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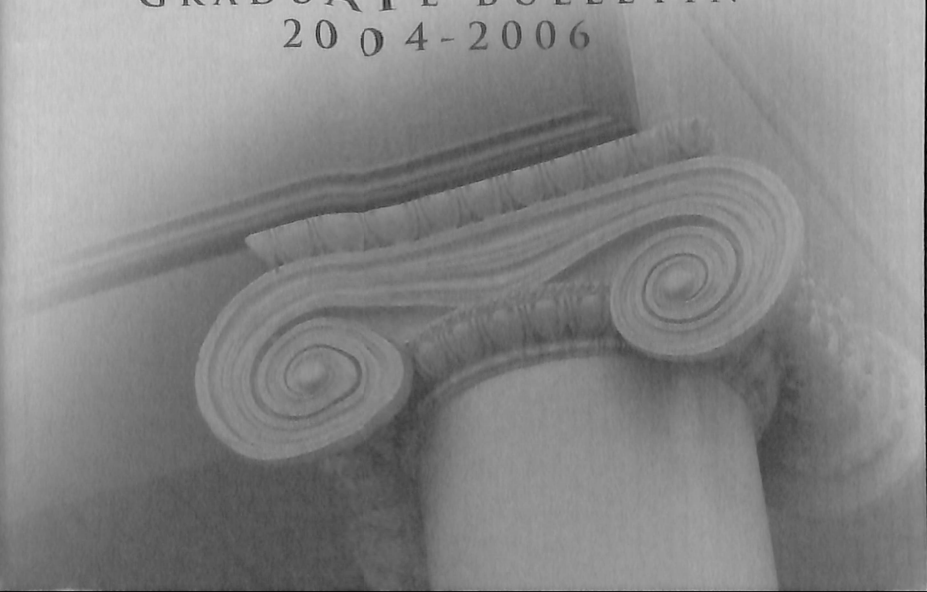
WALLA WALLA COLLEGE

GRADUATE BULLETIN
2004-2006



WALLA
WALLA
COLLEGE

GRADUATE BULLETIN
2004-2006

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ABOUT THE COVER

I am especially thankful for this college. This college has in a real sense helped make me who I am. We are all sent here. God has called us to serve and to bring faith to those around us. The more we feel that sense, the more it brings purpose to everything we do. In the past, colleges have been a source of renewal for the church. That's what I want it to be. I would like Walla Walla College to be a powerful, positive, life changing experience for all who work and study here.

Jon L. Dybdahl,
President

Walla Walla College
204 South College Avenue
College Place, WA 99324
509.527.2327
www.wwc.edu

WALLA WALLA COLLEGE

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

offers graduate programs in
Biology
Counseling Psychology
Education
Social Work

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
Association of Collegiate Business Schools and Programs
Council on Social Work Education
Independent Colleges of Washington, Inc.
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Summer Sessions
Washington Friends of Higher Education

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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Graduate Edition
April 2004

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WALLA WALLA COLLEGE

204 S COLLEGE AVENUE
COLLEGE PLACE, WA 99324
1-800-541-8900

GRADUATE STUDIES

Associate Vice President and Dean ..... Joseph Galusha
509/527-2421
800/541-8900

Application Process
Application Status

PROGRAM INFORMATION AND ASSISTANTSHIPS

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

Dean, School of Education and Psychology ..... Mark Haynal
509/527-2211

Director, Social Work Graduate Program ..... Standley Gellineau
509/527-2590

Program Coordinator, Social Work Graduate Program, Billings .... James Boyd
406/254-9907
888/263-4880

Program Coordinator, Social Work Graduate Program, Missoula .. Nancy Peters
406/549-4928
888/796-7416

ENROLLMENT

Vice President ..... Victor Brown
509/527-2327
800/541-8900

Application Forms
Bulletins
General Information

ACADEMIC RECORDS

Registrar ..... Carolyn Denney
509/527-2811
800/541-8900
FAX 509/527-2574
E-Mail registrar@wwc.edu

Academic Information
Transcripts
Transcript Evaluation

STUDENT FINANCIAL SERVICES

Financial Counselor for Graduate Students ..... Carolyn Janke
509/527-2815
800/656-2815
FAX 509/527-2556
E-Mail stufin@ wwc.edu

Financial Information
Work Opportunities
Financial Aid, Loans, and Grants

VILLAGE STUDENT LIFE

Director ..... Padraic McCoy
509/527-2109

College Rental Properties

WALLA WALLA COLLEGE
ACADEMIC CALENDAR 2004-2005

AUTUMN QUARTER

September 22	W	Registration and Orientation for Missoula MSW program
23	R	Instruction Begins for Missoula MSW program
26	S	Registration and Orientation for campus MSW program
26	S	Registration for Biology, Education and Psychology programs
26	S	Registration and Orientation for Billing MSW program
26	S	Instruction begins for Billings MSW program
27	M	Instruction Begins for all campus graduate programs
October 12	T	Last Day for Graduate Students to Add Classes
November 16	T	Last Day for Graduate Students to Withdraw from Classes
21	S	Thanksgiving Vacation Begins for campus and Missoula
21-22	SM	Billings MSW program classes meet
28	S	Thanksgiving Vacation Ends
28-29	SM	Billings MSW program classes don't meet
December 9-10	RF	Final Examinations for Missoula MSW program
13-15	MTW	Final Examinations for campus and Billings programs
31	F	Autumn Graduation Deadline

WINTER QUARTER

January 2	S	Instruction Begins for Billings MSW program
3	M	Registration and Instruction Begins for all campus programs
6	R	Instruction Begins for Missoula MSW program
18	T	Last Day for Graduate Students to Add Classes or Change to Audit
February 22	T	Last Day for Graduate Students to Withdraw from Classes
March 14-16	MTW	Final Examinations for campus and Billings programs
17-18	RF	Final Examinations for Missoula MSW program
25	F	Winter Graduation Deadline

SPRING QUARTER

March 27	S	Instruction begins for Billings MSW program
28	M	Registration and Instruction Begins for all campus programs
March 31	R	Instruction Begins for Missoula MSW program
April 12	T	Last Day for Graduate Students to Add Classes or Change to Audit
May 17	T	Last Day for Graduate Students to Withdraw from Classes
May 30	M	Memorial Day Holiday for campus and Billings programs
June 2-3	RF	Final Examinations for Missoula MSW program
5	S	Missoula Hooding Ceremony/Graduation Celebration
6-8	MTW	Final Examinations for campus and Billings programs
11	Sa	College Place Hooding Ceremony (7:00 P.M.)
12	S	Commencement (8:30 A.M.)
12	S	Spring Graduation Deadline

SUMMER QUARTER

June16	R	Instruction Begins for Missoula MSW program
19	S	Registration for all campus graduate programs
19	S	Instruction Begins for Billings MSW program
20	M	Instruction Begins for all campus graduate programs
July 4	M	Independence Day Holiday, campus and Billings classes meet
August 12	F	Eight week Session Ends
14	S	Billings Hooding Ceremony/Graduation Celebration
26	F	Summer Graduation Deadline

WALLA WALLA COLLEGE
ACADEMIC CALENDAR 2005-2006

AUTUMN QUARTER

September 21	W	Registration and Orientation for Missoula MSW program
22	R	Instruction Begins for Missoula MSW program
25	S	Registration and Orientation for campus MSW program
25	S	Registration for Biology, Education and Psychology programs
25	S	Registration and Orientation for Billing MSW program
25	S	Instruction begins for Billings MSW program
26	M	Instruction Begins for all campus graduate programs
October 11	T	Last Day for Graduate Students to Add Classes
November 15	T	Last Day for Graduate Students to Withdraw from Classes
20	S	Thanksgiving Vacation Begins
20-21	SM	Billings MSW program classes meet
27	S	Thanksgiving Vacation Ends
27-28	SM	Billings MSW program classes don't meet
December 8-9	RF	Final Examinations for Missoula MSW program
12-14	MTW	Final Examinations for campus and Billings programs
30	F	Autumn Graduation Deadline

WINTER QUARTER

January 2	M	Instruction Begins for Billings MSW program
2	M	Registration and Instruction Begins for all campus programs
5	R	Instruction Begins for Missoula MSW program
17	T	Last Day for Graduate Students to Add Classes or Change to Audit
February 21	T	Last Day for Graduate Students to Withdraw from Classes
March 13-15	MTW	Final Examinations for campus and Billings programs
16-17	RF	Final Examinations for Missoula MSW program
24	F	Winter Graduation Deadline

SPRING QUARTER

March 26	S	Instruction begins for Billings MSW program
27	M	Registration and Instruction Begins for all campus programs
March 30	R	Instruction Begins for Missoula MSW program
April 11	T	Last Day for Graduate Students to Add Classes or Change to Audit
May 17	T	Last Day for Graduate Students to Withdraw from Classes
May 29	M	Memorial Day Holiday for campus and Billings programs
June 1-2	RF	Final Examinations for Missoula MSW program
4	S	Missoula Hooding Ceremony/Graduation Celebration
5-7	MTW	Final Examinations for campus and Billings programs
10	Sa	College Place Hooding Ceremony (7:00 P.M.)
11	S	Commencement (8:30 A.M.)
11	S	Spring Graduation Deadline

SUMMER QUARTER

June15	R	Instruction Begins for Missoula MSW program
18	S	Registration for all campus graduate programs
18	S	Instruction Begins for Billings MSW program
19	M	Instruction Begins for all campus graduate programs
4	T	Independence Day Holiday, Campus MSW classes meet
August 11	F	Eight-week Session Ends
13	S	Billings Hooding Ceremony/Graduation Celebration
25	F	Summer Graduation Deadline

MISSION STATEMENT

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

GENERAL INFORMATION

Walla Walla College is a Christian institution of higher learning operated by the Seventh-day Adventist Church since December 7, 1892. It is located in the city of College Place, in the historic, 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.

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

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

Walla Walla College seeks to foster an intelligent understanding of Christian ideals, loyalty to God, and service to humanity; and to offer an educational experience encouraging the formation of character marked by a full, harmonious development of the intellectual, physical, and spiritual powers.

The seventh-day Sabbath is observed at Walla Walla College from sunset Friday to sunset Saturday. Instructional activities are not conducted during these hours.

PROGRAM ADMINISTRATION

Graduate programs are directed and supervised by the Graduate Council, which is the legislative body responsible for all graduate academic policies and curricula. Actions voted by the College Board, Faculty-in-session, or the Graduate Council at any time shall have equal force to, or if necessary shall 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 Arts in Teaching
Master of Science
Master of Social Work

CLASSIFICATION OF STUDENTS

Graduate Students are defined as those who have been accepted into one of the graduate programs.

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

GRADING SYSTEM

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

A	4.0	B	3.0	C	2.0	D	1.0
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 used to describe the academic status of graduate credit are:

AU	Audit
I	Incomplete
I*	Standing Incomplete
IP	In Progress
W	Withdrawal
S	Satisfactory (C or better)
NC	No Credit
X	Unofficial withdrawal

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

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

Incomplete. In the case of incomplete work due to justifiable cause, the instructor may assign a grade of Incomplete, allowing the student an extension of time to complete the course requirements. The incomplete is not a permanent grade. The instructor for the course also submits a default grade for the course that the student will be assigned if no further work is done in the allotted time, taking into account all the course requirements.

Submission of all required work is due to the teacher three weeks before the close of the following term. Extraordinary appeals for extension of deadline should be directed to the Associate Vice President for Graduate Studies.

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

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

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

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

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

Uniform Course Numbers. By general agreement certain course numbers are reserved for classes that are of such a general nature as to be found in the three graduate departments. The prefix assigned to the numbers designates the discipline. The following are courses that carry uniform numbers throughout the bulletin:

500 Topics 1-5
Courses in specialized or experimental areas conducted through regular class activities and approved by Graduate Council as one-time offerings. See the Class schedule for all approved Topics courses.

559 Supplemental Studies 1-2;2
Supplementation of previous course work when portions of a course required in the student's program have been omitted. Ordinarily supplementation will occur only with transfer students or within a program that has undergone a major curriculum change. A study proposal is to be outlined in consultation with the instructor of the course being supplemented and approved by the department and the Graduate Academic Standards committee. May not be substituted for existing courses

569 Advanced Study 1-3;3
Advanced directed study by which students may enhance the program area in breadth or depth not covered within the department curriculum. The study proposal must be approved by the department and the Graduate Standards Committee and is to indicate the methods of evaluation. May not be substituted for existing courses.

579 Directed Research/Project 1-2;2
Individualized research, laboratory or learning experience of particular interest to the student; may include contributions from conference attendance or travel related to an academic topic. A project proposal and permission of instructor are required prior to beginning the project.

Changes in Registration. Students withdrawing from a graduate program or individual courses during a term must file an official change of registration form with the Office of Graduate Studies. These forms must be signed by the adviser and the instructor(s) concerned.

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

All acts of academic dishonesty, including cheating, plagiarism, forgery, misrepresentation, falsification, prohibited collaboration, and unauthorized use of files, are unacceptable. Departments may have more specific criteria for behavior and skills suitable to their disciplines which will be communicated to students, typically in course syllabi. A violation of academic integrity will result in disciplinary action, which may include expulsion from the program (see department for details).

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

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

Unregistered Student Attendance of Classes. Only students who are officially registered will be allowed to attend graduate classes after the third week of school. Exceptions for those having difficulty making financial arrangements may be made by petition to the Graduate Standards Committee.

Graduate Credit for Seniors. Seniors who are within 28 hours of completing their baccalaureate degree may be eligible to take up to 12 approved credits to be applied toward a Walla Walla College graduate program. To apply, students must submit a petition available in the Office of Graduate Studies, a copy of a degree audit or a copy of their approved senior outline. Approval to register is granted only after determination of the student's eligibility for admission to a graduate program and satisfactory completion of necessary course prerequisites.

Second Master's Degree. If degree requirements overlap with graduate work already taken, a student seeking a second master's degree may seek a reduction in the total number of required credits. See individual programs for specific requirements.

GRADUATE FACILITIES AND SERVICES

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

Disability Support Services. Walla Walla College is committed to responding to the needs of students with disabilities as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The college provides program access to students with documented disabilities through a variety of services and equipment. The Disability Support Services office coordinates academic accommodations

which include, but are not limited to: testing accommodations, note takers, alternate text formats, and classroom relocation. Services must be arranged in advance and require documentation of the disability. For more information about any of these services, contact Disability Support Services, (509-527-2366). Policies are also available on the Internet at www.wwc. edu\services\tlc\dss.

Library Resources and Services. The combined WWC libraries contain over 200,000 book volumes and hold over 980 current periodical titles.

The Library's Home Page at <library.wwc.edu> is the starting point for most library research at WWC and its branch campuses. The Library's fully automated INNOPAC Catalog can be searched from that page as can over 80 databases to which the Library subscribes. Branching from the Library's Home page are web pages designed specifically for students at the Montana Graduate Social Work sites.

Using the INNOPAC Catalog, students can search collections at the Peterson Memorial Library, Curriculum Library, Rosario Marine Biological Station, Montana Graduate Social Work sites and the branch Nursing Library in Portland, OR. The INNOPAC catalog is accessible to anyone with an Internet connection. Selected databases are also available from the library's home page. They include such key resources as *BIOSIS, Ingenta Uncover, EBSCO's Academic Search Full-Text Premier, ERIC, ArticleFirst, Medline, PsycArticles, NewsBank, ProQuest Direct, PsycInfo, Social Work Abstracts, and WorldCat.* These databases can be accessed from any on-campus computer connected to the College's local area network. Off-campus access to these databases is also available to current students, faculty and staff of Walla Walla College.

Microform readers make accessible microforms of periodicals and other scholarly material. In addition, the library's Media Center provides a small collection of videos and equipment for viewing various media.

Resources in other libraries are available to students and faculty members through the library's membership in several resource sharing cooperatives, including NAPCU (Northwest Association of Private Colleges and Universities) and ALICE (Adventist Library Information Cooperative). Materials not held at one of the College's libraries can be procured through the Interlibrary Loan/Document Delivery service operated by the Reference Department. 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.

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

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

Smith Hall. Facilities of the School of Education and Psychology include offices for staff and graduate assistants, classrooms with Internet and campus network access, laboratories for testing, a curriculum library, and a student lounge. A child development center provides students with an opportunity to work with young children in a preschool setting. Smith Hall also houses a recently remodeled counseling center consisting of three private counseling rooms and a group room. These rooms are fully equipped with one-way mirrors and video and audio recording capability.

Social Work/Sociology Buildings. These facilities house faculty and administrative offices, the Social Service Reading Collection, and a classroom. Comfortable classrooms and teacher offices are also maintained at two sites in Montana; at Missoula and Billings.

FINANCIAL INFORMATION FOR 2004-2005*

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

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

Adding or dropping a class on or before the tenth day of the quarter may affect a student's Financial Aid package.

Federal Stafford Loan Program. Graduate students may borrow up to $18,500 per year at an annual interest rate not to exceed 8.25%. Principal repayment begins six months after the student ceases to be enrolled at least half-time. Loan fees of about 3-4% are deducted from the loan amount before the funds are issued to WWC.

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

Students receiving a Federal Stafford Loan will need to complete a separate application form, the FAFSA (Free Application for Federal Student Aid). Students are encouraged to complete and submit the FAFSA via the internet at: www.fafsa.ed.gov.

Graduate Tuition. Graduate tuition is $462* per quarter hour. Tuition includes all laboratory fees except those at the WWC Marine Station at Rosario Beach.

*For the 2005-2006 school year, please refer to the on-line *Graduate Bulletin* or *Financial Bulletin* at: www.wwc.edu/academics/bulletins.

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

Books and School Supplies. Textbooks, school supplies, and other class materials are available at the College Store. Students should plan on approximately $550 for such purchases each quarter.

Student Insurance. All enrolled, tuition-paying graduate students on the College Place campus, Missoula or Billings sites or Rosario campus are covered by WWC's Student Accident Insurance Policy, with a maximum coverage of $2,500 per incident. In addition, WWC graduate students may purchase and be covered under the Mandatory Student Sickness and Additional Accident Insurance. For questions regarding coverage, claims or a brochure outlining the benefits, please contact Campus Health Services at 509/527-2425. WWC requires all international students to have the above medical insurance coverage.

Personal Property Insurance. WWC is not responsible for loss of personal property. Students are encouraged to carry their own insurance for coverage of personal belongings.

Special Fees

Application (nonrefundable)	$50.00
Audit Tuition	one-half regular tuition
Approved Change in Registration (Drop/Add) after the Deadline	25.00
Change in Registration (Drop/Add) after the 100% refund period (per change)	15.00
Transcript Request	5.00
Diploma Replacement: Graduate	45.00
Field Trips	actual cost
Graduation Fee (includes diploma and pictures)	25.00
ID Card Replacement	15.00
Late Registration	75.00
M.A. and M.S. Thesis Binding (2 copies)	35.00
Out-of-Schedule Examination (per exam)	50.00
Returned Check*	25.00
Validation Examination	
Validation Fee	3.00/credit hour
Examination Fee	20.00

*plus any international bank fees

HOUSING COSTS

Walla Walla College owns several studio, one-bedroom, and two-bedroom apartments in College Place. In addition, houses with up to four bedrooms are available for families. Rental rates are comparable with rates in the community.

This off-campus housing in College Place is available on a first-come-first-served basis. Financial arrangements must be made with the Office of Student Financial Services before a student/family may move into college housing. Students may contact College Rental Properties at 509/527-2109 for more information about housing availability.

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

Conard Hall (women)	$ 750
Foreman Hall (women)	785
Sittner Hall (men)	750
Meske Hall (men)	750

When rooms are available, single occupancy is permitted at an extra cost of $200 per quarter.

Room Deposit and Reservations. A $150 deposit is required to reserve a residence hall room. Upon a student's departure, a refund of up to $120 may be applied to the student's account. Charges for delayed departure, an uncleaned or damaged room or failure to return keys are also applied to the student's account. Should the student not enroll, the entire deposit is refunded.

REFUNDS

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

If withdrawal is:	Tuition refund will be:
by the second Tuesday of classes*	100%
by the third Tuesday of classes	75%
by the fifth Tuesday of classes	50%

A tuition refund may affect awarded financial aid.

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

For withdrawal and refund schedule for summer classes please contact the Records Office or see the on-line *Summer Bulletin* at: www.wwc.edu/academics/bulletins. Please refer to the current on-line WWC *Financial Bulletin* at the same website for the Financial Aid Refund Policy.

FINANCIAL STATEMENTS

Itemized statements are issued each month giving an account of the previous month's expenses. Fixed expenses --tuition, required fees, room rent -- for the quarter are charged at the beginning of each quarter. Variable expenses -- including cafeteria, bookstore, and other charges - are billed as they are incurred. All enrolled students receive copies of their statements each month. Students may request that a copy be mailed to a third party, such as a parent.

Walla Walla College accepts Discover, MasterCard, and Visa credit cards for payment of accounts. These may be processed in person, by telephone, by mail, or on-line. Checks or money orders should be made payable to Walla Walla College and should be sent to the Accounting Office on campus.

Internet payments may be made at: www.wwc.edu/payment. Payments received via Internet are processed prior to 9 am each business day. Payments received after 9 am are processed the next business day.

FINANCE CHARGES

A *FINANCE CHARGE* will be imposed on each item of a student's account which has not been paid by the end of the second month following the billing month. The **FINANCE CHARGE** is computed at a rate of one percent per month or *an ANNUAL PERCENTAGE RATE* of 12%.

The **FINANCE CHARGE** is computed by taking the second to the last month's statement balance and subtracting any payments, credits, financial aid or refund received during the succeeding two months. The remaining balance owing, if any, is multiplied by one percent to obtain the periodic finance charge.

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:

The student's account is paid in full.
The student has paid any short-term loan cosigned by WWC.
The student's Nursing, Perkins , or institutional loans are current.
The student's loan exit interview are complete. (Diploma only).

To expedite the release of transcripts, diplomas, and other legal documents, a money order, credit card payment, or certified check should be sent to cover the balance of the student's account. Requests for transcripts must be made in writing, signed by the student, and either faxed or mailed to the Office of Academic Records. There is a $5 charge per transcript request.

INTERNATIONAL STUDENTS

International students who are not citizens or permanent residents of the United States (except Canadian students) are asked to place a $4,000 (U.S.) deposit with the College 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 and may only accept employment on campus. Spouses and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the College requires them to submit a declaration of finances before final acceptance is given. This is done through the international student adviser. International students will be expected to use the Regular Payment Plan described in the WWC *Finance Bulletin*.

CHANGE IN EXPENSES

Because of fluctuations in the economy, the College Board of Trustees reserves the right to adjust costs and policies throughout the school year or to supersede statements published in this bulletin.

GRADUATE ASSISTANTSHIPS - *BIOLOGY AND EDUCATION*

A limited number of graduate assistantships are available. They provide financial support for students during professional experiences in chosen fields of specialization or in activities that may be valuable in preparing them more fully for their future occupational roles. Duties of a graduate assistant may include participation in research, instructional and guidance services, and professional activities. Assistantships are open to graduate students with evidence of maturity and potential to benefit from the program.

Applications will be considered from graduate applicants, postgraduates, and current graduate students. Stipends are awarded for periods up to 12 months. Full or partial remission of tuition and fees for approved courses during the period of the assistantship is also available. Recipients of assistantships in the School of Education and Psychology must be fully admitted to a Masters program.
Application forms for graduate assistantships may be obtained by writing directly to the respective departments. The deadline for receipt of application for the following year is April 15.

GRADUATE DEAN'S SCHOLASTIC ACHIEVEMENT AWARD

Prior to each graduation, graduate students with exceptional academic records are nominated by the graduate faculties for the Graduate Dean's Scholastic Achievement Award. This award consists of: (1) a certificate of distinction and (2) a cash award.

GRANTS - *SOCIAL WORK*

Grants are need-based awards and do not have to be repaid.

MSW Need Grants of $5,200 are awarded on a first-come, first-served basis to students who show need through the financial aid application process. Grants are disbursed at the rate of $1,300 each quarter - fall, winter, spring and summer.

Child Welfare Training Grant. Contact the School of Social Work for more information on this $4,000 grant.

SCHOLARSHIPS - *SOCIAL WORK*

MSW Departmental Scholarships of $2,500 are awarded to each students who holds a bachelor's degree from WWC and whose cumulative grade point average (GPA) was at least 3.00. One-fourth of the scholarship is disbursed each quarter -- fall, winter, spring, and summer--of a recipient's first year in the program.

MSW Merit Scholarships are awarded in recognition of an outstanding undergraduate GPA. One-fourth of the scholarship is disbursed each quarter -- fall, winter, spring, and summer--of a recipient's first year in the program.

Undergraduate GPA	Award
3.90-4.00	$3,000 ($750 per quarter)
3.80-3.89	$2,200 ($550 per quarter)
3.70-3.79	$1,800 ($450 per quarter)
3.50-3.69	$1,500 ($375 per quarter)

MSW Minority Scholarship. In order to increase the number of African-American, Hispanic, and registered Native American students enrolled in the MSW program, WWC offers $2,500 scholarships for members of these ethnic groups. Please contact the School of Social Work to request an application.

Students registered for less than 12 credit hours will receive prorated grants and scholarships. Students registered for less than 6 credit hours are not eligible for grants and scholarships.

GRADUATE PROGRAM

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

OBJECTIVES OF THE GRADUATE PROGRAM

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

GENERAL ADMISSION REQUIREMENTS

To qualify for regular admission, an applicant to a graduate program shall have:

1. graduated from an accredited four-year college or university by the time of enrollment, as evidenced by a transcript showing the completion of a baccalaureate degree.
2. completed an appropriate undergraduate major or prerequisite credit hours as specified by the department.
3. achieved a minimum cumulative GPA of 2.75 for either the total hours or for the last 96 quarter hours of the baccalaureate degree.
4. obtained recommendations from three individuals knowing the applicant's professional abilities and personal qualities well.
5. submitted a personal statement of professional goals and objectives as directed by the department concerned.
6. achieved a score of 550 on the written TOEFL or a score of 213 on the computer TOEFL, if English is spoken as a Second Language
7. met additional admission requirements as specified by the department concerned.

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

ADMISSION AND ENROLLMENT CATEGORIES

Students are enrolled under one of the following categories:

REGULAR

Regular admission status is granted to students who meet all requirements of graduate programs at Walla Walla College and specific requirements of the department or school in which study is proposed.

PROVISIONAL

Provisional status is given to students who have graduated from an accredited college or university and do not meet one or more of the other requirements for *regular* admission, but who in the judgment of the department and Graduate Council have shown evidence of their ability to pursue a graduate degree. Such evidence may include one or more of the

following: superior performance on the Graduate Record Examination, strong professional recommendations, superior grades in postgraduate work at a recognized institution, and/or positive work experience in areas related to the desired graduate specialization. At the time of provisional acceptance, a plan and deadline for a change to regular standing must be submitted by the respective graduate program. Students not meeting these specifications will be dropped from the program.

NON-MATRICULATED

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

GENERAL DEGREE REQUIREMENTS

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

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

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

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

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

Transfer Credit. Some graduate level work taken at other accredited institutions but not previously applied toward a degree may be approved for transfer to the master's degree by petition to the department. Normally, the maximum is 12 quarter hours. No courses with grades less than B qualify for transfer credit. Extension courses may be transferred if they are acceptable as graduate credit by the accredited college or university offering them. Continuing education credit is accepted as transfer credit. "P" or "S" grades may be transferred after specific review by the designated department, but will not be considered when computing the GPA.

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

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

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

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

EXAMINATION REQUIREMENTS

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

REQUEST TO GRADUATE

Two quarters prior to program completion, a Request to Graduate must be prepared on an approved form and signed by the adviser, program director, and Director of Records. This process will verify that the candidate has:

1. reviewed a degree audit form (MSW) or completed Program of Study (Biology, Education, Psychology),
2. attained a cumulative GPA of 3.0,
3. arranged to take appropriate oral/comprehensive examination(s),
4. ordered graduation regalia, and
5. satisfied all deficiencies and arranged for all incompletes and IP's to be completed by one month prior to graduation.

GRADUATION

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

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

1. be within 12 hours (14 hours including Field Practium for MSW) of degree completion, including courses with incomplete (I) and in progress (IP) grades,
2. be able to complete all degree requirements by the last Friday in August of the same year,
3. have the approval of the thesis/project committee (if M.A./M.S. student), and
4. have a Request to Graduate on file with the Office of Academic Records.

Degrees are conferred and diplomas issued each quarter. All coursework must be completed, transcripts received, comprehensives taken and grades received before the degree will be awarded. Dates of degrees for the 2004-2005 and the 2005-2006 school years are:

Autumn ..... December 31, 2004
Winter ..... March 25, 2005
Spring ..... June 12, 2005
Summer ..... August 26, 2005

Autumn ..... December 30, 2005
Winter ..... March 24, 2006
Spring ..... June 11, 2006
Summer ..... August 25, 2006

BIOLOGICAL SCIENCES

Scott Ligman, Chair; David Cowles, Joe Galusha, David Lindsey, Jim Nestler, Joan Redd, Director of Graduate Program

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

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

The Department of Biological Sciences offers a Masters of Science degree in biology 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 academic background, present interests, and future goals of the student.

ADMISSION

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

REQUIREMENTS

Students must complete all requirements as listed in this bulletin and in the "General Procedures for the Completion of the M.S. Degree in Biology" (available from the department). A Program of Study prepared on an official form must be approved by the program director and submitted to Graduate Council by January 15 of the final year of graduate studies (or two quarters prior to completion of the program). Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies.

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

Because of the variety of biological and interdisciplinary opportunities available at the Walla Walla College Marine Station, all graduate students are encouraged to attend one summer term.

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

Curriculum requirements:
The primary requirement is the completion of a thesis based upon original research. Program requirements consist of a minimum of 45 quarter credits, 27 of which must be courses numbered 500 or above. Not more than five credits below a B- grade will be accepted on the graduate program.

Courses **(45 credits)**

Graduate Seminar (BIOL 510)	5
Thesis Proposal (BIOL 544)	2
Thesis Research (BIOL 545)	8
Thesis (BIOL 546)	2
Additional 500-level BIOL courses	10
Colloquium (BIOL 495) six quarters	0
Additional electives	18

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 510 GRADUATE SEMINAR **1; 6**
Involves presentation of topics and discussion of current research in specific areas of biology. Spring quarter normally involves a research plan and progress report for first-year students. One credit each quarter. Maximum of six credits.

BIOL 530 MOLECULAR BIOLOGY TECHNIQUES **4 or 5**
Introduction to the theory and practice of modern molecular techniques. The laboratory will include techniques such as the purification and analysis of DNA, RNA, and protein, recombination DNA procedures, mutagenesis, hybridization methods, PCR, and DNA sequencing technology. Two laboratories per week. Prerequisites: BIOL 393, CHEM 323, 326. (College Place campus - 4 quarter hours; Marine Station - 5 quarter hours.)

BIOL 540 READINGS IN BIOLOGY **2; 10**
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 credits in any one area.

BIOL 544 THESIS PROPOSAL **2**
Preparation and approval of the master's thesis proposal. A research topic is selected and a formal research proposal is written in consultation with the student's major professor and graduate committee. A final grade is given after proposal revisions have been completed and proposal cover sheet is signed by the student's committee members.

BIOL 545 THESIS RESEARCH **1-8; 8**
Collection and analysis of data for master's thesis. A grade of IP is given until completion of all four credits, at which time the same grade is given for all four credits. Prerequisite: BIOL 544 or permission of the instructor.

BIOL 546 THESIS 2

Writing, presentation, defense, and revision of the master's thesis based upon original biological research. A final grade is given after revisions have been completed, thesis cover sheet signed by committee members, and final thesis copies submitted to the department. Prerequisite: BIOL 545 or permission of the instructor.

SUPPORTING COURSES - *BIOLOGICAL SCIENCES*

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

BIOL 403 ORNITHOLOGY 4 or 5

Study of native birds of North America, with emphasis on physiology, identification, migration, and life histories. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered every 3-5 years at the Marine Station; offered even years only on the College Place campus. (Course fee applies)

BIOL 405 NATURAL HISTORY OF VERTEBRATES 4

Study of vertebrates with emphasis on natural history, ecology, physiology, and taxonomy. One laboratory per week. A weekend field trip is required. Offered odd years only. (Course fee $40)

BIOL 420 SOCIOBIOLOGY 3

A study of current concepts and ideas relating to the origin and structure of social behavior in animals. Special attention is focused on the adaptive significance of species-specific behavior in a wide variety of environments.

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. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered on demand.

BIOL 430 MOLECULAR BIOLOGY TECHNIQUES 4 or 5

Introduction to the theory and practice of modern molecular techniques. The laboratory will include techniques such as the purification and analysis of DNA, RNA, and protein, recombination DNA procedures, mutagenesis, hybridization methods, PCR, and DNA sequencing technology. Two laboratories per week. Prerequisites: BIOL 393, CHEM 323, 326. (College Place campus - 4 quarter hours; Marine Station - 5 quarter hours.) Offered even years only.

BIOL 435 DEVELOPMENTAL BIOLOGY 4

Principles of development of plants and animals. Emphasizes problems of growth, differentiation, and morphogenesis. Laboratory work consists of both descriptive and experimental analysis of development. One laboratory per week. Prerequisites: BIOL 392,393 and CHEM 322; or permission of department.

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.

BIOL 464 ANIMAL PHYSIOLOGY 4

Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. PHYS 213, 216 strongly recommended.

BIOL 466 IMMUNOLOGY 4

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

BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION 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.

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. 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 project. Normally a maximum of two of the following courses are taught during a summer. Please see annual Marine Station bulletin.

BIOL 458 MARINE BIOLOGY 5
An integrated approach to understanding the marine environment primarily from an ecological perspective. Included are principles of basic oceanography, plankton biology, deep-sea biology, and shallow-water marine communities. Research project and field trips required.

BIOL 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 475 MARINE INVERTEBRATES 5
A study of the biology of selected groups of marine invertebrates.

EDUCATION AND PSYCHOLOGY

Mark Haynal, Dean; Austin Archer, Robert Egbert, Tamara Randolph, Gail Rittenbach, Lee Stough. Certification Officer: Debbie Smart

The School of Education and Psychology offers four master's degree programs -- the Master of Arts (M.A.) in Counseling Psychology, the Master of Arts (M.A.) in Education, the Master of Education (M.Ed.), and the Master of Arts in Teaching (M.A.T.).

The Master of Arts degree is a program which provides a significant opportunity to develop research and reporting skills. This option is especially suited for those wishing to contribute to knowledge through in-depth research and/or those aspiring to a doctoral degree. The Master of Education degree is designed for educators whose goal is to provide leadership in teaching or administrative roles at the K-12 level. Master of Education students will be required to complete a professional project. The Master of Arts in Teaching is intended for practicing teachers who wish to improve or expand the area of their professional performance.

Graduate Degrees

Master of Arts (M.A.) in Counseling Psychology (Non-Thesis and Thesis Options)
Master of Arts (M.A.) in Education and Master of Education (M.Ed.) in the following areas of specialization:

Curriculum and Instruction	Literacy Instruction
Educational Leadership	Students at Risk

Master of Arts in Teaching (M.A.T.) in the following areas of specialization:

Curriculum and Instruction	Instruction with State Certification (Elementary)
Educational Leadership	Instruction with State Certification (Secondary)
Literacy Instruction	Students at Risk

Most specialization options sufficiently meet individual needs. However, an applicant wishing to pursue a specialization in an area other than those listed above may submit an individualized program proposal to the School of Education and Psychology and to Graduate Council. The proposed program should consist of 45 credits or more, depending on the focus of study and the adviser's recommendation. At least 24 quarter hours (20 hours in M.A. programs) must be core courses that support the area of specialization. These core courses must be selected in consultation with the student's graduate adviser. It is recommended that the program include no more than 3 courses below the 500 level. However, exceptions may be made for unusual program needs. Additional credits needed for completion of the degree shall be selected in harmony with the degree requirements specified in this bulletin. An individualized program *must* be approved by vote of the School of Education and Psychology and Graduate Council *before* it is implemented. Only individuals who hold current teaching certification may propose an individualized specialization MAT program. To avoid confusion with existing degree programs, the graduate student and his or her adviser must devise a unique name for the individualized degree specialization.

Admission to Graduate Programs in Education and Psychology

In addition to the general admission requirements listed earlier in this bulletin, the

School of Education and Psychology requires a satisfactory GRE score on the general exam for M.A. and M.Ed programs, three professional references, and a personally prepared statement of philosophy and purpose. Applicants who already hold a graduate degree from a regionally accredited institution or those applying to the M.A.T. program are not required to take the GRE general exam. An interview with one or more School of Education and Psychology faculty members may also be required. The quality of the statement of philosophy and the three *professional* references are significant factors in the decision process.

Prerequisites Applicable to All Programs

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

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

Requirements

A Program of Study prepared on an official form must be approved by the program director and submitted to Graduate Council by January 15 of the final year of graduate studies (or two quarters prior to completion of the program). Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies. Forms for this purpose are available in the School of Education and Psychology office. All courses included in the degree program must be approved by an adviser assigned by the School of Education and Psychology. Any changes in the study program must be documented on a Program Change Form and require the signatures of the adviser, program director and the Dean of Graduate Studies. Unless specifically approved by Graduate Council, courses numbered below 350 will not apply for graduate credit. For the MA and M.Ed degrees a written comprehensive exam must be passed prior to defense of a thesis or project. Students in Counseling Psychology must also pass an oral examination. For the MA and MEd degrees the thesis or project must be successfully completed and defended, and all necessary forms must be signed, at least two weeks prior to commencement.

Second Master's Degree

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

Teacher Certification

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

EDUCATION AND PSYCHOLOGY

Since certification requirements are subject to frequent change, students seeking to qualify for either residency or continuing/professional certification should consult with their advisors, the Certification Officer, or the Dean of the School of Education and Psychology early in their programs. Information on teacher certification requirements, including appropriate check sheets and other aids, is available from the Certification Officer.

COUNSELING PSYCHOLOGY (M.A. non-thesis option)

This option is designed for individuals who seek the skills to practice counseling in a private or agency setting. The program provides strong preparation for the National Counseling Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), state certification as a mental health counselor and certification as a National Certified Counselor (NCC).

Specialization Prerequisites All applicants must have completed General Psychology. Applicants who have not completed course work in Human Development, Statistics, Abnormal Psychology and Personality/Counseling Theories, or their equivalents may be required to attend intensive classes held before fall quarter begins.

Specialization Requirements:			credits
Basic Courses and Project			14
PSYC 501	Statistics in Research	3	
PSYC 502	Statistics Lab	1	
PSYC 521	Psychology of Learning	3	
PSYC 561	Methods of Research	3	
PSYC 562	Methods of Qualitative Research	2	
PSYC 581	Professional Project	1	
PSYC 598	Graduate Seminar	1	
Counseling Psychology Core			56
PSYC 489	Career and Lifestyle Development	3	
PSYC 506	Advanced Human Development	3	
PSYC 515	Advanced Counseling Theories	3	
PSYC 518	Group Counseling	3	
PSYC 520	Child and Family Counseling	3	
PSYC 530	Marriage Counseling	3	
PSYC 532	Psychological Assessment I	3	
PSYC 534	Psychological Assessment II	3	
PSYC 565	Counseling Techniques	3	
PSYC 566	Practicum in Counseling	4	
PSYC 567	Internship in Counseling Psychology	12	
PSYC 572	Psychopathology	3	
PSYC 589	Legal and Ethical Issues in Counseling and Psychology	3	
SOWK 510	Cultural and Ethnic Perspectives	3	
SOWK 558	Cognitive and Behavioral Therapy	3	
Approved Electives			3
Electives must be chosen in consultation with the student's adviser.			
		Total	73

COUNSELING PSYCHOLOGY (M.A. thesis option)

For individuals who want to practice counseling in a private or agency setting, this option provides strong preparation for the National Counseling Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), state certification as a mental health counselor and certification as a National Certified Counselor (NCC). In addition, this option serves as a stepping-stone to doctoral study in counseling psychology.

Specialization Prerequisites: All applicants must have completed General Psychology. Applicants who have not completed course work in Human Development, Statistics, Abnormal Psychology and Personality/Counseling Theories, or their equivalents may be required to attend intensive classes held before fall quarter begins.

Specialization Requirements:			credits
Basic Courses and Thesis			21
PSYC 501	Statistics in Research	3	
PSYC 502	Statistics Lab	1	
PSYC 521	Psychology of Learning	3	
PSYC 561	Methods of Research	3	
PSYC 562	Methods of Qualitative Research	2	
PSYC 590	Thesis	8	
PSYC 598	Graduate Seminar	1	
Counseling Psychology Core			48
PSYC 489	Career and Lifestyle Development	3	
PSYC 506	Advanced Human Development	3	
PSYC 515	Advanced Counseling Theories	3	
PSYC 518	Group Counseling	3	
PSYC 520	Child and Family Counseling	3	
PSYC 530	Marriage Counseling	3	
PSYC 532	Psychological Assessment I	3	
PSYC 534	Psychological Assessment II	3	
PSYC 565	Counseling Techniques	3	
PSYC 566	Practicum in Counseling	4	
PSYC 567	Internship in Counseling Psychology	8	
PSYC 572	Psychopathology	3	
PSYC 589	Legal and Ethical Issues in Counseling and Psychology	3	
SOWK 510	Cultural and Ethnic Perspectives	3	
Approved Electives			3
Electives must be chosen in consultation with the student's adviser.			
		Total	72

EDUCATION (M.A. or M.Ed.) OPTIONS

CURRICULUM AND INSTRUCTION

This option is targeted at professional educators who seek to enhance their competence in curriculum design and implementation, both on a classroom and a systemic level. The

requirements are sufficiently flexible to permit elementary teachers and teachers with subject-area concentrations (e.g., mathematics, science, history, English), or to enable those with supervisory interests, to improve their skills in curriculum development and instruction.

Specialization Prerequisites: State teacher certification and a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

Specialization Requirements:

			credits
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
or			
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Curriculum and Instruction Core			13
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 547	Quality Schools	3	
EDUC 506	Perspectives on School and Community	3	
EDUC 556	Curriculum Planning	3	
Approved Electives			11-15
Professional Education Electives		15	
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 roles of various school personnel.			
Academic Content Electives		0-9	
Academic content courses are found in departments other than Education and Psychology and must be in approved subjects clearly related to the teaching areas chosen by the student. Electives must be chosen in consultation with the student's adviser.			
		Total	48

EDUCATIONAL LEADERSHIP

This program of study prepares candidates to serve effectively as school principals. Courses are selected to provide the graduate student with a useful blend of educational theory, administrative principles, and practical skills. It is important to consult with a program advisor prior to beginning the program.

Specialization Prerequisites: State or denominational certification and a minimum of 540 days (3 school years) of verified satisfactory full-time teaching experience prior to awarding of degree. No more than 60 days of substitute teaching may apply.

			credits
Specialization Requirements:			
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
or			
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Educational Leadership Core			28
EDAD 525	Human Relations in Education	3	
EDAD 526	School Finance	3	
EDAD 527	School Facilities and Services	3	
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 545	Principalship, K-12	4	
EDAD 550	School Law	4	
EDAD 565	Practicum in Administration	4	
EDUC 556	Curriculum Planning	3	
Approved Electives			0-4
Electives must be chosen in consultation with the student's adviser.			
		Total	52

LITERACY INSTRUCTION

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

Specialization Prerequisites: State teacher certification, a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree, and a current course in reading methods (taken within the past six years).

			credits
Specialization Requirements:			
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
or			
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Literacy Instruction Core			18
EDUC 475	Teaching Reading Skills in the Content Areas	3	
EDUC 535	Reading Diagnosis and Remediation	3	

EDUC 546	Reading and Writing Assessment	3	
ENGL 374	Literature for Children	3	
or			
ENGL 375	Literature for Young Adults	3	
WRIT 389	Writing Theory	3	
PSYC 531	Psychology of Reading	3	
Approved Electives			3-7
Electives must be chosen in consultation with the student's adviser.			
		Total	45

STUDENTS-AT-RISK

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

Specialization Prerequisites: State teacher certification and a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

Specialization Requirements:			credits
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
or			
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Students-at-Risk Core			28
CORR 387	Juvenile Delinquency	3	
EDAD 550	School Law	4	
EDUC 492	Education of the Gifted	3	
PSYC 572	Psychopathology	3	
SOWK 464	Children at Risk	3	
PSYC 489	Career and Lifestyle Development	3	
PSYC 520	Child and Family Counseling	3	
SOWK 555	School Social Work	3	
PSYC 532	Psychological Assessment I	3	
EDUC 535	Reading Diagnosis and Remediation	3	
Approved Electives			0-4
Electives must be chosen in consultation with the student's adviser.			
		Total	52

MASTER OF ARTS IN TEACHING, Instruction with Washington State Residency Certificate (Elementary)

This program is designed for candidates who hold a bachelor's degree in an area other than elementary education interested in receiving both an M.A.T. degree and Washington state residency certification with an endorsement in elementary education.

Specialization Prerequisites: Pass all sections of the WEST-B, PSYC 130 General Psychology, SPCH 101 Fundamentals of Speech Communication (for a foreign language sequence), ENGL 223 Research Writing, MATH 112, 113 Mathematics for Elementary Teachers, GEOG 252 Physical Geography, HIST 221 or 222 History of the United States, Course work in Physical and Life Science (one of which must include a lab), or equivalent course work. RELT 202 Fundamentals of Christian Belief or equivalent course work and an additional 6 quarter credits hours of religion course work are prerequisites for denominational certification.

Specialization Requirements			credits
Basic Core			12
EDUC 551	Action Research	3	
SPED 550	Understanding Research	3	
EDUC522	Philosophy and Education	3	
PSYC 521	Psychology of Learning	3	
Instruction Core			58
ART 395	Methods of Teaching Art	2	
EDCI 590	Measurement and Evaluation in Education	4	
EDUC 405	Classroom Organization and Management	3	
SPED 405	Teaching the Exceptional Child	3	
EDUC 480	Student Teaching in the Elementary School	9	
EDUC 492	Education of the Gifted	3	
EDUC 444	Teaching Culturally Diverse Students	2	
EDUC 495	Colloquium: Child Abuse	0	
EDUC 515	Classroom Technology Tools	2	
EDCI 550	Language Development in Young Children	3	
EDCI 560	Elementary Curriculum and Instruction: Reading and Language Arts	5	
EDCI 573	Elementary Curriculum and Instruction: Mathematics	4	
EDCI 582	Elementary Curriculum and Instruction: Social Studies	2	
EDCI 583	Elementary Curriculum and Instruction: Science and Health	3	
EDAD 550	School Law	4	
MUED 394	Music in the Elementary School	3	
PETH 473	Teaching Elementary Health and Physical Education	3	
PSYC 506	Advanced Human Development	3	
	Pass the WEST-E for Elementary Education	0	

Denominational Certification (Optional)			8
EDCI 581	Elementary Curriculum and Instruction: Religion	2	
EDUC 495	Colloquium: Small Schools	0	
RELH 457	History of Adventism	2	
RELT 417	Inspiration and Revelation	4	
		Total	70 or *78

*Includes SDA Denominational Certification

MASTER OF ARTS IN TEACHING, Instruction with Washington State Residency Certificate (Secondary)

This program is designed for candidates who hold a bachelor's degree in an area other than education interested in receiving both an M.A.T. degree and Washington state residency certification for teaching in the middle school, junior high, and high school. Candidates for this program must have an endorsable teaching major that has been approved by the School of Education and Psychology.

Specialization Prerequisites: Passing scores on the WEST-B and the WEST-E subject area exam. PSYC 130 General Psychology, SPCH 101 Fundamentals of Speech Communication (or a foreign language sequence), ENGL 223 Research Writing or equivalent course work. RELT 202 Fundamentals of Christian Belief and HLTH 110 Wellness for Living or HLTH 205 Survey of Health, or equivalent course work and an additional 6 quarter credit hours of religion course work are prerequisites for denominational certification.

Specialization Requirements			*credits*
Basic Core			12
EDUC 551	Action Research	3	
SPED 550	Understanding Research	3	
EDUC 522	Philosophy and Education	3	
PSYC 521	Psychology of Learning	3	
Instruction Core			40
EDAD 550	School Law	4	
EDCI 590	Measurement and Evaluation in Education	4	
XXXX 395+	Methods Course Work Area of Endorsement	3	
SPED 405	Teaching the Exceptional Child	3	
EDUC 515	Classroom Technology Tools	2	
EDUC 444	Teaching Culturally Diverse Students	2	
EDUC 475	Teaching Reading in the Content Area	3	
EDUC 481	Student Teaching in the Secondary School	9	
EDUC 492	Education of the Gifted	3	
EDUC 495	Colloquium: Child Abuse	0	
EDCI 565	Instructional Methodology	3	
EDCI 567	Instructional Methodology Practicum	1	
PSYC 506	Advanced Human Development	3	

Denominational Certification (Optional)			6
RELH 457	History of Adventism	3	
RELT 417	Inspiration and Revelation	3	
		Total	52 or *58

*Includes SDA Denominational Certification
†In some disciplines this course has prerequisites

MASTER OF ARTS IN TEACHING, Curriculum and Instruction

This program is designed for professional educators who seek to enhance their competence in curriculum design and implementation in the classroom. The requirements are sufficiently flexible to permit elementary teachers and teachers with subject-area concentrations to improve their skills in curriculum development and instruction.

Specialization Prerequisites: State teacher certification and a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

			Credits
Specialization Requirements			
Basic Core			12
EDUC 551	Action Research	3	
SPED 550	Understanding Research	3	
EDUC 522	Philosophy and Education	3	
PSYC 521	Psychology of Learning	3	
Curriculum and Instruction Core			16
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 547	Effective Schools	3	
EDUC 506	Perspectives of School and Community	3	
EDUC 556	Curriculum Planning	3	
EDUC 492	Education of the Gifted	3	
Approved Electives			20
Professional Education Electives		11-20	
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 roles of various school personnel.			
Academic Content Electives		0-9	
Academic content courses are found in departments other than education and psychology and must be in approved subjects clearly related to the teaching areas chosen by the students. Electives must be chosen in consultation with the student's adviser.			
		Total	48

MASTER OF ARTS IN TEACHING, Educational Leadership (M.A.T.)

This program of study prepares candidates to serve effectively as school principals. It is designed for the practitioner who does not plan to pursue a doctorate. Courses are

selected to provide the graduate student with a useful blend of educational theory, administrative principles, and practical skills. It is important to consult with a program advisor prior to beginning the program.

Specialization Prerequisites: State or SDA Teacher certification and a minimum of 540 days (3 school years) of verified satisfactory full-time teaching experience prior to awarding of degree. No more than 60 days of substitute teaching may apply.

Specialization Requirements:			credits
Basic Core			12
EDUC 551	Action Research	3	
SPED 550	Understanding Research	3	
EDUC 522	Philosophy and Education	3	
PSYC 521	Psychology of Learning	3	
Educational Leadership Core			28
EDAD 525	Human Relations in Education	3	
EDAD 526	School Finance	3	
EDAD 527	School Facilities and Services	3	
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 545	Principalship, K-12	4	
EDAD 550	School Law	4	
EDAD 565	Practicum in Administration	4	
EDUC 556	Curriculum Planning	3	
Approved Electives			8
Electives must be chosen in consultation with the student's adviser.			
		Total	48

MASTER OF ARTS IN TEACHING, Literacy Instruction (M.A.T.)

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

Specialization Prerequisites: State teacher or SDA certification, a minimum of 18 months of verified satisfactory full-time experience in education, and a current course in reading methods (taken within the past six years).

Specialization Requirements:			credits
Basic Core			13
EDUC 551	Action Research	3	
EDUC 571	Action Research Lab	4	
PSYC 521	Psychology of Learning	3	
SPED 550	Understanding Research	3	
Literacy Instruction Core			30
EDUC 475	Teaching Reading Skills in the Content Area	3	
EDUC 520	Teaching Beginning Literacy	3	
EDUC 533	Literature-Based Reading Instruction	3	
EDUC 535	Reading Diagnosis and Remediation	3	

EDUC 537	Thematic Approaches to the Teaching of Reading	3	
EDUC 542	Issues and Trends in Literacy	3	
EDUC 546	Reading and Writing Assessment	3	
ENGL 374	Literature for Children	3	
or			
ENGL 375	Literature for Young Adults	3	
ENGL 529	Writing Workshop: From Theory to Practice	3	
or			
ENGL 539	Writing Workshop: Integrating Reading, Literacy and Writing K-12	3	
or			
ENGL 549	Writing Workshop: Thinking and Writing with Computers	3	
PSYC 531	Psychology of Reading	3	
Electives			3
		Total	46

MASTER OF ARTS IN TEACHING, Students at Risk (M.A.T.)

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

Specialization Prerequisites: State or SDA teacher certification or a minimum of 18 months of verified satisfactory full-time experience in a school, or a social service setting in which the candidate provides instruction, prior to awarding of degree.

			credits
Specialization Requirements			
Basic Core			12
EDUC 551	Action Research	3	
SPED 550	Understanding Research	3	
EDUC 522	Philosophy and Education	3	
PSYC 521	Psychology of Learning	3	
Students-at-Risk Core			28
CORR 387	Juvenile Delinquency	3	
EDAD 550	School Law	4	
EDUC 492	Education of the Gifted	3	
PSYC 572	Psychopathology	3	
SOWK 464	Children at Risk	3	
PSYC 520	Child and Family Counseling	3	
PSYC 532	Psychological Assessment I	3	
EDUC 535	Reading Diagnosis and Remediation	3	
Approved Electives			6
Electives must be chosen in consultation with the student's adviser			
		Total	47

EDUCATION AND PSYCHOLOGY

GRADUATE COURSES - *EDUCATION*

EDUC 501 STATISTICS IN RESEARCH (OR PSYC 501) 3
An introduction to sampling theory, probability, and statistical inference as applied to research analysis and hypothesis testing. Includes simple multi-variate techniques and selected distribution-free tests of significance. Corequisite: EDUC/PSYC 502.

EDUC 502 STATISTICS LAB (OR PSYC 502) 1
Applications of statistical analysis techniques using SPSS. Corequisite: EDUC/PSYC 501.

EDUC 506 PERSPECTIVES ON SCHOOL AND COMMUNITY 3
Provides practicing educators with a comprehensive view of the K-12 curriculum. Explores the evolution of educational thought and practice, social and political influences on curriculum, and future possibilities. Offered even years.

EDUC 515 CLASSROOM TECHNOLOGY TOOLS 2
An introduction to technology tools for teachers. Includes use of the Internet for research and instruction; an introduction to Web page design; online grade books and communications services; tools for creating multimedia presentations; and the latest in electronic devices that teachers can use for teaching and classroom management.

EDUC 520 TEACHING BEGINNING LITERACY 3
A survey of current research-based understanding, strategies, and skills needed to effectively teach and support beginning readers and writers in Grades K - 3.

EDUC 522 PHILOSOPHY AND EDUCATION 3
In-depth study of the philosophical foundations of education. Reviews the major schools of philosophic thought and theories of education. Explores connections between philosophy, educational theory, and educational practice; probes current issues and reforms. Prerequisite: EDUC 410 or equivalent. Offered even years.

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

EDUC 535 READING DIAGNOSIS AND REMEDIATION (OR SPED 535) 3
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360 or equivalent.

EDUC 537 THEMATIC APPROACHES TO THE TEACHING OF READING AND WRITING 3
The application of holistic theory to reading and writing instruction in the elementary school. Teachers will be immersed in themes and, in turn, create integrated units for their own classrooms. Prerequisite: EDUC 360 or equivalent. Offered even years.

EDUC 542 ISSUES AND TRENDS IN LITERACY 3
An exploration of current issues and research in reading and language arts.

EDUC 546 READING AND WRITING ASSESSMENT 3
Exploration of strategies for observing and evaluating students' reading and writing abilities. Assessment of portfolios, journals, essays, and oral reading will be addressed. Prerequisite: EDUC 360 or equivalent.

EDUC 551 ACTION RESEARCH (OR SPED 551) 3
Methods of classroom-based research for the practicing teacher. Includes problem definition, hypothesis or research question development, research design, data collection and interpretation, and application and reporting of findings. Prerequisite: Teacher certification or permission on instructor. Offered summer only.

EDUC 556 CURRICULUM PLANNING 3
Examines the purposes, products, and processes of curriculum design in terms of personal and social values. Explores interactions between curriculum content and students, teachers, and community. Offered even years.

EDUC 561 METHODS OF RESEARCH (OR PSYC 561 or SPED 561) 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: PSYC 501 and 502 or equivalent courses.

EDUC 562 METHODS OF QUALITATIVE RESEARCH (OR PSYC 562 or SPED 562) 2
History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: EDUC 561.

EDUC 565 PRACTICUM IN READING 2-4; 4
Supervised experiences with elementary-age children, where instructional techniques, management, and assessment can be observed and practiced. Formal application is required. Graded S or NC.

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

EDUC 571 ACTION RESEARCH LAB 1-4;4
Application of the theory of action research in the K-12 educational setting. Students will design, execute, evaluate and report their classroom-based or school-based action research. Prerequisite: EDUC/SPED 551.

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

EDUC 581 PROFESSIONAL PROJECT 2-6
Planning and implementation of a significant project in education. Developed in close consultation with a department faculty member, the professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing. Graded S or NC.

EDUC 590 THESIS 2-8
The planning, execution, and formal presentation of original research in education. Completed under the guidance of a faculty committee appointed by the department in consultation with the student. Prerequisite: EDUC 561 and graduate standing. Graded S or NC.

EDUCATION AND PSYCHOLOGY

EDUC 598 GRADUATE SEMINAR (PSYC 598) 1; 3
Discussion periods in which faculty and students explore significant issues through the examination and analysis of recent research and literature in education. One quarter hour; maximum, three. Prerequisite: Graduate standing. Graded S or NC.

GRADUATE COURSES - *CURRICULUM AND INSTRUCTION*

EDCI 550 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3
Study of current research-based theories, methods, and strategies needed to effectively teach and support early literacy from birth through beginning reading. Prerequisite: PSYC 215. Practicum required.

EDCI 560 ELEMENTARY CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS 5
Study of language acquisition in elementary-age children, including speaking, thinking, listening, reading and writing, drama and children's literature. Philosophy, curriculum, media, and research-based strategies used in teaching reading and language arts. Practicum required.

EDCI 565 INSTRUCTIONAL METHODOLOGY 3
Study of research-based models and exemplary practices for teaching in the secondary classroom environment; emphasis on human dynamics, rules and routines, conflict resolution, motivational strategies, eliciting parental support, and professional growth.

EDCI 567 INSTRUCTIONAL METHODOLOGY PRACTICUM 1
Laboratory practice in selected teaching skills, utilizing videotaped feedback and one-on-one conferencing. One laboratory per week. Prerequisite or Corequisite: EDCI 565.

EDCI 573 ELEMENTARY CURRICULUM AND INSTRUCTION: MATHEMATICS 4
Survey of the curriculum, media, and research-based strategies used in teaching elementary mathematics, including software evaluation for computer-aided instruction (CAI). Practicum required.

EDCI 581 ELEMENTARY CURRICULUM AND INSTRUCTION: RELIGION 2
Survey of the curriculum, media, and strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships in an environment which nurtures the child's spiritual growth.

EDCI 582 ELEMENTARY CURRICULUM AND INSTRUCTION: SOCIAL STUDIES 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.

EDCI 583 ELEMENTARY CURRICULUM AND INSTRUCTION: SCIENCE AND HEALTH 3
Survey of the curriculum, media, and research-based strategies used in teaching elementary science and health; emphasis on science as a process of inquiry.

EDCI 590 MEASUREMENT AND EVALUATION IN EDUCATION 4
Designing and interpreting criterion-referenced objective and performance assessments; interpretation of norm-referenced examinations; concepts of reliability and validity; item analysis; grading and reporting classroom performance.

GRADUATE COURSES - *EDUCATION FIELD-BASED*

EDFB 520 EFFECTIVE TEACHING: (Specific course name) **1-3; 21**
Individualized field-based course combining theory and practice in the student's workplace. Addresses effective teaching practices; using assessment to monitor and improve instruction; establishing and maintaining a positive, student-focused, learning environment; designing curriculum; demonstrating cultural sensitivity; advising and involving parents and community members; integrating technology into teaching; and collaborating with students' families to support student success. *Prerequisites:* Washington Initial or Residency Teaching Certification and a standard EDFB contract approved by three faculty members from the WWC School of Education and Psychology.

EDFB 530 PROFESSIONAL DEVELOPMENT: (Specific course name) **1-3; 21**
Individualized field-based course combining theory and practice in the student's workplace. Addresses evaluation of teaching through feedback and reflection; establishing goals for improvement; designing and implementing professional growth programs; and remaining current in subject area(s), theories, practice, and research. *Prerequisites:* Washington Initial or Residency Teaching Certification and a standard EDFB contract approved by three faculty members from the WWC School of Education and Psychology.

EDFB 540 LEADERSHIP: (Specific course name) **1-3; 21**
Individualized field-based course combining theory and practice in the student's workplace. Addresses improvement of curriculum and instructional practices; participating in professional and/or community organizations; advocating for methods of meeting the diverse needs of students; facilitating group decision making; collaboration for school improvement; and incorporating democratic principles into practice. *Prerequisites:* Washington Initial or Residency Teaching Certification and a standard EDFB contract approved by three faculty members from the WWC School of Education and Psychology.

GRADUATE COURSES - *EDUCATIONAL LEADERSHIP*

EDAD 525 HUMAN RELATIONS IN EDUCATION **3**
Interpersonal communications and group dynamics for the educational leader. Also considers the role of communication and positive relationships in personnel functions and the collective bargaining process. Offered even years.

EDAD 526 SCHOOL FINANCE **3**
Analysis of economic and financial issues affecting the operation of schools and school systems. Topics include cost analysis, sources of revenue, budgeting, and the day-to-day management of fiscal resources. Offered odd years.

EDAD 527 SCHOOL FACILITIES AND SERVICES **3**
Analysis, coordination, and management of the facilities and services found in a typical school. Trends in building design and maintenance with an eye toward efficient and effective use. Examination of co-curricular and non-curricular activities and their importance to the overall operation of the school. Offered summer only.

EDAD 539 SUPERVISION OF INSTRUCTION, K-12 **4**
For superintendents, principals, supervisors, and teachers concerned with instructional improvement through professional supervision. Study of the role, aims, principles, and techniques of instructional supervision. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor. Offered odd years.

EDAD 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. Offered summer only.

EDAD 547 QUALITY SCHOOLS 3

Examines the effective schools research, definitions of and trends in quality education, alternative approaches to providing public and private education, and the public's perceptions and preferences regarding schools. Offered odd years.

EDAD 550 SCHOOL LAW 4

The legal basis for public and parochial school operation in the United States. Considers such issues as governmental relations, separation of church and state, board operations and procedures, contractual obligations, student control, and tort liability. Offered summer only.

EDAD 565 PRACTICUM IN ADMINISTRATION 4,4,4

Internship with a certificated practitioner of P-12 school administration in which the candidate performs in the role for which the endorsement is sought. Candidate will enhance and demonstrate specific leadership and administrative skills identified in the pre-internship evaluation. Prerequisite: 540 days of full-time or more teaching in a public or private school system and permission of the School of Education & Psychology. Graded S or NC.

EDAD 575 READINGS: (Topic) 2-4

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

GRADUATE COURSES - *ENGLISH*

ENGL 529 WRITING WORKSHOP: FROM THEORY TO PRACTICE 3

A study of current research in the writing process and its application to personal writing and the teaching of writing. Prerequisite: Permission of the instructor.

ENGL 539 WRITING WORKSHOP: INTEGRATING READING, LITERATURE AND WRITING, K-12 3

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

ENGL 549 WRITING WORKSHOP: THINKING AND WRITING WITH COMPUTERS 3

Current theory and practice in the teaching of writing with special emphasis on the use of technology as it supports the writing process. Students will compose, do on-line peer conferencing, and explore the Internet in a computer lab setting. Through readings and discussions the class will explore such relevant topics as computer access and computer-based assignments. Prerequisite: A formal application and permission of the instructor.

ENGL 559 WRITING WORKSHOP: READING, WRITING, AND TEACHING CREATIVE NONFICTION 3

Current theory and practice in the teaching of writing with special emphasis on the use of creative nonfiction in language classrooms K-12. Workshop participants will read the latest award-winning nonfiction at their grade levels, write creative nonfiction, and explore ways to use nonfiction to support the teaching of reading, writing, and critical thinking across the curriculum. Prerequisite: Application and permission of instructor.

GRADUATE COURSES - *PSYCHOLOGY AND COUNSELING*

PSYC 501 STATISTICS IN RESEARCH (OR EDUC 501) 3

An introduction to sampling theory, probability, and statistical inference as applied to research analysis and hypothesis testing. Includes simple multi-variate techniques and selected distribution-free tests of significance. Corequisite: PSYC 502.

PSYC 502 STATISTICS LAB (OR EDUC 502) 1

Applications of statistical analysis techniques using SPSS. Corequisite: EDUC/PSYC 501.

PSYC 506 ADVANCED HUMAN DEVELOPMENT 3

Major theories and findings in human development from infancy to adulthood. Areas to be studied will include cognitive, moral, socio-emotional and brain development, as well as research methods. There will be an emphasis on current primary research. Offered odd years.

PSYC 515 ADVANCED COUNSELING THEORIES 3

Critical analysis and research investigation of leading theories of counseling and their implication for practice. Students are expected to develop a primary theoretical orientation. Prerequisite: PSYC 366 or 464.

PSYC 518 GROUP COUNSELING 3

Theories and techniques of counseling in group situations. Prerequisite: PSYC 515. Offered even years.

PSYC 520 CHILD AND FAMILY COUNSELING 3

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

PSYC 521 PSYCHOLOGY OF LEARNING 3

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

PSYC 527 THEORIES OF INTELLIGENCE (OR SPED 527) 4

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

PSYC 530 MARRIAGE COUNSELING 3

Advanced techniques in couple counseling. Topics include the building blocks of successful relationships, conflict resolution, spouse abuse, dual-career marriages, substance abuse issues, intimacy enhancing techniques, and an introduction to divorce mediation and sex therapies. Offered odd years.

PSYC 531 PSYCHOLOGY OF READING (OR SPED 531) 3

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

PSYC 532 PSYCHOLOGICAL ASSESSMENT I 3

Instruction and supervised experience in the administration and interpretation of psychological tests, and the writing of psychological reports. The emphasis will be on the assessment of children. Prerequisites: PSYC 430. Offered even years.

PSYC 534 PSYCHOLOGICAL ASSESSMENT II 3

Instruction and supervised experience in both the assessment of normal personality and cognition and the diagnosis of psychological disorders, using interview, observation, and objective and projective testing. Prerequisite: PSYC 532. Offered even years.

PSYC 538 CONSULTATION AND COLLABORATION IN SCHOOLS (OR SPED 538) 2

Different models of collaboration will be studied: including the consulting model, the coaching model and the teaming model. The course will also include a study of collaboration with parents, teachers, community agencies and other professionals.

PSYC 541 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR FAMILIES (OR SPED 541) 3

Students will learn school, family, and community partnerships to improve learning for students with disabilities and their families, understanding and applying knowledge of family systems including cultural and linguistic diversity. Students will also learn transition planning for new settings including planning post-school outcomes. Students will be able to counsel with parents regarding the grieving process, behavioral management plans and coping techniques, and counsel exceptional students regarding academic and vocational plans. The students will be able to counsel with school personnel about teaching techniques and behavior management strategies.

PSYC 555 ISSUES IN SCHOOL COUNSELING 3

Planning, organizing, implementing, and evaluating K-12 counseling programs will be the main emphasis. The student will learn how to be flexible in reacting to differing consumer demands and proactive in providing counseling and guidance services to meet the needs of the student population and the school organization. Offered odd years, and summers as needed.

PSYC 561 METHODS OF RESEARCH (OR EDUC 561 OR SPED 561) 3

Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: PSYC 501 and 502 or equivalent courses.

PSYC 562 METHODS OF QUALITATIVE RESEARCH (OR EDUC 562 OR SPED 562) 2

History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: PSYC 561.

PSYC 565 COUNSELING TECHNIQUES 3

Didactic and experiential training in the basic counseling principles and techniques. Prepares the student for practicum through role playing, videotaped feedback, and simulation. Includes exploration of different kinds of psychological interviews with various clinical populations. Prerequisite: PSYC 515.

PSYC 566 PRACTICUM IN COUNSELING 4

Supervised experience in counseling. Counseling experiences are provided in a laboratory setting

to facilitate integration of theory and practical skills learned in previous studies. Emphasis on working with individual clients. Pre-requisites: PSYC 515,520 and 565. Graded S or NC.

PSYC 567 INTERNSHIP IN COUNSELING PSYCHOLOGY 2-12

Supervised internship in a mental health setting. This is on-the-job professional service and must include at least one hour per week of individual supervision provided by the site supervisor. Fifty hours are required for each credit hour of internship. Pre-requisite: PSYC 566. Graded S or NC.

PSYC 568 INTERNSHIP IN SCHOOL COUNSELING 2-8

Supervised internship in a school setting. This is on-the-job professional services and must include at least one hour per week of individual supervision provided by the site supervisor. Fifty (50) hours are required for each credit hour of internship. Pre-requisite: PSYC 566. Graded S or NC.

PSYC 572 PSYCHOPATHOLOGY 3

Psychopathology and diagnostic systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) will be discussed. The course also includes a critical examination of the clinical and experimental literature in psychopathology. Etiologies of cognitive/affective functions and dysfunctions and implications for therapeutic interventions are also addressed.

PSYC 575 READINGS: (Topic) 2-4

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

PSYC 581 PROFESSIONAL PROJECT 1-4;4

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

PSYC 589 LEGAL AND ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND COUNSELORS 3

The legal and ethical principles governing the organization and practice of mental health professionals are discussed. Various professional codes pertaining to psychology/counseling will be studied.

PSYC 590 THESIS 2-8

The planning, execution, and formal presentation of original research in psychology. Completed under the guidance of a faculty committee appointed by the department in consultation with the student. Prerequisite: PSYC 561 and graduate standing. Graded S or NC.

PSYC 598 GRADUATE SEMINAR (EDUC 598) 1; 3

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

GRADUATE COURSES - *SPECIAL EDUCATION*

SPED 510 ADAPTIVE TECHNOLOGY IN SPECIAL EDUCATION 3

Students will be able to select, evaluate, and adapt commercially available materials and equipment including computer applications. Focusing on curriculum modification and adaptation (including modification of the essential academic learning requirements), accommodations, special aids, technology, and equipment, the student will become proficient with these techniques.

SPED 524 ADAPTED PHYSICAL EDUCATION AND RECREATION 3
Study of common abnormalities found in students which may be corrected or helped by proper exercise; considers extent and limitations of the teacher's responsibility in this phase of education. Lecture and laboratory.

SPED 527 THEORIES OF INTELLIGENCE (OR PSYC 527) 4
A review of current literature regarding theories of intelligence and their applications to teaching and learning, including the etiology and history of mental retardation and giftedness as they relate to educational endeavors.

SPED 530 LEGAL AND PROFESSIONAL ISSUES IN SPECIAL EDUCATION 3
Students will learn procedural and substantive legal issues in special education. The students will summarize the history of special education, noting specific landmark events, court cases, and laws that have contributed most to the field. Students will explain the steps in the referral process and state the main issues that generally arise. Students will discuss current issues and trends in special education.

SPED 531 PSYCHOLOGY OF READING (OR PSYC 531) 3
Study of the psychological, perceptual, developmental, and physiological aspects of reading.

SPED 533 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS 4
Examination and administration of assessment measures for exceptional individuals. On-site field experience required. Prerequisites: SPED 210 & EDUC 390 or equivalent.

SPED 535 READING DIAGNOSIS AND REMEDIATION (OR EDUC 535) 3
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360 or equivalent.

SPED 536 TEACHING STUDENTS WITH MILD DISABILITIES 4
In-depth examination and implementation of effective teaching techniques for students with mild disabilities. There will be an emphasis on regular curriculum modifications and adaptations, and making accommodations following WAC, IDEA, 504, and ADA requirements.

SPED 537 TEACHING STUDENTS WITH SEVERE DISABILITIES 4
In-depth examination and implementation of effective teaching techniques for students with severe disabilities. The student will also study classroom set-up for accommodations of these students in the regular classroom.

SPED 538 CONSULTATION AND COLLABORATION IN SCHOOLS (OR PSYC 538) 2
Students will learn school, family, and community partnerships to improve learning for students with disabilities. They will understand and apply knowledge of family systems including cultural and linguistic diversity. Students will also learn collaboration, teaming, partnerships, and supervision of paraeducators. Students will design multidisciplinary teams including community agencies, paraprofessionals and parents of students with disabilities to provide effective programming.

SPED 539 SUPERVISION OF INSTRUCTION 4
For special education consultants and supervisors concerned with instructional improvement through professional supervision. Study of the role, aims, principles and techniques of instructional supervision in special education settings. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor. Offered odd years.

SPED 540 FUNCTIONAL ASSESSMENT 3

Students will assess and evaluate using functional behavior analysis. Student will also understand the role of functional assessment in student placement and curriculum modification and adaptation, and making accommodations for special needs students. Prerequisite: SPED 433 or 533.

SPED 541 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR FAMILIES (OR PSYC 541) 3

Students will learn school, family, and community partnerships to improve learning for students with disabilities and their families, understanding and applying knowledge of family systems including cultural and linguistic diversity. Students will also learn transition planning for new settings including planning post-school outcomes. Students will be able to counsel with parents regarding the grieving process, behavioral management plans and coping techniques, and counsel exceptional students regarding academic and vocational plans. The students will be able to counsel with school personnel about teaching techniques and behavior management strategies.

SPED 550 UNDERSTANDING RESEARCH 3

Development of skills in understanding and evaluating published research reports. Literature reviews, statistical samples, instrumentation, research design, results and discussion of findings will be examined.

SPED 551 ACTION RESEARCH (OR EDUC 551) 3

Methods of classroom-based research for the practicing teacher. Includes problem definition, hypothesis or research question development, research design, data collection and interpretation, and application and reporting of findings. Prerequisite: Teacher certification or permission of instructor. Offered summer only.

SPED 555 ADMINISTRATION OF SPECIAL EDUCATION 4

The organization and administration of special education programs. Exploration of budgeting, scheduling, reporting, and supervisory responsibilities, including the provision of appropriate facilities and services.

SPED 561 METHODS OF RESEARCH (OR EDUC 561 or PSYC 561) 3

Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: EDUC 501 and 502, or equivalent courses.

SPED 562 METHODS OF QUALITATIVE RESEARCH (OR EDUC 562 or PSYC 562) 2

History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: EDUC 562.

SPED 573 MANAGEMENT OF EXCEPTIONAL INDIVIDUALS 4

In-depth examination and administration of various models and techniques for the management of exceptional individuals within the classroom, home and community. On-site field experience required.

SPED 575 READINGS: (Topic) 2-4

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

SPED 580 PRACTICUM IN SPECIAL EDUCATION 3

Provides a broad spectrum of closely supervised experience in actual field settings, including assessment, management, and instruction techniques. Prerequisites: SPED 573, 533, 537, and permission of special education advisor. Graded S or NC.

SPED 581 PROFESSIONAL PROJECT 2-4

Planning and implementation of a significant project in special education. Developed in close consultation with a department faculty member, the professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing. Graded S or NC.

SPED 590 THESIS 2-8

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

SPED 596 SEMINAR: (Topic) 2-3; 6

In-depth examination of a specific topic in special education. Topics may include conflict resolution, anger management, dealing with aggression, chromosomal testing, assistive technology, emerging legal requirements, etc. Prerequisite: Graduate standing or permission of the instructor.

SPED 597 INTERNSHIP IN SPECIAL EDUCATION 4

Professional laboratory experience for candidates wishing to be consultants or supervisors of special education. Provides a variety of experiences in administration or supervision of special education. May also include placement in a classroom if the candidate lacks such experience. Graded S or NC.

SUPPORTING COURSES - *EARLY CHILDHOOD EDUCATION*

CHLD 430 ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION 3

Current literature and legislation pertaining to early childhood education, and models for delivery of these services. Prerequisite: CHILD 310.

CHLD 438 INTERVENTION IN THE PRESCHOOL SETTING 3

Analysis of the interaction and development of the child within the school, family, and community; approaches to child rearing, management, and guidance. Prerequisite: CHLD 310. Offered even years.

CHLD 450 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3

Normal development of speech and language in children, including methods of facilitation. Prerequisite: CHLD 310. Offered odd years.

SUPPORTING COURSES - *EDUCATION*

EDUC 395 METHODS OF TEACHING SECONDARY SCIENCE 3

A course intended for students seeking secondary endorsements in biology, chemistry, or physics. Study of inquiry based learning experiences in science, the relation of concepts of science to contemporary historical, technological and societal issues, course management, practices, and safety. Offered even years only.

EDUC 405 CLASSROOM ORGANIZATION AND MANAGEMENT 3

Study of research-based models and exemplary practices for organizing and managing the elementary classroom environment; emphasis on human dynamics, rules and routines, conflict resolution, motivational strategies, and eliciting parental support. Prerequisite: Admission to Teacher Certification Program.

EDUC 410 PHILOSOPHY OF EDUCATION (OR PHIL 410) 3

Study of educational thought and practice from a philosophical perspective: the aims, principles, and theories of education, with special reference to Christian schools.

EDUC 425 LEGAL AND ETHICAL ASPECTS OF EDUCATION 2

Issues of law and ethics with direct application to the teaching profession, including educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, and tort liability. Prerequisite: Admission to Teacher Certification Program.

EDUC 444 TEACHING CULTURALLY DIVERSE STUDENTS 2

Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies that respect and value cultural, ethnic, and language differences. Prerequisites: Admission to Teacher Certification Program. EDUC 365 or six hours of elementary methods courses.

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. Prerequisite: Admission to Teacher Certification Program.

EDUC 480 STUDENT TEACHING IN THE ELEMENTARY SCHOOL 6-12

Application of teaching theory in the classroom; full participation in a teaching situation under the supervision of an experienced teacher. Conferences will be conducted with the student teacher by the cooperating teacher and college supervisor. Scheduled group sessions required. Student enrolled in student teaching may not register for other courses without the written permission of the School of Education and Psychology. Student teacher placement is done in cooperation with school districts and, because it is a shared decision, placement is not guaranteed. Placement decisions are based on the applicant's academic preparation, interpersonal relationship abilities, classroom management skills, and other factors outlined in Minimum Competencies for Teacher Candidates, available from the School of Education and Psychology. Students requesting placement outside the Walla Walla Valley will be required to pay an additional fee to cover travel costs associated with administering the Pedagogy Assessment. Prerequisites; EDCI 560, 573, EDUC 405 and permission of the School of Education and Psychology. Graded S or NC.

EDUC 481 STUDENT TEACHING IN THE SECONDARY SCHOOL 6-12

Application of teaching theory in the classroom; full participation in a teaching situation under the supervision of an experienced teacher. Conferences will be conducted with the student teacher by the cooperating teacher and college supervisor. Scheduled group sessions required. Student enrolled in student teaching may not register for other courses without the written permission of the School of Education and Psychology. Student teacher placement is done in cooperation with school districts and, because it is a shared decision, placement is not guaranteed. Placement decisions are based on the applicant's academic preparation, interpersonal relationship abilities, classroom management skills, and other factors outlined in Minimum Competencies for Teacher Candidates, available from the School of Education and Psychology. Students requesting placement outside the Walla Walla Valley will be required to pay an additional fee to cover travel costs associated with administering the Pedagogy Assessment. Prerequisites: EDCI 565, 567, passing scores on the WEST-E and permission of the School of Education and Psychology. Graded S or NC.

EDUC 492 EDUCATION OF THE GIFTED (OR SPED 492) 3

Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.

EDUCATION AND PSYCHOLOGY

EDUC 495 COLLOQUIUM 0

Small Schools -- Theory and application of procedures and practices in multigrade and multiage elementary classrooms.

Child Abuse -- Identification, impact, and prevention of physical, emotional, sexual, and substance abuse. Discussion of teachers' legal responsibilities.

SUPPORTING COURSES - *OTHER DEPARTMENTS*

ENGL 374 LITERATURE FOR CHILDREN 3

Study of the literature for children from early childhood through elementary school. Emphasizes literary and artistic quality and appeal to children. Requires extensive reading of children's books and writing of critical analysis.

ENGL 375 LITERATURE FOR YOUNG ADULTS 3

Study of literature appropriate for junior high and high school students. Emphasizes literary and artistic quality as well as theory of response to literature. Requires extensive reading of literature for young adults and writing of critical analysis. Offered odd years only.

ENGL 384 ADVANCED ENGLISH GRAMMARS 3

Study of the traditional, structural, and transformational grammars; taught especially for prospective teachers and writers. Prerequisites: ENGL 121, 122, 223; or HONR 141, 142, 243.

ENGL 395 METHODS OF TEACHING HIGH SCHOOL ENGLISH 3

A study of objectives for and methods of teaching language, composition, literature, drama and media in grades seven through twelve. Students prepare and present lessons, evaluate student work, and create units of study.

HIST 395 METHODS OF TEACHING SOCIAL STUDIES 3

Methods and techniques of teaching social studies on the secondary school level; requires observation, demonstration and class presentation. Will not apply toward a major or minor in history. Offered odd years only.

MDLG 395 METHODS OF TEACHING MODERN LANGUAGES 3

Study of principles and methods of teaching modern languages in the secondary school. Observation, demonstration, and class presentation are required. Will not apply on a major or minor in modern languages.

MUED 395 ELEMENTARY SCHOOL MUSIC METHODS AND MATERIALS 4

A comprehensive study of objectives, procedures, and materials in music education for kindergarten through grade eight. Prerequisite: Permission of instructor. Corequisite: EDCI 590

PETH 395 TEACHING SECONDARY HEALTH AND PHYSICAL EDUCATION 3

Study of the methods and techniques of teaching physical education in the secondary school, includes individual as well as group activities; students are required to observe and demonstrate in class. Offered even years only.

PETH 473 TEACHING ELEMENTARY HEALTH AND PHYSICAL EDUCATION 3

Introduction to the planning of the curriculum in the elementary school and the organization of a balanced health and physical education program. Requires participation in the elementary school physical education program.

RELP 395 METHODS OF TEACHING BIBLE IN THE SECONDARY SCHOOL 3
Examination of current religion teaching practices in the secondary school with emphasis on objectives, content, organization, and materials and resources available; requires observation in the schools along with microteaching, giving opportunity to demonstrate competency. Prerequisite: EDCI 590, Offered odd years and alternate summers.

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. Offered summer only.

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

SUPPORTING COURSES - *PSYCHOLOGY*

PSYC 344 SOCIAL PSYCHOLOGY 4
The dynamics of social interaction and interpersonal behavior with application to contemporary society. Prerequisite: PSYC 130 or permission of instructor

PSYC 366 THEORIES OF PERSONALITY 4
Theories of personality development, assessment, and adjustment. Prerequisite: PSYC 130.

PSYC 370 HEALTH PSYCHOLOGY (OR HLTH 370) 3
The study of learning, motivation, and psychological theories as related to health decisions and practices. Topics include the psychology of addictive behavior, behavioral health, and the relationship between stressful life events, social support, and wellness.

PSYC 390 COGNITIVE PSYCHOLOGY 4
Theories and methods in the study of mental processes such as attention, pattern recognition, comprehension, memory, knowledge representation, and problem solving. Connections to neuroscience and applications to information science are also explored.

PSYC 425 PSYCHOLOGY OF RELIGION (or RELH 425) 3
Interpretation of religious behavior and motivation from psychological perspectives.

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

PSYC 441 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR FAMILIES (OR SPED 441) 3
Students will learn school, family, and community partnerships to improve learning for students with disabilities and their families, understanding and applying knowledge of family systems including cultural and linguistic diversity. Students will also learn transition planning for new settings including planning post-school outcomes. Students will be able to counsel with parents

regarding the grieving process, behavioral management plans and coping techniques, and counsel exceptional students regarding academic and vocational plans. The students will be able to counsel with school personnel about teaching techniques and behavior management strategies.

PSYC 455 HISTORY AND SYSTEMS OF PSYCHOLOGY 4
Historical development of the various systems and theories of psychology. Prerequisite: PSYC 130.

PSYC 464 INTRODUCTION TO COUNSELING 3
A systematic, comprehensive, and balanced survey of the leading counseling approaches including an analysis of each system's perspective on personality, abnormal behavior, clinical methods, and the helping relationship. Course is designed for all those interested in the helping professions.

PSYC 466 BIOLOGICAL PSYCHOLOGY 4
The study of the physiological, developmental and functional explanations of behavior. This includes sensory and motor mechanisms, as well as motivated behaviors, learning, memory and language. The biological basis for mental disorders and the behavioral effects of brain damage are also addressed. Prerequisites: PSYC 130, BIOL 101 or BIOL 201; or permission of instructor.

PSYC 489 CAREER AND LIFESTYLE DEVELOPMENT 3
Theories of career and lifestyle development, counseling approaches, ethical issues, and applications to the diversity of work settings are covered. The changing roles of women and men, dual career families and life span changes in career are addressed. Offered odd years.

PSYC 492 ABNORMAL PSYCHOLOGY 4
Behavioral disturbances, therapeutic measures, and related theories. Prerequisites: PSYC 130; PSYC 215 or PSYC 366.

PSYC 496 SEMINAR 2-3; 6
In-depth examination of a specific topic in psychology. Topics may include motivation, sensation and perception, mental health, human sexuality, etc .Prerequisite: upper division mayor/minor in psychology or permission of instructor.

SUPPORTING COURSES - *SPECIAL EDUCATION*

SPED 415 TEACHING THE PRESCHOOL EXCEPTIONAL CHILD 3
Diagnosis and instructional planning on behalf of the preschool (0-6 years of age) exceptional child.

SPED 492 EDUCATION OF THE GIFTED (OR EDUC 492) 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.

OTHER COURSES

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

SOCIAL WORK

Wilma Hepker, Dean; Standley Gellineau, Director of Graduate Program; Bobbie Sue Arias, Cindee Bailey, Darold Bigger, James Boyd, Sandra Christian, Paul Cimmino, Pam Cress, Joyce Flansburg, Cindy Fleischer, Doug Fleischer, Kevin Grussling, Randi Hankins, Harriett Hilario, Mary Laabs, Lisa Lysne, Lana Martin, Marja McChesney, Janet Ockerman, Nancy Peters, Susan Smith, Heather Vonderfecht

The School 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 MSW program is fully accredited by the Council on Social Work Education.

In addition to the two-year program (six quarters), 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 complement the caring aspect of the social work profession and provide an appropriate environment for a social work program.

The objectives of the program are to prepare graduate social work students to:

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

Advanced Standing status is available to students with Bachelor of Social Work degrees earned from accredited institutions within the last six years with a 3.00 or better grade-point average for the social work curriculum. The School of Social Work admissions committee reserves the right to accept or reject applications for Advanced Standing based on its judgment of the student's response to admission criteria.

Transfer Students. Classroom courses and/or supervised field practicum 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 practicum are considered equivalent to work offered in the WWC social work program. Students thus accepted must complete at least 39 hours of graduate credit while in residence at Walla Walla College for the MSW degree. For policy on transfer credit, see page 19.

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 or the fall, thereby completing the graduate program in four quarters. The program offers several areas of practice emphasis: Health and Mental Health, Children and Families, School Social Work, Addiction, Aging, and Child Welfare.

REQUIRED COURSES	*Regular Standing*	*Advanced Standing*
Core Courses: First Year		
SOWK 510 Cultural and Ethnic Perspectives	3	3
SOWK 514 Historical Development of Social Welfare	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 and Social Environment I	3	-
SOWK 525 Human Behavior and Social Environment II	3	-
SOWK 530 Field Practicum	6	-
SOWK 537 Social Work Research	3	-
SOWK 538 Research Applications in Social Work I	1	-
SOWK 539 Research Applications in Social Work II	1	-
SOWK 542 Dysfunctional Behavior in Clinical Social Work	3	3
Core Courses: Second Year		
SOWK 508 Social Work and Religion	2	2
SOWK 540 Advanced Clinical Evaluation	3	3
OR		
SOWK 589 Advanced Research Methods	3	3
SOWK 541 Advanced Practice	3	3
SOWK 544 Policy Analysis and Advocacy for Clinicians	3	3
SOWK 545 Advanced Clinical Treatment of Families	12	12
SOWK 530 Field Practicum	17	20
*Electives		
Total	80	52

*To be chosen from electives listed below, of which a minimum of 5 credits must be in Advanced Clinical Practice electives and 2-3 credits must be Advanced Theory Electives..

ADVANCED CLINICAL PRACTICE ELECTIVES

(Minimum of 5 credits must be taken of Advanced Clinical Practice Electives.)

SOWK 546 Clinical Treatment of Sexual Abuse	3
SOWK 551 Family Violence	3
SOWK 552 Clinical Treatment of Children and Adolescents	3
SOWK 555 School Social Work	3
SOWK 556 Play Therapy	3
SOWK 557 Solution Focused Brief Therapy	3
SOWK 558 Cognitive and Behavioral Therapy	3
SOWK 560 Clinical Treatment in Addictions*	3
SOWK 562 Clinical Skills with Addictive Families*	3
SOWK 564 Reality Therapy	2
SOWK 565 Attachment Theory and Theraplay	3
SOWK 568 Gestalt Therapy	3
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
SOWK 573 Practice and Theories in Clinical Group Work	3
SOWK 574 Social Work Supervision	3
SOWK 575 Clinical Practice of Crisis Intervention	

ADVANCED THEORY ELECTIVES

(Minimum of one Advanced Theory Elective must be taken.)

SOWK 557 Solution Focused Brief Therapy	3
SOWK 558 Cognitive and Behavioral Therapy	3
SOWK 564 Reality Therapy	3
SOWK 566 Object Relations Theory	2-3
SOWK 568 Gestalt Therapy	3

GENERAL ELECTIVES

	credits
SOWK 531 Death and Dying	3
SOWK 535 Social Gerontology	3
SOWK 543 Social Work Administration and Management	3
SOWK 547 Children at Risk	3
SOWK 548 Comparative Theories of Social Work Practice	3
SOWK 550 Protective and Substitute Care of Children	2
SOWK 553 Legal Aspects of Social Work Practice	3
SOWK 554 Inter-generational Relationships	2
SOWK 561 Physiological Effects and Pharmacology of Alcohol and Drugs*	3
SOWK 563 Grantsmanship	2
SOWK 567 Selfcare for the Social Worker	2
SOWK 576 Human Sexuality	3
SOWK 577 Introduction of Alcohol and Addiction Treatment*	3
SOWK 578 Stress Management	3
SOWK 579 Directed Research/Project	1-2

SOCIAL WORK

SOWK 580 Services to Families with Children	3
SOWK 590 Thesis	1-3

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

GRADUATE COURSES - *SOCIAL WORK*

SOWK 508 SOCIAL WORK AND RELIGION 2

The role of spirituality 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 AND ETHNIC PERSPECTIVES 3

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

SOWK 514 HISTORICAL DEVELOPMENT OF SOCIAL WELFARE 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. Exposure to policy analysis within the context of current social services.

SOWK 517 SOCIAL WORK PRACTICE I 3

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

SOWK 518 SOCIAL WORK PRACTICE II 3

The application and practice of group process and dynamics, roles and behaviors, group formation and structuring, and group-facilitating techniques for the social worker at various system levels. Prerequisite: SOWK 517; Prerequisite or Corequisite: SOWK 525.

SOWK 519 SOCIAL WORK PRACTICE III 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 at various system levels. Prerequisite: SOWK 518.

SOWK 520 SOCIAL WORK PRACTICE IV 2

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

SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I 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 530 FIELD PRACTICUM **Advanced Standing 2-5;12 Regular Standing 2-5;18**

Practice in a social service program; the field application of course work knowledge and skills. Agency instructors provide the supervision for the field experience, in cooperation with the student's faculty field liaison. Advanced Standing Prerequisite or Corequisite: SOWK 517 and SOWK 518.

SOWK 531 DEATH AND DYING 3

Study of the process of death and dying from four distinct perspectives: cultural, social, personal, and professional.

SOWK 535 SOCIAL GERONTOLOGY 3

Study of the social issues of aging and the social work practice response to these issues, with particular reference to community and family resource obligation.

SOWK 537 SOCIAL WORK RESEARCH 3

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

SOWK 538, 539 RESEARCH APPLICATIONS IN SOCIAL WORK I, II 1;1

Continuation of social work research, emphasizing data analysis, reporting, and utilization. Students will use computer-assisted statistical software and complete a final research report. Prerequisite: SOWK 537

SOWK 540 ADVANCED CLINICAL EVALUATION 3

Advanced clinical evaluation skills for assessing effectiveness of intervention with single subjects and groups will be presented. Content will include: identification of problems and goals, clinical measuring and recording, principles of behavioral observation, methods of making rating scales, client logs, unobtrusive measures, and experimental designs. Computer-assisted clinical evaluation software will be used to analyze data collected during the student's practice setting. Prerequisite: Advanced Standing or SOWK 539; Corequisite: SOWK 530.

SOWK 541 ADVANCED PRACTICE 3

This course emphasizes clinical social work practice skills with individuals and knowledge of social problems commonly presented for therapeutic intervention. Students will apply their knowledge of theories for practice, demonstrate practice skills, look at ethical conflicts in practice, and develop professional use of self awareness. Prerequisite: Advanced Standing or SOWK 519; Prerequisite or Corequisite: SOWK 542; Corequisite: SOWK 530.

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. Prerequisite: Advanced Standing or SOWK 525.

SOWK 543 SOCIAL WORK LEADERSHIP AND ADMINISTRATION 3

Considers leadership and organizational theory; organization development and structure; leadership skills and decision making; principles of administration, including budgeting; and service delivery. Incorporates macro focus.

SOWK 544 POLICY ANALYSIS AND ADVOCACY FOR CLINICIANS 3

This course builds on the student's foundation of social welfare policy and social work practice to emphasize the integration of policy-practice as a social work intervention. Specific policy issues relevant to professional social work are examined by connecting the practice of clinical social work with its responsibility to affect social change. Prerequisites: SOWK 514; 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. Prerequisite: SOWK 519, SOWK 541 or permission of instructor.

SOWK 546 CLINICAL TREATMENT IN SEXUAL ABUSE 3

Assessment, treatment and risk management of adult and child survivors of sexual abuse; current understanding of psychological characteristics of adult and adolescent offenders of sexual abuse; psychological sequence of sexual abuse of childhood victims and their clinical presentation to social work practitioners. Prerequisite or Corequisite: SOWK 541.

SOWK 547 CHILDREN AT RISK 3

Study of intervention strategies when working with children at risk, in social services, school, medical or community settings. Specific issues discussed include: child abuse and neglect, behavior management, family and child assessment, teen pregnancy and suicide, adoption and out-of-home placement, legal implications of working with children, and counseling techniques.

SOWK 548 COMPARATIVE THEORIES OF SOCIAL WORK PRACTICE 3

Study of intervention strategies, change theories, and therapeutic techniques employed at individual, family, and group levels. Emphasizes criteria for selecting alternative approaches and appropriate intervention activities.

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 3

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 AND ADOLESCENTS 3

Neuroses, psychoses, and other behavior disorders – their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.

SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE 3

The laws and legal issues governing social work practice. Both legal and psycho-social perspectives considered.

SOWK 554 INTERGENERATIONAL RELATIONSHIPS 2

The course examines social issues and relationship dynamics from an intergenerational perspective. Intervention approaches are examined that focus on the promotion of positive interaction between people from different generations.

SOWK 555 SCHOOL SOCIAL WORK 3

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. Required of all school social work practicum students.

SOWK 556 PLAY THERAPY 3

This course covers varied play therapy theories from directive to non-directive. Includes practice of techniques; and discussion of issues and research unique to children and families.

SOWK 557 SOLUTION-FOCUSED BRIEF THERAPY 3

Methods of collaboration and cooperation with clients to set up goals for treatment. Focus on client's previous successes and on solutions. Prerequisite: Second year standing.

SOWK 558 COGNITIVE AND BEHAVIORAL THERAPY 3

Includes theory and practice of relatively short-term, problem-focused intervention styles. Interventions learned include cognitive therapy, relaxation training, and systematic desensitization as applied in various social work practice settings. Lecture, small group work, and role playing with a hands-on practice-oriented approach. Prerequisite: Second year standing or permission of instructor.

SOWK 560 CLINICAL TREATMENT IN ADDICTIONS 3

Chemical dependency and other addictions – a comparative study of their etiology, diagnosis, and treatment. Prerequisite: SOWK 577 or permission of instructor.

SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS 3

The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects. Prerequisite: SOWK 577 or permission of instructor.

SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES 3

Chemical dependency and other addiction-related problems in the family. Includes study of compulsive behaviors such as overeating, workaholism, relationship addictions, etc. This course integrates recent knowledge from the field of addictions with the knowledge of solution-focused family therapy to enhance the practitioners' clinical skills with addictive families. Prerequisite: SOWK 577 or permission of instructor.

SOWK 563 GRANTSMANSHIP 2

This course will provide a in-depth opportunity in all areas of grantsmanship, including finding funding sources, developing a needs assessment and problem statement, writing narrative and rationale sections, writing goals and objectives, activities, evaluation, budget, and time line. The student will prepare an actual grant application.

SOWK 564 REALITY THERAPY 3

Historical and theoretical background of this approach and the application to individuals, couples, families and groups. This approach is particularly useful with unwilling clients such as court-referred individuals, perpetrators of violence, delinquent adolescents, and persons abusing chemical substances. Use of lecture, video, live demonstrations and individual role-play practice will be utilized. Prerequisite: Second year standing.

SOWK 565 ATTACHMENT THEORY AND THERAPLAY 2

This course will explore the interactional basis of parent-infant attachment disruptions. Theraplay bonding and attachment techniques, designed to enhance attachment, raise self-esteem, improve trust in others, and create joyful engagement, will be presented and practiced by participants.

SOWK 566 OBJECT RELATIONS THEORY 2-3

An introduction to the psychoanalytic treatment model for long term therapy in contrast to the brief models. Course includes historical development of ORT, assessment, interventions and integration with other models of therapy. The students who register for two credits for the course as a survey of the theory will focus their research to a particular aspect of the model that they would like to understand more fully. Students desiring to register for three credits would complete an in depth research study of the theory and integrate their knowledge with a clinical practice application. Prerequisite: Second year standing.

SOWK 567 SELFCARE FOR SOCIAL WORKERS 2

Promotes an understanding of the importance of self care for social work professionals. Covers both personal and professional self care issues. Helps students learn the techniques available to prevent burnout and develop a self care program.

SOWK 568 GESTALT THERAPY 3

This class will cover extensively the theoretical foundation of Gestalt Therapy. It will examine its historical roots in psychoanalysis as well as its current state of development. Students will use didactic experiential learning modes and discuss many rare films of Frederick Perls conducting a Gestalt Therapy.

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 or permission of instructor.

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 PRACTICE AND THEORIES IN CLINICAL GROUP WORK 3

Application of theories to clinical group work practice in the context of different populations. Prerequisite: SOWK 518 or Advanced Standing.

SOWK 574 SOCIAL WORK SUPERVISION 3

Emphasis upon clinical social work supervision in a variety of settings. Considers the needs of supervisors as well as the role and function of the supervisor. Attention is given to administrative supervision, ethics, competency skills through supervision, and cultural awareness. Prerequisite: Advanced Standing or second year standing.

SOWK 575 CLINICAL PRACTICE OF CRISIS INTERVENTION 3

The study of human mental functions in crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations. Prerequisite: Second year standing or permission of instructor.

SOWK 576 HUMAN SEXUALITY 3

Study of the Christian perspective of human sexuality which forms a basis for appropriate intervention with sexual problems.

SOWK 577 INTRODUCTION TO ALCOHOLISM AND ADDICTION TREATMENT 3

A comprehensive survey covering the basic aspects of alcohol, alcoholism, prevention and intervention, rehabilitation and treatment. Alcoholism and other addictions are studied as disease processes.

SOWK 578 STRESS MANAGEMENT 3

Designed to guide the student in planning practical strategies for personal stress management. A holistic approach emphasizing physical, mental, emotional, and spiritual aspects of a positive Christian lifestyle. The works of Hans Selye and other theoreticians of modern stress management are considered. Students will develop skills in time management, and techniques of meditation and relaxation and exercise. Also considered is the market for stress management education in Employee Assistance Programs.

SOWK 580 SERVICES TO FAMILIES WITH CHILDREN 3

Development of child welfare services, their structure and function today, current challenges facing America in the welfare of its children, the role of social work in child abuse investigations, treatment provisions, and regulation. Required of all Title IV-E students.

SOWK 589 ADVANCED RESEARCH METHODS IN SOCIAL WORK 3

Principles of social work research and evaluation will be presented. After consultation with the student's adviser and thesis committee, a research topic will be selected. Students will prepare and defend a thesis proposal for original social work research. Prerequisite: Permission of instructor and Advanced Standing or SOWK 539.

SOWK 590 THESIS 1-3;3

Students will complete and defend the research project begun in SOWK 589. This process will be supervised by the student's adviser and the thesis committee. Prerequisite: SOWK 589.

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