Walla Walla College is accredited by
The Northwest Association of Schools and Colleges
Association of Seventh-day Adventist Colleges and Secondary Schools
The Washington State Board of Education
Engineers' Council for Professional Development, Inc.
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Department of Baccalaureate and Higher Degree Programs of the National League for Nursing

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National Association of Summer Sessions
American Council on Education National Commission on Accreditation

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The Attorney General of the United States for nonimmigrant students
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FOR INFORMATION—

Concerning application blanks, bulletins, academic and general information, student handbooks, viewbooks, etc., write to:
Miss Orpha Osborne, Associate Director
Records
509/527-2611

Concerning financial arrangements and work opportunities, write to:
Mrs. Grace Hallsted, Director
Student Accounts and Labor
509/527-2817

Concerning room reservations and dormitory information, write to:
Mr. Walter Masko, Dean of Men
Sittner Hall
509/527-2933

or

Mrs. Alice Hoffman, Dean of Women
Conard Hall
509/527-2661

Concerning matters of student affairs—off campus housing, automobile registration, policies, etc., write to:
Mr. Donald D. Lake
Vice President for Student Affairs
509/527-2311

Concerning Graduate Assistantships, write to:
Chairman, Department of Biological Sciences
509/527-2602

or

Chairman, Department of Education and Psychology
509/527-2211

WALLA WALLA COLLEGE
College Place, WA 99324
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Records
509/527-2611

Concerning financial arrangements and work opportunities, write to:
Mrs. Grace Halstead, Director
Student Accounts and Labor
509/527-2847

Concerning room reservations and dormitory information, write to:
Mr. Walter Manske, Dean of Men
Sittner Hall
509/527-2993

or

Mrs. Alice Hoffman, Dean of Women
Conard Hall
509/527-2661

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509/527-2211

WALLA WALLA COLLEGE
College Place, WA 99324

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## WALLA WALLA COLLEGE
### ACADEMIC CALENDAR, 1977-78

### AUTUMN QUARTER
- September 27
  - T Registration
- October 13
  - Th Last Day to Enter Classes
- November 23
  - W Thanksgiving Vacation Begins
- December 7
  - W Last Day to Delete Classes
- 11, 13, 14
  - SMTW Final Examinations

### WINTER QUARTER
- January 3
  - T Registration
- March 8
  - W Last Day to Delete Classes
- 12, 13, 14
  - SMTW Final Examinations

### SPRING QUARTER
- March 31
  - T Registration
- April 5
  - W Last Day to Enter Classes
- May 21
  - S Last Day to Complete Final Master's Examinations
- 28, 29, 30
  - SMTW Final Examinations
- June 4
  - S Commencement (10:00 a.m.)

### SUMMER QUARTER (1978)
- June 12
  - M Registration
- July 3
  - MT Independence Day Vacation
- August 6
  - S Commencement (10:00 a.m.)

*Registration with the Counseling and Guidance Center for Graduate Record Examinations must be at least seven weeks prior to test date.
WALLA WALLA COLLEGE
ACADEMIC CALENDAR, 1977-78

AUTUMN QUARTER
September 27 T  Registration
28 W  Instruction Begins
October 13 Th  Last Day to Enter Classes
17 M  *Graduate Record Examinations
November 23 W  Thanksgiving Vacation Begins
27 S  Thanksgiving Vacation Ends (10:00 p.m.)
December 7 W  Last Day to Delete Classes
11, 13, 14 SMTW  Final Examinations

WINTER QUARTER
January 3 T  Registration
4 W  Instruction Begins
16 M  *Graduate Record Examinations
18 W  Last Day to Enter Classes
March 8 W  Last Day to Delete Classes
10 F  Last Day to File Master's Degree Order Form
12, 13, 14, 15 SMTW  Final Examinations

SPRING QUARTER
March 31 T  Registration
22 W  Instruction Begins
April 5 W  Last Day to Enter Classes
24 M  *Graduate Record Examinations
May 21 S  Last Day to Complete Final Master's Examinations
24 W  Last Day to Delete Classes
28, 29, 30 SMTW  Final Examinations
June 4 S  Commencement (10:00 a.m.)

SUMMER QUARTER (1978)
June 12 M  Registration
13 T  *Graduate Record Examinations
13 T  Instruction Begins
16 F  Last Day to File Master's Degree Order Form
July 3, 4 MT  Independence Day Vacation
23 S  Last Day to Complete Final Master's Examinations
August 6 S  Commencement (10:00 a.m.)

*Registration with the Counseling and Guidance Center for Graduate Record Examinations must be at least seven weeks prior to test date.
BOARD OF TRUSTEES
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 Wynelle J. Huff, M.S., Dean, School of Nursing
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Walter Meske, M.A., Dean of Men
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ASSISTANTS IN ADMINISTRATION
Kathryn Andrews, B.A., Assistant Director of Records
J. D. V. Fitch, M.Ed., Director, Student Finance
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Darl L. Wallace, Director of Educational Computer Services

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Lawrence R. McCloskey, Ph.D., Associate Director

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W. J. Napier
Orpha Osborne
V. V. Wehtje

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R. W. Gardner
L. R. McCloskey
W. B. Rippon
Carolyn Stevens
D. M. Warren

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J. G. Galusha
R. G. W. Kappel
E. L. Mabrey
Orpha Osborne
*E. G. Schneider
D. L. Schwantes
D. M. Warren
All department chairmen and school deans

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J. G. Galusha
D. A. Johnson
E. L. Luke
Orpha Osborne
R. Rittenhouse
D. O. Wagner
V. V. Wehtje

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R. Rittenhouse
D. L. Schwantes
*Rori Leeper
*John Matterand

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W. Meske
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D. M. Warren
V. V. Wehtje
Graduate Student (1)

*Student members
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Donald E. Eichner, Ph. D., Vice President for Development and Public Relations

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Walter Meske, M.A., Dean of Men
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Darl L. Wallace, Director of Educational Computer Services

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Lawrence R. McCloskey, Ph.D., Associate Director

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Orpha Osborne
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All department chairmen and school deans

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Orpha Osborne
Rittenhouse
D. O. Wagner
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V. V. Wehije

LIBRARY, D. M. Warren, Chairman
D. L. Clayton
Lee Loewen
E. L. Mabley
R. Rittenbouse
D. L. Schwantes
*Rori Loeper
A. G. Willsow
*John Matternard

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W. Anderson
J. D. V. Fitch
Alice Hoffman
W. Meske
A. E. Perry
Student Members (2)

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W. Elder
Edna Grove
G. B. Hare
Lee Loewen
H. T. Ochs
Rittenhouse
E. G. Schneider
D. M. Warren
V. V. Wehije
Graduate Student (1)

*Student members
THE FACULTY

BIOLGY

Donald W. Rigby, Professor of Biology (1976)
B. A. 1956, Loma Linda University
M. A. 1958, Walla Walla College
Ph. D. 1967, Loma Linda University
Ross O. Barnes, Research Assistant Professor of Biology (1974)
Ph. D. 1974, University of California, San Diego
Dale L. Clayton, Professor of Biology (1966)
B. A. 1964, Andrews University
M. A. 1966, Loma Linda University
Ph. D. 1975, Michigan State University
Jack Duskenko, Assistant Professor of Agriculture (1976)
B. S. 1959, Andrews University
M. S. 1959, University of Minnesota
Leal G. Dickson, Associate Professor of Biology (1971)
B. A. 1962, Columbia Union College
M. S. 1981, Ph. D. 1971, University of Maryland
Larry R. Eason, Assistant Professor of Biology (1974)
B. A. 1971, Andrews University
Ph. D. 1974, Loma Linda University
Joseph P. Galusha, Assistant Professor of Biology (1978)
B. S. 1968, Walla Walla College
M. A. 1971, Andrews University
Ph. D. 1975, University of Oxford
Albert E. Grable, Associate Professor of Biology (1963)
B. S. 1959, Loma Linda University
M. S. 1960, Ph. D. 1964, University of Minnesota
Lawrence R. McCloskey, Associate Professor of Biology (1975)
B. A. 1962, Atlantic Union College
M. A. 1963, Ph. D. 1967, Duke University

EDUCATION AND PSYCHOLOGY

Edna Holst Grove, Associate Professor of Education and Psychology (1976)
B. S. 1960, Walla Walla College
M. Ed. 1964, Eastern Washington State College
Doctoral candidate, 1977, Washington State University
Carolyn Hazelton, Assistant Professor of Education and Psychology (1972)
B. S. 1963, Walla Walla College
M. L. S. 1975, University of Washington
Gloria Hickenboth, Assistant Professor of Education and Psychology (1976)
Roy A. Hingley, Assistant Professor of Education and Psychology (1976)
B. Th. 1958, Canadian Union College
M. A. 1968, Arizona State University
Ph. D. 1978, Arizona State University
Dale A. Johnson, Assistant Professor of Education and Psychology (1976)
B. A. 1964, Union College
M. A. 1967, University of Nebraska
Doctoral Candidate, 1971, University of California (Riverside)

Harold T. Ochs, Professor of Education and Psychology (1968)
B. A. 1955, Walla Walla College
M.Ed. 1957, Eastern Washington State College
Ed.D. 1972, University of Idaho
Hillbrett E. Phillips, Professor of Education and Psychology (1976)
B. A. 1960, University of London
M. A. 1964, Andrews University
Ed. D. 1978, Boston University
Jeann M. Pratt, Assistant Professor of Education (1976)
B. S. 1968, Atlantic Union College
M.S.A. 1974, Walla Walla College
Vermon W. Shaffer, Lecturer in Psychology (1973)
B. Th. 1949, Walla Walla College
M. S. 1957, University of Southern California
Ph. D. 1959, Ohio State University
Dale O. Wagner, Professor of Education and Psychology (1966)
B. A. 1957, Walla Walla College
Ed. D. 1957, Eastern Washington State College
Ed.D. 1973, University of Idaho

SPECIALIZATION AREAS (Secondary), CHARMEN

Claude C. Barnett, Professor of Physics (1957)
B. S. 1957, Walla Walla College
M. S. 1958, State College of Washington
Ph. D. 1965, Washington State University
Charles V. Bell, Professor of Engineering (1972)
B. S. 1956, Mississippi State University
M. S. 1957, PH. D. 1960, Stanford University
George L. Cavinnes, Professor of Modern Languages (1971)
B. A. 1971, Pacific Union College
M. A. 1979, University of California at Berkeley
Ph. D. 1979, Ohio State University
C. Loren Dickinson, Professor of Communications (1962)
B. A. 1957, Union College
M. A. 1960, University of Nebraska
Ph. D. 1968, University of Denver
Gordon B. Hare, Professor of Mathematics (1957)
B. A. 1951, Columbia Union College
M. S. 1954, Ph. D. 1956, University of California
Robert A. Henderson, Professor of History (1967)
B. A. 1952, Walla Walla College
Ph. D. 1967, Washington State University
Wilma M. Hepker, Associate Professor of Sociology and Social Work (1977)
B. A. 1955, Union College
M. A. 1960, Ph. D. 1976, University of Nebraska
Paul W. Jones, Professor of Business (1971)
B. S. 1949, Union College
M. B. A. 1953, University of Denver
Ed. D. 1982, University of Nebraska
Elwin L. Linke, Associate Professor of Industrial Technology (1963)
B. S. 1962, Walla Walla College
M. A. 1967, South Dakota State College
Lee Loewen, Assistant Professor of Office Administration (1974)
B. S. 1967, Union College
M. Ed. 1968, Walla Walla College
THE FACULTY

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Ph.D. 1968, Michigan State University

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M.S. 1961, University of Minnesota

Lyle G. Dickson, Associate Professor of Biology (1971)
B. A. 1963, Columbia Union College
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Larry H. Fisk, Assistant Professor of Biology (1974)
B. A. 1971, Andrews University
Ph.D. 1975, Loma Linda University

Joseph P. Göhlich, Assistant Professor of Biology (1975)
B. S. 1964, Walla Walla College
M.A. 1971, Andrews University
D. Phil. 1975, Oxford University

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B.S. 1959, Loma Linda University
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Ph.D. 1974, Arizona State University

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Doctoral candidate, 1977, University of California (Riverside)

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B.S. 1956, Mississippi State University
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B.A. 1957, Pacific Union College

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M. A. 1960, University of Nebraska
Ph.D. 1968, University of Denver

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B.A. 1951, Columbia Union College
M.S. 1964, Ph.D. 1966, University of Colorado

Robert A. Henderson, Professor of History (1967)
B.A. 1962, Walla Walla College
Ph.D. 1967, Washington State University

Wilton M. Heppner, Associate Professor of Sociology and Social Work (1971)
B.A. 1933, Union College
M.A. 1960, Ph.D. 1979, University of Nebraska

Paul W. Jukes, Professor of Business (1971)
B.S. 1949, Union College
M.B.A. 1951, University of Denver
Ph.D. 1982, University of Nebraska

Elwin L. Luke, Associate Professor of Industrial Technology (1965)
B.S. 1962, Walla Walla College

M.A. 1967, Samford State College

Lee Losch, Assistant Professor of Office Administration (1974)
B.S. 1967, Union College
M.Ed. 1968, Walla Walla College

Harold T. Ochs, Professor of Education and Psychology (1969)
B.A. 1936, Walla Walla College
M.Ed. 1937, Eastern Washington State College
Ed.D. 1972, University of Idaho

Hollis E. Phillips, Professor of Education and Psychology (1970)
B.A. 1960, University of London
M.A. 1964, Andrews University
Ed.D. 1979, Boston University

Jean M. Prisci, Assistant Professor of Education (1975)
B.S. 1968, Atlantic Union College
M.S.A. 1974, Walla Walla College

Vernon W. Shaffer, Lecturer in Psychology (1979)
B.S. 1949, Walla Walla College
M.S. 1959, University of Southern California
Ph.D. 1958, Ohio State University

Dale O. Wagner, Professor of Education and Psychology (1966)
B.A. 1957, Walla Walla College
Ed.D. 1967, University of Idaho
Elswood L. Mahley, Associate Professor of Library Science and Director of Libraries (1968)
B.A. 1948, Walla Walla College
M.S.L.S. 1959, University of Southern California

William J. Napier, Professor of Health, Physical Education and Recreation (1977)
B.A. 1939, Union College
M.S. 1954, University of Colorado
Ph.D. 1977, University of Southern California

William B. Rippon, Professor of Chemistry (1978)
B.S. 1953, University of Sidney
Ph.D. 1969, Newcastle University
Verne V. Weblig, Professor of English (1978)
B.A. 1895, Walla Walla College
M.A. 1962, University of Washington
Ph.D. 1967, University of Nebraska

**GENERAL INFORMATION**

Walla Walla College is a Christian institution of higher learning operated by the Seventh-day Adventist Church.

The College is located in the City of College Place in the historic, fertile Walla Walla valley of southeastern Washington. The old Oregon Trail near the campus leads to the site of the old mission which was directed by Marcus Whitman from 1836 to 1847, and which has been reconstructed by the federal government at the Whitman Mission. The scenic Blue Mountains to the east are but a few minutes’ drive from the campus and offer unusual opportunities for recreation and relaxation.

The principal objectives of the College are the fostering of an intelligent understanding and devotion to Christian ideals, loyalty to God and service to humanity, and the offering of an educational experience encouraging the formation of character marked by a full, harmonious development of the intellectual, physical and spiritual powers.

The seventh-day sabbath is observed at Walla Walla College from sunset Friday to sunset Saturday. No instructional activities are conducted during these hours.

**ACCREDITATION**

The College is accredited by the Northwest Association of Schools and Colleges, the Association of Seventh-day Adventist Colleges and Secondary Schools, the Washington State Board of Education, the Engineers’ Council for Professional Development, Inc., the National Association of Schools of Music and the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing and is a member of the American Association of Collegiate Registrars and Admissions Officers, the Council of Member Agencies, Department of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges for
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Teacher Education, the National Association of Independent Colleges and Universities, the National Association of Summer Sessions, and the American Council on Education National Commission on Accreditation.

DEGREES OFFERED
The College offers courses of study leading to the Master of Arts (M.A.), Master of Education (M.Ed.) and Master of Science (M.S.) degrees. The M.A. and M.S. degrees are thesis programs and the M.Ed. is a nonthesis program.

ADMINISTRATION
The master’s degree programs are directed and supervised by the Graduate Council, which is the legislative body responsible for the formulation of all graduate academic policies and curricula.

GRADING SYSTEM
The following system of grades and grade-point values is used in graduate studies:

- A — 4 grade points per quarter hour
- B — 3
- C — 2
- D — 1
- F — 0

Other symbols are:
- I — Incomplete
- W — Withdrawal
- Au — Audit

The I (incomplete) is only given for special circumstances and must be made up the following quarter. Permission for an incomplete is granted by the instructor. Students with incompletes should calculate those hours into their course loads for the following quarter. Individuals who leave college prior to removal of the incomplete will have the I show on their transcripts until the work is finished.

The W (withdrawal) is given by the instructor when a student officially drops a course at least four weeks prior to the last class period of a given course.

An Au (audit) is assigned for class attendance and participation generally excluding tests and outside of class assignments. Arrangements for an audit may be made with the instructor.

Grades of all courses on the graduate program, excluding deficiencies, will be computed in the grade-point average. However, deficiencies may not be made up by audit or S/NC (Satisfactory/No credit) unless the courses have mandatory S/NC grading.

GRADUATE FACILITIES
Life Sciences Complex
The Department of Biology facilities in the Life Sciences Complex, completed in 1967, include staff and graduate student offices, classrooms and teaching laboratories, controlled environment rooms and chambers, radiisotope laboratory, animal and greenhouse complexes, photographic darkroom, museum and a shop.

Marine Station
Additional Department of Biology facilities occupy 40 acres of beach and timberland at Rosario Beach adjoining Deception Pass State Park, Anacortes, Washington. The physical plant includes five laboratory buildings, a cafeteria, an assembly hall, shop and 29 cabins for student and staff housing.

Smith Hall
The Department of Education is housed in a modern, air-conditioned, three-story building. Facilities include offices for staff and graduate assistants, laboratories for testing and psychology, observation rooms and a curriculum library.

Peterson Memorial Library
The library is a vital part of the educational program at Walla Walla College. The building was completed in 1944 and remodeled in 1964. Reading room accommodations, and open-shelf system, seminar and conference rooms, a periodical room and a listening/viewing facility, contribute to the study and enjoyment of learning materials. Microreorders make accessible microforms of scholarly material. The curriculum library, located in Smith Hall, contains a large selection of textbooks, children’s literature books, a collection of mounted pictures, filmstrips, slides and phonorecords. The library on the Portland campus serves specifically the students of nursing assigned there to obtain their clinical practice. The combined libraries contain approximately 150,000 volumes. An average of 4,500 volumes is accessioned annually. There are about 900 currently received periodicals. Periodical indexes and other bibliographical aids are also available. Resources in other libraries are available to graduate students and faculty members through the library’s membership in the Pacific Northwest Bibliographic Center, which serves as a clearinghouse for interlibrary loans.

FINANCIAL INFORMATION
Payments Required to Register
An advance payment of $800 plus any balance due from a previous quarter shall be paid at the time of registration. Part-time students shall pay the full tuition charge in advance if less than $800.

Tuition
- 1 - 12 quarter hours — $78 per quarter hour

The tuition includes all laboratory fees. Regular tuition is charged for auditing classes and triple tuition is charged for individual tutoring.

General Fee
A general fee of $15 per quarter is charged students registered for six or more quarter hours which provides student association membership, ID card and a lunchroom ticket.
Teacher Education, the National Association of Independent Colleges and Universities, the National Association of Summer Sessions, and the American Council on Education National Commission on Accreditation.

DEGREES OFFERED
The College offers courses of study leading to the Master of Arts (M.A.), Master of Education (M.Ed.) and Master of Science (M.S.) degrees. The M.A. and M.S. degrees are thesis programs and the M.Ed. is a nonthesis program.

ADMINISTRATION
The master's degree programs are directed and supervised by the Graduate Council, which is the legislative body responsible for the formulation of all academic policies and curricula.

GRADING SYSTEM
The following system of grades and grade-point values is used in graduate studies:
A — 4 grade points per quarter hour
B — 3
C — 2
D — 1
F — 0

Other symbols are:
I — Incomplete
W — Withdrawal
Au — Audit

The I (incomplete) is only given for special circumstances and must be made up the following quarter. Permission for an incomplete is granted by the instructor. Students with incompletes should calculate those hours into their course loads for the following quarter. Individuals who leave college prior to removal of the incomplete will have the I show on their transcripts until the work is finished.

The W (withdrawal) is given by the instructor when a student officially drops a course at least four weeks prior to the last class period of a given course. An Au (audit) is assigned for class attendance and participation generally excluding tests and outside of class assignments. Arrangements for an audit may be made with the instructor.

Grades of all courses on the graduate program, excluding deficiencies, will be computed in the grade-point average. However, deficiencies may be made up by audit or SNC (Satisfactory/No credit) unless the courses have mandatory S/NC grading.

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Tuition
1 - 12 quarter hours — $78 per quarter hour
The tuition includes all laboratory fees.

Regular tuition is charged for auditing classes and triple tuition is charged for individual tutoring.

General Fee
A general fee of $15 per quarter is charged students registered for six or more quarter hours which provides student association membership, ID card and a library ticket.
Special Fees
Application Fee, new students $10.00
(not refundable)
Change of Program 1.00
Classes having numerous or extended
field trips
Fee to cover expenses
Degree, Master’s 25.00
Degree, Master’s in absentia 35.00
Transcript, first copy
Free
Additional copies, each 1.00

Refunds
A student withdrawing from classes during the quarter will receive the
following tuition refunds (general fee not refundable):
90% during the first week of quarter
75% between second and third weeks
50% between fourth and sixth weeks
No tuition is refunded after the sixth week
The beginning of the quarter will be considered to be the first day of class
instruction.
When a student withdraws during a quarter, no refund will be made until 30
days after the close of the month in which he withdrew. STUDENTS WHO
LEAVE SCHOOL WITHOUT COMPLETING WITHDRAWAL PROCEDURE
WILL BE CHARGED UNTIL PROPER ARRANGEMENTS ARE MADE.

Statements
Statements will be issued each month giving an account for the previous
month. Tuition and room rent for the quarter will be charged in advance at the
beginning of each quarter. Actual food service charges are billed at the close
of each month. Village students may obtain their statements from the cashier
in the accounting office.
It is expected that statements will be paid within ten days from time of
mailing. The College expects on a cash basis and is dependent upon prompt
payment of accounts.

Remittances
Checks, drafts and money orders should be made payable to Walla Walla
College and should be sent to Walla Walla College Accounting Office, Col-
lege Place, Washington 99324.

Student Health Service
The clinical facilities and 12 beds of the health service are available at
reasonable charges to graduate students requiring treatment or minor hos-
pitalization. Prescriptions and other medicines are available at special prices.
In case of serious illness or surgery, the Walla Walla General Hospital
provides complete service to students. Financial arrangements must be made
directly with the hospital.

Release of Transcripts or Degrees
By action of the board of trustees of the College, a degree or transcript of
credit, official or unofficial, may not be released until the student’s account is
paid in full.
To expedite the release of transcripts, diplomas and other legal documents,
the student should send a money order or certified check to cover the balance
of his account when requesting transcripts, etc.

Loans
The following loan funds are recommended and applications may be obtained
From the Student Finance Office.

Federally Insured Loan. Many banks are offering Federally Insured Loans to
college students. These are long-term, low-interest loans that need not be
repaid until the student completes his course of study. Consult the loan
officer of your bank for additional information.

National Direct Student Loan. The National Direct Student Loan is made
available through the United States Department of Health, Education and
Welfare and Walla Walla College. To qualify, the student must have financ-
ial need as evidenced by submission of a WWC application for financial aid
and Financial Aid Form (FAF). Priority in awarding this aid is given to
students with the greatest financial needs. Repayments begin after the appli-
cant’s student status terminates. Applications and FAF are available through
the college Financial Aid office.

Oregon State Student Loan. Under this plan Oregon State residents may
borrow from their hometown bank if they are accepted for enrollment or are
enrolled in good standing and carrying at least a half-time course of study.
Applications are available in the Financial Aid office.

Graduate Assistantships
A limited number of graduate assistantships are available to provide students
with an opportunity for professional experiences in their chosen fields of
specialization or in activities that may be valuable in preparing them more
fully for their future occupational roles.
Assistantships are open to both men and women with evidence of sufficient
maturity and potential to benefit from the program. Applications will be
considered from prospective graduate students, postgraduates and those
already admitted as regular graduate students. The stipends are awarded for
periods up to 12 months, plus full remission of tuition and fees for approved
courses during the period of the assistantship.

Duties of an assistant may include participation in research, instructional and
guidance services, and professional activities. Application forms for
graduate assistantships may be obtained by writing directly to the chairman
of the Department of Biology or to the chairman of the Department of
Education and Psychology. Applications for biology assistantships must be
submitted before April 15, while the deadline for applications for education
and psychology assistantships is February 1.
Special Fees
Application Fee, new students $10.00
(not refundable)
Change of Program 1.00
Classes having numerous or extended field trips
Fee to cover expenses
Degree, Master's 25.00
Degree, Master's in absentia 35.00
Transcript, first copy Free
Additional copies, each 1.00

Refunds
A student withdrawing from classes during the quarter will receive the following tuition refunds (general fee not refundable): 90% during the first week of quarter; 75% between second and third weeks; 50% between fourth and sixth weeks; No tuition is refunded after the sixth week.

The beginning of the quarter will be considered to be the first day of class instruction.

When a student withdraws during a quarter, no refund will be made until 30 days after the close of the month in which he withdraws. STUDENTS WHO LEAVE SCHOOL WITHOUT COMPLETING WITHDRAWAL PROCEDURES WILL BE CHARGED UNTIL PROPER ARRANGEMENTS ARE MADE.

Statements
Statements will be issued each month giving an account for the previous month. Tuition and room rent for the quarter will be charged in advance at the beginning of each quarter. Actual food service charges are billed at the close of each month. Village students may obtain their statements from the cashier in the accounting office.

It is expected that statements will be paid within ten days from time of mailing. The College reserves on a cash basis and is dependent upon prompt payment of accounts.

Remittances
Checks, drafts and money orders should be made payable to Walla Walla College and should be sent to Walla Walla College Accounting Office, College Place, Washington 99324.

Student Health Service
The clinical facilities and 12 beds of the health service are available at reasonable charges to graduate students requiring treatment or minor hospitalization. Prescriptions and other medicines are available at special prices.

In case of serious illness or surgery, the Walla Walla General Hospital provides complete service to students. Financial arrangements must be made directly with the hospital.

Release of Transcripts or Degrees
By action of the board of trustees of the College, a degree or transcript of credit, official or unofficial, may not be released until the student's account is paid in full.

To expedite the release of transcripts, diplomas and other legal documents, the student should send a money order or certified check to cover the balance of his account when requesting transcripts, etc.

Loans
The following loan funds are recommended and applications may be obtained From the Student Finance Office.

Federally Insured Loan. Many banks are offering Federally Insured Loans to college students. These are long-term, low-interest loans that need not be repaid until the student completes his course of study. Consult the loan officer of your bank for additional information.

National Direct Student Loan. The National Direct Student Loan is made available through the United States Department of Health, Education and Welfare and Walla Walla College. To qualify, the students must have financial need as evidenced by submission of a WC application for financial aid and Financial Aid Form (FAF). Priority in awarding this aid is given to students with the greatest financial needs. Repayments begin after the applicant's student status terminates. Applications and FAF are available through the college Financial Aid office.

Oregon State Student Loan. Under this plan Oregon State residents may borrow from their hometown bank if they are accepted for enrollment or are enrolled in good standing and carrying at least a half-time course of study. Applications are available in the Financial Aid office.

Graduate Assistantships
A limited number of graduate assistantships are available to provide students with an opportunity for professional experiences in their chosen fields of specialization or in activities that may be valuable in preparing them more fully for their future occupational roles.

Assistantships are open to both men and women with evidence of sufficient maturity and potential to benefit from the program. Applications will be considered from prospective graduate students, postgraduates and those already admitted as regular graduate students. The stipends are awarded for periods up to 12 months, plus full remission of tuition and fees for approved courses during the period of the assistantship.

Dates of an assistant may include participation in research, instructional and guidance services, and professional activities. Application forms for graduate assistantships may be obtained by writing directly to the chairman of the Department of Biology or to the chairman of the Department of Education and Psychology. Applications for biology assistantships must be submitted before April 15, while the deadline for applications for education and psychology assistantships is February 1.
GRADUATE PROGRAM

Master’s degree programs are offered in the Department of Biology, and in the Department of Education and Psychology. Graduate study is planned in reference to the student’s experience, future objectives, personal qualifications, and previous academic preparation. The importance of articulation and close cooperation between the student and his assigned advisor is emphasized.

OBJECTIVES OF THE GRADUATE PROGRAM

The program provides an atmosphere which stimulates intellectual curiosity and independent thinking. It strives to develop an appreciation of the value of research and an acquaintance with basic research techniques. It endeavors to strengthen the professional competence of the individual in his area of specialization.

ADMISSION TO GRADUATE STUDY

Applicants for admission to graduate study shall have been graduated from a recognized four-year college or university and should have completed a basic background of undergraduate work in the proposed field of graduate study. Applicants without such a background should expect to make up deficiencies.

The applicant must file completed graduate application forms and two official transcripts of all work taken on the collegiate level with the Associate Director of Records of the College at least three months prior to the quarter in which admission is to commence. Failure to do so may result in delay in admission and registration. All forms and transcripts submitted for admission become the property of the College and are not returned. Admission forms are available from the Admissions Office.

Eligibility for admission as a graduate student is determined by the Graduate Council of the College upon the recommendations of the Biology or Education and Psychology departments.

Admission Requirements for the Master’s Degree Program

In addition to an acceptable baccalaureate degree, applicants for admission to a graduate degree program must have the following:

1. Satisfactory scores on the Graduate Record Examination (GRE): Advanced and Aptitude tests or alternatively the Undergraduate Assessment Program (UAP): Field and Aptitude tests.

Applicants in biology must provide transcripts of test scores for the GRE: Advanced Test in Biology and the Aptitude Test of the UAP: Field Test in Biology and the Aptitude Test. These test scores are used in part to determine eligibility for admission to the Graduate School.

Applicants in education are encouraged to submit examination results with the application for admission; these are required before acceptance to candidacy can be considered. It is strongly recommended that education students take the GRE: Advanced Test in Education and the Aptitude Test of the UAP: Field Test in Education and the Aptitude Test before making application for admission or during the quarter in which graduate study is first begun.

2. A minimum cumulative grade-point average of 2.75 on either the last 96 credits toward the baccalaureate degree or on the total undergraduate program, whichever is higher.

An applicant whose undergraduate grade point average is below 2.75 may be admitted if there is other evidence of ability to pursue the graduate degree. Such evidence may include one or more of the following: performance on the Graduate Record Examinations, strong professional recommendations, postgraduate work at a recognized institution, experience in areas related to the desired graduate specialization, or other criteria established by the departments concerned.

A student who meets the requirements for admission to the master’s degree program but who registers only as a postgraduate has no assurance that credit earned will later apply toward the master’s degree.

Admission Requirements for the Nondegree Program

Graduates of an accredited college or university with a cumulative undergraduate GPA of 2.00 may be admitted as postgraduate students to take courses toward provisional and standard certification, special credentials or additional course work. These credits may not apply to a master’s degree.

Graduate Credit for Seniors

Seniors who wish to take graduate numbered (500) courses must submit for evaluation an approved senior outline and transcript to the Graduate Council. Approval to register for a course is given only after determination of eligibility for admission to the Graduate School. Graduate courses for certification and the library science curriculum may be taken without prior permission.
GRADUATE PROGRAM

Master's degree programs are offered in the Department of Biology, and in the Department of Education and Psychology. Graduate study is planned in reference to the student's experience, future objectives, personal qualifications, and previous academic preparation. The importance of articulating and a close cooperation between the student and his assigned advisor is emphasized.

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Applicants for admission to graduate study shall have been graduated from a recognized four-year college or university and should have completed a basic background of undergraduate work in the proposed field of graduate study. Applicants without such a background should expect to make up deficiencies.

The applicant must file completed graduate application forms and two official transcripts of all work taken on the collegiate level with the Associate Director of Records of the College at least three months prior to the quarter in which admission is to commence. Failure to do so may result in delay in admission and registration. All forms and transcripts submitted for admission become the property of the College and are not returned. Admission forms are available from the Admissions Office.

Eligibility for admission as a graduate student is determined by the Graduate Council of the College upon the recommendations of the Biology or Education and Psychology departments.

Admission Requirements for the Master's Degree Program

In addition to an acceptable baccalaureate degree, applicants for admission to a graduate degree program must have the following:

1. Satisfactory scores on the Graduate Record Examination (GRE): Advanced and Aptitude tests or alternatively the Undergraduate Assessment Program (UAP); Field and Aptitude tests.

Applicants in biology must provide transcripts of test scores for the GRE: Advanced Test in Biology and the Aptitude Test of the UAP: Field Test in Biology and the Aptitude Test. These test scores are used in part to determine eligibility for admission to the Graduate School.

Applicants in education are encouraged to submit examination results with the application for admission; these are required before advancement to candidacy can be considered. It is strongly recommended that education students take the GRE: Advanced Test in Education and the Aptitude Test of the UAP: Field Test in Education and the Aptitude Test before making application for admission or during the quarter in which graduate study is first begun.

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However, credit taken under any circumstances will not apply to a graduate program without completed graduate application forms and registration approval.

GENERAL DEGREE REQUIREMENTS

Responsibilities of the Student
The graduate student is responsible for a knowledge of all regulations and procedures as published in this bulletin. The student must assume the initiative in such matters as arranging for required tests and examinations, securing approval of his program of study, and following all procedures in their proper sequence. Failure to do so may result in unnecessary delay or interruption of graduate study.

Residence and Time Requirements
A minimum of 45 quarter hours is required, at least 33 of which must be earned while in residence. Credit older than six calendar years usually is not used to satisfy degree requirements. However, a student may submit a request to Graduate Council for validation of an outdated course if its content is comparable to a current course and if the student is knowledgeable in it. These judgments shall be made by persons with expertise in the respective disciplines.

Course Requirements and Scholarship
The completion of a minimum of 45 quarter hours in approved graduate courses with a cumulative grade-point average of at least 3.00 is required. Grades of all courses on the graduate program excluding deficiencies will be computed in the grade-point average.

Courses numbered 500 or above are primarily for graduate students. A minimum of 24 quarter hours must be earned in courses numbered 500 or above for the Master of Arts and Science degrees. A minimum of 30 quarter hours is required in courses numbered 400 or above for the Master of Education degree. Courses numbered 400 to 499 are open to both undergraduate and graduate students. Courses numbered 356-399 may be included in the graduate program on approval of the Graduate Council.

Departmental Requirements
Candidates for a master’s degree must also satisfy additional departmental requirements as listed in this bulletin under the section Departments of Instruction.

Second Master’s Degree
The second master’s degree requires a minimum of 30 additional quarter hours with approval of the Graduate Council.

Course Load
The normal load is 12 hours per quarter. Any course load above this amount must be approved by the Graduate Council.

Changes in Registration
Students withdrawing from college or individual courses must file an official drop voucher with the Records Office. Withdrawal slips must be signed by the advisor and the instructor in Voiced. The final date for dropping a class is the Wednesday of the week prior to final examinations. Students doing passing work prior to withdrawal will receive a W (withdrawal). Students withdrawing from all classes during the quarter will receive Ws.

Transfer of Graduate Credit
A maximum of 12 quarter hours of graduate work taken at other recognized institutions may be approved for transfer toward the master’s degree. A GPA of 3.00 must be maintained on all course work taken in residence. The transfer credit may be by extension if acceptable toward the master’s degree at the school offering the extension work. It is the responsibility of the student to provide such documentation. Correspondence credit or credit by examination is not accepted.

Bulletin
The student’s degree candidacy must be based on the graduate bulletin in effect at the time the proposed program for graduate study is approved by the Graduate Council.

PROGRAM OF STUDY

Prior to registering for the first quarter of study, all students admitted for a master’s degree program must consult with the chairman of their department for assistance in selecting courses. An advisor and/or advisory committee will subsequently be appointed to guide the student in planning a program of study to complete the degree. All course selection and program changes must be made in conference with the advisor, and with approval of the Graduate Council.

Toward the end of the quarter in which the student is about to complete his first 9-15 quarter hours of approved graduate study (exclusive of deficiencies), application must be made for advancement to degree candidacy. Since a minimum of 30 quarter hours should be earned after advancement to candidacy has been granted, any delay in filing this application may result in a loss of earned credit.

ADVANCEMENT TO DEGREE CANDIDACY

Admission to graduate study merely constitutes permission to register for course work. It does not imply candidacy.

A student may be advanced to master’s degree candidacy by fulfilling the following conditions:

1. Arrange for the removal of any undergraduate deficiencies.

2. Candidates for master’s degrees in education must submit their scores on the Graduate Record Examination; Aptitude, Tests and Advanced Test in Education or on other tests approved by the Graduate Council.

3. Complete 9 to 15 quarter hours of approved graduate study with a minimum grade-point average of 3.00. If grade points earned on this credit do not average 3.00, advancement to candidacy will not be approved.

4. Submit the “Application for Degree Candidacy and Proposed Program
However, credit taken under any circumstances will not apply to a graduate program without completed graduate application forms and registration approval.

GENERAL DEGREE REQUIREMENTS

Responsibilities of the Student
The graduate student is responsible for a knowledge of all regulations and procedures as published in this bulletin. The student must assume the initiative in such matters as arranging for required tests and examinations, securing approval of his program of study, and following all procedures in their proper sequence. Failure to do so may result in unnecessary delay or interruption of graduate study.

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A minimum of 45 quarter hours is required, at least 33 of which must be earned while in residence.

Credit older than six calendar years usually is not used to satisfy degree requirements. However, a student may submit a request to Graduate Council for validation of an outdated course if its content is comparable to a current course and if the student is knowledgeable in it. These judgments shall be made by persons with expertise in the respective disciplines.

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Transfer of Graduate Credit
A maximum of 12 quarter hours of graduate work taken at other recognized institutions may be approved for transfer toward the master's degree. A GPA of 3.00 must be maintained on all course work taken in residence. The transfer credit may be by extension if acceptable toward the master's degree at the school offering the extension work. It is the responsibility of the student to provide such documentation. Correspondence credit or credit by examination is not accepted.

Bulletins
The student's degree candidacy must be based on the graduate bulletin in effect at the time the proposed program for graduate study is approved by the Graduate Council.

PROGRAM OF STUDY

Prior to registering for the first quarter of study, all students admitted for a master's degree program must consult with the chairman of their department for assistance in selecting courses. An adviser and/or advisory committee will subsequently be appointed to guide the student in planning a program of study to complete the degree. All course selection and program changes must be made in conference with the adviser, and with approval of the Graduate Council.

Toward the end of the quarter in which the student is about to complete his first 9-15 quarter hours of approved graduate study (exclusive of deficiencies), application must be made for advancement to degree candidacy. Since a minimum of 30 quarter hours should be earned after advancement to candidacy has been granted, any delay in filing this application may result in a loss of earned credit.

ADVANCEMENT TO DEGREE CANDIDACY

Admission to graduate study merely constitutes permission to register for course work. It does not imply candidacy. A student may be advanced to master's degree candidacy by fulfilling the following conditions:

1. Arrange for the removal of any undergraduate deficiencies.
2. Candidates for master's degrees in education must submit their scores on the Graduate Record Examination: Aptitude Tests and Advanced Test in Education or on other tests approved by the Graduate Council.
3. Complete 9 to 15 quarter hours of approved graduate study with a minimum grade-point average of 3.00. If grade points earned on this credit do not average 3.00, advancement to candidacy will not be approved.
4. Submit the "Application for Degree Candidacy and Proposed Program
of Courses' form to the department chairman outlining a study program including courses completed and those yet to be completed in fulfillment of the requirements for the master's degree. This program must be considered for approval by the staff of the department concerned upon completion of 9 to 15 quarter hours.

5. Secure approval of the proposed program by the Graduate Council. Approval of the program and advancement to master's degree candidacy will be officially acknowledged by a letter from the chairman of the Graduate Council.

Advancement to master's degree candidacy indicates that the Graduate Council and the department concerned encourage the candidate to complete the master's degree. The degree is granted only after successful completion of the approved program of studies within the regulations of the College.

Changes in Program
Changes in the proposed program may not be made without the prior approval of the department chairman, associate director of records and chairman of the Graduate Council.

THESS REQUIREMENT

A thesis demonstrating ability to conduct research in a systematic and scholarly manner must be prepared by candidates for the Master of Arts and Master of Science degrees. The thesis is planned with and approved by the student's advisory committee. Completion of the thesis must be in accordance with the requirements of each department.

Approved copies of the completed thesis are kept on permanent file in the college library and in the respective departments.

FINAL EXAMINATIONS

Master's degree candidates must pass a written and/or oral examination administered by an examining committee. The nature of further examination, if required, is to be determined by the examination committee. A representative of the Graduate Council, who is not a member of the candidate's advisory committee, attends each oral examination.

Examination Regulations

1. Examinations should be completed at least two weeks before commencement.

2. It is the candidate's responsibility to schedule his examination with the department chairman.

3. The examination is conducted by the chairman of the candidate's advisory committee. Success or failure in the examination is determined by the examination committee.

4. Questions in the examination will be based upon the candidate's thesis and/or areas of study.

5. The time allowed for the examination is ordinarily not more than two hours.

6. Any candidate who fails the examination may be granted only one opportunity by the examination committee to retake his final examination after a lapse of at least one quarter.

CONFERENCE OF DEGREE

The candidate must file in duplicate the order form for the master's degree with the Office of the registrar prior to the commencement of the final quarter. Students are required to participate in the graduation exercises. In special cases permission to receive the master's degree in absentia may be granted by the president of the College.
of Courses’ form to the department chairman outlining a study program including courses completed and those yet to be completed in fulfillment of the requirements for the master’s degree. This program must be considered for approval by the staff of the department concerned upon completion of 9 to 15 quarter hours.

5. Secure approval of the proposed program by the Graduate Council. Approval of the program and advancement to master’s degree candidacy will be officially acknowledged by a letter from the chairman of the Graduate Council.

Advancement to master’s degree candidacy indicates that the Graduate Council and the department concerned encourage the candidate to complete the master’s degree. The degree is granted only after successful completion of the approved program of studies within the regulations of the College.

Changes in Program
Changes in the proposed program may not be made without the prior approval of the department chairman, associate director of records and chairman of the Graduate Council.

THESIS REQUIREMENT
A thesis demonstrating ability to conduct research in a systematic and scholarly manner must be presented by candidates for the Master of Arts and Master of Science degrees. The thesis is planned with and approved by the student’s advisory committee. Completion of the thesis must be in accordance with the requirements of each department.

Approved copies of the completed thesis are kept on permanent file in the college library and in the respective departments.

FINAL EXAMINATIONS
Master’s degree candidates must pass a written and/or oral examination administered by an examining committee. The nature of further examination, if required, is to be determined by the examining committee. A representative of the Graduate Council, who is not a member of the candidate’s advisory committee, attends each oral examination.

Examination Regulations
1. Examinations should be completed at least two weeks before commencement.
2. It is the candidate’s responsibility to schedule his examination with the department chairman.
3. The examination is conducted by the chairman of the candidate’s advisory committee. Success or failure in the examination is determined by the examination committee.
4. Questions in the examination will be based upon the candidate’s thesis and/or areas of study.
5. The time allowed for the examination is ordinarily not more than two hours.

6. Any candidate who fails the examination may be granted only one opportunity by the examination committee to retake his final examination after a lapse of at least one quarter.

CONFERMENT OF DEGREE
The candidate must file in duplicate the order form for the master’s degree with the Records Office prior to the beginning of the final quarter.

Students are required to participate in the graduation exercises. In special cases permission to receive the master’s degree in absentia may be granted by the president of the College.
DEPARTMENTS OF INSTRUCTION

BIOLOGICAL SCIENCES

The Department of Biology offers a Master of Science degree in biology. Courses are offered in zoology and botany on the main campus and at the Marine Station near Anacortes, Washington. The program of course work and research developed for each graduate student takes into account the future goals, present interests and academic background of the student. In addition to a basic course in biology (zoology and botany), specific background courses, or their equivalents, should include genetics, development, physiology and ecology. An adequate preparation in chemistry (inorganic and organic), physics (general physics) and mathematics (algebra, trigonometry, some calculus) will complete the necessary foundation upon which an individualized graduate program may be built. There is sufficient flexibility to allow a student to propose a program of a more interdisciplinary nature if desired. Because of the spectrum of biological and interdisciplinary opportunities presented at the Marine Station, all graduate students are expected to attend one summer term.

The specific objectives of the Department of Biology applicable to the graduate program are:

1. To increase the competence of secondary schoolteachers, especially those in the Seventh day Adventist educational system.
2. To prepare students for positions in institutions of higher education by giving them a firm foundation for work toward the doctorate.
3. To provide a preparation for research careers.

BIOL 481 PLANT PHYSIOLOGY 4
A course designed to cover the principles of physiology of plants in general. One laboratory per week. Prerequisites: BIOL 102; BIOL 192.

BIOL 483 ORNITHOLOGY 4
A systematic study of native birds of North America, with emphasis on identification, migration, geographical distribution, habits and life histories. Two laboratories per week.

BIOL 495 GENERAL ENTOMOLOGY 4
A study of insect morphology, physiology, ecology and classification. One laboratory per week.

BIOL 412 PLANT ANATOMY 4
A study of the microscopic anatomy of plant tissues with emphasis on their origin and development. Primary attention will be devoted to the vascular plants. Recommended prerequisite: BIOL 106. One laboratory per week.

BIOL 424 MOL ECOLOGY 4
A systematic study of amphibians and reptiles with emphasis on natural history and ecology. Two laboratories per week.

BIOL 426 SYSTEMATIC BOTANY 4 or 5
A study of the principles of plant classification, together with a systematic survey of vascular plants, with emphasis on natural history and ecology. Two laboratories per week. (College Place Campus - 4 quarter hours; Marine Station: 5 quarter hours).

BIOL 429 LIMNOLOGY 4
A study of the factors responsible for the presence and distribution of animals and plants in fresh waters. Field work includes trips to a number of lakes and streams for collection of living specimens as well as habitat analysis. Two laboratories per week.

BIOL 430 INTRODUCTION TO PALEOBIOLOGY 4
A study of earth's history as exhibited by the fossils with particular emphasis on palaeobiological relationships. Two laboratories per week.

BIOL 444 MAMMALOGY 4
A systematic study of mammals with emphasis on natural history and ecology. Two laboratories per week.

BIOL 466 GENERAL ECOLOGY 4
The study of the relationship of plants and animals, both as individuals and assemblages, to their physical and biological environment. Field studies designed to examine ecological principles are part of the laboratory work. Two laboratories per week. Biostatistics, genetics and a minimum of one field natural history course recommended.

BIOL 477 PARASITOLOGY 5
A systematic study of the morphology, life cycle and host-parasite relationships of protozoans, helminths and arthropod parasites. Two laboratories per week. Prerequisites: BIOL 102, 192, 222.

BIOL 489 VERTEBRATE HISTOLOGY 4
The microscopic anatomy of vertebrate cells, tissues and organs including reference to their functions. Two laboratories per week.

BIOL 491 INVERTEBRATE ZOOLOGY 4
A study of the invertebrates with emphasis on their ecology, morphology and physiology. Two laboratories per week.

BIOL 458 PSYCHOLOGY 5
A course emphasizing readings in, and discussion of, current concepts of the biological basis of behavior in animals and man. Material is of a comparative nature with emphasis on human behavior. One laboratory per week. Prerequisites: BIOL 101, 102, 180 or BIOL 202, 203 and PSYC 120 or permission of instructor. Recommended prerequisite: BIOL 374.
DEPARTMENTS
OF INSTRUCTION

BIOLOGICAL SCIENCES

The Department of Biology offers a Master of Science degree in biology. Courses are offered in zoology and botany on the main campus and at the Marine Station near Anacortes, Washington. The program of course work and research developed for each graduate student takes into account the future goals, present interests and academic background of the student. In addition to a basic course in biology (zoology and botany), specific background courses, or their equivalents, should include genetics, development, physiology and ecology. An adequate preparation in chemistry (inorganic and organic), physics (general physics) and mathematics (algebra, trigonometry, some calculus) will complete the necessary foundation upon which an individualized graduate program may be built. There is sufficient flexibility to allow a student to propose a program of a more interdisciplinary nature if desired. Because of the spectrum of biological and interdisciplinary opportunities presented at the Marine Station, all graduate students are expected to attend one summer term.

The specific objectives of the Department of Biology applicable to the graduate program are:

1. To increase the competence of secondary schoolteachers, especially those in the Seventh day Adventist educational system.
2. To prepare students for positions in institutions of higher education by giving them a firm foundation for work toward the doctorate.
3. To provide a preparation for research careers.
BIOLOGICAL SCIENCES

BIOL 465 BACTERIOLOGY
A presentation of the basic principles necessary for an understanding of morphology and function of bacteria. Laboratory work, including unknowns, point out techniques employed in their study. Two laboratories per week. Prerequisite or corequisite: CHEM 321, 322, 323.

BIOL 477 INDEPENDENT STUDY IN BIOLOGICAL SCIENCE
Directed study in an approved area. The student will be required to read widely on an approved subject, follow regular research methods and present a paper showing competence is in and extent of his study. Permission from the chairman of the department required. One to three hours per quarter; maximum, six.

BIOL 483 PHILOSOPHY OF ORIGINS AND SPECULATION
The various theories on the origins and history of living organisms will be compared in light of present scientific knowledge in the areas of biochemistry, paleontology, geology, morphology, geology, genetics and other related areas. For majors and minors only. 1-6

BIOL 490 TECHNIQUES IN FIELD BIOLOGY
A study of the techniques used in the collection and preservation of biological specimens for museum purposes. Emphasis is placed on the recording and preservation of ecological data obtained with the collection of specimens. The topic for a given year will depend on the interests of the course and credit will be given on the rate of one hour credit for each week spent working in the field.

BIOL 495 COLLOQUIUM
A lecture series designed to expose students to modern scientific research and researchers. Each lecture is normally given by a visiting scientist. Six lectures required of all junior, senior and graduate biology majors.

BIOL 50 RESEARCH IN BIOLOGY
4-6

Individual work in a topic of original research carried out under the direction of one of the instructors. Two to four hours per quarter; maximum, eight.

BIOL 503 GENETICS AND SPECIATION
A study of the nature and function of the genetic material as it relates to population and species variability and change. Prerequisite: BIOL 261.

BIOL 510 GRADUATE SEMINAR
Preservation of topics and discussion of current research in specific areas of biology. One credit each quarter; minimum of five, and maximum of six quarters. Spring quarter normally involves a Research Plan and Progress Report for first-year graduate students. See Biology Department for alternate options.

BIOL 511 BIOSYSTEMATICS
A study of the process of speciation and its relationship to currently used taxonomic methods and names of nomenclature.

BIOL 514 SYSTEMATICS AND PHYLOGENY
A study of the principles of classification of insects. Laboratory work emphasizes recognition of orders and families with special problems on the specific level. Recommended prerequisite: BIOL 495. Two laboratories per week.

BIOL 521 PRINCIPLES OF ECONOMIC ENTOMOLOGY
An evaluation of the varroa methods of controlling economically important species. Prerequisite: BIOL 495.

BIOL 522 CELLULAR BIOLOGY
Current knowledge and research in the areas of cell physiology, biochemistry, genetics, bacteriology and radiation biology will be considered. Two laboratories per week. Prerequisite: BIOL 392.

BIOL 525 READINGS IN PHYSIOLOGY
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 526 READINGS IN INVERTEBRATE ZOOLOGY
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 527 READINGS IN ENTOMOLOGY
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 528 READINGS IN ECOLOGY
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 529 READINGS IN SYMBIOSIS
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 530 READINGS IN BIOECONOMICS
Analysis of classical and current literature in the field by means of reports and conferences with staff. Two quarter hours; maximum, four.

BIOL 545 THESIS
Preparation and defense of the master's thesis based upon an original biological research project. The research topic is selected upon consultation with the student's major professor and graduate committee.

BIOLOGY COURSES: Marine Station

BIOL 101, 102, 103 or equivalent prerequisites for all courses listed below.

BIOL 466 MARINE ECOLOGY
A study of interspecific, intraspecific and community relationships demonstrated by marine organisms.

BIOL 466 MARINE ECOLOGY
A study of the interrelationships of marine organisms.

BIOL 466 MARINE BIODIVERSITY
A study of the interrelationships of marine organisms.

BIOL 466 MARINE BOTANY
A systematic study of plants found in Puget Sound, with a survey of the fishes of Puget Sound.

BIOL 466 MARINE ECOLOGY
A systematic study of the plankton found in Puget Sound, with a survey of the fishes of Puget Sound.

BIOL 467 INTRODUCTION TO OCEANOGRAPHY
A study of the physical, chemical and geological study of the oceans and ocean basins and their environment, emphasizing the mutual interaction between the oceanic biosphere and the environment.

BIOL 468 COMPARATIVE PHYSIOLOGY
A comparative study of the physiology and life processes of annelids with emphasis on invertebrates. Prerequisite: BIOL 495.

BIOL 470 MARINE BIOPHYSICS
An introductory course emphasizing the physical aspects of living organisms studied by the experimental and conceptual methods of physics with a application to marine life.

BIOL 474 MARINE INVERTEBRATES
A study of the biology of selected groups of marine invertebrates.
EDUCATION AND PSYCHOLOGY

The Department of Education and Psychology offers two master's degree programs—the Master of Education, a nonthesis program; and the Master of Arts, a thesis program. These programs permit professional enrichment through liberal course selection in the areas of school administration; elementary, junior high, or secondary instruction; and counseling.

In addition to the general objectives of the graduate program, the following are specific objectives of the department:

1. To assist the student in developing a philosophy of education consistent with Christian principles.
2. To develop an understanding of the relationship between theoretical concepts and educational processes.

PROGRAM SEQUENCE

The graduate student must assume personal responsibility for initiating all procedures in consultation with an assigned adviser in the Education and Psychology Department. Those working toward a master's degree must also follow the thesis requirements as outlined in Departmental Requirements for Proposals and Theses.

I. Precandacy Level

A. Read all introductory information in this bulletin and follow explicitly the directions given therein.
B. Apply to the Office of Admissions and Records for admission to graduate study.
C. Upon acceptance to graduate study, consult with the chairman of Education and Psychology for the assignment of a program adviser.
D. In consultation with the assigned adviser, plan the pre candidacy phase of the program to include each of the following:
   1. Orientation to graduate study in the fall of summer of the first year of graduate residency.
   2. Arrangements for the removal of all prerequisite deficiencies.
   3. Registration plans for the first 9-15 quarter hours of course work, including Methods of Research.
   E. Take the Graduate Record Examinations: Aptitude Tests and Advanced Text in Education if these have not been taken previously.
F. Consult with the credential officer if certification is being contemplated.
G. Taking no more than 12 hours per quarter, complete your first 9-15 quarter hours exclusive of deficiencies and including Methods of Research. Toward the end of the quarter or summer session in which you expect to meet this requirement, prepare with your adviser an Application for Degree Candidacy and Program Approval.

II. Candidacy Level

A. Complete all courses and deficiencies as specified in the approved program of studies. Ordinarily, a minimum of 30 approved quarter
BIOL 008 PHYSIOLOGY OF THE ALGAE
A comparative study of the physiology of representative members of the major algal groups. Collection and growths of pure cultures of single-celled forms and related metabolic processes, nutritional factors, light requirements, synchronization and growth will be emphasized.

BIOL 314 SYMBIOSIS
A study of sharply defined associations between organisms. Selected examples of the plant-animal, bacteria, plants and animals are used to illustrate varying degrees of relationships. Prerequisite: Course work in one group of animals or plants or microbes or parasitology. Chemistry courses through organic are highly recommended.

BIOL 516 BEHAVIOR OF MARINE ORGANISMS
A study of inter- and intraspecific behaviors of marine animals and their behavioral responses to the physical environment. The course involves laboratory experiences, field observations and a research project. Prerequisites: BIOL 274 or BIOL 458 or PSYC 150 and background in organismal biology and permission of the instructor.

EDUCATION AND PSYCHOLOGY
The Department of Education and Psychology offers two master's degree programs—the Master of Education, a nonthesis program; and the Master of Arts, a thesis program. These programs permit professional enrichment through liberal course selection in the areas of school administration; elementary, junior high, or secondary instruction; and counseling.

In addition to the general objectives of the graduate program, the following are specific objectives of the department:
1. To assist the student in developing a philosophy of education consistent with Christian principles.
2. To develop an understanding of the relationship between theoretical concepts and educational processes.

PROGRAM SEQUENCE
The graduate student must assume personal responsibility for initiating all procedures in consultation with an assigned adviser in the Education and Psychology Department. Those working toward a master of arts degree must also follow the thesis requirements as outlined in Departmental Requirements for Proposals and Theses.

I. Precandidy Level
A. Read all introductory information in this bulletin and follow explicitly the directions given therein.
B. Apply to the Office of Admissions and Records for admission to the graduate study.
C. Upon acceptance to graduate study, consult with the chairman of Education and Psychology for the assignment of a program advisor.
D. In consultation with the assigned adviser, plan the precandidy phase of the program to include each of the following:
   1. Orientation to graduate study in the fall of summer of the first year of graduate residency.
   2. Arrangements for the removal of all prerequisite deficiencies.
   3. Registration plans for the first 9-15 quarter hours of course work, including Methods of Research.
E. Take the Graduate Record Examinations: Aptitude Tests and Advanced Test in Education if these have not been taken previously.
F. Consult with the credential officer if certification is being contemplated.
G. Taking no more than 12 hours per quarter, complete your first 9-15 quarter hours exclusive of deficiencies and including Methods of Research. Toward the end of the quarter or summer session in which you expect to meet this requirement, prepare with your adviser an Application for Degree Candidacy and Program Approval.

II. Candidy Level
A. Complete all courses and deficiencies as specified in the approved program of studies. Ordinarily, a minimum of 30 approved quarter
EDUCATION AND PSYCHOLOGY

hours should be earned after advancement to candidacy has been granted by the Graduate Council.

B. In the quarter or summer session immediately before the one in which you plan to complete the program, do each of the following:
   1. Register for Graduate Seminar.
   2. File order form for master’s degree with Records Office. (See Academic Calendar for last filing date.)
   3. In the beginning of the quarter or summer session in which you plan to graduate, do each of the following:
      1. Submit evidence of experience and certification qualifications.
      2. Arrange with the chairman of Education and Psychology Department for the selection of an examination committee and for an examination date.

MASTER OF EDUCATION (M.Ed.)

The master of education degree is a nonthesis program with a variety of specialized options designed to enhance the professional competencies of practitioners in education.

By careful planning, a qualified candidate may coordinate many of the requirements for the degree with preparation for state certification as a teacher, principal or educational staff associate (counselor). However, completion of minimum degree requirements does not necessarily satisfy certification requirements. Students pursuing a certificate must consult with the credential advisor early in their program sequence.

General Prerequisites (applicable to all M.Ed. programs)

In addition to admission requirements for the master’s degree, as described elsewhere in this bulletin, certain background experiences are considered prerequisite for all candidates. Deficiencies may be removed after admission to graduate study but the credit earned thereby will not apply to the minimum degree requirements. A plan for the removal of all prerequisite deficiencies must be submitted prior to advancement to degree candidacy and program approval. It is normally expected that the first of the following prerequisites will precede the second one:

1. 30 quarter hours in professional education. Any course, from any department, will satisfy the intent of this requirement if its emphasis is specifically directed toward instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role and function of various school personnel.
2. Not less than nine months of verified, satisfactory educational work experience. Up to 30 quarter hours for the master’s degree may be earned prior to the experience, but a minimum of 15 quarter hours must be earned therefore.

To be acceptable, the work experience must come from full-time involvement with the professional or paraprofessional academic processes which usually take place in schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling or work as a dormitory dean will be considered according to their pertinence to the candidate’s chosen area of specialization.

Verification of the experience must be by letter from an administrator under whom the experience was gained. The letter should attest to the time spent, the nature of the activities, and the quality of performance. It is the responsibility of the candidate to obtain this verification.

Other specific prerequisites should also be noted for each area of specialization.

Basic Requirements (applicable to all M.Ed. programs)

Unless otherwise indicated, a minimum M.Ed. program comprises 45 quarter hours. Some programs may include more than this minimum because of the nature of the degree or to provide for the particular needs and interests of the student.

Two-thirds of the minimum 45 quarter hours must be from courses numbered 400 and above. Graduate credit is not granted for courses below the 350 level unless such courses have been specifically approved by the Graduate Council.

All courses included in the degree program must be approved by an assigned adviser in the Education and Psychology Department.

Each program must contain at least 21 quarter hours in basic and professional education courses distributed as follows:

- 10 quarter hours in basic courses required of all candidates.
- EDUC 561 Methods of Research (before advancement to candidacy)
- EDUC 552 Philosophy of Education (early in the program)
- EDUC 500 Graduate Seminar (toward the end of the program)
- PSYC 521 Psychology of Learning
- OR EDUC 525 Education in the Twentieth Century
- 11 quarter hours in professional education courses as defined under General Prerequisites No. 1. These 11 quarter hours are additional to those earned to satisfy the basic requirements above. However, they may be an exclusive period and not necessarily additional to professional education courses which may be specified for a chosen area of specialization.
- A one-credit orientation to graduate study is required of all candidates either in the fall or summer of the first year of residence, whichever comes first.

Upon completion of 9 to 15 quarter hours, a planned program of study must be submitted for consideration by the staff of the department. Recommendations will then be made to the Graduate Council concerning advancement to degree candidacy.
EDUCATION AND PSYCHOLOGY

hours should be earned after advancement to candidacy has been granted by the Graduate Council.

B. In the quarter or summer session immediately before the one in which you plan to complete the program, do each of the following:
   1. Register for Graduate Seminar.
   2. File order form for master's degree with Records Office. (See Academic Calendar for last filing date.)
   C. At the beginning of the quarter or summer session in which you plan to graduate, do each of the following:
      1. Submit evidence of experience and certification qualifications.
      2. Arrange with the chairman of Education and Psychology Department for the selection of an examination committee and for an examination date.

MASTER OF EDUCATION (M.Ed.)

The master of education degree is a nonthesis program with a variety of specialized options designed to enhance the professional competencies of practitioners in education.

By careful planning, a qualified candidate may coordinate many of the requirements for the degree with preparation for state certification as a teacher, principal or educational staff associate (counselor). However, completion of minimum degree requirements does not necessarily satisfy certification requirements. Students pursuing a certificate must consult with the credential advisor early in their program sequence.

General Prerequisites (applicable to all M.Ed. programs)

In addition to admission requirements for the master's degree, as described elsewhere in this bulletin, certain background experiences are considered prerequisite for all candidates. Deficiencies may be removed after admission to graduate study but the credit earned thereby will not apply to the minimum degree requirements. A plan for the removal of all prerequisite deficiencies must be submitted prior to advancement to degree candidacy and program approval. It is normally expected that the first of the following prerequisites will precede the second one:

1. 30 quarter hours in professional education. Any course, from any department, will satisfy the intent of this requirement if its emphasis is specifically directed toward instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials, or the role and function of various school personnel.
2. Not less than nine months of verified, satisfactory educational work experience. Up to 30 quarter hours for the master's degree may be earned prior to the experience, but a minimum of 15 quarter hours must be earned therefore.

To be acceptable, the work experience must come from full-time involvement with the professional or paraprofessional academic processes which usually take place in schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling or work as a dormitory dean will be considered according to its pertinence to the candidate's chosen area of specialization.

Verification of the experience must be by letter from an administrator under whom the experience was gained. The letter should attest to the time spent, the nature of the activities, and the quality of performance. It is the responsibility of the candidate to obtain this verification.

Other specific prerequisites should also be noted for each area of specialization.

Basic Requirements (applicable to all M.Ed. programs)

Unless otherwise indicated, a minimum M.Ed. program comprises 45 quarter hours. Some programs may include more than this minimum because of the nature of the degree or to provide for the particular needs and interests of the student.

Two-thirds of the minimum 45 quarter hours must be from courses numbered 400 and above. Graduate credit is not granted for courses below the 350 level unless such courses have been specifically approved by the Graduate Council.

All courses included in the degree program must be approved by an assigned adviser in the Education and Psychology Department.

Each program must contain at least 21 quarter hours in basic and professional education courses distributed as follows:

10 quarter hours in basic courses required of all candidates.
EDUC 561 Methods of Research (before advancement to candidacy)
EDUC 552 Philosophy of Education (early in the program)
EDUC 590 Graduate Seminar (toward the end of the program)
PSYC 511 Psychology of Learning
OR EDUC 525 Education in the Twentieth Century

11 quarter hours in professional education courses as defined under General Prerequisites No. 1. These 11 quarter hours are additional to those earned to satisfy the basic requirements above. However, they may be an exclusive portion and not necessarily additional to professional education courses which may be specified for a chosen area of specialization.

A one-credit orientation to graduate study is required of all candidates either in the fall or summer of the first year of residence, whichever comes first.

Upon completion of 9 to 15 quarter hours, a planned program of study must be submitted for consideration by the staff of the department. Recommendations will then be made to the Graduate Council concerning advancement to degree candidacy.
All candidates who do not already qualify for a certificate must complete the academic requirements for state certification as a teacher, principal or educational staff associate before the degree is granted. It is not necessary to be in possession of the certificate before graduation, but eligibility must be established in all respects excepting that of citizenship. Preparation for the certificate will normally be according to Washington State requirements for either the provisional (initial) or standard (continuing) level. Candidates from out-of-state may produce evidence of qualifying in the state, province or country of their intended future educational employment if a specific certification program exists therein. Otherwise, they must meet the Washington State requirements.

Areas of Specialization
Programs of specialization are sufficiently flexible to meet individual needs while at the same time providing a basic core of substantive fifth-year experience applicable to various state certificates.

Specializations may be planned in the following approved areas:

<table>
<thead>
<tr>
<th>School Administration</th>
<th>Secondary Instruction in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Instruction</td>
<td>Chemistry, English, History</td>
</tr>
<tr>
<td>Junior High Instruction</td>
<td>Industrial Arts, Language</td>
</tr>
</tbody>
</table>

A candidate wishing to pursue a specialization in an area other than any listed above may submit for consideration by the department staff and the Graduate Council an individualized self-planned proposal itemizing at least 24 quarter hours in the chosen specialization area. Additional supporting credit as needed to complete the degree will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education and Psychology.

School Administration

Specialization Prerequisites: Three years of satisfactory certified classroom teaching. Must have acquired all qualifications for a state-approved teaching certificate.

Area Requirements: 24 quarter hours in courses related to school administration, supervision, curriculum and counseling. Must include the following courses unless they were a part of the undergraduate sequence:

- EDUC 594 Elementary Curriculum (if required)
- OR EDUC 598 Secondary Curriculum
- EDUC 526 School Finance
- EDUC 544 Administration of the Elementary School (if required)
- OR EDUC 551 Administration of the Secondary School
- EDUC 579 Supervision
- PSYC 444 Social Psychology

11 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Although EDUC 566 Administration Practicum is required for candidates working toward a Washington State principal’s credential, it does not apply toward the minimum of 45 quarter hours.

Counseling and Guidance (50 quarter hours minimum)

Specialization Prerequisites: A minor in psychology or an equivalent 28 hours including elementary statistics and a course in child or adolescent development.

Area Requirements: 30 quarter hours in courses related to counseling, psychology and guidance activities in either elementary or secondary schools. Must include the following courses if they were not a part of the undergraduate sequence:

- EDUC 426 Educational Guidance
- PSYC 430 Psychological Testing
- PSYC 489 Vocational Development Theory
- PSYC 515 Counseling Theories and Techniques
- PSYC 532 Individual Testing
- PSYC 534 Assessment of the Individual
- PSYC 565 Practicum in Counseling (6 quarter hours)

10 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete a minimum of 50 quarter hours specified for the counseling specialization.

The degree in counseling requires completion of the Educational Staff Associate certification program as approved by the State of Washington.

Elementary Instruction

Specialization Prerequisites: A major in elementary education or an equivalent concentration of 45 quarter hours.

Area Requirements: 11 quarter hours in professional education courses as defined under General Prerequisites No. 1, EDUC 390 Educational Evalua-
EDUCATION AND PSYCHOLOGY

All candidates who do not already qualify for a certificate must complete the academic requirements for state certification as a teacher, principal or educational staff associate before the degree is granted. It is not necessary to be in possession of the certificate before graduation, but eligibility must be established in all respects excepting that of citizenship. Preparation for the certificate will normally be according to Washington State requirements for either the provisional (initial) or standard (continuing) level. Candidates from out-of-state may produce evidence of qualifying in the state, province or country of their intended future educational employment if a specific certification program exists therein. Otherwise, they must meet the Washington State requirements.

Areas of Specialization

Programs of specialization are sufficiently flexible to meet individual needs while at the same time providing a basic core of substantive fifth-year experience applicable to various state certificates.

Specializations may be planned in the following approved areas:

- School Administration
- Counseling and Guidance
- Elementary Instruction
- Junior High Instruction
- Secondary Instruction in:
  - Biology, Biophysics, Business
  - Chemistry, English, History
  - Industrial Arts, Language
  - Arts, Mathematics, Physical Education, Physics, Social Sciences.

A candidate wishing to pursue a specialization in an area other than any listed above may submit for consideration by the department staff and the Graduate Council an individualized self-planned proposal itemizing at least 24 quarter hours in the chosen specialization area. Additional supporting credit as needed to complete the degree will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education and Psychology.

School Administration

Specialization Prerequisites: Three years of satisfactory certificated classroom teaching. Must have acquired all qualifications for a state-approved teaching certificate.

Area Requirements: 24 quarter hours in courses related to school administration, supervision, curriculum and counseling. Must include the following courses unless they were a part of the undergraduate sequence:

- EDUC 504 Elementary Curriculum
- EDUC 508 Secondary Curriculum
- EDUC 526 School Finance
- EDUC 544 Administration of the Elementary School
- EDUC 551 Administration of the Secondary School
- EDUC 559 Supervision
- PSYC 444 Social Psychology
- 11 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Although EDUC 568 Administration Practicum is required for candidates working toward a Washington State principal’s credential, it does not apply toward the minimum of 45 quarter hours.

Counseling and Guidance (50 quarter hours minimum)

Specialization Prerequisites: A minor in psychology or an equivalent 28 hours including elementary statistics and a course in child or adolescent development.

Area Requirements: 30 quarter hours in courses related to counseling, psychology and guidance activities in either elementary or secondary schools. Must include the following courses if they were not a part of the undergraduate sequence:

- EDUC 426 Educational Guidance
- PSYC 430 Psychological Testing
- PSYC 489 Vocational Development Theory
- PSYC 515 Counseling Theories and Techniques
- PSYC 532 Individual Testing
- PSYC 534 Assessment of the Individual
- PSYC 565 Practicum in Counseling (6-quarter hours)
- 10 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete a minimum of 50 quarter hours specified for the counseling specialization.

The degree in counseling requires completion of the Educational Staff Associates certification program as approved by the State of Washington.

Elementary Instruction

Specialization Prerequisites: A major in elementary education or an equivalent concentration of 45 quarter hours.

Area Requirements: 11 quarter hours in professional education courses as defined under General Prerequisites No. 1. EDUC 390 Educational Evalua-
tion or its equivalent must be included if it was not a part of the undergraduate sequence.

15 quarter hours in academic content courses from departments other than education and psychology. These courses must be in subject-matter areas relevant to the content of the elementary curriculum.

9 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

**Junior High Instruction**

**Specialization Prerequisites:** Majors and/or minors in two content areas chosen for this specialization, or two equivalent subject-matter concentrations with a minimum of 27 quarter hours in each. The two content areas must be in academic subjects commonly taught at junior high level.

**Area Requirements:** 11 quarter hours in professional education courses as defined under General Prerequisites No. 1. Insofar as possible, these courses should be related to junior high curriculum and instruction.

15 quarter hours in academic content courses from two departments other than education and psychology. These courses must be in the same general areas as the two prerequisite content areas specified above.

9 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

**Secondary Instruction**

**Specialization Prerequisites:** A major in the area of content specialization or an equivalent concentration of 45 quarter hours.

**Area Requirements:** 24 quarter hours in academic content courses related to an approved area of specialization. All courses for the 24 quarter hours specialization must be chosen in consultation with and approved by an adviser in the department(s) concerned.

In specialization where only one content area is emphasized (e.g., English), up to 6 of the 24 quarter hours may be selected from not more than two supporting departments other than the major area of emphasis. In interdisciplinary areas (*), courses must be distributed among areas listed in parenthesis according to the needs and interests of the candidates.

The approved areas of specialization are:
- Biology
- Biophysics (biology, chemistry, engineering, mathematics, physics)
- Chemistry
- Business Teacher Education
- English
- History

**Industrial Arts**
- Language Arts (English, communications, journalism, library science)
- Mathematics
- Physical Education
- Physics
- Social Science (history, political science, sociology)

11 quarter hours in professional education courses as defined under General Prerequisites No. 1. Insofar as possible, these courses should be related to secondary curriculum and instruction. All professional education courses must be approved by an assigned adviser in the Education and Psychology Department.

**MAJOR OF ARTS—IN EDUCATION (M.A.)**

In the master of arts program, educators and others with appropriate backgrounds may specialize within an approved general area of education according to their interests. The inclusion of a thesis requirement provides an opportunity for the development of scholarly investigative and reporting skills. It particularly serves those wishing to contribute to knowledge through research, or those aspiring toward a higher degree beyond the master’s. Qualified candidates seeking denominational or state certification as a teacher, principal or counselor may coordinate many of the requirements of the degree with preparation for the certificate. However, completion of minimum M.A. requirements will rarely satisfy certification requirements in their entirety. Students pursuing a certificate of any kind should consult with the credential adviser early in their program sequence.

**Prerequisites**

In addition to admission requirements for the master’s degree program, as described elsewhere in this bulletin, an M.A. candidate must meet the prerequisites listed under the chosen area of specialization. Unless specifically noted, there are no requirements with respect to work-experience or certification either prior to or during the degree program.

Deficiencies with respect to specialization prerequisites may be removed after admission to graduate study, but the credit earned thereby will not apply to the minimum degree requirements. A plan for the removal of all deficiencies must be submitted prior to advancement to degree candidacy and program approval.

**Basic Requirements**

(applyable to all M.A. programs)

Unless otherwise indicated, a minimum M.A. program comprises 45 quarter hours of credit. Some programs may include more than this minimum because of the nature of the specialization or to provide for the particular needs and interests of the student. 34
tion or its equivalent must be included if it was not a part of the undergraduate sequence.

15 quarter hours in academic content courses from departments other than education and psychology. These courses must be in subject-matter areas relevant to the content of the elementary curriculum.

9 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

**Junior High Instruction**

**Specialization Prerequisites:** Majors and/or minores in two content areas chosen for this specialization, or two equivalent subject-matter concentrations with a minimum of 27 quarter hours in each. The two content areas must be in academic subjects commonly taught at junior high level.

**Area Requirements:** 11 quarter hours in professional education courses as defined under General Prerequisites No. 1. Insofar as possible, these courses should be related to junior high curriculum and instruction.

15 quarter hours in academic content courses from two departments other than education and psychology. These courses must be in the same general areas as the two prerequisite content areas specified above.

9 additional quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

**Secondary Instruction**

**Specialization Prerequisites:** A major in the area of content specialization or an equivalent concentration of 45 quarter hours.

**Area Requirements:** 24 quarter hours in academic content courses related to an approved area of specialization. All courses for the 24 quarter hours specialization must be chosen in consultation with and approved by an advisor in the department(s) concerned.

In specialization where only one content area is emphasized (e.g., English), up to 6 of the 24 quarter hours may be selected from not more than two supporting departments other than the major area of emphasis. In interdisciplinary areas (*), courses must be distributed among areas listed in parenthesis according to the needs and interests of the candidates.

The approved areas of specialization are:
- Biology
- Biophysics (biology, chemistry, engineering, mathematics, physics)
- Chemistry
- Business Teacher Education
- English
- History

**Industrial Arts**
- Language Arts (English, communications, journalism, library science)
- Mathematics
- Physical Education
- Physics
- Social Science (history, political science, sociology)

11 quarter hours in professional education courses as defined under General Prerequisites No. 1. Insofar as possible, these courses should be related to secondary curriculum and instruction. All professional education courses must be approved by an assigned adviser in the Education and Psychology Department.

**MASTER OF ARTS—IN EDUCATION (M.A.)**

In the master of arts program, educators and others with appropriate backgrounds may specialize within an approved general area of education according to their interests. The inclusion of a thesis requirement provides an opportunity for the development of scholarly investigative and reporting skills. It particularly serves those wishing to contribute to knowledge through research, or those aspiring toward a higher degree beyond the master's.

Qualified candidates seeking denominational or state certification as a teacher, principal or counselor may coordinate many of the requirements of the degree with preparation for the certificate. However, completion of minimum M.A. requirements will rarely satisfy certification requirements in their entirety. Students pursuing a certificate of any kind should consult with the credential adviser early in their program sequence.

**Prerequisites**

In addition to admission requirements for the master's degree program, as described elsewhere in this bulletin, an M.A. candidate must meet the prerequisites listed under the chosen area of specialization. Unless specifically noted, there are no requirements with respect to work-experience or certification either prior to or during the degree program.

Deficiencies with respect to specialization prerequisites may be removed after admission to graduate study, but the credit earned thereby will not apply to the minimum degree requirements. A plan for the removal of all deficiencies must be submitted prior to advancement to degree candidacy and program approval.

**Basic Requirements** (applicable to all M.A. programs)

Unless otherwise indicated, a minimum M.A. program comprises 45 quarter hours of credit: Some programs may include more than this minimum because of the nature of the specialization or to provide for the particular needs and interests of the student.
A minimum of 24 quarter hours for the M.A. degree must be from courses numbered 500 and above. All courses included in the degree program must be approved by an assigned adviser in the Education and Psychology Department.

The following courses are required of all candidates:
- EDUC 580 Graduate Seminar (toward the end of the program)
- EDUC 552 Philosophy of Education (early in the program)
- EDUC 561 Methods of Research (before advancement to candidacy)
- EDUC 590 Thesis

A no-credit orientation to graduate study is required of all candidates either in the fall or summer of the first year of residency, whichever comes first. Upon completion of 9 to 15 quarter hours, a planned program of study must be submitted for consideration by the staff of the department. Recommendations will then be made to the Graduate Council concerning advancement to degree candidacy.

Areas of Specialization
The program of study for the area of specialization is planned in consultation with the departmental adviser to meet the individual needs and interests of each student. A minimum of 18 quarter hours is required in the chosen area. For many candidates, additional specialization credit beyond the minimum of 18 quarter hours may be desirable or necessary, especially if certification is also being sought. Specializations may be planned in the following approved areas:

School Administration

Specialization Prerequisites: Three years of satisfactory, certificated classroom teaching.

Area Requirements: 18 quarter hours in courses related to school administration and supervision. 12 quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Although EDUC 560 Administrative Practicum is required for candidates working toward a Washington State principal's credential, it does not apply toward the minimum of 45 quarter hours.

Curriculum and Instruction

Specialization Prerequisites: 30 quarter hours in professional education. Any course, from any department, will satisfy the intent of this requirement if its emphasis is specifically directed toward instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials, or the role and function of various school personnel.

Not less than nine months of verified, satisfactory educational work experience. Up to 30 quarter hours for the M.A. degree may be earned prior to the experience, but a minimum of 15 quarter hours must be earned thereafter. Verification of the experience must be by letter from an administrator under whom the experience was gained. The letter should attest to the time spent, the nature of the activities and the quality of performance. It is the responsibility of the candidate to obtain this verification.

Area Requirements: 18 quarter hours in professional education courses as defined under specialization prerequisites, above. Insofar as possible, emphasis should be directed toward one of the following: preschool, elementary, junior high, secondary or higher education. 12 quarter hours in supporting academic content courses from departments other than education and psychology. These courses must be in subject-matter clearly related to the area of emphasis chosen for specialization. On the junior high, secondary and higher education levels, supporting courses must be from not more than two content areas.

Educational Foundations

Specialization Prerequisites: A minor in psychology or sociology, or an equivalent concentration of 28 quarter hours in one of these areas. 6 quarter hours in philosophy and 3 quarter hours in educational psychology. These quarter hours may be an inclusive part of, and not necessarily additional to, the minor prerequisite stated above.

Area Requirements: 18 quarter hours in not more than two of the following areas: historical, philosophical, sociological and psychological foundations of education.

Candidates specializing in psychological foundations should choose courses related to learning, development, measurement and statistics. 12 quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Counseling and Guidance (30 quarter hours minimum)

Specialization Prerequisites: A minor in psychology or an equivalent 28 quarter hours including elementary statistics and a course in child or adolescent development.

15 quarter hours in professional education, as defined under the Specialization Prerequisites for Curriculum and Instruction. These quarter hours may be an inclusive part of, and not necessarily additional to, the minor prerequisite stated above.

Area Requirements: 18 quarter hours in courses related to counseling, psychology and guidance activities or theory. Must include: courses in counseling techniques, measurement theory and assessment skills.

6 quarter hours in PSYC 565 Practicum in Counseling.

11 quarter hours in supporting courses from education and psychology and/or
A minimum of 24 quarter hours for the M.A. degree must be from courses numbered 500 and above.

All courses included in the degree program must be approved by an assigned adviser in the Education and Psychology Department.

The following courses are required of all candidates:

- EDUC 580 Graduate Seminar (toward the end of the program)
- EDUC 552 Philosophy of Education (early in the program)
- EDUC 581 Methods of Research (before advancement to candidacy)
- EDUC 590 Thesis

A no-credit orientation to graduate study is required of all candidates either in the fall or summer of the first year of residency, whichever comes first.

Upon completion of 9 to 15 quarter hours, a planned program of study must be submitted for consideration by the staff of the department. Recommendations will then be made to the Graduate Council concerning advancement to degree candidacy.

Areas of Specialization

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Specializations may be planned in the following approved areas:

School Administration

Specialization Prerequisites: Three years of satisfactory, certificated classroom teaching.

Area Requirements: 18 quarter hours in courses related to school administration and supervision.

12 quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Although EDUC 560 Administrative Practicum is required for candidates working toward a Washington State principal's credential, it does not apply toward the minimum of 45 quarter hours.

Curriculum and Instruction

Specialization Prerequisites: 30 quarter hours in professional education. Any course, from any department, will satisfy the intent of this requirement if its emphasis is specifically directed toward instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials, or the role and functions of various school personnel.

Not less than nine months of verified, satisfactory educational work experience. Up to 30 quarter hours for the M.A. degree may be earned prior to the experience, but a minimum of 15 quarter hours must be earned thereafter.

Verification of the experience must be by letter from an administrator under whom the experience was gained. The letter should attest to the time spent, the nature of the activities and the quality of performance. It is the responsibility of the candidate to obtain this verification.

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Candidates specializing in psychological foundations should choose courses related to learning, development, measurement and statistics.

12 quarter hours in supporting courses from education and psychology, and/or from other departments, as needed to complete the minimum of 45 quarter hours.

Counseling and Guidance (30 quarter hours minimum)

Specialization Prerequisites: A minor in psychology or an equivalent 28 quarter hours including elementary statistics and a course in child or adolescent development.

15 quarter hours in professional education, as defined under the Specialization Prerequisites for Curriculum and Instruction. These quarter hours may be an inclusive part of, and not necessarily additional to, the minor prerequisite stated above.

Area Requirements: 18 quarter hours in courses related to counseling, psychology and guidance activities or theory. Must include courses in counseling techniques, measurement theory and assessment skills.

6 quarter hours in PSYC 565 Practicum in Counseling.

11 quarter hours in supporting courses from education and psychology and/or
from other departments, as needed to complete the minimum of 30 quarter hours specified for the counseling specialization.

Individualized Option
A candidate wishing to pursue a specialization in an area other than any listed above may submit for consideration by the departmental staff and the Graduate Council an individualized self-planned proposal itemizing at least 18 quarter hours in a chosen specialization area with appropriate prerequisites. Additional supporting credits, as needed to complete the degree, will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education and Psychology.

TEACHING CERTIFICATION
Walla Walla College is a state-approved teacher education institution. As such, it is authorized to recommend graduates to the Washington State Department of Education for the provisional and standard certificates. The course offerings also provide for teaching certificates currently available from the General Conference Department of Education. Information concerning specific certificates is available in the regular bulletin and/or from the certification consultant.

Requirements for Standard Certificate—Fifth Year
To be recommended for the Washington State Standard Certificate, the candidate must fulfill the following requirements:
1. Hold a valid Washington provisional certificate.
2. Complete two years of successful teaching.
3. Complete 45 quarter hours beyond the bachelor’s degree.
4. Take History of the Pacific Northwest (for all elementary teachers and for those secondary teachers who plan to teach in the social sciences). Of the 45 quarter hours, 23 must be in residence; 30 may be earned prior to the first year of teaching; at least 15 quarter hours must be earned after the first year of teaching; a maximum of 12 quarter hours may be earned by correspondence and/or extension study. Correspondence or extension credits must be from schools approved by the college recommending the candidate for certification.

The fifth-year program must be planned by authorized personnel in the Education Department. By careful programming, some students are able to complete the requirements for the master’s degree in education at the same time they are fulfilling the requirements for the Standard Certificate.

PRINCIPAL’S CREDENTIAL
Walla Walla College provides course offerings leading to both the provisional and standard principal’s credentials (elementary, secondary, and general).
from other departments, as needed to complete the minimum of 30 quarter hours specified for the counseling specialization.

Individualized Option
A candidate wishing to pursue a specialization in an area other than any listed above may submit for consideration by the departmental staff and the Graduate Council an individualized self-planned proposal itemizing at least 18 quarter hours in a chosen specialization area with appropriate prerequisites. Additional supporting credits, as needed to complete the degree, will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education and Psychology.

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1. Hold a valid Washington provisional certificate.
2. Complete two years of successful teaching.
3. Complete 45 quarter hours beyond the bachelor’s degree.
4. Take History of the Pacific Northwest (for all elementary teachers and for those secondary teachers who plan to teach in the social sciences). Of the 45 quarter hours, 23 must be in residence; 30 may be earned prior to the first year of teaching; at least 15 quarter hours must be earned after the first year of teaching; a maximum of 12 quarter hours may be earned by correspondence and/or extension study. Correspondence or extension credits must be from schools approved by the college recommending the candidate for certification.

The fifth-year program must be planned by authorized personnel in the Education Department. By careful programming, some students are able to complete the requirements for the master’s degree in education at the same time they are fulfilling the requirements for the Standard Certificate.

PRINCIPAL’S CREDENTIAL
Walla Walla College provides course offerings leading to both the provisional and standard principal’s credentials (elementary, secondary and general).
EDUC 461 INSTRUCTIONAL AIDS—PRODUCTION
Experiences in the production of instructional aids.
3

EHD 472 METHODS OF SCHOOL HEALTH INSTRUCTION
See the Health, Physical Education and Recreation section of this bulletin.
3

PETH 472 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION
See the Health, Physical Education and Recreation section of this bulletin.
3

PETH 473 PHYSICAL EDUCATION/IN TREES: LEMENY ART SCHOOL
See the Health, Physical Education and Recreation section of this bulletin.
3

474 WORKSHOP
1-3

A workshop in selected areas of educational concern. Designed for both experienced teachers and those preparing to enter the teaching profession. One to three quarter hours; maximum, six.

477 INDEPENDENT STUDY IN EDUCATION
1-3

Directed study in an approved area. Permission from the chairman of the department and approving associate is required. One to three hours any quarter; maximum, six.

EDUC 478, 479 MICROTEACHING—Elementary/Secondary
2

Elementary: A teaching laboratory to prepare elementary teachers in skills necessary to effective teaching. Students present brief demonstration lessons to a small class of children. Self-evaluation is supplemented by evaluation of supervisors, practicing teachers and peers, along with video recordings. Prerequisite: at least two methods courses (SNC only).

Secondary: Teaching procedures which are applicable at any level are considered. Laboratory practice in certain teaching skills will be provided following the microteaching model. The class will meet once each week and each student will participate in an afternoon teaching laboratory. Prerequisite: one methods course in the student's major or minor area of study. (SNC only)

Students taking elementary will register for EDUC 478; students taking secondary will register for EDUC 479.

EDUC 480 TEACHING HIGH SCHOOL READING
3

Basic principles of reading instruction; methods, materials and organization of the developmental and corrective reading programs in high school.

EDUC 481 EDUCATION OF THE GIFTED
3

Emphasis is placed upon the design of learning opportunities for gifted children in the light of psychological characteristics of such children.

EDUC 483 SYSTEMS OF THOUGHT
3

An intensive study of various aspects of philosophical thinking and their bearing upon education. Especially valuable in comprehending much current writing in education. (Ideally should precede or be taken concurrently with EDUC 522.)

EDUC 490 ELEMENTARY SCHOOL GUIDANCE
1

A study of the curriculum for elementary school guidance with emphasis upon current research and issues. Attention will be focused upon the skills and techniques of both classroom and out-of-class guidance functions and services.

GRADUATE COURSES

EDUC 500 GRADUATE SEMINAR
1

A seminar in which faculty and students explore significant issues through the examination and analysis of research and appropriate literature in the area of education. One quarter hour; maximum, three.

EDUC 584 ELEMENTARY SCHOOL CURRICULUM
3

A study of the elementary school curriculum, including objectives, essentials of a good program, various curriculum patterns and appraisal of current practices.
EDUC 461 INSTRUCTIONAL AIDS—PRODUCTION
Experiences in the production of instructional aids.
3

HE/ED 472 METHODS OF SCHOOL HEALTH INSTRUCTION
See the Health, Physical Education, and Recreation section of this bulletin.
3

PE/T 472 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION
See the Health, Physical Education and Recreation section of this bulletin.
3

PE/T 473 PHYSICAL EDUCATION IN THE TWENTY-FIRST CENTURY
See the Health, Physical Education, and Recreation section of this bulletin.
3

474 WORKSHOP 1-3,6
Workshop in selected areas of educational concerns. Designed for both experienced teachers and those preparing to enter the teaching profession. One to three quarter hours; maximum, six.
3

477 INDEPENDENT STUDY IN EDUCATION 1,3-6
Directed study in an approved area. Permission from the chairman of the department and superintendence required. One to three hours any quarter; maximum, six.
3

EDUC 478, 479 MICROTEACHING—Elementary/Secondary 2
Elementary: A teaching laboratory to prepare elementary teachers in skills necessary to effective teaching. Students present brief demonstration lessons to a small class of children and self-evaluation is supplemented by evaluation of supervisors, practicing teachers and peers, along with video recordings. Prerequisite: at least two methods courses. (SU/NC only)

Secondary: Teaching procedures which are applicable at any level are considered. Laboratory practice in certain teaching skills will be provided following the micro-teaching model. The class will meet one night each week and each student will participate in an afternoon teaching laboratory. Prerequisite: one methods course in the student's major or minor area of study. (SU/NC only)

Students taking elementary will register for EDUC 478; students taking secondary will register for EDUC 479.

EDUC 480 TEACHING HIGH SCHOOL READING 3
Basic principles of reading instruction; methods, materials and organization of the developmental and corrective reading programs in high school.

EDUC 482 EDUCATION OF THE GIFTED 3
Stress is placed upon the design of learning opportunities for gifted children in the light of psychological characteristics of such children.

EDUC 493 SYSTEMS OF THOUGHT
An intensive study of various aspects of philosophical thinking and their bearing upon education. Especially valuable in comprehending much current writing in education. (Ideally should precede or be taken concurrently with EDUC 552.)

EDUC 498 ELEMENTARY SCHOOL GUIDANCE 3
A study of the principles for elementary school guidance with emphasis upon current research and issues. Attention will be focused upon the skills and techniques of both classroom and out-of-class guidance functions and services.

GRADUATE COURSES

EDUC 500 GRADUATE SEMINAR 1
A seminar in which faculty and students explore significant issues through the examination and analysis of research and appropriate literature in the area of education. One quarter hour; maximum, three.

EDUC 504 ELEMENTARY SCHOOL CURRICULUM 3
A study of the elementary school curriculum, including objectives, principles and organization. Prerequisite: varying curriculum patterns and appraisal of current practices.
EDUC 375 READINGS IN EDUCATION
Advanced study confined to topic areas wherein the student can demonstrate a considerable degree of expertise due to previous formal study and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chairman.

EDUC 581 PROFESSIONAL PROJECT
Selected areas of advanced study involving reading and research. Formal report required. Prerequisite: consent of department chairman and graduate standing. Two, four or six hours any quarter; maximum, six.

EDUC 590 THESIS
4, 8, 8

COURSES IN PSYCHOLOGY

PSYC 150 is a prerequisite to all other courses in psychology.

PSYC 150 ELEMENTARY STATISTICS
Fundamental procedures for summarizing and interpreting quantitative data from tests and research in the social sciences.

PSYC 160 SMALL GROUP PROCEDURES
A study of small groups as used in educational and psychological situations. Emphasis is on role playing. Especially useful for teachers, ministers, nurses and social workers.

PSYC 355 EXPERIMENTAL PROBLEMS
An advanced course which enables the student to develop skills in experimental design and to apply such skills to an independent research project. Prerequisite: PSYC 350 or equivalent.

400 TOPICS IN PSYCHOLOGY
The study of advanced topics through class activities. One to three hours per quarter.

405 PSYCHOLOGY OF ORGANIZATIONAL CHANGE
An exploration of the characteristics of social organizations, their structure and systems of communication with particular emphasis on the problems of bringing about change within social organizations such as church, communities, schools, business, organizations, etc.

410 BEHAVIOR MODIFICATION
A study of the principles and processes of learning with special emphasis on the shaping and changing of human behavior.

415 DYNAMICS OF BEHAVIOR
An introduction to the dynamic mechanisms of human adjustment and behavior.

420 INTRODUCTION TO CLINICAL PSYCHOLOGY
Introduction to the application of psychological theories and techniques as used in the clinical setting. Special attention will be given to a survey of various approaches to treatment of emotional problems in clinical practice, hospital and community settings.

425 PSYCHOLOGY AND RELIGION
An examination of psychological concepts and human behavior from a Biblical and theological perspective.

430 PSYCHOLOGICAL TESTING
Principles of test selection, administration and interpretation are considered together with the contributions and limitations of the major types of standardized tests and inventories used in the behavioral sciences.

440 PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Characteristics and problems of exceptional children with consideration of essential educational adaptations.

PSYC 435 CHILD PSYCHOLOGY
Principles of growth as related to various phases of human development during the preadolescent years: physical, mental and emotional.

PSYC 436 CHILD PSYCHOLOGY LABORATORY
Prerequisite or corequisite: PSYC 435.

PSYC 437 CHILDHOOD LEARNING DISORDERS
An introduction to play therapy and psychosocial/educational programs with emphasis on perceptual, sensory and motor areas. Designed for teachers and counselors of young children in both early childhood and elementary school levels. Prerequisite: PSYC 435.

PSYC 440 ADOLESCENT PSYCHOLOGY
Principles of growth as related to various phases of human development during the adolescent years: physical, mental and emotional.

PSYC 442 MOTIVATION
A study of the fundamental causes of behavior in organisms with emphasis upon human behavior. This course includes a laboratory.

PSYC 444 SOCIAL PSYCHOLOGY
The dynamics of social interaction and interpersonal behavior with application to contemporary society.

PSYC 445 SOCIAL PSYCHOLOGY LABORATORY
Prerequisite: PSYC 444.

PSYC 446 PSYCHOLOGY OF PERSONALITY
Theories concerning personality development, assessment and adjustment will be considered.

PSYC 449 MENTAL HEALTH
Physiological and psychological factors related to emotional maturity. Individual mental health, classroom climate, patterns of acceptance and rejection.

PSYC 464 COUNSELING RELATIONSHIPS
A practical introduction to psychological theory and skills essential for developing effective and helping relationships with individuals and groups.

PSYC 474 WORKSHOP IN PSYCHOLOGY
A workshop designed to provide experiences in investigation and evaluation of contemporary problems and practices in psychology. One to three quarter hours; maximum, six.

477 INDEPENDENT STUDY IN PSYCHOLOGY
Directed independent study in an approved area. Permission from the chairman of the department and supervising instructor is required. One to three hours any quarter; maximum, six.

PSYC 490 VOCATIONAL DEVELOPMENT THEORY
Theories of vocational choice and methods of selecting occupations and occupational information are considered as they relate to educational and vocational guidance.

PSYC 490 ABNORMAL PSYCHOLOGY
A study of behavioral disturbances, therapeutic measures and theories.

GRADUATE COURSES

PSYC 501 STATISTICS IN RESEARCH
An introduction to sampling theory, probability and statistical inference as applied to research analysis and hypothesis testing. Includes simple multivariate techniques and selected distribution-free tests of significance. Prerequisite: PSYC 350 or equivalent.

PSYC 515 COUNSELING THEORIES AND TECHNIQUES
A study and application of the theories and techniques for counseling. Professional relationships and ethics are considered.
EDUC 375 READINGS IN EDUCATION
Advanced study confined to topical areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chairman.
EDUC 581 PROFESSIONAL PROJECT
Selected areas of advanced study involving reading and research. Formal report required. Prerequisite: consent of department chairman and graduate standing. Two, four or six hours any quarter; maximum, six.
EDUC 590 THESIS
2.4, 4.4, 6
COURSES IN PSYCHOLOGY
PSYC 150 is a prerequisite to all other courses in psychology.
PSYC 350 ELEMENTARY STATISTICS
Fundamental procedures for summarizing and interpreting quantitative data from tests and research in the social sciences.
PSYC 360 SMALL GROUP PROCEDURES
A study of social groups necessitating the use of simulation, confrontation techniques, and role playing. Especially useful for teachers, ministers, nurses and social workers.
PSYC 375 EXPERIMENTAL PROBLEMS
An advanced course which enables the student to develop skills in experimental design and to apply such skills to an individual research project. Prerequisite: PSYC 350 or equivalent.
400 TOPICS IN PSYCHOLOGY
The study of advanced topics through class activities. One to three hours per quarter.
PSYC 405 PSYCHOLOGY OF ORGANIZATIONAL CHANGE
An exploration of the characteristics of social organizations, their structure and systems of communication with particular emphasis on the problems of bringing about change within social organizations such as church, communities, schools, business organizations, etc.
PSYC 410 BEHAVIOR MODIFICATION
A study of the principles and processes of learning with special emphasis on the shaping and changing of human behavior.
PSYC 415 DYNAMICS OF BEHAVIOR
An introduction to the dynamic mechanisms of human adjustment and behavior.
PSYC 420 INTRODUCTION TO CLINICAL PSYCHOLOGY
Introduction to the application of psychological theories and techniques as used in the clinical setting. Special attention will be given to a survey of various approaches to treatment of emotional problems in clinical practice, hospital and community settings.
PSYC 425 PSYCHOLOGY AND RELIGION
An examination of psychological concepts and human behavior from a Biblical and theological perspective.
PSYC 430 PSYCHOLOGICAL TESTING
Principles of test selection, administration and interpretation are considered together with the contributions and limitations of the major types of standardized tests and inventories used in the behavioral sciences.
PSYC 439 PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Characteristics and problems of exceptional children with consideration of essential educational adaptation.
PSYC 435 CHILD PSYCHOLOGY
Principles of growth as related to various phases of human development during the preadolescent years: physical, mental and emotional.
PSYC 436 CHILD PSYCHOLOGY LABORATORY
Prerequisite or corequisite: PSYC 435.
PSYC 437 CHILDHOOD LEARNING DISORDERS
An introduction to play therapy and psychological/educational programs with emphasis on perceptual, sensory and motor areas. Designed for teachers and counselors of young children in both early childhood and elementary school levels. Prerequisite: PSYC 435.
PSYC 440 ADOLESCENT PSYCHOLOGY
Principles of growth as related to various phases of human development during the adolescent years: physical, mental and emotional.
PSYC 442 MOTIVATION
A study of the developmental stages of behavior in organisms with emphasis upon human behavior. This course includes a laboratory.
PSYC 444 SOCIAL PSYCHOLOGY
The dynamics of social interaction and interpersonal behavior with application to contemporary society.
PSYC 445 SOCIAL PSYCHOLOGY LABORATORY
Prerequisite: PSYC 444.
PSYC 446 PSYCHOLOGY OF PERSONALITY
Theories concerning personality development, assessment and adjustment will be considered.
PSYC 449 MENTAL HEALTH
Physiological and psychological factors related to emotional maturity. Individual mental health, classroom climate, patterns of acceptance and rejection.
PSYC 461 COUNSELING RELATIONSHIPS
A practical introduction to psychological theory and skills essential for developing effective and helping relationships with individuals and groups.
PSYC 474 WORKSHOP IN PSYCHOLOGY
A workshop designed to provide experiences in investigation and evaluation of contemporary problems and practices in psychology. One to three quarter hours; maximum, six.
477 INDEPENDENT STUDY IN PSYCHOLOGY
Directed independent study in an approved area. Permission from the chairman of the department and supervising instructor is required. One to three hours any quarter; maximum, six.
PSYC 499 VOCATIONAL DEVELOPMENT THEORY
Theories of vocational choice and methods of studying occupations and occupational information are considered as they relate to educational and vocational guidance.
PSYC 499 ABNORMAL PSYCHOLOGY
A study of behavioral disturbances, therapeutic measures and theories.
GRADUATE COURSES
PSYC 501 STATISTICS IN RESEARCH
An introduction to sampling theory, probability and statistical inference as applied to research analysis and hypothesis testing. Includes simple multivariate techniques and selected distribution-free tests of significance. Prerequisite: PSYC 350 or equivalent.
PSYC 515 COUNSELING THEORIES AND TECHNIQUES
A study and application of the theories and techniques for counseling. Professional relationships and ethics are considered.
EDUCATION AND PSYCHOLOGY

PSYC 518 GROUP COUNSELING
Theories and techniques of counseling in group situations. Prerequisite: PSYC 515.

PSYC 521 PSYCHOLOGY OF LEARNING
The physiological and psychological basis for functional learning are discussed, and the experimental evidence supporting psychological hypotheses is reviewed.

PSYC 532 INDIVIDUAL TESTING—Intelligence
Supervised experience in the administration, interpretation and writing of psychological test reports. Several intelligence instruments will be reviewed. Major emphasis, however, will center on Binet and Wechsler Intelligence Scales. Prerequisites: PSYC 450 and permission of the instructor.

PSYC 534 ASSESSMENT OF THE INDIVIDUAL
3 Methods applicable to psychological assessment of the individual. Experience in the collection and analysis of data will be provided. Prerequisite: PSYC 532.

PSYC 563 FIELD EXPERIENCE
Designed to provide a broad spectrum of experience in actual field settings under supervision of the instructor. Prerequisite: PSYC 515.

PSYC 565 PRACTICUM IN COUNSELING
Professional experience in the counseling function. Prerequisites: PSYC 515; PSYC 534 and permission of the instructor.

SUPPORTING COURSES

Selected courses are available, with advisement, from the following departments: Art, Biology, Business, Chemistry, Communications, English, Health, Physical and Recreation Education, History, Home Economics, Library Science, Mathematics, Modern Languages, Music, Office Administration, Physics, Sociology and Social Work.

See the undergraduate bulletin for course descriptions and prerequisites.

ART

ART 364, 365, 366 SCULPTURE

ART 480 TOPICS IN ART
The study of advanced topics through class activities. One to three hours per quarter.

ART 477 INDEPENDENT STUDY IN ART
One to three hours any quarter: maximum, six.

BIOLICAL SCIENCES (See pages 24-28)

BUSINESS

400 TOPICS IN BUSINESS
The study of advanced topics through class activities. One to three hours per quarter.

ACCT 421 ADVANCED ACCOUNTING

ACCT 422 CPA REVIEW

ACCT 423 ACCOUNTING THEORY

ACCT 427 FUND ACCOUNTING

ACCT 429 AUDITING PROCEDURES

BUED 474 WORKSHOP IN BUSINESS TEACHER EDUCATION

BUED 491 PRINCIPLES OF BUSINESS EDUCATION

BUED 495 BUSINESS CURRICULUM

BUED 496 SEMINAR IN BUSINESS EDUCATION

ECON 441 MONEY AND BANKING

ECON 443 COMPARATIVE ECONOMICS SYSTEMS

ECON 444 ECONOMICS OF FOREIGN TRADE

FINA 451 INVESTMENTS

FINA 453 CREDIT ADMINISTRATION

FINA 485 PUBLIC FINANCE

BUED 477 INDEPENDENT STUDY IN BUSINESS
One to three hours per quarter: maximum, six.

MGMT 371 JOB ANALYSIS

MGMT 375 SUPERVISION

MGMT 475 HEALTH CARE ORGANIZATION AND MANAGEMENT

MGMT 476 HUMAN RELATIONS IN MANAGEMENT

MGMT 478 DENOMINATIONAL POLICY

MGMT 479 BUSINESS POLICIES
PSYC 518 GROUP COUNSELING
Theories and techniques of counseling in group situations. Prerequisite: PSYC 515.

PSYC 521 PSYCHOLOGY OF LEARNING
The physiological and psychological basis for functional learning are discussed, and the experimental evidence supporting psychological hypotheses reviewed.

PSYC 532 INDIVIDUAL TESTING—Intelligence
Supervised experience in the administration, interpretation and writing of psychologic al reports. Several intelligence instruments will be reviewed. Major emphasis, however, will center on Binet and Wechsler Intelligence Scales.

PSYC 551 ASSESSMENT OF THE INDIVIDUAL
Methods applicable to psychological assessment as a tool for describing behavior. Experience in the collection and analysis of data will be provided. Prerequisite: PSYC 332.

PSYC 565 PRACTICUM IN COUNSELING
Professional experience in the counseling function. Prerequisites: PSYC 515; PSYC 554 and permission of the instructor.

PSYC 563 FIELD EXPERIENCE
Designed to provide a broad spectrum of experience in actual field settings under the direction of the instructor.

SUPPORTING COURSES
Selected courses are available, with advisement, from the following departments: Art, Biology, Business, Chemistry, Communications, English, Health, Physical and Recreational Education, History, Home Economics, Library Science, Mathematics, Modern Languages, Music, Office Administration, Physics, Sociology and Social Work.

See the undergraduate bulletin for course descriptions and prerequisites.

ART
ART 364, 365, 366 SCULPTURE

ART 400 TOPICS IN ART
The study of advanced topics through class activities. One to three hours per quarter.

ART 477 INDEPENDENT STUDY IN ART
One to three hours any quarter: maximum, six.

BIOLOGICAL SCIENCES (See pages 24-28)

BUSINESS

400 TOPICS IN BUSINESS
The study of advanced topics through class activities. One to three hours per quarter.

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MGMT 479 BUSINESS POLICIES
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MATH 442 NUMERICAL ANALYSIS II 4
MATH 451, 452, 453 ADVANCED CALCULUS 3, 3, 3
MATH 461, 462, 463 MODERN ALGEBRA 4, 4, 4
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FREN 407 17TH AND 18TH CENTURY FRENCH LITERATURE 4
FREN 409 19TH CENTURY FRENCH LITERATURE 4
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MUPF 372 CHORAL CONDUCTING 2

OFFICE ADMINISTRATION

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OFAD 400 TOPICS IN OFFICE ADMINISTRATION 1-3
OFAD 414 THE LEGAL SECRETARY 4
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OFAD 499 THE ADMINISTRATIVE SECRETARY 4
OFAD 466 THE CONTEMPORARY SECRETARY IN BUSINESS 3
OFAD 472 METHODS OF TEACHING BUSINESS EDUCATION SUBJECTS 4
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PHYS 414, 415, 416 EXPERIMENTAL PHYSICS 1, 1, 1
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PHYS 477 METHODS OF TEACHING PHYSICAL SCIENCE 3
PHYS 477 INDEPENDENT STUDY IN PHYSICS 1-3, 6

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CORE 285 INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE 3
CORE 387 CRIMINOLOGY 2
CORE 387 CRIMINOLOGY 2
CORR 450 SOCIOLOGY OF LAW 2
CORR 487 TREATMENT THEORIES AND PROGRAMS IN CORRECTIONS 3
SOWK 365 SOCIAL WELFARE ADMINISTRATION 3
SOWK 376 FIELD WORK 2-12, 12
SOWK 371 SOCIAL WORK PRACTICE WITH INDIVIDUALS 3
SOWK 372 SOCIAL WORK PRACTICE WITH SMALL GROUPS 3
SOWK 373 SOCIAL WORK PRACTICE WITH MARRIAGE AND FAMILY 3
SOWK 375 SOCIAL WORK IN COMMUNITY SERVICES 3
SOWK 464 CHILD WELFARE 3
SOWK 466 COMPARATIVE THEORIES OF SOCIAL WORK PRACTICE 3
SOWK 468 CONTEMPORARY THOUGHTS ON GROUP PROCESS 3
SOWK 477 INDEPENDENT STUDY IN SOCIOLOGY AND SOCIAL WORK 1-3, 6
### SUPPORTING COURSES

#### MATHEMATICS

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<tbody>
<tr>
<td>MATH 400</td>
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<tr>
<td>MATH 442</td>
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<tr>
<td>MATH 661, 662, 663</td>
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Permission of the instructor required.

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#### MODERN LANGUAGES

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<td>FREN 447</td>
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<td>FREN 449</td>
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<td>MUPE 362</td>
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<td>MUPE 372</td>
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#### OFFICE ADMINISTRATION

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#### SOCIOLOGY AND SOCIAL WORK

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