Welcome to the Intensive English Program at Washburn University!

We call it the IE Program, IEP, or sometimes just “IE”.

Our Mission:

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

Completing the IE Program (IEP) will fulfill the WU English proficiency requirements needed to enter most WU degree programs. A few also need certain TOEFL or IELTS scores.

- To complete the Intensive English Program (IEP) and the WU English proficiency requirements, students need to earn a C (70%) or better in each 200-level course or earn the appropriate iBT TOEFL, IELTS, or IEP Placement Test scores (See Testing).

- To pass to the next level of courses, students need to earn a C (70%) or better OR provide the appropriate test scores (See Testing).

Courses: Reading, Speaking/Understanding, Writing, and Language in Context

There are three levels for each of the first four areas:

*Level 1 (IE072, IE073, IE074)
*Level 2 (IE102, IE103, IE104)
*Level 3 (IE202, IE203, IE204, IE295)

IE295 is academic writing/speaking for graduate students only.

All classes follow the University schedule and meet four hours per week each semester (16 weeks). IE091 and 092 meet 1-2 hours per week. Spring semester is January to May. Fall is August to December. Some courses may be offered during the 5-week July summer session.
Things you should know about the IEP courses:

- ALL IEP classes are graded. The grade the student earns counts toward the G.P.A. (Grade Point Average) This does not apply to SACM scholarship students.
- The 200-level courses (IE 202, IE 203, and IE 204) are electives applicable toward the undergraduate degree programs at Washburn. International students can earn credit toward their degree with these courses.
- For extra help students can use the Writing Center in Mabee Library. Also, students can use the English for the Foreign-Born (EFB) service for free tutoring on Tuesdays/Thursdays 1-5pm in the International House.
- Full-time students working toward a degree at WU usually take 5 or 6 classes in the IEP. This would be 12-13 hours of tuition, 12-13 hours of credit per semester, and 18 hours of in-class time every week.

Learning is a treasure that will follow its owner everywhere. –Chinese Proverb

Intensive English Program Statistics:
- More than 95% of students who have finished the IEP, pass their Freshman Composition and Public Speaking classes!
- More than 80% of students pass all of their Intensive English classes.

Course Descriptions from the WU Academic Catalog:

IE 091 / 092 Language in Context Seminar I (0 hrs tuition credit) (meets 2 hours per week)
This course gives international students unique opportunities to experience language in local cultural contexts and challenge their application of the English language. Students will go on field trips and hear guest speakers from diverse backgrounds on relevant topics to the international student. Students will be required to complete a project and write a journal with reflections on their experiences. IE091 is offered in the fall and IE092 is offered in the spring. These courses meet for two hours per week but do not count toward the 124 hours bachelors’ degree requirement. Full time Intensive English degree seeking students are required to enroll in this course. No prerequisite. Full-time IE enrollment is required unless you have a J-1 visa. Students on J-1 visas are required to take this course.
**Reading Comprehension** (meets 4 hours per week)

* IE 072 Reading and Comprehension for Academic Purposes I
* IE 102 Reading and Comprehension for Academic Purposes II

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

* IE 202 Reading and Comprehension for Academic Purposes III

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

**Speaking and Understanding** (meets 4 hours per week)

IE 073 Speaking and Understanding for Academic Purposes I
IE 103 Speaking and Understanding for Academic Purposes II

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

IE 203 Speaking and Understanding for Academic Purposes III

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

**Academic Writing** (meets 4 hours per week)

IE 074 Writing for Academic Purposes I
IE 104 Writing for Academic Purposes II

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

IE 204 Writing for Academic Purposes III

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

IE 295 Enhancing Skills for Graduate Studies (required of all international graduate students)

Graduate students will learn to prepare a scholarly research paper and presentation.

**IE100 Intensive English for Academic Purposes**

This course is offered for short term groups.
Program Student Learning Outcomes:

**PSLO1: Grammar & Structures for Academic Purposes**

Upon completion of the IEP, students will be able to write short essays, present short academic speeches, and participate in social conversations with minimal grammar errors after applying linguistic knowledge and using strategies to find and correct their own errors.

**PSLO2: Reading Comprehension for Academic Purposes**

Upon completion of the IEP, students will be able to read at 200 words per minute with 80% comprehension in order to succeed in courses with required college-level (low-advanced) reading.

**PSLO3: Speaking & Understanding for Academic Purposes**

Upon completion of the IEP, students will be able to take relevant and organized notes from short lectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.

**PSLO4: Writing for Academic Purposes**

Upon completion of the IEP, students will be able to write a college level paper organized in the American-style of discourse and academic vocabulary with some research and proper citations included.

**Placement:**

All students on visas must meet the WU English proficiency requirements (www.washburn.edu/iip). Students can meet this by taking an iBT TOEFL or IELTS test. For those without these tests, the IEP offers a placement test the Tuesday before the fall and spring semesters. The IEP also accepts KU AEC placement test scores. Using one of these methods, the coordinator places each student in appropriate courses. Each student is given a study plan that tells which courses a student is required to enroll in. Then, students are also given a diagnostic test during the first week of classes to confirm that they are in the right place. If a student feels they are placed incorrectly, the student must first inform the instructor. The instructor will then contact the coordinator. The coordinator and the instructor will then inform the student of any placement changes by email and tell the student how to make the changes.

**Enrollment:**

We can help you enroll at the International House or you can enroll online once you have your PIN number. Students on F-1 visas must enroll in 12 hours of classes. Enroll in the courses indicated on your IE Student Study Plan first. Then you can choose other WU courses if you do not have 4 required courses.

*Full time IE students are NOT eligible to take other academic courses. IIE203 and CN150 Public Speaking CANNOT be taken at the same time. IE204 and EN101 Freshman Composition CANNOT be taken at the same time.*

Full-time students in the IEP are NOT eligible to take other academic courses. Students needing only part-time enrollment in IEP can take other academic courses with IEP or Academic Success.
### Intensive English Proficiency Scale

<table>
<thead>
<tr>
<th>Level 1: IE-070 Courses</th>
<th>Grammar outcomes will be divided among the other skill areas as of Fall 2017.</th>
<th>IE_02 Reading Comprehension for Academic Purposes</th>
<th>IE_03 Speaking &amp; Understanding for Academic Purposes</th>
<th>IE_04 Writing for Academic Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to write and speak with correct simple sentence and question structure and correctly use beginning verbs in simple present and past. They will also be able to use basic communication.</td>
<td>IE072: Students will demonstrate knowledge of the 1000 most common words of English be able to understand readings at a highbeginning level and be able to use strategies to learn vocabulary.</td>
<td>IE073: Students are able to understand and use words and phrases needed for everyday social situations and survival skills for the American college classroom.</td>
<td>IE074: Students will be able to write simple sentences and a beginning-level paragraph on personal topics.</td>
<td></td>
</tr>
</tbody>
</table>

| Level II: IE-100 Courses | Students will master the use of simple present, past and future tenses in intermediate level sentences. They will have mastered forming simple questions and comparisons. Students will have a beginning knowledge of more complex grammar structures like using passive voice, and present perfect tense. | IE102: Students will be able to read content readings at an intermediate level and have knowledge of the 2000 most common words of English. They will be able to apply strategies for reading faster and learning vocabulary. | IE103: Students will be able to understand and use intermediate English in everyday social situations, classroom interactions, short lectures on general subjects, and basic discussions us. They are able to give a short speech on a general subject. | IE104: Students will be able to write paragraphs of the following types: definition, description, opinion, and process. Students will also be able to apply the writing process when they write. |

| Level III: IE-200 Courses | Students will be able to use tenses and complex sentences to write and speak in appropriate English for academic situations and university social situations. They will also be able to apply correcting strategies to their own English when preparing for academic situations. | IE202: Students will be able to understand the most common academic vocabulary and be able to understand and respond to readings at a freshman college level at a speed in order to meet the demands of academic work. | IE203: Students will be able to give an organized presentation on an college-level subject using basic American communicative organization. They are able to use and understand idioms that are used in the American academic and professional environment. They also will be able to take effective notes on short academic lectures. | IE204: Students will be able to plan, draft, write and edit essay-length texts on general academic topics with knowledge of US concepts of academic honesty. |
Exchange Students
Exchange students from China that have test scores indicating they must take IE202 Reading, IE203 Speaking and IE204 Writing classes are allowed to drop one of these three classes and take a 100 or 200 level course of their choice outside the IEP. These students must take the remaining IE course in the second semester of their exchange if they are here for 1 year. For example, you can choose three IE classes and one or two 100 or 200 major classes in the first semester. For the second semester, you must enroll in the remaining course, or meet the WU English proficiency requirements with a test score. (See the English proficiency requirements at www.washburn.edu/ip) Or you can choose the three IE classes in the first semester. Public Speaking CN150 and Freshman Composition EN101 cannot be taken at the same time, before, or instead of IE 203 and IE 204.

Attendance:
You must have good attendance in the Intensive English classes. If you miss more than 3 classes during the semester in one course, your grade could be lower in that course because of missed quizzes or activities. You must come to class. If you are very sick, you should notify your instructor and also see Student Health Services in Morgan Hall.

Late Homework:
Homework should not be given late to the teacher. The grade may be lower when the homework assignment is late.

Being on time:
Coming in to class late is considered rude in the U.S. It is also distracting to all of the other students. You must not be late to class. If you walk into class 10 minutes or more after the start time of class, the instructor may count you absent.

Exams:
You can expect to turn your cell phone off or leave it at the front of the classroom during any test, or presentation. Final exams are taken during the last week of the semester which is called Finals Week. You must take the final exam during the scheduled time. You cannot take it earlier. Please look at your syllabi to see the final exam schedule for your class.
Grades:

Grades are earned in IEP classes and are calculated from the quality of the work you have done in a course. Homework, tests, classroom activities and completion of assignments are all part of your final grade. Look on your syllabus to find out how the grade in each course will be calculated.

If you have questions about a grade:

- First, speak to your instructor in person.
- If you cannot speak to your instructor right away, send an email and ask for an appointment with your instructor.
- If this is not possible, then explain your question by email.

If you have any problem with a course, speak to your instructor first. After you have done that, your instructor will tell you what to do next.

“Always walk through life as if you have something new to learn and you will.” - Vernon Howard

How do you pass an IE Class?

* Go to every class on time or early
* Ask questions when you don’t understand and finish all of the homework
* Go to free tutoring at WU
* Learn the vocabulary words from the lists in this handbook
* Make some American Friends
* Speak and read as much in English as possible.
* Learn the rules of academic honesty in the U.S

Printing Your Homework:

Students will need to type and print some of their homework. The most important thing to remember is that you should NOT wait until the morning your assignment is due to print! Each student will be given $17.50 each semester for printing. That is about 350 pages or more if you print on both sides of the paper. Students can print more than this, but they will be charged for the extra. There are three places for this printing service: Bennett 102, Henderson 108, and Mabee Library.

http://www.washburn.edu/a-z-index/its/tech-support-services/student-printing-services.html
**Tutors**

English for the Foreign Born: **Free** tutoring is at the International House on Tuesday and Thursday afternoons at 1:00 p.m. during the fall and spring semesters.

Writing and Tutoring Center: The Academic Success Center is located on the main floor of the Mabee library. The people who work there can help you work on your papers and answer questions on different subjects.

- For more information about writing center:  
  [http://www.washburn.edu/current-students/tutoring-writing-center/writing-center.html](http://www.washburn.edu/current-students/tutoring-writing-center/writing-center.html)

- Tutor schedule:  

**Intensive English Resource Shelf in Mabee Library**

On the top floor of Mabee Library in front of the Tutoring/Writing Center, there is a bookshelf with books for reading and helping with your English study.

**Academic Honesty Policy:**

In the U.S. each person owns the words that he or she writes. Therefore, it is stealing to copy someone else’s words. It is stealing to write the words found in any book, or online without also writing where you found the words. There are special ways to write down where you found the words. In your Academic Writing courses in the IEP, you will learn how to write without stealing anyone’s words. You will also learn how to use words from others and write down exactly where you found them. You will learn how to be ACADEMICALLY HONEST according to US academic culture.

Stealing someone’s words or ideas and not telling where you found them is called PLAGIARISM. Plagiarism is illegal. WU has a policy on plagiarism and academic honesty which you can read here: [http://www.washburn.edu/current-students/services/11Student_Hndbk.pdf](http://www.washburn.edu/current-students/services/11Student_Hndbk.pdf) Please look at page 62.

If a student plagiarizes at WU, he or she will not get any points for that assignment and may earn an F for a class. In the IEP, it is the same. Students will learn how to write correctly. However, after students know about plagiarism, they will be expected not to do it and can earn an F in a course if they plagiarize.
There is another part of academic honesty. Students must not copy papers from others and turn them in as their own. This is stealing. Also, students must do their own work. Furthermore, students can be caught cheating on tests if they look at other students’ papers during a test. You must cover your answers and not let anyone look at your answers. You could be caught cheating if you show other students your answers during a test. Be very CAREFUL!

Recommended Dictionaries

Longman Dictionary of Contemporary English Online www.ldoceonline.com

Webster’s Learners Dictionary www.learnersdictionary.com and iPhone App only $5

Vocabulary to Learn

* Basic Course Level (070): Learn the 1000 most common words in English. http://www2.elc.polyu.edu.hk/cill/generalServiceList.htm

* 100 Course Level: Learn the 2000 most common words in English. Most Common 2000 Words in English - http://www2.elc.polyu.edu.hk/cill/generalServiceList.htm


After you know these words, you should be able to understand around 85-90% of material in General Education courses at WU! That is exciting! These words are very important to your success. Pay attention to the ways your reading teachers tell you to learn vocabulary. There is a lot of research on this to prove the best ways. They work. Try using index cards which are cheaply purchased at the Ichabod Shop or Walmart. There are also apps for you smart phone like Flashcards+. There are dictionary apps that save your words in lists and then connect to your flashcard apps. Try www.learnersdictionary.com for a great dictionary app for iPhone.

* www.quizlet.com Use with Flashcards+ App

* www.learnersdictionary.com This free online dictionary is very good for learners like you!

    The App is available for iPhone for $4.99 and is well worth it!

* Mango Languages—Language learning software program. Click on this link. Then click on Mango Languages. You will be taken to a Mango Log in Page. Create a profile. Then, search your phone app store, and you can download the app to your phone and use it wherever you are!

    http://www.washburn.edu/mabee/find_it/databases/index/m index.shtml
Writing and Tutoring Center at Mabee Library-
* [http://www.washburn.edu/current-students/tutoring-writingcenter/index.html](http://www.washburn.edu/current-students/tutoring-writingcenter/index.html)

Tutorials at the Mabee Library:
* Using Word- [http://www.washburn.edu/mabee/help/using_word/engage.html](http://www.washburn.edu/mabee/help/using_word/engage.html)
* Netiquette- [http://www.washburn.edu/mabee/help/netiquette/engage.html](http://www.washburn.edu/mabee/help/netiquette/engage.html)
* Emailing attachments- [http://www.washburn.edu/mabee/help/emailing_attachments/engage.html](http://www.washburn.edu/mabee/help/emailing_attachments/engage.html)
* Password tips- [http://www.washburn.edu/mabee/help/passwords/engage.html](http://www.washburn.edu/mabee/help/passwords/engage.html)
* Tutorials are generally linked on Mabee Library help page- [http://www.washburn.edu/mabee/help/index.shtml](http://www.washburn.edu/mabee/help/index.shtml)

Grammar Help:

For using sources in APA Format
* [http://www.washburn.edu/mabee/finding_it/researchGuideFiles/Fall2006/APA_Style_Guide.pdf](http://www.washburn.edu/mabee/finding_it/researchGuideFiles/Fall2006/APA_Style_Guide.pdf)

Questions and Concerns
Any person who wishes to make a question or concern about any of the services or facilities offered by the Intensive English class should in the first instance contact their I.E. instructor. For further concerns contact the Coordinator for Intensive English, Kelly McClendon, in the Office of International Programs. Alternatively, any IE student may receive and complete a Washburn University Intensive English Program Formal Student Complaint Form from the International House or through email by contacting andy.vogel@washburn.edu.
**Testing**

Some students are enrolled based on iBT TOEFL and IELTS scores. In addition, a test will be given on Tuesday, the week before the spring semester and the fall semester. This test will be used to determine which language classes you need or do not need. Program coordinator reserves the right to change the placement level of a student after specific course diagnostics have been given during the first week of class.

<table>
<thead>
<tr>
<th></th>
<th>WU Placement Test</th>
<th>iBT TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td>No IE required if sub-test scores are sufficient</td>
<td>73</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Reading Comprehension for Academic Purposes</strong></td>
<td>80</td>
<td>17-30</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>202</td>
<td>55</td>
<td>11-16</td>
</tr>
<tr>
<td></td>
<td>102</td>
<td>30</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td><strong>Speaking &amp; Understanding for Academic Purposes</strong></td>
<td>155</td>
<td>18-30</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>203</td>
<td>120</td>
<td>14-17</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>60</td>
<td>6-13</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td><strong>Writing for Academic Purposes</strong></td>
<td>80</td>
<td>19-30</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>204</td>
<td>60</td>
<td>14-18</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>40</td>
<td>8-13</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

These are requirements for undergraduate admission.

Scores taken from reading part of test

Scores taken from listening part or taken from an average of speaking and listening parts

Scores taken from written part of test
The Academic Word List (Averil Coxhead, 2000):
a list of 570 high-incidence and high-utility academic word families
for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The Academic Word List, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like analyze falls into Sublist 1, which contains the most frequent words, while the word adjacent falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the Academic Word List. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword analyze would also include analyst, analytic, analytical and analytically in the word family.

The Academic Word List is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as amortization, petroglyph, onomatopoeia, or cartilage. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student’s comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.


1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary.

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer.

(Kinsella, San Francisco State University, 8/03)
3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume.

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake

5. academy adjust alter amend aware capacity challenge compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas

6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender ignorance incentive incorporate incidence index inhibit initiate input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize

7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary

8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision

10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance so-called straightforward undergo whereby

(Kinsella, San Francisco State University, 8/03)
Contact:
Kelly McClendon, M.A. TESL
Full-time Faculty and IEP Coordinator
Office: International House
Office phone: 785-670-2688
Email: kelly.mcclendon@washburn.edu
www.washburn.edu/ip