition to the capstone course, BU 659 and the MFT-MBA exam, each student is required to write a reflective essay. This essay is a response to a series of questions in which the student evaluates the MBA Program Goals. For each question, the student is required to write a paragraph to explain his/her response. The contents of the student's portfolio should support the responses.

The purpose of the reflective essay is help the student recognize that the student's work fits into a coherent whole. It helps the student appreciate that upper-level courses had an overall purpose and were not simply random selections. The reflective essay also allows the student to evaluate how well his/her expectations, as specified on the initial portfolio contribution, were met.

The reflective essay will be completed during finals week of the student's graduation semester.

Portfolio Evaluation

Each student's portfolio will be evaluated by the members of the MBA faculty. The contents (reflective essay and contributions) will each be evaluated as "Unacceptable" or "Acceptable." The contributions will be evaluated as a whole and the reflective essay will be evaluated on the basis of how well it succeeds in achieving its purpose. In order to receive the MBA degree, a student's portfolio must be evaluated as "Acceptable." These portfolio evaluations will be completed during finals week of the student's graduation semester.

ACADEMIC ADVISING

All academic advising for MBA students is done by the Director of Graduate Programs/MBA Advisor. MBA students are required to consult with the MBA advisor every semester to decide the student's class schedule for the coming semester, in part to ensure that courses are taken when available as well as timely graduation. Permission for enrollment in any class for which the instructor feels the student's background and preparation are inadequate will be withdrawn. Foundation-level courses should be completed before upper-level courses are taken. Students are expected to inform Washburn University and the MBA program of any changes of their permanent and current address and contact information. International students must inform the International Programs Office as well. Students are expected to check their Washburn University e-mail regularly, as official communications may be sent by e-mail.

ACADEMIC STATUS: FULL-TIME AND PART-TIME GRADUATE STUDENT

Full-time and part-time status of graduate students during the fall and spring semesters are calculated as follows:

- 9 or more semester hours = full time
- 8 semester hours = three-quarter time
- 5 to 7 semester hours = one-half time
- 1 to 4 semester hours = one-quarter time

GRADES

The symbols used in grading are as follows: A, excellent; B, well above average; C, average; D, below average but passing; F, failure. In computing grade point averages: A equals 4; B equals 3; C equals 2; D equals 1; F equals 0. No grade below "C" is acceptable for graduate credit.

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

A student receiving a grade of “C” in an upper-level MBA course may retake the course, but only one time.

INCOMPLETES

In accordance with Washburn University policy, incomplete grades (“I”) may be given when most of the work for the course has been completed (approximately 75%). In order for a grade of incomplete (“I”) to be turned into a letter grade, all the required course work must be turned in by the end of the regularly scheduled classes within one year of the date the incomplete was given. Otherwise, the incomplete grade will be converted to a grade of “F.” Students must complete all “I” grades in order to graduate from the University.

PROBATION AND DISMISSAL

Students are placed on probation whenever the upper-level grade point average falls below 3.0, or whenever a grade below “C” is earned in a foundation-level course or in a course being used for core foundation-level credit. Students on probation must work with the MBA Advisor to develop a plan of study to be restored to good standing in the next semester, subject to course availability. Students who continue on probation for more than one semester may be dropped from the MBA program.

TIME LIMITS

A student may be awarded a Master of Business Administration degree after completing the requirements for the degree in effect the when he/she was fully admitted to the MBA program. The student may choose any subsequent catalog in effect within six years of the date of graduation.

WASHBURN UNIVERSITY DUAL DEGREE PROGRAM

School of Law (J.D.) & School of Business (MBA)

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On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the MBA program at the Washburn University School of Business requires 30 credit hours of upper-level courses.* Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the MBA, and six credit hours of business school courses may count toward the J.D. Therefore, students can obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are upper-level required courses in which the student earns at least a “B.” (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (600 series) business school courses.

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

Students must apply separately to and be accepted by both schools. Students will indicate to each school, at the time of application that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

*The MBA program also requires up to 27 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 500 level courses offered by the School of Business.

COURSE DESCRIPTIONS

MBA Foundation-Level Program

Admission requirements: Oral and Written Communications, College Algebra

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

BU 522 Quantitative Methods I (3)

Linear algebra, calculus, spreadsheet use, and compound interest. *Prerequisite: Consent.*

BU 523 Quantitative Methods II (3)

Business statistics, data analysis, quality control statistics, computer statistics, computer-based. *Prerequisite: Consent.*

AC 524 Accounting Concepts (3)

Accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic

information system for communicating and measuring use of financial data for planning and control purposes. Primary focus is to provide background for upper-level graduate courses. *Prerequisite: Consent.*

EC 525 Economic Environment (3)

The nature and scope of economics, the firm in a market economy, level of economic activity, international aspects, and policy alternatives. *Prerequisite: Consent.*

BU 526 Survey of Finance (3)

The principles and concepts of corporate finance. The emphasis is on developing the ability to understand and analyze financial information as it relates to the timing, magnitude, and risk factor of cash flows. Topics include but are not limited to understanding financial statements, time value of money, capital structure, capital budgeting, dividend policy, and the risk versus return trade-off. *Prerequisite: Consent.*

BU 527 Marketing Concepts (3)

The role and importance of marketing in our economy; principles, methods, and problems involved in the management of marketing operations and activities. *Prerequisite: Consent.*

BU 528 Production and Operations Systems (3)

Management of the production/operations function in service, retailing and manufacturing. Discusses models for strategic, tactical, and operational decisions. *Prerequisite: Consent.*

BU 529 Human Behavior in Organizations (3)

Aspects of individual and group behavior as they affect the business environment. *Prerequisite: Consent.*

MBA Upper-Level Program

Admission Requirements: Students are expected to have fulfilled all or most of the foundation-level requirements before taking upper-level courses.

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

Required Upper-level Courses

EC 652 Managerial Economics (3)

Management problems from an economic point of view. Focuses on the application of economic theory to day-to-day managerial decision making. *Prerequisites: Admission to MBA Program and Consent.*

AC 654 Management Accounting Analysis (3)

In-depth study of the uses of management accounting tools and their impact on the contemporary business organization. Includes evolution of cost and decision models and the management accounting function, as well as the application of fundamental methods. Emphasis is on

case studies and research and the development of written and oral communication skills in a management accounting context. *Prerequisites: Admission to MBA Program and Consent.*

BU 655 Financial Strategies (3)

Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis. *Prerequisites: Admission to MBA Program and Consent.*

BU 656 Computer-based Information Systems (3)

Computer-based systems for supporting management decisions. *Prerequisites: Admission to MBA Program and Consent.*

BU 657 Strategic Marketing Management (3)

An analytical approach to the marketing function of the firm. Development of competitive marketing strategy in a dynamic environment. *Prerequisites: Admission to MBA Program and Consent.*

BU 658 Managerial Skills and Professional Experiences (3)

This course will be composed of two components. In Manager Skills, students will acquire a set of skills to manage the group and individual dynamics in organizations. The second, Professional Experiences will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations. *Prerequisites: Admission to MBA Program and Consent.*

BU 659 Strategic Analysis (3)

Study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization. This course should be taken during the last two semesters of the program and after completion of most of the upper-level required courses. *Prerequisites: Admission to MBA Program and Consent.*

Upper-Level Elective Courses

In the following, a prerequisite of consent means issued a PIN by the MBA Director or MBA Advisor.

BU 616 Commercial Transactions (3)

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

BU 630 Entrepreneurship/Creativity (3)

Entrepreneurship as a way of thinking and acting applicable to new ventures in any organizational setting. Explores creativity and innovation as sources of entrepreneurial opportunities and entrepreneurship as a manageable process that can be applied in the private and public sectors. Includes a mix of theory and practice applied to real world situations.

BU 653 Product Systems (3)

Management of integrated production and marketing systems. *Prerequisites: Admission to MBA Program and Consent.*

BU 671 Legal and Ethical Issues (3)

The influence of legal, ethical, political, social, and regulatory issues on organizations. *Prerequisites: Admission to MBA Program and Consent.*

BU 674 International Business (3)

The study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing and human resource management in the international context is addressed. *Prerequisites: Admission to MBA Program and Consent.*

BU 677 International Financial Strategy (3)

Theory, methods, technique, financial instruments, and practices of international corporate finance. Emphasis is placed on currency risk management, international banking, international trade finance, and international investment. *Prerequisites: Admission to MBA Program and Consent.*

BU 678 International Marketing (3)

The economic, political, legal, and cultural environments that affect a firm's international marketing program. Methods, policies, and organization for marketing in various countries and cultures. *Prerequisites: Admission to MBA Program and Consent.*

BU 679 Investments (3)

Introduction to the theory of investment portfolio evaluation. Topics include: Bonds, Preferred Stock, Common Stock, Puts, Calls, and Mutual Funds. *Prerequisites: Admission to MBA Program and Consent.*

BU 683 Venture Creation (3)

Covers the entrepreneurial process from conception to implementation of a venture, while concentrating on attributes of entrepreneurs and entrepreneurial teams, their search for and assessment of opportunities, and the gathering of resources to convert opportunities into businesses. Students will learn how to evaluate entrepreneurs and their plans for new businesses. While the heart of entrepreneurship is opportunity assessment, a

holistic approach to venture creation is taken. Students will work in teams to write a business plan for a new venture. *Prerequisites: Admission to MBA Program and Consent.*

BU 684 Mergers, Acquisitions, and Ethics (3)

A study of the theory and techniques pertaining to mergers, acquisitions, and related ethical decision making. Coursework will include analysis and application. Students will analyze successful and failed mergers and related ethical issues. Requirements include student identification of potential merger parties and proposition of a structure and strategy for merger completion and integration. *Prerequisites: Admission to MBA Program and Consent.*

BU 685 Business Intelligence Systems (3)

Business intelligence systems combine operational data with analytical tools to present complex and competitive information to planners and decision-makers. The objective is to improve the timeliness and quality of inputs to the decision process. BI (Business Intelligence) is used to understand the capabilities available in the firm; the state of the art, trends, and future directions in the markets, the technologies, and the regulatory environment in which the firm competes; and the actions of competitors and the implications of these actions. *Prerequisites: Admission to MBA Program and Consent.*

BU 696 Research Project in Business (1-3)

Individual study of selected problems in the field of business or economics as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs. *Prerequisites: Admission to MBA Program and Consent.*

BU 698 Special Topics in Business (3)

Special topics announced in advance. May be taken more than once. *Prerequisites: Admission to MBA Program and Consent.*

SCHOOL OF LAW

www.washburnlaw.edu

(785) 670-1060

JURIS DOCTOR DEGREE

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

MISSION

Washburn Law has a multi-faceted mission:

Teaching and Student Development – Washburn Law provides an outstanding legal education for future leaders in our society. We combine innovative teaching approaches with individualized and focused attention in a collegial and collaborative learning environment. We ensure that our graduates have acquired the knowledge, skills, and values necessary to serve their clients and provide leadership in their local, national, and global communities. Washburn Law proactively assists in placing students on the path to success in a wide range of possible careers.

Scholarship – Washburn Law is committed to the development of scholarship. We recognize that scholarship not only informs and enriches our teaching, but also influences academic, judicial, and professional discourse on a wide range of legal issues, thereby contributing to the world of ideas and the development of the law and a more just society.

Service – Washburn Law's faculty, staff, and students build on a strong tradition of service, contributing in various ways to enhancing the strength, integrity, and dynamism of the legal system and the rule of law, at the local, national, and international levels.

Diversity – Washburn Law contributes to the development of a more diverse legal profession, and to the fostering of the principles of equality in our society more broadly, by striving to create a law school community that is itself diverse, inclusive, and sensitive to the diversity-related issues in law and society.

STUDENT LEARNING OUTCOMES

Upon graduation from Washburn Law,

1. Graduates will demonstrate knowledge of the law and the legal system.
2. Graduates will demonstrate analytical and problem-solving skills.
3. Graduates will communicate effectively.

4. Graduates will demonstrate competency in legal practice skills.
5. Graduates will possess the requisite skills to recognize and resolve dilemmas in an ethical and professional manner.
6. Graduates will demonstrate knowledge of the importance of service to the profession and to the community at large, both nationally and internationally.

ADMISSION REQUIREMENTS

To be accepted into the Juris Doctor program, students must have graduated from an accredited college or university with a baccalaureate degree.

APPLICATION PROCESS

1. Apply Online Via [LSAC](#).
 - Complete Washburn Law application.
 - Attach personal statement.
 - Submit \$40.00 application fee or fee waiver code.
2. Submit to [Credential Assembly Service](#) (CAS):
 - Official Law School Admission Test (LSAT) scores.
 - Transcripts from all institutions of higher education attended.
 - At least one letter of recommendation is required. No more than three letters will be accepted.

TRANSFER CREDIT

Students in good standing who have completed one semester of study at an American Bar Association accredited law school may be admitted to Washburn University School of Law with advanced standing on such terms and conditions as the faculty may impose. A maximum of 30 hours may be transferred. A grade equivalent of C or better is required in order for course credits to be eligible for transfer.

Other than our established dual degrees (i.e., J.D./MAcc, J.D./MBA, J.D./MSW), and our Study Abroad Programs with the University of Maastricht in the Netherlands and the University of the West Indies Cave Hill Campus in Barbados, we have no agreements between schools governing the transfer of credit (articulation agreements).

DEGREE REQUIREMENTS

The J.D. degree is awarded to all students who satisfactorily complete all academic requirements and complete 90 hours of credit in the Law School with a grade point average of at least 2.00 and a passing grade in all required courses. A minimum of 74 hours must be taken in courses in which a letter grade is received.

The course of study for the J.D. degree may be completed no earlier than 24 months and no later than 84 months after commencing law study at Washburn or a law school from which Washburn accepts transfer credit. At least two-thirds of the credit hours required for the degree

must be earned at Washburn University. All students must comply with the rules pertaining to legal education prescribed by the Supreme Court of the State of Kansas, the American Bar Association, and the Association of American Law Schools.

PROGRAM REQUIREMENTS

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

First-Year Program: Success from the Start

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

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

First-Year Courses

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

Fall Term

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

Spring Term

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

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

Spring Term

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

Fall Term

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

NOTE: The curriculum is subject to change.

Upper-Level Requirements*

To graduate, students must complete:

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

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

*Graduation Requirements are subject to change.

Upper-Level Electives

Recommended Foundation Courses

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

- Administrative Law
- Business Associations
- Decedents' Estates and Trusts
- Family Law
- Pretrial Advocacy - Civil

- Pretrial Advocacy - Criminal
- Public International Law
- Real Estate Transactions
- Secured Transactions
- Taxation of Individual Income
- Additional Course Suggestions

The following additional courses are commonly tested on state bar examinations and are often studied in the third year of law school.

- Conflict of Laws
- Payment Systems
- Remedies

Prerequisites

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

Bar Examination Subjects

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

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

Legal Analysis, Research, and Writing Program

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

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

The first-year curriculum is designed to give every

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

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

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

CENTERS FOR EXCELLENCE

washburnlaw.edu/students/centers/index.html

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

Business and Transactional Law Center

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

Children and Family Law Center

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

Center for Excellence in Advocacy

The Center for Excellence in Advocacy prepares law students and lawyers to be effective advocates by training them in the skilled use of advocacy techniques. Many of the advocacy courses are modeled after those offered by the National Institute for Trial Advocacy.

Center for Law and Government

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

Oil and Gas Law Center

The Oil and Gas Law Center brings students and practicing attorneys together to prepare law students for the contemporary practice of oil and gas law.

International and Comparative Law Center

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

WASHBURN LAW CLINIC

Students enrolled in the Washburn Law Clinic are not merely law clerks performing support work; the clinical program is structured so that interns have primary responsibility for their clients' cases. The Kansas Supreme Court grants special permission to clinic interns to practice law and represent clients in court. This valuable opportunity gives clinic interns an advantage in the marketplace because by the time they graduate, they have already acquired real-world experience. While clinic interns are becoming effective lawyers, they are also providing free legal services to members of the community who cannot afford to hire private attorneys.

For more information about the Washburn Law Clinic, please see washburnlaw.edu/students/clinic/index.html.

HONORS AT GRADUATION

The following honors are given at graduation:

Summa Cum Laude: GPA of 3.9 or above.

Magna Cum Laude: The top 5% of the class, with the exception of those students who receive Summa Cum Laude honors.

Cum Laude: The top 10% of the class, with the exception of those students who receive Magna Cum Laude or Summa Cum Laude honors.

Dean's Honors: The top 35% of the class, with the exception of those students who receive Cum Laude, Magna Cum Laude, or Summa Cum Laude honors.

LEARN MORE

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

COURSE DESCRIPTIONS

For descriptions of all courses currently offered, see washburnlaw.edu/academics/courses/index.html.

JOINT DEGREE PROGRAMS

Washburn Law currently offers two joint degree programs with the School of Business: the dual J.D./MBA program and the dual J.D./MAcc. The School of Law also offers a dual J.D./MSW with the Department of Social Work. These joint degree programs allow students to obtain the professional skills and knowledge to excel in their chosen professions in a shorter time and at a lower cost than if they pursued each degree separately. More information about these joint degree programs can be obtained at: <http://washburnlaw.edu/academics/dualdegree/index.html>.

LL.M. IN GLOBAL LEGAL STUDIES

washburnlaw.edu/academics/llm/index.html

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

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

- Introduction to Anglo-American Law (2 credit hours, summer)
- Graduate Legal Seminar (0 credit hours)

The remaining courses are chosen with the individual student's interests and needs in mind. LL.M. students may take full advantage of Washburn Law's resources and academic programming and may participate in activities offered to J.D. students.

Students interested in sitting for a U.S. bar exam will have additional required courses.

Proof of English Proficiency

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

English language classes prior to and/or during their enrollment.

Learn More

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

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

MASTER OF STUDIES IN LAW

washburnlaw.edu/academics/msl/index.html

The M.S.L. degree at Washburn University School of Law is for the prospective student engaged in professional work in which formal exposure to the study of law would be beneficial. Interested students come from a wide range of professions including accounting, business, children and family services, criminal justice, environmental studies, government, healthcare, human resources, journalism, library services, oil and gas, real estate development, and tribal management. The goal of the program is to provide a legal background that will complement the professional interests of the participants, strengthen their ability to interact effectively with the legal community, and provide professional certification of these accomplishments. Students choose a curriculum pathway depending on their needs and interests.

The curriculum pathway selected for each student builds upon the particular strengths of Washburn Law, with the Centers and certificate programs of the school providing a framework for selection of courses. For example, masters level students who plan careers related to children and family services will be able to choose electives within a broad range of courses developed in support of the Children and Family Law Center. Similarly, the current oil and gas industry employs individuals who, although not needing a law degree, would benefit from a legal background focused on those issues, and the Oil and Gas Law Center provides a course and resource base for those students. The same is true for students interested in other center-related legal studies. Individuals who are interested in obtaining an M.S.L. should have flexible schedules to enable them to take advantage of the program opportunities offered by the Law School.

Degree Requirements

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

- Have completed a four-year college course of study and hold a baccalaureate degree from an accredited college or university.

- Satisfactorily complete a minimum of 30 credit hours of approved work within the individualized professional pathway determined on the basis of the student's professional background and career goals.
- Complete all such credit hours within 4 calendar years beginning with the first semester after enrollment. Program requirements are subject to change.

Learn More

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

SCHOOL OF NURSING

Website: www.washburn.edu/sonu

Petro Allied Health Center, Room 203A
785-670-1525

Fax: 785-670-1032

E-mail: marykay.thornburg@washburn.edu

Doctor of Nursing Practice

Post-Graduate Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

Master of Science in Nursing

MISSION

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 a mutual dynamic process with the environment.

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

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

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

- Scientific underpinnings for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Interpersonal collaboration for improving patient and population health outcomes.
- Prevention of disease and promotion of population health.
- 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 mission and philosophy of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

ACCREDITATION

The Baccalaureate Degree in Nursing, Master's Degree in Nursing, Doctor of Nursing Practice Degree, and Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program at Washburn University are accredited by the Commission on Collegiate Nursing Education (www.aacn.nche.edu/ccne-accreditation).

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.

DOCTOR OF NURSING PRACTICE (DNP)

DESCRIPTION OF THE PROGRAM

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

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

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

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

The Doctor of Nursing Practice program prepares graduates for leadership and entrepreneurial roles in advanced practice nursing. All programs prepare graduates to sit for national certification as a family nurse practitioner, adult/gerontology nurse practitioner, or psychiatric mental health nurse practitioner. A generic track is available for nationally certified nurse practitioners seeking a DNP, and who are not seeking an additional certification. The DNP program requires completion of 44 to 76 credits depending on the track chosen. The program also requires a minimum of 1000 clock hours of practicum/residency experiences. Post-MSN students who are nationally certified as a nurse practitioner may be awarded up to 500 clock hours toward the minimum 1000 clock hour requirement. A unique feature of the DNP program at Washburn University is the inclusion of substantial business content within the graduate program, with 12 to 15 credits delivered by faculty in the School of Business. Up to 15 credits in the DNP program can be applied toward an MBA degree from the School of Business. For specific DNP course requirements/sequencing, please refer to www.washburn.edu/sonu.

DNP END-OF-PROGRAM/ STUDENT LEARNING OUTCOMES

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

- Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.

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

DNP ADMISSION REQUIREMENTS

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

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

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

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback

to develop behaviors characteristic of a professional. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

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 either the IELTS or iBT (internet based TOEFL) exam scores to the School of Nursing. The School of Nursing requires a score of 80% or greater on the IELTS or IBT for admission.

Criminal Record

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before advanced practice licensure is granted or denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure.

Unrealized Admissions

A student who has been admitted and subsequently does not enroll in the first semester after admission will have his/her admission revoked. This student will not be counted in the admission or dismissal numbers for the respective academic year.

Non-Degree Seeking Option

Students may complete up to nine (9) credit hours of non-practicum coursework prior to acceptance to the DNP program. The completion of these courses prior to admission may affect future financial aid by decreasing the number of credit hours taken within a given semester. Please contact the Director of Student Academic Support Services for enrollment assistance.

DNP APPLICATION PROCEDURES

1. Submit the Washburn University graduate application at <https://applyweb.com/washburn/index.ftl>. The online application includes:
 - Three references from current or past employers, faculty, or professional peers.
 - \$40 application fee.
 - Current resume.
2. Request official transcripts be sent directly to the School of Nursing (BSN and MSN if applicable).

3. For post-Master's NP applicants, submit
 - Evidence of current licensure in the states of residence and practice as a registered nurse and APRN.
 - National certifications through either ANCC or AANP.
4. Attend an interview and complete a brief writing assessment as part of the application process.

TRANSFER CREDIT

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

DNP DEGREE REQUIREMENTS

- A minimum of 44 semester hours of credit and up to 76 semester hours.
- A cumulative grade point average of at least 3.0.
- At least two-thirds of the semester hours required for the degree must be earned at Washburn University.
- All course work must be completed within eight (8) calendar years.

DNP PROGRAM REQUIREMENTS

BSN to DNP Program

Depending on the specialty area chosen, the program is 75 to 76 credit hours which includes a minimum of 1000 clock hours of direct patient care. Students must be licensed as an RN in their residential state. After the first year, students may select the fast-track option.

Required Family Track Courses

(total of 75 credit hours)

- NU 801 Intro to Theory (2)
- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 805 Health Policy (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 820 Advanced Pathophysiology (3)
- NU 822 Advanced Pharmacology (3)
- NU 824 Advanced Patient Assessment and Differential Diagnosis (4)
- NU 830 Primary Care I (3)
- NU 832 Primary Care I Practicum (3)**
- NU 834 Primary Care II (3)
- NU 836 Primary Care II Practicum (3)**
- NU 838 Primary Care III (3)

- NU 840 Primary Care III Practicum (3)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 904 DNP Residency (6 total credits required)***
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***FNP Practicum hours are at a 4:1 ratio.*

****DNP Residency hours are at a 5:1 ratio.*

Required Psychiatric Mental Health Track Courses

(total of 76 credit hours)

- NU 801 Intro to Theory (2)
- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 805 Health Policy (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 820 Advanced Pathophysiology (3)
- NU 822 Advanced Pharmacology (3)
- NU 824 Advanced Patient Assessment and Differential Diagnosis (4)
- NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2)
- NU 828 Advanced Psychopharmacology and Neurobiology (3)
- NU 850 Advanced Practice Psychiatric Mental Health Nursing I (3)
- NU 852 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**
- NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)
- NU 856 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3 total credits required)**
- NU 858 Advanced Practice Psychiatric Specialty Focus Practicum (4 total credits required)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 904 DNP Residency (5)***
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***PMH Practicum hours are at a 4:1 ratio.*

****DNP Residency hours are at a 5:1 ratio.*

MSN to DNP (with APRN-NP)

For students not seeking a second certification the program is 44 credit hours. For those seeking a second certification, additional credit hours are required depending on the specialty chosen. Clinical experiences are individually determined to add breadth and depth to your advanced practice (with a minimum of 525 clock hours of direct patient care).

Required Generic Track Courses

(total of 44 credit hours)

- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 900 Philosophical World View of APN(2)
- NU 902 Healthcare Economics (3)
- NU 904 DNP Residency (7 total credits required)**
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***DNP Residency hours are at a 5:1 ratio.*

Required AGNP to FNP Track Courses

(total of 50 credit hours)

- Completion of all Generic Track course, with 4 total credit hours of NU 904.
- NU 821 Advanced Pathophysiology Family (1)
- NU 823 Advanced Pharmacology Family (1)
- NU 825 Advanced Health Assessment Childhood through Adolescence (1)
- NU 830 Primary Care I (3)
- NU 832 Primary Care I Practicum (3)*

**FNP Practicum hours are at a 5:1 ratio.*

Required ANP/AGNP to PMNHP Track Courses

(total of 60 credit hours)

- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 821 Advanced Pathophysiology Family (1)
- NU 823 Advanced Pharmacology Family (1)
- NU 825 Advanced Health Assessment Childhood through Adolescence (1)

- NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2)
- NU 828 Advanced Psychopharmacology and Neurobiology (3)
- NU 850 Advanced Practice Psychiatric Mental Health Nursing I (3)
- NU 852 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**
- NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)
- NU 856 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3 total credits required)**
- NU 858 Advanced Practice Psychiatric Specialty Focus Practicum (4 total credits required)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***PMH Practicum hours are at a 4:1 ratio.*

Required FNP to PMNHP Track Courses

(total of 57 credit hours, 0 laboratory hours, and 540 clinical clock hours)

- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2)
- NU 828 Advanced Psychopharmacology and Neurobiology (3)
- NU 850 Advanced Practice Psychiatric Mental Health Nursing I (3)
- NU 852 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**
- NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)
- NU 856 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3 total credits required)**
- NU 858 Advanced Practice Psychiatric Specialty Focus Practicum (4 total credits required)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)

- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***PMH Practicum hours are at a 4:1 ratio.*

MSN to DNP (without APRN-NP)

This program is 70 to 72 credit hours depending on the specialty chosen with a minimum of 1000 clock hours of direct patient care.

Required Family Track Courses

(total of 70 credit hours)

- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 820 Advanced Pathophysiology (3)
- NU 822 Advanced Pharmacology (3)
- NU 824 Advanced Patient Assessment and Differential Diagnosis (4)
- NU 830 Primary Care I (3)
- NU 832 Primary Care I Practicum (3)**
- NU 834 Primary Care II (3)
- NU 836 Primary Care II Practicum (3)**
- NU 838 Primary Care III (3)
- NU 840 Primary Care III Practicum (3)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 904 DNP Residency (5 total credits required)***
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

**DNP project will be either NU 940 or BU 683 depending on the nature of the project.*

***FNP Practicum hours are at a 5:1 ratio.*

****DNP Residency hours are at a 5:1 ratio.*

Required Psychiatric Mental Health Nurse Practitioner Track Courses

(total of 72 credit hours)

- NU 802 Population Health (3)
- NU 803 Doctoral Leadership (1)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovations in Quality Care (2)
- NU 820 Advanced Pathophysiology (3)
- NU 822 Advanced Pharmacology (3)
- NU 824 Advanced Patient Assessment and Differential Diagnosis (4)

- NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2)
- NU 828 Advanced Psychopharmacology and Neurobiology (3)
- NU 850 Advanced Practice Psychiatric Mental Health Nursing I (3)
- NU 852 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**
- NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)
- NU 856 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3 total credits required)**
- NU 858 Advanced Practice Psychiatric Specialty Focus Practicum (4 total credits required)**
- NU 900 Philosophical World View of APN (2)
- NU 902 Healthcare Economics (3)
- NU 904 DNP Residency (5 total credits required)***
- NU 906 Policy/Leadership for Global Health (3)
- NU 910 Implementation Science for APN (3)
- NU 940 Practice Inquiry Project (3)*
- AC 524 Accounting Concepts (3)
- BU 526 Survey of Finance (3)
- BU 527 Marketing Concepts (3)
- BU 630 Entrepreneurship/Creativity (3)

*DNP project will be either NU 940 or BU 683 depending on the nature of the project.

**PMH Practicum hours are at a 4:1 ratio.

***DNP Residency hours are at a 5:1 ratio.

TIME LIMIT FOR COMPLETION OF THE PROGRAM

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

GRADING POLICIES

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

REQUESTS TO CHANGE TRACK

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

RETENTION AND PROGRESSION IN THE PROGRAM

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

Students receiving a failing grade in any course will not be allowed to proceed to the next course in that sequence or to the advanced practice core courses until the course has been successfully completed. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program.

ACADEMIC WARNING AND DISMISSAL

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

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

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

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

GRADE APPEAL PROCEDURE

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

INCOMPLETES

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

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

ACADEMIC WITHDRAWAL

A student may withdraw from an academic course any semester with a grade of "W" up to and including the date of the "last day to withdraw" as specified in the published Washburn University academic calendar. The faculty advisor should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admission, Progression, and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor. If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate the circumstances and take appropriate action.

NON-ACADEMIC DISMISSAL

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

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook.
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act.
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Graduate Catalog and Student Planner and Handbook.

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

LEAVE OF ABSENCE

Students who must interrupt their education due to personal or professional reasons may ask the GAPR Committee for a leave of absence. A letter should be submitted as soon as the student realizes the need for a leave which describes the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GAPR Committee. If the time limit for completion of program requirements is exceeded, decisions about the student's placement and progression will be made by the GAPR Committee.

WITHDRAWAL FROM/READMISSION TO THE DNP PROGRAM

A student who wishes to withdraw from the DNP program should present to their advisor and the Chairperson of the GAPR Committee a written statement of intent to withdraw. Re-application to the School of Nursing will be necessary should the student desire to re-enter the DNP program. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to be successful, and available spaces in courses. If readmission is granted, the remaining program

requirements will be re-projected according to the student's needs and the current curriculum.

APPEAL PROCEDURE FOR STUDENTS DISMISSED OR DENIED ADMISSION/READMISSION TO THE GRADUATE PROGRAM

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

ADVISEMENT

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

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

Additional advising may be requested at any time and is arranged between the student and the faculty advisor.

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

GRADUATION

Degree Completion Requirements/Graduation

Successful completion of all courses is required for awarding of the DNP degree. The recommendation that the doctoral degree be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing. All students must also submit an Application for Degree to the Registrar's Office by the dates specified in the academic calendar.

Commencement and Hooding Ceremony

The University confers degrees at the end of each semester. Students who are scheduled to complete final requirements for the degree during the summer term may be permitted to participate in the Spring commencement and hooding ceremonies.

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

LICENSURE/CERTIFICATION

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

COURSE DESCRIPTIONS

NU 801 Theoretical Foundations (2)

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

NU 802 Population Health (3)

Explores population health principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of population health through the use of epidemiologic investigation, appropriate summaries and displays of data, and the use of statistical approaches to describe the health of populations. Data from a variety of sources is used to demonstrate epidemiological investigative techniques that support best practices in

addressing population health issues. The role of the nurse in prevention of disease and injury is a focus of this course. A basic understanding of the practices of community health and biostatistics is recommended. *Prerequisite: Admission to MSN or DNP Program or consent of instructor.*

NU 803 Doctoral Leadership: Transforming Self (1)

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

NU 804 Emerging Concepts in Informatics (2)

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

NU 805 Health Policy (2)

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

NU 807 Clinical Scholarship for Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture for EBP. *Prerequisites: Admission to the MSN or DNP Program, an undergraduate-level nursing research course, and a graduate-level inferential statistics course.*

NU 812 Innovations in Quality Care (2)

Prepares the nurse leader with knowledge and skills to enhance quality and safety in clinical practice. Students learn to apply current principles of innovation science, quality improvement, evidence-based practice, and risk management to maximize patient care within complex systems. As leaders, participants analyze how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. *Prerequisite: NU 807.*

NU 813 Advanced Psychiatric Mental Health Roles

Designed to familiarize students with the roles and scope of practice of the advanced practice psychiatric

mental health nurse practitioner, including those of psychotherapist and psychopharmacologist. Developing roles in emerging delivery of care systems also will be explored. Integration of established scope and standards of advanced psychiatric mental health nurses into practice are examined. *Prerequisite: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program or consent of instructor.*

NU 819 Selected Subjects of Relevance for Nursing (1-2)

Selected subjects of relevance for graduate students, announced in advance. *Prerequisites: Admission to DNP Program and consent of instructor.*

NU 820 Advanced Pathophysiology (3)

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly. *Prerequisite: Admission to the DNP Program or consent.*

NU 821 Advanced Pathophysiology Family (1)

Focuses on pathophysiology related to children and infants for students in FNP track. Content includes conditions and diseases specific to pregnancy, post-partum, infancy and childhood. Application of principles from Advanced Pathophysiology course to age-appropriate case studies. Clinical diagnosis and management focuses on birth to 18 years of age. *Prerequisite: Previous adult advanced pathophysiology course.*

NU 822 Advanced Pharmacology (3)

Emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurse's role in prescribing and monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 820 or consent.*

NU 823 Advanced Pharmacology Family (1)

Focus on the application of selected drug therapies to meet the needs of diverse children from birth to age 18. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of standards of practice, prescription writing and ethical, legal and economic issues surrounding the advanced nurse's

role in prescribing and monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 820, NU 821, NU 822, or consent.*

NU 824 Advanced Health Assessment and Differential Diagnosis (4)

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Promotes a systematic holistic approach to both history-taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. *Prerequisites: Admission to MSN or DNP Program, NU 820.*

NU 825 Advanced Health Assessment Childhood through Adolescence (1)

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

NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2)

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

NU 828 Advanced Psychopharmacology and Neurobiology (3)

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

NU 830 Primary Care I (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the

laboratory and concurrent practicum. *Prerequisites: NU 820, NU 822, and NU 824.*

NU 832 Primary Care Practicum I (3)

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions, pregnancy and lactation. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. *Prerequisites: NU 820, NU 822, NU 824, and NU 900.*

NU 834 Primary Care II (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 820, NU 822, NU 824, and NU 900.*

NU 836 Primary Care Practicum II (3)

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions. Students utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention and advanced practice roles are integrated. *Prerequisites: NU 820, NU 822, NU 824, and NU 900.*

NU 838 Primary Care III (3)

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of sensory, psychological, neurological, musculoskeletal, dermatological, reproductive and immunological systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. *Prerequisites: NU 834 and NU 836.*

NU 840 Primary Care Practicum III (3)

Implementation of skills and knowledge in caring for patients and their families from diverse cultural backgrounds as they experience wellness and acute and chronic health conditions. Students will utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the

provision of holistic care. Primary, secondary and tertiary levels of prevention and advanced practice roles are integrated. *Prerequisites: NU 834 and NU 836.*

NU 850 Advanced Practice Psychiatric Mental Health Nursing I (3)

Theoretical Approaches are explored in addressing short-term and diagnostically less complex psychiatric illness. Evidenced-based psychotherapeutic approaches are explored for the treatment of individuals, families and groups. These approaches provide the foundation for clinical management of psychiatric mental health problems that are often time limited as well as those that commonly occur across the lifespan. Health promotion and prevention measures are included in therapeutic interventions. *Prerequisites: NU 826 and NU 828; Co-requisite NU 852.*

NU 852 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)

Direct practice experience with individuals, families and groups provides opportunities for application of assessment, diagnosis, and psychotherapeutic skills in working with individuals experiencing short-term, diagnostically less complex, and commonly occurring psychiatric illnesses across the lifespan. *Prerequisites: NU 826 and NU 828; Co-requisite NU 850.*

NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)

Theoretical approaches are explored in the treatment of chronic and diagnostically complex psychiatric illness. Evidenced-based psychotherapeutic approaches are explored for the treatment of individuals, families and groups experiencing complex and chronic mental illnesses and addictions. Differential diagnostic skills and interventional strategies are explored as well as the role of rehabilitation and psycho-educational approaches across the life span. *Prerequisites: NU 850 and NU 852; Co-requisite NU 856.*

NU 856 Advanced Practice Psychiatric Mental Health Nursing II Practicum (3-4)

Direct practice experience with individuals, families, and groups provides opportunities for application of assessment, diagnosis and psychotherapeutic skills in working with individuals experiencing chronic and diagnostically complex psychiatric illnesses across the lifespan. *Prerequisites: NU 850 and NU 852; Co-requisite NU 854.*

NU 858 Advanced Practice Psychiatric Specialty Focus Practicum (4-5)

In this final precepted practicum, students function in the role of the advanced psychiatric mental health nurse practitioner providing psychopharmacological and psychotherapy interventions. This practicum provides

opportunity for skill building in a practice setting or client population of interest, as well as the synthesis of knowledge into this advanced practice role. *Prerequisites: NU 854 and NU 856, or permission of instructor.*

NU 860 Special Topics in Advanced Psychiatric Nursing of Children and Adolescence (1-2)

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

NU 900 Philosophical Worldviews of Advanced Practice Nursing (2)

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

NU 902 Health Care Economics (3)

Focuses on economic theories and principles that healthcare providers need to be effective leaders and decision makers. Examines the economic and political environment in which health care is delivered in the United States and explores the role of regulation in protecting consumers. Provides frameworks for conceptualizing costs, risk, value, and strategic decision making in a competitive environment. Students explore the types of economic analyses commonly use in health care decision-making. *Prerequisites: AC 524 and BU 526.*

NU 904 DNP Residency (2-6)

Expands breadth and/or depth of clinical knowledge and skills in an area of advanced nursing practice with focus on delivery of sub-specialty care services or full spectrum primary care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients. *Prerequisites: NU 838 and NU 840 or equivalents.*

NU 906 Policy and Leadership for Global Health (3)

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

NU 910 Implementation Science for Advanced Practice Nurses (3)

Translating evidence into practice and implementing evidence-based changes into a practice setting are the

major thrusts of this course. Provides an overview of the methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice, and hence to improve the quality and effectiveness of health care. Continuous enrollment is required until completion. *Prerequisites: NU 801, NU 802, NU 804, NU 807, and NU810.*

NU 940 Practice Inquiry DNP Project (3)

The DNP project is an amalgamation of the student's field of inquiry in his/her doctoral course of study. DNP project requires that a practice-focused problem be identified and examined in depth. For most students the DNP project will include application of an intervention suitable to their area of focus (e.g. organizational leadership, clinical practice, etc.) that involves the appropriate metric (or sets of metrics) evaluation, and dissemination of the project findings to a targeted audience. *Prerequisites: Completion of all DNP coursework except NU 910, which is taken concurrently with NU 940.*

The following course may be taken by international graduate nursing students.

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA-based health care facility. Emphasis will be on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs. *Prerequisites: (1) Acceptance into the graduate nursing program with a current RN license, (2) International student must have an F-1 student visa, (3) completion of two required Curricular Practical Training (CPT) forms through the Washburn Office of International Programs, (4) receipt of the CPT authorization on the I-20 document, and (5) approval of the chairperson of the School of Nursing International Studies Committee.*

Accounting and Business Courses:

Entrepreneurship Focus	credit hrs
AC 524 Accounting Concepts*	3
BU 526 Survey of Finance*	3
BU 527 Marketing Concepts*	3
BU 630 Entrepreneurship and Creativity*	3
BU 683 Venture Creation DNP Project*	3

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

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

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) CERTIFICATE

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

Three tracks are available, one for applicants who are certified as FNPs or ANPs with no psychiatric mental health experience, one for applicants who are Adult or Child/Adolescent Psychiatric Mental Health Clinical Nurse Specialists (CNSs), and one for applicants who have an MSN without APRN status.

ACCREDITATION

The Baccalaureate Degree in Nursing, Master's Degree in Nursing, Doctor of Nursing Practice Degree, and Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program at Washburn University are accredited by the Commission on Collegiate Nursing Education (www.aacn.nche.edu/ccne-accreditation).

COURSE REQUIREMENTS FOR FNP APPLICANTS

- NU 826 Adv. Psychiatric Interviewing and Differential Diagnosis (2)
- NU 828 Adv. Psychopharmacology and Neurobiology (3)
- NU 850 Adv. Practice Psychiatric Mental Health Nursing I (3)
- NU 852 Adv. Practice Psychiatric Mental Health Nursing I Practicum (2)*
- NU 854 Adv. Practice Psychiatric Mental Health Nursing II (3)
- NU 856 Adv. Practice Psychiatric Mental Health Nursing II Practicum (3)*
- NU 858 Adv. Practice Psychiatric Specialty Focus Practicum (4)*

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

**PMH Practicum hours are at a 4:1 ratio.*

ADDITIONAL COURSE REQUIREMENTS FOR ANP APPLICANTS

- NU 821 Adv. Pathophysiology Family (1)
- NU 823 Adv. Pharmacology Family (1)

- NU 825 Adv. Health Assessment Childhood through Adolescence (1)

For students admitted to the other two tracks, additional courses will be required depending on previous MSN coursework.

Additional course work may include the following courses:

- NU 813 Adv. Psychiatric Mental Health Roles (2)
- NU 820 Adv. Pathophysiology (3)
- NU 821 Adv. Pathophysiology Family (1)
- NU 822 Adv. Pharmacology (3)
- NU 823 Adv. Pharmacology Family (1)
- NU 824 Adv. Health Assessment and Differential Diagnosis (4)
- NU 825 Adv. Health Assessment Childhood through Adolescence (1)

MASTER OF SCIENCE IN NURSING (MSN)

Website: www.washburn.edu/nursing

Clinical Nurse Leader (CNL)

Petro Allied Health Center, Room 203

785-670-1525

Fax: 785-670-1032

E-mail: louisa.schurig@washburn.edu

DESCRIPTION OF THE PROGRAM

The graduate program offers a nursing curriculum designed to prepare registered nurses as clinical nurse leaders. Students may complete the CNL track as a part-time student. The program is offered predominantly online. The curriculum adheres to guidelines provided by pertinent credentialing and regulating organizations (American Association of Colleges of Nursing, 2011) while creating a flexible and contemporary graduate education.

The graduate nursing curriculum builds upon the baccalaureate degree in nursing to develop an advanced practice nurse with a high level of expertise in clinical practice and leadership. Graduates possess an advanced core of knowledge to assess and manage health within complex systems.

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

MASTER OF SCIENCE IN NURSING END-OF-PROGRAM/STUDENT LEARNING OUTCOMES

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

- Provide organizational leadership demonstrating knowledge of health policy and health care systems.
- Integrate knowledge and theory into evidence-based practice and research.
- Collaborate with interdisciplinary groups within the role and scope of advanced practice nursing.
- Demonstrate sound critical thinking and clinical decision-making.
- Provide holistic care that is culturally proficient with diverse groups and communities.
- Incorporate ethical and legal principles in health care policies.
- Integrate effective communication in advanced nursing roles.

MSN ADMISSION REQUIREMENTS

Students who meet the requirements noted below may apply for admission to the graduate nursing program. Students will be admitted to the program each year in the fall semester. Students make application to the School of Nursing and file the required credentials with the Nursing Office during the specified time period indicated in the application instructions available in the School of Nursing.

The requirements for admission include:

- Submission of Washburn University degree seeking application (available online).
- Graduation from an accredited BSN program, as evidenced by submitted transcripts.
- Evidence of current licensure as an RN in the states of residence and practice.
- Completion of an online application to include two Applicant Reference Statements from an employer, previous faculty, or professional peer discussing potential for success in the program.
- Successful completion of an undergraduate nursing research course with a grade of "C" or above.
- Successful completion of undergraduate health assessment across the life span with a grade of "C" or above.
- Successful completion of graduate inferential statistics course with a grade of "B" or above.
- 3.0 GPA in last 60 hours of college course work.

The School of Nursing Graduate Admission, Progression, and Retention (GAPR) Committee reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them

to work compatibly with others in both the classroom and clinical areas. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of a professional person. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

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 either the IELTS or iBT (internet based TOEFL) exam scores to the School of Nursing. The School of Nursing requires a score of 80% or greater on the IELTS or IBT for admission.

Criminal Record

Students are advised that nursing licenses may be denied or disciplined by the Kansas State Board of Nursing (KSBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the KSBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the KSBN before advanced practice licensure is granted or denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure.

Unrealized Admissions

A student who has been admitted and subsequently does not enroll in the first semester after admission will have their admission revoked. This student will not be counted in the admission or dismissal numbers for the respective academic year.

Conditional Admission

Students may be “conditionally” admitted to the MSN program as a part-time student for one academic year. A student whose status is “conditional” may have one prerequisite course not completed at the time of application. A student admitted as “conditional” is expected to complete the admission requirement within a year, preferably sooner. If the requirement is not met within the academic year of conditional admission, the student may not enroll in graduate coursework and will be dismissed from the program. The student may reapply to the MSN program after the requirement is completed.

Non-Degree Seeking Option

Students may complete up to ten (10) credit hours of non-practicum coursework in selected courses prior to acceptance to the MSN program. Please contact the Director of Student Academic Support Services for enrollment assistance.

MSN APPLICATION PROCEDURES

1. Submit the Washburn University graduate application at <https://applyweb.com/washburn/index.ftl>. The online application includes:
 - Two references from current or past employers, faculty, or professional peers discussing potential for success in the program.
 - \$40 application fee.
2. Request official transcripts be sent directly to the School of Nursing.
3. Submit evidence of current licensure as an RN in the states of residence and practice.

TRANSFER CREDIT

Students transferring from other nursing graduate programs are required to submit course syllabi for all completed nursing courses. Transfer of credits from another graduate nursing program is considered on a case-by-case basis. The applicant must have received a grade of “B” or better in the course(s) being considered. In most instances, transfer of credit is granted for first year courses up to 12 credit hours. Academic credit is not given for life or work experience.

MSN DEGREE REQUIREMENTS

- A minimum of 35 semester hours.
- A cumulative grade point average of at least 3.0.
- At least two-thirds of the semester hours required for the degree must be earned at Washburn University.
- All course work must be completed within six (6) calendar years.

MSN PROGRAM REQUIREMENTS

A minimum of 35 credit hours are required for the degree, including the required CNL-track courses below.

- NU 609 Administrative Leadership for the CNL (3)
- NU 612 Financial Management of Health Care Services (3)
- NU 734 CNL Practicum I (2)
- NU 736 CNL Practicum II (3)
- NU 750 Clinical Nurse Leader Project (2)
- NU 801 Theoretical Foundations (2)
- NU 802 Population Health (3)
- NU 804 Emerging Concepts in Informatics (2)
- NU 807 Clinical Scholarship for EBP (3)
- NU 812 Innovation in Quality Care (2)

- NU 820 Advanced Pathophysiology (3)
- NU 822 Advanced Pharmacology (3)
- NU 824 Advanced Health Assessment and Differential Diagnosis (4)

TIME LIMIT FOR COMPLETION OF THE PROGRAM

All students have six years from their date of entry into the program to complete the requirements of the MSN Program at Washburn University. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the faculty advisor and sent to the Chairperson of the GAPR committee. The petition should state why the extension is being requested and it should include a detailed timetable for completion of the requirements. The student will be notified of the committee decision in writing by the Chairperson of the GAPR Committee.

PART-TIME STUDY

The CNL track was developed for working nurses. The program is set up as a part-time program, however, some flexibility in course sequencing is possible. All students begin the MSN program in the Fall semester. Part-time students average 3 to 7 credit hours each semester. Courses are taught online to increase flexibility for working nurses.

GRADING POLICIES

The Master of Science in Nursing (MSN) degree program at Washburn University provides students with a rigorous course of study. At a minimum, consistent attendance, punctuality, preparation, active participation in class (including online participation for web-assisted classes), and satisfactory performance in completing readings, assignments, quizzes, tests, and any other course-related tasks translate to a letter grade of "B." Grades within the MSN program consist of "A" (excellent performance), "B" (satisfactory performance), "C" (below standards), "D" (significantly below standards) and "F" (failure). All courses are graded on this scale.

RETENTION AND PROGRESSION IN THE PROGRAM

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

Students receiving a failing grade or an incomplete in any sequential core curriculum course may not be allowed

to proceed to the next course in that sequence or to the advanced practice core courses until the course has been retaken (or, in the case of an incomplete, the work has been completed and a change of grade has been submitted to the Registrar's Office). Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program. Students receiving a failing grade or incomplete in didactic specialty courses may not proceed to the specialty practica until the course has been retaken (or, in the case of an incomplete, the work has been completed and a change of grade has been submitted to the Registrar's Office). Likewise, an incomplete grade in any practicum will prevent that student from moving forward in the practicum sequence.

ACADEMIC WARNING AND DISMISSAL

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

- Approval is granted by the GAPR Committee and notice is given to the student;
- The instructor grants permission for the student to repeat the course;
- Space is available in the course.

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

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

GRADE APPEAL PROCEDURE

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

INCOMPLETES

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in all courses must be completed by the last day of classes and grades submitted to the University Registrar Office by the deadline of grade submission of the subsequent Spring semester for Fall

incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise a grade of "F" will be recorded.

ACADEMIC WITHDRAWAL

A student may withdraw from an academic course any semester with a grade of "W" up to and including the date of the "last day to withdraw" as specified in the published Washburn University academic calendar. The faculty advisor should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admission, Progression, and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor. If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate circumstances and take appropriate action.

NON-ACADEMIC DISMISSAL

In order to remain in the MSN program at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook.
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act.
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Graduate Catalog and Student Planner and Handbook.

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

LEAVE OF ABSENCE

Students who must interrupt their education due to personal or professional reasons may ask for a Leave of Absence from the GAPR Committee. A letter should be

submitted as soon as the student realizes the need for a leave, which describes the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GAPR Committee. If the 6 year completion time limit is exceeded, decisions about the student's placement and progression will be made by the GAPR.

WITHDRAWAL FROM/READMISSION TO THE NURSING PROGRAM

A student who wishes to withdraw from the graduate nursing program should present to the Dean of the School of Nursing a written statement of intent to withdraw. Re-application to the School of Nursing will be necessary should the student desire to re-enter the nursing program. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to achieve, and available spaces in courses. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

APPEAL PROCEDURE FOR STUDENTS DISMISSED OR DENIED ADMISSION/READMISSION TO THE GRADUATE PROGRAM

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

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

ADVISEMENT

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

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

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

GRADUATION

Degree Completion Requirements/Graduation

Successful completion of all courses is required for awarding of the MSN degree. The recommendation that the master's degree be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing.

All students also must submit an Application for Degree to the Registrar's Office by the dates specified in the academic calendar.

Commencement and Hooding Ceremony

The University confers degrees at the end of each semester. Students who are scheduled to complete final requirements for the degree during the summer term may be permitted to participate in the Spring commencement and hooding ceremonies.

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

CERTIFICATION

The CNL specialty does not prepare graduates for eligibility as an advanced practice registered nurse (APRN) in Kansas. Graduates of the Clinical Nurse Leader Program are eligible, however, for national certification as a clinical nurse leader.

COURSE DESCRIPTIONS

NU 609 Administrative Leadership for the CNL (2)

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

Prerequisite: Admission to MSN or consent of instructor.

NU 612 Financial Management of Health Care Services (3)

Emphasizes the economic environment of health care, the role of information, economic cost analysis, financial reporting systems, financial analysis and planning, cost control, budgeting, time value of money, capital project analysis, and capital formation. Students apply basic concepts and principles of economics, accounting, and finance and practice skills in financial data interpretation with implications for decision making. *Prerequisite: Admission to MSN Program or consent of instructor.*

NU 730 Clinical Nurse Leader (CNL) Practicum I (3)

Equips students with the skills and confidence to apply clinical outcome management strategies that contribute to safe, effective, efficient, timely, and cost-effective patient care. The focus of this first practicum is on the development of the students' role as a lateral care coordinator and direct care provider. Students are expected to develop the personal and professional skills necessary to function effectively as an advanced generalist at the clinical microsystem level. *Prerequisites: NU 609, NU 724, NU 820, and NU 822.*

NU 732 Clinical Nurse Leader (CNL) Practicum II (4)

Focuses on the application of evidence-based practice, leadership, and financial management principles to provide safe, effective, efficient, timely, patient-centered, and cost-effective patient care. In the second of two practicum courses, students examine their leadership effectiveness as the lateral care coordinator at the clinical microsystem level. Students demonstrate their ability to practice in the clinical nurse leader role by exhibiting leadership in clinical outcomes and care environment management. *Prerequisite: NU 730.*

NU 734 Clinical Nurse Leader (CNL) Practicum I (2)

Equips students with the skills and confidence to apply clinical outcome management strategies that contribute to safe, effective, efficient, timely, and cost-effective patient care. The focus is on the development of the

students' role as a lateral care coordinator and direct care provider. Students are expected to develop the personal and professional skills necessary to function effectively as an advanced generalist at the clinical microsystem level. *Prerequisites: NU 609, NU 820, NU 822, and NU 824.*

NU 736 Clinical Nurse Leader (CNL) Practicum II (3)

Focuses on the application of evidence-based practice, leadership, and financial management principles to provide safe, effective, efficient, timely, patient-centered, and cost-effective patient care. Students examine their leadership effectiveness as the lateral care coordinator at the clinical microsystem level. Students demonstrate their ability to practice in the clinical nurse leader role by exhibiting leadership in clinical outcomes and care environment management. *Prerequisite: NU 734.*

NU 750 Clinical Nurse Leader (CNL) Project (2)

Substantive independent evidenced-based practice project done under the supervision of a School of Nursing faculty member. Students integrate theory and skills from core curricula. The project is focused in the student's microsystem. Continuous enrollment is required until completion. *Prerequisite: NU 807.*

NU 801 Theoretical Foundations (2)

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

NU 802 Population Health (3)

Explores population health principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of population health through the use of epidemiologic investigation, appropriate summaries and displays of data, and the use of statistical approaches to describe the health of populations. Data from a variety of sources is used to demonstrate epidemiological investigative techniques that support best practices in addressing population health issues. The role of the nurse in prevention of disease and injury is a focus of this course. A basic understanding of the practices of community health and biostatistics is recommended. *Prerequisite: Admission to MSN or DNP Program or consent of instructor.*

NU 804 Emerging Concepts in Informatics (2)

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

NU 807 Clinical Scholarship for Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture for EBP. *Prerequisites: Admission to the MSN or DNP Program, an undergraduate level nursing research course, and a graduate level inferential statistics course.*

NU 812 Innovation in Quality Care (2)

Prepares the nurse leader with knowledge and skills to enhance quality and safety in clinical practice. Students learn to apply current principles of innovation science, quality improvement, evidence-based practice, and risk management to maximize patient care within complex systems. As leaders, participants analyze how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. *Prerequisite: NU 807.*

NU 819 Selected Subjects of Relevance for Nursing (1-2)

Selected subjects of relevance for graduate students, announced in advance. *Prerequisites: Admission to MSN Program, and consent.*

NU 820 Advanced Pathophysiology (3)

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly. *Prerequisite: Admission to the MSN Program or consent.*

NU 822 Advanced Pharmacology (3)

Emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurses' role in prescribing, monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies. *Prerequisite: NU 820 or consent.*

NU 824 Advanced Health Assessment and Differential Diagnosis (4)

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Promotes a systematic

holistic approach to both history-taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. *Prerequisites: Admission to MSN or DNP Program, NU 820.*

The following course may be taken by international graduate nursing students.

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA-based health care facility. Emphasis will be on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs.

Prerequisites: (1) Acceptance into the graduate nursing program with a current RN license, (2) International student must have an F-1 student visa, (3) completion of two required Curricular Practical Training (CPT) forms through the Washburn Office of International Programs, (4) receipt of the CPT authorization on the I-20 document, and (5) approval of the chairperson of the School of Nursing International Studies Committee.

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WASHBURN ALUMNI ASSOCIATION

www.washburn.edu/alumni

Bradbury Thompson Alumni Center
1700 SW College Avenue
Topeka, Kansas 66621
(785) 670-1641

Susie Hoffman, Director

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GENERAL FACULTY

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, Associate Dean and 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 and Chair 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, Professor and Co-Chair of Human Services, 2000. B.A., University of California, 1982; M.A., University of Kansas, 1984; Ph.D., *ibid*, 1988.

Stephen Angel, Chair and Professor of Chemistry, 1991. B.A., Inter-American University, 1976; B.S., University of California, 1984; Ph.D., University of Colorado, 1989.

Matthew Arterburn, Assistant 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.

Janice Bacon, Program Director Occupational Therapy Assistant/Lecturer of Allied Health, 2010. A.A., Interior Designers Institute, 1998; B.S., University of Kansas, 1981; M.Ed., MidAmerica Nazarene University, 2012.

Rory Bahadur, Professor, School of Law, 2007. B.S., University of the West Indies, 1990; M.A., University of Miami, 1992; J.D., St. Thomas University, 2003.

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 Mabee Library, 2008; Professor of History, 2003. B.A., Murray State University, 1998; B.S., University of Kentucky, 1999; M.A., Murray State University, 2000; Ph.D. Kansas State University, 2005.

Robert J. Beatty, Professor of Political Science, 2000. B.A., Carleton College, 1988; M.A., University of Kentucky, 1993; Ph.D., Arizona State University, 2000.

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, Mabee Library, 2010. B.A., Washburn University, 1991; M.A., University of Oklahoma, 1994; M.L.S., Emporia State University, 2008.

Susan Bjerke, Associate Professor of Biology, 2005. B.S., University of Idaho, 2000; Ph.D., University of Iowa, 2005.

Steven Black, Chair and Assistant Professor of Physics and Astronomy, 1983; B.S., Emporia State University, 1976; Ph.D., Oklahoma State University, 1982.

Sharla Blank, Associate Professor of Sociology and Anthropology, 2007. A.B., Occidental College, 1991; M.A., University of California-San Diego, 1996; Ph.D., *ibid*, 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.

Lee E. Boyd, Professor of Biology, 1982. B.S., St. Mary's College of Maryland, 1977; M.S., University of Wyoming, 1980; Ph.D., Cornell University, 1988.

N. Jane Brown, Lecturer of Nursing, 2010. B.S.N., University of Nebraska at Omaha, 1973; M.N., Montana State University, 1977; Ph.D., Columbia Pacific University, 1987.

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/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/Lecturer of Kinesiology, 2003. B.A. Washburn University, 1992; M.S., University of Arizona, 1994.

Paul F. Byrne, Associate Professor of Economics, 2003. B.A., University of Montana, 1996; Ph.D., University of Illinois, 2003.

Karen D. Camarda, Associate Professor of Physics and Astronomy, 2002, B.S., University of California at San Diego, 1991; M.S. University of Illinois-Urbana-Champaign, 1992; Ph.D., *ibid*, 1998.

Steven J. Cann, Professor of Political Science, 1985. B.S., North Dakota State University, 1970; M.S., *ibid*, 1972; Ph.D., Purdue University, 1977.

Carolyn Carlson, Associate Professor of Education, 2007. B.A., University of Kansas, 1999; M.A., *ibid*, 2003; Ph.D., *ibid*, 2006.

Jane H. Carpenter, Assistant Professor of Nursing, 1993. B.S.N., Washburn University, 1980; M.S., University of Kansas, 1993; Ph.D., *ibid*, 2011.

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 Lecturer of Mass Media, 2003. B.A., Northwest Missouri State University, 1996; M.S., University of Kansas, 1998.

Jeanne Catanzaro, Assistant Professor of Nursing & Director of RN to BSN Program, 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.

Yu-Fang Chen, Assistant Professor of Music, 2015. B.F.A., Taipei National University, 2004; D.M.A., University of Missouri – Kansas City, 2013.

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.

Frank J. Chorba, Professor of Mass Media, 1984. B.A., West Liberty College, 1965; M.A., West Virginia University, 1968; Ph.D., Southern Illinois University, 1975.

Anna L. Collins, Assistant Professor of Nursing, 2002. A.A., Penn Valley Community College, 1972; B.S.N., Fort Hays State University, 1994; M.S.N., *ibid*, 2001; Ph.D., Kansas State University, 2013.

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.

Christopher T. Conner, Assistant Professor of Sociology and Anthropology, 2015. B.A., Indiana University Purdue University – Indianapolis, 2006; M.A., *ibid*, 2010. Ph.D., University of Nevada –Las Vegas, 2015

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.

Charles M. Cranston, Professor of Mass Media, 2004. B.A., Texas A & M University, 1968; M.S., Texas A & M University, 1972; Ed.D., *ibid*, 1982.

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, Professor of Nursing and Director of Student Health Services, 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 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.

Steven Doubledee, Assistant Director of Forensics and Lecturer of Communication, 2006. B.A., Missouri Southern State University, 2000; M.A., Central Missouri State University, 2005.

Lisa Douglass, Assistant Professor of Mathematics Education, 2016. B.S., Kansas State University, 1989; M.S., University of Kansas, 1996; Ph.D., Ohio State University, 2009.

Angela B. Duncan, Lecturer of Psychology, 2014. B.A., Wisconsin Lutheran College, 2002; M.A., University of Kansas, 2005; Ph.D., *ibid*, 2012.

Myrl L. Duncan, Professor of Law, 1977. B.A., University of Kansas, 1970; J.D., Georgetown University School of Law, 1975; LL.M., Columbia University School of Law, 1981; J.S.D., *ibid*, 1988.

Gloria Dye, Professor of Education, 1994. B.A., Walsh University, 1978; M.S., University of New Mexico, 1988; Ph.D., *ibid*, 1994.

Lauren E. Edelman, Associate Director/Lecturer of Leadership, 2014. BA, Washburn University, 2011; MA, University of Nebraska, 2013.

Lenora Edwards, Assistant Professor of Nursing, 1998. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1998.

Tambra L. Eifert, Lecturer of Physics and Astronomy, 2009. B.S., Southeast Missouri State University, 1987; B.S., *ibid*, 1996; M.S., Baylor University, 1999; Ph.D., Missouri University of Science and Technology, 2009.

Richard B. Ellis, Director, Learning in the Community, and Professor of Human Services, 1991. B.S., Kansas State University, 1973; M.S., *ibid*, 1976; Ph.D., *ibid*, 1997.

Linda Henry Elrod, Distinguished Professor of Law, 1974. B.A., Washburn University, 1969; J.D., *ibid*, 1971.

D. Jason Emry, Assistant Professor of Biology, 2011. B.S., Nebraska Wesleyan University, 1994; M.S., University of Nebraska, 1999; Ph.D., University of Kansas, 2008.

Kelly Erby, Associate Professor of History, 2011. B.A., Ohio State University, 2004; M.A., Emory University, 2007; Ph.D., *ibid*, 2010.

Reza Espahbodi, Professor of Accounting and Dibble Professor in Accounting, 2012. B.S., Iranian Institute of Advanced Accounting, 1974; M.B.A., George Washington University, 1977; Ph.D., University of Alabama, 1981.

Dennis Etzel, Jr., Lecturer of English, 2007. B.A., Washburn University, 1999; B.A., *ibid*, 2004; M.A., Kansas State University, 2006; M.F.A., University of Kansas, 2010.

Keith Farwell, Program Director Diagnostic Medical Sonography and Assistant Professor of Allied Health, 2011. B.S.E., University of Kansas 1998; A.S., Washburn University, 2001; B.A., *ibid*, 2001; B.H.S. *ibid*, 2003, M.H.S., NOVA Southeastern University, 2011.

Lori Fenton, Technology Librarian, Mabee Library, 2012. B.S., Kansas State University, 1990; M.L.S., Emporia State University, 1993.

Robert Flahart, Lecturer of Biology, 2010. B.A., Greensboro College, 1967; M.S., University of Missouri, 1975; Ph.D., Vanderbilt University, 1987.

Liviu Florea, Associate Professor of Management, 2006. M.B.A., University of Missouri-Columbia, 2000; Ph.D., Transylvania University, 1999; Ph.D., University of Missouri-Columbia, 2007.

John J. Francis, Professor of Law, 1999. B.A., Lafayette College, 1985; J.D., The American University, 1989.

Zachary Frank, Physical Therapy Assistant Program Director and Assistant Professor, 2011. B.S., Pittsburg State University, 1996; M.P.T., University of St. Augustine for Health Sciences, 1998; M.S.-H.C.A., Marshall University, 2003; D.P.T., University of St. Augustine for Health Sciences, 2011.

Anne Fredrickson, Lecturer of Nursing, 2014. B.S., University of Massachusetts Amherst, 1991; A.S., Greenfield Community College, 1994; M.S., University of Massachusetts Amherst, 2000.

Ross Friesen, Assistant Professor of Health, Kinesiology, 1995. B.S., Bethel College, 1976; M.Ed., University of Missouri-Columbia, 1980; Ed.D., University of Kansas, 1992.

Timothy Fry, Associate Professor of Education, 2002. B.S., Emporia State University, 1977; M.S., *ibid*, 1982; Ph.D., Kansas State University, 1995.

Mary Beth Fund, Lecturer of Nursing, 2011. B.S.N., Marymount College, 1979; M.S.N., Washburn University, 2010.

Karen Garrison, Clinical Education Coordinator/Lecturer of Kinesiology, 2010. B.S., Washburn University, 2005; M.A., University of Nebraska at Kearney, 2008.

Andrea Garritano, Lecturer in Voice/Director of Opera, 2014. B.M., Manhattan School of Music, 1998; M.M., University of Oregon, 2001; D.M.A., University of Kansas, 2015.

Connie Gibbons, Director of Mulvane Art Museum/Lecturer, 2013. B.S., Drury College, 1984; M.F.A., Texas Tech University, 1987.

Linzi Gibson, Assistant Professor of Psychology, 2013. B.S., Colorado State University, 2005; M.A., University of Kansas, 2008; Ph.D., *ibid*, 2013.

Barbara Ginzburg, Assistant Classroom/Teaching Technology Librarian, School of Law, 2005. B.A., Kansas University, 1993; MLS, Emporia State University, 1998.

Alex Glashauser, Professor of Law, 1999. B.A., Harvard College, 1990; J.D., Duke University School of Law, 1995.

Michael C. Gleason, Director Leadership Institute/Lecturer, 2013. B.A., University of Northern Iowa, 2006; M.A., *ibid*, 2009; Ph.D., Iowa State University, 2012.

Miguel González-Abellás, Professor of Modern Languages, 1997. Diplomatura, Universidade de Santiago de Compostela, 1987; Licenciatura, *ibid*, 1990; M.A., University of Kansas, 1992; Ph.D., *ibid*, 1997.

Rachel Goossen, Professor of History, 2000. B.A., Bethel College, 1982; M.A., University of California, 1984; Ph.D., University of Kansas, 1993.

Emily Grant, Associate Professor of Law, 2011. B.S., Baker University, 1997; J.D., University of Illinois, 2000.

- Erin Grant**, Assistant Professor of Criminal Justice and Legal Studies, 2013. B.S., Illinois State University, 2003; M.S., Texas State University-San Marcos, 2006; Ph.D., *ibid*, 2013.
- Burke Griggs**, Visiting Associate Professor of Law, 2016. B.A., Stanford University, 1990; M.A., Yale University Graduate School, 1992; M.Phil., *ibid*, 1994; Ph.D., *ibid*, 1998; J.D., University of Kansas School of Law, 2006.
- Kristen Grimmer**, Assistant Professor of Mass Media, 2016. B.A., Washburn University, 2010; M.S., University of Kansas, 2012; Ph.D., *ibid*, 2016.
- Stephen M. Hageman**, Student Success Lecturer, 2015. B.A., Miami University of Ohio, 1996.
- Michael Hager**, Associate Professor and Interim Chair of Art, 2011. B.F.A., Washburn University, 1992; M.A., University of Iowa, 1997; M.F.A., *ibid*, 1999.
- Chris Hamilton**, Professor of Political Science, 1997. B.A., Wichita State University, 1973; M.A., University of Missouri, 1976; Ph.D., University of Kansas, 1983.
- Akhadian Sri Harnowo**, Assistant Professor of Production Operation Management, 2015. B.S., Institut Teknologi Bandung, 2002; M.B.A., Rowan University, 2010; Ph.D., Georgia Southern University, 2015.
- Kimberly Harrison**, Professor of Social Work, 2005. B.A., University of Kansas, 1991; M.S.W., *ibid*, 1993; Ph.D., *ibid*, 2003.
- Kristine J. Hart**, Associate Director/Lecturer of Learning in the Community, 2014. B.A., University of Iowa, 1992; M.C.J., Washburn University, 2003.
- Stacie Hawkins**, Clinical Coordinator of Health Information Technology /Lecturer of Allied Health, 2013. B.S., University of Kansas, 1993.
- Danielle C. Head**, Assistant Professor of Art, 2015. B.A., Hampshire College, 2007; M.F.A., Indiana University, 2011.
- Matthew Heesch**, Assistant Professor of Kinesiology, 2016. B.A., Augustana University, 2010; M.S., University of Nebraska at Omaha, 2012; Ph.D. *ibid*, 2015.
- Andrew Herbig**, Associate Professor of Biology, 2007. B.S., Truman State University, 1995; Ph.D., Cornell University, 2001.
- Stephanie M. Herbster**, Lecturer of Mathematics and Statistics, 2014. B.A., Washburn University, 2007; M.S., Emporia State University, 2009.
- Thomas M. Hickman**, Assistant Professor of Marketing, 2013. B.A., University of Iowa, 1993; M.B.A., *ibid*, 1999; Ph.D., Arizona State University, 2005.
- Rik Hine**, Assistant Professor of Philosophy, 2016. B.A. University of North London, 1998; M.Ph., King's College London, University of London, 2002; Ph.D., University of Connecticut, 2010.
- Duane A. Hinton**, Lecturer of Biology, 2004. B.A., Washburn University, 1986; Ph.D., University of Kansas, 1991.
- Jericho Hockett**, Assistant Professor of Psychology, 2013. A.A., Seward Community College, 2003; B.A., Kansas State University, 2007; M.S., *ibid*, 2009; Ph.D., *ibid*, 2013.
- Robert M. Hull**, Professor of Finance and Clarence W. King Chair of Finance, 1990. B.A., University of Kansas, 1971; M.B.A., *ibid*, 1983; Ph.D., *ibid*, 1990.
- Catherine A. Hunt**, Professor, Director of Music Education, 2003. B.M., Millikin University, 1977; Diploma in Voice, Hochschule für Musik, Salzburg, Austria, 1980; M.A., University of Iowa, 1981; Ph.D., University of Nebraska, 2000.
- Anita 'Jo' Hunt**, Associate Dean for Administration, SOL, 2010. B.S., Kansas State University, 1984.
- Martha Imparato**, Special Collections Librarian, Mabee Library, 1989. A.A., Northern Virginia Community College, 1978; B.A., Radford University, 1980; M.S., University of Tennessee, 1981.
- Debra Isaacson**, Assistant Professor of Nursing, 1998. B.S.N., Fort Hays State University, 1990; M.S., University of Kansas, 1997; D.N.P., Rush University, 2013.
- Erica Jackson**, Lecturer of Biology, 2009. B.S., Emporia State University, 2006; M.A., *ibid*, 2008.
- Janet Thompson Jackson**, Professor of Law, 2004. B.A., Wittenberg University, 1984; J.D., Howard University School of Law, 1988.
- Jeffrey Jackson**, Professor of Law, 2004. B.B.A., Washburn University, 1989; J.D., Washburn University, 1992; LL.M., Georgetown University Law Center, 2003.
- Marian Jamison**, Associate Dean and Professor of Nursing, 2007. B.S.N., University of Kansas, 1978; M.A., *ibid*, 1986; M.B.A., *ibid*, 1990; Ph.D., *ibid*, 2003.
- David Jensen**, Practicum Coordinator and Lecturer of Social Work, 2011. B.A., Washburn University, 1974; M.S.W., University of Kansas, 1978.
- Ida Johnson**, Clinical Coordinator Respiratory Therapy/ Lecturer, 2013. B.S., University of Kansas, 1999.
- Jason R. Jolicoeur**, Assistant Professor of Criminal Justice & Legal Studies, 2015. B.S., Wichita State University, 1998; M.A., *ibid*, 1999; Ph.D., University of Missouri – St. Louis, 2010.
- Patricia A. Joyce**, Assistant Professor of Nursing, 1994. B.S.N., Washburn University, 1977; M.S., University of Kansas, 1994; S.N.C., *ibid*, 1994.
- Patricia Judd**, Professor of Law, 2011. A.B., Duke University, 1995; J.D., Vanderbilt University School of Law, 1998; LL.M., George Washington University Law School, 2001.
- Norma Juma**, Associate Professor of Management, 2005. B.B.M., Mysore University, 1995; M.B.A., Pondicherry University, 1997; Ph.D., University of Texas-Arlington, 2005.

Karen Kapusta-Pofahl, Lecturer of Sociology and Anthropology, 2008. B.A., University of Wisconsin, 1998; M.A. Texas Women's University, 2001; Ph.D., University of Minnesota, 2008.

Mark Kaufman, Chair and Associate Professor of Social Work, 1998. B.A., Washington University, 1975; M.S.W., *ibid*, 1977; M.B.A., St. Louis Univ., 1984; J.D., Washington Univ. School of Law, 1979, Ph.D., Kansas State University.

Kevin Kellim, Professor of Music, Director of Choral Studies, 1992. B.M., Southwest Baptist University, 1977; M.M., Kansas State University, 1979; D.M.A., University of Kansas, 1998.

Vickie Kelly, Director, Masters of Health Science and Associate Professor, 2008. B.S., Washburn University, 1981; M.S., Central Michigan University, 1991; Ed.D., Baker University, 2009.

Karalyn Kendall-Morwick, Assistant Professor of English, 2013. B.A., St. Olaf College, 2002; M.A., Indiana University, 2006; Ph.D., *ibid*, 2012.

L. Ali Khan, Professor of Law, 1983. B.Sc., Punjab University, 1969; M.A., *ibid*, 1973; LL.B., *ibid*, 1976; LL.M., New York University, 1980, J.S.D., *ibid*, 1983.

Alexandra Klaes, Assistant Professor of Forensic Anthropology, 2016. B.A., University of Pittsburgh, 2006; M.S., Mercyhurst College, 2009; Ph.D., University of Manitoba, 2014.

Karl J. Klein, Regional Director Small Business Development Center and Lecturer of Business, 2012. B.B.A., Stephen F. Austin State University, 1980; M.L.S., Fort Hays State University, 2008.

Tonya Kowalski, Professor of Law, 2006. B.A., University of Florida, 1992; J.D., Duke University School of Law, 1995.

Louise L. Krug, Assistant Professor of English, 2015. B.S., University of Kansas, 2004; M.F.A., *ibid*, 2009; Ph.D., *ibid*, 2013.

Sungkyu Kwak, Professor of Economics, 2001. B.A., Seoul National University, 1985; M.A., University of Minnesota, 1987; Ph.D., *ibid*, 2001.

Richard J. LeJuernne, Jr., Lecturer of Business, 2014. B.B.A., Washburn University, 1991; J.D., University of Kansas, 1996.

Sam Leung, Professor of Chemistry, 1997. B.S., California State University-Stanislaus, 1990; Ph.D., University of California-Davis, 1995.

Elaine L. Lewis, Student Success Lecturer/Evaluation Coordinator, Mabee Library, 2013. B.A., University of Pittsburgh, 2011; M.Ed., University of South Carolina, 2013.

Park A. Lockwood, Associate Professor of Kinesiology, 2001. B.A., University of Kansas, 1987; M.S., University of Kansas, 1989; Ph.D., University of Maryland, 2003.

Hillary Lolley, Radiographer Clinical Education Coordinator and Lecturer, 2012. A.S., Washburn University, 2005; B.H.S., Baker College, 2010; M.B.A, *ibid*, 2013.

Jalen O'Neil Lowry, Associate Dean for Student Affairs, School of Law, 2011. B.A., Ottawa University, 1984; J.D., Washburn University School of Law, 1987.

Amanda S. Luke, Open Access Librarian, Mabee Library, 2015. B.G.S., 2013, University of Kansas, 2013. M.L.S. Emporia State University. 2015.

Gabriele Lunte, Associate Professor of Modern Languages, 2003. M.A., University of Kansas, 1992; Ph.D., *ibid*, 1998.

Tracie J. Lutz, Lecturer of Education, 2013. B.Ed., Emporia State University, 1989; M.Ed., Washburn University, 1995.

Bruce Mactavish, Associate Dean, College of Arts and Sciences and Assistant Professor of History, 1998. B.A., Furman University, 1983; M.A., University of Mississippi, 1988; Ph.D., *ibid*, 1993.

Susan Maendele, Lecturer of Nursing, 2011. B.S.N., Saint Mary of the Plains College, 1990; M.S.N., Washburn University, 2010.

Roberta Mansfield, Professor of Nursing, 2012. B.A., University of Rochester, 1974; B.S.N., Washburn University, 1980; M.S.N., University of Kansas, 1996; D.N.P., *ibid*, 2010.

Michael Mapp, Director of Bands and Assistant Professor of Music, 2013. B.M.E., New Mexico State University, 2005; M.M., Wichita State University, 2007; D.M.A., University of Kansas, 2013.

Monette Mark, Lecturer of Art, 2016. B.A., Washburn University, 2003; M.F.A., Wichita State University, 2009.

Jean Marshall, Instructional Librarian, Mabee Library, 2015. B.M., University of Missouri-Columbia, 1990; M.M., University of Cincinnati, 1993; B.A., Washburn University, 2010; M.L.S., Emporia State University, 2014.

Craig Martin, Professor of Law, 2011. B.A., Royal Military College of Canada, 1986; LL.M., Osaka University, 1994; J.D., University of Toronto, 1997; S.J.D., University of Pennsylvania Law School, 2010.

James A. Martin, Snyder Distinguished Lecturer of Business, 2004. B.B.A., Washburn University, 1979; M.Prof. Acc., University of Texas, 1983.

Joseph Mastrosimone, Professor of Law, 2011. B.A., University of Rochester, 1995; J.D., George Washington University Law School, 1998.

Tracy M. Matthews, Lecturer of Allied Health, Bachelor of Health Science, 2015. B.A., Webster University, 2000; M.A., Southeast Missouri State University, 2006; Ph.D., Southern Illinois University, 2011.

JuliAnn Mazachek, CMA, Associate Professor of Accounting, 1992; B.S., University of Missouri-Rolla, 1984; M.B.A., University of Kansas, 1987; Ph.D., University of Kansas, 1993.

Keith D. Mazachek, Coordinator of Pre-Engineering and Lecturer of Physics and Astronomy, 1999. B.S., University of Missouri-Rolla, 1982; M.S., University of Missouri-Columbia, 1986; Ph.D., University of Kansas, 1992.

Glen McBeth, Classroom/Teaching Technology Librarian, School of Law, 2004. B.B.A., Washburn University, 1999; J.D., Washburn University School of Law, 2003. M.L.S., Emporia State University, 2007.

Maryellen McBride, Assistant Professor of Nursing, 1988. B.S., Arizona State University, 1979; M.N., University of Kansas, 1987, Ph.D., Loyola University, 2009.

Kelly McClendon, Lecturer of Intensive English, 2010. B.S., Tulsa University, 1991; M.A., Oklahoma State University, 1993.

Judith McConnell-Farmer, Professor of Education, 1994. B.S., University of Kansas, 1970; E.D., Columbia University, 1982; E.D.D., *ibid*, 1984.

Leslie M. McCullough, Lecturer of Social Work, 2013. B.S., Pennsylvania State University, 1976; M.S.W., University of Texas, 1981; Ph.D., Northcentral University, 2011.

Michael McGuire, Associate Professor of Psychology, 2002. B.A., Wabash College, 1993; M.S., Idaho State University, 1995; Ph.D., Texas Tech University, 2000.

Eric H. McHenry, Associate Professor of English, 2009. B.A., Beloit College, 1994; M.A., Boston University, 1997.

Lori McMillan, Professor School of Law, 2007. B.A., University of Toronto, 1992; LL.B., Queen's University at Kingston, Ontario, 1995; M.L., New York University School of Law, 1999.

Elizabeth M. McNamee, Lecturer of Mathematics and Statistics, 2014. B.S., Elizabethtown College, 1991; M.A., University of Colorado, 1993.

Rebecca Meador, Professor of Music, Flute & Music Theory, 2000. B.S., University of Missouri-Columbia, 1991; B.M., *ibid*, 1991; M.M., University of Cincinnati, 1993; D.M.A., University of Cincinnati College-Conservatory of Music, 2000.

Bruce Mechtly, Chair and Professor of Computer Information Sciences, 1999. B.A., Gettysburg College, 1979; M.S., Penn State University, 1982; Ph.D., *ibid*, 1988.

Amy M. Memmer, Assistant Professor of Criminal Justice and Legal Studies, 2014. B.A., Hastings College, 2000; J.D., Washburn University, 2003.

Mary Menninger-Corder, Assistant Professor of Nursing, 2011. B.S.N., Washburn University, 1978; Ph.D., University of Kansas Medical Center, 2010.

Kathy A. Menzie, Associate Professor of Mass Media, 1998. B.A., Baker University, 1973; M.S., Kansas State University, 1991; Ph.D., University of Kansas, 2006.

Rodrigo Mercader, Associate Professor of Biology, 2011. B.S., University of California at Davis, 1999; M.S., Michigan State University, 2002; Ph.D., *ibid*, 2008.

Linda L. Merillat, Instructional Design/Lecturer of Nursing, 2014. B.S., University of Kansas, 1984; M.Ed., Washburn University, 2002; Ph.D., University of Kansas, 2008.

Creighton J. Miller, Librarian for Research and Bibliographic Instruction, School of Law, 2009. B.A., Tulane University, 1994; J.D. Tulane University of Law, 1997; M.L.I.S., Louisiana State University, 1998.

Lynda L. Miller, Lecturer of Art, 2015. B.S.E., Emporia State University, 1968; M.S., *ibid*, 1987.

Linsey Moddelmog, Assistant Professor of Political Science, 2010. B.A., Washburn University, 2002; M.A., University of Kansas, 2007; Ph.D., *ibid*, 2012.

Louella Moore, Professor of Accounting, 2012. B.S., Arkansas State University, 1978; M.B.A., *ibid*, 1979; Ph.D., University of Arkansas, 1986.

John Thomas Morgan, Professor of Music, Percussion, 1988. B.M., University of Northern Colorado, 1978; M.M., *ibid*, 1984; D.M.A., University of Oklahoma, 1993.

Kimberly J. Morse, Professor of History, 2003. B.A., University of Kansas, 1992; M.A., Indiana University, 1995; Ph.D., University of Texas, 2000.

Michael C. Mosier, Professor of Mathematics and Statistics, 2001. B.S., Emporia State University, 1983; M.S. *ibid*, 1985; Ph.D., Colorado State University, 1992.

John C. Mullican, Chair and Associate Professor of Biology, 1999. B.S., Missouri Western State College, 1987; Ph.D., University of Nebraska Medical Center, 1995.

Pat Munzer, Dean, School of Applied Studies, and Professor of Allied Health, 1984. A.S., Quinnipiac College, 1976; B.S., Pittsburg State University, 1986; M.S., *ibid*, 1990; DHSc., Nova Southeastern University, 2006.

Laura Murphy, Assistant Professor of Anthropology, 2016. B.A., Ohio State University, 2005; M.A. University of Kansas, 2008; Ph.D., *ibid*, 2015.

Bryan A. Naylor, Associate Professor of Theatre, 1989. B.F.A., University of Kansas, 1981; M.A., Southwest Texas State University, 1988; M.F.A., University of Kansas, 1993.

Dmitri Nizovtsev, Professor of Economics, 2001. M.S., Leningrad Institute of Electrical Engineering, 1984; M.S., Purdue University, 1997; Ph.D., *ibid*, 2001.

Jordan E. Noller, Student Success Lecturer, 2015. B.A., Knox College, 2010; M.A., University of Kansas, 2014.

Michael P. O'Brien, Jr., Assistant Professor of Modern Languages, 2014. B.S. Ed., Millersville University, 2002; M.A., University of Kansas, 2006; Ph.D., *ibid*, 2014.

Kanalis A. Ockree, CPA, CMA, Professor of Accounting, 1992. B.B.A., Washburn University, 1982; M.Acc., Kansas State University, 1983; Ph.D., Univ. of Kansas, 1993.

Brian K. Ogawa, Professor of Human Services, 2001. B.A., University of California at L.A., 1967; M.Div., Fuller Theological Seminary, 1972; D.Min., San Francisco Theological Seminary, 1979.

Kevin M. O'Leary, Director of Forensics and Lecturer of Communication, 2003. B.S., Southern Illinois University, 1992, M.A., St. Louis University, 1994, Ph.D., Southern Illinois University, 1999.

Corinne Oliva, Physical Therapist Assistant Clinical Coordinator and Lecturer of Allied Health, 2016. A.S., Washburn University, 2003; B.A., *ibid*, 2004.

Irene Olivares, First Generation Retention Specialist and Student Success Lecturer, Mabee Library, 2016. B.A., Arizona State University, 2008; M.A., University of Kansas, 2012; Ph.D., *ibid*, 2016.

Holly O'Neill, Director of Forensic Chemical Science and Assistant Professor of Forensic Chemistry, 2016. B.S. Northeastern State University, 2006; M.S. University of Tulsa, 2008.

Anthony Palbicke, Lecturer of Criminal Justice and Legal Studies, 2011. B.S., Shippensburg University of Pennsylvania, 1983; M.A., Western Illinois University, 1993.

Sangyoub Park, Associate Professor of Sociology and Anthropology, 2006. B.A., Korea University, 1993; M.A., University of South Carolina, 2001; Ph.D., *ibid*, 2006.

Brenda Patzel, Associate Professor of Nursing, 2004. B.S.N., Washburn University, 1988; M.S.N., University of Kansas, 1991; Ph.D., University of Missouri, 2001.

Marguerite Perret, Associate Professor of Art, 2003. B.A., William Paterson University, 1980; M.A., Montclair State University, 1983; M.F.A., Southern Illinois University, 1986.

Dan L. Petersen, Professor of Social Work, 1993. B.A., North Central College, 1971; M.A., University of Kansas, 1977; Ph.D., *ibid*, 1981.

Mark Peterson, Chair and Professor of Political Science, 1998. B.A., University of Wyoming, 1970; M.P.A., University of New Mexico, 1991; Ph.D., *ibid*, 1996.

David E. Pierce, Professor of Law, 1989. B.A., Pittsburg State University, 1974; J.D., Washburn University, 1977; LL.M., University of Utah, College of Law, 1982.

Mary Pilgram, Associate Professor and Chair of Communication, 2007. B.A., William Jewell College, 1985; M.A., University of Kansas, 1988; Ph.D., *ibid*, 2006.

Evelyn Pitts, Lecturer of Mathematics and Statistics, 1996. B.A., Evangel College, 1970; M.A., University of Kansas, 1972.

Martha Placeres, Director of Orchestras and Assistant Professor of Music, 2015. M.A.I.S., The University of Texas at Brownsville, 2005; D.M.A., Texas Tech University, 2014.

Gaspar Porta, Associate Professor of Mathematics and Statistics, 2007. B.S., University of Illinois-Urbana, 1987; M.S., *ibid*, 1989; Ph.D., University of Illinois-Chicago, 1999.

David Pownell, Assistant Professor of Education, 2002. A.A., Hutchison Community College, 1989; B.S., McPherson College, 1993; M.S., Kansas State University, 1998; Ed.D., *ibid*, 2002

Thomas Prasch, Chair and Professor of History, 1997. B.A., University of Nebraska-Lincoln, 1974; M.A., *ibid*, 1977; Ph.D., Indiana University, 1995.

David Price, Associate Professor of Marketing, 2010. B.B.A., Washburn University, 1993; M.B.A., Pittsburg State University, 1998; Ph.D., Griffith University, 2010.

Dave Provorse, Associate Professor of Psychology, 1991. B.A., Midland Lutheran University, 1982; M.A., University of Nebraska-Lincoln, 1987; Ph.D., *ibid*, 1996.

Mary Kreiner Ramirez, Professor of Law, 2001. B.S., University of Missouri-Columbia, 1983; J.D., St. Louis University School of Law, 1986.

Sunita Rao, Assistant Professor of Accounting, 2015. M.B.A., University of Kansas, 2004; Ph.D., *ibid*, 2012.

Erinn Renyer, Lecturer of Music, 2014. B.M., The University of Kansas, 1993; M.M., *ibid*, 1995.

Michael Rettig, Professor of Education, 1994. B.A., University of Kansas, 1974; M.Ed., University of Wichita, 1978; Ph.D., University of Kansas, 1984.

Leslie Reynard, Professor of Communication, 2007. A.A., Tulsa Junior College, 1987; B.S., University of Kansas, 1990; M.A., *ibid*, 1992; Ph.D., *ibid*, 2006.

William Rich, Professor of Law, 1977. B.A., Oberlin College, 1970; J.D., University of California at Berkeley, 1975.

Lara Rivera, Lecturer of Nursing, 2010. B.S.N., University of Kansas, 2003.

Jera J. Roberts, Associate Professor of Radiologic Technology, 1983. Stormont-Vail School of Radiologic Technology, 1972; B.A., Ottawa University, 1979; M.S., Pittsburg State University, 1986; Ed. Spec., Pittsburg State University, 1989.

Jane M. Robinson, Lecturer of Nursing, 2009. B.A., University of Arizona, 1981; B.S.N., University of Saint Mary, 1993; M.S.N., University of Kansas, 2009.

Thomas J. Romig, Dean of the School of Law and Professor, 2007. B.S., Kansas State University, 1970; M.S., National Defense University, 1996; J.D., Santa Clara University Law School, 1980.

Tracy Routsong, Professor of Communication, 2007. B.S.S., Cornell College, 1998; M.A., University of Northern Iowa, 2000; Ph.D., University of Iowa, 2007.

David Rubenstein, Professor of Law, 2010. B.A., University at Buffalo, 1995; J.D. Hofstra University, 1998.

Michael Russell, Director WTE and Professor of Psychology, 2001. B.A., University of Connecticut, 1987; M.A., *ibid*, 1994; Ph.D., *ibid*, 1999.

Takrima Sadikot, Assistant Professor of Biology, 2012. B.S., University of Mumbai – India, 2002; M.S., *ibid*, 2004; M.S., University of Missouri at Kansas City, 2007; Ph.D., *ibid*, 2010.

Jean Sanchez, Program Coordinator – BHS Program and Assistant Professor, 2009. A.S., Washburn University, 2006; B.H.S., *ibid*, 2007, M.H.A., Des Moines University, 2011.

Dennis J. Schafers, Lecturer of Nursing, 2012. B.S.N., Washburn University, 1978; M.S.N., University of Texas, 1987.

Bassima Schbley, MSW Program Director and Associate Professor of Social Work, 2003. B.A., Wichita State University, 1995; M.A., *ibid*, 1997; M.A., Newman University, 1999; Ph.D., University of Utah, 2004.

Monica Scheibmeir, Dean, School of Nursing and Professor of Nursing, 2009. B.S.N., University of Arizona, 1986; Ph.D., University of Kansas, 1999.

RaLynn C. Schmalzried, Assistant Professor of Psychology, 2015. B.A., Baker University, 2005; M.A., University of Kansas, 2007; Ph.D., *ibid*, 2012.

Cecil Schmidt, Professor of Computer Information Sciences, 1994. B.S., Kansas State University, 1984; M.S., Wichita State University, 1993; Ph.D., Kansas State University, 2005.

Pamela J. Schmidt, Assistant Professor of Accounting, 2012. B.S., University of Kansas, 1978; M.S., University of Southern California, 1979; M.A., Northwestern University, 1993; M.M., *ibid*, 1997; Ph.D., University of Arkansas, 2011.

Shaun E. Schmidt, Professor of Chemistry, 2001. B.S., Florida Southern College, 1991; M.S., University of South Florida, 1995; Ph.D., *ibid*, 1999.

James Schnoebelen, Associate Professor of Communication, 2001. B.S., Central Missouri State University, 1999; M.A., *ibid*, 2001; Ph.D., University of Kansas, 2010.

Barbara Scofield, Professor of Accounting, 2013. B.A., University at Albany-SUNY, 1976; M.B.A., Texas Christian University, 1982; Ph.D., University of Texas, 1989.

Azyz Sharafy, Professor of Art, 1998. M.A., Concordia University, 1995; M.F.A., University of Baroda, India, 1983.

Janet Sharp, Professor of Mathematics and Statistics, 2008. B.A., Wichita State University, 1984; M.E., *ibid*, 1986; M.S., Emporia State University, 1990; Ph.D., Kansas State University, 1992.

Jason Shaw, Assistant Professor of Mathematics and Statistics, 2015. B.S., Iowa State University, 1999; M.A., Indiana University, 2001; Ph.D., *ibid*, 2005.

Mary Sheldon, Associate Professor of English, 1988. B.A., Gannon College, 1973; M.A., *ibid*, 1974; Ph.D., Purdue University, 1984.

Michelle L. Shipley, Chair and Associate Professor of Health Information Technology, 1996. B.S., University of Kansas, 1990; M.S., Pittsburg State University, 2000.

Laura Sidlinger, Assistant Professor of Nursing, 2007. B.S.N., Washburn University, 1993. M.S.N., *ibid*, 2007, D.N.P., Vanderbilt University, 2012.

Bradley Siebert, Assistant Professor of English, 1995. B.A., Bethel College, 1979; MA, University of Arizona, 1983; Ph.D., *ibid*, 1990.

Rosanne Siemens, Technology Management Lecturer, 2014. B.A., Bethel College, 1976; M.L.S., Emporia State University, 1990; B.L.S., Washburn University, 2012.

Charles A. Silvestri, Lecturer of History, 2009. B.A., Loyola Marymount University, 1987; M.A., University of Southern California, 1991; Ph.D., *ibid*, 1995.

Ian A. Smith, Associate Professor and Chair of Philosophy, 2013. B.A., University of Colorado, 1998; M.S., University of Utah, 2002; Ph.D., *ibid*, 2007.

James E. Smith, Professor of Social Work, 2008. B.A., Hampton University, 1975; M.S.W., Virginia Commonwealth University, 1988; Ph.D., Kansas State University, 2000.

Mark Allen Smith, Coordinator of Astronomy Outreach Program and Lecturer of Physics and Astronomy, 2009. B.S., Washburn University, 2001; Ph.D., Kansas State University, 2009.

Russell E. Smith, Associate Dean, School of Business, and Professor of Economics, 1984. B.A., University of California, 1969; M.A., San Francisco State University, 1978; M.S., University of Illinois, 1981; Ph.D., *ibid*, 1985.

Ann Marie Snook, Chair and Professor of Music, 1991. B.M., Millikin University, 1976; M.M., Michigan State University, 1990; D.M.A., University of Kansas, 2000.

Lee E. Snook, Professor of Music, 1990. B.A., Michigan State University, 1972; M.A., *ibid*, 1976; D.M.A., *ibid*, 1995.

Heather N. Snyder, Lecturer/Coordinator of Biology, 2015. B.S., Grand Valley State University, 2012; M.S., *ibid*, 2015.

David L. Sollars, Dean, School of Business, and Professor of Economics, 2003. B.B.A., Ohio University, 1986; M.A., *ibid*, 1987; Ph.D., Florida State University, 1991.

Terry Sorensen, Clinical Coordinator and Lecturer, Diagnostic Medical Sonography, 2014. B.H.S., Washburn University, 2005; M.H.Sc., Nova Southeastern University, 2011.

Frederic Sourgens, Professor of Law, 2012. B.A., University of Oslo, 2000; M.A., University of York – UK, 2003; J.D., Tulane University Law School, 2005.

Justin Spiehs, Assistant Professor of Human Services, 2016. A.S., San Diego City College, 2009; B.A.S., Washburn University, 2011; M.S., Kansas State University, 2014.

Sarah Springsteen, Lecturer of Intensive English, 2014. B.S., University of Michigan, 2005; M.A., SIT Graduate Institute, 2014.

Stephen Spyres, Director of Practicum and Lecturer of Social Work, 2004. B.A., University of Texas, 1973; M.S., University of Texas, 1986.

Sean A. Stacey, Evening Reference and Instructional Librarian, 2013. B.G.S., University of Kansas, 2005; M.A., *ibid*, 2009; M.L.S., Emporia State University, 2012.

Cherry Steffen, Professor and Chair of Education, 2015. B.A., University of Richmond, 1983; M.S., University of South Florida, 1998; Ph.D., *ibid*, 2006.

Vanessa Steinroetter, Associate Professor and Chair of English, 2011. M.A., University of Eichstaett, 2005; M.Ed., *ibid*, 2006; Ph.D., University of Nebraska-Lincoln, 2011.

Laura Stephenson, Dean, College of Arts and Sciences and Associate Professor of Psychology, 1985. A.B., Goucher College, 1978; M.A., University of Kansas, 1982; Ph.D., *ibid*, 1985.

Crystal Stevens, Assistant Professor of School of Nursing, 2007. B.S.N., Emporia State University, 2003; M.S.N., Washburn University, 2007.

Barbara A. Stevenson, Lecturer of Nursing, 1997. B.S.N., Marymount College, Salina, KS, 1971; M.S., Kansas State University, 1985.

Mihail Stoica, Professor of Management, 1999. M.E., University Politehnica Bucharest, 1975; Ph.D., Institute for Atomic Physics, 1985; M.B.A., Washington State University, 1994; Ph.D., *ibid*, 1995.

Maria Raicheva-Stover, Professor and Chair of Mass Media, 2003. B.S., Southern Illinois University, 1998; M.A., *ibid*, 2001; Ph.D., *ibid*, 2005.

Courtney A. Sullivan, Professor of Modern Languages, 2003. B.A., Loyola University, 1993; M.A., University of Texas, 1996; Ph.D., *ibid*, 2003.

Sharon Sullivan, Professor and Chair of Theatre, 2002. A.A., North Lake College, 1986; B.A., Smith College, 1992; M.A., Washington University, 1994; Ph.D., University of Kansas, 2004

Wenyang “Nan” Sun, Professor of Computer Information Sciences, 2002. B.A., East China Normal University, 1989; B.A., Washburn University, 1994; M.S.E., Kansas State University, 2002, Ph.D., University of Kansas, 2011.

Mary B. Sundal, Associate Professor and Chair of Sociology and Anthropology, 2009. B.A., Ohio State University, 1999; M.A., University of Kansas, 2002; Ph.D., *ibid*, 2009.

Carolyn Szafran, LCSW, Field Coordinator and Lecturer of Social Work, 1999. B.A., Washburn University, 1975; M.S., Kansas State University, 1979; M.S.W., University of Kansas, 1987.

Nancy A. Tate, Associate Vice President for Academic Affairs and Associate Professor of Computer Information Sciences, 1985. B.S., University of Kansas, 1975; M.S., Pittsburg State University, 1979; Ed.D., Oklahoma State University, 1983.

Harry Russell Taylor, Director of Respiratory Therapy Program and Instructor, 2005. B.S., William Jewell College, 1981; M.Ed., Washburn University, 1997.

Georgina Tenny, Lecturer of Modern Languages, 2004. B.A., Brigham Young University, 1997; M.A., University of Kansas, 1999.

Andrea Thimesch, Information Literacy Librarian, 2016. B.A., University of Kansas, 2007; M.A., Emporia State University, 2016.

Brian C. Thomas, Professor of Physics and Astronomy, 2005. B.S., University of the Pacific, 1999; M. S., University of Kansas, 2002; Ph.D., University of Kansas, 2005.

Janet O. Todwong, School of Law Librarian, 2008. B.S., Makerere University, 1992; M.L.S., Emporia State University, 2006.

Craig Treinen, Assistant Professor of Music, 2006. B.M.Ed. & Performance, Washburn University, 1990; M.M., Kansas State University, 2000; Ph.D., *ibid*, 2011.

Cynthia L. Turk, Chair and Professor of Psychology, 2005. B.A., University of Kansas, 1991; M.S., Oklahoma State University, 1992; Ph.D., Oklahoma State University, 1996.

Sandra Winn Tutwiler, Professor of Education, 1999. B.A., Northwestern Illinois University, 1970; M.S.E., Illinois State University, 1978; Ph.D., University of Texas-Austin, 1992.

Thomas Underwood, Assistant Dean of Academic Outreach, 2004. B.A., Washburn University, 1982; M.A., Kansas University, 1990; Ph.D., Kansas State University, 2001.

Sue Unruh, Lecturer of Nursing, 2006. B.S.N., Pittsburg State University, 1973; M.S.N., University of Texas at El Paso, 1989.

Katherine Ure, C.O.A.C.H. Director/Lecturer of Nursing, 2011. B.S.N., Fort Hays State University, 2005; M.S.N., *ibid*, 2010.

Shane Van Dalsem, Assistant Professor of Finance, 2015. B.S., Missouri Southern State University, 1997; M.B.A., Kansas State University, 2003; Ph.D., University of Arkansas – Fayetteville, 2007.

Danny G. Wade, Associate Professor of English, 2008. B.S., University of Oklahoma, 1997; M.Ed., *ibid*, 2002; Ph.D., *ibid*, 2008.

Jennifer Wagner, Professor of Mathematics and Statistics, 2006. B.A., Grinnell College, 1995; M.A., University of California at San Diego, 1997; Ph.D., *ibid*, 2000.

Paul G. Wagner, Assistant Professor of Biology, 1999. B.S., St. Andrews Presbyterian College, 1982; Ph.D., University of North Carolina-Chapel Hill, 1990.

Tracy L.E. Wagner, Assistant Professor of Biology, 1999. B.S., Marshall University, 1992; Ph.D., University of Kentucky, 1998.

Rosemary Walker, Professor of Economics, 1999. B.A., Saint Cloud State University, 1992; M.S., University of Illinois at Champaign-Urbana, 1995; Ph.D., *ibid*, 2000.

Yeqiang Wang, Associate Professor of Art, 2007. B.F.A., Sichuan Institute of Fine Arts, 1991; M.F.A., University of Windsor, 2000.

Israel Wasserstein, Lecturer of English, 2007. B.A., Washburn University, 2003; M.F.A., University of New Mexico, 2005.

Kayla Waters, Associate Professor and Co-Chair of Human Services, 2008. B.A. and B.S., Truman State University, 1998; Ed.S., University of Iowa, 2002; Ph.D. *ibid*, 2004.

Michelle Watson, Assistant Professor of Legal Studies, 2016. B.A., University of Alabama in Huntsville, 1993; J.D., Washburn University, 1998.

Kelly L. Watt, Assistant Professor of Art, 2012. B.A., Olivet Nazarene University, 1995; M.A., University of Cincinnati, 2002; Ph.D., University of Louisville, 2011.

Shirley Waugh, Assistant Professor of Nursing, 2015. B.S.N., University of Kansas, 1981; M.S.N., Washburn University, 2009; Ph.D., University of Kansas, 2015.

Geoffrey Way, Assistant Professor of English, 2016. B.A., Virginia Tech, 2005; M.A., Clemson University, 2007; Ph.D., Arizona State University, 2016.

Kelley A. Weber, Catalog Librarian, Mabee Library, 2005. B.A., Occidental College, 1984; M.B.A., University of South Florida, 1989; M.L.S., University of Washington, 1996.

David Weed, Lecturer of English, 1997. B.S., University of Kansas, 1981; M.A., *ibid*, 1990; Ph.D., Syracuse University, 1996.

Robert A. Weigand, Professor of Finance and Breneman Professor of Business Strategy, 2005. B.S., University of Arizona, 1989; Ph.D., *ibid*, 1993.

Loree L. Weir, Lecturer of Kinesiology, 2014. B.S., Eastern Washington University, 1987; M.P.E., University of Nebraska – Lincoln, 1990; Ph.D., *ibid*, 1993.

Amy Westbrook, Professor of Law, 2009. A.B., Harvard College, 1987; J.D., Harvard Law School, 1992.

Amy White, Simulation Coordinator/Lecturer of Nursing, 2014. B.S.N., Old Dominion University, 1994; M.S.N., Washburn University, 2014.

Jennifer Wiard, STAR Program Specialist and Lecturer, Mabee Library, 2016. B.A., Washburn University, 2009; M.A., University of Missouri, 2011; Ph.D., *ibid*, 2015.

Gwendolyn S. Wilson, Health Sciences Librarian, 2012. B.S., Emporia State University, 2010.

Martin Wisneski, Assistant Director Head Tech Services, Law Library, 1986. B.A., Western Michigan University, 1979; M.S., *ibid*, 1980.

Mary Ann Wittman, Lecturer of Intensive English, 2012. B.A., Kansas State University, 1967; MEd, Colorado State University, 1976.

Royal E. Wohl, Chair and Professor of Kinesiology, 1994. B.S., East Stroudsburg University, 1976; M.S., University of North Carolina at Chapel Hill, 1982; Ph.D., University of New Mexico, 1996.

Stephen Woody, First-Year Experience Librarian, Mabee Library, 2016. B.A., Washburn University, 2014; M.L.S., Emporia State University, 2016.

Cynthia Wooldridge, Assistant Professor of Psychology, 2015. B.S., Truman State University, 2007; A.M., Washington University in St. Louis, 2009; Ph.D., *ibid*, 2012.

Melanie K. Worsley, Assistant Professor of Criminal Justice and Legal Studies, 2014. B.A., Concordia College, 2003; J.D., Washburn University, 2007.

Kerry Wynn, Associate Professor of History, 2006. B.A., Bradley University, 1998; Ph.D., University of Illinois, Champaign-Urbana, 2006.

Corey Zwikstra, Associate Professor of English, 2010. B.A., University of Alberta, 2000; M.A., University of Notre Dame, 2004; Ph.D., *ibid*, 2009.

FACULTY EMERITI

Bobbie Anderson, B.A., M.S., Lecturer in International Programs, 2001-2010.

Dale N. Anderson, B.A., M.A., Ed.D., Manager KTWU, 1967-1998.

Ronald J. Ash, B.S., M.S., Ph.D., Professor of Biology, 1987-2007.

Thomas Fox Averill, B.A., M.A., M.F.A., Professor of English, Writer in Residence, 1980-2017.

David W. Bainum, B.S., M.S., M.S., Ph.D., Professor of Computer Information Sciences, 1985-2016.

Lyle D. Baker, B.S., M.A.T., Ed.D., Associate Professor of Education, 1987-1998.

W. Gary Baker, B.S., M.A., Ph.D., Professor of Finance, 1975-2015.

Michael A. Barbara, B.S., J.D., Professor of Law, 1980-1992.

Janice Sweeny Barton, B.S., Ph.D., Professor of Chemistry, 1982-2009.

J. Wendell Bayles, B.S., J.D., LL.M., Professor of Law, 1983-2003.

Patricia A. Bender, B.A., M.S., Ph.D., Assistant Professor of Kinesiology, 1986-2014.

Phyllis E. Berry, B.G.S., M.A.J., Ph.D., Professor of Criminal Justice and Legal Studies, 2004-2016.

Larry D. Blumberg, B.A., M.A., Ph.D., Associate Professor of Mathematics and Statistics, 1967-2009.

Terry Booth, B.A., M.A., Ph.D., Assistant Professor of Anthropology, 1969-2002.

Barbara Bowman, B.A., M.A., Ph.D., Associate Professor of Psychology, 1994-2011.

Rodney Carney Boyd, B.M.E., M.S.M.E., Associate Professor of Music, 1968-1999.

John Frederick Buckner, B.A., M.M.E., Ph.D., Professor of Music, 1970-1993.

Barbara Burgess, B.A., M.S., Ph.D., Director of Kansas Studies and Assistant Professor of Mass Media, 1986-2003.

Emanuel Calys, B.S., M.A., Ph.D., Professor of Mathematics, 1964-66, 1968-1997.

John E. Christensen, B.S., J.D., M.L.S., Library Director and Professor of Law, 1979-2016.

Barbara K. Clark, B.A., M.N., Ph.D., Associate Dean and Associate Professor of Nursing, 1981-2003, 2004-2009.

Nora K. Clark, B.S., B.S.N., M.N., Ph.D., Assistant Professor of Nursing, 1991 - 2014.

Novella Noland Clevenger, CPA, B.S., M.A., M.B.A., J.D., LL.M., Associate Professor of Taxation, 1988-2011.

- Sheldon Cohen**, B.S., Ph.D., Executive Director of Planning and Professor of Chemistry, 1960-1999.
- Betty Cole**, B.A., M.S., Ph.D., Associate Professor of Biology, 1979-2006.
- Dean Corwin**, B.M., M.S., M.A., Catalog Librarian, Mabee Library, 1996-2013.
- Kennett Cott**, B.A., M.A., Ph.D., Chair and Professor of History, 1969-2003.
- Iris Craver**, B.A., M.S.Ed., Ed.D., Professor of Human Services, 1979-2017.
- Barry Crawford**, B.A., M.A., Ph.D., Professor of Religion, 1978-2017.
- Linda Croucher**, B.S., M.S., Clinical Coordinator and Associate Professor of Radiologic Technology, 1983-2012.
- Martha Crumpacker**, B.A., M.S., D.B.A., Associate Professor of Management, 1977-2010.
- Aletha J. Cushinberry**, B.S.N., M.S.N., Ed.D., R.N., Associate Professor of Nursing, 1974-1993.
- Jack L. Decker**, B.S., M.S., Associate Professor of Computer Information Sciences, 1984-2010.
- Joan E. Denny**, B.S.N., C.N.M., M.S.N., Lecturer of Nursing & Learning Center Coordinator, 1983-2008.
- David L. DePue**, B.S., M.S., Ph.D., Associate Professor of Technology Administration, 2003-2008.
- Judy H. Diffley**, B.S., M.B.A., Ph.D., Program Director and Professor of Office Administration, 1982-2007.
- Jean Dimmitt**, B.A., M.A., Ph.D., Associate Professor of English, 1990-2008.
- Lee Dodson**, B.S., Ed.D., Vice President and Dean of Students, Associate Professor of Education, 1966-1989.
- Judy Druse**, B.S., M.L.S., Assistant Dean and Curriculum Librarian Mabee Library, 1987-2012.
- William S. Dunlap**, B.S., M.S., Ph.D., Director of Clinical Laboratory Science Program and Professor of Allied Health, 1983-2016.
- Janice Dunwell**, B.S., B.S.N., M.S.N., Ed.D., Associate Professor of Nursing, 1989-2003. 2007-2010.
- James Robert Eck**, B.S.C., M.B.A., Ph.D., Professor of Finance. 1979-2009.
- Ronald G. Evans**, B.S., M.A., Ph.D., Professor of Psychology, 1976-2008.
- Howard J. Faulkner**, B.A., M.A., Ph.D., Chair and Professor of English, 1972-2010.
- David Feinmark**, B.A., M.S., M.B.A., Coordinator of Collection Development, Mabee Library, 1981-2009.
- Karen Field**, B.A., M.A., Ph.D., Professor of Sociology & Anthropology, 1979-2008.
- Gary B. Forbach**, B.A., M.S., Ph.D., Professor of Psychology, 1973-2015.
- William Gahnstrom**, B.A., M.S., Lecturer of Mathematics and Statistics, 1998-2017.
- Marilyn L. Geiger**, B.S., M.S., Ph.D., Professor of History, 1962-2000.
- Paul David Gilkison**, B.S., M.B.A., D.B.A., Professor of Marketing, 1981-1993.
- Lois Rimmer Glazier**, Ph.D., R.N., Professor of Nursing, 1974-2000.
- Maureen Godman**, B.A., M.A., Ph.D., Associate Professor of English, 1999-2013.
- Nancy Gray**, B.A., Circulation and Faculty Services Librarian, School of Law, 1996-2017.
- John L. Green, Jr.**, B.S., M.S., Ph.D., Professor of Business Administration, 1981-1993.
- Ronald C. Griffin**, B.A., J.D., LL.M., Professor of Law, 1978-2011.
- Oliver F. Guinn**, B.B.A., M.B.A., Ph.D., Professor of Economics, 1961-1988.
- Larry J. Halford**, B.A., M.A., Ph. D., Associate Professor of Sociology, 1972-2001.
- G. Daniel Harden**, B.S., M.S., Ph.D., Professor of Education, 1987-2009.
- Theodore L. Heim**, B.A., M.A., Assistant Professor of Criminal Justice, 1971-1998.
- Mary Alice Hines**, B.S., M.S., Ph.D., C. W. King Professor of Real Estate and Finance, 1982-2004.
- Raylene J. Hinz-Penner**, B.S., M.A., M.F.A., Lecturer of English, 2003-2012.
- James L. Hoogenakker**, B.S., M.A., Ph.D., Professor of English, 1963-2013.
- Cynthia Hornberger**, B.A., B.S.N., M.S., M.B.A., Ph.D., Special Assistant to the President and Professor of Nursing, 1989-2016.
- Susan J.W. Hsia**, B.S., M.S., M.N., Ph.D., Associate Professor of Nursing, 1975-2002.
- Harold Hula**, B.A., M.S., Assistant Professor of Education, Associate Dean and Director of Counseling and Testing, 1965-1994.
- John. C. Hunter**, B.E., M.F.A., Professor of Theatre, 1975-2015.
- Kathy Hupp**, A.S., B.A., Director of Clinical Laboratory Science Student Affairs and Lecturer, 2003-2013.
- John L. Iltis**, B.M., M.M., D.Mu.Ed., Professor of Music, 1965-1986.
- Russell A. Jacobs**, B.A., Ph.D., Chair and Professor of Philosophy, 1975-2017.
- Walter F. James**, B.S., M.S., Ph.D., C.P.A., Professor of Accounting, 1973-1997.
- Ursula Jander**, M.S., Ph.D., Associate Professor of Biology, 1985-2011.
- Reinhild Janzen**, B.A., M.A, M.Phil., Ph.D., Professor of Art, 1996-2011.
- Alyce Jessop**, R.N., M.S.N., Assistant Professor of Nursing, 1997-2004.
- Ross E. Johnson**, B.S., M.S., Ph.D., Professor Biology, 1961-1997.
- Simone A. Johnson**, Bac-es-lettres, M.A., Ph.D. Chair and Professor of French, 1965-1986.

- Roberta A. Jolly**, B.S.E., M.S.E., A.A., Ed.D., Lecturer of Computer Information Sciences, 1999-2016.
- Douglas H. Jones**, B.A., Clinical Coordinator and Lecturer of Diagnostic Medical Sonography, 2000-2014.
- Michael Kaye**, B.A., J.D., LL.M., Professor of Law, 1979-2016.
- Audrey H. Kennedy**, B.S., M.S., Assistant Professor of Nursing, 1976-1997.
- Thomas Kennedy**, B.A., M.A., Ph.D., Professor of English, 1972-2008.
- Robert B. Kerchner**, B.S., M.A., Ph.D., Associate Professor of Economics, 1976-2009
- Harlan J. Koca**, B.S., M.S., M.A., Assistant Professor of Mathematics and Statistics, 1967-1995.
- Paul H. Kopper**, A.M., Ph.D., Chairperson and Professor of Biology, 1956-1979.
- Laurine Kreipe**, School of Applied Studies, Assistant Professor of Legal Studies, 1983-1992.
- Donna E. LaLonde**, A.B., M.A., Ed.D., Associate Professor of Mathematics, 1991-2015.
- Bruce Levine**, B.B.A., J.D., LL.M., Professor of Law, 1956-1971.
- Teresita S. Leyell**, Lic., M.A., Ph.D., Professor of Business Administration, 1982-2006.
- Richard Martin**, B.S., J.D., Associate Professor of Criminal Justice and Legal Studies, 1993-2016.
- Marilyn K. Masterson**, B.S.N., B.A., M.S.N., Ph.D., Assistant Professor of Nursing, 1998-2016.
- Nancy G. Maxwell**, B.A., J.D., LL.M., Professor of Law, 1979-2015.
- Margaret McCausland**, A.B., A.M., Assistant Professor of English, 1963-1983.
- James H. McCormick**, B.S., M.A., P.E.D., Professor of Health, Physical Education and Exercise Science, 1981-2009.
- Mary McCoy**, B.A., M.A., Ph.D., Professor of Biology, 1976-2008.
- Lawrence E. McKibbin**, B.B.A., M.B.A., Ph.D., Professor of Business, 1991-1998.
- Diane McMillen**, B.S., M.S.W, Ph.D., Professor and Clinical Coordinator of Human Services, 1990-2017.
- Gordon McQuere**, B.M., M.A., Ph.D., Professor of Music, 2002-2015.
- Carolyn Y. Middendorf**, B.A., M.N., Assistant Professor of Nursing, 1983-1997.
- Susan Miller**, B.A., M.S., Ph.D., Associate Professor of Health, Physical Education and Exercise Science, 1984-2005.
- Billy E. Milner**, B.S., M.S., M.A., D.A., Professor of Mathematics, 1970-2001.
- Carl Monk**, B.A., J.D., Professor of Law, 1974-2009.
- Loretta W. Moore**, B.A., J.D., Professor of Law, 1991-2005.
- Meredith A. Moore**, B.S., M.A., Ph.D., Chair and Professor of Communication, 1976-2009.
- Carl S. Myers**, B.A., M.S.W., Assistant Professor of Social Work, 1977-2016.
- Edward W. Navone**, B.A., M.A., Professor of Art, 1964-2007.
- Samuel J. Newland**, B.A., M.A., M.Ph., Ph.D., Instructor of Criminal Justice and Legal Studies, 2007-2017.
- Faye Niesen**, B.A., A.A.S., M.A., Lecturer of Radiation Therapy, 2004-2015.
- Jorge Luis Nobo**, B.A., Ph.D., Professor of Philosophy, 1972-2010.
- Ken Ohm**, B.S.; M.S., Ed.D., Lecturer of Mathematics & Statistics, 1992-2009.
- Richard E. Olson**, B.S., M.S., Ph.D., J.D., Professor of Economics and Business Administration, 1980-2001.
- Adebisi Otudeko**, B.A., M.A., Ph.D., Professor of Sociology & Anthropology, 1982-2007.
- Nan Palmer**, B.A., M.S.W., Ph.D., Professor of Social Work, 1991-2015.
- Marie-Luce Parker**, License es Lettres, M.A., Ph.D., Chair of Modern Languages and Professor of French, 1986-2008.
- Darrell Parnell**, B.S., M.S., Ph.D., Associate Professor of Physics, 1962-2001.
- Gregory Pease**, B.A., J.D., Professor of Law, 1979-2010.
- Timothy Peterson**, B.A., M.Ed., E.D.S., Ph.D., Dean of Academic Outreach, 1998-2016.
- Lynette Petty**, B.A., M.A., J.D., Associate Professor of Law, 1992-2016.
- Paul Prece**, B.A., M.F.A., Ph.D., Chair and Professor of Theatre and BIS Director, 1982-2017.
- Virginia D. Pruitt**, B.A., M.A., Ph.D., Professor of English, 1974-2013.
- Paul B. Razor**, B.Mus., J.D., Professor of Law, 1978-1993.
- J. Karen Ray**, B.A., M.A., Ph.D., Professor of English, 1996-2010.
- Gerald Reed**, B.B.A., M.B.A., Lecturer of Computer Information Sciences, 1997-2009
- Sheila Reynolds**, B.A., J.D., Professor of Law, 1979-2010.
- Wilma Rife**, B.A., M.A., M.L.S., Director of Mabee Library, 1977-1994.
- A. Allan Riveland**, B.A., M.A., Ph.D., Professor of Mathematics and Statistics, 1971-2010.
- James C. Rivers**, Artist Diploma, B.M., Professor of Music and Artist Pianist in Residence, 1969-2014.
- William L. Roach**, B.S., M.B.A., Ph.D., Professor of Business, 1983-2014.
- Clifford Roberson**, B.A., J.D., Ph.D., L.L.M., Professor of Criminal Justice, 1997-2006.
- Harold J. Rood**, B.A., M.A., Ph.D., Chair and Professor of Philosophy, 1970-2012.
- Kay Rute**, B.A., J.D., Professor of Criminal Justice and Legal Studies, 1989-2014.

David L. Ryan, B.A., J.D., LL.M. Distinguished Professor of Law, 1968-2005.

Roberta Sue Salem, B.S., M.S., Ph.D., Lecturer of Chemistry, 1999-2014.

Michael Sarkesian, B.S., M.Ed., Professor of Health, Physical Education and Exercise Science, 1966-1997.

Gary E. Schmidt, B.A., M.S., Ph.D., Professor of Computer Information Sciences, 1973-2010.

Tom Schmiedeler, B.A., M.A., Ph.D., Professor of Geography and Director of Kansas Studies Program, 1996-2017.

Roy Sheldon, B.A., M.A., Ph.D., Associate Professor of English, 1982-2015.

Richard Shermoen, B.S., M.S., M.A., Ed.D., Chairperson and Professor of Mathematics, Statistics and Computer Information Sciences, 1967-1993.

Mary Shoop, B.S., M.A., Ph.D., Professor of Education, 1982-2013.

J. Elwood Slover, B.S., J.D., LL.M., Professor of Law, 1968-1983.

Charlene Smith, B.A.; M.A., J.D., LL.M., Professor of Law, 1982-2003.

Virgie Smith, B.S., M.L.S., Librarian, School of Law, 1976-2008.

Robert Soppelsa, B.A., M.A., Ph.D., Director of Mulvane Art Museum and Professor of Art, 1981-2002.

Robert D. Stein, B.A., M.A., Ph.D., Chair and Professor of English, 1973-2006.

Margaret E. Stewart, A.B., M.A., Ph.D., Professor of English, 1990-2010.

Reed Stolworthy, B.S., M.S., Ed.D., Associate Professor of Education, 1965-1994.

Robert Thompson, B.S., M.A., D.SC., Associate Professor of Mathematics, 1967-1989.

Rita Tracy, B.S.N., M.S., M.N., Assistant Professor of Nursing, 1976-2000.

Sara Waitstill Tucker, B.A., M.A., Ph.D., Professor of History, 1975-2009.

Ann Ellen Ukena, B.S., M.A., Assistant Professor of Mathematics and Statistics, 1965-1996.

Carol Lyon Vogel, B.A., M.A.T., Director of Affirmative Action and Instructor of Modern Languages, 1969-2013.

William O. Wagnon, Jr., B.A., M.A., Ph.D., Professor of History, 1968-2008.

Mary Dorsey Wanless, B.S., M.A., M.F.A., Associate Professor of Art, 2000-2015.

Curtis Waugh, B.A., B.S.Ed., J.D., Visiting Associate Professor of Law, 2003-2017.

Penny Weiner, B.S., M.F.A., Associate Professor of Theatre, 1998-2017.

David Winchester, B.A., M.A., M.L.S., Serials Librarian, Mabee Library, 1982-2017.

Thomas Wolf, B.S., M.S., Ph.D., Professor of Biology 1971-2006.

Linda L. Woolf, B.S., M.A., M.S., Ph.D., Associate Professor of Economics, 1969-1999.

Donald C. Wright, B.S., M.A., Professor of Economics and Business Administration, 1949-1984.

Gene Wunder, B.B.A., M.B.A., Ph.D., Associate Professor of Marketing, 1991-2009.

Donald R. Yelen, B.A., Ph.D., Professor of Psychology, 1963-2001.

Bruce M. Zerkovitz, B.A., M.A., Ph.D., Chair and Professor of Sociology & Anthropology, 1978-2010.

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