Graduate Bulletin
1996-1997

Walla Walla College
204 South College Avenue
College Place, WA 99324-1198
ABOUT THE COVER

The colors in the stained glass window glow with brilliance in the light of the setting sun. That window, with its symbols of cross and flame, marks the western entrance of the old Village Church, part of the inheritance of Walla Walla College. Finished in April 1930, it replaced the present church, which had burned only six years after completion—and three weeks after its dedication—June 17, 1923.

Although Walla Walla College students and faculty now worship in the larger 1962 College Church on the west side of the campus, Village Hall is used on a regular basis by Career Development and the Teaching Learning Center. Its auditorium is the site of worship, plays, concerts, and campus meetings.

Photograph by Travis Doyal, 1993 WWC graduate.

WALLA WALLA COLLEGE

is accredited by:
The Northwest Association of Schools and Colleges
Seventh-day Adventist Board of Regents
The Washington State Board of Education
The Council on Social Work Education (BSW and MSW)

offers graduate programs in:
Biology
Counseling Psychology
Education
Social Work

is a member of:
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
National Commission on Accreditation Council on Social Work Education
Independent Colleges of Washington, Inc.
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Summer Sessions
Washington Friends of Higher Education

is approved by:
The Attorney General of the United States for nonimmigrant students
State Approving Agency for the training of veterans under the U.S. Code, Title 38, Chapters 31, 32, 34, 35 and 63
Washington State for training in Vocational Rehabilitation

Equal Opportunity Commitment

Walla Walla College maintains a policy of equal educational opportunity for all applicants without regard to sex, race, age, color, handicap, national and/or ethnic origin, and in administration of its educational and admissions policies, financial aid, employment programs, student life and services, or any other college-administered program.

Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 21-16-84 and Public Law 94-502.

WWC Bulletin
Vol. 103, No. 1
Graduate Edition
April 1991

Published Monthly, April and May at College Place, Washington, by Walla Walla College. Indexed in academic-stage periodical and master file: College Place, WA 99324, under Act of Congress, August 7, 1975.
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**WALLA WALLA COLLEGE**

204 S COLLEGE AVENUE  
COLLEGE PLACE, WA 99324-1198  
1-800-541-8000

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**GRADUATE STUDIES**

Dean .............................................................. Joseph Galusha  
509/527-2431  
800/541-8000

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**PROGRAM INFORMATION AND ASSISTANTSHIPS**

Director, Biology Graduate Program .................. John Reid  
509/527-2682

Choir, Education and Psychology .................... Ralph Coupland  
509/527-2282

Director, Social Work Graduate Program ............ Stanley Gelbhaus  
509/527-2390

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**ADMISSIONS AND MARKETING**

Vice President ................................................ Stephen Prange  
Application Forms ........................................ 509/527-1327
Bulleted .......................................................... 800/541-8000
General Information ........................................ 800/541-8000

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**ACADEMIC RECORDS**

Registrar and Director ................................... Gerald Wassner  
Academic Information ....................................... 509/527-2811
Transcripts .................................................... 800/541-8000

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**STUDENT FINANCIAL SERVICES**

Financial Counselors for Graduate Students ....  
Carolyn Janke  
Financial Information ....................................... 509/527-2815
Work Opportunities ......................................... 800/656-2815
Financial Aid, Loans, and Grants ..................  

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**RESIDENCE HALL LIVING**

Dean of Men ..................................................... David Knapp  
General Information ....................................... 509/527-2117
Room Reservations .......................................... 509/527-2117

Dean of Women ................................................ Diane Peterson  
General Information ....................................... 509/527-2221
Room Reservations .......................................... 509/527-2221

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**OFF CAMPUS HOUSING**

Manager ........................................................ Daryl Pugh  
College Rental Properties  
509/527-2109

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1-800-541-8000

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**GRADUATE STUDIES**

Dean ................................................................................................ 509/527-2421

Application Process Application Status Transfer Student Information

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**PROGRAM INFORMATION AND ASSISTANTSHIPS**

Director, Biology Graduate Program ........................................... 509/527-2482

Choir, Education and Psychology .............................................. 509/527-2282

Director, Social Work Graduate Program .................................. 509/527-2300

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**ADMISSIONS AND MARKETING**

Vice President .................................................................................. 509/527-2322

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**ACADEMIC RECORDS**

Registrar and Director .................................................................. 509/527-2811

Academic Information Transcript Transcript Evaluation

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**STUDENT FINANCIAL SERVICES**

Financial Secretary for Graduate Students ................................. 509/527-2813

Financial Information Work Opportunities Financial Aid, Loans, and Grants

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**RESIDENCE HALL LIVING**

Dean of Men ..................................................................................... 509/527-2111

General Information Room Reservations

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Dean of Women ................................................................................ 509/527-2231

General Information Room Reservations

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**OFF-CAMPUS HOUSING**

Manager ......................................................................................... 509/527-2109

College Rental Properties

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WALLA WALLA COLLEGE
ACADEMIC CALENDAR 1996-97

AUTUMN QUARTER
September 22 S Registration
23 M Instruction Begins
October 1 T Last Day for Graduate Students to Register
8 T Last Day for Graduate Students to Add Classes
or Change to Audit
10 Th Last Day to Mail Application for December GRE Testing
14 M Graduate Record Examinations (Subject only)
November 12 T Last Day for Graduate Students to Withdraw from Classes
24 S Thanksgiving Vacation Begins

WINTER QUARTER
January 6 M Registration
6 M Instruction Begins for MSW program
7 T Instruction Begins for Education and Biology programs
14 T Last Day for Graduate Students to Register
21 T Last Day for Graduate Students to Add Classes
or Change to Audit
February 7 F Last Day to Mail Application for April GRE Testing
25 T Last Day to Withdraw from Classes
March 17-19 MTW Final Examinations

SPRING QUARTER
March 31 M Registration
31 M Instruction Begins for MSW program
April 7 T Last Day for Graduate Students to Register
14 M Graduate Record Examinations
15 T Last Day for Graduate Students to Add Classes
or Change to Audit
May 20 T Last Day to Withdraw from Classes
June 9-11 MTW Final Examinations
15 S Commencement (9:00 a.m.)

SUMMER QUARTER
June 23 S Registration
23 M Instruction Begins
July 4 F Independence Day Holiday
August 15 F Eight-week Session Ends

MISSION STATEMENT
Graduate programs at Walla Walla College support the mission of the college and assist students as they acquire advanced knowledge and expertise in their fields of study within the context of Christian faith. To this end our faculty and students are committed to: 1) quality in scholarship and research; 2) the development of social, moral, and spiritual values; and 3) the integration of learning, faith, and service.

GENERAL INFORMATION
Walla Walla College is a Christian institution of higher learning operated by the Seventh-day Adventist Church since December 7, 1892. It is located in the city of College Place, in the historic Walla Walla Valley of southeastern Washington. The Old Oregon Trail, passing west of the campus, leads directly to the nearby Whitman Mission National Historic Site. The scenic Blue Mountains to the east and the Snake and Columbia Rivers to the north and west offer opportunities for recreation and relaxation.

Walla Walla College is committed to equal opportunity for all students. It does not discriminate on the basis of sex, race, age, color, handicap, national and/or ethnic origin in administration of its admissions, educational, financial, employment, and student life programs and policies, or any other college administered program.

The College provides for the attendance and academic success of handicapped students. The campus and a number of buildings have been modified to provide easy wheelchair access.

Walla Walla College seeks to foster an intelligent understanding of Christian ideals, loyalty to God, and service to humanity; and to offer 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. Instructional activities are not conducted during these hours.
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September 22  S  Registration
23  M  Instruction Begins

October 1  T  Last Day for Graduate Students to Register
8  T  Last Day for Graduate Students to Add Classes
10  Th  Last Day to Mail Application for December GRE Testing
14  M  Graduate Record Examinations (Subject only)

November 12  T  Last Day for Graduate Students to Withdraw from Classes
24  S  Thanksgiving Holiday Begins

December 1  S  Thanksgiving Thanksgiving Holiday Ends (10 pm)
9-13  M-TW  Final Examinations
16  M  Graduate Record Examinations

WINTER QUARTER

January 6  M  Registration
6  M  Instruction Begins for MSW program
7  T  Instruction Begins for Education and Biology programs
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DEGREES OFFERED
The College offers courses of study leading to the following graduate degrees:
- Master of Arts
- Master of Education
- Master of Science
- Master of Social Work

CLASSIFICATION OF STUDENTS
Graduate Students are defined as those who have been accepted into one of the graduate programs.
Postgraduate Students are those who have completed a baccalaureate degree and are registered for work which does not ordinarily apply toward an advanced degree.

GRADING SYSTEM
The following system of grades and grade-point values per quarter hour is used for evaluating graduate credit:

- A: 4.0
- B: 3.0
- C: 2.0
- D: 1.0
- F: 0.0

Other symbols used to describe the academic status of graduate credit:
- AU: Audited
- I: Incomplete
- IP: In Progress
- W: Withdrawal
- S: Satisfactory (C or better)
- NC: No Credit
- X: Unofficial withdrawal

Courses associated with these symbols are not used when computing the grade-point average.

Audits. An AU is assigned for class attendance and participation generally excluding tests and outside-of-class assignments. Arrangements to audit a class are made with the Office of Graduate Studies. The fee for audited credit is one-half the regular tuition rate.

Incomplete. An I is given in case of incomplete work due to justifiable cause and must be made up by three weeks prior to the end of the following term. Permission for an incomplete is granted by the instructor. Students with incompletes should calculate these hours into their course loads for the following quarter. Individuals who leave college prior to removal of the incomplete will have it shown on their transcripts until the work is finished.

In Progress. An IP can be given by the instructor for independent work such as field work or practicums, research, and thesis which extend past the regular end of term. The IP designation is changed by the instructor to a letter grade upon completion of all course requirements.

Withdrawal. A W is recorded when a student officially drops a course at least three weeks prior to the end of the quarter.

Satisfactory/No Credit. An S indicates that credit earned was satisfactory (A,B, or C) and an NC indicates that the credit was not earned because performance did not meet the minimum standards for a satisfactory grade. A grade of S will not be acceptable for graduate credit except for courses that require S/NC grading.

Unofficial Withdrawal. A grade of X indicates that a student discontinued class attendance but did not officially withdraw.

Graduate GPA. Grades of all courses on the approved graduate program and in the program area, excluding deficiencies, will be computed in the grade-point average.

Academic Integrity Statement. An integral part of the mission of Walla Walla College is to prepare its students to be responsible individuals who are guided by Christian values. The College, therefore, expects all members of its community to practice integrity, including a steadfast adherence to honesty. Faculty have a responsibility to foster integrity by example and instruction. Students have a responsibility to learn, respect, and practice integrity.

All acts of academic dishonesty, including cheating, plagiarism, forgery, misrepresentation, falsification, prohibited collaboration, and unauthorized use of files, are unacceptable. Departments may have more specific criteria for behavior and skills suitable to their disciplines which will be communicated to students, typically in course syllabi.

A violation of academic integrity will result in disciplinary action, which may include expulsion from the program (see department for details).

Deficiencies. Deficiencies should be made up as early in the program as possible, but may not be made up by audit.

Student Appeals. Student appeals of decisions and actions related to their graduate programs should be initiated in consultation with the major department and then referred, as appropriate, to Graduate Council. If satisfaction is not obtained, consult the Walla Walla College Grievance Policy.

Changes in Registration. Students withdrawing from a graduate program or individual courses during a term must file an official change of registration form with the Office of Graduate Studies. These forms must be signed by the adviser and the instructor(s) concerned.
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
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Unregistered Student Attendance of Classes. Only students who are officially registered will be allowed to attend graduate classes after the third week of school. Exceptions for those having difficulty making financial arrangements may be made by petition to the Graduate Standards Committee.

Graduate Credit for Seniors. Seniors who wish to take graduate courses (numbered 500 or greater) must submit a petition, their senior thesis, and an academic transcript to Graduate Council for evaluation. Approval to register is granted only after determination of the student’s eligibility for admission to a graduate program.

GRADUATE FACILITIES

Campus Computer Center. A campus-wide personal computer network running Novell NetWare supports a wide variety of software applications for college faculty, staff, and students. The use of three clusters of high-performance (486 and Pentium) computers is available to Walla Walla College students free of charge.

Marine Station. Walla Walla College maintains a biological research station at Rosario Beach, adjoining Deception Pass State Park, Anacortes, Washington. This facility occupies 40 acres of beach and timberland, and includes three laboratory buildings, a cafeteria, assembly hall, and 29 cabins for student and staff housing.

Peterson Memorial Library. Peterson Memorial Library contains several comfortable reading rooms, an open-shelf book system, a periodical room, and several audio-visual rooms. The main catalog to this and more than 400 other library collections in the Northwest is computerized via LaserCat and available on the campus computer network. Online reference searches via Dialogue and computerized indices, such as InfoTrac, II and FRIC, are available for student and staff use.

Resources of several regional libraries are also easily accessed by faculty and students through the Resource Sharing Program and the Western Libraries Network. The fine liberal-arts library of Whitman College is also available for authorized student use.

A good selection of primary and secondary textbooks and children’s literature is maintained in the Curriculum Library of the Department of Education and Psychology.

Rigby Hall. The facilities of the Department of Biological Sciences in Rigby Hall include staff and graduate student offices, classrooms, and teaching laboratories. Also available are a controlled-environment chambers, a photobiology laboratory, an animal house and a greenhouse, a photographic darkroom, a wood shop, a student lounge, and a computer lab.

Smith Hall. Facilities of the Department of Education & Psychology include offices for staff and graduate assistants, classrooms, laboratories for testing, observation rooms, a child development center, a curriculum library, and a student lounge.

Social Work/Sociology Buildings. These facilities house faculty and administrative offices, the Social Service Reading Collection, and a classroom.

FINANCIAL INFORMATION

Financial Aid. Walla Walla College assumes that each graduate student has the primary obligation for his/her educational costs. For students unable to meet this obligation while attending Walla Walla College, financial aid is available in the form of student employment, long-term loans, grants, and scholarships. Interest rates for long-term loans are low and repayment does not begin until after a student leaves a full-time graduate program. Grants and scholarships are gifts and do not need to be repaid.

In order to receive maximum financial assistance, students should plan their finances for the entire academic school year several months prior to the first quarter of enrollment. Financial counselors are available to provide guidance in financial planning, applying for financial aid, and in developing plans for payment. The Federal Government now requires that the college have a copy of the bachelor’s or graduate transcript prior to disbursements of financial aid to graduate students.

Arrangements for loans and financial aid must be made several months in advance of enrollment. Funds for use during the summer term should be applied for by the preceding April 15 because the federal government does not accept financial aid applications after May 1.

For further information about financial aid opportunities and application forms, please contact the Office of Students Financial Services at:

Phone: Direct: 1-509-527-2815; Toll Free: 1-800-656-2815
Fax: 1-509-527-2253

Payment Plans. The College is not able to finance student accounts. However, several payment plans are available and may be arranged through the Student Financial Services Office.

Federal Stafford Loan Program. Graduate students may borrow up to $18,500 per year at an annual interest rate of 7.4%. Principal repayment begins six months after the student ceases to be enrolled at least half-time.

The US Government may subsidize some of the interest while the student is in school; the student is responsible for the balance and may either make payments or have the interest added to the principal of the loan.

Students receiving a Federal Stafford Loan will need to complete a separate application form. Loan fees of about 4% are deducted from the loan amount before the funds are issued to WWCC.

Graduate Tuition. Graduate tuition is $120 per quarter hour. Tuition includes all laboratory fees except those at the WWCC Marine Station at Rosario Beach.

Books and School Supplies. Textbooks, school supplies, and other class materials are available at the College Store. Students should plan on approximately $450 for such purchases each quarter.
Unregistered Student Attendance of Classes. Only students who are officially registered will be allowed to attend graduate classes after the third week of school. Exceptions for those having difficulty making financial arrangements may be made by petition to the Graduate Standards Committee.

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Resources of several regional libraries are also easily accessed by faculty and students through the Resource Sharing Program and the Western Libraries Network. The fine liberal-arts library of Whitman College is also available for authorized student use.

A good selection of primary and secondary textbooks and children’s literature is maintained in the Curriculum Library of the Department of Education and Psychology.

Rigby Hall. The facilities of the Department of Biological Sciences in Rigby Hall include staff and graduate student offices, classrooms, and teaching laboratories. Also available are controlled-environment chambers, a radiobiology laboratory, an animal house, and a greenhouse. A graphic design room, a wood shop, a student lounge, and a computer lab.

Smith Hall. Facilities of the Department of Education & Psychology include offices for staff and graduate assistants, classrooms, laboratories for testing, observation rooms, a child development center, a curriculum library, and a student lounge.

Social Work/Sociology Buildings. These facilities house faculty and administrative offices, the Social Service Reading Collection, and a classroom.

FINANCIAL INFORMATION
Financial Aid. Walla Walla College assumes that each graduate student has the primary obligation for his/her educational costs. For students unable to meet this obligation while attending Walla Walla College, financial aid is available in the form of student employment, long-term loans, grants, and scholarships. Interest rates for long-term loans are low and repayment does not begin until after a student leaves a full-time graduate program. Grants and scholarships are gifts and do not need to be repaid.

In order to receive maximum financial assistance, students should plan their finances for the entire academic school year several months prior to the first quarter of enrollment. Financial counselors are available to provide help in financial planning, applying for financial aid, and in developing plans for payment. The Federal Government now requires that the college have a copy of the baccalaureate transcript prior to disbursements of financial aid to graduate students.

Arrangements for loans and financial aid must be made several months in advance of enrollment. Funds for use during the summer term should be applied for by the preceding April 15 because the federal government does not accept financial aid applications after May 1.

For further information about financial aid opportunities and application forms, please contact the Office of Student Financial Services at:


Payment Plans. The College is not able to finance student accounts. However, several payment plans are available and may be arranged through the Student Financial Services Office.

Federal Stafford Loan Program. Graduate students may borrow up to $18,500 per year at an annual interest rate of 7.5%. Principal repayment begins six months after the student ceases to be enrolled at least half-time.

The US Government may subsidize some of the interest while the student is in school; the student is responsible for the balance and may either make payments or have the interest added to the principal of the loan.

Students receiving a Federal Stafford Loan will need to complete a separate application form. Loan fees of about 4% are deducted from the loan amount before the funds are issued to WWCC.

Graduate Tuition. Graduate tuition is $316 per quarter hour. Tuition includes all laboratory fees except those at the WWCC Marine Station at Rosario Beach.

Books and School Supplies. Textbooks, school supplies, and other class materials are available at the College Store. Students should plan on approximately $450 for such purchases each quarter.
Student Insurance. Walla Walla College recommends that each student be covered by medical insurance. WWCC offers major medical insurance for an estimated cost of $350 per year and accident insurance for an estimated cost of $35 per quarter. Contact Student Health Services to enroll in the college insurance plan or to file insurance claims. No charges or refunds are allowed in medical insurance after the first two weeks of the quarter.

Graduate students are not charged a health service fee. If a graduate student chooses to access care at the Student Health Services, a one-time fee of $20 per quarter will be charged to his/her account.

Special Fees
- Application (nonrefundable) $20.00
- Audit Tuition one-half regular tuition
- Approved Change in Registration (Drop/Add) after the Deadline 20.00
- Change in Registration (Drop/Add) after the 100% refund period 10.00
- Field Trips actual cost
- Graduation Fee (includes diploma and pictures) 25.00
- ID Card Replacement 10.00
- Late Registration 50.00
- M.A. and M.S. Thesis Binding (2 copies) 35.00
- Out-of-Schedule Examination (per exam) 20.00
- Returned Check 15.00
- Validation Examination
  - Validation Fee 3.00/student hour
  - Examination Fee 20.00

HOUSING
Family Student Housing is available on a first-come-first-served basis. Financial arrangements must be made with the Office of Student Financial Services before a family may move into college housing.

- Birch Street Apartment
  - Two bedroom $364 per month plus electricity
- Hallmark Apartment
  - One bedroom $247 per month plus electricity
  - Two bedroom Apts 1-16 $295 per month plus electricity
  - Two bedroom Apts 17-32 $310 per month plus electricity

Residence Halls. The room rental charge for each student per quarter based on dual occupancy in

- Cascad Hall (women) $594
- Foreman Hall (women) 621
- Stimson Hall (men) $594
- Stimson East (men) 594

When rooms are available, single occupancy is permitted at an extra cost of $150 per quarter.

Housing Deposit and Reservations. The College residence halls and other student housing require a $150 per person room deposit, which will be remitted in full at the end of the student’s stay unless there are charges for delayed departure, room damage, unpaid rent, unreturned keys, and/or leaving the room dirty. Dorm reservations should be directed to the appropriate residence hall. Students wishing to reserve college housing should call College Rental Properties at (509) 527-2109.

REFUNDS
If a student officially withdraws during the quarter, a refund, where applicable, will be made within 30 days. A student who leaves school without completing withdrawal procedures will be charged until proper arrangements have been made. The beginning of the quarter is considered to be the first day of class instruction.

Students withdrawing from classes during the quarter will qualify for the following rates of refund:

- If withdrawal is:
  - by the second Tuesday of classes 100%
  - by the third Tuesday of classes 75%
  - by the fifth Tuesday of classes 50%
- A tuition refund may affect awarded financial aid.

*Students dropping all classes during this period will be charged a processing fee of $50 or 5% of tuition, whichever is less.

FINANCIAL STATEMENTS
Tuition, fees, room rent, and minimum cafeteria charges for the quarter (as applicable) will be made at the beginning of each quarter. An itemized statement will be issued to each student each month. Payment is due within ten days of receipt.

Checks or money orders should be made payable to Walla Walla College and should be sent to:

Accounting Office
Walla Walla College
204 S College Ave
College Place, WA 99324-1138

PAST DUE ACCOUNTS
A FINANCE CHARGE (computed at a periodic rate of one percent per month (ANNUAL PERCENTAGE RATE of TWELVE PERCENT)) is assessed against each past due account.

RELEASE OF TRANSCRIPTS OR DIPLOMAS
By action of the Board of Trustees of Walla Walla College, a diploma or transcript (official or unofficial) will not be released until the following criteria are met:

a) The student's account is paid in full.
b) Walla Walla College is not assigned a shorts-term loan for the student.
c) The student's Perkins (NSL) Loan and Institutional Loans are current.

Requests for transcripts must be made in writing to the Office of Academic Records.
Student Insurance. Walla Walla College recommends that each student be covered by medical insurance. WWCC offers major medical insurance for an estimated cost of $350 per year and accident insurance for an estimated cost of $15 per quarter. Contact Student Health Services to enroll in the college insurance plan or to file insurance claims. No changes or refunds are allowed in medical insurance after the first two weeks of the quarter.

Graduate students are not charged a health service fee. If a graduate student chooses to access care at the Student Health Services, a one-time fee of $20 per quarter will be charged to his/her account.

Special Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<tr>
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</tr>
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</tr>
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<td>25.00</td>
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<tr>
<td>Validation Examination</td>
<td></td>
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<tr>
<td>Validation Fee</td>
<td>3.00/cycle hour</td>
</tr>
<tr>
<td>Examination Fee</td>
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HOUSING

Family Student Housing is available on a first-come-first-served basis. Financial arrangements must be made with the Office of Student Financial Services before a family may move into college housing.

- **Birch Street Apartment**
  - Two bedroom: $365 per month plus electricity

- **Hallmark Apartment**
  - One bedroom: $217 per month plus electricity
  - Two bedroom: $250 per month plus electricity

- **Residence Halls**
  - The room rental charge for each student per quarter based on dual occupancy is:
    - Conrad Hall (women): $594
    - Foreman Hall (women): $621
    - Stimmer Hall (men): $594
    - Stimmer East (men): $594

When rooms are available, single occupancy is permitted at an extra cost of $150 per quarter.

Housing Deposits and Reservations. The College residence halls and other student housing require a $150 per room deposit, which will be remitted in full at the end of the student’s stay unless there are charges for delayed departure, room damage, unpaid rent, unreturned keys, and/or leaving the room dirty. Dorm reservations should be directed to the appropriate residence hall. Students wishing to reserve college housing should call College Rental Properties at (509) 521-2109.

REFUNDS

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Students withdrawing from classes during the quarter will qualify for the following rates of refund:

| By the second Tuesday of classes | 100% |
| By the third Tuesday of classes  | 75%  |
| By the fifth Tuesday of classes  | 50%  |

A tuition refund may affect awarded financial aid.

*Students dropping all classes during this period will be charged a processing fee of $50 or 5% of tuition, whichever is less.*

FINANCIAL STATEMENTS

Tuition, fees, room rent, and minimum cafeteria charges for the quarter (as applicable) will be made at the beginning of each quarter. An itemized statement will be issued to each student each month. Payment is due within ten days of receipt.

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Walla Walla College
204 S College Ave
College Place, WA 99324-1158

PAST DUE ACCOUNTS

A FINANCE CHARGE (computed at a periodic rate of one percent per month; an ANNUAL PERCENTAGE RATE of TWELVE PERCENT) is assessed against each past due account.

RELEASE OF TRANSCRIPTS OR DIPLOMAS

By section of the Board of Trustees, a diploma or transcript (official or unofficial) will not be released until the following criteria are met:

a) The student's account is paid in full.
b) Walla Walla College is not obligated on a short-term loan for the student.
c) The student's Perkins (NSLQ), Nursing, and Institutional loans are current.

Requests for transcripts must be made in writing to the Office of Academic Records.
PERSONAL PROPERTY LOSS
Walla Walla College is not responsible for loss of personal property, therefore students are encouraged to carry insurance on their personal belongings.

INTERNATIONAL STUDENTS
International students who are not citizens or permanent residents of the United States are required to place a $3,000 ($2,53) deposit with the College before final acceptance can be given and the I-20 form sent. Canadian students are exempt from this deposit.

International students on student visas do not qualify for many loans and grants and may only accept employment on campus. Sponsors and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the College requires them to submit a statement of finances before final acceptance is given. This is done through the international student adviser.

CHANGE IN EXPENSES
Because of fluctuations in the national economy, the WWCC Board of Trustees reserves the right to adjust costs charged throughout the school year.

GRADUATE ASSISTANTSHIPS
A limited number of graduate assistantships is available. They provide financial support for students during professional or pre-professional training in the arts. The project or activity must be conducted in the United States and be suitable for funding through graduate assistantships.

Assistantships are open to graduate students with evidence of maturity and potential to benefit from the program.

Applications will be considered from graduate applicants, postgraduates, and current graduate students. Stipends are awarded for periods up to 12 months. Full or partial remission of tuition and fees for approved courses during the period of the assistantship is also available.

Application forms for graduate assistantships may be obtained by writing directly to the respective departments. Deadlines for receipt of applications for the following year are:

<table>
<thead>
<tr>
<th>Field</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>April 15</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>April 15</td>
</tr>
<tr>
<td>Social Work and Sociology</td>
<td>No deadline</td>
</tr>
</tbody>
</table>

The Department of Social Work and Sociology also offers a few scholarships for which applications must be received by October 1.

HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD
Prior to each graduation, graduate students with exceptional academic records are nominated by the graduate faculty for the Hollibert E. Phillips Scholastic Achievement Award. This award consists of (1) a certificate of distinction and (2) a cash award.

GRADUATE PROGRAM
Master's degree programs are offered in biology, education, counseling, and social work. Graduate study is planned with reference to the student's previous academic preparation, experience, personal qualifications, and future objectives. Close cooperation between the student and advisor is essential.

OBJECTIVES OF THE GRADUATE PROGRAM
Graduate programs provide an atmosphere which stimulates intellectual curiosity and independent thinking. They are designed to develop an appreciation for the value of research, to provide involvement with basic research techniques, and to strengthen professional competence in areas of specialization.

ADMISSION REQUIREMENTS
To qualify for regular admission, an applicant to a graduate program shall have:
1. graduated from an accredited four-year college or university by the time of enrollment, as evidenced by a transcript showing the completion of a baccalaureate degree,
2. completed an appropriate undergraduate major or prerequisite credit hours as specified by the department,
3. achieved a minimum cumulative GPA of 3.25 for either the total hours or for the last 90 quarter hours of the baccalaureate degree,
4. achieved satisfactory scores on the general section of the Graduate Record Examination as determined by the respective departments. Applicants who already hold a graduate degree from a regionally accredited institution are not required to take the GRE,
5. obtained recommendations from three individuals knowing the applicant's professional abilities and personal qualities well,
6. submitted a personal statement of professional goals and objectives as directed by the department concerned,
7. achieved a score of 550 on the TOEFL if English is spoken as a Second Language,
8. met additional admission requirements as specified by the department concerned.

When all application materials have been received, they will be sent to the respective graduate department for evaluation and a recommendation about acceptance. Admission is by official action of the Graduate Council.

ADMISSION AND ENROLLMENT CATEGORIES
Students are enrolled under one of the following categories:

REGULAR
Regular admission status is granted to students who meet all requirements of graduate programs at Walla Walla College and specific requirements of the department in which study is proposed.
PERSONAL PROPERTY LOSS
Walla Walla College is not responsible for loss of personal property, therefore students are encouraged to carry insurance on their personal belongings.

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International students who are not citizens or permanent residents of the United States are required to place a $3,000 (US$1,50) deposit with the College before final acceptance can be given and the I-20 form sent. Canadian students are exempt from this deposit.

International students on student visas do not qualify for many loans and grants and may only accept employment on campus. Sponsors and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the College requires them to submit a declaration of finances before final acceptance is given. This is done through the international student adviser.

CHANGE IN EXPENSES
Because of fluctuations in the national economy, the WWCC Board of Trustees reserves the right to adjust costs charged throughout the school year.

GRADUATE ASSISTANTSHIPS
A limited number of graduate assistantships is available. They provide financial support for students during professional experience in chosen fields of specialization, or in activities that may be valuable in preparing them more fully for their future occupational roles. Duties of a graduate assistant may include participation in research, instructional and guidance services, and professional activities.

Assistants are open to graduate students with evidence of maturity and potential to benefit from the program.

Applications will be considered from graduate applicants, postgraduates, and current graduate students. Stipends are awarded for periods up to 12 months. Full or partial remission of tuition and fees for approved courses during the period of the assistantship is also available.

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- Biological Sciences: April 15
- Education and Psychology: April 15
- Social Work and Sociology: No deadline

The Department of Social Work and Sociology also offers a few scholarships for which applications must be received by October 1.

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To qualify for regular admission, an applicant to a graduate program shall have:
1. graduated from an accredited four-year college or university by the time of enrollment, as evidenced by a transcript showing the completion of a baccalaureate degree.
2. completed an appropriate undergraduate major or prerequisite credit hours as specified by the department.
3. achieved a minimum cumulative GPA of 2.75 for either the total hours or for the last 90 quarter hours of the baccalaureate degree.
4. achieved satisfactory scores on the general section of the Graduate Record Examination as determined by the respective departments. Applicants who already hold a graduate degree from a regionally accredited institution are not required to take the GRE.
5. obtained recommendations from three individuals knowing the applicant's professional abilities and personal qualities well.
6. submitted a personal statement of professional goals and objectives as directed by the department concerned.
7. achieved a score of 550 on the TOEFL if English is spoken as a Second Language.
8. met additional admission requirements as specified by the department concerned.

When all application materials have been received, they will be sent to the respective graduate department for evaluation and a recommendation about acceptance. Admission is by official action of the Graduate Council.

ADMISSION AND ENROLLMENT CATEGORIES
Students are enrolled under one of the following categories:

REGULAR
Regular admission status is granted to students who meet all requirements of graduate programs at Walla Walla College and specific requirements of the department in which study is proposed.
PROVISIONAL
Provided status is given to students who have graduated from an accredited college or university and do not meet one or more of the other requirements for regular admission, but who in the judgment of the department and Graduate Council have shown evidence of their ability to pursue a graduate degree. Such evidence may include one or more of the following: superior performance on the Graduate Record Examination, strong professional recommendations, superior grades in postgraduate work at a recognized institution, and/or positive work experience in areas related to the desired graduate specialization. At the time of provisional acceptance, a plan and deadline for a change to regular acceptance must be submitted and approved. Students not meeting these specifications will be dropped from the program.

NON-MATRICULATED
Non-matriculated status is designed for students who wish to take courses for personal or professional benefit, but are not seeking a graduate degree. By special permission to Graduate Council, a minimum of 12 credit hours may be applied to a graduate program retrospectively.

GENERAL DEGREE REQUIREMENTS
Responsibilities of the Student. Each graduate student is responsible for a knowledge of all regulations and procedures published in this bulletin and in departmental materials. Continued progress in the program is contingent upon the adherence to the decisions of the Graduate Council and the policies and procedures as published in this bulletin. The student must assume the initiative in such matters as securing approval of a Program of Study and arranging for required tests and examinations. Failure to do so may result in unnecessary delay or interruption of graduate study.

Program Requirements. Completion of the minimum number of hours for a specific graduate program is required, including all courses listed on the Program of Study. Candidates must also satisfy departmental requirements listed in this bulletin and those provided in writing by the departments.

Scholastic Requirements. A cumulative grade point average (GPA) of 3.0 is required for all courses included in the graduate program and in the program area (except deficiencies). Courses with grades of less than C- are not accepted for graduate credit.

Probation and Dismissal Policy. Graduate students whose cumulative GPA for courses taken in their program area at Walla Walla College drops below 3.0 will be placed on academic probation. Notification of this status will be by letter from the Dean of Graduate Studies. Students placed on academic probation are urged to consider an adjustment in class and work load in consultation with their program advisor. Students whose cumulative GPA is below 3.0 for two consecutive quarters will be subject to dismissal by Graduate Council from their current graduate program and lose of graduate student standing.

Resident Credits. All credits earned toward a master's degree will normally be taken at Walla Walla College. No more than 12 credits of graduate work taken at the college before official acceptance may be applied to the degree. Courses numbered 300-399 may be included in the graduate program with approval of the Graduate Council. No more than six quarter hours of workshop (428) courses will be included in a program. A minimum of 33 quarter hours toward the Biology or Education programs must be taken in residence. A minimum of 39 hours toward the Social Work program must be taken in residence.

Transfer Credits. Graduate level work taken at other accredited institutions but not previously applied toward a degree may be approved for transfer to the master's degree by petition to the department. No courses with grades less than B qualify for transfer credit. Extension courses may be transferred if they are acceptable to graduate credit by the accredited college or university offering them. Neither correspondence nor continuing education credit is accepted as transfer credit. "P" or "D" grades may be transferred after specific review by the designated department, but will not be considered when computing the GPA.
GENERAL DEGREE REQUIREMENTS

Responsibilities of the Student. Each graduate student is responsible for a knowledge of all regulations and procedures published in this bulletin and in departmental materials. Continued progress in the program is contingent upon the adherence to the decisions of the Graduate Council and the policies and procedures as published in this bulletin. The student must assume the initiative in such matters as securing approval of a Program of Study and arranging for required tests and examinations. Failure to do so may result in unnecessary delay or interruption of graduate study.

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Scholastic Requirements. A cumulative grade point average (GPA) of 3.0 is required for all courses included in the graduate program and in the program area (except deficiencies). Courses with grades of less than C- are not accepted for graduate credit.

Probation and Dismissal Policy. Graduate students whose cumulative GPA is below 3.0 for any one consecutive quarter will be subject to dismissal by Graduate Council from their current graduate program and lose the status of graduate student standing.

Resident Credits. All credits earned toward a master's degree will normally be taken at Walla Walla College. No more than 12 credits of graduate work taken at the college before official acceptance may be applied to the degree. Courses numbered 350-399 may be included in the graduate program with approval of the Graduate Council. No more than six quarter hours of workshop (474) courses will be included in a program. A minimum of 33 quarter hours toward the Biology of Education programs must be taken in residence. A minimum of 39 hours toward the Social Work program must be taken in residence.

Transfer Credits. Graduate level work taken at other accredited institutions but not previously applied toward a degree may be approved for transfer to the master's degree by petition to the department. No courses with grades less than B quality for transfer credit. Extension courses may be transferred if they are acceptable to graduate credit by the accredited college or university offering them. Neither correspondence nor continuing education credit is accepted as transfer credit. "P" or "S" grades may be transferred after specific review by the designated department, but will not be considered when computing the GPA.
Waiting Content Requirements: On occasion content required for the graduate program at Walla Walla College may have been covered in a course applied to an earlier degree. After review by the department, the content required by the graduate program may be waived but the total hours required for the degree are not reduced. Usually a validation examination over the content area is required. Exceptions may be made in the case of second advanced degrees. There is a fee for this examination.

Time Requirements: Academic credit earned more than six calendar years prior to graduation is usually not acceptable to satisfy degree requirements.

Course Load: The maximum load per quarter for graduate students is 16 hours in social work, 12 hours in education, and 12 hours in biology. Petitions must be made to Graduate Council to exceed these limits. For purposes of loan deferment and visa qualification, seven hours and eight hours of graduate work are considered minimum loads respectively.

Bulletin: A student's degree requirements will be listed on the graduate bulletin in effect at the time of first enrollment as a graduate student.

PROGRAM OF STUDY
A Program of Study prepared on an official form must be approved by the program director and submitted to Graduate Council by January 15 of the final year of graduate studies. Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies.

All changes in the study program must be documented on a Program Change Form and require the signatures of the advisor, program director, and Dean of Graduate Studies.

EXAMINATION REQUIREMENTS
Each candidate is responsible to schedule the appropriate, required examination(s) with the department chair or program director. Success or failure of such examinations is determined by a faculty committee. A candidate who fails a required examination is granted only one opportunity for retake after the lapse of at least one quarter. Examinations should be scheduled and taken so that the results can be known at least two weeks before spring commencement.

GRADUATION
Because students are strongly encouraged to participate in commencement exercises, those wishing to graduate in absentia must petition the President of the college to do so.

By March 15 at least one quarter prior to commencement, a request to graduate must be prepared on an approved form and signed by the advisor, program director, and Dean of Graduate Studies. This process will verify that the candidate has:

1. an approved Program of Study,
2. a cumulative GPA of 3.0,
3. scheduled appropriate oral/comprehensive/defense examination(s),
4. met graduation regulations, and
5. satisfied all deficiencies.

Students who participate in commencement should have completed all requirements for their degree by this time. However, as Walla Walla College has only one commencement exercise each year, if all requirements have not been completed, the following criteria must be met in order for students to march:

1. be within 12 hours of degree completion, including courses with incomplete (I) and in progress (IP) grades,
2. be able to complete all degree requirements by August 30 of the same year,
3. have the approval of the thesis/project committee (if M.A./M.S. student), and
4. have an approved Graduate Studies Completion Form on file with the Office of Graduate Studies and Academic Records.

Summer graduates will be designated in the graduation program with asterisks to identify that their diploma will be conferred following completion of studies still in progress.
Waiving Content Requirements

On occasion content required for the graduate program at Walla Walla College may have been covered in a course applied to an earlier degree. After review by the department, the content required by the graduate program may be waived but the total hours required for the degree are not reduced. Usually a validation examination over the content area is required. Exceptions may be made in the case of second advanced degrees. There is a fee for this examination.

Time Requirements

Academic credit earned more than six calendar years prior to graduation is usually not acceptable to satisfy degree requirements.

Course Load

The maximum load per quarter for graduate students is 14 hours in social work, 12 hours in education, and 12 hours in biology. Petitions must be made to Graduate Council to exceed these limits. For purposes of loan deferment and visa qualification, seven hours and eight hours of graduate work are considered minimum loads respectively.

Bulletin

A student’s degree requirements will be listed on the graduate bulletin in effect at the time of first enrollment as a graduate student.

PROGRAM OF STUDY

A Program of Study prepared on an official form must be approved by the program director and submitted to Graduate Council by January 15 of the first year of graduate study. Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies.

All changes in the study program must be documented on a Program Change Form and require the signatures of the advisor, program director, and Dean of Graduate Studies.

EXAMINATION REQUIREMENTS

Each candidate is responsible to schedule the appropriate, required examination(s) with the department chair or program director. Success or failure of such examinations is determined by a faculty committee. A candidate who fails a required examination is granted only one opportunity for retake after the lapse of at least one quarter. Examinations should be scheduled and taken so that the results can be known at least two weeks before spring commencement.

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Because students are strongly encouraged to participate in commencement exercises, those wishing to graduate in absentia must petition the President of the college to do so.

By March 15 or at least one quarter prior to commencement, a request to graduate must be presented on an approved form and signed by the advisor, program director, and Dean of Graduate Studies. This process will verify that the candidate has:

1. an approved Program of Study,
2. a cumulative GPA of 3.0,
3. scheduled appropriate oral/comprehensive/defense examination(s),
4. ordered graduation regalia, and
5. satisfied all deficiencies.

Students who participate in commencement should have completed all requirements for their degree by this time. However, as Walla Walla College has only one commencement exercise each year, if all requirements have not been completed, the following criteria must be met in order for students to march:

1. be within 12 hours of degree completion, including courses with incomplete (I) and in progress (IP) grades,
2. be able to complete all degree requirements by August 31 of the same year,
3. have the approval of the thesis/project committee (if M.A./M.S. student), and
4. have an approved Graduate Studies Completion Form on file with the Office of Graduate Studies and Academic Records.

Summer graduates will be designated in the graduation program with asterisks to identify that their diploma will be conferred following completion of studies still in progress.
In addition to fulfilling the mission of Walla Walla College, the objectives of the Department of Biological Sciences are:
1. To prepare students for careers in research and teaching positions in institutions of higher education by giving them a firm foundation for work toward a doctoral degree.
2. To provide an educational background for careers in industry.
3. To increase the competence of secondary school teachers.

The Department of Biological Sciences offers a Bachelor of Science degree in biology with two options. The Thesis Option is for students who wish to pursue a career in research and teaching or continue their education through a Ph.D., subsequently entering careers in research or college and university teaching. The Non-thesis Option is designed especially for prospective secondary teachers.

The programs of course work and research developed for each graduate student take into account the academic background, present interests, and future goals of the student.

**ADMISSION**
Applicants must meet the general admission requirements as outlined earlier in the Graduate Bulletin. Satisfactory scores on the Graduate Record Examination (GRE), both subject and general, are required. Applicants must also submit a statement of objectives and goals.

**REQUIREMENTS**
Students must complete all requirements as listed in this bulletin and in the "General Procedures for the Completion of the M.S. Degree in Biology" (available from the department). Because of the variety of biological and interdisciplinary opportunities available at the Walla Walla College Marine Station, all graduate students are expected to attend one summer term.

**THESIS OPTION**
**Prerequisite background:**
Undergraduate background should include a B.S. or B.A. in Biology from an accredited institution. Students with degrees in other science areas should contact the department before applying. Specific course requirements include General Chemistry, Organic Chemistry, General Physics, and Precalculus.

**Curriculum requirements:**
The primary requirement of the Thesis Option is the completion of a thesis based upon original research. Program requirements consist of a minimum of 45 quarter credits, 24 of which must be courses numbered 500 or above. Not more than five credits below a B- grade will be accepted on the graduate program.

<table>
<thead>
<tr>
<th>Course (45 credits)</th>
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</thead>
<tbody>
<tr>
<td>Graduate Seminar (Biol 510)</td>
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<tr>
<td>Thesis Proposal (Biol 540)</td>
<td>2</td>
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<tr>
<td>Thesis Research (Biol 545)</td>
<td>4</td>
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<tr>
<td>Thesis (Biol 560)</td>
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<tr>
<td>Additional 500-level Biol courses</td>
<td>11</td>
</tr>
<tr>
<td>Colloquium (Biol 495) six quarters</td>
<td>2</td>
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<tr>
<td>Additional electives</td>
<td>21</td>
</tr>
</tbody>
</table>

**NON-THESIS OPTION**
**Prerequisite background:**
Preparation should include a bachelor's degree in science or math and a minimum of 28 credit hours in biology, of which must be upper-division.

**Curriculum requirements:**
The objective of the Non-thesis Option is to prepare students for secondary teaching in two content areas: 1) biology and 2) either chemistry, physics, mathematics, or computer science. Requirements to meet this objective include a minimum of 45 quarter credits (30 of which must be courses numbered 400 and above, and at least one 500-level biology content course). A maximum of 8 credits of elective content courses numbered below 355 may be included when approved by the Department of Biological Sciences and Graduate Council. No more than five credits below a B- grade will be accepted on the graduate program.

**Basic Courses (12 credits)**
- Research Methods I, II (Biol 351, 352) | 2 |
- Seminar/Teaching of Biology (Biol 526) | 1 |
- Graduate Seminar (Biol 510) | 2 |
- Biology Project (Biol 543) | 4 |
- One course selected from Education and Psychology (EDUC 506, 525, 525, 567, PSYC 521) | 3 |
- Colloquium (Biol 495) three quarters | 0 |

**Specialization (8-10 credits)**
- At least one course in biology (Biol 460, 461, 462, 463, 508) | 3-5 |
- At least one course in biology (Biol 374, 384, 389, 403, 405, 475) | 3-5 |

**Content Electives (24 credits—chosen to ensure preparation in two content areas)**
- Biology | 8-16 |
- Chemistry, physics, mathematics, or computer science | 8-16 |

**Certification:**
Generally, the process of certification will commence during the undergraduate program (junior/senior year). It is recommended that certification requirements be completed as the term the graduate degree is awarded.
BIOLOGICAL SCIENCES

Susan Dixon, Chair; Joan Bollig, Director of Graduate Programs; Joe Galusha, Scott Lippman, Larry Mooney, Jim Naftel

In addition to fulfilling the mission of Walla Walla College, the objectives of the Department of Biological Sciences are:

1. To prepare students for careers in research and teaching positions in institutions of higher education by giving them a firm foundation for work toward a doctoral degree.
2. To provide an educational background for careers in industry.
3. To increase the competence of secondary school teachers.

The Department of Biological Sciences offers a Bachelor of Science degree in biology with two options. The Thesis Option is for students who wish to prepare for careers in research and teaching or continue their education through a Ph.D., subsequently entering careers in research or college and university teaching. The Non-thesis Option is designed especially for prospective secondary teachers.

The program of course work and research developed for each graduate student takes into account the academic background, present interests, and future goals of the student.

ADMISSION

Applicants must meet the general admission requirements as outlined earlier in the Graduate Bulletin. Satisfactory scores on the Graduate Record Examination (GRE), both subject and general, are required. Applicants must also submit a statement of objectives and goals.

REQUIREMENTS

Students must complete all requirements as listed in this bulletin and in the "General Procedures for the Completion of the M.S. Degree in Biology" (available from the department). Because of the variety of biological and interdisciplinary opportunities available at the Walla Walla College Marine Station, all graduate students are expected to attend one summer term.

Thesis Option

Prerequisite background:

Undergraduate background should include a B.S. or B.A. in Biology from an accredited institution. Students with degrees in other science areas should contact the department before applying. Specific undergraduate courses required include: General Chemistry, Organic Chemistry, General Physics, and Precalculus.

Curriculum requirements:
The primary requirement of the Thesis Option is the completion of a thesis based upon original research. Program requirements consist of a minimum of 45 quarter credits, 24 of which must be courses numbered 500 or above. Not more than five credits below a B- grade will be accepted on the graduate program.

Non-Thesis Option

Prerequisite background:

Preparation should include a bachelor's degree in science or math and a minimum of 28 credit hours in biology, 8 of which must be upper-division.

Curriculum requirements:

The objective of the Non-thesis Option is to prepare students for secondary teaching in two content areas: 1) biology and 2) either chemistry, physics, mathematics, or computer science. Requirements to meet this objective include a minimum of 45 quarter credits (30 of which must be in courses numbered 400 and above, and at least one 500-level biology content course). A maximum of 8 credits of elective content courses numbered below 350 may be included when approved by the Department of Biological Sciences and Graduate Council. No more than five credits below a B- grade will be accepted on the graduate program.

Basic Courses (12 credits)

Research Methods I, II (Biol 351, 352) 2
Seminar/Teaching of Biology (Biol 506) 1
Graduate Seminar (Biol 510) 2
Biology Project (Biol 543) 4
One course selected from Education and Psychology (Edu 502, 513, 525, 567, Psy 512) 3
Colloquium (Biol 495) three quarters 0

Specialization (8-10 credits)

At least one course in biology (Biol 350, 401, 413, 416, 465, 508) 3-5
At least one course in another discipline (Biol 370, 372, 373, 374, 375, 376, 377, 378, 379) 3-5

Courses Electives (24 credits—chosen to ensure preparation in two content areas)

Biology 8-16
Chemistry, physics, mathematics, or computer science 8-16

Certification:

Generally, the process of certification will commence during the undergraduate program (junior/senior year). It is recommended that certification requirements be completed as the time the graduate degree is awarded.
BIOL 549 THESIS RESEARCH
1-4 credits
Collection and analysis of data for master’s thesis. A grade of [IP] is given until completion of all four credits, at which time the course grade is given for all four credits. Prerequisite: BIOL 544 or permission of the instructor.

BIOL 546 THESIS
2 credits
Writing, presentation, defense, and revision of the master’s thesis based upon original biological research. A final grade is given after revisions have been completed, thesis cover sheet signed by committee members, and final thesis copies submitted to the department. Prerequisite: BIOL 544 or permission of the instructor.

MARINE STATION
BIOL 508 PHYSIOLOGY OF THE ALGAE
5 credits
Comparative study of the physiology of representative members of the major algal groups. Collection and growth of cultures and study of usual metabolic processes, ecological factors, light requirements, synthesis and growth will be emphasized. Offered every three to five years.

BIOL 516 BEHAVIOR OF MARINE ORGANISMS
5 credits
A study of innate and intraspecific behavior of marine animals and their behavioral response to the physical environment. The course involves laboratory experiments, field observations and a research project. Prerequisites: BIOL 574 or BIOL 585 or PHYS 130 and background in organizational biology and permission of the instructor. Offered every three to five years.

SUPPORTING COURSES - BIOLOGICAL SCIENCES
BIOC 101, 102, 103 or equivalents are prerequisites for all course listed below.

BIOL 401 PLANT PHYSIOLOGY
4 credits
A study of the principles of plant physiology. One laboratory per week. Prerequisite: BIOL 392, PHYS 213, 216 strongly recommended.

BIOL 403 ORNITHOLOGY
4 or 5 credits
Study of native birds of North America, with emphasis on physiology, identification, migration, and life histories. Two laboratories per week. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours) Offered every 3-5 years at the Marine Station; offered every even years only on the College Place campus.

BIOL 413 PLANT TISSUE CULTURE
3 credits
A study of various techniques to establish and maintain plant tissue cultures. One laboratory per week.

BIOL 420 SYSTEMATIC BOTANY
4 or 5 credits
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) Offered every 3-5 years at Marine Station.

BIOL 446 GENERAL ECOLOGY
4 credits
Study of the relationship of plants and animals, both as individuals and as members of their physical and biological environments. Laboratory work includes field studies designed to examine ecological principles. One laboratory per week. Biotistics, genetics, and a minimum of one field natural history course recommended.
BIOL 549 THESIS RESEARCH 1-4 credits
Collection and analysis of data for master's thesis. A grade of 'IP' is given until completion of all four credits, at which time the same grade is given for all four credits. Prerequisites: BIOL 544 or permission of the instructor.

BIOL 546 THESIS 2
Writing, presentation, defense, and revision of the master's thesis based upon original biological research. A final grade is given after revisions have been completed. Their cover sheet signed by committee members, final thesis copies submitted to the department. Prerequisite: BIOL 544 or permission of the instructor.

MARINE STATION
BIOL 508 PHYSIOLOGY OF THE ALGAE 5
Comparative study of the physiology of representative members of the major algal groups. Collection and growth of cultures and study of ecologically variable processes; nutritional factors, light requirements, photosynthesis and growth will be emphasized. Offered every three to five years.

BIOL 510 BEHAVIOR OF MARINE ORGANISMS 5
A study of inter- and intraspecific behavior of marine animals and their behavioral responses to the physical environment. The course involves laboratory exercises, field observations and a research project. Prerequisites: BIOL 574 or BIOL 584 or PHYS 120 and background in organizational biology and permission of the instructor. Offered every three to five years.

SUPPORTING COURSES - BIOLOGICAL SCIENCES
BIOL 101, 102, 103 or equivalent is prerequisite for all other listed below.

BIOL 401 PLANT PHYSIOLOGY 4
A study of the principles of plant physiology. One laboratory per week. Prerequisites: BIOL 392, PHYS 213, 216 strongly recommended.

BIOL 403 ORNITHOLOGY 5
Study of native birds of North America, with emphasis on physiology, identification, migration, and life histories. Two laboratories per week. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours) Offered every 3-5 years at the Marine Station; offered every 5 years only on the College Place campus.

BIOL 413 PLANT TISSUE CULTURE 3
A study of various techniques to establish and maintain plant tissue cultures. One laboratory per week.

BIOL 420 SYSTIMATIC BOTANY 4 or 5
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) Offered every 3-5 years at Marine Station.

BIOL 446 GENERAL ECOLOGY 4
Study of the relationships of plants and animals, both as individuals and as communities, to their physical and biological environment. Laboratory week includes field studies designed to examine ecological principles. One laboratory per week. Biostatistics, genetics, and a minimum of one field natural history course recommended.
### BIOL 449 VERTEBRATE HISTOLOGY
Study of the microscopic structure of vertebrate cells, tissues, and organs, including reference to their functions. Two laboratories per week.

### BIOL 464 ANIMAL PHYSIOLOGY
Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. PHYS 213, 215 strongly recommended.

### BIOL 466 IMMUNOLOGY
Study of the molecular and cellular bases of the immune response including clinical applications. One laboratory per week. Prerequisites: BIOL 392, 393.

### BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION
Evolution of the vertebrates (focus on the origin and history of living organisms in light of present scientific knowledge). Biochemistry, paleontology, morphology, ecology, genetics and other related areas.

### BIOL 495 COLLOQUIUM
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is usually given by a visiting scientist. Limited 8 or NC.

### MARINE STATION
BIOL 301, 302, 309 or equivalent is prerequisite for all courses listed below. Marine Station courses of 3 credits include an additional credit for the completion of a research project. Normally, a minimum of two of the following courses are taught during a semester. Please see annual Marine Station bulletin.

#### BIOL 458 MARINE BIOLOGY
An integrated approach to understanding the marine environment primarily from an ecological perspective. Included are principles of basic oceanography, plankton biology, deep-sea biology, and shallow-water marine communities. Research project and field trips required.
BIOL 449 VERTEBRATE PHYSIOLOGY
Study of the microscopic anatomy of vertebrate cells, tissues, and organs, including reference to their functions. Two laboratories per week.

BIOL 461 ANIMAL PHYSIOLOGY
Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisites: BIOL 352, PHYS 213, 216 strongly recommended.

BIOL 460 IMMUNOLOGY
Study of the molecular and cellular bases of the immune response including clinical applications. One laboratory per week. Prerequisites: BIOL 391, 393.

BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION
Comprehension of the theories that underlie the origins and history of living organisms in light of present scientific knowledge. Biochemistry, paleontology, morphology, ecology, genetics and other related areas.

BIOL 495 COLLOQUIUM
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is numerically given by a visiting scientist. Limited 8 or NC.

MARINE STATION
BIOL 101, 102, 103 or equivalent is prerequisite for all courses listed below. Marine Station courses of 3 credits include an additional credit for the conduct of a research project. Normally, a maximum of two of the following courses are taught during a semester. Please see annual Marine Station bulletin.

BIOL 458 MARINE BIOLOGY
An integrated approach to understanding the marine environment primarily from an ecological perspective. Included are principles of basic oceanography, plankton biology, deepsea biology, and shallower-water marine communities. Research project and field trips required.

BIOL 460 MARINE ECOLOGY
Study of inter-specific, intra-specific, and community relationships demonstrated by marine organisms.

BIOL 462 ICHE THYLOGY
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.

BIOL 463 MARINE PHYSIOLOGY
A systematic survey of marine algae, covering the principles of their classification, natural history, ecology, physiology, and practical use.

BIOL 468 COMPARATIVE PHYSIOLOGY
Comparative study of the physiology and life processes of animals with emphasis on invertebrates. Prerequisite: BIOL 392.

BIOL 470 MARINE BIOPHYSICS
Introduction to the physical aspects of living organisms studied by the experimental and conceptual methods of physics with application to marine life.

BIOL 475 MARINE INVERTEBRATES
A study of the biology of selected groups of marine invertebrates.

*Credit as a marine-oriented course.
EDUCATION AND PSYCHOLOGY

Ralph Coupland, Chair; Austin Archer, Claudia Barry, Merle Greenaway, Todd Montana, Daniel Nelson, Steve Pawlik, Carl Reznickich, Velma Ward

The Department of Education and Psychology offers two master's degree programs: the Master of Arts (M.A.) and the Master of Education (M.Ed.). Both programs support the mission of the college and the department by:

1. teaching basic research skills and techniques;
2. focusing on research in emerging policy, practice, and professional life;
3. addressing contemporary issues, needs, and trends in education and psychology;
4. providing supervised practica in the area of specialization; and
5. assisting students in the development and application of a philosophy of Christian service.

The Master of Arts degree is a thesis program which provides a significant opportunity to develop research and reporting skills. This option is especially suited for those wishing to contribute to knowledge through in-depth research and for those aspiring to a doctoral degree. The Master of Education degree, on the other hand, is a non-thesis program designed for educational practitioners, particularly those who plan to continue in teaching or administrative roles at the K-12 level.

Areas of Specialization

Unless otherwise specified, students may elect to pursue either a Master of Arts or Master of Education degree in any of the following specializations:

- Counseling Psychology (M.A. only)
- Curriculum and Instruction
- Educational Leadership
- Literacy Instruction
- School Counseling
- Special Education
- Students-at-Risk

Most specialization options are sufficiently flexible to meet individual needs. However, an applicant wishing to pursue a specialization in an area other than those listed above may submit to the department and the Graduate Council an individualized proposal. At least 24 quarter hours (18 hours in M.A. program) must be taken in the chosen specialization area. Additional credit needed to complete the degree will be selected in harmony with the degree requirements specified in this bulletin. An individualized program must be planned in consultation with an advisor in the Department of Education & Psychology and requires Graduate Council approval before it is implemented.

Admission to Graduate Programs in Education and Psychology

In addition to the general admission requirements listed earlier in this bulletin, the department requires a score on the GRE subject exam (i.e., education or psychology) appropriate for the specialization chosen and a personally prepared statement of philosophy and purpose: an interview with one or more department faculty may also be required. The quality of professional references is a significant factor in the decision process.

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EDUCATION AND PSYCHOLOGY

Prerequisites Applicable to All Programs

In addition to general admission requirements described elsewhere in this bulletin, candidates for degrees in the Department of Education & Psychology must meet all prerequisites listed under their chosen areas of specialization.

Deficiencies may be removed after admission to graduate study, but any credit earned thereby will not apply to minimum degree requirements. A plan for the removal of all deficiencies, including professional experience and/or certification requirements, must be submitted with the proposed program of study. All deficiencies and program requirements must be satisfied before the degree is granted.

Requirements Applicable to All Programs

All students must submit a program of study for formal approval. Forms for this purpose are available in the department office. All courses included in the degree program must be approved by an advisor assigned by the department. Unless specifically approved by Graduate Council, courses numbered below 350 do not apply for graduate credit. A written comprehensive examination is required of all candidates for a degree.

Second Master's Degree

If degree requirements overlap or are already taken, a student seeking a second master's degree may petition Graduate Council for some reduction in the total number of required credits. A second degree must contain a minimum of 30 quarter hours, and include a thesis or professional project originated and completed within this department.

Teacher Certification

Walla Walla College is a state and denominationally approved teacher education institution; and, as such, is authorized to recommend students for initial certification in the State of Washington and in the Seventh-day Adventist Church. The department can also assist students who seek to renew their certificate or wish to apply to another state or province.

While the graduate programs in education are intended primarily for practicing educators, in some specializations a qualified candidate may coordinate many of the requirements with preparation for state and denominational certification. Most options also provide a basic core of "liberal arts experiences" which satisfy state and denominational renewal requirements.

Since certification requirements are subject to frequent change, students seeking to qualify for initial or continuing certification should consult with their advisors or the department chair early in their programs. Information on teacher certification requirements, including appropriate checklists and other aids, is available in the department office.

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EDUCATION AND PSYCHOLOGY

Ralph Coopland, Chair; Austin Archer, Census Barry, Merle Greenawth, Todd Morton, Daniel Nelson, Steve Pawlik, Cari Rutenburk, Velma Ward

The Department of Education and Psychology offers two master's degree programs: the Master of Arts (M.A.) and the Master of Education (M.Ed.). Both programs support the mission of the college and the department by:
1. teaching basic research skills and techniques;
2. focusing on research in emerging policy, practice, and professional role;
3. addressing contemporary issues, needs, and trends in education and psychology;
4. providing supervised practicums in the arts of specialization; and
5. assisting students in the development and application of a philosophy of Christian service.

The Master of Arts degree is a thesis program which provides a significant opportunity to develop research and reporting skills. This option is especially suited for those wishing to contribute to knowledge through in-depth research and for those aspiring to a doctoral degree. The Master of Education degree, on the other hand, is a non-thesis program designed for educational practitioners, particularly those who plan to continue in teaching or administrative roles at the K-12 level.

Areas of Specialization

Unless otherwise specified, students may elect to pursue either a Master of Arts or Master of Education degree in any of the following specializations:

- Counseling Psychology (M.A. only)
- Curriculum and Instruction
- Special Education
- Educational Leadership
- Literacy Instruction

School Counseling
Students-at-Risk

Most specialization options are sufficiently flexible to meet individual needs. However, an applicant wishing to pursue a specialization in an area other than those listed above may submit to the department and the Graduate Council an individualized proposal. At least 24 quarter hours (18 hours in M.A. program) must be invested in the chosen specialization area. Additional credit needed to complete the degree will be selected in harmony with the degree requirements specified in this bulletin. An individualized program must be planned in consultation with an advisor in the Department of Education & Psychology and requires Graduate Council approval before it is implemented.

Admission to Graduate Programs in Education and Psychology

In addition to the general admission requirements listed earlier in this bulletin, the department requires a score on the GRE subject exams (e.g., education or psychology, as appropriate for the specialization chosen) and a personally prepared statement of philosophy and purpose; an interview with one or more department faculty may also be required. The quality of professional references is a significant factor in the decision process.

Prerequisites Applicable to All Programs

In addition to general admission requirements described elsewhere in this bulletin, candidates for degrees in the Department of Education & Psychology must meet all prerequisites listed under their chosen areas of specialization.

Requirements Applicable to All Programs

All students must submit a program of study for formal approval. Forms for this purpose are available in the department office. All courses included in the degree program must be approved by an advisor assigned by the department. Unless specifically approved by Graduate Council, courses numbered below 350 do not apply for graduate credit. A written comprehensive examination is required of all candidates for a degree.

Second Master’s Degree

If degree requirements overlap with work already taken, a student seeking a second master’s degree may petition Graduate Council for some reduction in the total number of required credits. A second degree must contain a minimum of 30 quarter hours, and include a thesis or professional project originated and completed within this department.

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While the graduate programs in education are intended primarily for practicing educators, in some specializations a qualified candidate may coordinate many of the requirements with preparation for state and denominational certification. Most options also provide a basic core of “lifelong experience” which satisfy state and denominational renewal requirements.

Since certification requirements are subject to frequent change, students seeking to qualify for initial or continuing certification should consult with their advisors or the department chair early in their programs. Information on teacher certification requirements, including appropriate checklists and other aids, is available in the department office.
EDUCATION AND PSYCHOLOGY

SPECIALIZATION OPTIONS

COUNSELING PSYCHOLOGY (M.A. only)

This option is designed for individuals who seek the skills to practice counseling in a private or agency setting. The program provides strong preparation for certification as a mental health counselor and serves as a stepping-stone to doctoral study in counseling psychology.

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

Specialization Requirements: credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Courses and Thesis</td>
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<tr>
<td>EDUC 522 Philosophy and Education</td>
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<tr>
<td>PSYC 521 Psychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYC 561 Methods of Research</td>
<td>3</td>
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<tr>
<td>PSYC 590 Thesis</td>
<td>6</td>
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<tr>
<td>PSYC 598 Graduate Seminar</td>
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<tr>
<td>Counseling Psychology Core</td>
<td></td>
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<tr>
<td>PSYC 426 Introduction to Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 501 Statistics in Research</td>
<td>3</td>
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<tr>
<td>PSYC 515 Counseling Theories and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 520 Child and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 532 Psychological Assessment I</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 534 Psychological Assessment II</td>
<td>6</td>
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<td>PSYC 565 Practicum in Counseling</td>
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<tr>
<td>Approved Electives</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
</tr>
</tbody>
</table>

EDUCATIONAL LEADERSHIP

This course of study is primarily intended for individuals whose experience is, and will continue to be, in denominational schools. Those seeking state certification should consult with the department chair before beginning the program.

Specialization Prerequisites: Teacher certification and a minimum of 27 months of verified full-time experience in education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Courses and Professional Project or Thesis</td>
<td></td>
</tr>
<tr>
<td>EDUC 522 Philosophy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 561 Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 581 Professional Project</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EDUC 590 Thesis</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 598 Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 521 Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum and Instruction

This option is targeted at professional educators who seek to enhance their competence in curriculum design and implementation, both on a classroom and/or systemic level. The requirements are sufficiently flexible to permit elementary teachers and teachers with subject-area concentrations (e.g., mathematics, science, history, English), or enable those with supervisory interests, to improve their skills in curriculum development and instruction.

Specialization Prerequisites: Teacher certification and a minimum of 18 months of verified full-time experience in education.
SPECIALIZATION OPTIONS

COUNSELING PSYCHOLOGY (M.A. only)

This option is designed for individuals who seek the skills to practice counseling in a private or agency setting. The program provides strong preparation for certification as a mental health counselor and serves as a stepping-stone to doctoral study in counseling psychology.

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

Specialization Requirements: credits

<table>
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<tr>
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<tbody>
<tr>
<td>Basic Courses and Thesis</td>
<td></td>
</tr>
<tr>
<td>EDUC 522 Philosophy and Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 521 Psychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYC 561 Methods of Research</td>
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<tr>
<td>PSYC 590 Thesis</td>
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<tr>
<td>PSYC 598 Graduate Seminar</td>
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</tr>
<tr>
<td>Counseling Psychology Core</td>
<td>16</td>
</tr>
<tr>
<td>PSYC 426 Introduction to Counseling and Guidance Professions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 501 Statistics in Research</td>
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<tr>
<td>PSYC 532 Psychological Assessment I</td>
<td>6</td>
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<tr>
<td>PSYC 534 Psychological Assessment II</td>
<td>6</td>
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<tr>
<td>PSYC 565 Practicum in Counseling</td>
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<tr>
<td>Approved Electives</td>
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<tr>
<td>Electives may be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office. A minimum of six hours must be chosen from courses with a PSYC prefix.</td>
<td></td>
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<tr>
<td>Total</td>
<td>55</td>
</tr>
</tbody>
</table>

CURRICULUM AND INSTRUCTION

This option is targeted at professional educators who seek to enhance their competence in curriculum design and implementation, both on a classroom and/or systemic level. The requirements are sufficiently flexible to permit elementary teachers and teachers with subject-area concentrations (e.g., mathematics, science, history, English), or those with supervisory interests, to improve their skills in curriculum development and instruction.

Specialization Prerequisites: Teacher certification and a minimum of 18 months of verified full-time experience in education.
LITERACY INSTRUCTION

This option is designed to meet the requirements for Washington State and denominational endorsements as a reading specialist.

Specialization Requirements: Teacher certification, a minimum of 18 months of verified full-time experience in education, and a current course in reading methods (taken with the past six years).

Specialization Requirements credits
Basic Courses and Professional Project or Thesis 10-18
EDUC 522 Philosophy and Education 3
EDUC 561 Methods of Research 3
EDUC 581 Professional Project 6
or
EDUC 590 Thesis 8
EDUC 598 Graduate Seminar 1
PSYC 521 Psychology of Learning 3

Literacy Instruction Core credits
EDUC 493 Teaching Reading Skills in the Content Area 3
EDUC 555 Reading Diagnosis and Remediation 3
EDUC 560 Reading and Writing Assessment 3
ENGL 214 Literature for Children 3
or
ENGL 275 Literature for Young Adults 3
ENGL 389 Writing Theory 3
PSYC 523 Psychology of Reading 3
Approved Electives credits 7-11
Electives must be chosen in consultation with the student's adviser. A current list of recommended electives is available from the department office.

Total 48

SCHOOL COUNSELING

This option prepares candidates to function as counselors in school settings. Please consult with the department chair before embarking on the program if state certification as a school counselor is sought.

Specialization Prerequisites: Teacher certification, a minimum of 18 months of verified full-time experience in education, and introductory courses in psychology, including general psychology, child and adolescent development, and educational psychology.

Specialization Requirements credits
Basic Courses and Professional Project
EDUC 522 Philosophy and Education 3
PSYC 521 Psychology of Learning 3
PSYC 561 Methods of Research 3
PSYC 581 Professional Project 4
or
PSYC 590 Thesis 6
PSYC 598 Graduate Seminar 1
School Counseling Core
PSYC 360 Small Group Procedures 3
PSYC 426 Introduction to Counseling and Guidance Professions 3
PSYC 430 Psychological Testing 3
PSYC 464 Counseling Relationships 3
PSYC 489 Vocational Development Theory 3
PSYC 501 Statistics in Research 3
PSYC 515 Counseling Theories and Techniques 3
PSYC 522 Child & Family Counseling 3
PSYC 532 Psychological Assessment I 4
PSYC 555 Issues in School Counseling 3
PSYC 565 Practicum in Counseling 6
SPEA 450 Counseling Exceptional Individuals and Their Families 3
Approved Electives credits
Electives must be chosen in consultation with the student's adviser. A current list of recommended electives is available from the department office. Must include one of the following: PSYC 566, 592, or SWRK 542.

Total 65

SPECIAL EDUCATION

This option is designed for practicing educators who wish to enrich their competencies in the field of special education.

Total 45
**EDUCATION AND PSYCHOLOGY**

**Educational Leadership Core**
- EDAD 325 Human Relations in Education 3
- EDAD 326 School Finance 3
- EDAD 327 School Facilities and Services 3
- EDAD 339 Supervision of Instruction, K-12 4
- EDAD 345 Principalship, K-12 4
- EDAD 350 School Law 4
- EDAD 355 Practicum in Administration 4
- EDUC 356 Curriculum Planning 3

**Approved Electives**
Electives must be chosen in consultation with the student’s advisor. A current list of recommended electives is available from the department office.

<table>
<thead>
<tr>
<th>Course</th>
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<td>Total</td>
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**LITERACY INSTRUCTION**

This option is designed to meet the requirements for Washington State and denominational endorsements as a reading specialist.

**Specialization Requirements**
- Teacher certification, a minimum of 18 months of verified full-time experience in education, and a current course in reading methods (taken within the past six years).

**Specialization Requirements**

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>Basic Courses and Professional Project or Thesis</td>
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</tr>
<tr>
<td>EDUC 322 Philosophy and Education</td>
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<td>EDUC 351 Methods of Research</td>
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<td>EDUC 381 Professional Project</td>
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<td>EDUC 390 Thesis</td>
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<td>EDUC 398 Graduate Seminar</td>
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<td>PSYC 321 Psychology of Learning</td>
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**Literacy Instruction Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 493 Teaching Reading Skills in the Content Area</td>
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</tr>
<tr>
<td>EDUC 535 Reading Diagnosis and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 346 Reading and Writing Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 319 Literature for Children</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>ENGL 375 Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 380 Writing Theory</td>
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<td>or</td>
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<tr>
<td>PSYC 523 Psychology of Reading</td>
<td>3</td>
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**Approved Electives**
Electives must be chosen in consultation with the student’s advisor. A current list of recommended electives is available from the department office.

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<th>Course</th>
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<tbody>
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<td>Total</td>
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</table>

**SCHOOL COUNSELING**

This option prepares candidates to function as counselors in school settings. Please consult with the department chair before embarking on the program if state certification as a school counselor is sought.

**Specialization Prerequisites**
- Teacher certification, a minimum of 18 months of verified full-time experience in education, and introductory courses in psychology, including general psychology, child and adolescent development, and educational psychology.

**Specialization Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Basic Courses and Professional Project</td>
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<tr>
<td>EDUC 322 Philosophy and Education</td>
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<td>PSYC 321 Psychology of Learning</td>
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<td>PSYC 361 Methods of Research</td>
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</tr>
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<td>PSYC 381 Professional Project</td>
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<td>or</td>
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<tr>
<td>PSYC 390 Thesis</td>
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<tr>
<td>PSYC 398 Graduate Seminar</td>
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**School Counseling Core**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC 360 Small Group Procedures</td>
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<tr>
<td>PSYC 426 Introduction to Counseling and Guidance Professions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 430 Psychological Testing</td>
<td>3</td>
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<td>PSYC 464 Counseling Relationships</td>
<td>3</td>
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<tr>
<td>PSYC 469 Vocational Development Theory</td>
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<td>PSYC 501 Statistics in Research</td>
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<td>PSYC 513 Counseling Theories and Techniques</td>
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<tr>
<td>PSYC 522 Child &amp; Family Counseling</td>
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<td>PSYC 532 Psychological Assessment I</td>
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<td>PSYC 555 Issues in School Counseling</td>
<td>3</td>
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<tr>
<td>PSYC 565 Practicum in Counseling</td>
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<tr>
<td>SPED 450 Counseling Exceptional Individuals and Their Families</td>
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**Approved Electives**
Electives must be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office. Must include one of the following: PSYC 366, 493, or SWRK 542.

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<thead>
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**SPECIAL EDUCATION**

This option is designed for practicing educators who wish to enrich their competencies in the field of special education.
EDUCATION AND PSYCHOLOGY

Specialisation Prerequisites: Teacher certification, a minimum of 18 months of verified full-time experience in education, and a current endorsement in special education.

Specialisation Requirements: credits
Basic Courses and Professional Project or Thesis 16-18
EDUC 522 Philosophy and Education 3
EDUC 561 Methods of Research 3
EDUC 598 Graduate Seminar 1
PSYC 551 Psychology of Learning 3
EDUC 581 Professional Project 6
EDUC 590 Thesis 8
Special Education Core 21
SPED 515 Counseling Exceptional Individuals and Their Families 3
SPED 518 Instructional Techniques 4
SPED 538 Theories of Intelligence 4
SPED 555 Administration of Special Education 4
SPED 596 Seminar (Topic) 6
Approved Electives 6-8
Electives must be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office.

Total 45

STUDENTS-AT-RISK

This option focuses on "students-at-risk" from a broad, multidisciplinary perspective. It provides the teacher with recognition and coping skills designed to enhance instructional success with "at-risk" children and youth.

Specialisation Prerequisites: Teacher certification and a minimum of 18 months of verified full-time experience in education.

Specialisation Requirements: credits
Basic Courses and Professional Project or Thesis 16-18
EDUC 522 Philosophy & Education 3
EDUC 561 Methods of Research 3
EDUC 581 Professional Project 6
or
EDUC 590 Thesis 8
EDUC 598 Graduate Seminar 1
PSYC 521 Psychology of Learning 3
Students-at-Risk Core 21-22
CORR 387 Juvenile Delinquency 3
EDAD 550 School Law 4
EDUC 492 Education of the Gifted 3
PSYC 492 Abnormal Psychology 3
SOWK 404 Children at Risk 3

EDUCATION AND PSYCHOLOGY

SOWK 310 Cultural & Ethnic Perspectives 2-3
EDUC 444 Teaching Culturally Diverse Students 3
SPED 430 Issues & Trends in Special Education 3
SPED 437 Instruction of Exceptional Students 2-3
Approved Electives 5-8
Electives must be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office.

Total 45

GRADUATE COURSES - EDUCATION

EDUC 500 TOPICS 1-4
Courses in specialised or experimental areas conducted through regular class attendance and approved by Graduate Council in one-time offerings. See the Class Schedule for all approved Topic courses.

EDUC 508 PERSPECTIVES ON CURRICULUM, K-12 4
Provides practicing educators with a comprehensive view of the K-12 curriculum. Explores the evaluation of educational thought and practice, the articulation of the current curriculum, and future possibilities.

EDUC 512 PHILOSOPHY & EDUCATION 3
In-depth study of the philosophical foundations of education. Reviews the major schools of philosophical thought and theories of education. Explores connections between philosophical, educational theory, and educational practice; probes current issues and reforms. Prerequisite: EDUC 410 or equivalent.

EDUC 519 EDUCATION IN THE 21ST CENTURY 3
Intended to help student become conversant with significant issues and trends affecting the theory and practice of education.

EDUC 533 LITERATURE-BASED READING INSTRUCTION 3
An examination of current philosophy and research supporting literature-based reading instruction. Focus on the development of a coherent instruction, selection and creation of appropriate materials, integration of literature in the content areas, and the teaching of literary elements in context. Prerequisite: EDUC 360 or equivalent.

EDUC 535 READING DIAGNOSIS & REMEDIATION 3
The diagnosis of reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 350 or equivalent.

EDUC 537 THEMATIC APPROACHES TO THE TEACHING OF READING & WRITING 3
The application of holistic theory in reading and writing instruction in the elementary school. Teachers will be immersed in thematic units, in turn, create integrated units for their own classrooms. Prerequisite: EDUC 355 or equivalent.

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EDUCATION AND PSYCHOLOGY

Specialization Prerequisites: Teacher certification, a minimum of 18 months of verified full-time experience in education, and a current endorsement in special education.

Specialization Requirements: credits 16-18
- Basic Courses and Professional Project or Thesis
  - EDUC 522 Philosophy and Education 3
  - EDUC 561 Methods of Research 3
  - EDUC 598 Graduate Seminar 1
  - PSYC 551 Psychology of Learning 3
  - EDUC 581 Professional Project 6
  - EDUC 590 Thesis 8

Special Education Core 21
- SPED 433 Counseling Exceptional Individuals and Their Families 3
- SPED 515 Instructional Techniques 4
- SPED 528 Theories of Intelligence 4
- SPED 555 Administration of Special Education 4
- SPED 566 Seminar: (Topic) 6

Approved Electives 5-8
Electives must be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office.

Total 45

STUDENTS-AT-RISK

This option focuses on "students-at-risk" from a broad, multidisciplinary perspective. It provides the teacher with recognition and coping skills designed to enhance instructional success with "at-risk" children and youth.

Specialization Prerequisites: Teacher certification and a minimum of 18 months of verified full-time experience in education.

Specialization Requirements: credits 16-18
- Basic Courses and Professional Project or Thesis
  - EDUC 522 Philosophy & Education 3
  - EDUC 561 Methods of Research 3
  - EDUC 581 Professional Project 6
  - EDUC 590 Thesis 8
  - EDUC 598 Graduate Seminar 1
  - PSTC 521 Psychology of Learning 3

Students-at-Risk Core 21-22
- CORR 387 Juvenile Delinquency 3
- EDAD 550 School Law 4
- EDUC 492 Education of the Gifted 3
- PSYC 492 Abnormal Psychology 3
- SOWK 464 Children at Risk 3

EDUCATION AND PSYCHOLOGY

SOWK 510 Cultural & Ethnic Perspectives 2-3
or
EDUC 444 Teaching Culturally Diverse Students Issues & Trends in Special Education 3
or
SPED 437 Instruction of Exceptional Students 3

Approved Electives 5-8
Electives must be chosen in consultation with the student's advisor. A current list of recommended electives is available from the department office.

Total 45

GRADUATE COURSES - EDUCATION

EDUC 560 TOPICS 1-4
Courses in specialized or experimental areas conducted through regular class activities and approved by Graduate Council in one-time offerings. See the Class Schedule for all approved Topic courses.

EDUC 566 PERSPECTIVES ON CURRICULUM, K-12 4
Provides practicing educators with a comprehensive view of the K-12 curriculum. Explores the evolution of educational thought and practice, the articulation of the current curriculum, and future possibilities.

EDUC 572 PHILOSOPHY & EDUCATION 3
An in-depth study of the philosophical foundations of education. Reviews the major schools of philosophical thought and theories of education. Explores connections between philosophy, educational theory, and educational practice; probes current issues and reforms. Prerequisite: EDUC 410 or equivalent.

EDUC 581 EDUCATION IN THE 21st CENTURY 3
Intended to help a student become conversant with significant issues and trends affecting the theory and practice of education.

EDUC 533 LITERATURE-BASED READING INSTRUCTION 3
An examination of current philosophy and research supporting literature-based reading instruction. Focuses on establishing the context for literary learning, selection and creation of appropriate materials, integration of literature in the content areas, and the teaching of literacy elements in content. Prerequisite: EDUC 350 or equivalent.

EDUC 535 READING DIAGNOSIS & REMEDIATION 3
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 350 or equivalent.

EDUC 557 THEMATIC APPROACHES TO THE TEACHING OF READING & WRITING 3
The application of holistic theory in teaching reading and writing instruction in the elementary school. Teachers will be immersed in thematic and, in turn, create integrated units for their own classroom. Prerequisite: EDUC 350 or equivalent.
EDUC 541 ISSUE AND TRENDS IN LITERACY
An exploration of current issues and research in reading and language arts.

EDUC 546 READING AND WRITING ASSESSMENT
Exploration of strategies for observing and evaluating students’ reading and writing abilities. Assessment of portfolios, journals, essays, and oral reading will be addressed. Prerequisite: EDUC 546 or equivalent.

EDUC 548 CURRICULUM PLANNING
Examines the purposes, products, and processes of curriculum design in terms of personal and social values. Explains interactions between curriculum content and students, teachers, and community.

EDUC 561 METHODS OF RESEARCH
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed in the course. Prerequisites: PSYC 501 or other statistics course.

EDUC 565 PRACTICUM IN READING
Supervised experience with elementary-age children, where instructional techniques, management, and assessment can be observed and practiced. Formal application is required.

EDUC 567 COMPARATIVE EDUCATION
A comparison of systems and philosophies of education in various parts of the world; examination of global trends in education; emphasis on the role of cultural context.

EDUC 575 READINGS: (Topics)
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written analysis and reports are required. Prerequisite: Permission of the student's advisor.

EDUC 581 PROFESSIONAL PROJECT
Planning and implementation of a significant project in education. Developed in close consultation with a department faculty member. The professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing.

EDUC 590 THESIS
The planning, execution, and formal presentation of original research in education. Completed under the guidance of a faculty committee approved by the department in consultation with the student. Prerequisite: EDUC 561 and graduate standing.

EDUC 595 GRADUATE SEMINAR
Discussion and analysis of significant issues through the examination and analysis of recent research and literature in education. One quarter hour maximum. Thesis. Prerequisite: Graduate standing.

GRADUATE COURSES - EDUCATIONAL LEADERSHIP
EDAD 525 HUMAN RELATIONS IN EDUCATION
Interpersonal communications and group dynamics for the educational leader. Also considers the role of communication and positive relationships in personal fictitious and the collective bargaining process.

EDAD 526 SCHOOL FINANCE
Analysis of economic and financial issues affecting the operation of schools and school systems. Topics include cost analysis, sources of revenue, budgeting, and the day-to-day management of fiscal resources.

EDAD 527 SCHOOL FACILITIES AND SERVICES
Analysis, coordination, and management of the facilities and services found in a typical school. Trends in building design and maintenance with an eye toward efficient and effective use. Examination of co-curricular and extra-curricular activities and their importance to the overall operation of the school.

EDAD 539 SUPERVISION OF INSTRUCTION, K-12
For supervisors, principals, principals, and teachers concerned with instructional improvement through professional supervision. Study of the role, aims, principles, and techniques of instructional supervision. Prerequisites: Teaching experience in a K-12 setting or permission of the instructor.

EDAD 545 PRINCIPALS' K-12
The role of the principal as the administrator of the curricular organization of the school; organization; and setting; staff organization and utilization; attendance and discipline programs; responsibilities for office management; and auxiliary services. Prerequisite: three years teaching experience and permission of instructor.

EDAD 547 TOTAL QUALITY MANAGEMENT IN SCHOOLS
An examination of leadership styles, how to create an institutional vision and mission statement, how individuals react to planned innovation and change, and methods of meeting both individual and institutional needs.

EDAD 550 SCHOOL LAW
The legal basis for public and parochial school operations in the United States. Considers such issues as governmental relations, acquisition of church and state, board operations and procedures, contractual obligations, student control, and tort liability.

EDAD 565 PRACTICUM IN ADMINISTRATION
Professional laboratory experience for candidates for an administrative credential. The course is designed to involve each candidate in a variety of practical administrative experiences and to assist in his successful induction into school leadership. Formal application required.

EDAD 575 READINGS: (Topics)
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written analysis and oral reports are required. Prerequisite: Permission of the student's advisor.

GRADUATE COURSES - ENGLISH
ENGL 529 WRITING WORKSHOP: FROM THEORY TO PRACTICE
A study of current research in the writing process and its application to personal writing and the teaching of writing. Prerequisite: Permission of the instructor.
EDUC 541  ISSUES AND TRENDS IN LITERACY
An exploration of current issues and research in reading and language arts.

EDUC 546  READING AND WRITING ASSESSMENT
Exploration of strategies for observing and evaluating student reading and writing ability. Assessment of portfolios, journals, essays, and oral reading will be addressed. Prerequisite: EDUC 540 or equivalent.

EDUC 546  CURRICULUM PLANNING
Formulates the purposes, resources, and procedures of curriculum design in terms of personal and social values. Explores interactions between curriculum content and students, teachers, and communities.

EDUC 561  METHODS OF RESEARCH
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed in the course. Prerequisite: PSYC 591 or other statistics course.

EDUC 565  PRACTICUM IN READING
Supervised experience with elementary-age children, where instructional techniques, management, and assessment can be observed and practiced. Formal application is required.

EDUC 567  COMPARATIVE EDUCATION
A comparison of systems and philosophies of education in various parts of the world; examination of global trends in schooling; emphasis on the role of cultural respects.

EDUC 571  READINGS: (Topic)
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written analysis and reports are required. Prerequisite: Permission of the student's advisor.

EDUC 581  PROFESSIONAL PROJECT
Planning and implementation of a significant project in education. Developed in close consultation with a department faculty member. The professional project typically culminates with a formal report and/or public presentation. Prerequisite: Graduate standing.

EDUC 590  THESIS
The planning, execution, and formal presentation of original research in education. Completed under the guidance of a faculty committee appointed by the department in consultation with the student. Prerequisite: EDUC 561 and graduate standing.

EDUC 598  GRADUATE SEMINAR
Discussions centering on the examination and analysis of recent research and literature in education. One quarter hour maximum; three. Prerequisite: Graduate standing.

GRADUATE COURSES - EDUCATIONAL LEADERSHIP

EDAD 525  HUMAN RELATIONS IN EDUCATION
Interpersonal communications and group dynamics for the educational leader. Also considers the role of communication and positive relationships in personal interactions and the collective bargaining process.

EDAD 526  SCHOOL FINANCE
Analysis of economic and financial issues affecting the operation of schools and school systems. Topics include cost analysis, sources of revenue, budgeting, and the day-to-day management of fiscal resources.

EDAD 527  SCHOOL FACILITIES AND SERVICES
Analysis, coordination, and management of the facilities and services found in a typical school. Emphasis on building design and maintenance with an eye toward efficient and effective use. Examination of both curricular and non-curricular activities and their importance to the overall operation of the school.

EDAD 539  SUPERVISION OF INSTRUCTION, K-12
For superintendents, principals, supervisors, and teachers concerned with instructional improvement through professional supervision. Study of the role, aims, principles, and techniques of instructional supervision. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor.

EDAD 545  PRINCIPALS' K-12
The role of the principal: administrative of the curriculum, organization of the schedule, calendars, and catalog; student organization and utilization; attendance and discipline programs; responsibilities for the office; management and auxiliary services. Prerequisite: three years teaching experience or permission of instructor.

EDAD 547  TOTAL QUALITY MANAGEMENT IN SCHOOLS
An examination of the leadership styles, how to create an institutional vision and mission statement, how individuals react to planned innovation and change, and methods of meeting both individual and institutional needs.

EDAD 550  SCHOOL LAW
The legal basis for public and parochial school operation in the United States. Considers such issues as governmental relations, supposition of church and state, board operations and procedures, contractual obligations, student control, and tort liability.

EDAD 565  PRACTICUM IN ADMINISTRATION
Professional laboratory experience for candidates for an administrative credential. The course is designed to involve each candidate in a variety of practical administrative experiences and to assist in his or her conversion into school leadership. Formal application required.

EDAD 573  READINGS: (Topic)
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written analysis and oral reports are required. Prerequisite: Permission of the student's advisor.

GRADUATE COURSES - ENGLISH

ENGL 529  WRITING WORKSHOP: FROM THEORY TO PRACTICE
A study of recent research in the teaching process and its application to personal writing and the teaching of writing. Prerequisite: Permission of the instructor.
ENGL 530 WRITING WORKSHOP INTEGRATING READING, LITERATURE AND WRITING, K-12
The study of current research and practice in the integrated teaching of reading, literature, and writing, K-12. Emphasis will be on understanding whole language philosophy, the development of writing skills, understanding reading and writing as processes, and improving the teaching of literature and reading on current theories of language development. Prerequisites: Permission of the instructor.

GRADUATE COURSES - PSYCHOLOGY AND COUNSELING
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. 

PSYC 515 COUNSELING THEORIES AND TECHNIQUES
Study and application of the theories and techniques of counseling. Professional relationships and ethics are considered. Includes role play and supervised experience in counseling. Prerequisite: PSYC 404.

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

PSYC 520 CHILD AND FAMILY COUNSELING
Study and application of the theories and techniques for counseling children, in both individual and family settings. Play therapy, cognitive-behavioral, and family systems approaches to child and family counseling.

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

PSYC 525 PSYCHOLOGY OF READING
Study of the psychological, perceptual, developmental, and physiological aspects of reading.

PSYC 532 PSYCHOLOGICAL ASSESSMENT I
Instruction and supervised experience in the administration and interpretation of psychological tests, and the writing of psychological reports. Although several intelligence instruments will be reviewed, major emphasis will center on Binet and Wechsler Intelligence Scales. Prerequisites: PSYC 430 and permission of the instructor.

PSYC 534 PSYCHOLOGICAL ASSESSMENT II
Instruction and supervised experience in both the assessment of normal personality and the diagnosis of psychological disorders, using interviews, observation, and objective and projective testing. Prerequisites: PSYC 532.

PSYC 555 ISSUES IN SCHOOL COUNSELING
An examination of issues specific to the practice of school counseling. Consider the legal and ethical environment and explores the planning, management, and evaluation of school counseling programs.

PSYC 561 METHODS OF RESEARCH
Procedure for the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as a course project. Prerequisites: PSYC 201 or other statistics course.

PSYC 563 FIELD EXPERIENCE
Designed to provide a broad spectrum of experience in actual field settings under supervised direction. Formal application required.

PSYC 565 PRACTICUM IN COUNSELING
Practical experience in the counseling function. Formal application required. Prerequisites: PSYC 515, 522, and 554.

PSYC 566 SCHOOL COUNSELING SEMINAR
Discussion periods to which the faculty review counseling competencies with candidates seeking continuing level certification: A program demonstrating counseling competencies is developed and implemented. Prerequisites three years experience as a school counselor and current employment as a counselor.

PSYC 575 READINGS: Topic
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's advisor.

PSYC 581 PROFESSIONAL PROJECT
Planning and implementation of a significant project in psychology. Developed in close consultation with a department faculty member, the professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing.

PSYC 590 THESIS
The planning, execution, and formal presentation of original research in psychology. Completed under the guidance of a faculty committee appointed by the department in consultation with the student. Prerequisite: PSYC 581 and graduate standing.

PSYC 598 GRADUATE SEMINAR
Discussion periods in which faculty and students explore significant issues through the examination and analysis of recent research and literature in psychology. One quarter hour; maximum: three. Prerequisite: Graduate standing.

GRADUATE COURSES - SPECIAL EDUCATION
SPED 513 INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION
The prescription and implementation of individualized curricula for special education students, including the selection and utilization of appropriate assessment tools and technological innovations. Prerequisites: SPED 473 and SPED 457.

SPED 516 THEORIES OF INTELLIGENCE
A review of current literature regarding theories of intelligence and their applications in teaching and learning, including the etiology and history of mental retardation and giftedness as they relate to educational endeavors.
ENGL 530 WRITING WORKSHOP, INTEGRATING READING, LITERATURE AND WRITING, K-12

The study of current research and practice in the integrated teaching of reading, literature, and writing. K-12. Emphasis will be on understanding whole language philosophies, including the development of writing skills, understanding reading and writing as processes, and the teaching of literature and reading on current theories of language development. Prerequisites: Permission of the instructor.

GRADUATE COURSES - PSYCHOLOGY AND COUNSELING

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. 3

PSYC 515 COUNSELING THEORIES AND TECHNIQUES

Study and application of the theories and techniques of counseling. Professional relationships and ethics are considered. Includes role-play and supervised experience in counseling. Prerequisite: PSYC 404. 3

PSYC 518 GROUP COUNSELING

Theories and techniques of counseling in group situations. Prerequisite: PSYC 415. 2

PSYC 520 CHILD AND FAMILY COUNSELING

Study and application of the theories and techniques for counseling children, in both individual and family settings. Play therapy, cognitive-behavioral, and family systems approaches to child and family counseling. 3

PSYC 521 PSYCHOLOGY OF LEARNING

The physiological and psychological bases for functional learning are discussed, and the experimental evidence supporting psychological hypotheses is reviewed. 3

PSYC 525 PSYCHOLOGY OF READING

Study of the psychological, perceptual, developmental, and physiological aspects of reading. 3

PSYC 532 PSYCHOLOGICAL ASSESSMENT I

Introduction and supervised experience in the administration and interpretation of psychological tests, and the writing of psychological reports. Although several intelligence instruments will be reviewed, major emphasis will center on Binet and Wechsler Intelligence Scales. Prerequisites: PSYC 430 and permission of the instructor. 4

PSYC 534 PSYCHOLOGICAL ASSESSMENT II

Introduction and supervised experience in both the assessment of normal personality and the diagnosis of psychological disorders, using interviews, observation, and objective and projective testing. Prerequisite: PSYC 532. 4

PSYC 555 ISSUES IN SCHOOL COUNSELING

An examination of issues specific to the practice of school counseling. Considers the legal/educational environment and explores the planning, management, and evaluation of school counseling programs. 3

PSYC 561 METHODS OF RESEARCH

Preparation and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisites: PSYC 251 or other statistics course. 3

PSYC 565 FIELD EXPERIENCE

Designed to provide a broad spectrum of experience in actual field settings under supervised direction. Formal application required. 3

PSYC 566 PRACTICUM IN COUNSELING

Professional experience in the counseling function. Formal application required. Prerequisites: PSYC 515, 532, and 546. 3

PSYC 568 SCHOOL COUNSELING SEMINAR

Discussion periods in which the faculty review counseling competencies with candidates working toward counselor-level certification. A program showcasing counseling competencies is developed and implemented. Prerequisites: three years experience as a school counselor and current employment as a counselor. 3

PSYC 575 READINGS: (Topic)

Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and oral reports are required. Prerequisite: Permission of the student's advisor. 2-4

PSYC 581 PROFESSIONAL PROJECT

Planning and implementation of a significant project in psychology. Developed in close consultation with a department faculty member, the professional project typically coincides with a formal report and/or public presentation. Prerequisite: Graduate standing. 2-8

PSYC 590 THESIS

The planning, execution, and formal presentation of original research in psychology. Completed under the guidance of a faculty committee approved by the department in consultation with the student. Prerequisite: PSYC 561 and graduate standing. 2-8

PSYC 598 GRADUATE SEMINAR

Discussion periods in which faculty and students explore significant issues through the examination and analysis of recent research literature in psychology. One quarter hour; maximum, three. Prerequisite: Graduate standing. 1-3

GRADUATE COURSES - SPECIAL EDUCATION

SPED 513 INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION

The presentation and implementation of individualized curricula for special education students, including the selection and utilization of appropriate assessment tools and technological interventions. Prerequisites: SPED 413 and SPED 417. 4

SPED 518 THEORIES OF INTELLIGENCE

A review of current literature regarding theories of intelligence and their applications to teaching and learning, including the etiology and history of mental retardation and giftedness as they relate to educational practices. 4
EDUCATION AND PSYCHOLOGY

SPED 585 ADMINISTRATION OF SPECIAL EDUCATION 4
The organization and administration of special education programs. Exploration of budgeting, scheduling, reporting, and supervisory responsibilities, including the provision of appropriate facilities and services.

SPED 585 PRACTICUM IN SPECIAL EDUCATION 2-8
Professional experience in special education under the direction of a certified specialist in the field. Formal application required. Prerequisite: SPED 515.

SPED 575 READINGS: Topic 2-4
Advanced study confined to topic area where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's advisor.

SPED 590 SEMINAR: Topic 2-3, 6
In-depth examination of a specific topic in special education. Topics may include conflict resolution, anger management, dealing with aggressive, classroom behavior, assistive technology, emerging legal requirements, etc. Prerequisite: Graduate standing or permission of the instructor.

SUPPORTING COURSES - EARLY CHILDHOOD EDUCATION

CHILD 420 ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION 3
Current literature and legislation pertaining to early childhood education, and modes for delivery of these services. Prerequisite: CHILD 310.

CHILD 438 INTERVENTION IN THE PRESCHOOL SETTING 3
Analysis of the interaction and development of the child within the school, family, and community approaches to child rearing, management, and guidance. Prerequisite: CHILD 310.

CHILD 455 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3
Normal development of speech and language in children, including methods of facilitation. Prerequisite: CHILD 310.

SUPPORTING COURSES - EDUCATION

EDUC 360 ELEMENTARY CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS 6
Study of language acquisition in elementary-age children, including speaking, listening, reading, and writing. Philosophy, curriculum, media, and research-based strategies used in teaching reading and language arts; emphasis on holistic approach to language instruction. Prerequisite required.

EDUC 365 INSTRUCTIONAL METHODOLOGY 3
Study of research-based models and exemplary practices for teaching in the secondary classroom environment; emphasis on human dynamics, roles and relations, conflict resolution, motivational strategies, élèves' personal support, and professional growth.

EDUC 373 ELEMENTARY CURRICULUM AND INSTRUCTION: MATHEMATICS 4
Survey of the curriculum, media, and research-based strategies used in teaching elementary mathematics, including software evaluation for computer-aided instruction (CAI). Prerequisites: MATH 112 and 113 or an advanced mathematics course.

EDUC 381 ELEMENTARY CURRICULUM AND INSTRUCTION: RELIGION 2
Survey of the curriculum, media, and strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships that provide effective religious instruction.

EDUC 382 ELEMENTARY CURRICULUM AND INSTRUCTION: SOCIAL STUDIES 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.

EDUC 383 ELEMENTARY CURRICULUM AND INSTRUCTION: SCIENCE 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary science, emphasis on science as a process of inquiry.

EDUC 390 MEASUREMENT AND EVALUATION IN EDUCATION 3
Writing instruction objectives; performance-based measures of student achievement; norm- and criterion-referenced tests; concepts of reliability and validity; item analysis; interpretation of data; isomeric and ethnographic procedures; grading and reporting.

EDUC 403 CLASSROOM ORGANIZATION AND MANAGEMENT 3
Study of research-based models and exemplary practices for organizing and managing the elementary classroom environment; emphasis on human dynamics, roles and relations, conflict resolution, motivational strategies, and élèves’ personal support.

EDUC 410 PHILOSOPHY OF EDUCATION (or PHIL 410) 3
Study of educational thought and practice from a philosophical perspective: the uses, principles, and theories of education, with special reference to Christian schools.

EDUC 425 LEGAL AND ETHICAL ASPECTS OF EDUCATION 3
Issues of law and ethics with direct application to the teaching profession, including educational structure and governance, constitutional relations, student rights, teachers' rights and responsibilities, and test validity.

EDUC 444 TEACHING CULTURALLY DIVERSE STUDENTS 2
Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies which respect and value cultural, ethnic, and language differences. Prerequisites: EDUC 360 or six hours of literacy; methods courses.

EDUC 478 TEACHING READING SKILLS IN CONTENT AREAS 3
Introduction to diagnosis, vocabulary, comprehension skills, rate variation, management, and study skills in junior high and secondary reading.

EDUC 492 EDUCATION OF THE GIFTED 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.
EDUCATION AND PSYCHOLOGY

SPED 585 ADMINISTRATION OF SPECIAL EDUCATION 4
The organization and administration of special education programs. Exploration of budgeting, scheduling, reporting, and supervisory responsibilities, including the provision of appropriate facilities and services.

SPED 565 PRACTICUM IN SPECIAL EDUCATION 2-8 8
Professional experience in special education under the direction of a certified specialist in the field. Formal application required. Prerequisites: SPED 515.

SPED 575 READINGS: (Topic) 2-4
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's advisor.

SPED 590 SEMINAR: (Topic) 2-3 6
In-depth examination of a specific topic in special education. Topics may include conflict resolution, anger management, dealing with aggression, classroom management, assistive technology, emerging legal requirements, etc. Prerequisite: Graduate standing or permission of the instructor.

SUPPORTING COURSES - EARLY CHILDHOOD EDUCATION

CHILD 410 ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION 3
Current literature and legislation pertaining to early childhood education, and models for delivery of these services. Prerequisite: CHILD 310.

CHILD 438 INTERVENTION IN THE PRESCHOOL SETTING 3
Analysis of the interaction and development of the child within the school, family, and community approaches to child rearing, management, and guidance. Prerequisite: CHILD 310.

CHILD 455 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 2
Normal development of speech and language in children, including methods of facilitation. Prerequisite: CHILD 310.

SUPPORTING COURSES - EDUCATION

EDUC 360 ELEMENTARY CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS 6
Study of language acquisition in elementary-age children, including speaking, thinking, listening, reading, and writing. Philosophy, curriculum, media, and research-based strategies used in teaching reading and language arts emphasis on holistic approach to language instruction. Prerequisite required.

EDUC 365 INSTRUCTIONAL METHODOLOGY 3
Study of research-based models and exemplary practices for teaching in the secondary classroom environment. Emphasis on human dynamics, roles and mission, conflict resolution, motivational strategies, eliciting parental support, and professional growth.

EDUC 373 ELEMENTARY CURRICULUM AND INSTRUCTION: MATHEMATICS 4
Survey of the curriculum, media, and research-based strategies used in teaching elementary mathematics, including software evaluation for computer-assisted instruction (CAI). Prerequisites: MATH 112 and 113 or a more advanced mathematics course.

EDUC 381 ELEMENTARY CURRICULUM AND INSTRUCTION: RELIGION 2
Survey of the curriculum, media, and strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships that provide effective religious instruction.

EDUC 382 ELEMENTARY CURRICULUM AND INSTRUCTION: SOCIAL STUDIES 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.

EDUC 383 ELEMENTARY CURRICULUM AND INSTRUCTION: SCIENCE 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary science; emphasis on science as a process of inquiry.

EDUC 390 MEASUREMENT AND EVALUATION IN EDUCATION 3
Writing instructional objectives, performance-based measures of student achievement; norm- and criterion-referenced tests; concepts of reliability and validity; item analysis; interpretation of data; statistical and ethnographic procedures; grading and reporting.

EDUC 403 CLASSROOM ORGANIZATION AND MANAGEMENT 3
Study of research-based models and exemplary practices for organizing and managing the elementary classroom environment; emphasis on human dynamics, roles and mission, conflict resolution, motivational strategies, and eliciting parental support.

EDUC 410 PHILOSOPHY OF EDUCATION (formerly PHIL 410) 3
Study of educational thought and practice from a philosophical perspective; the aims, principles, and theories of education, with special reference to Christian schools.

EDUC 425 LEGAL AND ETHICAL ASPECTS OF EDUCATION 3
Issues of law and ethics with direct application to the teaching profession, including educational structure and governance, church-state relations, student rights, teacher's rights and responsibilities, and tort liability.

EDUC 444 TEACHING CULTURALLY DIVERSE STUDENTS 2
Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies which respect and value cultural, ethnic, and linguistic differences. Prerequisites: EDUC 360 or six hours of literacy; methods course.

EDUC 478 TEACHING READING SKILLS IN CONTENT AREAS 3
Introduction to diagnosis, vocabulary, comprehension, spelling, essay writing, management, and study skills in junior high and secondary reading.

EDUC 492 EDUCATION OF THE GIFTED 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.
SUPPORTING COURSES - OTHER DEPARTMENTS

ENGL 354 LITERATURE FOR CHILDREN 3
Study of the philosophy of the selection and study of literature on the elementary school level, emphasizing appropriae content, good style, and suitability for various age groups. Extensive reading and sharing of children's literature are required.

ENGL 375 LITERATURE FOR YOUNG ADULTS 3
Study of the philosophy of the selection and study of literature on the secondary level, emphasizing choosing literature related to student problems and goals as well as literature appreciation. Extensive reading of literature for adolescents is required.

ENGL 384 ADVANCED ENGLISH GRAMMARS 3
Study of the traditional, structural, and transformational grammars taught especially for prospective teachers and writers. Prerequisites: ENGL 111, 112, 122, 141, 142, 211, 223.

ENGL 389 WRITING THEORY 3
A study of composition theory and the writing process. Through writing practice, students study the application of this theory to their own work and to the teaching of writing.

HILTH 395 METHODS OF SCHOOL HEALTH INSTRUCTION 3
Concepts of unit planning, methods, techniques, sources, and evaluation of instruction materials; students are required to read widely and collect material pertinent to the course.

TECH 428 TEACHING TECHNOLOGY TO CHILDREN 3
Study of technology as applied to the elementary grades, covering the broad areas of manufacturing, transportation, construction, and communication. Emphasis on methods of application, materials and processes.

PETH 395 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION 3
Study of the methods and techniques of teaching physical education in the secondary school. Indoor and outdoor activities are offered to individual as well as group activities; students are required to observe and demonstrate in class. Lecture and laboratory. Offered even years only.

PETH 473 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 3
Introduction to the planning of the curriculum in the elementary school and the organization of a balanced activities program; requires participation in the elementary school physical education program.

SOCI 444 SOCIOLOGY OF EDUCATION 3
Analysis of factors influencing the structure and function of schools. Sociological factors related to the role of the school as a social system; with emphasis on peer groups and teenage subcultures; leadership types, power groups and the school as a selecting and sorting agency; sociometric devices.

SUPPORTING COURSES - PSYCHOLOGY

PSYC 360 SMALL GROUP PROCEDURES 3
Study of small group processes by the use of simulations, confrontation techniques and role playing. Especially useful for teachers, ministers, nurses and social workers. Prerequisites: PSYC 130.

PSYC 366 THEORIES OF PERSONALITY 3
Theories of personality development, assessment, and adjustment. Prerequisite: PSYC 130.

PSYC 375 EXPERIMENTAL PSYCHOLOGY 3
Advanced study of experimental design with completion of an individual research proposal. Prerequisites: PSYC 130; MATH 205 or equivalent.

PSYC 425 PSYCHOLOGY OF RELIGION 3
Examination of religious behavior and motivation from psychological perspectives.

PSYC 426 INTRODUCTION TO COUNSELING AND GUIDANCE PROFESSIONS 3
Introduction to the philosophy, functions, and organization of counseling and guidance programs in school and community agencies.

PSYC 430 PSYCHOLOGICAL TESTING 3
Principles of test selection, administration, and interpretation. Consideration of the contributions and limitations of major types of standardized tests and inventories used in the behavioral sciences. Prerequisite: PSYC 130; MATH 205; and permission of instructor.

PSYC 444 SOCIAL PSYCHOLOGY 3
The dynamics of social interaction and interpersonal behavior with application to contemporary society. Prerequisite: PSYC 130.

PSYC 455 HISTORY AND SYSTEMS OF PSYCHOLOGY 3
Historical development of the various systems and theories of psychology. Prerequisite: PSYC 130.

PSYC 464 COUNSELING RELATIONSHIPS 3
Introduction to psychological theory and skills essential for developing effective, helping relationships with individuals and groups.

PSYC 465 HELPING SKILLS 3
Training in counseling skills for students planning careers in counseling, counseling, counselling, pastoral or social work, and graduate preprofessional psychology. Prerequisite: PSYC 464 or permission of the instructor.

PSYC 466 PSYCHOPHYSIOLOGY 3
Focuses on the psychological-scientific behavior of human behavior. Emphasis placed on the structure and function of sensory and effective mechanisms, the nervous system, and the endocrine system as they are involved in behavior. The psychology of emotional, learning, and reproductive behavior is also stressed. Prerequisites: PSYC 130, PSYL 101 or PSYL 201.
SUPPORTING COURSES - OTHER DEPARTMENTS

ENGL 374 LITERATURE FOR CHILDREN
Study of the philosophy of the selection and study of literature on the elementary school level, emphasizing appreciation content, good style, and suitability for various age groups. Extensive reading and sharing of children’s literature are required.

ENGL 375 LITERATURE FOR YOUNG ADULTS
Study of the philosophy of the selection and study of literature on the secondary level, emphasizing choice literature related to student problems and goals as well as literature appreciation. Extensive reading of literature for adolescents is required.

ENGL 384 ADVANCED ENGLISH GRAMMAR
Study of the traditional, structural, and transformational grammar taught especially for prospective teachers and writers. Prerequisites: ENGL 121, 122, 123, or HENS 141, 142, ENGL 223.

ENGL 389 WRITING THEORY
A study of composition theory and the writing process. Through writing practice, students study the application of this theory to their own work and to the teaching of writing.

HLMTH 395 METHODS OF SCHOOL HEALTH INSTRUCTION
Concepts of unit planning, methods, techniques, sources, and evaluation of instruction materials; students are required to read widely and collect material pertinent to the course.

TECH 428 TEACHING TECHNOLOGY TO CHILDREN
Study of technology as applied to the elementary grades, covering the broad areas of manufacturing, transportation, construction, and communication. Emphasis on methods of application, materials and processes.

PETH 395 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION
Study of methods and techniques of teaching physical education in the secondary school; indoors and outdoors. Includes individual as well as group activities; students are required to observe and demonstrate in class. Lecture and laboratory. Offered even years only.

PETH 423 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL
Introduction to the planning of the curriculum in the elementary school and the organization of a balanced activities program; requires participation in the elementary school physical education program.

SOC 444 SOCIOLOGY OF EDUCATION
Analysis of factors influencing the structure and function of schools. Sociological factors related to the role of the school as a social system, with emphasis on peer groups and teenage subcultures, leadership types, power groups and the school as a selecting and sorting agency; sociometric devices.

SUPPORTING COURSES - PSYCHOLOGY

PSYC 360 SMALL GROUP PROCEDURES
Study of small group processes by the use of simulations, confrontation techniques and role playing. Especially useful for teachers, ministers, nurses and social workers. Prerequisite: PSYC 130.

PSYC 366 THEORIES OF PERSONALITY
Theories of personality development, assessment, and adjustment. Prerequisite: PSYC 130.

PSYC 375 EXPERIMENTAL PSYCHOLOGY
Advanced study of experimental design with completion of an individual research proposal. Prerequisites: PSYC 130, MATH 208 or equivalent.

PSYC 423 PSYCHOLOGY OF RELIGION
Examination of religious behavior and motivation from psychological perspectives.

PSYC 426 INTRODUCTION TO COUNSELING AND GUIDANCE PROFESSIONS
Introduction to the philosophy, functions, and organization of counseling and guidance programs in school and community agencies.

PSYC 430 PSYCHOLOGICAL TESTING
Principles of test selection, administration, and interpretation; considerations of the contributions and limitations of major types of standardized norm and criterion referenced tests in the behavioral sciences. Prerequisites: PSYC 130, MATH 208; and permission of instructor.

PSYC 444 SOCIAL PSYCHOLOGY
The dynamics of social interaction and interpersonal behavior with application to contemporary society. Prerequisite: PSYC 130.

PSYC 455 HISTORY AND SYSTEMS OF PSYCHOLOGY
Historical development of the various systems and theories of psychology. Prerequisite: PSYC 130.

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

PSYC 465 HELPING SKILLS
Training in counseling skills for students planning careers in counseling, teaching, nursing, pastoral or social work, and careers in psychology. Models and role plays supplemented by group discussion and personal supervision. Prerequisite: PSYC 444 or permission of instructor.

PSYC 466 PSYCHOPHYSIOLOGY
Focuses on the physiological substrates of human behavior. Emphasis placed on the structure and function of sensory and effective mechanisms, the nervous system, and the endocrine system as they are involved in behavior. The psychology of emotion, learning, and reproductive behavior is also studied. Prerequisites: PSYC 130, Biol 101 or Biol 201.
EDUCATION AND PSYCHOLOGY

PSYC 499  VOCATIONAL DEVELOPMENT THEORY  3
Theories of vocational choice and methods of counseling and counseling and occupational
information as they relate to educational and vocational guidance.

PSYC 492  ABNORMAL PSYCHOLOGY  3
Behavioral disturbances, therapeutic measures, and related theories. Prerequisites: PSYC 150,
PSYC 215 or PSYC 260.

PSYC 496  SEMINAR  3-6
In-depth examination of a specific topic in psychology. Topics may include motivation,
sensation and perception, racial health, human sexuality, etc. Prerequisite: upper division
requirements in psychology or permission of instructor. Course is open only to junior and
senior psychology majors or seniors except by permission of the instructor.

SUPPORTING COURSES - SPECIAL EDUCATION

SPED 373  MANAGEMENT OF EXCEPTIONAL INDIVIDUALS  4
In-depth examination of various models and techniques for the management of exceptional
individuals within the classroom, home, and community. On-site field experience required.

SPED 450  ISSUES AND TRENDS IN SPECIAL EDUCATION  3
A study of current literature pertaining to special education, legislation in relationship to the
development and implementation of Individualized Education Programs (IEPs), and models for
the delivery of these services.

SPED 433  ASSESSMENT OF EXCEPTIONAL INDIVIDUALS  4
Examination and administration of assessment measures for exceptional individuals. On-site
field experience required. Prerequisite: SPED 310.

SPED 437  INSTRUCTION OF EXCEPTIONAL INDIVIDUALS  4
In-depth examination and implementation of effective teaching techniques for exceptional
learning. On-site field experience required.

SPED 438  COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR
FAMILIES  3
Consideration and practice of counseling techniques for use with exceptional individuals and
their families. Special attention is given to academic, behavioral, and emotional concerns.

SPED 480  PRACTICUM IN SPECIAL EDUCATION  1-6
Provides a broad spectrum of supervised experiences in actual field settings, including
observation, management, and instruction techniques. Prerequisites: SPED 323, SPED 433,
SPED 437, or permission of special education advisor.

OTHER COURSES

Additional courses are available, with advice, consent, and other appropriate to the specialization chosen,
from other departments on campus. See the undergraduate bulletin for course descriptions and
prerequisites.

SOCIAL WORK

Wima Hester, Chair; Stanley Gills, Director of Graduate Programs; Canado
Bailey, Daniel Bagoo, Jack Ellis, Cindy Fleischer, Doug Fleischer, Kevin Grebling,
Lana Martin, Maria McGowen, Marilyn Schmiedt-Montanez, Heather
Vonderzeder.

The Department of Social Work offers a two-year graduate program that leads to a
Master of Social Work degree. The program has a clinical focus and takes a direct
practice/systems approach to social work education by integrating theory and
practice. The program also has a service component that allows students to
learn from their instructors in a clinical laboratory setting. The MSW program is
fully accredited by the Council on Social Work Education.

In addition to the two year program, a one-year (four quarter) Advanced Standing
program is offered to those who have graduated with a Bachelor of Social Work
degree from an institution whose program has been accredited by the Council on
Social Work Education.

Social Work is a profession dedicated to improving quality of life. The Christian
campus setting and the religious values of Walla Walla College complement the
caring aspect of the social work profession and provide an appropriate environment
for a social work program.

The objectives of the program are to prepare social workers to:
1. practice social work in clinical settings at an advanced level;
2. practice in both rural and urban settings;
3. exercise clinical skills in dealing with the variety of addictions that are
   encountered in our present day society;
4. work with children and families, including such areas as child protective
   services, foster care, adoptions, domestic violence, incest and divorce;
5. develop clinical expertise in health and mental health;
6. practice school social work;
7. assist parents in working with family crises and to prepare future social work
   teachers.

Advanced standing status is available to students with Bachelor of Social Work
degrees earned from accredited institutions within the last six years with a 3.00 or
better grade-point average in the last 36 credits of the undergraduate program.
The departmental admissions committee reserves the right to accept or reject applicants
for advanced standing based on its judgment of the student's response to admission
criteria.

Transfer Students: Classroom courses and/or supervised field work completed in
other regionally accredited graduate schools of social work may be accepted for credit
forward to the MSW degree when such courses and supervised field work are considered
equivalent to work offered in the WWSC social work program. Students thus accepted
must complete at least 26 hours of graduate credit while in residence at Walla Walla
College for the MSW degree.
EDUCATION AND PSYCHOLOGY

PSYC 499 VOCATIONAL DEVELOPMENT THEORY 3
Theories of vocational choice and methods of counseling occupations and occupational information as they relate to educational and vocational guidance.

PSYC 492 ABNORMAL PSYCHOLOGY 3
Behavioral disturbances, therapeutic measures, and related theories. Prerequisites: PSYC 350, PSYC 215 or PSYC 366.

PSYC 496 SEMINAR 3-6
In-depth examination of a specific topic in psychology. Topics may include motivation, sensation and perception, social psychology, etc. Prerequisite: upper division major/minor in psychology or permission of instructor. Course is open only to junior and senior psychology majors or minors except by permission of the instructor.

SUPPORTING COURSES - SPECIAL EDUCATION

SPED 353 MANAGEMENT OF EXCEPTIONAL INDIVIDUALS 4
In-depth examination of various models and techniques for the management of exceptional individuals within the classroom, home, and community. On-site field experience required.

SPED 450 ISSUES AND TRENDS IN SPECIAL EDUCATION 3
A study of current literatures pertaining to special education, legislation in relationship to the development and implementation of Individualized Education Programs (IEPs), and models for the delivery of these services.

SPED 433 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS 4
Examination and administration of assessment measures for exceptional individuals. On-site field experience required. Prerequisites: SPED 310.

SPED 437 INSTRUCTION OF EXCEPTIONAL INDIVIDUALS 4
In-depth examination and implementation of effective teaching techniques for exceptional learners. On-site field experience required.

SPED 458 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR FAMILIES 3
Consideration and practice of counseling techniques for use with exceptional individuals and their families. Special attention is given to academic, behavioral, and vocational concerns.

SPED 480 PRACTICUM IN SPECIAL EDUCATION 1-4
Provides a broad spectrum of closely supervised experience in actual field settings, including assessment, management, and instruction techniques. Prerequisites: SPED 323, SPED 433, SPED 437, or permission of special education advisor.

OTHER COURSES

Additional courses are available, with advisor, consent, and other appropriate pre-requisites, for students desiring to specialize in another discipline or combination of disciplines. See the undergraduate catalog for course descriptions and prerequisites.

SOCIAL WORK

Willa Huyser, Chair; Stanley Gallifter, Director of Graduate Programs; Claudine Biddle, Daniel Bider, Jack Ellis, Cindy Pfeiffer, Doug Pfeiffer, Kevin Gunzinger, Dana Martin, Maria McCreery, Marilyn Schwind-Montenegro, Heather Vonderheide

The Department of Social Work offers a two-year graduate program that leads to a Master of Social Work degree. The program has a clinical focus and takes a direct practice/systems approach to social work education by integrating theory and practical experience. The program also has a service component that allows students to learn from their instructors in a clinical laboratory setting. The MSW program is fully accredited by the Council on Social Work Education.

In addition to the two-year program, a one-year (four quarter) Advanced Standing program is offered for those who have graduated with a Bachelor of Social Work degree from an institution whose program has been accredited by the Council on Social Work Education.

Social Work is a profession dedicated to improving quality of life. The Christian campus setting and the religious values of Walla Walla College complement the caring aspect of the social work profession and provide an appropriate environment for a social work program.

The objectives of the program are to prepare graduate social workers to:
1. practice social work in clinical settings at an advanced level;
2. practice in both rural and urban settings;
3. exercise clinical skills in dealing with the variety of addictions that are encompassed in our present day society;
4. work with children and families, including such areas as child protective services, foster care, adoption, domestic violence, incest and divorce;
5. develop expertise in gerontology and mental health;
6. practice school social work;
7. assist pastors in working with family crises and to prepare future social work teachers.

Advanced standing status is available to students with Bachelor of Social Work degrees earned from accredited institutions within the last six years with a 3.00 or better grade point average and the last 26 credits of the undergraduate program. The departmental admissions committee reserves the right to accept or reject applicants for advanced standing based on its judgment of the student's response to admission criteria.

Transfer Students: Coursework and supervised field study completed in other regionally accredited graduate schools of social work may be accepted for credit toward the MSW degree when such courses and supervised field work are considered equivalent to work offered in the WWCC social work program. Students must complete at least 20 hours of graduate credit while in residence at Walla Walla College for the MSW degree.
MASTER OF SOCIAL WORK

All students must take a core of foundation courses during the first year, except those who have completed the core curriculum at the undergraduate level and have been admitted with advanced standing. Advanced level students will begin their classes in the summer preceding the second year of the program, thereby completing the graduate program in four quarters instead of six quarters (two years). The program offers several areas of practice emphasis: Health and Mental Health, Children and Families, School Social Work, Addictions, Aging, and Child Welfare.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Regular Standing</th>
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<tr>
<td>SOWK 510</td>
<td>Cultural &amp; Ethnic Perspectives of Social Work</td>
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<td>SOWK 514</td>
<td>Social Work Policies and Services I</td>
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<tr>
<td>SOWK 515</td>
<td>Social Work Policies and Services II</td>
<td>3</td>
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<tr>
<td>SOWK 517</td>
<td>Social Work Practice I</td>
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<td></td>
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<tr>
<td>SOWK 518</td>
<td>Social Work Practice II</td>
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<td>Social Work Practice IV</td>
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<td>SOWK 524</td>
<td>Human Behavior and Social Environment I</td>
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<td>SOWK 525</td>
<td>Human Behavior and Social Environment II</td>
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<td>SOWK 530</td>
<td>Field Practice</td>
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<td>Social Work Research</td>
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<td>SOWK 539</td>
<td>Statistical Applications in Social Work</td>
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<td>SOWK 542</td>
<td>Dysfunctional Behavior in Clinical Social Work</td>
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Core Courses: Second Year

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<th>Course Code</th>
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<td>Social Work and Religion</td>
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<td>SOWK 544</td>
<td>Policy Issues for Christians</td>
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*To be chosen from elective listed below, of which a minimum of 3 credits must be in advanced intervention methods.

ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 377</td>
<td>Introduction of Alcohol and Addiction Treatment*</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 435</td>
<td>Social Gerontology</td>
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</table>

*These courses apply toward Chemical Dependency Certification in the State of Washington.
*These courses apply toward the advanced intervention methods requirement.

GRADUATE COURSES - SOCIAL WORK

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOWK 437</td>
<td>Death and Dying</td>
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<td>SOWK 460</td>
<td>Services to Families with Children</td>
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<td>Children at Risk</td>
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<td>SOWK 466</td>
<td>Comparative Theories of Social Work Practice</td>
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<td>SOWK 471</td>
<td>Human Sexuality</td>
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<td>SOWK 472</td>
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<td>SOWK 475</td>
<td>Crisis Intervention</td>
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<td>SOWK 543</td>
<td>Social Work Administration and Management</td>
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<td>SOWK 550</td>
<td>Protective and Substitute Care of Children*</td>
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<td>Clinical Treatment of Children and Adolescents*</td>
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<td>Advanced Theories of Addiction and Treatment*</td>
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<td>SOWK 561</td>
<td>Physiological Effects and Pharmacology of Alcohol and Drugs*</td>
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<td>Aging and Health Care</td>
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<td>SOWK 572</td>
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<td>SOWK 574</td>
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<td>SOWK 590</td>
<td>Thesis</td>
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*Courses in specialized or experiential areas conducted through regular class activities and approved by Graduate Council in one-time offerings. See the Class Schedule for all approved Topics courses.

SOWK 508 SOCIAL WORK AND RELIGION

The role of religion in the socialization process of the professional and client. The potential of religious values, ethics, principles, and philosophies as positive influences on social work practice, as well as the negative effects of inappropriate application.

SOWK 510 CULTURAL AND ETHNIC PERSPECTIVES OF SOCIAL WORK

The understanding of racial, cultural, and ethnic factors in the assessment of social behaviors and the intervention process.
MASTER OF SOCIAL WORK

All students must take a core of foundation courses during the first year, except those who have completed the core curriculum at the undergraduate level and have been admitted with advanced standing. Advanced level students will begin their classes in the summer preceding the second year of the program, thereby completing the graduate program in four quarters instead of six quarters (two years). The program offers several areas of practice emphasis: Health and Mental Health, Children and Families, School Social Work, Addictions, Aging, and Child Welfare.

REQUIRED COURSES

<table>
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<tr>
<th>Core Courses</th>
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<th>Regular Standing</th>
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<th>Core Courses</th>
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<td>SOWK 545 Advanced Clinical Treatment of Families</td>
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<td>SOWK 530 Field Practice</td>
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</tbody>
</table>

*Electives

*Total: 80 credits

*These courses apply toward Chemical Dependency Certification in the State of Washington.

**These courses apply toward the advanced interventive methods requirement.

ELECTIVE COURSES

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<td>SOWK 435</td>
<td>Social Gerontology</td>
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</tbody>
</table>

GRADUATE COURSES - SOCIAL WORK

SOWK 340 TOPICS

Courses in specialized or experiential areas conducted through regular class activities and approved by Graduate Council in consultation with students. See the Class Schedule for all approved Topics courses.

SOWK 508 SOCIAL WORK AND RELIGION

The role of religion in the socialization process of the professional and client. The potential for religious values, ethos, principles, and philosophies as positive influences on social work practice, as well as the negative effects of inappropriate application.

SOWK 510 CULTURAL AND ETHNIC PERSPECTIVES OF SOCIAL WORK

The understanding of racial, cultural, and ethnic factors in the assessment of social behavior and the intervention process.
SOCIAL WORK

SOWK 514 SOCIAL WORK POLICY AND SERVICES I
The history of social services in the United States, beginning with the Elizabethan Poor Laws in England and the subsequent development of social welfare in the colonies. Consideration of historical influences which have shaped the nation's responsibility to the social needs of its people.

SOWK 515 SOCIAL WORK POLICY AND SERVICES II
The consequences of social service policy in the United States. A study of the economic, cultural, political, and social climates as they affect past and recent social service programs, and the responsibility of the social work professional to affect social system policy changes. Prerequisites: SOWK 514.

SOWK 517 SOCIAL WORK PRACTICE I
The development of communication and assessment skills, improved self-awareness, as well as counseling and intervention skills. Application of principles and philosophies of the social work discipline to worker-client relationships and social problem solving from individual, group, and community perspectives. Prerequisite or Corequisite: SOWK 524.

SOWK 518 SOCIAL WORK PRACTICE II
The application and practice of group process and dynamics, rules and behaviors, group formation and structuring, and group facilitating techniques for the social worker at various system levels. Prerequisite: SOWK 517. Prerequisite or Corequisite: SOWK 525.

SOWK 519 SOCIAL WORK PRACTICE III
Family systems theory and the practice of family therapy. The effects of societal systems, culture, and class on the family unit, and consequent problem identification and intervention strategies needed at various system levels. Prerequisite: SOWK 518.

SOWK 520 SOCIAL WORK PRACTICE IV
This course introduces the student to a variety of means interventions with both communities as well as larger organizations. Students will be introduced to community planning skills and interventions for social change necessary to provide effective social services for meeting human needs. Prerequisite: SOWK 518.

SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I
The biological, psychological, social, and cultural factors and theories of human development from birth through adolescence. Consideration of the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of preadults.

SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II
The biological, psychological, social, and cultural factors of human development affecting adult behavior. Consideration of the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of adults in community systems and organizations. Prerequisite: SOWK 524.

SOWK 530 FIELD PRACTICUM
Practice in a social service program. The field application of course work knowledge and skills. Agency instructors provide the guidance for the field experience, in cooperation with the student's faculty liaison. Prerequisite or corequisite: SOWK 517, 519.

SOWK 538 SOCIAL WORK RESEARCH
An introduction to the principles of scientific methods as applied to social work and the professional epistemological debate. Various designs are presented, along with basic research methods, such as problem formulation, empirical literature reviews, operationalizations, instrumentations, sampling, data collection, and single subject design. A research project proposal will be completed by the end of the course.

SOWK 539 STATISTICAL APPLICATIONS IN SOCIAL WORK
Continuation of social work research, emphasizing data analysis, reporting, and utilization. Students will use computer-assisted statistical software and complete a final research report. Prerequisite: SOWK 538.

SOWK 540 ADVANCED CLINICAL EVALUATION
Advanced clinical evaluation skills in measuring effectiveness of interventions with single subjects and groups will be presented. Course will include: identification of problems and goals, clinical assessing and recording principles of behavioral observation, methods of rating scales, client logs, case documentation, sources and experiential designs. Computer assisted clinical evaluation software will be used to analyze data collected during the student's practice setting. Prerequisite: Admission Standing or SOWK 539. Corequisite: SOWK 550.

SOWK 541 ADVANCED PRACTICE I
The design of assessment and intervention plans for individuals and families. Specific diagnostic and clinical intervention skills are developed. Prerequisites: SOWK 519 or prerequisite or Corequisite: SOWK 542.

SOWK 542 DYSFUNCTIONAL BEHAVIOR IN CLINICAL SOCIAL WORK
The impact of human behavior on the biological, psychosocial, and environmental forces that impact upon behavior and functioning of workers and service recipients. It is designed to familiarize the advanced practitioners with specialized diagnostic criteria, and procedures used within the field to categorize deviant and dysfunctional behavior. Prerequisite: SOWK 512.

SOWK 543 SOCIAL WORK ADMINISTRATION AND MANAGEMENT
Consideration of organizational theory and history, organization development and structure, leadership and decision making principles of administration, including budgets and service delivery. Incorporates seminar format.

SOWK 544 POLICY ISSUES FOR CLINICIANS
The course will examine selected policy matters of particular relevance for clinical social work practice. It examines social policy issues, public policy, eligibility, and labeling of services, legal implications of practice, public and private practice and other relevant applied policy issues. Prerequisites: SOWK 514, 515, Advanced Standing.

SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES
Advanced theories and concepts of family therapy and their application to the treatment of families. Multiple impact family therapy emphasized. Prerequisite: SOWK 519 or Advanced Standing.

SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN
Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.
SOCIAL WORK

SOWK 514 SOCIAL WORK POLICY AND SERVICES I
The history of social services in the United States, beginning with the Elizabethan Poor Laws in England and the subsequent development of social welfare in the colonies. Consider the historical influences which shaped the nation's responsibility to the social needs of its people.

SOWK 515 SOCIAL WORK POLICY AND SERVICES II
The consequences of social service policy in the United States. A study of the economic, cultural, political, and social climates as they affect past and present social service programs, and the responsibility of the social work profession to affect social system policy changes. Prerequisite: SOWK 514.

SOWK 517 SOCIAL WORK PRACTICE I
The development of communication and assessment skills, improved self-awareness, as well as counseling and intervention skills. Application of principles and philosophies of the social work discipline to worker-client relationships and social problem solving from individual, group, and community perspectives. Prerequisite or Corequisite: SOWK 524.

SOWK 518 SOCIAL WORK PRACTICE II
The application and practice of group process and dynamics, roles and behaviors, group formation and structuring, and group facilitation techniques for the social worker at various system levels. Prerequisite: SOWK 517. Prerequisite or Corequisite: SOWK 525.

SOWK 519 SOCIAL WORK PRACTICE III
Family systems theory and the practice of family therapy. The effects of societal systems, culture, and class on the family unit, and subsequent problem identification and intervention strategies needed at various system levels. Prerequisite: SOWK 518.

SOWK 520 SOCIAL WORK PRACTICE IV
The design of assessment and intervention plans for individuals and families. Specific diagnostic and intervention skills are developed. Prerequisite: SOWK 519. Prerequisite or Corequisite: SOWK 542.

SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I
The biological, psychological, social, and cultural factors and theories of human development from birth through adolescence. Consider the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of pre-adults.

SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II
The biological, psychological, social, and cultural factors of human development affecting adult behavior. Consider the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of adults in community systems and organizations. Prerequisite: SOWK 524.

SOWK 530 FIELD PRACTICUM
Practice in a social service program: the field application of course work knowledge and skills. Agency instructors provide the guidance for the field experience, in cooperation with the student's faculty liaison. Prerequisite or corequisite: SOWK 517, 519.

SOWK 538 SOCIAL WORK RESEARCH
An introduction to the principles of scientific methods as applied to social work and the professional epistemological debate. Various designs are presented, along with basic research methods, such as problem formulation, empirical literature review, operationalization, instrumentation, sampling, data collection, and single subject design. A research project proposal will be completed by the end of the course.

SOWK 539 STATISTICAL APPLICATIONS IN SOCIAL WORK
Continuation of social work research, emphasizing data analysis, reporting, and utilization. Students will use computer-assisted statistical software and complete a final research report. Prerequisite: SOWK 538.

SOWK 540 ADVANCED CLINICAL EVALUATION
Advanced clinical evaluation skills in nursing effectiveness of interventions with single subjects and groups will be presented. Content will include: identification of problems and goals, clinical reasoning and recording, principles of behavioral observation, methods of scaling rating scales, client logs, undeveloped measurement, and experimental designs. Computer-assisted clinical evaluation software will be used to assist in data collected during the student's practice setting. Prerequisite: Advanced Standing SOWK 539. Corequisite: SOWK 550.

SOWK 541 ADVANCED PRACTICE I
The design of assessment and intervention plans for individuals and families. Specific diagnostic and intervention skills are developed. Prerequisite: SOWK 519. Prerequisite or Corequisite: SOWK 542.

SOWK 542 DYSFUNCTIONAL BEHAVIOR IN CLINICAL SOCIAL WORK
The focus of this course is on the biological, psychological, social, and environmental factors that impact upon behavior and functioning of mentally impaired persons. It is designed to familiarize the advanced practitioner with standard diagnostic criteria, and procedures used within the field to categorize deviant and dysfunctional behavior. Prerequisite: SOWK 512.

SOWK 543 SOCIAL WORK ADMINISTRATION AND MANAGEMENT
Consideres organizational theory and history, organizational development and structure, leadership and decision-making principles of administration, including budgeting and service delivery. Incorporates a seminar format.

SOWK 544 POLICY ISSUES FOR CLINICIANS
The course will examine selected policy matters of particular relevance for clinical social work practice. It examines such policy issues as confidentiality, eligibility for, and licensing of services, legal implication of practice, public and private services, and other relevant policy issues. Prerequisites: SOWK 544, 513. Advanced Standing.

SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES
Advanced theories and concepts of family therapy and their application to the treatment of families. Multiple impact family therapy emphasized. Prerequisites: SOWK 519 or Advanced Standing.

SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN
Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.

SOCIAL WORK
SOCIAL WORK

SOWK 551 FAMILY VIOLENCE 3
Theories of behavior accounting for family violence, methods of prevention, intervention, and treatment of intra-family violence. Prerequisites: Second year standing or permission of instructor.

SOWK 552 CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS 3
Neuroses, psychosis, and other behavior disorders — their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.

SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE 3
The laws and legal issues governing social work practice; both legal and psycho-social perspectives considered.

SOWK 554 INTERGENERATIONAL ASPECTS OF THE FAMILY 2
Inter-generational relationships and problems of the family; the dynamics of the extended family.

SOWK 555 SCHOOL SOCIAL WORK 2
This course is intended to familiarize students with the history, legalities, and practice of social work in an educational setting. This course will describe how social work knowledge, skill, and values provide an ecological approach to prevention, crisis, and needed care for school children and their families.

SOWK 560 ADVANCED THEORIES OF ADDICTION AND TREATMENT 2
Chemical dependency and other addictions — a comparative study of their etiology, diagnosis, and treatment. Prerequisites: SOWK 372 or permission of instructor.

SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS 2
The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects. Prerequisite: SOWK 372 or permission of instructor.

SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES 3
Chemical dependency and other addiction-related problems in the family. Includes study of compulsive behaviors such as eating, working, and relationship addictions, etc. This course integrates recent knowledge from the field of addictions with the knowledge of solution-focused family therapy to enhance the practitioners' clinical skills with addictive families. Prerequisite: SOWK 572 or permission of instructor.

SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING 3
The psychosocial components of patient-family responses to physical illness; the role of social services and intervention in a medical setting. Prerequisite: Second year standing.

SOWK 571 AGING AND HEALTH CARE 3
Aging, geriatric pathology, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults. Prerequisite: Second year standing.

SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH 3
The assessment and diagnosis of the mentally ill — treatment, planning, and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 542.

SCHOOL OF ADVANCED GROUP WORK 3
Advanced theories of group work as practiced in a variety of treatment, management, and administrative settings. Prerequisites: SOWK 551 or Advanced Standing.

SCHOOL OF SOCIAL WORK ADMINISTRATION 3
The function and practice of supervision and management in a human service agency. Consideration is given to program, ethics, cultural and ethnic factors, supervision and consultation roles, and personnel problems arising. Prerequisites: Second year standing or permission of instructor.

SCHOOL OF DIRECTED RESEARCH/PROJECT 1-3
Directed learning experience in a special area of social work of particular interest to the student. A single project will be chosen in consultation with the instructor.

SCHOOL OF ADVANCED RESEARCH METHODS IN SOCIAL WORK 3
Principles of social work research and evaluation will be presented. After consultation with the student's advisor, the thesis committee, a research topic will be selected. Students will prepare and defend a thesis proposal for original social work research. Prerequisites: Advanced Standing/SOWK 539.

SCHOOL OF THESIS 1-3
Students will complete and defend the research project begun in SOWK 580. This process will be supervised by the student's advisor and the thesis committee. Prerequisite: SOWK 580.

SUPPORTING COURSES - SOCIAL WORK

SOWK 317 INTRODUCTION TO ALCOHOLISM AND ADDICTION TREATMENT 3
A comprehensive survey covering the basic aspects of alcohol, alcoholism, prevention and intervention, rehabilitation and treatment. Alcoholism and other addictions are studied as disease processes. Recommended prerequisite: Health 208 or permission of instructor.

SOWK 435 SOCIAL GERONTOLOGY 3
Study of the social issues of aging and the social work practice response to these issues, with particular reference to community and family resource obligations.

SOWK 437 DEATH AND DYING 3
Study of the process of death and dying from four distinct perspectives: cultural, social, personal, and professional.

SOWK 481 CHILDREN AT RISK 3
Study of intervention strategies when working with at-risk children at risk, in social services, school, medical, or community settings. Specific issues discussed include child abuse and neglect, behavior management, family and child assessment, twin pregnancy and childbirth, adoption and out-of-home placement, legal implications of working with children, and counseling techniques. Prerequisite: PSYC 150 or SOCI 124 or permission of instructor.
SOCIAL WORK

SOWK 551 FAMILY VIOLENCE
3
Theories of behavior accounting for family violence. Methods of prevention, intervention, and treatment of intra-family violence. Prerequisites: Second year standing or permission of instructor.

SOWK 552 CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS
3
Neuroses, psychoses, and other behavior disorders — their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.

SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE
3
The laws and legal issues governing social work practice. Both legal and psycho-social perspectives considered.

SOWK 554 INTERGENERATIONAL ASPECTS OF THE FAMILY
2
Inter-generational relationships and problems of the family; the dynamics of the extended family.

SOWK 555 SCHOOL SOCIAL WORK
2
This course is intended to familiarize students with the history, legacies, and practice of social work in an educational setting. This course will describe how social work knowledge, skill, and values provide an ecological approach to preventive, crisis, and mandated care for school children and their families.

SOWK 560 ADVANCED THEORIES OF ADDICTION AND TREATMENT
2
Chemical dependency and other addictions — a comparative study of their etiology, diagnosis, and treatment. Prerequisites: SOWK 377 or permission of instructor.

SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS
2
The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects. Prerequisite: SOWK 377 or permission of instructor.

SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES
3
Chemical dependency and other addiction-related problems in the family. Includes study of compulsive behaviors such as overeating, workaholism, relationship addictions, etc. This course integrates recent knowledge from the field of addictions with the knowledge of solution-focused family therapy to enhance the practitioners’ clinical skills with addictive families. Prerequisites: SOWK 377 or permission of instructor.

SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING
3
The psychological components of patient-family responses to physical illness; the role of social services and intervention in a medical setting. Prerequisite: Second year standing.

SOWK 571 AGING AND HEALTH CARE
3
Aging, geriatric health, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults. Prerequisite: Second year standing.

SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH
3
The assessment and diagnosis of the mentally ill — treatment, planning, and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 541.
SOWK 466 COMPARATIVE THEORIES OF SOCIAL WORK PRACTICE 3
Study of intervention strategies, change theories, and therapeutic techniques employed at individual, family, and group levels. Emphasizes criteria for selecting alternative approaches and appropriate intervention activities. Prerequisites: SOWK 264, 265, 352, SOWK 373 or permission of instructor.

SOWK 471 HUMAN SEXUALITY 3
Study of the Christian perspective of human sexuality which forms a basis for appropriate intervention with sexual problems. Prerequisite: SOWK 371; SOWK 373 or permission of instructor.

SOWK 472 STRESS MANAGEMENT 3
Designed to guide the student in planning practical strategies for personal stress management. A holistic approach emphasizing physical, mental, emotional, and spiritual aspects of a positive Christian lifestyle. The works of Hans Selye and other theoreticians of modern stress management are considered. Students will develop skills in time management and techniques of meditation and relaxation and exercise. Also considered is the market for stress management education in Employee Assistance Programs. Prerequisites: PSYC 130 or SOCI 204 or permission of instructor.

SOWK 475 CRISIS INTERVENTION 3
Study of human mental functions in crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations. Prerequisite: one counseling class or permission of instructor.

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Study of intervention strategies, change theories, and therapeutic techniques employed at individual, family, and group levels. Emphasis on criteria for selecting alternative approaches and appropriate intervention activities. Prerequisites: SOWK 264, 265, 372/373, SOWK 373 or permission of instructor.

SOWK 471 HUMAN SEXUALITY
Study of the Christian perspective of human sexuality which forms a basis for appropriate intervention with sexual problems. Prerequisite: SOWK 371, SOWK 373 or permission of instructor.

SOWK 472 STRESS MANAGEMENT
Designed to guide the student in planning practical strategies for personal stress management. A holistic approach emphasizing physical, mental, emotional, and spiritual aspects of a positive Christian lifestyle. The works of Hans Selye and other theoreticians of modern stress management are considered. Students will develop skills in stress management and techniques of meditaion and relaxation and exercise. Also considered is the market for stress management education to Employee Assistance Programs. Prerequisite: PSYC 130 or SOCI 204 or permission of instructor.

SOWK 475 CRISIS INTERVENTION
Study of human mental functions in crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations. Prerequisite: one counseling class or permission of instructor.

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Ph.D. 1981, University of Wisconsin

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B.A. 1968, Walla Walla College
M.S. 1971; Ph.D. 1974, Montana State University
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