



HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

Program Learning Outcomes Samples

Additional information:

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CURRICULUM AND INSTRUCTION

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Students

Department of Curriculum
and Instruction
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Teacher Education at Wichita State

Nationally accredited and recognized for its comprehensive preparation of classroom teachers, the Teacher Education program at Wichita State University's College of Education uses a Professional Development School model. The PDS model combines the resources and expertise of area public school district teachers, administrators and support staff with those of the WSU College of Education to immerse teacher education students into the learning community. As a longtime partner with the Wichita School district – a large and diverse urban district – WSU College of Education students are mentored by exemplary teachers and develop a strong, supportive network that follows them into their professional life as a licensed teacher.



All teacher education students must complete a program comprised of a three-fold focus of disciplinary knowledge, field experience and professional courses:

• **Disciplinary knowledge** –

A deep understanding and appreciation of the discipline a student has chosen is required. In addition to the general education courses, which provide a strong academic foundation, and in addition to the professional courses, students in the Middle or Secondary programs are required to successfully complete at least 30 credit hours of liberal arts and science courses within their disciplines. Students in the Elementary and Early Childhood Unified programs complete discipline specific course work delivered within the teacher education unit. The courses specific to the discipline provide the content knowledge upon which the professional education courses build.

• **Field experience** –

Every student, from freshman to senior year, is provided with opportunities to be actively engaged in area PreK-12 classrooms. Students learn firsthand about classroom management, use of technology in the classroom and evaluation of student learning from exemplary teachers who are selected to mentor our students. Over the course of a full academic year, teacher education candidates complete 2 consecutive semesters of field experiences in the same classroom as they gradually assume greater teaching responsibilities. The final semester during that year is the teaching internship semester where teacher education students are in the classroom fulltime. Particular effort is made to provide our students with opportunities to work with a diversity of PreK-12 students and settings over the course of their education, including students from poverty and various ethnicities, language backgrounds and achievement levels.

• **Professional/Pedagogy Courses** –

All teacher education students are required to successfully complete 40 credit hours of professional education coursework that utilizes the latest in education research and practices. Among others, these include:

- * Instructional strategies including classroom and behavior management,
- * research-based reading/literacy strategies,
- * diversity and cultural issues with a focus on teaching high poverty students and English language learners,
- * methods courses that connect theory to practice with focus on the use of technology,
- * statistics and evaluation/assessment courses that ensure our students understand and can apply quantitative analysis and its implications for student learning in the classroom,
- * courses on education history, philosophies and ethics.



The administration, faculty and staff of the
WSU Professional Education Unit:
Colleges of Education, Liberal Arts and Sciences, and Fine Arts
proudly announce
continuing accreditation with no areas for improvement by the
National Council for Accreditation of Teacher Education.

Special thanks to our public school and university colleagues,
partnership schools, alumni, students and friends for supporting
our innovative Professional Education Unit.

NCATE accredited since 1954

NCATE

The Standard of Excellence
in Teacher Preparation

www.wichita.edu/education

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and Instruction
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Program Details

Master of Education in Learning and Instructional Design

The Master of Education in Learning and Instructional Design is ideal for education and professional development career advancement for those who are engaged in the K-12 teaching and workplace training of adult learners. It is a 36 credit hour program. The program is offered for students who meet the admission requirements and are seeking a graduate level degree in curriculum and instructional design leadership. The core curriculum consists of 21 credit hours of work in curriculum and instruction, 3 credit hours of thesis or non-thesis work and 12 credit hours of electives.

New students in the ONLINE Master of Education in Learning and Instructional Design program are eligible for a special scholarship for the spring enrollment. Tuition and fees for one online course will be covered for Spring 2016, as long as the student enrolls in a minimum of two online courses for the duration of the semester.

Vision

The Master of Education in Learning and Instructional Design at Wichita State University is an innovative, dynamic, and flexible program meeting the diverse needs and goals of its candidates to become advanced instructional leaders in teaching and learning, training, and program design.

Mission

The mission of the Master of Education in Learning and Instructional Design at WSU is to prepare all candidates to achieve maximum benefit from their educational experiences. The program develops reflective and collaborative professionals bridging theory and practice through a culture of excellence in teaching, learning, research, collaboration, and instructional leadership.

Program Goals

Program Goal #1: Graduates of the program will be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning in instructional settings and propose effective solutions.

Program Goal #2: Graduates of this program will be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.

Program Goal #3: Graduates of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula, training, or programs of study in particular disciplines and/or for particular populations.

Program Goal #4: Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational/training problems in instructional settings.

Program Goal #5: Graduates of this program will be able to plan and conduct research using appropriate theory and research designs to investigate educational/training questions related to the improvement of learning and instruction.

Program Goal #6: Graduates of this program will be able to demonstrate professional leadership

skills and continued growth in instructional leadership and learning.

Admission Requirements

In addition to the Graduate School admission requirements, students seeking the Master of Education in Curriculum and Instruction must meet the following criteria.

(1) Show potential to do graduate work by meeting one or more of the following:

- a. Graduate from an accredited university program with a minimum GPA of 2.750 in the last 60 credit hours; or
- b. Graduate from an NCATE accredited program with a 3.000 or better GPA in the last 60 credit hours; or
- c. Take the Graduate Record Exam and score a minimum of 917 on any two of the sub-tests, or take the Miller Analogies Test and score a minimum of 40; or
- d. Provide alternative evidence that documents academic aptitude.

(2) Provide evidence of involvement in teaching, training, and/or program design, or recommendation by the graduate program committee.

[Graduate School Admission Forms](#)

Required Courses - Graduate Catalog descriptions

21 hours foundational coursework:

CI 884 Inquiry into Instructional Practice: Part 1 (3)

This course will be an introduction to the procedures commonly used in research and data analysis. Conceptual, procedural and analysis issues from a wide variety of areas will be covered, ranging from the formal research techniques to the approaches used by researchers involved in investigations in "real-life" settings. The course will also include critical analysis of selected published research in your professional area.

CI 880 Learning Theory & Curriculum Design (3)

This course will focus on cognitive science relative to how people learn and how instruction is designed to facilitate and optimize learning. Several different theoretical perspectives on learning, cognition, and cognitive development will be explored. By looking at current learning theories, a range of tools will be identified in understanding effective curriculum design for a variety of settings.

CI 885 Inquiry into Instructional Practice: Part 2 (3)

This course is designed to provide students with the skills necessary to conduct research relevant to their professional practice. The course will include elements of quantitative as well as qualitative data analysis. Students will critically analyze data-based decision making and potential implications for instructional practice.

CI 893 Instructional Leadership: Professionalism and Collaboration (3)

This course focuses on the role of the instructional leader to facilitate the implementation and sustainability of change necessary to support individual and organizational learning. Candidates will acquire the skills necessary to facilitate, nurture and maintain partnerships.

CI 881 Instructional Theory (3)

This course will focus on instructional design and underlying theories necessary for effective facilitation of learning. Different perspectives of instruction will be explored. Investigation of current theories will lead to an understanding of effective instructional practices in a variety of settings.

CI 795 Change, Creativity and Innovation (3)

This course will focus on key theories and elements related to organizational change, the creative process, and innovation. Students will develop an understanding of creative thinking processes to explore how those processes can impact change and lead to innovation.

CI 794 Diversity and Culture in a Global Society (3)

This course will equip students to become multi-instructional leaders who practice cultural and social justice. The course will provide students with the necessary concepts of diversity to scaffold a paradigm shift from culture awareness to cultural diplomacy. The course will enable students to become successful global citizens in the globalized world.

Thesis/NonThesis Requirements – 3 hours

CI 862 Evidence-Based Inquiry: Capstone Project Proposal (1-2)

Students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written to research evidence-based practices or other important knowledge bases relevant to learning and instruction. Prerequisite: CI 851 or CI 860 or CI 885 or instructor's consent.

CI 863 Evidence-Based Inquiry: Capstone Project (1-2)

Students complete and present a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. This formal report is presented to a pre-identified audience describing the results of an inquiry into a knowledge basis relevant to the fields of learning and instruction. Prerequisite: CI 862.

OR

CI 875 Master's Thesis (1-2)

Students complete and the research proposal accepted by their thesis committee. Students work closely with their adviser and committee. Student received credit for this course when their thesis has been completed and defended. Prerequisite: CI 885, 858

&

CI 876 Master's Thesis (1-2)

Students complete and orally defend their thesis. Students work closely with their adviser and committee. Students needing an addition semester to satisfy these requirements should enroll in one hour of CI 876. Students received credit for courses when their thesis has been completed and defended. Prerequisite: CI 875 or instructor's consent.

Electives – 12 hours

Based on personal professional interest and negotiated with your advisor.

[Dr. Mara Alagic](#), Graduate Coordinator

[Request Information](#)

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**WSU's Ennovar Institute
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focused on big data
storage solution**

**Engineering professor
wins National Science
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Industrial Engineering

Student Learning Outcomes

- Engineering/Foundational Knowledge** in mathematics, engineering sciences, applied probability, computer science, humanities, and social science
- Professional Skills** to communicate in both oral and written forms and to be proficient in working in diverse teams of individuals
- IE Knowledge/Skills** in designing, modeling, optimization, analysis, and evaluation of integrated systems of people technology, and information
- Confidence in Engineering and professional skills.** (Measured through a confidence survey in senior design course)
- Understanding of **Professional and Ethical Behavior** to be prepared for ethical decision making, service to the engineering profession, and have the means to continue in the acquisition of knowledge

Program Educational Objectives

Industrial Engineering Graduates are expected, within 3 to 5 years after graduation, to meet the following Program Educational Objectives (PEOs):

- PEO1:** Be employed in jobs related to designing, modeling, analyzing, and managing modern complex systems, implementing and improving systems in manufacturing and service sectors at local, regional, national and global levels.
- PEO2:** Have engaged in life-long learning, such as graduate studies and research, certification from professional organizations, Fundamentals of Engineering certification, or active participation in professional societies/activities.
- PEO3:** Demonstrate professional success as evidenced by, among others, increased job responsibilities and leadership role at the place of employment and in greater society.

Manufacturing Engineering

Student Learning Outcomes

- Engineering/Foundational Knowledge** in mathematics, engineering sciences, applied probability, computer science, humanities, and social science
- Professional Skills** to communicate in both oral and written forms and to be proficient in working in diverse teams of individuals
- Manufacturing Engineering Knowledge/Skills** in materials and manufacturing processes, process, assembly, and product engineering, manufacturing competitiveness, and manufacturing systems design,
- Confidence in Engineering and professional skills.** (Measured through a confidence survey in senior design course)
- Understanding of **Professional and Ethical Behavior** to be prepared for ethical decision

making, service to the engineering profession, and have the means to continue in the acquisition of knowledge

Program Educational Objectives

Manufacturing Engineering Graduates are expected, within 3 to 5 years after graduation, to meet the following Program Educational Objectives (PEOs):

PEO1: Be employed in jobs related to designing, modeling, analyzing, and managing modern complex systems, implementing and improving systems in manufacturing sectors at local, regional, national and global levels.

PEO2: Have engaged in life-long learning, such as graduate studies and research, certification from professional organizations, Fundamentals of Engineering certification, or active participation in professional societies/activities.

PEO3: Demonstrate professional success as evidenced by, among others, increased job responsibilities and leadership role at the place of employment and in greater society.

Enrollment Data

Enrollment (Fall 2013)	Undergraduate
Industrial Engineering	88
Manufacturing Engineering	14

Graduation Data

6-year Graduation Rate (Based on 2008 Cohort)	Undergraduate
Industrial Engineering	50%
Manufacturing Engineering	33.3%

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Wichita State University Bachelors OF SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON (June 2015)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4(M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
		Foundation Year Composite of Student Self-Assessment and Field Instructor Evaluation
2.1.1 - Identify as a Professional Social Worker	A mean score of 80% of the respondents reporting a 4 or 5 out of 5 on each Competency and Practice Behaviors	90 (95 / 84)
2.1.2 - Apply Ethical Principles		86 (92 / 80)
2.1.3 - Apply Critical Thinking		85 (89 / 80)
2.1.4 – Engage Diversity in Practice		91 (96 / 86)
2.1.5-Advance Human Rights/ Social and Economic Justice		83 (89 / 76)
2.1.6 - Engage Research Informed Practice/ Practice Informed Research		70 (71 / 68)
2.1.7 - Apply Human Behavior Knowledge		87 (90 / 83)
2.1.8- Engage Policy Practice to Advance Well-Being and Deliver Services		74 (80 / 67)
2.1.9 Respond to Practice Contexts		74 (79 / 69)
2.1.10a - Practice Engagement		88 (91 / 85)
2.1.10b – Practice Assessment	85 (88 / 82)	
2.1.10c - Practice Intervention	83 (86 / 80)	
2.1.10d - Practice Evaluation	81 (83 / 79)	

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Tilford Diversity Studies Certificate

Students who complete the Tilford Diversity Studies Certificate will learn to:

- Understand and appreciate the diversity of our human and natural world;
- Evaluate their own and other cultures in ways that go beyond stereotypes;
- Successfully interact, both professionally and personally, with others in an increasingly diverse domestic environment and an increasingly interconnected world;
- Critically reflect on their own social identities and on their positions with respect to others;
- Recognize and analyze the socially-constructed roots of oppression and privilege and how these have shaped them, the academic disciplines they study, and their society in general; and
- Become leaders in promoting diversity and inclusion.

Requirements for courses to be counted toward the Tilford Diversity Certificate

The course content should:

- Feature material that fosters knowledge of and appreciation for diversity, whether in cultures and categories of identity or in how we conceptualize knowledge;
- Expose students to multiple paradigms or world views;
- Promote students' understanding of self and others that goes beyond stereotypes;
- Help students to recognize and analyze the historical forces have shaped them, the academic disciplines they study, or their society in general.

The pedagogical approach to the course should:

- Appeal to the learning styles of a diverse range of students;
- Incorporate assignments that teach students how to successfully interact, both professionally and personally, with others and to critically reflect on their positions with respect to others;
- Provide opportunities for students to connect their classroom experiences with their lives outside the classroom.

Assessment of the course should:

- Include multiple forms of assessment (formal evaluations, reflective writing assignments, etc.) given throughout the semester.

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Undergraduate Leadership Certificate

Goals: Upon completion of the Leadership Certificate, students will have gained contemporary leadership skills in order to effectively contribute more to their profession and community.

Objectives: Upon completion of the leadership certificate, students are able to:

1. Identify leadership theories and concepts;
2. Differentiate leadership practices across settings, organizations, disciplines and systems;
3. Identify cultural strengths and differences through a leadership framework;
4. Develop leadership skills based on personal strengths and professional interests; and
5. Lead individuals in teamwork exercises.

Curriculum: Students are required to complete 12 hours, and must take courses that cover objectives 1–5. These courses may include courses required for certain undergraduate degrees. However, either IIC 301, Leadership is Essential Seminar; or HNRS 351, Survey of Leadership; is required to satisfy objective one. Additionally, honors students must select courses designated as honors courses. Some courses meet multiple objectives.

- [Objective One and Two Courses](#)
- [Objective Three Courses](#)
- [Objective Four Courses](#)
- [Objective Five Courses](#)

Leadership Certificate Checklist: In order for students to receive the leadership certificate, students must:

1. Complete 12 hours of leadership courses:
 - Course #1: IIC 301, Leadership is Essential Seminar. Honors students take HNRS 351, Survey of Leadership
 - Course #2*
 - Course #3*
 - Course #4*
2. Submit a portfolio (of selected class projects) to coordinator to be used for assessment purposes.
3. Complete exit reflection questions:
 - What were the main benefits (strengths) of the leadership certificate?
 - What strengths did you gain from the program?
 - What would you tell others about your experience?
 - How do you plan to use the skills learned in the leadership certificate in your future?
 - How would you improve the leadership certificate program?

Master of Innovation Design

The complexity of today's technology requires innovators from multiple disciplines to come together as a team and translate ideas into something transforming through non-traditional means. The Master in Innovation Design (MID) curriculum will merge Arts, Science, and Technology curricula, creating opportunities for students and faculty to collaborate across WSU's colleges. The MID program will be individualized for each student and will focus on developing students' "design thinking skills." These include the capabilities to:

- develop creative solutions,
- effectively communicate,
- practice entrepreneurship, and
- develop prototypes.

The development of these capabilities will be grounded in a research-based, academic curriculum. The program will engage with businesses and focus on innovation, product development, effective communication, flexibility, and small business generation.

After completing the program, students should have developed a:

- Portfolio, patent application, process, or prototype
- Willingness and ability to experiment with their ideas
- Network of individuals and businesses with whom they can continue to collaborate
- Desire to continue to design solutions to problems they identify

Application

Applicants should submit the following:

- Graduate School application and nonrefundable application fee
- Two official transcripts of all college-level academic work, including community colleges and transfer work posted on other school's transcripts.

Applicants will be given the opportunity to include in their application any credentials they believe represent their accomplishments and help explain why they wish to join the MID program. Additional application materials may include but are not limited to:

- Documentation of prior learning or experience relevant to design
- examples of prior design work in whatever format best showcases that work (e.g., a portfolio of artwork)
- A video of a performance
- Links to software applications
- Descriptions of products developed
- Published articles or reports
- A resume
- A personal essay

Deadlines for applications are as follows:

Fall admissions:	June 1
Spring admissions:	September 1
Summer admissions:	February 1

Application materials should be submitted to the following address:

The Graduate School
Wichita State University
1845 Fairmount, 107 Jardine Hall
Wichita KS 67260-0004
USA

A personal interview will be scheduled with the admission committee if minimum qualifications are met as determined by Graduate School policy.

An admissions committee consisting of faculty from all of WSU's existing colleges will review student applications. In reviewing applications, the admissions committee will look for the student's level of commitment to completing a master's degree, interest in learning design thinking skills, and whether there is a fit between the student's goals and the resources of the MID faculty. If admitted, a faculty advisor will be appointed and assist the student in developing a plan of study (see below).

Plan of Study Options

The MID degree requires the completion of a plan of study approved by the student's advisor which must be filed within the first 12 credit hours of graduate coursework.

Two options are available:

- The thesis option requires a minimum of 27 hours of coursework plus a minimum of 6 hours of thesis; and
- The directed project option requires a minimum of 27 hours of coursework plus a minimum of 3 hours of directed project:

Degree Requirements

The MID program consists of at least 30 (non-thesis option) to 33 (thesis option) credit hours including 12 hours of required coursework that align with the four "design thinking" capabilities – creativity, communication, entrepreneurship, and prototyping. In addition, students must complete:

Electives (12-18 credit hours)

These courses will be customized for each student in consultation with a student's advisors and based on the student's design goals. Courses will be selected from existing WSU graduate courses. Some existing WSU graduate courses that relate to collaborative design include:

- *Special Investigations in Psychology*
- *Human Factors Psychology*
- *Professional Practices in Graphic Design*

Major Project (3 credit hours for non-thesis option) or Thesis (6 credit hours)

Students would have the option of completing a major project or a thesis

- Completing a major project would require the development of a portfolio, patent application, process, or prototype
- Completing a thesis would require a thesis defense in accordance with WSU Graduate School policies

Students will also complete Professional and Scholarly Integrity Training (PSIT) and satisfy other general graduate degree requirements. An optional zero credit hour practicum will be available to allow students to network with other MID students and faculty. No internship will be required.

For more information

Dr. Richard Muma, Associate Vice President
for Academic Affairs

Wichita State University

1845 Fairmount

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Email: Richard.Muma@wichita.edu

Apply On-Line: www.wichita.edu/apply

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About Department of Public Health Sciences

The faculty and staff of the Wichita State University Department of Public Health Sciences are dedicated to excellence in education through teaching, scholarship, and service. Faculty include individuals from diverse disciplines who have a research interest in the broader public health arena. Teaching methods include community outreach and practica as well as online and in-person classroom activities. This combination of methods and approaches provides opportunities for interprofessional education and collaboration which is essential in today's fast-changing health care environment.

WSU is uniquely positioned to synergize the expertise of public health with all aspects of healthcare, which include but are not limited to science, business, and government. The department offers [certificates](#), [licensing](#), coursework, [undergraduate](#) and [graduate](#) programs in order to meet the needs of students at all points in their health care education and careers. Upon graduation, dedicated students are well poised for employment and leadership opportunities in their field.

Mission and Vision

To prepare leaders to work effectively across the lifespan among diverse populations in an interprofessional health system.

The Department of Public Health Sciences shares the College of Health Professions vision to lead change in healthcare education.

Learning Outcomes

HSMCD & HS:

1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.
2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge.
3. Demonstrate an understanding of health leadership, management, and policy using systems thinking.
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.

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[Mission and Vision](#)

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5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning.
6. Exhibit oral and written communication skills for diverse populations and environments.
7. Demonstrate foundational understanding of clinical sciences in human nutrition.
NOTE: This learning outcome pertains to HS program only.

National Affiliations

1. The Bachelor of Science in Health Services Management and Community Development (HSMCD) program is member of the [American College of Health Care Executives \(ACHE\) Higher Education Network](#).
2. The Master of Arts in Aging Studies is a charter member and meets the standards for gerontology programs of the [Association for Gerontology in Higher Education \(AGHE\)](#), the professional organization of post-secondary gerontology programs in the United States.
3. All of our programs are affiliated with the [Alpha Eta Honor Society](#). Graduates and faculty of all PHS degree programs who meet the requirements for membership can be nominated to be inducted as a chapter member.

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SCHOOL OF PERFORMING ARTS

at Wichita State

IF THE STAGE IS YOUR LIFE THE SCHOOL OF PERFORMING ARTS IS YOUR HOME. WHETHER YOU WISH TO PURSUE A CAREER AS A PERFORMER OR DESIGNER OR DREAM OF CREATING A BA DEGREE TAILORED TO YOUR SPECIFIC INTERESTS, THE SCHOOL OF PERFORMING ARTS HAS EVERYTHING YOU NEED TO SUCCEED. OUR STUDENTS COME OUT OF COLLEGE WITH AN EDUCATION AND A WORKING RESUME AND PORTFOLIO. OUR GRADUATES HAVE GONE ON TO PERFORM AND DESIGN AROUND THE GLOBE.

HIGHLIGHTS:

- Affordable professional training with industry leaders
- Professional BFA degrees and flexible BA degrees uniquely crafted to suit your interests
- National and international travel opportunities
- Faculty dedicated solely to the undergraduate programs and your progress
- Numerous opportunities to explore your skills and talents in the community
- Opportunities to work with guest artists each semester
- Opportunity to train at Kansas' Innovation University



DEGREES/OPPORTUNITIES OFFERED:

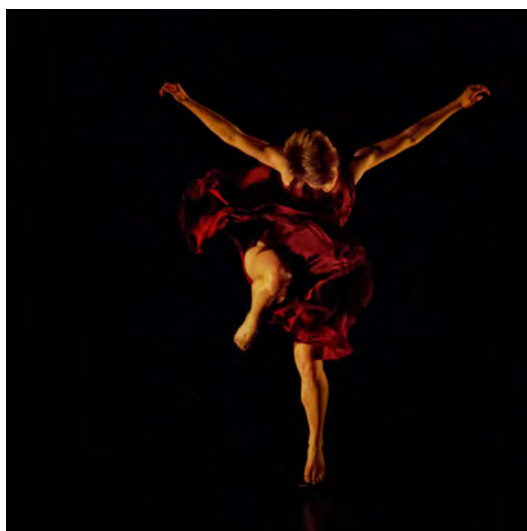
- Bachelors of Fine Arts in Performing Arts with concentrations in Dance, Theatre Performance, Design and Technical Theatre, and Musical Theatre.
- Bachelors of Arts in Performing Arts with concentrations in Dance, Theatre, and Musical Theatre.
- All BFA degrees are 124 credit hours. All BA degrees are 120 credit hours.
- Opportunities include 2 Main Stage Musicals, 2 Main Stage Theatre Productions, 2 Main Stage Dance Concerts, and several Second Stage productions.
- Student produced opportunities including direction, choreography, design, and performance.



| WICHITA.EDU/PERFORMINGARTS |



Photo by Jeff Tuttle



Left, and above photos by Bartlett Photo Art

DANCE PROGRAM

at Wichita State

Aaron Craven and Heather Eilerts perform Cheyla Clawson-Chandler's duet "Anam Chara," at the Kennedy Center during the 2014 National ACDF Conference in Washington, D.C.



Photo by Bartlett Photo Art

WICHITA STATE'S DANCE PROGRAM PREPARES STUDENTS TO MEET THE DIVERSE CHALLENGES OF A PROFESSIONAL DANCE CAREER. THIS TRIPLE-EMPHASIS PROGRAM IN MODERN, BALLET AND JAZZ OFFERS A WELL-BALANCED EDUCATION BY COMBINING TECHNIQUE, CHOREOGRAPHY, HISTORY AND THEORY TAUGHT BY OUR PROFESSIONAL FACULTY AND NATIONALLY RECOGNIZED GUEST ARTISTS.

PROGRAM HIGHLIGHTS

- Wichita State University is accredited by the National Association Schools of Dance (NASD).
- The program boasts two performing companies: the Wichita Contemporary Dance Theatre (WCDDT) and the Alithea Mime Theatre.
- Each year, the dance program participates in the American College Dance Festival (ACDFA).

PERFORM GLOBALLY

Shocker dance students have many opportunities to increase their skill, build a better resume and gain a global perspective by taking their training on the road. Here's just a sample of the diverse places the Wichita Contemporary Dance Theatre and Alithea Mime Theatre have recently toured:

New York City	Poland
Oklahoma	China
Arizona	Italy
Arkansas	Taiwan
Puerto Rico	Mexico

TRAIN WITH THE BEST

In addition to our experienced faculty, Shocker dance students have the benefit of learning directly from some of the dance world's top names. Some of our past guest artists include:

Andrew Palermo
Taye Diggs
Doug Varone
Douglas Nielsen
David Parsons
Della Davidson

Janice Garrett
Charles Moulton
Mitzi Adams
Darrell Grand Moultrie
Charlotte Boye-Christensen

IDEAL OUTCOMES

Shocker dance alumni have gone to build successful careers performing in professional venues including Diavolo, Tanztheater Wuppertal Pina Bausch, Jazz Roots Dance Company, Dallas Black Dance Theatre II, The Martha Graham Dance Ensemble, Walt Disney World and various cruise lines—as well as the Broadway stage productions *Evita*, *Spiderman*, *If/Then* and *Mamma Mia*.

FIND OUT MORE.

To discover more about how WSU's dance program can help you build a bright future, visit WICHITA.EDU/DANCE.



WICHITA STATE
UNIVERSITY
COLLEGE OF FINE ARTS

ACCOUNTING

Wichita State University is located in the largest economic and cultural center in the state of Kansas. Because of the location, the W. Frank Barton School of Business utilizes relationships with local, national and international companies to provide real-world experiences. Some companies who have partnered with the Barton School of Business include: Allen, Gibbs & Houlik LC; Grant Thornton; Dean and Deluca; Koch Industries Inc.; Spirit AeroSystems Inc.; The Coleman Company; Cargill; and CID Group in China.

All business students are encouraged to take advantage of the following opportunities available: Cooperative Education, Internships, Career Network Experience, Community Organizations, Student Groups, National Student Exchange, and Study Abroad. The Barton School of Business currently has study abroad exchange programs in Austria, Germany, Sweden, France, Mexico, China, Taiwan, and Japan with many classes taught in English.

The W. Frank Barton School of Business is committed to excellence in teaching, research and publication. The faculty represents diverse interests, certifications, and backgrounds. The faculty members publish regularly in a variety of top business journals, and have also written several business textbooks. Faculty members have received or been nominated for numerous awards for teaching, such as the WSU Regents Teaching Award, the WSU Board of Trustees in Excellence in Teaching Award, and the Academy for Effective Teaching Award.

The Barton School is accredited by The Association to Advance Collegiate Schools of Business (AACSB International). AACSB Accreditation is the longest standing and most recognized professional accreditation in the world. The Barton School of Business maintains the highest level of accreditation by having all business and accounting programs at all levels (undergraduate and graduate) being accredited.

Less than 5 percent of the world's business schools have earned AACSB Accreditation. Fewer than 190 institutions worldwide have earned the specialized AACSB Accreditation for Accounting. The scholarship program annually commits over a quarter million dollars to students in all areas of business. Scholarships range from \$250 to the \$44,000 Clay Barton Scholarship.

Accountancy communicates relevant and reliable financial information to different groups of people. Accountants develop financial statements that are released to shareholders, banks, managers and employees within the company, regulatory agencies, taxing authorities, and the general public.

Accounting focuses on financial accounting, managerial accounting, auditing, taxation, and accounting information systems. Accountants measure costs, compare results with planned outcomes, prepare budgets, perform audits and participate in business and tax planning. These responsibilities require high levels of mathematic, computer and analytical skills.

The School of Accountancy at Wichita State is committed to preparing you to become a professional accountant. The bachelor degree in accounting aims to prepare you for the Certified Public Accountants (CPA) exam. You may also consider pursuing other professional certifications such as certificates in Management Accounting (CMA) or Certified Internal Auditor (CIA). The masters in accounting offers two specialized concentrations - Accounting Information Systems and Taxation.

Admission

When you choose to major in Accounting, you are admitted to the W. Frank Barton School of Business. An academic advisor from the Business Advising Center will help you enroll in an orientation course where you will learn to develop a study plan and specific requirements for degree completion.

Masters Program

The Barton School of Business also offers four master's degree programs. The Masters of Accountancy (MACC), Masters of Arts in Economics (MA-Econ), Masters of Business Administration (MBA) with four different focus areas, and the Executive Masters of Business Administration (EMBA).

For more information

To receive more information, or to arrange a campus visit, contact the Office of Admissions.

wichita.edu/campusvisit
admissions@wichita.edu
(316) 978-3085

Marcus Welcome Center
1845 Fairmount
Wichita, KS 67260-0124

This sheet is an overview of the business major. Many courses have prerequisites and many have minimum grade requirements. Always check with a Business Advisor or your catalog for specifics.

Business Advising Center Clinton Hall, Room 008 (316) 978-3203

General Requirements

- ➔ The Barton School of Business requires that at least 50% of business courses be completed at WSU.
- ➔ A minimum of 124 credit hours is required for a Bachelor of Business Administration degree.
- ➔ Community college transfer students must complete at least 60 credit hours at a 4-year institution.
- ➔ Courses are 3 credit hours unless otherwise specified. Example (1), (3-5), etc.
- ➔ All majors must have a minimum of twelve unduplicated credit hours; minors a minimum of three unduplicated.
- ➔ Accounting majors must earn a grade of 'C' or better in all major courses.

Foundation

- ➔ College English I (ENGL 100 OR 101)
- ➔ College English II (ENGL 102)
- ➔ Public Speaking (COMM 111)
- ➔ College Algebra (MATH 111 OR 112)

Note: The above must be completed within the first 48 credit hours of college coursework with a grade of 'C-' or better.

Orientation

For incoming freshmen:

- ➔ Becoming a Business Student I (1)
- ➔ Becoming a Business Student II (1)

For transfer and returning students:

- ➔ Transferring to the School of Business (1)

General Education for Business (Acct)

- ➔ Introductory Logic (PHIL 125)
- ➔ General Psychology (PSY 111)
--or-- Intro. to Sociology (SOC 111)
- ➔ Fine Arts introductory course
- ➔ Humanities intro. course outside of philosophy
- ➔ Intro. course from BIO, CHEM, GEOL, or PHYS
- ➔ Business Ethics (PHIL 306)***

Advanced Standings

- ➔ Business Calculus (MATH 144)*
--or-- Calculus (MATH 242)*(5)
- ➔ Introductory Business Statistics (ECON 231)
- ➔ Statistical Software Applications for Business (ECON 232) (1)
- ➔ Principles of Macroeconomics (ECON 201)*
- ➔ Principles of Microeconomics (ECON 202)**
- ➔ Business Software (BADM 160)
- ➔ Financial Accounting (ACCT 210)
- ➔ Managerial Accounting (ACCT 220)

Business Core

- ➔ Marketing (MKT 300)
- ➔ The Entrepreneurial Experience (ENTR 310)
- ➔ International Business (IB 333)***
- ➔ Financial Management I (FIN 340)
- ➔ Intro to Production & Operations Management (DS 50)
- ➔ Principles of Management (MGMT 360)
- ➔ Management Information Systems (MIS 395)
- ➔ Business Law for Accountants (BLAW 635 OR 636)
- ➔ Strategic Management (MGMT 681) capstone course

Accounting Major

- ➔ Financial Accounting and Reporting: Assets
- ➔ Accounting for Decision Making and Control
- ➔ Financial Accounting and Reporting: Equities
- ➔ Introduction to Federal Income Tax
- ➔ Accounting Information Systems
- ➔ Financial Accounting & Reporting: Special Entities & Complex Issues
- ➔ Accounting for Strategic Support and Performance Evaluation
- ➔ Taxation of Business Entities
- ➔ Principles of Auditing

* Meets General Education requirement

** Meets General Education Further Studies area

*** Meets General Education Issues & Perspectives area

Related Programs

All business majors share most of the Advanced Standing and Business Core requirements. You may choose to double major or minor in other areas of business such as economics, entrepreneurship, finance, human resources management, international business, management, management information systems, marketing, operations management, or personal selling.

Notice of Nondiscrimination: Wichita State University does not discriminate on the basis of race, religion, color, national origin, gender, age, marital status, sexual orientation, status as a Vietnam-era veteran or disability. Any person having inquiries concerning this may contact the Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0145; telephone (316) 978-3001. The university reserves the right to revise or change rules, charges, fees schedules, courses, requirements for degrees and any other regulations affecting students whenever considered necessary or desirable.

For more information on Accounting at WSU visit wichita.edu/accounting or call (316) 978-3215.