EDUCATING FOR LIFE • WALLA WALLA COLLEGE •

GRADUATE BULLETIN 1992-1993

EDUCATING FOR LIFE • WALLA WALLA COLLEGE •

1892-1992

Celebrating
A Century of Excellence
In Christian Education

GRADUATE BULLETIN

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
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 106
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 affairs, 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 20-76-84 and Public Law 94-502.

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FOR INFORMATION

ADMISSIONS	Gary Wisbey, Vice President
Application Blanks	for Admissions and Marketing
Bulletins	509/527-2327
General Information	
RECORDS	Gerald Wasmer, Registrar
Academic Information	509/527-2811, 2812
Transcripts	
Transcript Evaluation	
Transfer Student Information	
FINANCES	Cassie Ragenovich, Director
Financial Information	Student Financial Services
Work Opportunities	509/527-2815
Financial Aid	
Loans and Grants	
Financial Planning	
Payment Arrangements	
GRADUATE ASSISTANTSHIPS	
L. R. McCloskey	509/527-2481
Biology Graduate Coordinator	
Merle Greenway, Chair	509/527-2212
Education and Psychology	
Standley Gellineau	509/527-2273
Social Work Graduate Coordinator	
RESIDENCE HALL LIVING	Dwight Magers, Dean of Men
General Information	Sittner Hall
Room Reservations	509/527-2111
	or
	Ilo Hare, Dean of Women
	Foreman/Conard Hall
	509/527-2532
OFF CAMPUS HOUSING	Bill Adams
	College Rental Properties
	509/527-2109
STUDENT ADMINISTRATION	Lisa Bissell, Vice President
Automobile Registration	Student Administration
Off-Campus Housing	509/527-2511
COLLEGE ADDRESS & TELEPHONE	Walla Walla College
	204 South College Avenue
	College Place, WA 99324-1198
General Telephone Number	509/527-2615
Toll Free (Continental U.S.A.)	1-800-541-8900
ROSARIO MARINE STATION	174 Rosario Beach
	Anacortes, WA 98221
	206/293-2326
RESIDENCE HALL TELEPHONE NUMBERS	
Foreman/Conard	509/527-2532
Sittner Hall	509/527-2111
Sittner East	509/527-2661

Note: Administrative offices are closed from Friday noon until Monday morning and on legal holidays. The administrative officers are available on Sundays by appointment.

WALLA WALLA COLLEGE
ACADEMIC CALENDAR 1992-93

AUTUMN QUARTER

August 21	F	Last Day to Arrange for October GRE Testing
September 28	M	New Student Registration
29	T	Returning Student Registration
30	W	Instruction Begins
October 6	T	Last Day to Register
13	T	Last Day for Registered Students to Add a Class or Change to Audit
14	W	Graduate Record Examinations
23	F	Last Day to Arrange for December GRE Testing
November 6	F	Last Day to File Master's Degree Order Form
18	W	Last Day to Withdraw from Classes
24	T	Thanksgiving Vacation Begins (10pm)
29	S	Thanksgiving Vacation Ends (10pm)
December 14	M	Graduate Record Examinations
18	F	Last Day to Arrange for February GRE Testing
13-16	SMTW	Final Exams

WINTER QUARTER

January 4	M	Registration
5	T	Instruction Begins
11	M	Last Day to Register
18	M	Last Day for Registered Students to Add a Class or Change to Audit
February 1	M	Snow Frolic Day
8	M	Graduate Record Examinations
23	T	Last Day to Withdraw from Classes
26	F	Last Day to Arrange for April GRE Testing
March 14-17	SMTW	Final Exams

SPRING QUARTER

March 28	S	Registration
29	M	Instruction Begins
April 2	F	Last Day to Register
9	F	Last Day for Registered Students to Add a Class or Change to Audit
16	F	Last Day to Arrange for June GRE Testing
19	M	Graduate Record Examinations
May 5	W	Campus Day
17	M	Last Day to Withdraw from Classes
June 6-9	SMTW	Final Exams
13	S	Commencement (10:00 a.m.)

SUMMER QUARTER

June 7	M	Graduate Record Examination (General only)
20	S	Registration
21	M	Instruction Begins
July 5	M	Independence Day Holiday
25	S	Graduate Record Examination
August 13	F	Eight-week Session Ends

WALLA WALLA COLLEGE
BOARD OF TRUSTEES

Bruce Johnston, Chair
Niels-Erik Andreasen, Secretary

Kelly Bock
Teri Boyatt
Steve Canaday
Aida Cazarez
Larry Dodds
Mumataz Fargo
Fred Field
Gary Fresk
Gerald Haeger
Karen Hutton
Don Jacobson
Leonard Jaecks
Jon Kattenhorn
Don Keele
Steve McPherson
Paul Nelson
Perry Parks
Noni Patchett
Jere Patzer
D. Allen Roth
Janet Rowe
Ashley Schmiedeskamp
Carlos Schwantes
James Stevens

ADMINISTRATION

Niels-Erik Andreasen, Ph.D., *President*
John C. Brunt, Ph.D., *Vice President for Academic Administration*
Melvin S. Lang, Ph.D., *Associate Academic Dean*
Manford Simcock, M.A., *Vice President for Financial Administration*
Lisa Bissell, Ed.D., *Vice President for Student Administration*
Karen Ballard, M.A., *Vice President for College Advancement*
Gary Wisbey, M.Ed., *Vice President for Admissions & Marketing*
Walt Meske, M.A., *Special Assistant to the President*

ADMINISTRATIVE STAFF

ACADEMIC ADMINISTRATION
Chair, Department of Art, Thomas J. Emmerson, M.F.A.
Chair, Department of Biology, Susan C. Dixon, Ph.D.
Chair, Department of Business, Wong Yew-Chong, Ed.D.
Chair, Department of Chemistry, Steven Lee, Ph.D.
Chair, Department of Communications, Loren Dickinson, Ph.D.
Chair, Department of Computer Science, Anthony A. Aaby, Ph.D.
Chair, Department of Education & Psychology, Merle A. Greenway, Ed.D.
Chair, Department of English, Beverly G. Beem, Ph.D.
Chair, Department of Health and Physical Education, Gary M. Hamburgh, Ph.D.
Chair, Department of History, Roland D. Blaich, Ph.D.
Chair, Department of Industrial Technology, Chester D. Blake, Ed.D.
Chair, Department of Library Science, Carolyn S. Gaskell, M.A.
Chair, Department of Mathematics, Kenneth L. Wiggins, Ph.D.
Chair, Department of Modern Languages, Reinhard Czeratzki, M.A.
Chair, Department of Music, Dan M. Shultz, M.Mus.

Chair, Department of Physics, Gordon O. Johnson, Ph.D.
Chair, Department of Social Work & Sociology, Wilma M. Hepker, Ph.D.
Dean, School of Engineering, Rodney Heisler, Ph.D.
Dean, School of Graduate Studies, Joseph G. Galusha, D.Phil.
Dean, School of Nursing, Frances L. Fickess, D.N.Sc.
Dean, School of Theology, Douglas R. Clark, Ph.D.

ACADEMIC SUPPORT
Director of Biology Graduate Program, Lawrence R. McCloskey, Ph.D.
Director of Libraries, Carolyn S. Gaskell, M.A.
Director of Marine Station, Larry McCloskey, Ph.D.
Director of MSW Program, Standley L. Gellineau, D.P.A.
Director of Records, Gerald Wasmer, Ph.D.
Director of Summer Session, Melvin S. Lang, Ph.D.

STUDENT SERVICES
Chaplain, John Cress, M.Div.
Consulting Physician, A. D. Selfa, M.D.
Dean of Men, Dwight Magers
Dean of Women, Ilo Hare
Director of Counseling Services, Karen MacIvor, M.Ed.
Director of Food Service, Shirley Messinger
Director of Health Services, Brenda Pierce, B.S.N.

GRADUATE COUNCIL (Two-Year Terms)
Joseph G. Galusha, *Dean of School of Graduate Studies, Chair*
Melvin S. Lang, *Associate Academic Dean*
Gerald Wasmer, *Director of Records*
Susan C. Dixon, *Chair of Biology*
Merle A. Greenway, *Chair of Education & Psychology*
Wilma M. Hepker, *Chair of Social Work & Sociology*
Lawrence R. McCloskey, *Director of Biology Graduate Program*
Standley L. Gellineau, *Director of MSW Program*
Gail S. Rittenbach, *Education & Psychology representative*
Violet Maynard-Reid, *Faculty representative*
Glenn E. Spring, *Faculty representative*
Larry E. Veverka, *Faculty representative*

THE FACULTY*

BIOLOGY

Susan C. Dixon, *Chair and Associate Professor of Biology (1981)*
B.S. 1974; M.S. 1976, Walla Walla College
Ph.D. 1990, Oregon State University

Joseph G. Galusha, *Professor of Biology (1975-88; 1992)*
B.A. 1968, Walla Walla College
M.A. 1972, Andrews University
D.Phil. 1975, Oxford University

Scott H. Ligman, *Assistant Professor of Biology (1989)*
B.S. 1980; M.S. 1982, Andrews University
Ph.D. 1989, Oregon State University

Lawrence R. McCloskey, *Professor of Biology (1971)*
B.A. 1961, Atlantic Union College
M.A. 1965; Ph.D. 1967, Duke University

James Nestler, *Assistant Professor of Biology (1990)*
B.S. 1984; M.S. 1986, Walla Walla College
Ph.D. 1991, University of Colorado at Boulder

Joan M. Redd, *Assistant Professor of Biology (1992)*
B.S. 1979, M.S. 1981, Walla Walla College
Ph.D. 1989, University of Denver

EDUCATION & PSYCHOLOGY

Merle A. Greenway, *Chair and Professor of Education & Psychology (1988)*
B.S. 1970; M.Ed. 1973, Walla Walla College
Ed.D. 1982; M.B.A. 1987, Andrews University

Austin C. Archer, *Assistant Professor of Education & Psychology (1991)*
B.S. 1980; M.A. 1984, Andrews University

Cleona Bazzy, *Assistant Professor of Education (1984)*
B.S. 1961, Pacific Union College
M.A. 1969, Loma Linda University

**Dates in parentheses indicate beginning year of employment at Walla Walla College.*

Ralph M. Coupland, *Visiting Professor of Education & Psychology (1990)*
B.S. 1958, Pacific Union College
M.A. 1966, Andrews University
M.A. 1972; Ed.D. 1981, Andrews University

Daniel H. Nelson, *Assistant Professor of Education and Psychology (1992)*
B.A. 1981, Central Washington University
M.S. 1989, Portland State University

Steve Pawluk, *Assistant Professor of Education (1991)*
B.A. 1976; M.A. 1982, Loma Linda University

Gail S. Rittenbach, *Professor of Education & Psychology (1986)*
B.A. 1970, Pacific Union College
M.Ed. 1980; Ph.D. 1986, University of Washington

Verlie Y. Ward, *Professor of Education (1983)*
B.S. 1971, Union College
M.A. 1977, Andrews University
Ph.D. 1989, Washington State University

EDUCATION & PSYCHOLOGY - *Adjunct Faculty*

Jim Farnes, *Adjunct Professor*
B.A. 1968; M.A. 1970; Ph.D. 1974, University of Montana

Wynn Knowling, *Adjunct Professor*
B.S. 1956, Union College
M.A. 1971; Ed.S. 1973; Ph.D. 1977, University of Iowa

Dale O. Wagner, *Adjunct Professor*
B.A. 1952, Walla Walla College
Ed.M. 1958, Eastern Washington State College
Ed.D. 1973, University of Idaho

SOCIAL WORK

Wilma M. Hepker, *Chair and Professor of Social Work & Sociology (1973)*
B.A. 1953, Union College
M.A. 1966; Ph.D. 1976, University of Nebraska
M.S.W. 1983, Eastern Washington University

Cindee Bailey, *Assistant Professor (1991)*
M.P.H. 1982, Loma Linda University
Ph.D. 1987, Oregon State University

Theodore Ernst, *Visiting Professor (1990)*
M.Div. 1954, Concordia Seminary
M.S.W. 1956, Washington University
D.S.W. 1968, Columbia University

Standley L. Gellineau, *Director of Master's Program and Professor of Social Work (1987)*
B.A. 1970, Oakwood College
M.S.W. 1972, Virginia Commonwealth University
D.P.A. 1981, University of Georgia

Marja L. McChesney, *Assistant Professor of Social Work & Sociology (1989)*
B.A. 1965, Pacific Union College
M.A. 1969, Washington State University
M.S.W 1991, Walla Walla College

Marilyn Schwisow-Montenegro, *Assistant Professor of Social Work & Sociology (1990)*
B.S.W. 1979, Walla Walla College
M.S.W. 1987, University of Washington

Sharon Pittman, *Assistant Professor of Social Work (1992)*
B.S.W. 1989; M.S.W. 1990, University of Missouri

Jim H. Stagg, *Associate Professor of Social Work (1980)*
B.A. 1966, Walla Walla College
M.S.W. 1980, University of Utah

*Solomon Wako, *Associate Professor of Social Work & Sociology (1990)*
B.A. 1973, Newbold College
M.A. 1975; M.Div. 1977, Andrews University
M.S.W. 1979; Ph.D. 1984, Western Michigan University

SOCIAL WORK – Adjunct Faculty

Pam Bellatty, *Adjunct Professor*
B.S. 1977, Ball State University
M.S.W. 1981, University of Denver

Kent Bigler, *Adjunct Professor*
B.A. 1979; M.S.W. 1981, University of Utah
J.D. 1986, Gonzaga University School of Law

Sara Ellingson, *Lecturer*
B.S.W. 1969, University of North Dakota
M.S.W. 1976, Our Lady of the Lake University of San Antonio

* On leave 1992-1993

Jack Ellis, *Adjunct Professor/Consultant*
B.A. 1950; B.S.W. 1951; M.S.W. 1954, University of British Columbia

Mary Gear, *Adjunct Professor*
B.S. 1988, University of Wisconsin
M.S.W. 1991, Walla Walla College

Randi Hankins, *Lecturer*
B.S. 1975, Central Washington University
M.S.W. 1979, Eastern Washington University

Tracee Simon, *Adjunct Professor*
B.A. 1982, Washington State University
M.S.W. 1985, University of California at Los Angeles

Melvin Van Dyk, *Adjunct Professor*
B.A. 1972, Walla Walla College
M.A. 1977; A.B.D. 1978, Washington State University
M.S.W. 1988, Eastern Washington University

SPECIALIZATION AREAS (Secondary Education), CHAIRS

Beverly G. Beem, *Professor of English (1976)*
B.A. 1967, Union College
M.A. 1969, Andrews University
Ph.D. 1974, University of Nebraska

Roland D. Blaich, *Professor of History (1968)*
B.A. 1966; M.A. 1967, California State College at Los Angeles
Ph.D. 1975, Washington State University

Chester D. Blake, *Professor of Technology (1966)*
B.S. 1963, Walla Walla College
M.A. 1968, San Jose State College
Ed.D. 1980, Washington State University

Reinhard Czeratzki, *Associate Professor of Modern Languages (1967)*
B.A. 1964, Atlantic Union College
M.A. 1967, Middlebury College

Loren Dickinson, *Professor of Communications (1962)*
B.A. 1957, Union College
M.A. 1960, University of Nebraska
Ph.D. 1968, University of Denver

Susan C. Dixon, *Associate Professor of Biology (1981)*
B.S. 1974; M.S. 1976, Walla Walla College
Ph.D. 1990, Oregon State University

Thomas J. Emmerson, *Professor of Art (1976)*
B.A. 1972, Walla Walla College
B.F.A. 1974; M.F.A. 1979, Otis Art Institute of Los Angeles County

Carolyn S. Gaskell, *Associate Librarian (1978)*
B.A. 1976, Pacific Union College
M.A. 1977, University of Denver

Merle A. Greenway, *Professor of Education & Psychology (1988)*
B.S. 1970; M.Ed. 1973, Walla Walla College
Ed.D. 1982; M.B.A. 1987, Andrews University

Gary M. Hamburgh, *Professor of Health & Physical Education (1972)*
B.A. 1971, Loma Linda University
M.A. 1974, California State University at Fresno
Ph.D. 1985, University of Oregon

Wilma M. Hepker, *Professor of Social Work & Sociology (1973)*
B.A. 1953, Union College
M.A. 1966; Ph.D. 1976, University of Nebraska
M.S.W. 1983, Eastern Washington University

Gordon O. Johnson, *Professor of Physics (1974)*
B.S. 1966, Walla Walla College
M.S. 1967; Ph.D. 1972, California Institute of Technology

Steven Lee, *Professor of Chemistry (1983)*
B.S. 1976, Andrews University
Ph.D. 1981, University of Wisconsin

Dan M. Shultz, *Professor of Music (1979)*
B.S. 1962, Atlantic Union College
M.Mus. 1967, Andrews University

Kenneth L. Wiggins, *Professor of Mathematics (1980)*
B.A. 1968, Walla Walla College
M.S. 1971; Ph.D. 1974, Montana State University

GENERAL INFORMATION

Walla Walla College is a Christian institution of higher learning operated by the Seventh-day Adventist Church. It is committed to equal opportunity for all students and extends the rights, privileges, programs, and activities generally accorded or made available to all members of the college community. Walla Walla College 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 is located in the city of College Place, in the historic, fertile 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.

The College, in successful operation since December 7, 1892, was established in harmony with a resolution unanimously adopted at the General Conference of Seventh-day Adventists held in Battle Creek, Michigan in 1891.

The college buildings are situated on a 55-acre campus, with additional facilities located on adjoining lots of land totaling 22 acres.

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

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

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

PROGRAM ADMINISTRATION

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

Board Actions. Actions voted by the College Board, Faculty, or Finance Committee at any time shall have equal force or, if necessary, supersede statements published in this bulletin.

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

The Master of Arts and all Master of Science programs except the non-theses option in Biology require a thesis. The Master of Education and Master of Social Work programs do not require a thesis.

CLASSIFICATION OF STUDENTS

Graduate Students. Students who have been accepted into one of the graduate programs are classified as graduates.

Postgraduate Students. Students who have completed a baccalaureate degree and are registered for work which does not ordinarily apply toward an advanced degree are classified as postgraduates.

GRADING SYSTEM

The following system of grades and grade-point values per quarter hour is used in graduate studies:

A	4.0	B	3.0	C	2.0	D	1.0
A -	3.7	B -	2.7	C -	1.7	D -	0.7
B+	3.3	C+	2.3	D+	1.3	F	0

Other symbols are:

AU	Audit
I	Incomplete
IP	In Progress
S	Satisfactory (C or better)
W	Withdrawal

These symbols are disregarded when computing a grade-point average.

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

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

The IP (In Progress) is given by the instructor for independent work such as Field Work, Research and Thesis which extend and continue naturally past the regular quarter term. The IP designation is changed by the instructor to a letter grade upon completion of the specific independent experience or research.

The W (Withdrawal) is given when a student officially drops a course at least three weeks prior to the end of the quarter.

Grades of all courses on the graduate program, excluding deficiencies, will be computed in the grade-point average. Deficiencies may not be made up by audit, and a grade of S will not be acceptable except for courses that have a mandatory S/NC grading.

GRADUATE FACILITIES

Campus Computer Center. Walla Walla College offers computer services to a wide variety of college users through its Campus Computer Center. A campus-wide PC network running Novell Netware supports a wide variety of software applications for faculty, staff, and student use. Three clusters of high-performance (286 and 386) computers are available, free of charge, for WWC student use.

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

Peterson Memorial Library. The main catalog, LaserCat, is computerized using CD-ROM technology. In addition to WWC's holdings, it gives access to collections in over 420 other libraries, mainly in the Pacific Northwest. LaserCat is also available on the campus computer network. Periodical indexes, including the computerized InfoTrac II, and other bibliographical aids are also available. On-line reference searching of indexes and abstracts is available through DIALOG. Reading room accommodations, the open-shelf system, and periodical room and audio-visual facility enhance the study experience. Microform readers make accessible microforms of scholarly material. The curriculum library, located in Smith Hall, contains a large selection of elementary and secondary textbooks, and children's literature. A collection of mounted pictures, filmstrips, tapes and phonorecords supplement those held by the main library.

Resources in other libraries are available to students and faculty members through the library's participation in the Resource Sharing Program, and the Western Library Network. WWC students with validated identification cards also have access to the library facilities of Whitman College, a private liberal-arts college located in downtown Walla Walla.

Rigby Hall. The facilities of the Department of Biology in Rigby Hall include staff and graduate student offices, classrooms and teaching laboratories, controlled environment rooms and chambers, radioisotope laboratory, animal and greenhouse complexes, photographic darkroom, museum, and a shop.

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

observation rooms, child development center, and a curriculum library.

Social Work/Sociology Buildings. These facilities house the faculty and administrative offices as well as the Social Service Resource Library, classrooms, and the specially adapted Theraplay facility.

FINANCIAL INFORMATION

In order to receive the maximum financial assistance available, it is recommended that students plan their finances for the entire academic school year prior to Fall Quarter registration.

Student financial counselors provide help in financial planning and in applying for financial aid. They are responsible for approving all financial arrangements and are available to discuss problems if students are unable to meet the requirements on the payment plan they have chosen.

Telephone: Direct: 1-509-527-2815
Toll Free: 1-800-541-8900 (Continental U.S.)
Fax: 1-509-527-2253

EXPENSES

Tuition $251 per quarter hour with no cost reduction for overloads. The tuition includes all laboratory fees, except for students attending the 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 $180-200 for such purchases each quarter.

Special Fees

Application (nonrefundable)	$20.00
Audit Class	one-half regular tuition
Change in Registration (Drop/Add)	3.00
Degree, Master's	
Diploma	15.00
M.A. and M.S. thesis binding (2 copies)	35.00
Academic Regalia (gown, hood) and pictures	actual cost
ID Card (Replacement)	7.50
Field Trips	special fees to cover expenses
Late Registration	50.00
Out-of-Schedule Examination (per exam)	50.00
Returned Check	10.00
Transcript, first copy (requests must be in writing)	free
Transcript, additional copies each	3.00
Transcript, same day service, each copy	5.00

Student Insurance. Walla Walla College provides injury and accident insurance on a mandatory basis at an estimated cost to the student of $20 per quarter. In addition, Walla Walla College offers major medical insurance at an additional estimated cost of $200 per quarter. This requirement may be waived if the student produces evidence of existing major medical insurance coverage not later than two weeks after the first day of classes.

The accident insurance is not refundable if a student drops after the fourth day of classes. No changes or refunds are allowed on the major medical insurance after the first two weeks in the quarter.

Insurance claims are made through the Student Health Center.

HOUSING

Married Student Housing is available on a first-come-first-served basis. Financial arrangements must be approved by the Student Financial Services Office before a family may move into college housing.

Hallmark Apartment	
One bedroom	$ 175 per month plus electricity
Two bedroom	$ 220 per month plus electricity

Apartments in the community, furnished and unfurnished, are also available for married students. Rent is subject to change.

Residence Halls. For dual occupancy, the room rental charge for each student per quarter is:

Conard Hall	$ 515
Foreman Hall	535
Sittner Hall	515
Sittner East	515

When rooms are available, single occupancy is permitted at an extra cost of $100 per quarter.

Housing Reservations and Deposit. The College residence halls and other student housing require a $100 per person room deposit. The entire deposit will be credited in full at the end of the student's stay unless there are charges for delayed departure, unclean rooms, room damage, unpaid rent, or unreturned keys.

Dorm reservations are made directly with the residence hall. Married students should contact College Rental Properties at 509-527-2109.

PAYMENT PLANS

Since our policy is to meet promptly our operating expenses, the College is unable to finance or carry student accounts. Several payment plans are available and may be arranged through the Financial Aid Office.

REFUNDS

If a student withdraws during the quarter, refunds will be made 30 days after withdrawing. Students who leave school without completing withdrawal procedures will be charged until proper arrangements are made.

The beginning of the quarter will be considered to be the first day of class instruction. A student withdrawing from classes during the quarter will receive the following refunds:

Tuition

100% through the fourth day of classes after regularly scheduled registration on the College Place campus.*
75% second week
50% third and fourth weeks
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.

STATEMENTS

Itemized statements will be issued each month giving an account for the previous month. Tuition, required fees, room rent, and minimum cafeteria charges for the quarter will be charged at the beginning of each quarter. Non-dorm students may obtain their statements from the cashier in the Accounting Office.

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

Checks, drafts, and 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 99324-1198

PAST DUE ACCOUNTS

A ***FINANCE CHARGE*** computed at a periodic rate of one percent per month is assessed against a past due account. This is an ***ANNUAL PERCENTAGE RATE*** of twelve percent.

RELEASE OF TRANSCRIPTS OR DIPLOMAS

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

a) The student's account is paid in full.
b) Walla Walla College has been released as cosigner on student's short-term loan.
c) The student's Perkins (NDSL), Nursing, and Institutional loans are current.

To expedite the release of transcripts, diplomas, and other legal documents, a *money order* or *certified check* should be sent to cover the balance of the student's account. Requests for transcripts must be written to Walla Walla College Academic Records Office. The first released transcript is free and there is a charge of $3.00 for each additional release.

PERSONAL PROPERTY LOSS
Walla Walla College is not responsible for loss of personal property. Students are encouraged to carry their own insurance for personal belongings since the insurance the College carries does not cover these items.

INTERNATIONAL STUDENTS
International students who are not citizens or permanent residents of the United States are asked to place a $1,500 (U.S.) deposit with the College (Canadian students are exempt) before final acceptance can be given and the I-20 form, necessary to secure the U.S. student visa, can be sent.

International students on student visas do not qualify for the majority of loans and grants available. International students may accept employment on campus only; spouses and children who are not students may not accept employment under any circumstances. To determine ability to meet educational costs, the College requires applicants to submit a declaration of finances before final acceptance is given.

CHANGE IN EXPENSES
Because of possible fluctuation in the national economy, the College Board of Trustees reserves the right to adjust costs charged throughout the school year or to supersede statements published in the bulletin.

FINANCIAL AID
Walla Walla College assumes that each student has the primary obligation of paying for his/her education.

For students unable to meet the full costs of attending Walla Walla College, financial aid is available in the form of student employment, long-term loans, grants, and scholarships. Grants and scholarships are gift aid and do not have to be repaid. Interest rates for long-term loans are extremely low, and repayment does not begin until after a student leaves college.

Please contact the Financial Aid Office for specific information regarding financial aid.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available to provide students with an opportunity for professional experiences in their chosen fields of specialization or in activities that may be valuable in preparing them more fully for their future occupational roles. Duties of an assistant may include participation in research, instructional and guidance services, and professional activities.

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

Applications will be considered from prospective graduate students, postgraduates and those already admitted as regular graduate students. The stipends are awarded for periods up to 12 months, plus full or partial remission of tuition and fees for approved courses during the period of the assistantship.

Application forms for graduate assistantships may be obtained by writing directly to the respective chair of the Departments of Biology, Education & Psychology, and Social Work & Sociology. Deadlines for assistantship applications are: Biology-April 15, Education & Psychology-April 15, Social Work & Sociology-June 30. The Department of Social Work and Sociology also offers scholarships; applications must be received by October 1.

HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD

Prior to each graduation, master's candidates with exceptionally good academic professional records are considered by the faculties of Biology, Education & Psychology, and Social Work & Sociology for the Hollibert E. Phillips Scholastic Achievement Award. This award, presented at graduation from an endowment fund established in 1984 consists of: (1) a certificate of distinction and (2) a cash amount of one hundred dollars ($100). Normally, one to three awards may be made per graduation.

GRADUATE PROGRAM

Master's degree programs are offered in biology, education and psychology, and social work. Graduate study is planned in reference to the student's experience, future objectives, personal qualifications and previous academic preparation. The importance of careful planning and close cooperation between the student and his assigned adviser is emphasized.

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

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

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

Eligibility for admission as a graduate student is determined by the Graduate Council of the College upon the recommendations of the Biology, Education & Psychology, or Social Work & Sociology Departments. Completed graduate applications are directed by Admissions to the department in which the student is majoring.

Admission Requirements for the Master's Degree Program. In addition to an acceptable baccalaureate degree, applicants for admission to a graduate degree program must have the following:

1. Satisfactory scores on the *Graduate Record Examination (GRE)*, both subject and general, except M.S.W. applicants who take general only. (Contact specific department for score cut-off requirements.) Applicants who already hold a graduate degree from a regionally accredited institution are not required to take the GRE.

   Applicants in biology must provide transcripts of scores for both the subject and general tests in biology, while applicants in education must

provide transcripts of scores for both the subject and general tests in education.

Students who intend to pursue a *counseling specialization*, or whose undergraduate major was psychology, may elect to substitute the subject test in psychology for the subject in education.

The test scores are used in part to determine eligibility for admission to the School of Graduate Studies.

2. Admission to the Social Work program also takes into consideration a combination of scores from the goals statement, references and experience. The applicant may be required to have an interview prior to admission.

3. A minimum cumulative grade-point average of 2.75 on either the last 96 credits toward the baccalaureate degree or on the total undergraduate program.

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

Students Speaking English as a Second Language. Satisfactory score on the TOEFL is usually required for consideration of admission into graduate study.

Postgraduate Study. A graduate of an accredited college, *not admitted* into the master's program, may register as a postgraduate student and take courses toward certification; however, a student who registers *only* as a postgraduate has no assurance that credit earned will later apply toward the master's degree.

Admission Requirements for the Nondegree Program. Graduates of an accredited college or university with a cumulative undergraduate GPA of 2.00 may be admitted as postgraduate students to take courses toward certification. These credits may not apply to a master's degree.

Graduate Credit for Seniors. Seniors who wish to take graduate numbered (500) courses must submit for evaluation an approved senior outline and transcript to the Graduate Council. Approval to register for a course is given only after determination of eligibility for admission to the Graduate School.

GENERAL DEGREE REQUIREMENTS

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

Residence and Time Requirements. The master's degrees in biology and education require a minimum of 45 quarter hours of which 33 must be earned while in residence. A specialization in counseling and guidance requires a minimum of 50 quarter hours. The Master of Social Work degree requires a minimum of 78 quarter hours of which 66 must be earned while in residence. Master of Social Work applicants accepted with Advanced Standing are required to complete a minimum of 51 hours of which 39 must be in residence.

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

Transfer of Graduate Credit. A maximum of 12 quarter hours of graduate work taken at other recognized institutions may be approved for transfer toward the master's degree. Although an overall GPA of 3.00 must be maintained on all course work taken, individual "C" grades may be acceptable. The transfer credit may be by extension if acceptable toward the master's degree at the school offering the extension work. It is the responsibility of the student to provide such documentation. Credit by examination at B- level and above may be applied without penalty for core and elective courses in the master's program as approved by the department and the Graduate Council. Correspondence credit is not accepted.

"P" grades may be transferred after specific review by the designated department. The course may be added to the Approved Program if it is recommended for use towards graduation. "P" grades will not be considered when computing GPA.

Course Requirements and Scholarship. Completion of the minimum hours of approved graduate courses with a cumulative grade-point average of at least 3.00 is required. A GPA of 3.00 must be maintained on all course work taken in residence. Courses resulting in a grade of less than C- are not accepted. Grades of all courses in the graduate program, excluding deficiencies, will be computed in the grade-point average.

Courses numbered 500 or above are primarily for graduate students. A minimum

of 24 quarter hours must be earned in courses numbered 500 or above for the Master of Arts and the thesis option of the Master of Science degrees. A minimum of 30 quarter hours is required in courses numbered 400 or above for the Master of Education degree and the non-thesis option of the Master of Science degree. Before taking courses numbered 400 to 499, graduate students must obtain the approval of their adviser in consultation with the department chair. Usually, not more than six quarter hours of topics (400) or workshop (474) courses will be included in a program. Courses numbered 350-399 may be included in the graduate program on approval of the Graduate Council.

Course Load. The normal load is 12-14 hours per quarter. Petition must be made to the Graduate Dean for taking 15 hours, and to the Graduate Council for 16 hours.

Changes in Registration. Students withdrawing from college or individual courses must file an official drop voucher with the Records Office. Withdrawal slips must be signed by the adviser and the instructor involved. The final date for dropping a class is indicated in the academic calendar. Students doing passing work prior to withdrawal will receive a W (withdrawal). Students withdrawing from all classes during the quarter will receive W's.

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

Second Master's Degree. The second master's degree requires a minimum of 30 additional quarter hours approved by the Graduate Council. All M.A. and M.S. degree programs (except for the non-thesis option in Biology) must include a thesis.

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

PROGRAM OF STUDY

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

The program of study must be submitted on the appropriate form obtained from the department with approval by the student's major professor, the departmental chair (and graduate coordinator if designated), and the Dean of the Graduate School by the end of the second quarter of graduate study. If the student is taking the 78-quarter hour MSW on this campus, however, program application

should be submitted during the third quarter of graduate study.

The student must secure approval of the proposed program by the Graduate Council. Approval of the program will be officially acknowledged by a letter from the chair of the Graduate Council. Program approval indicates that the Graduate Council and the department concerned encourage the candidate to complete the master's degree. The degree is granted only after successful completion of the approved program of studies within the regulations of the College.

Program Changes. Changes in the proposed program may not be made without the prior approval of the department chair, director of records and chair of the Graduate Council. More than two changes must be approved by the Graduate Council and must be petitioned prior to the quarter in which a change is anticipated.

ADVANCEMENT TO DEGREE CANDIDACY

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

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

1. Arrange for the removal of any undergraduate deficiencies.
2. Complete 75 percent of approved program of graduate study with a minimum grade-point average of 3.00. Advancement to candidacy will not be granted if this minimum is not attained.
3. Submit the "Application for Degree Candidacy" form to the department chair, indicating scheduling plans for completing comprehensives and thesis or project.

THESIS REQUIREMENT

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

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

EXAMINATIONS

Master's degree candidates must pass a written and/or oral examination administered by an examining committee. The nature of further examination, if required, is to be determined by the examination committee. If possible, a representative from one of the specialization areas will attend each oral examination.

Examination Regulations

1. It is the candidate's responsibility to schedule written and/or oral

examinations with the department chair or graduate coordinator.

2. The examinations are coordinated by the chair of the department, graduate coordinator, and/or the candidate's advisory committee. Success or failure of the examinations is determined by the examination committee.
3. Questions in the examination will be based upon the candidate's areas of study and/or thesis.
4. The time allowed for the oral examination is ordinarily not more than two hours. Written examinations may take considerably longer.
5. Any candidate who fails either written or oral examinations may be granted only one opportunity by the examination committee to retake the respective examination after a lapse of at least one quarter.
6. Final examinations should be completed at least two weeks before commencement.

CONFERMENT OF DEGREE

The candidate must file in duplicate the order form for the master's degree and academic regalia with the office of the Dean of the School of Graduate Studies. Consult the academic calendar for the last day to file the order form prior to the beginning of the final quarter.

Students are required to participate in the graduation exercise. In special cases permission to receive the master's degree *in absentia* may be granted by the president of the College.

Summer Graduates. The following criteria must be met by the Monday at least two weeks before the commencement date:

1. Minimum of 3.00 GPA for all college work.
2. Have an approved graduate summer completion form on file with the Academic Records Office and Graduate Dean.
3. Lack no more than 12 credits, including outstanding Incompletes or courses IP.
4. Completed early registration for the WWC summer session for all remaining work.
5. After summer pre-registration, students present a written request to the Graduate Council showing they have met each of the above criteria; each request will be looked at individually.
6. Only the diploma cover will be awarded at commencement; the degree is given on completion.
7. Asterisks will identify August degree candidates with the footnote: "Degree to be conferred in August following completion of studies in progress."

DEPARTMENTS OF INSTRUCTION

BIOLOGICAL SCIENCES

The Department of Biology offers a Master of Science degree in biology with two options. Option 1 is a non-thesis program designed especially for prospective secondary and community college teachers. Option 2 is a thesis program 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 program of course work and research developed for each graduate student takes into account the future goals, present interests, and academic background of the student.

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

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

MASTER OF SCIENCE

Because of the spectrum of biological and interdisciplinary opportunities presented at the Marine Station, all graduate students are expected to attend one summer term.

OPTION 1: NON-THESIS

This option consists of a minimum of 45 quarter credits, 30 of which must be in courses numbered 400 and above. Adequate academic preparation should include a bachelor's degree in biology or the equivalent. The object of Option 1 is to prepare a student for endorsement to teach in two content areas.

		credits
Basic Courses:		12
Research Methods I, II (BIOL 251, 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 (EDUC 508, 522, 525, 567, PSYC 521)	3	
Specialization:		33
At least one course in botany (BIOL 360, 401, 412, 413, 426, 463, 508)	3-5	

At least one course in zoology (BIOL 374, 389, 403, 462, 475)		4-5
Electives		24
Biology	8-16	
Physical Sciences, Mathematics, and Computer Science	8-16	

A maximum of 8 credits of elective content courses numbered below 350 may be used when approved by the Biology Department and Graduate Council.

A minimum of one 500-level biology content course is also required.

Certification. Generally, the process of certification will commence during the undergraduate program (junior/senior year). It is recommended that certification requirements be completed at the time the graduate degree is awarded.

OPTION 2: THESIS

This option consists of a minimum of 45 quarter credits, 24 of which must be courses numbered 500 or above. The undergraduate academic preparation should include a bachelor's degree in biology, other sciences, or mathematics. Specific background courses should include: a basic course in biology, cell biology, genetics, development, and ecology. An adequate preparation in chemistry (inorganic/organic), physics (general), and mathematics (college algebra and trigonometry, some calculus) will complete the necessary foundation for Option 2.

GRADUATE COURSES - *BIOLOGICAL SCIENCES*

BIOL 501 RESEARCH IN BIOLOGY **2-4; 8**

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

BIOL 506 SEMINAR: TEACHING OF BIOLOGY **1**

Presentation and discussion of topics based on current research. Topics which reflect special challenges or current trends in biological education are selected by the student in counsel with the teacher responsible for the seminar.

BIOL 510 GRADUATE SEMINAR **1; 6**

Presentation of topics and discussion of current research in specific areas of biology. One credit each quarter; minimum of five, and maximum of six quarters. Two credits total required *only* for non-thesis option. Spring quarter normally involves a research plan and progress report for first-year students.

BIOL 518 PRINCIPLES OF NEUROBIOLOGY **4**

Study of the structure and function of invertebrate and vertebrate nervous systems. Topics will concentrate on the cellular level and will include neurochemistry, neuropharmacology, neurodevelopment, and neuroendocrinology. Prerequisites: BIOL 392 or CHEM 432, 434; and permission of the instructor. Offered odd years only.

BIOL 520 ENVIRONMENTAL PHYSIOLOGY AND BIOCHEMISTRY **4**
The study of physiological and biochemical adaptations of animals living in harsh environmental conditions. Topics will include adjustments at the macromolecular, cellular, and organ system levels to aspects of hypoxia, diving, hibernation, temperature fluctuations, and life in the deep sea. Prerequisites: CHEM 323, 326, BIOL 392, and permission of instructor. Offered even years only.

BIOL 540 READINGS IN BIOLOGY **2; 6**
Analysis of classical and current literature in specific areas of biology. Areas of concentration may include disciplines such as biostatistics, development, ecology, ethology, genetics, natural history, philosophy of biology, or physiology. Requires reports and conferences with a staff member. A maximum of four quarter hours in any one area.

BIOL 543 BIOLOGY PROJECT **4**
A research project in biological education is selected by the student in counsel with a research adviser in biology. A written proposal is developed by the student and approved by the adviser prior to beginning the research.

BIOL 545 THESIS **4; 8**
Preparation and defense of the master's thesis based upon an original biological research project. The research topic is selected upon consultation with the student's major professor and graduate committee.

MARINE STATION

BIOL 508 PHYSIOLOGY OF THE ALGAE **5**
A comparative study of the physiology of representative members of the major algal groups. Collection and growth of cultures of single-celled forms and related metabolic processes, nutritional factors, light requirements, synchronization and growth will be emphasized. Offered every three to five years.

BIOL 516 BEHAVIOR OF MARINE ORGANISMS **5**
A study of inter- and intraspecific behaviors of marine animals and their behavioral responses to the physical environment. The course involves laboratory experiences, field observations and a research project. Prerequisites: BIOL 374 or BIOL 458 or PSYC 130 and background in organismal 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 courses listed below.

BIOL 401 PLANT PHYSIOLOGY **4**
A study of the principles of plant physiology. One laboratory per week. Prerequisite: BIOL 392. Physics and organic chemistry strongly recommended. Not offered 1992-1993.

BIOL 403 ORNITHOLOGY **4 or 5**
Systematic study of native birds of North America, with emphasis on identification, migration, geographical distribution, habits, and life histories. Two laboratories per week. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered every 3-5 years at the Marine Station; offered even years only on the College Place campus.

BIOL 413 PLANT TISSUE CULTURE **3**
A study of various techniques to establish and to maintain plant tissue cultures. One laboratory per week. Prerequisites: 8 hours of college-level chemistry or biology; CHEM 101, 102; CHEM 141, 142, 143; BIOL 222, and permission of instructor.

BIOL 426 SYSTEMATIC 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. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered every 3-5 years at Marine Station; not offered 1992-1993 on the College Place Campus.

BIOL 446 GENERAL ECOLOGY **4**
Study of the relationship of plants and animals, both as individuals and assemblages, to their physical and biological environment. Laboratory work 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 **4**
Study of the microscopic anatomy of vertebrate cells, tissues, and organs, including reference to their functions. Two laboratories per week. Offered odd years only.

BIOL 464 ANIMAL PHYSIOLOGY **4**
Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. Physics and organic chemistry strongly recommended.

BIOL 465 BACTERIOLOGY **5**
Principles of morphology and function of bacteria. Laboratory work, including unknowns, points out techniques employed in their study. Two laboratories per week. Prerequisite or corequisite: CHEM 321, 322, 323. Not offered 1992-1993.

BIOL 466 IMMUNOLOGY **4**
Study of the immune mechanism with reference to applied areas. Emphasizes laboratory techniques used to solve immunological problems. One laboratory per week. Prerequisites: BIOL 392 or BIOL 465; CHEM 321, 322, 323. Offered even years only.

BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION **3**
Comparison of the various theories on the origin and history of living organisms in light of present scientific knowledge in biochemistry, paleontology, morphology, geology, genetics and other related areas. For majors and minors only.

BIOL 495 COLLOQUIUM **0**
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is normally given by a visiting scientist. Six quarters required of all graduate biology majors. Graded S or NC.

MARINE STATION

BIOL 101, 102, 103 or equivalent is prerequisite for all courses listed below. Marine Station courses of 5 credits include an additional credit for the requirement of a research problem. Normally a maximum of two of the following courses are taught during a summer. Please see annual Marine Station bulletin.

BIOL 460 MARINE ECOLOGY* **5**
Study of interspecific, intraspecific, and community relationships demonstrated by marine organisms.

BIOL 462 ICHTHYOLOGY* **5**
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.

BIOL 463 MARINE PHYCOLOGY* **5**
A systematic survey of marine algae, covering the principles of their classification, natural history, ecology, physiology, and practical use.

BIOL 468 COMPARATIVE PHYSIOLOGY **5**
Comparative study of the physiology and life processes of animals with emphasis on invertebrates. Prerequisite: BIOL 392.

BIOL 470 MARINE BIOPHYSICS **5**
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* **5**
A study of the biology of selected groups of marine invertebrates.

**Qualifies as a marine-oriented course.*

EDUCATION & PSYCHOLOGY

The Department of Education & Psychology offers two master's degree programs – the Master of Education, a nonthesis program; and the Master of Arts, a thesis program. Both programs support the general objectives of the School of Graduate Studies by:

1. teaching 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 practicums and field experiences in the area of specialization; and
5. assisting students in the development of a philosophy of Christian service and education.

Areas of Specialization

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

Specializations may be planned in the following approved areas:

Counseling & Guidance (M.A.)
Curriculum & Instruction (M.A.)
Elementary Instruction (M.Ed)
Middle School/Junior High Instruction (M.Ed)
Religious Education (M.A.)
School Administration (M.Ed.)
Secondary Instruction (M.Ed.) in:
Biology, Biophysics, Business, Chemistry, English, History, Language Arts, Mathematics, Physical Education, Physics, Social Sciences, Technology Education
Special Education (M.Ed.)

A candidate wishing to pursue a specialization in an area other than those listed above may submit for consideration by the department and the Graduate Council an individualized, self-planned proposal itemizing at least 24 quarter hours (18 hours in M.A. program) in the chosen specialization area. Additional supporting credit as needed to complete the degree will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education & Psychology.

MASTER OF ARTS IN EDUCATION (M.A.)

In the Master of Arts program, candidates with appropriate backgrounds may specialize within an approved general area of education according to their interests. The inclusion of a thesis requirement provides an opportunity for the development of scholarly research and reporting skills. The program particularly serves those wishing to contribute to knowledge through research and/or those aspiring toward a doctoral degree.

A qualified candidate *may* coordinate many of the requirements with preparation for state and/or denominational certification. Since completion of minimum degree requirements *does not* necessarily satisfy certification requirements,

students pursuing a certificate must consult with the credential adviser early in their program.

Prerequisites Applicable to All M.A. Programs. In addition to general admission requirements as described elsewhere in this bulletin, candidates for the M.A. degree must meet all prerequisites listed under the chosen area of specialization. Unless specifically noted, there are no requirements with respect to experience or certification either prior to or during the degree program.

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

Requirements Applicable to All M.A. Programs. Unless otherwise indicated, an M.A. program comprises a minimum of 45 quarter hours of which at least 24 credits must be from courses numbered 500 or above. All courses included in the degree program must be approved by an assigned adviser in the Education & Psychology Department.

		credits
Basic Courses and Thesis		15
EDUC 510 Graduate Seminar	1	
EDUC 522 Philosophy of Education	3	
(must be completed before advancement to candidacy)		
EDUC 561 Methods of Research	3	
(must be completed before advancement to candidacy; a statistics course is prerequisite)		
EDUC 590 Thesis	8	
	15	
Area of Specialization		18
Additional credits may be necessary if certification is also being sought.		
Approved Electives		12
Supporting courses from any department selected for their relevance to the chosen specialization.	Total	45

MASTER OF ARTS PROGRAM OPTIONS

M.A. in COUNSELING & GUIDANCE (50 quarter hours minimum)

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

Specialization Requirements:	*credits*
Basic Courses and Thesis	15
For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.	
Counseling, Psychology and Guidance Courses	18
These courses must include counseling and measurement theories and	

techniques and assessment skills.

PSYC 565 Practicum in Counseling	6
Approved Electives	11
Total	50

M.A. in CURRICULUM & INSTRUCTION

Specialization Prerequisites: 30 quarter hours in professional education and work experience as defined for all M.Ed. programs (see definition in "Prerequisites Applicable to All M.Ed. Programs.")

Specialization Requirements:

	credits
Basic Courses and Thesis	15
For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.	
Specialization Courses	
Professional Education Courses (see definition in "Prerequisites Applicable to All M.Ed. Programs")	18
Academic Content Courses	12
Academic content courses must be from departments other than Education & Psychology and must be in subject-matter clearly related to the area of emphasis chosen as the area specialization. On the middle school or higher level, supporting courses must be from not more than two content areas.	

M.A. in RELIGIOUS EDUCATION

Specialization Prerequisites: A major or minor in theology or religion, or 30 approved hours of religion courses with a minimum of nine at the upper-division level.

Specialization Requirements:

	credits
Basic Courses and Thesis	15
For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.	
Specialization Courses	
Professional Education	5
Religious Studies	20
These hours must include at least two classes in the area of Biblical studies, three in the area of theology and ethics, and one in the area of religious education methods.	
Approved Electives	5
Total	45

MASTER OF EDUCATION (M.Ed.)

The Master of Education degree, a nonthesis program, provides a variety of specialized options designed to enhance professional competence in school settings.

A qualified candidate *may* coordinate many of the requirements for the degree with preparation for state and/or denominational certification. Since completion of minimum degree requirements *does not* necessarily satisfy certification requirements, students pursuing a certificate must consult with the credential adviser early in their program.

Prerequisites Applicable to All M.Ed. Programs. In addition to general admission requirements as described elsewhere in this bulletin, candidates for the M.Ed. degree must have the following:

1. Professional education courses 30 qtr. hrs.
   Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role of various school personnel.

2. Verified, satisfactory educational work experience minimum 18 months, full-time
   Work experience must fall within the range of professional or paraprofessional activities provided by schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling, or work as a dormitory dean will be considered if pertinent to the candidate's chosen area of specialization. A maximum of 30 quarter hours for the master's degree may be earned prior to the work experience, but a minimum of 15 quarter hours must be earned thereafter.

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

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

Other specific prerequisites should also be noted for each area of specialization. Deficiencies may be removed after admission to graduate study, but the credits

earned will not apply toward minimum degree requirements.

Requirements Applicable to All M.Ed. Programs. The M.Ed. program comprises a minimum of 45 quarter hours, 30 of which must be in courses numbered 400 and above, and must include basic as well as professional education courses as indicated below. Unless specifically approved by the Graduate Council, courses numbered below 350 do not carry graduate credit. All courses included in the degree program must be approved by an assigned adviser in the Education & Psychology Department.

		credits
Basic Courses		10
EDUC 510 Graduate Seminar	1	
PSYC 521 Psychology of Learning	3	
EDUC 522 Philosophy of Education	3	
(must be completed before advancement to candidacy)		
EDUC 561 Methods of Research	3	
(must be completed before advancement to candidacy; a statistics course is prerequisite)		
	10	
Specialization and Approved Electives		35
Must include 11 hours in professional education as defined in "Prerequisites Applicable to All M.Ed. Programs."		
Total		45

MASTER OF EDUCATION PROGRAM OPTIONS

M.Ed. in ELEMENTARY INSTRUCTION

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

Specialization Requirements:	*credits*
Basic Courses	10
For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.	
Specialization Courses	
Professional Education Courses (see definition in "Prerequisites) Applicable to All M.Ed. Programs")	11
Academic Content Courses	15
Must be from departments other than Education & Psychology and must be in subject-matter areas relevant to the content of the elementary curriculum.	
Approved Electives	9
Total	45

M.Ed. in MIDDLE SCHOOL/JUNIOR HIGH INSTRUCTION

Specialization Prerequisites: Majors and/or minors in two content areas, or two equivalent subject-matter concentrations with a minimum of 27 quarter hours in each. Content areas must be in academic subjects commonly taught from grades six through nine.

Specialization Requirements:	*credits*
Basic Courses	10
For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.	
Specialization Courses	
Professional Education Courses (see definition in "Prerequisites Applicable to All M.Ed. Programs")	11
Academic Content Courses	15
Academic content courses must be from two departments other than Education & Psychology and must be in the same general areas as the two prerequisite content areas specified above.	
Approved Electives	9
Total	45

M.Ed. in SCHOOL ADMINISTRATION

Specialization Prerequisites: Three years of satisfactory certificated classroom teaching. Must have acquired, prior to entry into the program, all qualifications for a state-approved teaching certificate.

Specialization Requirements:			*credits*
Basic Courses			10
For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.			
Specialization Courses			26
Must be related to school administration, supervision, curriculum and counseling and must include the following unless they were a part of the undergraduate sequence:			
EDUC 504	Elementary School Curriculum		
or		3	
EDUC 508	Secondary School Curriculum		
EDUC 526	School Finance	3	
EDUC 539	Supervision	3	
EDUC 545	Principalship, K-12	4	
EDUC 550	School Law	3	
EDUC 556	Curriculum Planning	3	
EDUC 565	Practicum in Administration	4	
PSYC 444	Social Psychology	3	
		26	
Approved Electives			9
	Total		45

M.Ed. in SECONDARY INSTRUCTION

Specialization Prerequisites: A major in one of the following areas of content specialization or an equivalent concentration of 45 quarter hours:

Biology
*Biophysics (biology, chemistry, engineering, mathematics, physics)
Business Education
Chemistry
English
History
*Language Arts (English, communications, journalism, library science)
Mathematics
Physical Education
Physics
*Social Science (history, political science, psychology, sociology)
Technology Education

Specialization Requirements:	*credits*
Basic Courses	10
For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.	
Specialization Courses	
Professional Education Courses (see definition in "Prerequisites Applicable to All M.Ed. Programs")	11
Academic Content Courses	24
Academic content courses must be chosen in consultation with an adviser.	
(a) In specializations where only one content area is emphasized,(e.g., English), up to six of the 24 quarter hours may be selected from not more than two supporting departments other than the major area of emphasis.	
**(b) In interdisciplinary areas, indicated above by an asterisk, courses must be distributed among areas listed in parentheses according to the needs and interests of the candidates.*	
Total	45

M.Ed. in SPECIAL EDUCATION

This course of study is designed to meet the requirements for a Washington State supporting endorsement in special education.

Specialization Prerequisites:
Washington State Certification or an equivalent concentration of professional education courses. A course in the foundations of special education.

Specialization Requirements:			*credits*
Basic Courses			10
For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.			
Specialization Courses			35
SPED 430	Issues & Trends in Special Education	3	
SPED 510	Seminar in Special Education	1	
SPED 515	Diagnostic & Prescriptive Curriculum Design	3	
SPED 578	Practicum in Special Education	8	
		15	
Option 1: Limited Prior Training in Special Education			
SPED 433	Assessment of Exceptional Individuals	4	
SPED 437	Instruction of Exceptional Individuals	4	
SPED 438	Counseling Exceptional Individuals & Their Families	3	
Approved Electives		9	
		20	
Option 2: Extensive Prior Training in Special Education			
SPED 518	Mental Exceptionality	3	
SPED 575	Readings in Special Education 2		
Approved Electives		15	
		20	
	Total		45

TEACHER CERTIFICATION

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

Washington State Certification

The department attempts to provide current information in this bulletin on certification requirements. Because of frequent changes in those requirements, however, the candidate must consult with the department's certification officer periodically for updated information that might affect certification status.

Washington State Continuing Certificate Requirements

1. *Teaching Experience*
   The applicant for a Continuing Certificate must have verification of 180 days of full time teaching experience of which 30 days must be in the same district.

2. *Credit Requirements*
   a. A minimum of 45 quarter credits of upper division or graduate level study at a regionally accredited institution must be completed after the bachelor's degree.
   b. To be recommended by Walla Walla College, a minimum of 23 hours of course work must be taken at this institution.
   c. Grades lower than C are not acceptable in courses required for the Continuing Certificate.
   d. Course work must be upper division or graduate level and taken through a regionally accredited four-year institution. Exceptions regarding course levels for individuals working for and securing a second area of endorsement may be made if approved by the Education Department Adviser.

3. *Other Requirements*
   a. Continuing Certificate candidates must have at least *two endorsements*.
   b. Each person shall be required to complete 150 clock hours of continuing education or 15 quarter hours of college credit every five years to keep the certificate valid. (One quarter hour equals ten clock hours.)
   c. Recipients of a Continuing Certificate shall be restricted to teaching in the areas in which endorsement has been received.

GRADUATE COURSES – *Education*

EDUC 504 ELEMENTARY SCHOOL CURRICULUM **3**
A study of the elementary school curriculum, including objectives, essentials of a good program, varying curriculum patterns and appraisal of current practices.

EDUC 508 SECONDARY SCHOOL CURRICULUM **3**
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the courses of study; evaluation of the secondary school curriculum.

EDUC 510 GRADUATE SEMINAR **1; 3**
Discussion periods in which faculty and students explore significant issues through the examination and analysis of research and appropriate literature in the area of education. One quarter hour; maximum, three.

EDUC 522 PHILOSOPHY OF EDUCATION **3**
A study of the basic philosophies and development of educational thinking resulting in the formulation of aims and objectives of education for today's schools.

EDUC 525 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 526 SCHOOL FINANCE **3**
A course designed for administrators, emphasizing origins and disbursement of school funds.

EDUC 527 SCHOOL PLANNING & CONSTRUCTION **3**
A survey of how to plan and build schools, including the involvement of the lay citizen. Selection of site, trends in design, functions of buildings and plant, costs and obligations will be studied.

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 362 or equivalent.

EDUC 539 SUPERVISION **3**
For principals, classroom teachers or those planning to be supervisors. Identifies duties of both teachers and supervisors, and suggests methods for the improvement of teachers in service through a comprehensive supervision program.

EDUC 545 PRINCIPALSHIP, K-12 **4**
The role of the principal; administration of the curriculum; organization of the schedule, calendar, and catalog; staff organization and utilization; attendance and discipline programs; responsibilities for office management and auxiliary services. Prerequisite: three years teaching experience or permission of instructor.

EDUC 550 SCHOOL LAW **3**
This course is designed to acquaint the student with the legal basis for public and parochial school operation in the United States.

EDUC 556 CURRICULUM PLANNING **3**
The relation of curricular materials to educational outcomes in terms of personal and social values. A brief review of curriculum investigations and their significance in the selection and evaluation of school materials and activities. Current practices in curriculum revision.

EDUC 558 SCHOOL ACTIVITIES **3**
Designed to acquaint the student with the range of the school activities program, to define the purpose of such activities, to provide the valid basis for evaluating existing or proposed activities, and to provide opportunity for intensive study of one activity.

EDUC 565 PRACTICUM IN ADMINISTRATION **2-4**
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. By permission of the department chair.

EDUC 561 METHODS OF RESEARCH **3**
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. Prerequisite: a statistics course.

EDUC 567 COMPARATIVE EDUCATION **3**
A comparison of systems and philosophies of education in various parts of the world; emphasis on the role of cultural impacts.

EDUC 575 READINGS IN EDUCATION **2-4**
Advanced study confined to topic areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chair.

EDUC 581 PROFESSIONAL PROJECT **2-6; 6**
Selected areas of advanced study involving reading and research. Formal report required. Prerequisites: consent of department chairman and graduate standing.

EDUC 590 THESIS

2-8

GRADUATE COURSES – *Psychology/Counseling*

PSYC 501 STATISTICS IN RESEARCH **3**
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 & TECHNIQUES **3**
A study and application of the theories and techniques for counseling. Professional relationships and ethics are considered.

PSYC 518 GROUP COUNSELING **2**
Theories and techniques of counseling in group situations. Prerequisite: PSYC 515.

PSYC 521 PSYCHOLOGY OF LEARNING **3**
The physiological and psychological bases for functional learning are discussed, and the experimental evidence supporting psychological hypotheses is reviewed.

PSYC 532 INDIVIDUAL TESTING **4**
Supervised experience in the administration, interpretation and writing of psychological reports. Several intelligence instruments will be reviewed. Major emphasis, however, will center on Binet and Wechsler Intelligence Scales. Prerequisites: PSYC 430 and permission of the instructor.

PSYC 534 ASSESSMENT OF THE INDIVIDUAL **2**
Methods applicable to comprehensive assessment for describing behavior. Experience in the collection and analysis of data will be provided. Prerequisite: PSYC 532.

PSYC 563 FIELD EXPERIENCE **3**
Designed to provide a broad spectrum of experience in actual field settings under supervised direction. Permission of the instructor required.

PSYC 565 PRACTICUM IN COUNSELING **2-6**
Professional experience in the counseling function. Prerequisites: PSYC 515, PSYC 534 and permission of the instructor.

PSYC 566 COUNSELING SEMINAR - CONTINUING LEVEL **1; 3**
Discussion periods in 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 IN PSYCHOLOGY **2-4**
Advanced study confined to topic areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chair.

GRADUATE COURSES – *Religion*

RELB 501 ADVANCED NEW TESTAMENT EXEGESIS **3**
Study of one of the following portions of the New Testament within its historical and literary context: Synoptic Gospels, Johannine Literature, I Corinthians, Prison Epistles, Acts of the Apostles or Hebrews.

RELB 502 NEW TESTAMENT THEMES **3**
Study of the New Testament perspectives on the themes of family life, moral decision making, sin and salvation and the church and its ministry.

RELB 505 OLD TESTAMENT EXEGESIS **3**
Study of Old Testament exegetical method exemplified by in-depth study of Old Testament books or passages.

RELB 508 THE OLD TESTAMENT IN SOCIAL & CULTURAL PERSPECTIVE 3
Study of recent interpretations of the Old Testament from sociological and anthropological perspectives. Included is a discussion of how western culture has affected the study of the Old Testament.

RELH 502 STUDIES IN ADVENTIST HISTORY 3
Study of selected aspects of Adventist history and theology. Key aspects are as follows: Theological and doctrinal development, the history of Adventist institutions, and the theory and practice of missions and evangelism.

RELH 511 READINGS IN SPIRITUAL CLASSICS 3
A study of writers known for their contribution to the understanding of Christian life and experience. Among such authors are Augustine, Teresa of Avila, John of the Cross, John Wesley and George Fox.

RELP 510 FOUNDATIONS OF RELIGIOUS EDUCATION 3
A survey of the scriptural, historical, philosophical and psychological bases of religious education.

RELP 515 PRACTICUM IN RELIGIOUS EDUCATION 2-6; 6
Supervised practicum in religious education. Will take place in school or instructional church settings. Permission of School of Theology required.

RELT 521 SELECTED THEMES IN THE HISTORY OF CHRISTIAN ETHICS 3
Themes will include war and violence, sexual ethics, economics, and the relation of Christians to secular government.

RELT 541 STUDIES IN CHRISTIAN SYSTEMATIC THEOLOGY 3
Examination of selected issues, such as atonement, Christology, creation, eschatology, Sabbath, salvation, with emphasis on implications for the doctrine of the church.

GRADUATE COURSES – *Special Education*

SPED 510 SEMINAR IN SPECIAL EDUCATION 1; 3
Faculty/student exploration and analysis of significant research and literature in special education.

SPED 515 DIAGNOSTIC & PRESCRIPTIVE CURRICULUM DESIGN 3
The prescription and implementation of individualized curricula for severely handicapped learners. Prerequisites: SPED 433 & SPED 437.

SPED 518 MENTAL EXCEPTIONALITY 3
The etiology and history of mental retardation and giftedness as they relate to educational endeavors. A study of the programming for both mentally retarded and gifted individuals.

SPED 565 PRACTICUM IN SPECIAL EDUCATION 2-8
Professional experience in special education under the direction of a credentialed specialist in the field. Prerequisites: SPED 515 and permission of the special education adviser.

SPED 575 READINGS IN SPECIAL EDUCATION 2-4
Advanced study confined to topic areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chair.

SUPPORTING COURSES – *Education*

EDUC 361 ELEMENTARY CURRICULUM & INSTRUCTION: LANGUAGE ARTS 3
Study of the development of language skills. Speaking, thinking, listening, reading and writing skills are studied. Attention will be given to materials and instructional resources. Involvement in elementary classrooms will be required.

EDUC 362 ELEMENTARY CURRICULUM & INSTRUCTION: READING 4
Study of current theory relating to the nature of reading and effective instructional procedures and resources. Activities in the elementary school will include administration of Informal Reading Inventories.

EDUC 373 ELEMENTARY CURRICULUM & INSTRUCTION: MATHEMATICS 4
Survey of the content, media and approaches used in teaching mathematics in the elementary school, including software evaluation for CAI; and emphasis on research-based strategies. Prerequisite: MATH 115 or 121.

EDUC 375 CLASSROOM MANAGEMENT 2
Study of discipline strategies and organization and management skills that promote learning within the school. Includes techniques for maintaining open communication with the entire school community.

EDUC 381 ELEMENTARY CURRICULUM & INSTRUCTION: RELIGION 2
Study of materials, strategies and relationships that provide effective Bible instruction in the elementary school.

EDUC 382 ELEMENTARY CURRICULUM & INSTRUCTION: SOCIAL STUDIES 2
Study of strategies for the implementation of the social studies curriculum in the elementary school. Instruction in appropriate uses of resources and materials.

EDUC 383 ELEMENTARY CURRICULUM & INSTRUCTION: SCIENCE 2
A study of teaching of science in the elementary school with emphasis on science as a process of inquiry.

EDUC 390 EDUCATIONAL EVALUATION 3
Introduction to principles and techniques of evaluating classroom activities in elementary and secondary schools.

EDUC 475 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.

EDUC 495 ELEMENTARY SCHOOL GUIDANCE **3**
Study of the rationale for elementary school guidance with emphasis upon current research and issues. Focuses on the tools and techniques of both classroom and out-of-class guidance functions and services.

ENGL 374 LITERATURE FOR CHILDREN **3**
Study of the philosophy of the selection and study of literature on the elementary school level, emphasizing appropriate 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.

HLSC 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, 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 473 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL **3-4**
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. Prerequisite: 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 206 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. Prerequisites: PSYC 130; MATH 206; and permission of instructor.

PSYC 442 MOTIVATION **3**
Study of basic drives and causes of behavior in organisms with emphasis upon human behavior.

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 **1; 3**
Training in counseling skills for students planning careers in counseling, deaning, nursing, pastoral or social work, and organizational psychology. Modeling and role play supplemented by group discussion and personal supervision. Prerequisite: PSYC 464 or permission of the instructor.

PSYC 466 PSYCHOPHYSIOLOGY **3**
Focuses on the physiological substrates of human behavior. Emphasis placed on the structure and function of sensory and effector mechanisms, the nervous system, and the endocrine system as they are involved in behavior. The psychobiology of emotional, learning, and reproductive behavior is also stressed. Prerequisites: PSYC 130, BIOL 101 OR BIOL 201.

PSYC 489 VOCATIONAL DEVELOPMENT THEORY **3**
Theories of vocational choice and methods of studying occupations and occupational information as they relate to educational and vocational guidance.

PSYC 490 ABNORMAL PSYCHOLOGY **3**
Behavioral disturbances, therapeutic measures, and related theories. Prerequisites: PSYC 130; PSYC 215 or PSYC 366.

PSYC 495 RESEARCH PROJECT IN PSYCHOLOGY **2**
Execution of the research proposal accepted in PSYC 375. Prerequisite: PSYC 375 or 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 430 ISSUES & 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 (IEP's), 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 learners. On-site field experience required.

SPED 438 COUNSELING EXCEPTIONAL INDIVIDUALS & 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 FIELD WORK 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 373, SPED 433, SPED 437, or permission of special education adviser.

SUPPORTING COURSES - *General*

Additional courses are available, with advisement, from the following departments: Art, Biology, Business, Chemistry, Communications, Education/Psychology, English, Health and Physical Education, History, Library Science, Mathematics, Modern Languages, Music, Physics, Social Work/Sociology, and Technology. See the undergraduate bulletin for course descriptions and prerequisites.

SOCIAL WORK

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 practicum experience. The program also has a service component that allows students to learn from their instructors in a clinical laboratory setting.

In addition to the two year program, a one-year (four quarters) 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 compliment 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 work students:

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

Advanced standing is available to students with Bachelor of Social Work degrees earned from an accredited institution within the last six years with a 3.00 grade-point average for the last 96 credits of the undergraduate program. The admissions committee reserves the right to accept or reject applications for advanced standing based on its judgment of the student's response on admission criteria.

Transfer Students. Classroom course and/or supervised field work completed in other nationally accredited graduate schools of social work may be accepted for credit toward the MSW degree when such courses and supervised field work are considered the equivalent of similar work offered in our social work program. Students thus accepted must complete no less than 36 hours of graduate credit 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, Addiction, and Aging.

REQUIRED COURSES	*Regular Standing*	*Advanced Standing*
Core Courses: First Year		
SOWK 508 Social Work and Religion	2	2
SOWK 510 Cultural & Ethnic Perspectives of Social Work	3	3
SOWK 514 Social Work Policies & Services I	3	-
SOWK 515 Social Work Policies & Services II	3	-
SOWK 517 Social Work Practice I	3	-
SOWK 518 Social Work Practice II	3	-
SOWK 519 Social Work Practice III	3	-
SOWK 520 Social Work Practice IV	2	-
SOWK 524 Human Behavior & Social Environment I	3	-
SOWK 525 Human Behavior & Social Environment II	3	-
SOWK 528 Practice Issues in the Social Environment	-	4
SOWK 538 Social Work Research I	2	-
SOWK 539 Social Work Research II	2	-
SOWK 543 Social Work Administration & Management	3	3
Core Courses: Second Year		
SOWK 540 Research Applications	3	3
SOWK 541 Advanced Practice I	3	3
SOWK 542 Dysfunctional Behavior in Clinical Social Work	3	3
SOWK 544 Policy Issues for Clinicians	2	2
SOWK 545 Advanced Clinical Treatment of Families	3	3
SOWK 573 Advanced Group Work	3	3
SOWK 530 Field Work	18	12
*Electives	10	10
Total	80	51

**To be chosen from fields of practice and general electives listed below.*

FIELDS OF PRACTICE ELECTIVES	*credits*
SOCI 435 Social Gerontology	3
SOCI 437 Death and Dying	3

SOWK 377	Introduction of Alcohol and Addiction Treatment*	3
SOWK 550	Protective & Substitute Care of Children	2
SOWK 551	Family Violence	2
SOWK 552	Clinical Treatment of Children and Adolescents	3
SOWK 554	Inter-generational Aspects of Families	2
SOWK 560	Advanced Theories of Addiction and Treatment*	2
SOWK 561	Physiological Effects and Pharmacology of Alcohol and Drugs	2
SOWK 562	Clinical Skills with Addictive Families*	2
SOWK 570	Social Work Practice in a Medical Setting	3
SOWK 571	Aging and Health Care	3
SOWK 572	Clinical Treatment in Mental Health	3
	TOTAL	10

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

GENERAL ELECTIVES

SOWK 466	Comparative Theories of Social Work Practice	3
SOWK 471	Human Sexuality	3
SOWK 553	Legal Aspects of Social Work Practice	3
SOWK 574	Social Work Supervision	2
SOWK 579	Directed Research/Project	1-3

GRADUATE COURSES - *SOCIAL WORK*

SOWK 508 SOCIAL WORK AND RELIGION **2**
The role of religion in the socialization process of the practitioner 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 & ETHNIC PERSPECTIVES OF SOCIAL WORK **3**
The understanding of racial, cultural, and ethnic factors in the assessment of social behaviors and the intervention process.

SOWK 514 SOCIAL WORK POLICY AND SERVICES I **3**
The history of social services in the United States, beginning with the Elizabethan Poor Laws in England and the subsequent development of social ethics in the colonies. Considers historical influences which have shaped the nation's responsibility to the social needs of its people.

SOWK 515 SOCIAL WORK POLICY AND SERVICES II **3**
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. Prerequisite: SOWK 514.

SOWK 517 SOCIAL WORK PRACTICE I **3**
The development of communication and assessment skills, improved self-awareness, as

well as counseling and intervention skills for the caseworker. Application of principles and philosophies of the social work discipline to worker-client relationships and social problem solving. Includes clinical practice. Prerequisite or Corequisite: SOWK 524.

SOWK 518 SOCIAL WORK PRACTICE II **3**
The function of group work in the treatment of social dysfunctions. The application and practice of group process and dynamics, roles and behaviors, group formation and structuring, and group-enabling techniques for the social worker. Includes clinical practice. Prerequisite: SOWK 517; Prerequisite or Corequisite: SOWK 525.

SOWK 519 SOCIAL WORK PRACTICE III **3**
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. Includes clinical practice. Prerequisite: SOWK 518.

SOWK 520 SOCIAL WORK PRACTICE IV **2**
The macro end of the generalist social work practice continuum. The course will introduce students to rudimentary skills in community practice and to elementary practice skills in planning. Prerequisite: SOWK 517, 518; Prerequisite or corequisite: SOWK 519.

SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I **3**
The biological, psychological, social, and cultural factors and theories of human development from birth through adolescence. Considers the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of pre-adults.

SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II **3**
The biological, psychological, social, and cultural factors of human development affecting adult behavior. Considers the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of adults in community systems and organizations. Prerequisite: SOWK 524.

SOWK 528 PRACTICE ISSUES IN THE SOCIAL ENVIRONMENT **4**
The review and integration of selected issues in social work practice with principles and theories of human behavior and the social environment. Advanced standing students only.

SOWK 530 FIELD WORK **2-12; 18**
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 adviser. Prerequisite or corequisite: SOWK 517, 518; or SOWK 528.

SOWK 538 SOCIAL WORK RESEARCH I **2**
An introduction to statistics, the scientific method, and the use of research in social work practice. The research process is examined beginning with important research concepts such as validity, reliability, and levels of measurement, and proceeds through problem selection and formulation, research design, instrument construction, and data collection.

SOWK 539 SOCIAL WORK RESEARCH II **2**
Continuation of the introduction to research methods in social work, emphasizing

particularly data analysis, reporting, and utilization. It also includes an introduction to clinical evaluation, especially single subject design, and to survey research. Prerequisite: SOWK 538.

SOWK 540 RESEARCH APPLICATIONS 3
Builds on Research I, focusing on learning and applying research knowledge related to the evaluation of clinical social work practice. A continuation of statistics with an overview of more advanced statistics including analysis of variance and multiple regression. Included are single-subject and group designs, utilization of findings, and monitoring client change. Prerequisite: SOWK 539 or Advanced Standing.

SOWK 541 ADVANCED PRACTICE I 3
The design of assessment and intervention plans for individuals, families, communities, and organizations. Specific diagnostic and crisis intervention skills are developed. Prerequisites: SOWK 517, 518, 519 and SOWK 520; or SOWK 528.

SOWK 542 DYSFUNCTIONAL BEHAVIOR IN CLINICAL SOCIAL WORK 3
The focus of this course is on the biological, psychological, social and environmental forces that impact upon behavior and functioning of moderately to severely impaired persons. It is designed to familiarize the advanced practitioner with standardized diagnostic criteria and processes used within the field to categorize deviant and dysfunctional behavior.

SOWK 543 SOCIAL WORK ADMINISTRATION AND MANAGEMENT 3
Considers organizational theory and history; organization development and structure; leadership and decision making; principles of administration, including budgeting; and service delivery. Concurrent with Field: SOWK 530, Advanced standing or Permission of Instructor.

SOWK 544 POLICY ISSUES FOR CLINICIANS 2
This course will examine selected policy matters of particular relevance for clinical social work practice. It examines such policy issues as confidentiality, eligibility for, and financing of, services, legal regulation of practice, public and private auspices and other relevant applied policy issues. Prerequisites: SOWK 514, 515; Advanced Standing.

SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES 3
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 2
Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.

SOWK 551 FAMILY VIOLENCE 2
Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence. Prerequisite: Second year standing or Permission of Instructor.

SOWK 552 CLINICAL TREATMENT OF CHILDREN & 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, 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 preventative, crisis, and remedial 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. Prerequisite: 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 **2**
Chemical dependency and other addiction-related problems in the family. Special emphasis on skills in working with adult children of alcoholics. Prerequisite: SOWK 377 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**
Senescence, geriatric pathology, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults. Prerequisite: Second year standing.

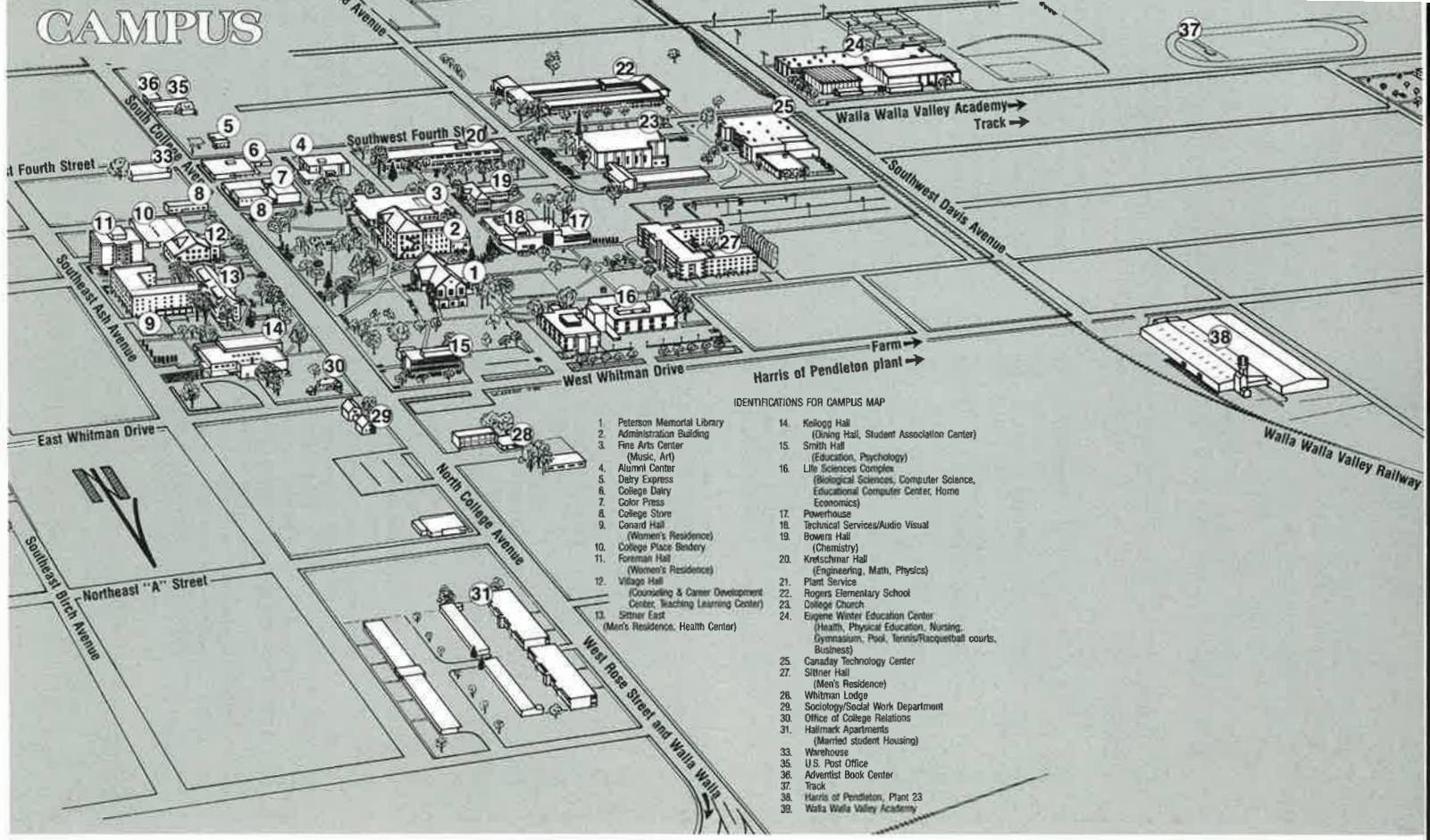
SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH **3**
The assessment and diagnosis of the mentally ill – treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 542.

SOWK 573 ADVANCED GROUP WORK **3**
Advanced theories of group work as practiced in a variety of treatment, management, and administrative settings. Prerequisite: SOWK 518 or SOWK 528.

SOWK 574 SOCIAL WORK SUPERVISION **2**
The function and practice of supervision and management in a human service agency. Considers staff development, ethics, cultural and ethnic factors, supervisory and consultant roles, and personnel problem solving. Prerequisite: Second year standing or Permission of Instructor.

SOWK 579 DIRECTED RESEARCH/PROJECT **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.

CAMPUS



IDENTIFICATIONS FOR CAMPUS MAP

1. Peterson Memorial Library
2. Administration Building
3. Fine Arts Center (Music, Art)
4. Alumni Center
5. Dairy Express
6. College Dairy
7. Color Press
8. College Store
9. Conard Hall (Women's Residence)
10. College Place Bindery
11. Foreman Hall (Women's Residence)
12. Village Hall (Counseling & Career Development Center, Teaching Learning Center)
13. Sittner East (Men's Residence, Health Center)
14. Kellogg Hall (Dining Hall, Student Association Center)
15. Smith Hall (Education, Psychology)
16. Life Sciences Complex (Biological Sciences, Computer Science, Educational Computer Center, Home Economics)
17. Powerhouse
18. Technical Services/Audio Visual
19. Bowers Hall (Chemistry)
20. Kretschmar Hall (Engineering, Math, Physics)
21. Plant Service
22. Rogers Elementary School
23. College Church
24. Eugene Winter Education Center (Health, Physical Education, Nursing, Gymnasium, Pool, Tennis/Racquetball courts, Business)
25. Canaday Technology Center
27. Sittner Hall (Men's Residence)
28. Whitman Lodge
29. Sociology/Social Work Department
30. Office of College Relations
31. Hallmark Apartments (Married student Housing)
33. Warehouse
35. U.S. Post Office
36. Adventist Book Center
37. Track
38. Harris of Pendleton, Plant 23
39. Walla Walla Valley Academy

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