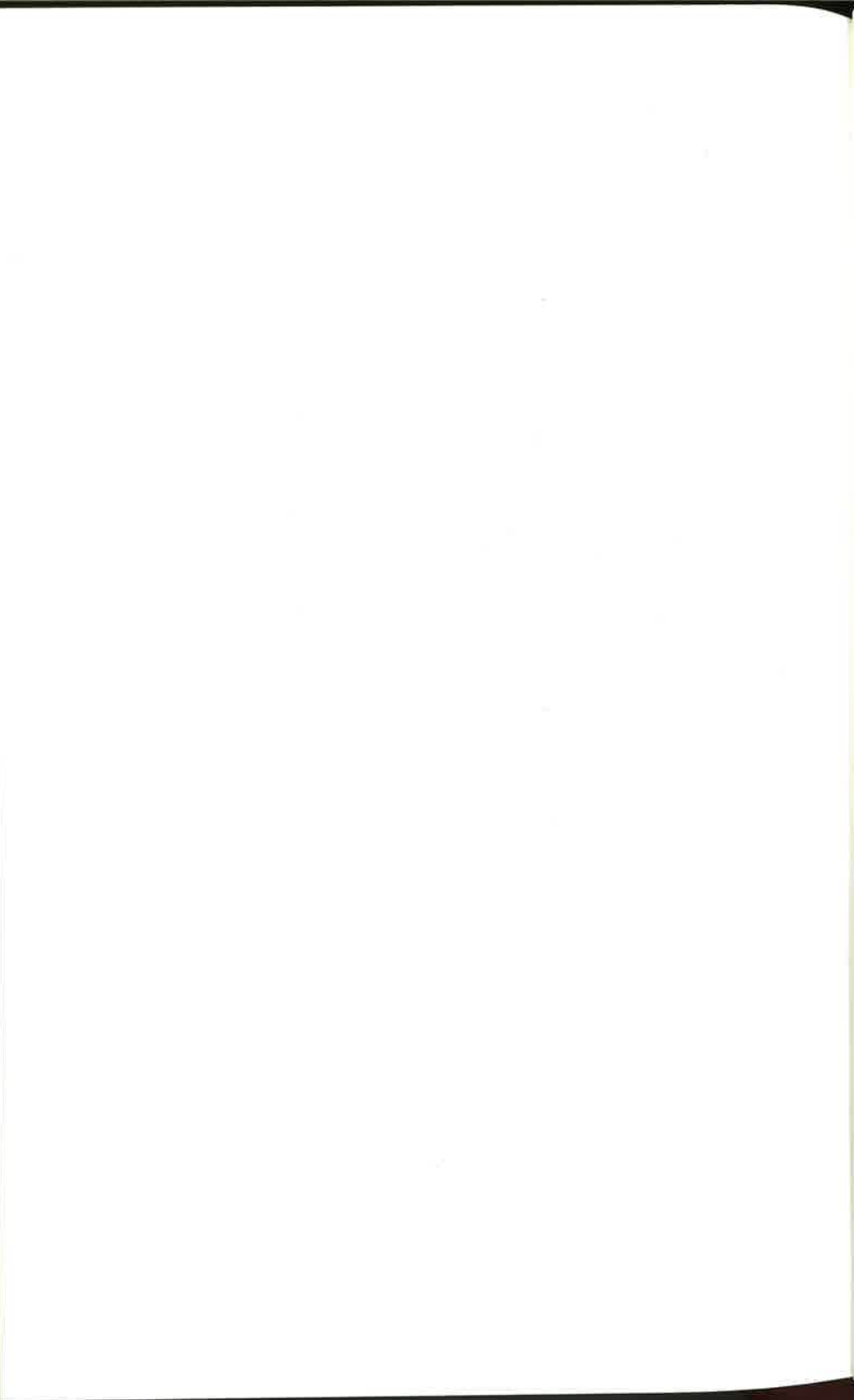


Walla Walla College



**1994-1995 GRADUATE
BULLETIN**



GRADUATE
BULLETIN
1994 - 1995

WALLA WALLA COLLEGE

204 South College Avenue
College Place, WA 99324-1198
(509) 527-2327

WALLA WALLA COLLEGE

is accredited by

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

offers graduate programs in

Biology
Education
Social Work

is a member of

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

is approved by

The Attorney General of the United States for nonimmigrant students
State Approving Agency for the training of veterans under the U.S. Code,
Title 38, Chapters 31, 32, 34, 35 and 106
Washington State for training in Vocational Rehabilitation

Equal Opportunity Commitment

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

Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502.

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WALLA WALLA COLLEGE

204 S COLLEGE AVENUE
COLLEGE PLACE, WA 99324-1198

ADMISSIONS AND MARKETING

Vice President Stephen Payne
Application Forms 509/527-2327
Bulletins 800/541-8900
General Information

GRADUATE STUDIES

Dean Joseph Galusha
Application Process 509/527-2421
Application Status
Transfer Student Information

ACADEMIC RECORDS

Registrar and Director Gerald Wasmer
Academic Information 509/527-2811
Transcripts
Transcript Evaluation

STUDENT FINANCIAL SERVICES

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

PROGRAM INFORMATION AND ASSISTANTSHIPS

Coordinator, Biology Graduate Program James R. Nestler
509/527-2551
Chair, Education and Psychology Merle Greenway
509/527-2212
Director, Social Work Graduate Program Standley L. Gellineau
509/527-2590

RESIDENCE HALL LIVING

Dean of Men David Knight
General Information Sittner Hall/Sittner East
Room Reservations 509/527-2111
Dean of Women Ilo Hare
General Information Foreman/Conard Hall
Room Reservations 509/527-2532

OFF CAMPUS HOUSING

Manager Bill Adams
College Rental Properties 509/527-2109

**WALLA WALLA COLLEGE
ACADEMIC CALENDAR 1994-95**

AUTUMN QUARTER

| | | |
|--------------|------|---|
| September 23 | F | New Student Registration |
| 25 | S | Returning Student Registration |
| 26 | M | Instruction Begins |
| 29 | Th | Last Day to Register |
| October 7 | F | Last Day for Registered Students to Add a Class or Change to Audit |
| 10 | M | Graduate Record Examinations |
| 11 | T | Last Day to Mail Application for December GRE Testing |
| November 11 | F | Last Day to Withdraw from Classes |
| 20 | S | Thanksgiving Vacation Begins |
| 27 | S | Thanksgiving Vacation Ends (10 pm) |
| December 12 | M | Graduate Record Examinations |
| 11-14 | SMTW | Final Exams |

WINTER QUARTER

| | | |
|-------------|------|---|
| January 2 | M | Instruction begins for MSW program |
| 3 | T | Registration |
| 4 | W | Instruction Begins for Education and Biology programs |
| 9 | M | Last Day to Register |
| 17 | T | Last Day for Registered Students to Add a Class or Change to Audit |
| February 6 | M | Snow Frolic Day |
| 10 | F | Last Day to Mail Application for April GRE Testing |
| 21 | T | Last Day to Withdraw from Classes |
| March 12-15 | SMTW | Final Exams |

SPRING QUARTER

| | | |
|----------|------|---|
| March 26 | S | Registration |
| 27 | M | Instruction Begins |
| 30 | Th | Last Day to Register |
| April 7 | F | Last Day to Mail Application for June GRE Testing |
| 7 | F | Last Day for Registered Students to Add a Class or Change to Audit |
| 10 | M | Graduate Record Examinations |
| May 5 | F | Campus Day |
| 15 | M | Last Day to Withdraw from Classes |
| June 4-7 | SMTW | Final Exams |
| 11 | S | Commencement (9:00 a.m.) |

SUMMER QUARTER

| | | |
|-----------|---|--|
| June 6 | T | Graduate Record Examination (General only) |
| 18 | S | Registration |
| 19 | M | Instruction Begins |
| July 4 | T | Independence Day Holiday |
| August 11 | F | Eight-week Session Ends |

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, supersede statements published in this bulletin.

DEGREES OFFERED

The College offers courses of study leading to the following graduate degrees:

- Master of Arts
- Master of Education
- Master of Science
- Master of Social Work

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 |
| 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 Academic Records. The cost for audited credit is one-half the regular tuition rate.

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

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

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

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

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

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

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

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 Academic Records. These forms must be signed by the adviser and the instructor(s) concerned.

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

GRADUATE FACILITIES

Campus Computer Center. A campus-wide personal computer network running Novell Netware supports a wide variety of software applications for college faculty, staff, and students. The use of three clusters of high-performance (286, 386, and 486) computers is available to Walla Walla College students free of charge.

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

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

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

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

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

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

Social Work/Sociology Buildings. These facilities house faculty and administrative offices, the Social Service Resource Library, a classroom, and a specially-adapted therapy laboratory.

FINANCIAL INFORMATION

Financial Aid. Walla Walla College assumes that each 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. 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.

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

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

Federal Stafford Student Loan Program. Graduate students may borrow up to \$18,500 per year at an annual interest rate of 7-10%. Principal repayment commences six months after the student ceases to be enrolled at least half-time.

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

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

Graduate Tuition. Graduate tuition is \$283 per quarter hour. Tuition includes all laboratory fees except those at the WWC Marine Station at Rosario Beach.

Books and School Supplies. Textbooks, school supplies, and other class materials are available at the College Store. Students should plan on approximately \$400 for such purchases each quarter.

Student Insurance. Walla Walla College recommends that each student be covered by medical insurance. WWC offers major medical insurance for an estimated cost of \$300 per year and accident insurance for an estimated cost of \$35 per quarter. Contact Student Health Services to enroll in the college

insurance plan or to file insurance claims. No changes or refunds are allowed in medical insurance after the first two weeks of the quarter.

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

Special Fees

| | |
|---|--------------------------|
| Application (nonrefundable) | \$20.00 |
| Audit Tuition | one-half regular tuition |
| Approved Change in Registration (Drop/Add) after the Deadline | 20.00 |
| Change in Registration (Drop/Add) after the 100% refund period | 10.00 |
| Field Trips | actual cost |
| Graduation Fee (includes diploma and pictures) | 25.00 |
| ID Card Replacement | 10.00 |
| Late Registration | 50.00 |
| M.A. and M.S. Thesis Binding (2 copies) | 35.00 |
| Out-of-Schedule Examination (per exam) | 50.00 |
| Returned Check | 15.00 |
| Transcripts | |
| First copy | free |
| Additional copies (each): | |
| Degree holding alumni | free |
| FAX, United States | 8.00 |
| FAX, Foreign | 12.00 |
| Same day service (each copy) | 5.00 |

HOUSING

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

| | |
|------------------------|-----------------------------------|
| Birch Street Apartment | |
| Two bedroom | \$ 350 per month plus electricity |
| Hallmark Apartment | |
| One bedroom | \$ 190 per month plus electricity |
| Two bedroom | \$ 250 per month plus electricity |

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

| | |
|----------------------|--------|
| Conard Hall (women) | \$ 540 |
| Foreman Hall (women) | 564 |
| Sittner Hall (men) | 540 |
| Sittner East (men) | 540 |

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

Housing Deposit and Reservations. The College residence halls and other student housing require a \$100 per person room deposit, which will be credited in full at the end of the student's stay unless there are charges for delayed departure, room damage, unpaid rent, unreturned keys, and/or leaving the room dirty. Dorm reservations should be directed to the appropriate residence hall. Students wishing to reserve college housing should call College Rental Properties at (509) 527-2109.

REFUNDS

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

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

| If withdrawal is: | Tuition refund will be: |
|-----------------------------------|-------------------------|
| before the fifth day of classes* | 100% |
| before the end of the second week | 75% |
| before the end of the fourth week | 50% |

A tuition refund may affect awarded financial aid.

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

FINANCIAL STATEMENTS

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

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

Accounting Office
Walla Walla College
204 S College Ave
College Place, WA 99324-1198

PAST DUE ACCOUNTS

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

RELEASE OF TRANSCRIPTS OR DIPLOMAS

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

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

Requests for transcripts must be made in writing to the Office of Academic Records. The fee, where appropriate, must accompany the request.

PERSONAL PROPERTY LOSS

Walla Walla College is not responsible for loss of personal property, therefore students are encouraged to carry insurance on their personal belongings.

INTERNATIONAL STUDENTS

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

International students on student visas do not qualify for many loans and grants and may only accept employment on campus. 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.

CHANGE IN EXPENSES

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

GRADUATE ASSISTANTSHIPS

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

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

| | |
|---------------------------|----------|
| Biological Sciences | April 15 |
| Education and Psychology | April 15 |
| Social Work and Sociology | June 30 |

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

HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD

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

GRADUATE PROGRAM

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

OBJECTIVES OF THE GRADUATE PROGRAM

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

ADMISSION REQUIREMENTS

To be admitted, applicants 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. An applicant whose undergraduate grade-point average is below 2.75 may be admitted if there is other evidence of 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.
4. achieved satisfactory scores on the general section of the Graduate Record Examination as determined by the respective departments. Applicants who already hold a graduate degree from a regionally accredited institution are not required to take the GRE.
5. obtained recommendations from three individuals knowing the applicant's professional abilities and personal qualities well.
6. submitted a personal statement of professional goals and objectives as directed by the department concerned.
7. met additional admission requirements as specified by the department concerned.

Upon receipt, application materials will be sent to the respective graduate department for evaluation and a recommendation about acceptance. Admission is by official action of the Graduate Council.

Students Speaking English as a Second Language must achieve a score of 550 on the TOEFL to be considered for admission to graduate study.

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 publications. The student must assume the initiative in such matters as securing approval of a program of study and arranging for required tests and examinations. Failure to do so may result in unnecessary delay or interruption of graduate study.

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

Scholastic Requirements. A cumulative grade point average (GPA) of 3.0 is required for all courses included in the graduate program (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 and Transfer Credit. All credits earned toward a master's degree will normally be taken at Walla Walla College. Not more than 12 credits of graduate work taken before official acceptance may be applied to the degree. A maximum of 12 quarter hours of graduate work taken at other accredited institutions may be approved for transfer towards the master's degree. No courses with grades less than B qualify for transfer credit.

Courses numbered 350-399 may be included in the graduate program with approval of the Graduate Council. Not more than six quarter hours of topics (400) or workshop (474) courses will be included in a program. Extension courses may be transferred if they are acceptable as graduate credit by the accredited college or university offering them. Correspondence credit is not acceptable. "P" or "S" grades may be transferred after specific review by the designated department, but will not be considered when computing the GPA.

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, and 12 hours in biology. Petitions must be made to Graduate Council to exceed these limits.

Second Master's Degree. A second master's degree may be earned by taking a minimum of 30 additional quarter hours approved by Graduate Council. All M.A. and M.S. degree programs (except for the non-thesis option in Biology) must include a thesis originated and completed at Walla Walla College.

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.

PROGRAM OF STUDY

A Program of Study (POS) prepared on an official form must be approved by the student's adviser and program director, and submitted to Graduate Council by January 15 of the final year of graduate studies. Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies. More than two changes to the program must be approved by Graduate Council.

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

REQUEST TO GRADUATE

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

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

EXAMINATION REQUIREMENTS

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

GRADUATION

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

Students who wish to 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 by this time, the following criteria must be met in order for the student to march:

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

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

BIOLOGICAL SCIENCES

Susan Dixon, Chair; Jim Nestler, Director of Graduate Program; Joe Galusha, Scott Ligman, Larry McCloskey, Joan Redd

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, especially those in the Seventh-day Adventist educational system.

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

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

ADMISSION

Applicants must meet the general admission requirements as outlined earlier in the Graduate Bulletin. Academic preparation for either option should include a bachelors degree in biology or equivalent math/science background. Satisfactory scores on the Graduate Record Examination (GRE), both subject and general, are required. Applicants must also submit a statement of objectives and goals.

REQUIREMENTS

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

THESIS OPTION

Prerequisite background:

Specific undergraduate background courses include: a course in general biology, cell biology, genetics, development, and ecology. A year of inorganic chemistry, organic chemistry, general physics, and mathematics through calculus is also required.

Curriculum requirements:

The primary requirement of the Thesis Option is the completion of a thesis based upon original research. Program requirements consist of a minimum of 45 quarter credits, 24 of which must be courses numbered 500 or above. Eight of the 500-level credits are given for the thesis. Additional course requirements include Graduate Seminar and Colloquium (see course listings).

NON-THESIS OPTION

Prerequisite background:

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

Curriculum requirements:

The objective of the Non-thesis Option is to prepare students for secondary teaching in two content areas: 1) biology and 2) either chemistry, physics, mathematics, or computer science. Requirements to meet this objective include a minimum of 45 quarter credits (30 of which must be in courses numbered 400 and above, and at least one 500-level biology content course). A maximum of 8 credits of elective content courses numbered below 350 may be included when approved by the Department of Biological Sciences and Graduate Council.

Basic Courses (12 credits)

| | |
|--|---|
| Research Methods I, II (BIOL 351, 352) | 2 |
| Seminar: Teaching of Biology (BIOL 506) | 1 |
| Graduate Seminar (BIOL 510) | 2 |
| Biology Project (BIOL 543) | 4 |
| One course selected from Education and Psychology (EDUC 508, 522, 525, 567, PSYC 521) | 3 |

Specialization (8-10 credits)

| | |
|---|-----|
| At least one course in botany (BIOL 360, 401, 413, 426, 463, 508) | 3-5 |
| At least one course in zoology (BIOL 374, 384, 389, 403, 462, 475) | 3-5 |

Content Electives (24 credits--chosen to ensure preparation in two content areas)

| | |
|--|------|
| biology | 8-16 |
| chemistry, physics, mathematics, or computer science | 8-16 |

Certification:

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

BIOLOGICAL SCIENCES

GRADUATE COURSES - *BIOLOGICAL SCIENCES*

BIOL 501 RESEARCH IN BIOLOGY

2-4; 8

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

BIOL 506 SEMINAR: TEACHING OF BIOLOGY

1

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

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. Minimum of five credits for the thesis option (BIOL 506 may be used for one of these credits) or two credits for the non-thesis option. Maximum of six credits for either option.

BIOL 518 PRINCIPLES OF NEUROBIOLOGY

4

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

BIOL 520 ENVIRONMENTAL PHYSIOLOGY AND BIOCHEMISTRY

4

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

BIOL 540 READINGS IN BIOLOGY

2; 6

Analysis of classical and current literature in specific areas of biology. Areas of concentration may include disciplines such as biostatistics, development, ecology, ethology, genetics, natural history, philosophy of biology, or physiology. Requires reports and conferences with a staff member. A maximum of four credits in any one area.

BIOL 543 BIOLOGY PROJECT

4

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

BIOL 545 THESIS

4; 8

Preparation and defense of the master's thesis based upon original biological research. A research topic is selected after consultation with the student's major professor and graduate committee.

MARINE STATION

BIOL 508 PHYSIOLOGY OF THE ALGAE 5

Comparative study of the physiology of representative members of the major algal groups. Collection and growth of cultures and study of related metabolic processes, nutritional factors, light requirements, synchronization and growth will be emphasized. Offered every three to five years.

BIOL 516 BEHAVIOR OF MARINE ORGANISMS 5

A study of inter- and intraspecific behaviors of marine animals and their behavioral responses to the physical environment. **The course involves laboratory experiences, field observations and a research project.** Prerequisites: BIOL 374 or BIOL 384 or PSYC 130 and background in organismal biology and permission of the instructor. Offered every three to five years.

SUPPORTING COURSES - BIOLOGICAL SCIENCES

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

BIOL 401 PLANT PHYSIOLOGY 4

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

BIOL 403 ORNITHOLOGY 4 or 5

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

BIOL 413 PLANT TISSUE CULTURE 3

A study of various techniques to establish and to maintain plant tissue cultures. One laboratory per week.

BIOL 426 SYSTEMATIC BOTANY 4 or 5

Study of the principles of plant classification, together with a systematic survey of vascular plants, with emphasis on natural history and ecology. Two laboratories per week. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered every 3-4 years at Marine Station.

BIOL 446 GENERAL ECOLOGY 4

Study of the relationship of plants and animals, both as individuals and assemblages, to their physical and biological environment. Laboratory work includes field studies designed to examine ecological principles. One laboratory per week. Biostatistics, genetics, and a minimum of one field natural history course recommended.

BIOL 449 VERTEBRATE HISTOLOGY 4

Study of the microscopic anatomy of vertebrate cells, tissues, and organs, including reference to their functions. Two laboratories per week.

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.

BIOLOGICAL SCIENCES

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. Six quarters required for the thesis option; three quarters required for the non-thesis option. 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 470 MARINE BIOPHYSICS 5
Introduction to the physical aspects of living organisms studied by the experimental and conceptual methods of physics with application to marine life.

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

**Qualifies as a marine-oriented course.*

EDUCATION & PSYCHOLOGY

Merle Greenway, Chair; Austin Archer, Cleona Bazy, Ralph Coupland, Todd Morton, Daniel Nelson, Steve Pawluk, Gail Rittenbach, Verlie Ward

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

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

Areas of Specialization

Specializations may be planned in the following areas:

Counseling & Guidance (M.A.)
Curriculum & Instruction (M.A.)
Elementary Instruction (M.Ed)
Middle School/Junior High
Instruction (M.Ed)
Religious Education (M.A.)
School Administration (M.Ed.)

Secondary Instruction (M.Ed.) in:
Biology, Biophysics, Business,
Chemistry, English, History,
Language Arts, Mathematics,
Physical Education, Physics,
Social Sciences, Technology Education
Special Education (M.Ed.)

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

Programs of specialization are sufficiently flexible to meet individual needs. Many also provide a basic core of "fifth-year experiences" applicable to various state and denominational certificates.

Admission to Graduate Programs in Education & Psychology

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

EDUCATION AND PSYCHOLOGY

MASTER OF ARTS IN EDUCATION (M.A.)

In the Master of Arts program, candidates with appropriate backgrounds may specialize in Counseling & Guidance, Curriculum & Instruction, or Religious Education. The thesis requirement provides an opportunity to develop scholarly research and reporting skills. The program particularly serves those wishing to contribute to knowledge through research and/or those aspiring toward a doctoral degree.

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

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

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

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

All M.A. programs contain the following core supplemented by practicums and electives as specified under each option:

| | <i>credits</i> |
|--|----------------|
| Basic Courses and Thesis | 18 |
| EDUC 510/PSYC 510 Graduate Seminar | 1 |
| PSYC 521 Psychology of Learning | 3 |
| EDUC 522 Philosophy and Education | 3 |
| <i>(must be completed before advancement to candidacy)</i> | |
| EDUC 561/PSYC 561 Methods of Research | 3 |
| <i>(must be completed before advancement to candidacy; a statistics course is prerequisite)</i> | |
| EDUC 590/PSYC 590 Thesis | 8 |
| Area of Specialization | 18 |
| <i>Additional credits may be necessary if certification is also being sought.</i> | |
| Approved Electives | 9 |
| <i>Supporting courses from any department selected for their relevance to the chosen specialization.</i> | |

MASTER OF ARTS PROGRAM OPTIONS

M.A. in COUNSELING & GUIDANCE

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

| | | |
|---|-------|----------------|
| <i>Specialization Requirements:</i> | | <i>credits</i> |
| Basic Courses and Thesis | | 18 |
| <i>For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.</i> | | |
| Counseling, Psychology and Guidance Courses | | 18 |
| <i>These courses must include counseling theories and techniques and assessment skills.</i> | | |
| PSYC 565 Practicum in Counseling | | 6 |
| Approved Electives | | <u>8</u> |
| | Total | 50 |

M.A. in CURRICULUM & INSTRUCTION

Specialization Prerequisites: 30 quarter hours in professional education and work experience as defined in "Prerequisites Applicable to All M.Ed. Programs."

| | | |
|---|-------|----------------|
| <i>Specialization Requirements:</i> | | <i>credits</i> |
| Basic Courses and Thesis | | 18 |
| <i>For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.</i> | | |
| Specialization Courses | | |
| Professional Education | | 18 |
| <i>Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role of various school personnel.</i> | | |
| Academic Content | | 9 |
| <i>Academic content courses must be from departments other than Education & Psychology and must be in subject-matter clearly related to the area of emphasis chosen as the area specialization. On the middle school or higher level, supporting courses must be from no more than two content areas.</i> | | |
| | Total | <u>45</u> |

M.A. in RELIGIOUS EDUCATION

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

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| | | |
|---|-------|----------------|
| Specialization Requirements: | | <i>credits</i> |
| Basic Courses and Thesis | | 18 |
| <i>For a list of specific courses see "Requirements Applicable to All M.A. Programs" under the general description of the M.A. program.</i> | | |
| Specialization Courses | | |
| Professional Education | | 3 |
| <i>Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role of various school personnel.</i> | | |
| Religious Studies | | 20 |
| <i>These hours must include at least two classes in the area of Biblical studies, three in the area of theology and ethics, and one in the area of religious education methods.</i> | | |
| Approved Electives | | <u>4</u> |
| | Total | 45 |

MASTER OF EDUCATION (M.Ed.)

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

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

1. Professional education courses 30 qtr. hrs.
Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the roles of various school personnel.
2. Verified, satisfactory educational work experience 18 months, full-time
Work experience must fall within the range of professional or paraprofessional activities provided by schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling, or work as a dormitory dean will be considered if pertinent to the candidate's chosen area of specialization. A maximum of 30 quarter hours for the master's degree may be earned prior to the work experience, but a minimum of 15 quarter hours must be earned thereafter.

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

3. Professional certification

All candidates who do not already qualify for a certificate must complete the academic requirements for state certification as a teacher, principal, or educational staff associate before the degree is granted. It is not necessary to be in possession of the certificate before graduation, but eligibility must be established in all respects. A qualified candidate may coordinate many of the requirements with preparation for state and/or denominational certification. Since completion of minimum degree requirements does not necessarily satisfy certification requirements, students pursuing a certificate should consult with the department chair early in their program.

Preparation for the certificate will normally be according to Washington state requirements for either the initial or continuing level. Candidates from out-of-state may produce evidence of qualifying in the state, province or country of their intended educational employment if a specific certification program exists therein. Otherwise, they must meet Washington state requirements.

Other specific prerequisites should also be noted for each area of specialization. Deficiencies may be removed after admission to graduate study, but the credits earned thereby will not apply to minimum degree requirements. A plan for the removal of all deficiencies must be submitted with the proposed program of study.

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

All M.Ed. programs contain the following core, supplemented by practicums and electives as specified under each option:

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

EDUCATION AND PSYCHOLOGY

MASTER OF EDUCATION PROGRAM OPTIONS

M.Ed. in ELEMENTARY INSTRUCTION

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

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

M.Ed. in MIDDLE SCHOOL/JUNIOR HIGH INSTRUCTION

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

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

M.Ed. in SCHOOL ADMINISTRATION

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

EDUCATION AND PSYCHOLOGY

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

| | | |
|--|-------|----------------|
| Specialization Requirements: | | <i>credits</i> |
| Basic Courses | | 10 |
| <i>For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.</i> | | |
| Specialization Courses | | 26 |
| <i>Must be related to school administration, supervision, curriculum and counseling and must include the following unless they were part of the undergraduate preparation:</i> | | |
| EDUC 504 Elementary School Curriculum | | |
| or | | 3 |
| EDUC 508 Secondary School Curriculum | | |
| EDUC 526 School Finance | | 3 |
| EDUC 539 Supervision | | 3 |
| EDUC 545 Principalship, K-12 | | 4 |
| EDUC 547 Total Quality Management in Schools | | 3 |
| EDUC 550 School Law | | 3 |
| EDUC 556 Curriculum Planning | | 3 |
| EDUC 565 Practicum in Administration | | 4 |
| Approved Electives | | |
| | Total | <u>9</u> 45 |

M.Ed. in SECONDARY INSTRUCTION

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

Biology

*Biophysics (biology, chemistry, engineering, mathematics, physics)

Business Education

Chemistry

English

History

*Language Arts (English, communications, journalism, library science)

Mathematics

Physical Education

Physics

*Social Science (history, political science, psychology, sociology)

Technology Education

| | | |
|---|--|----------------|
| Specialization Requirements: | | <i>credits</i> |
| Basic Courses | | 10 |
| <i>For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.</i> | | |
| Specialization Courses | | |
| Professional Education | | 11 |
| <i>See definition in "Requirements Applicable to All M.Ed. Programs"</i> | | |

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| | |
|--|-----------|
| Academic Content | 24 |
| <i>Academic content courses must be chosen in consultation with an adviser.</i> | |
| <i>(a) In specializations where only one content area is emphasized, (e.g., English), up to six of the 24 quarter hours may be selected from not more than two supporting departments other than the major area of emphasis.</i> | |
| <i>* (b) In interdisciplinary areas, indicated above by an asterisk, courses may be distributed among areas listed in parentheses according to the needs and interests of candidates.</i> | |
| Total | <u>45</u> |

M.Ed. in SPECIAL EDUCATION

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

Specialization Prerequisites:

Washington State Certification or an equivalent concentration of professional education courses, including a course in the foundations of special education.

Specialization Requirements:

| | |
|---|-----------|
| Basic Courses | credits |
| | 10 |
| <i>For a list of specific courses see "Requirements Applicable to All M.Ed. Programs" under the general description of the M.Ed. program.</i> | |
| Specialization Courses | 35 |
| SPED 430 Issues & Trends in Special Education | 3 |
| SPED 510 Seminar in Special Education | 1 |
| SPED 515 Diagnostic & Prescriptive Curriculum Design | 3 |
| SPED 565 Practicum in Special Education | <u>8</u> |
| | 15 |
| <i>Option 1: Limited Prior Training in Special Education</i> | |
| SPED 433 Assessment of Exceptional Individuals | 4 |
| SPED 437 Instruction of Exceptional Individuals | 4 |
| SPED 438 Counseling Exceptional Individuals & Their Families | 3 |
| Approved Electives | <u>9</u> |
| | 20 |
| <i>Option 2: Extensive Prior Training in Special Education</i> | |
| SPED 518 Mental Exceptionality | 3 |
| SPED 575 Readings in Special Education | 2 |
| Approved Electives | <u>15</u> |
| | 20 |
| Total | <u>45</u> |

TEACHER CERTIFICATION

Walla Walla College is a state-approved teacher education institution. As such, it is authorized to recommend graduates to the Office of the Superintendent of Public Instruction (OSPI) for initial and continuing certificates. The course offerings also provide for denominational teaching certificates currently available from the North Pacific Union Conference Office of Education. Information concerning specific requirements is available in the regular bulletin and/or from the Department of Education & Psychology.

Washington State Certification

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

Washington State Continuing Certificate Requirements

1. *Teaching Experience*

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

2. *Credit Requirements*

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

3. *Other Requirements*

- a. Continuing Certificate candidates must have at least *two endorsements*.
- b. Candidates who apply for a Continuing Certificate after August 31, 1992, and have not successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse, must complete such course work or in-service program as a condition for the issuance of the Continuing Certificate.
- c. Each person shall be required to complete 150 clock hours of continuing education or 15 quarter hours of college credit every five years to keep the certificate valid. (One quarter hour equals ten clock hours.)
- d. Recipients of a Continuing Certificate shall be restricted to teaching in the areas in which endorsement has been received.

EDUCATION AND PSYCHOLOGY

GRADUATE COURSES — *Education*

- EDUC 504 ELEMENTARY SCHOOL CURRICULUM** 3
A study of the elementary school curriculum, including objectives, essentials of a good program, varying curriculum patterns and appraisal of current practices.
- EDUC 508 SECONDARY SCHOOL CURRICULUM** 3
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the courses of study; evaluation of the secondary school curriculum.
- EDUC 510 GRADUATE SEMINAR** 1; 3
Discussion periods in which faculty and students explore significant issues through the examination and analysis of research and appropriate literature in the area of education. One quarter hour; maximum, three.
- EDUC 522 PHILOSOPHY OF EDUCATION** 3
In-depth study of the philosophical foundations of education. Focus will be upon the major schools of philosophy and theories of education; and how philosophy influences educational practice. Prerequisite: EDUC 410 or equivalent.
- EDUC 525 EDUCATION IN THE 21st CENTURY** 3
Intended to help a student become conversant with significant issues and trends affecting the theory and practice of education.
- EDUC 526 SCHOOL FINANCE** 3
A course designed for administrators, emphasizing origins and disbursement of school funds.
- EDUC 527 SCHOOL PLANNING & CONSTRUCTION** 3
A survey of how to plan and build schools, including the involvement of the lay citizen. Selection of site, trends in design, functions of buildings and plant, costs and obligations will be studied.
- EDUC 533 LITERATURE-BASED READING INSTRUCTION** 3
An examination of current philosophical and research foundations for literature-based reading instruction. Focus on establishing the context for literacy learning, theme development, selection of appropriate materials, parental involvement, record keeping, monitoring, and assessment. Prerequisite: EDUC 362 or equivalent.
- EDUC 535 READING DIAGNOSIS & REMEDIATION** 3
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 362 or equivalent.
- EDUC 539 SUPERVISION** 3
For principals, classroom teachers or those planning to be supervisors. Identifies duties of both teachers and supervisors, and suggests methods for the improvement of teachers in service through a comprehensive supervision program.

EDUCATION AND PSYCHOLOGY

- EDUC 545 PRINCIPALSHIP, K-12** 4
The role of the principal; administration of the curriculum; organization of the schedule, calendar, and catalog; staff organization and utilization; attendance and discipline programs; responsibilities for office management and auxiliary services. Prerequisite: three years teaching experience or permission of instructor.
- EDUC 547 TOTAL QUALITY MANAGEMENT IN SCHOOLS** 3
An examination of leadership styles, how to create an institutional vision and mission statement, how individuals react to planned innovation and change, and methods of meeting both individual and institutional needs.
- EDUC 550 SCHOOL LAW** 3
This course is designed to acquaint the student with the legal basis for public and parochial school operation in the United States.
- EDUC 556 CURRICULUM PLANNING** 3
The relation of curricular materials to educational outcomes in terms of personal and social values. A brief review of curriculum investigations and their significance in the selection and evaluation of school materials and activities. Current practices in curriculum revision.
- EDUC 558 SCHOOL ACTIVITIES** 3
Designed to acquaint the student with the range of the school activities program, to define the purpose of such activities, to provide the valid basis for evaluating existing or proposed activities, and to provide opportunity for intensive study of one activity.
- EDUC 561 METHODS OF RESEARCH** 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. Prerequisite: a statistics course.
- EDUC 565 PRACTICUM IN ADMINISTRATION** 2-4
Professional laboratory experience for candidates for an administrative credential. The course is designed to involve each candidate in a variety of practical administrative experiences and to assist in his successful induction into school leadership. By permission of the department chair.
- EDUC 567 COMPARATIVE EDUCATION** 3
A comparison of systems and philosophies of education in various parts of the world; emphasis on the role of cultural impacts.
- EDUC 575 READINGS IN EDUCATION** 2-4
Advanced study confined to topic areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chair.
- EDUC 581 PROFESSIONAL PROJECT** 2-6; 6
Selected areas of advanced study involving reading and research. Formal report required. Prerequisites: consent of department chairman and graduate standing.
- EDUC 590 THESIS** 2-8

EDUCATION AND PSYCHOLOGY

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.

GRADUATE COURSES — *Psychology/Counseling*

PSYC 501 STATISTICS IN RESEARCH 3

An introduction to sampling theory, probability and statistical inference as applied to research analysis and hypothesis testing. Includes simple multivariate techniques and selected distribution-free tests of significance.

PSYC 510 GRADUATE SEMINAR 1; 3

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

PSYC 515 COUNSELING THEORIES & TECHNIQUES 3

A study and application of the theories and techniques for counseling. Professional relationships and ethics are considered.

PSYC 518 GROUP COUNSELING 2

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

PSYC 521 PSYCHOLOGY OF LEARNING 3

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

PSYC 532 INDIVIDUAL TESTING 4

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

PSYC 534 ASSESSMENT OF THE INDIVIDUAL 2

Methods applicable to comprehensive assessment for describing behavior. Experience in the collection and analysis of data will be provided. Prerequisite: PSYC 532.

PSYC 561 METHODS OF RESEARCH 3

Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. Prerequisite: a statistics course.

EDUCATION AND PSYCHOLOGY

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

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

PSYC 566 COUNSELING SEMINAR - CONTINUING LEVEL 1; 3
Discussion periods in which the faculty review counseling competencies with candidates seeking continuing-level certification. A program demonstrating counseling competencies is developed and implemented. Prerequisites: Three years experience as a school counselor and current employment as a counselor.

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

PSYC 590 THESIS 2-8

GRADUATE COURSES — *Religion*

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

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

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

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

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

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

EDUCATION AND PSYCHOLOGY

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

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

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

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

GRADUATE COURSES — *Special Education*

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

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

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

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

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

SUPPORTING COURSES — *Education*

CHLD 430 ISSUES & TRENDS IN EARLY CHILDHOOD EDUCATION 3
Current literature and legislation pertaining to early childhood education, and models for delivery of these services. Prerequisite: CHLD 310.

EDUCATION AND PSYCHOLOGY

- 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.
- CHLD 455 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN** 2
Normal development of speech and language in children, including methods of facilitation. Prerequisite: CHLD 310.
- EDUC 360 ELEMENTARY CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS** 6
Study of language acquisition in elementary-age children, including speaking, thinking, listening, reading, and writing. Philosophy, curriculum, media, and research-based strategies used in teaching reading and language arts; emphasis on holistic approach to language instruction. Practicum required.
- EDUC 365 INSTRUCTIONAL METHODOLOGY** 3
Study of research-based models and exemplary practices for teaching in the secondary classroom environment; emphasis on human dynamics, rules and routines, conflict resolution, motivational strategies, eliciting parental support, and professional growth.
- EDUC 373 ELEMENTARY CURRICULUM & 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). Prerequisite: MATH 112 and 113 or a more advanced mathematics course.
- EDUC 381 ELEMENTARY CURRICULUM & INSTRUCTION: RELIGION** 2
Survey of the curriculum, media, and strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships that provide effective religious instruction.
- EDUC 382 ELEMENTARY CURRICULUM & INSTRUCTION: SOCIAL STUDIES** 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.
- EDUC 383 ELEMENTARY CURRICULUM & INSTRUCTION: SCIENCE** 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary science; emphasis on science as a process of inquiry.
- EDUC 390 MEASUREMENT AND EVALUATION IN EDUCATION** 3
Writing instructional objectives; performance-based measures of student achievement; norm- and criterion-referenced tests; concepts of reliability and validity; item analysis; interpretation of data; sociometric and ethnographic procedures; grading and reporting.
- 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.
- 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.

EDUCATION AND PSYCHOLOGY

- EDUC 425 LEGAL AND ETHICAL ASPECTS OF EDUCATION** 3
Issues of law and ethics with direct application to the teaching profession, including educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, and tort liability.
- EDUC 444 TEACHING CULTURALLY DIVERSE STUDENTS** 2
Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies which respect and value cultural, ethnic, and language differences. Prerequisite: 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.
- EDUC 492 EDUCATION OF THE GIFTED** 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.
- ENGL 374 LITERATURE FOR CHILDREN** 3
Study of the philosophy of the selection and study of literature on the elementary school level, emphasizing appropriate content, good style, and suitability for various age groups. Extensive reading and sharing of children's literature are required.
- ENGL 375 LITERATURE FOR YOUNG ADULTS** 3
Study of the philosophy of the selection and study of literature on the secondary level, emphasizing choosing literature related to student problems and goals as well as literature appreciation. Extensive reading of literature for adolescents is required.
- HLTH 395 METHODS OF SCHOOL HEALTH INSTRUCTION** 3
Concepts of unit planning, methods, techniques, sources, and evaluation of instruction materials; students are required to read widely and collect material pertinent to the course.
- TECH 428 TEACHING TECHNOLOGY TO CHILDREN** 3
Study of technology, as applied to the elementary grades, covering the broad areas of manufacturing, transportation, construction, and communication. Emphasis on methods of application, materials and processes.
- PETH 395 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION** 3
Study of the methods and techniques of teaching physical education in the secondary school, indoors and outdoors; includes individual as well as group activities; students are required to observe and demonstrate in class. Lecture and laboratory. Offered even years only.
- PETH 473 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL** 3-4
Introduction to the planning of the curriculum in the elementary school and the organization of a balanced activities program; requires participation in the elementary school physical education program.
- SOCI 444 SOCIOLOGY OF EDUCATION** 3
Analysis of factors influencing the structure and function of schools. Sociological factors related to the role of the school as a social system, with emphasis on peer groups and teenage subcultures, leadership types, power groups and the school as a selecting and sorting agency; sociometric devices.

SUPPORTING COURSES — *Psychology*

- PSYC 360 SMALL GROUP PROCEDURES** 3
 Study of small group processes by the use of simulations, confrontation techniques and role playing. Especially useful for teachers, ministers, nurses and social workers. Prerequisite: PSYC 130.
- PSYC 366 THEORIES OF PERSONALITY** 3
 Theories of personality development, assessment, and adjustment. Prerequisite: PSYC 130.
- PSYC 375 EXPERIMENTAL PSYCHOLOGY** 3
 Advanced study of experimental design with completion of an individual research proposal. Prerequisites: PSYC 130; MATH 206 or equivalent.
- PSYC 425 PSYCHOLOGY OF RELIGION** 3
 Examination of religious behavior and motivation from psychological perspectives.
- PSYC 426 INTRODUCTION TO COUNSELING & GUIDANCE PROFESSIONS** 3
 Introduction to the philosophy, functions, and organization of counseling and guidance programs in school and community agencies.
- PSYC 430 PSYCHOLOGICAL TESTING** 3
 Principles of test selection, administration, and interpretation; consideration of the contributions and limitations of major types of standardized tests and inventories used in the behavioral sciences. Prerequisites: PSYC 130; MATH 206; and permission of instructor.
- PSYC 444 SOCIAL PSYCHOLOGY** 3
 The dynamics of social interaction and interpersonal behavior with application to contemporary society. Prerequisite: PSYC 130.
- PSYC 455 HISTORY & SYSTEMS OF PSYCHOLOGY** 3
 Historical development of the various systems and theories of psychology. Prerequisite: PSYC 130.
- PSYC 464 COUNSELING RELATIONSHIPS** 3
 Introduction to psychological theory and skills essential for developing effective, helping relationships with individuals and groups.
- PSYC 465 HELPING SKILLS** 1; 3
 Training in counseling skills for students planning careers in counseling, deaning, nursing, pastoral or social work, and organizational psychology. Modeling and role play supplemented by group discussion and personal supervision. Prerequisite: PSYC 464 or permission of the instructor.
- PSYC 466 PSYCHOPHYSIOLOGY** 3
 Focuses on the physiological substrates of human behavior. Emphasis placed on the structure and function of sensory and effector mechanisms, the nervous system, and the endocrine system as they are involved in behavior. The psychobiology of emotional, learning, and reproductive behavior is also stressed. Prerequisites: PSYC 130, BIOL 101 OR BIOL 201.

EDUCATION AND PSYCHOLOGY

PSYC 489 VOCATIONAL DEVELOPMENT THEORY 3

Theories of vocational choice and methods of studying occupations and occupational information as they relate to educational and vocational guidance.

PSYC 492 ABNORMAL PSYCHOLOGY 3

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

PSYC 496 SEMINAR 3; 6

In-depth examination of a specific topic in psychology. Topics may include motivation, sensation and perception, mental health, human sexuality, etc. Prerequisite: upper division major/minor in psychology or permission of instructor. Course is open only to Junior and Senior Psychology majors or minors except by permission of the instructor.

SUPPORTING COURSES — *Special Education*

SPED 373 MANAGEMENT OF EXCEPTIONAL INDIVIDUALS 4

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

SPED 430 ISSUES & TRENDS IN SPECIAL EDUCATION 3

A study of current literature pertaining to special education, legislation in relationship to the development and implementation of Individualized Education Programs (IEP's), and models for the delivery of these services.

SPED 433 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS 4

Examination and administration of assessment measures for exceptional individuals. On-site field experience required. Prerequisite: SPED 310.

SPED 437 INSTRUCTION OF EXCEPTIONAL INDIVIDUALS 4

In-depth examination and implementation of effective teaching techniques for exceptional learners. On-site field experience required.

SPED 438 COUNSELING EXCEPTIONAL INDIVIDUALS & THEIR FAMILIES 3

Consideration and practice of counseling techniques for use with exceptional individuals and their families. Special attention is given to academic, behavioral, and vocational concerns.

SPED 480 FIELD WORK IN SPECIAL EDUCATION 1-4

Provides a broad spectrum of closely supervised experience in actual field settings, including assessment, management, and instruction techniques. Prerequisites: SPED 373, SPED 433, SPED 437, or permission of special education adviser.

SUPPORTING COURSES - *General*

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

SOCIAL WORK

Wilma Hepker, Chair; Standley Gellineau, Director of Graduate Program; Cindee Bailey, Darold Bigger, Jack Ellis, Ted Ernst, Cindy Fleischer, Doug Fleischer, Kevin Grussling, Marja McChesney, Marilyn Schwisow-Montenegro, Sharon Pittman, Solomon Wako (on leave)

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

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

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

The objectives of the program are to prepare graduate social work students 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. assist pastors in working with family crises and to prepare future social work teachers.

Advanced standing status is available to students with Bachelor of Social Work degrees earned from accredited institutions within the last six years with a 3.00 or better grade-point average for the last 96 credits (of the undergraduate program). The departmental 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 work completed in other nationally accredited graduate schools of social work may be accepted for credit toward the MSW degree when such courses and supervised field work are considered equivalent to work offered in the WWC social work program. Students thus accepted must complete at least 36 hours of graduate credit while in residence at Walla Walla College for the MSW degree.

SOCIAL WORK

MASTER OF SOCIAL WORK

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

REQUIRED COURSES

| | <i>Regular Standing</i> | <i>Advanced Standing</i> |
|--|-----------------------------|------------------------------|
| <i>Core Courses: First Year</i> | | |
| SOWK 508 Social Work and Religion | 2 | 2 |
| SOWK 510 Cultural & Ethnic Perspectives of Social Work | 3 | 3 |
| SOWK 514 Social Work Policies & Services I | 3 | - |
| SOWK 515 Social Work Policies & Services II | 3 | - |
| SOWK 517 Social Work Practice I | 3 | - |
| SOWK 518 Social Work Practice II | 3 | - |
| SOWK 519 Social Work Practice III | 3 | - |
| SOWK 524 Human Behavior & Social Environment I | 3 | - |
| SOWK 525 Human Behavior & Social Environment II | 3 | - |
| SOWK 530 Field Practicum | 6 | - |
| SOWK 538 Social Work Research I | 3 | - |
| SOWK 539 Social Work Research II | 1 | - |
| SOWK 542 Dysfunctional Behavior in Clinical Social Work | 3 | 3 |
| <i>Core Courses: Second Year</i> | | |
| SOWK 540 Research Applications | 3 | 3 |
| SOWK 541 Advanced Practice I | 3 | 3 |
| SOWK 544 Policy Issues for Clinicians | 2 | 2 |
| SOWK 545 Advanced Clinical Treatment of Families | 3 | 3 |
| SOWK 530 Field Practicum | 12 | 12 |
| *Electives | <u>18</u> | <u>20</u> |
| Total | 80 | 51 |

**To be chosen from electives listed below, of which a minimum of 5 credits must be in advanced interventional methods.*

ELECTIVE COURSES

| | <i>credits</i> |
|---|----------------|
| SOCI 435 Social Gerontology | 3 |
| SOCI 437 Death and Dying | 3 |
| SOWK 377 Introduction of Alcohol and Addiction Treatment* | 3 |
| SOWK 466 Comparative Theories of Social Work Practice | 3 |
| SOWK 471 Human Sexuality | 3 |

| | |
|--|-----|
| SOWK 543 Social Work Administration & Management | 3 |
| SOWK 550 Protective & Substitute Care of Children ⁺ | 2 |
| SOWK 551 Family Violence ⁺ | 2 |
| SOWK 552 Clinical Treatment of Children and Adolescents ⁺ | 3 |
| SOWK 553 Legal Aspects of Social Work Practice | 3 |
| SOWK 554 Inter-generational Aspects of Families | 2 |
| SOWK 555 School Social Work ⁺ | 2 |
| SOWK 560 Advanced Theories of Addiction and Treatment* | 2 |
| SOWK 561 Physiological Effects and Pharmacology of Alcohol and Drugs* | 2 |
| SOWK 562 Clinical Skills with Addictive Families** | 2 |
| SOWK 570 Social Work Practice in a Medical Setting ⁺ | 3 |
| SOWK 571 Aging and Health Care ⁺ | 3 |
| SOWK 572 Clinical Treatment in Mental Health ⁺ | 3 |
| SOWK 573 Advanced Group Work ⁺ | 3 |
| SOWK 574 Social Work Supervision ⁺ | 2 |
| SOWK 579 Directed Research/Project | 1-3 |

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

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

GRADUATE COURSES - SOCIAL WORK

SOWK 508 SOCIAL WORK AND RELIGION 2
The role of religion in the socialization process of the practitioner and client. The potential of religious values, ethics, principles, and philosophies as positive influences on social work practice, as well as the negative effects of inappropriate application.

SOWK 510 CULTURAL & ETHNIC PERSPECTIVES OF SOCIAL WORK 3
The understanding of racial, cultural, and ethnic factors in the assessment of social behaviors and the intervention process.

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

SOWK 515 SOCIAL WORK POLICY AND SERVICES II 3
The consequences of social service policy in the United States. A study of the economic, cultural, political, and social climates as they affect past and recent social service programs, and the responsibility of the social work professional to affect social system policy changes. Prerequisite: SOWK 514.

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

SOCIAL WORK

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 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 2-12; 18

Practice in a social service program; the field application of course work knowledge and skills. Agency instructors provide the guidance for the field experience, in cooperation with the student's faculty liaison. Prerequisite or corequisite: SOWK 517, 518; or SOWK 528.

SOWK 538 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. Corequisite: SOWK 530.

SOWK 539 STATISTICAL APPLICATIONS IN SOCIAL WORK 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 538; Corequisite: SOWK 530.

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/SOWK 539; Corequisite: SOWK 530.

SOWK 541 ADVANCED PRACTICE I 3

The design of assessment and intervention plans for individuals and families. Specific diagnostic and crisis intervention skills are developed. Prerequisites: SOWK 519 or SOWK 528.

- SOWK 542 DYSFUNCTIONAL BEHAVIOR IN CLINICAL SOCIAL WORK** 3
 The focus of this course is on the biological, psychological, social and environmental forces that impact upon behavior and functioning of moderately to severely impaired persons. It is designed to familiarize the advanced practitioner with standardized diagnostic criteria and processes used within the field to categorize deviant and dysfunctional behavior.
- SOWK 543 SOCIAL WORK ADMINISTRATION AND MANAGEMENT** 3
 Considers organizational theory and history; organization development and structure; leadership and decision making; principles of administration, including budgeting; and service delivery. Incorporates macro focus.
- SOWK 544 POLICY ISSUES FOR CLINICIANS** 2
 This course will examine selected policy matters of particular relevance for clinical social work practice. It examines such policy issues as confidentiality, eligibility for, and financing of, services, legal regulation of practice, public and private auspices and other relevant applied policy issues. Prerequisites: SOWK 514, 515; Advanced Standing.
- SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES** 3
 Advanced theories and concepts of family therapy and their application to the treatment of families. Multiple impact family therapy emphasized. Prerequisite: SOWK 519 or Advanced standing.
- SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN** 2
 Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.
- SOWK 551 FAMILY VIOLENCE** 2
 Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence. Prerequisite: Second year standing or Permission of Instructor.
- SOWK 552 CLINICAL TREATMENT OF CHILDREN & ADOLESCENTS** 3
 Neuroses, psychoses, and other behavior disorders — their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.
- SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE** 3
 The laws and legal issues governing social work practice. Both legal and psycho-social perspectives considered.
- SOWK 554 INTERGENERATIONAL ASPECTS OF THE FAMILY** 2
 Inter-generational relationships and problems of the family; the dynamics of the extended family.
- SOWK 555 SCHOOL SOCIAL WORK** 2
 This course is intended to familiarize students with the history, legalities, and practice of social work in an educational setting. This course will describe how social work knowledge, skill, and values provide an ecological approach to preventative, crisis, and remedial care for school children and their families.
- SOWK 560 ADVANCED THEORIES OF ADDICTION AND TREATMENT** 2
 Chemical dependency and other addictions — a comparative study of their etiology, diagnosis, and treatment. Prerequisite: SOWK 377 or Permission of Instructor.

SOCIAL WORK

SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS 2

The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects. Prerequisite: SOWK 377 or Permission of Instructor.

SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES 2

Chemical dependency and other addiction-related problems in the family. Special emphasis on skills in working with adult children of alcoholics. Prerequisite: SOWK 377 or Permission of Instructor.

SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING 3

The psychosocial components of patient-family responses to physical illness; the role of social services and intervention in a medical setting. Prerequisite: Second year standing.

SOWK 571 AGING AND HEALTH CARE 3

Senescence, geriatric pathology, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults. Prerequisite: Second year standing.

SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH 3

The assessment and diagnosis of the mentally ill — treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 542.

SOWK 573 ADVANCED GROUP WORK 3

Advanced theories of group work as practiced in a variety of treatment, management, and administrative settings. Prerequisite: SOWK 518 or SOWK 528.

SOWK 574 SOCIAL WORK SUPERVISION 2

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

SOWK 579 DIRECTED RESEARCH/PROJECT 1-3

Directed learning experience in a special area of social work of particular interest to the student. A single project will be chosen in consultation with the instructor.

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: Advanced Standing/SOWK 539; Corequisite: SOWK 530 and permission of the instructor.

SOWK 590 THESIS 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; Corequisite: SOWK 530.

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Verlie Y. Ward, *Faculty representative*

THE FACULTY*

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

Cindee M. Bailey, *Assistant Professor of Social Work & Sociology (1991)*
B.S.N. 1980; M.P.H. 1982, Loma Linda University
Ph.D. 1987, Oregon State University

Karen J. Ballard, *Assistant Professor of Education (1991)*
B.A. 1971, Union College
M.A. 1973, University of Nebraska
Ed.D. 1992, Montana State University

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

Pam Bellatty, *Adjunct Professor of Social Work (1990)*
B.S. 1977, Ball State University
M.S.W. 1981, University of Denver

Darold F. Bigger, *Associate Professor of Social Work & Theology (1992)*
B.A. 1966, Walla Walla College
B.D. 1970, Andrews University Theological Seminary
Ph.D. 1978, School of Theology, Claremont

Kent Bigler, *Adjunct Professor of Social Work (1990)*
B.A. 1979; M.S.W. 1981, University of Utah
J.D. 1986, Gonzaga University School of Law

Lisa Bissell Paulson, *Assistant Professor of Education (1992)*
B.A. 1981; M.Ed. 1983, Walla Walla College
Ed.D. 1990, Loma Linda University

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

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

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

- Sara Ellingson, *Lecturer in Social Work (1987)*
 B.S.W. 1969, University of North Dakota
 M.S.W. 1976, Our Lady of the Lake University of San Antonio
- Jack A. N. Ellis, *Visiting Associate Professor of Social Work (1993)*
 B.A. 1950; B.S.W. 1951; M.S.W. 1954, University of British Columbia
- Theodore D. Ernst, *Visiting Professor of Social Work & Sociology (1990)*
 M.Div. 1954, Concordia Seminary
 M.S.W. 1956, Washington University
 D.S.W. 1968, Columbia University
- Cindy A. Fleischer, *Associate Professor of Social Work (1993)*
 B.S. 1963, Union College
 M.S.W. 1985, University of Nebraska at Omaha
- Doug Fleischer, *Assistant Professor of Social Work (1994)*
 B.A. 1964, Union College
 M.S.W. 1970, University of Nebraska, Lincoln
- Joseph G. Galusha, *Professor of Biology (1975-88; 1992)*
 B.A. 1968, Walla Walla College
 M.A. 1972, Andrews University
 D.Phil. 1975, Oxford University
- Mary Gear, *Adjunct Professor of Social Work (1993)*
 B.S. 1988, University of Wisconsin
 M.S.W. 1991, Walla Walla College
- Standley L. Gellineau, *Professor of Social Work (1987)*
 B.A. 1970, Oakwood College
 M.S.W. 1972, Virginia Commonwealth University
 D.P.A. 1981, University of Georgia
- Merle A. Greenway, *Professor of Education & Psychology (1988)*
 B.S. 1970; M.Ed. 1973, Walla Walla College
 Ed.D. 1982; M.B.A. 1987, Andrews University
- Kevin D. Grussling, *Instructor in Social Work & Sociology (1992)*
 B.S.W. 1986; M.S.W. 1990, Walla Walla College
- Randi Hankins, *Lecturer*
 B.S. 1975, Central Washington University
 M.S.W. 1979, Eastern Washington University
- Wilma M. Hepker, *Professor of Social Work & Sociology (1973)*
 B.A. 1953, Union College
 M.A. 1966; Ph.D. 1976, University of Nebraska
 M.S.W. 1983, Eastern Washington University

- Wynn Knowing, *Adjunct Professor of Special Education (1985)*
 B.S. 1956, Union College
 M.A. 1971; Ed.S. 1973; Ph.D. 1977, University of Iowa
- Scott H. Ligman, *Assistant Professor of Biology (1989)*
 B.S. 1980; M.S. 1982, Andrews University
 Ph.D. 1989, Oregon State University
- Marja L. McChesney, *Assistant Professor of Social Work & Sociology (1989)*
 B.A. 1965, Pacific Union College
 M.A. 1969, Washington State University
 M.S.W. 1991, Walla Walla College
- Lawrence R. McCloskey, *Professor of Biology (1971)*
 B.A. 1961, Atlantic Union College
 M.A. 1965; Ph.D. 1967, Duke University
- Marilyn Schwisow-Montenegro, *Assistant Professor of Social Work & Sociology (1990)*
 B.S.W. 1979, Walla Walla College
 M.S.W. 1987, University of Washington
- Todd Morton, *Instructor in Education (1993)*
 B.A. 1987; M.A. 1991, University of North Carolina at Chapel Hill
- Daniel H. Nelson, *Assistant Professor of Education & Psychology (1992)*
 B.A. 1981, Central Washington University
 M.S. 1989, Portland State University
- James R. Nestler, *Assistant Professor of Biology (1990)*
 B.S. 1984; M.S. 1986, Walla Walla College
 Ph.D. 1990, University of Colorado at Boulder
- Steven T. Pawluk, *Assistant Professor of Education (1991)*
 B.A. 1976; M.A. 1982, Loma Linda University
 Ed.D. 1992, Montana State University
- Sharon A. Pittman, *Assistant Professor of Social Work (1992)*
 B.S.W. 1989; M.S.W. 1990, University of Missouri
 Ph.D. 1993, University of Illinois
- Joan M. Redd, *Assistant Professor of Biology (1992)*
 B.S. 1979, M.S. 1981, Walla Walla College
 Ph.D. 1989, University of Denver
- Gail S. Rittenbach, *Professor of Education & Psychology (1986)*
 B.A. 1970, Pacific Union College
 M.Ed. 1980; Ph.D. 1986, University of Washington

Melvin Van Dyk, *Adjunct Professor of Social Work*
B.A. 1972, Walla Walla College
M.A. 1977, Washington State University
M.S.W. 1988, Eastern Washington University

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

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

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

Gerald Wasmer, *Professor of Biology (1991)*
B.S. 1965; M.A. 1967, Walla Walla College
Ph.D. 1971, The Ohio State University

Sheila Zangar, *Lecturer in Social Work*
B.A. 1967, University of Washington
M.S.W. 1990, Walla Walla College

* On leave 1994-1995

SPECIALIZATION AREAS (Secondary Education), CHAIRS

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

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

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

- Douglas R. Clark, *Professor of Biblical Studies (1987)*
 B.A. 1970, Walla Walla College
 M.Div. 1974, Andrews University
 Ph.D. 1984, Vanderbilt University
- Solange Henderson, *Associate Professor of Modern Languages (1973)*
 B.A. 1971, Walla Walla College
 M.A. 1976, Middlebury College
- David Bullock, *Assistant Professor of Communications (1984)*
 B.A. 1976, Walla Walla College
 M.A. 1985, Washington State University
- Susan C. Dixon, *Associate Professor of Biology (1981)*
 B.S. 1974; M.S. 1976, Walla Walla College
 Ph.D. 1990, Oregon State University
- Thomas J. Emmerson, *Professor of Art (1976)*
 B.A. 1972, Walla Walla College
 B.F.A. 1974; M.F.A. 1979, Otis Art Institute of Los Angeles County
- Carolyn S. Gaskell, *Head Librarian (1978)*
 B.A. 1976, Pacific Union College
 M.A. 1977, University of Denver
- Merle A. Greenway, *Professor of Education & Psychology (1988)*
 B.S. 1970; M.Ed. 1973, Walla Walla College
 Ed.D. 1982; M.B.A. 1987, Andrews University
- Gary M. Hamburgh, *Professor of Health & Physical Education (1972)*
 B.A. 1971, Loma Linda University
 M.A. 1974, California State University at Fresno
 Ph.D. 1985, University of Oregon
- Wilma M. Hepker, *Professor of Social Work & Sociology (1973)*
 B.A. 1953, Union College
 M.A. 1966; Ph.D. 1976, University of Nebraska
 M.S.W. 1983, Eastern Washington University
- Gordon O. Johnson, *Professor of Physics (1974)*
 B.S. 1966, Walla Walla College
 M.S. 1967; Ph.D. 1972, California Institute of Technology
- Steven Lee, *Professor of Chemistry (1983)*
 B.S. 1976, Andrews University
 Ph.D. 1981, University of Wisconsin

Dan M. Shultz, *Professor of Music (1979)*

B.S. 1962, Atlantic Union College

M.Mus. 1967, Andrews University

Kenneth L. Wiggins, *Professor of Mathematics (1980)*

B.A. 1968, Walla Walla College

M.S. 1971; Ph.D. 1974, Montana State University

Wong Yew-Chong, *Professor of Business (1992)*

B.A. 1965; M.A. 1966, 1971, Phillipian Union College

Ed.D. 1976, Andrews University

ABOUT THE COVER

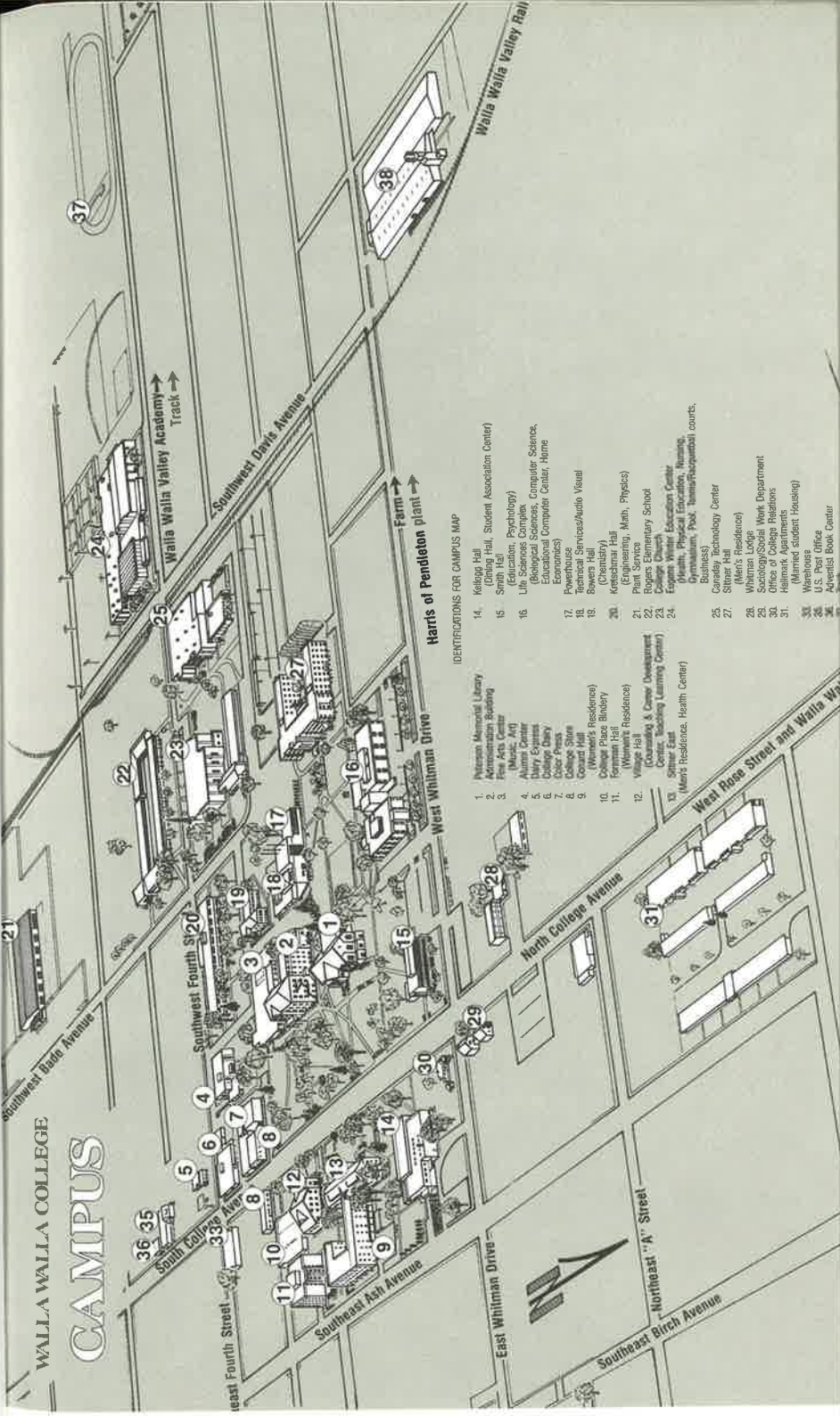
Walla Walla College school colors of green and orange are brilliantly displayed on campus during late summer and fall when the berries burst forth on the Mountain Ash trees. The original school colors of blue and gold, also the colors of Whitman College, were later changed. The planting of the Mountain Ash trees, which began in 1897, is a continuing tradition at Walla Walla College.

Photograph by Fred Vasenius

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WALLA WALLA COLLEGE CAMPUS



IDENTIFICATIONS FOR CAMPUS MAP

1. Piusono Memorial Library
2. Administration Building
3. Fine Arts Center
4. Alumni Center
5. Cherry Express
6. College Press
7. College Store
8. Coward Hall
9. (Women's Residence)
10. College Plaza Bldg
11. Pommer Hall (Men's Residence)
12. Village Hall (Counseling & Career Development Center, Teaching Learning Center)
13. Sitter Hall (Men's Residence, Health Center)
14. Kellogg Hall (Dining Hall, Student Association Center)
15. Smith Hall (Education, Psychology)
16. Life Sciences Complex (Biological Sciences, Computer Science, Economics)
17. Powerhouse (Technical Services/Audio Visual)
18. Bowers Hall (Chemistry)
19. Krumholz Hall (Engineering, Math, Physics)
20. Plant Services
21. Rogers Elementary School
22. College Church
23. Express Water Education Center
24. Gymnasium, Pool, Tennis/Recreational courts, Business)
25. Caraday Technology Center
27. Sitter Hall (Men's Residence)
28. Whilman Work Department
29. Office of College Relations
30. Hallmark Apartments (Married student housing)
31. Warehouses
32. U.S. Post Office
33. Student Book Center

Harris of Pendleton plant

West Whilman Drive

North College Avenue

Northeast 'A' Street

Southeast Birch Avenue

Southwest Fourth Street

East Fourth Street

Southeast Ash Avenue

East Whilman Drive

Southwest Davis Avenue

Walla Walla Valley Academy Track

Walla Walla Valley Road

Farm

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