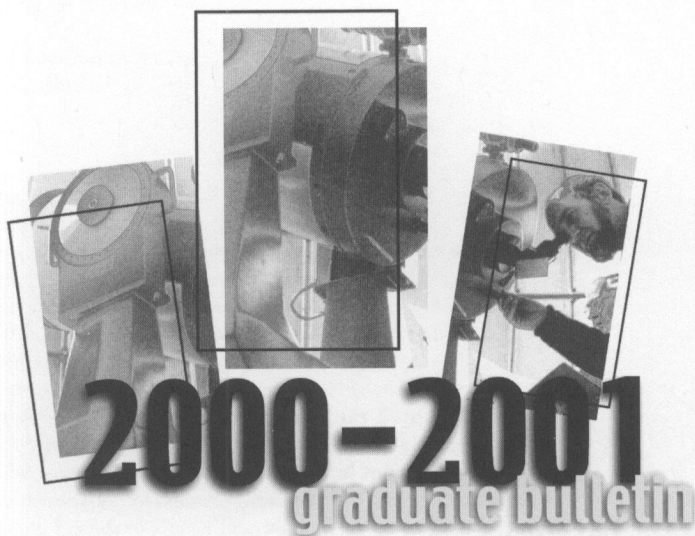


Walla Walla College
2000-2001
graduate bulletin



Walla Walla College

204 South College Avenue

College Place, WA 99324

509.527.2327

www.wwc.edu

ABOUT THE COVER

Tom Thompson, Professor of Mathematics and Adjunct Professor of Physics, guided by Claude Barnett, Professor of Physics, peers through the eyepiece of the new telescope in the Kretschmar Hall Observatory. The 16-inch, computer-controlled Schmidt-Cassegrain telescope and its 700-square-foot rooftop home have been funded through gifts from alumni and friends of WWC. It will be possible to control the telescope remotely and to record digital images of the night sky with a new CCD camera. Professor Thompson and his colleagues are continuing to raise funds for the facility, including a proposed 900-square-foot adjacent outdoor laboratory. This new observation deck will enable students and instructors to set up and use several telescopes simultaneously. The construction is timely given the renewed interest in astronomy fueled by a remarkable new generation of powerful telescopes.

*Terrie Aamodt,
Professor of English and History*

Bulletin photography by Matthew Okimi, Senior Mathematics Major

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
Business Administration
Counseling Psychology
Education
Social Work

is a member of

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

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
1-800-541-8900

GRADUATE STUDIES

Associate Vice President and Dean Joseph Galusha
Application Process 509/527-2421
Application Status 800/541-8900

PROGRAM INFORMATION AND ASSISTANTSHIPS

Director, Biology Graduate Program Scott Ligman
509/527-2603
Director, Business Administration Graduate Program Dana Thompson
509/527-2645
Dean, School of Education and Psychology Steve Pawluk
509/527-2212
Director, Social Work Graduate Program Standley Gellineau
509/527-2590

ADMISSIONS AND MARKETING

Vice President Victor Brown
Application Forms 509/527-2327
Bulletins 800/541-8900
General Information

ACADEMIC RECORDS

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

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 FAX 509/527-2253
E-Mail stufin@ wwc.edu

RESIDENCE HALL LIVING

Dean of Men Rick Oneal
General Information Sittner Hall/Sittner East
Room Reservations 509/527-2111
Dean of Women Diane Pearson
General Information Foreman/Conard Hall
Room Reservations 509/527-2531

OFF CAMPUS HOUSING

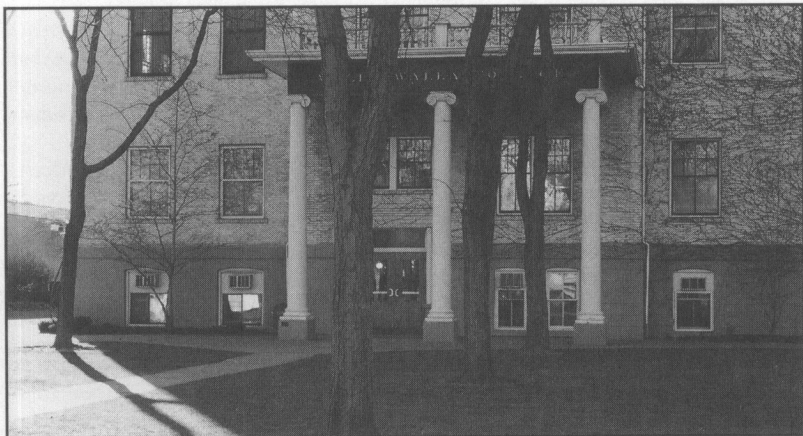
Manager Daryl Burghart
College Rental Properties 509/527-2109

WALLA WALLA COLLEGE ACADEMIC CALENDAR 2000-2001

AUTUMN QUARTER			
September	20	W	Registration and Orientation for Montana MSW program
	21	R	Instruction Begins for Montana MSW program
	24	S	Registration and Orientation for MSW program
	25	M	Registration for Biology, Business, Education and Psychology programs
	25	M	Instruction Begins for MSW program
	26	T	Instruction Begins for Biology, Business, Education and Psychology programs
October	3	T	Last Day for Graduate Students to Register
	9	M	Last Day to Mail Application for December GRE Testing
	9	M	Last Day for Graduate Students to Add Classes or Change to Audit
November	6	M	Graduate Record Examinations (Subject test only)
	14	T	Last Day for Graduate Students to Withdraw from Classes
	19	S	Thanksgiving Vacation Begins
	26	S	Thanksgiving Vacation Ends (10 PM)
December	7-8	RF	Final Examinations for Montana MSW students
	11	M	Graduate Record Examination (Subject test only)
	11-13	MTW	Final Examinations
WINTER QUARTER			
January	2-8	T-M	Registration
	4	R	Instruction Begins for Montana MSW program
	8	M	Instruction Begins for MSW program
	3	W	Instruction Begins for Biology, Business, Education and Psychology programs
	18	T	Last Day for Graduate Students to Register
	24	M	Last Day for Graduate Students to Add Classes or Change to Audit
February	26	M	Last Day to Mail Application for April GRE Testing
	29	T	Last Day for Graduate Students to Withdraw from Classes
March	9-10	RF	Final Examinations for Montana MSW students
	12-14	MTW	Final Examinations
SPRING QUARTER			
March	26	M	Registration
	26	M	Instruction Begins for MSW program
	27	T	Instruction Begins for Biology, Business, Education and Psychology programs
	29	R	Instruction begins for Montana MSW students
April	3	T	Last Day for Graduate Students to Register
	9	M	Last Day for Graduate Students to Add Classes or Change to Audit
	30	M	Graduate Record Examination (Subject test only)
May	15	T	Last Day for Graduate Students to Withdraw from Classes
May 31 - June	1	RF	Final Examinations for Montana MSW students
	4-6	MTW	Final Examinations
	3	S	Montana Hooding Ceremony
	9	S	College Place Hooding Ceremony (7:00 P.M.)
	10	S	Commencement (8:30 A.M.)
SUMMER QUARTER			
June	17	S	Registration
	18	M	Instruction Begins
	21	R	Instruction Begins for Montana MSW students
July	4	W	Independence Day Holiday
August	10	F	Eight-week Session Ends

MISSION STATEMENT

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



GENERAL INFORMATION

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

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

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

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

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

PROGRAM ADMINISTRATION

Graduate programs are directed and supervised by the Graduate Council, which is the legislative body responsible for all graduate academic policies and curricula. Actions voted by the College Board, Faculty-in-session, or the Graduate Council at any time shall have equal force to, or if necessary shall supersede, statements published in this bulletin.

DEGREES OFFERED

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

- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Arts in Teaching
- Master of Science
- Master of Social Work

CLASSIFICATION OF STUDENTS

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

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

GRADING SYSTEM

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

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

Other symbols used to describe the academic status of graduate credit are:

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

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

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

Incomplete. 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 but did not officially withdraw.

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

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

500 Topics

1-5

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

559 Supplemental Studies

1-2;2

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

569 Advanced Study

1-3;3

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

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

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

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

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

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

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

Graduate Credit for Seniors. Seniors who are within 28 hours of completing their baccalaureate degree may be eligible to take up to 12 approved credits to be applied toward a Walla Walla College graduate program. To apply, students must submit a petition, a copy of their approved 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 and satisfactory completion of necessary course prerequisites.

GRADUATE FACILITIES AND SERVICES

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

Disability Support Services. Walla Walla College is committed to responding to the needs of students with disabilities as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The college provides program access to students with either permanent or temporary disabilities through a variety of services and equipment. The Disability Support Services office coordinates academic accommodations which include, but are not limited to, testing accommodations, note takers, alternate text formats, and classroom relocation. Services must be arranged in advance and require documentation of the disability. For more information about any of these services, contact the Teaching Learning Center, (509-527-2313).

Library Resources and Services. The combined WWC libraries contain over 193,000 book volumes and hold over 1,000 current periodical titles.

The Library's Home Page at dewey.wwc.edu is the starting point for most library research at WWC and its branch campuses. The Library's fully automated INNOPAC Catalog can be searched from that page as can over 70 databases to which the Library subscribes. Branching from the Library's Home page are web pages designed specifically for students at the Montana Graduate Social Work site.

Using the INNOPAC Catalog, students can search collections at the Peterson Memorial Library, Curriculum Library, Rosario Marine Biological Station, Montana Graduate Social Work site and branch Nursing Library in Portland, OR. The INNOPAC catalog is accessible to anyone with an Internet connection. Selected databases are also available from the library's home page. They include such key resources as BIOSIS, *Carl Uncover*, EBSCO's *Academic Search Full-Text 1,000*, ERIC, *ArticleFirst*, *MedLine*, *NewsBank*, *Proquest Direct*, *PsychInfo*, *Social Work Abstracts*, and *WorldCat*. These databases can be accessed from any on-campus computer connected to the College's local area network. Off-campus access to these databases is also available to current students, faculty and staff of Walla Walla College.

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

Resources in other libraries are available to students and faculty members through the library's membership in several resource sharing cooperatives, including NAPCU (Northwest Association of Private Colleges and Universities) and ALICE (Adventist Library Information Cooperative). Materials not held at one of the College libraries can be procured through the Inter Library Loan/Document Delivery service operated by the Reference Department. WWC students with validated identification cards also have access to the library facilities of Whitman College, a private liberal-arts college located in downtown Walla Walla.

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

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

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

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

FINANCIAL INFORMATION

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

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

Arrangements for loans and financial aid should be made several months in advance of enrollment.

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

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

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

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

Students receiving a Federal Stafford Loan will need to complete a separate application form. Loan fees of about 3.4% are deducted from the loan amount before the funds are issued to WWC.

Graduate Tuition. Graduate tuition is \$381 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 \$525 for such purchases each quarter.

Student Insurance. All enrolled, tuition-paying graduate students attending the College Place campus, Montana site or Rosario campus are covered by WWC's Student Accident Insurance Policy, with a maximum coverage of \$2,000 per accident. In addition to this coverage, WWC offers Optional Student Sickness and Additional Accident insurance at an additional cost of \$399 per year. For questions regarding either of these plans or to request a brochure outlining the benefits of these coverages, contact Campus Health Services at 509/527-2425. WWC requires all international students to have medical insurance coverage.

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

Special Fees

Application (nonrefundable)	\$40.00
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	15.00
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	20.00
Validation Examination	
Validation Fee	3.00/credit hour
Examination Fee	20.00

HOUSING COSTS

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

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

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

Conard Hall (women)	\$ 661
Foreman Hall (women)	692
Sittner Hall (men)	661
Meske Hall (men)	661

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

Room Deposit and Reservations. A \$150 deposit is required to reserve a residence hall room. At the end of a student's stay, this deposit is credited in full to the student's account. Charges for delayed departure, an uncleaned or damaged room or failure to return keys are also applied to the student's account.

REFUNDS

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

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

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

A tuition refund may affect awarded financial aid.

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

For withdrawal and refund schedule for summer classes see the *Summer Bulletin*. Please refer to the *WWC Financial Bulletin* for the Financial Aid Refund Policy.

FINANCIAL STATEMENTS

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

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

FINANCE CHARGES

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

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

RELEASE OF TRANSCRIPTS OR DIPLOMAS

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

The student's account is paid in full.

The student has paid any short-term loan cosigned by WWC.

The student's Nursing, Perkins (NDSL), or Institutional loans are current.

To expedite the release of transcripts, diplomas, and other legal documents, a money order, credit card payment, or certified check should be sent to cover the balance of the student's account. Requests for transcripts must be made in writing to the Office of Academic Records. Fax requests bearing original, non-computer generated signatures will be accepted. There is no charge for issuing transcripts.

INTERNATIONAL STUDENTS

International students who are not citizens or permanent residents of the United States (except Canadian students) are asked to place a \$3,000 (U.S.) deposit with the College before final acceptance can be given and the I-20 form, necessary to secure the US Student Visa, can be sent.

International students on student visas do not qualify for the majority of loans and grants and may only accept employment on campus. Spouses and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the College requires them to submit a declaration of finances before final acceptance is given. This is done through the international student adviser. International students will be expected to use the Regular Payment Plan described in the *WWC Finance Bulletin*.

CHANGE IN EXPENSES

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

GRADUATE ASSISTANTSHIPS - *BIOLOGY AND EDUCATION*

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

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

Applications will be considered from graduate applicants, postgraduates, and current graduate students. Stipends are awarded for periods up to 12 months. Full or partial remission of tuition and fees for approved courses during the period of the assistantship is also available. Recipients of assistantships in the School of Education and Psychology must be fully admitted to a Masters program.

Application forms for graduate assistantships may be obtained by writing directly to the respective departments. The deadline for receipt of application for the following year is April 15.

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.

GRANTS AND SCHOLARSHIPS -BUSINESS

MBA Need Grants of \$2,400 are awarded on a first-come, first-served basis to students who show need through the financial aid application process. One-fourth of the grant is disbursed each quarter -- fall, winter, spring, and summer.

MBA Departmental Scholarships of \$2,000 are awarded to each first-year full-time student who holds a bachelor's degree from WWC and whose cumulative GPA was at least 3.00. One-fourth of the scholarship is disbursed each quarter--fall, winter, spring, and summer -- of a recipients's first year in the program.

MBA Merit Scholarships are awarded to full-time students who earned outstanding undergraduate GPAs. One-fourth of the scholarship is disbursed each quarter --fall, winter, spring, and summer --of a recipient's first year in the program.

<u>Undergraduate GPA</u>	<u>Award</u>
3.90-4.00	\$2,800(\$700 per quarter)
3.80-3.89	\$2,000(\$500 per quarter)
3.70-3.79	\$1,600(\$400 per quarter)
3.50-3.69	\$1,000(\$250 per quarter)

GRANTS AND SCHOLARSHIPS - SOCIAL WORK

Grants and scholarships are disbursed one-third each quarter (fall, winter, and spring) and do not have to be repaid.

MSW Need Grants of \$1,500 are awarded on a first-come, first-served basis to students who show need through the financial aid application process.

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

MSW Departmental Scholarships of \$1,000 are awarded to first year students who received their BSW degrees from WWC and earned a GPA of at least 3.00.

MSW Merit Scholarships are awarded in recognition of an outstanding undergraduate GPA, and is for the recipient's first year in the program.

<u>Undergraduate GPA</u>	<u>Award</u>
3.90-4.00	\$2,000
3.80-3.89	1,500
3.70-3.79	1,000
3.50-3.69	750

MSW Minority Scholarship. In order to increase the number of African-American, Hispanic, and registered Native American students enrolled in the MSW program, WWC has set aside additional funds for ten \$2,500 scholarships available to members of these ethnic groups. Please contact the department for more information.

GRADUATE PROGRAM

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

OBJECTIVES OF THE GRADUATE PROGRAM

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

GENERAL ADMISSION REQUIREMENTS

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

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

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

ADMISSION AND ENROLLMENT CATEGORIES

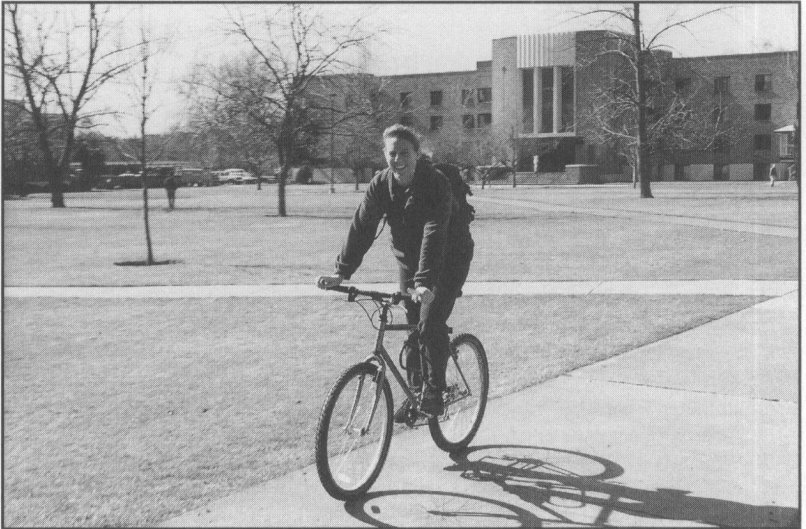
Students are enrolled under one of the following categories:

REGULAR

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

PROVISIONAL

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



NON-MATRICULATED

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

GENERAL DEGREE REQUIREMENTS

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

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

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

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

Resident Credit. All credits earned toward a master's degree will normally be taken at Walla Walla College. No more than 12 credits of graduate work taken at the college before official acceptance may be applied to the degree. Courses numbered 350-399 may be included in the graduate program with approval of the Graduate Council. No more than six quarter hours of workshop (474) courses will be included in a program. A minimum of 33 quarter hours toward the Biology or Education programs, 36 quarter hours toward the Masters of Business Administration, and 39 hours toward the Social Work program must be taken in residence.

Transfer Credit. Some graduate level work taken at other accredited institutions but not previously applied toward a degree may be approved for transfer to the master's degree by petition to the department. Normally, the maximum is 12 quarter hours. No courses with grades less than B qualify for transfer credit. Extension courses may be transferred if they are acceptable as graduate credit by the accredited college or university offering them. Neither correspondence nor continuing education credit is accepted as transfer credit. "P" or "S" grades may be transferred after specific review by the designated department, but will not be considered when computing the GPA.

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

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

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

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



EXAMINATION REQUIREMENTS

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

REQUEST TO GRADUATE

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

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

GRADUATION

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

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

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

BIOLOGICAL SCIENCES

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

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

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

The Department of Biological Sciences offers a Masters of Science degree in biology 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 secondary science teachers.

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

ADMISSION

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

REQUIREMENTS

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

THESIS OPTION

Prerequisite background:

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

Curriculum requirements:

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

Courses (45 credits)

Graduate Seminar (BIOL 510)	5
Thesis Proposal (BIOL 544)	2
Thesis Research (BIOL 545)	4
Thesis (BIOL 546)	2
Additional 500-level BIOL courses	11
Colloquium (BIOL 495) six quarters	0
Additional electives	21

NON-THESIS OPTION

Prerequisite background:

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

Curriculum requirements:

The objective of the Non-thesis Option is to prepare students for secondary teaching in two content areas: 1) biology and 2) either chemistry, physics, mathematics, or computer science. Requirements to meet this objective include a minimum of 45 quarter credits (30 of which must be in courses numbered 400 and above, and at least one 500-level biology content course). A maximum of 8 credits of elective content courses numbered below 350 may be included when approved by the Department of Biological Sciences and Graduate Council. Not more than five credits below a B- grade will be accepted on the graduate program.

Basic Courses (12 credits)

Introduction to Research I (BIOL 211)	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 506, 522, 525, 567, PSYC 521)	3
Colloquium (BIOL 495) three quarters	0

Specialization (8-10 credits)

At least one course in botany (BIOL 360, 413, 426, 463)	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

Teacher Certification:

Generally, the process of certification will commence during the undergraduate program (junior/senior year). It is recommended that certification requirements be completed by 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. May be substituted for 1 credit of BIOL 510 for thesis option.

BIOL 510 GRADUATE SEMINAR

1; 6

Involves presentation of topics and discussion of current research in specific areas of biology. Spring quarter normally involves a research plan and progress report for first-year students. One credit each quarter. Maximum of six credits 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 530 MOLECULAR BIOLOGY TECHNIQUES

4 or 5

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

BIOL 540 READINGS IN BIOLOGY

2; 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 544 THESIS PROPOSAL

2

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

BIOLOGICAL SCIENCES

BIOL 545 THESIS RESEARCH

1-4;4

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

BIOL 546 THESIS

2

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

MARINE STATION

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 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 430 MOLECULAR BIOLOGY TECHNIQUES

4 or 5

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

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.

BIOLOGICAL SCIENCES

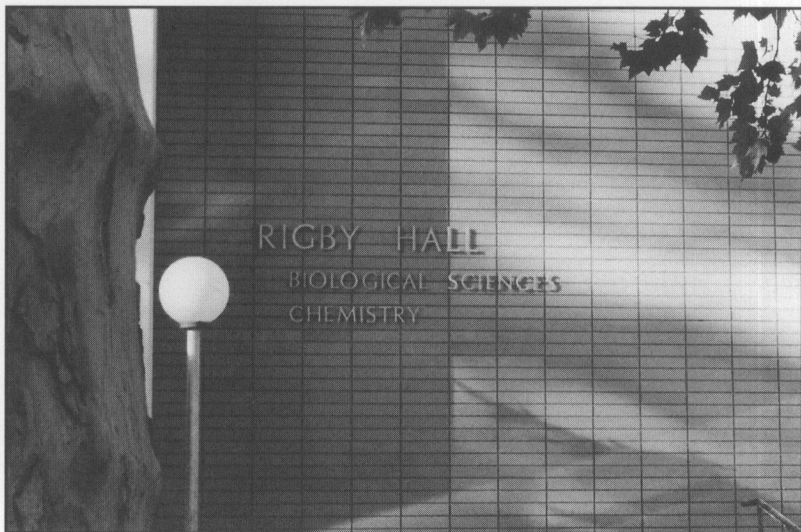
BIOL 449 VERTEBRATE HISTOLOGY 4
Study of the microscopic anatomy of vertebrate cells, tissues, and organs, including reference to their functions. Two laboratories per week.

BIOL 464 ANIMAL PHYSIOLOGY 4
Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. PHYS 213, 216 strongly recommended.

BIOL 466 IMMUNOLOGY 4
Study of the molecular and cellular bases of the immune response including clinical applications. One laboratory per week. Prerequisites: BIOL 392, 393.

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

BIOL 495 COLLOQUIUM 0
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is normally given by a visiting scientist. Graded S or NC.



MARINE STATION

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

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

BIOLOGICAL SCIENCES

- BIOL 460 MARINE ECOLOGY** 5
Study of interspecific, intraspecific, and community relationships demonstrated by marine organisms.
- BIOL 462 ICHTHYOLOGY** 5
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.
- BIOL 463 MARINE PHYCOLOGY** 5
A systematic survey of marine algae, covering the principles of their classification, natural history, ecology, physiology, and practical use.
- BIOL 468 COMPARATIVE PHYSIOLOGY** 5
Comparative study of the physiology and life processes of animals with emphasis on invertebrates.
Prerequisite: BIOL 392.
- BIOL 475 MARINE INVERTEBRATES** 5
A study of the biology of selected groups of marine invertebrates.

BUSINESS ADMINISTRATION

Norman Anderson, Dean; Clarence Anderson, Andrew Dressler, John Haney, Julie Scott, Dana Thompson, Bruce Toews, JoAnn Wiggins, Lenard Wittlake, Manuel Yunggar.

The School of Business offers a Master of Business Administration (MBA) degree. The MBA is a 48 quarter credit, non-thesis program that can be completed in one calendar year by students with the appropriate background. Students from all undergraduate disciplines may be admitted into the MBA program.

The MBA program is designed to provide professional business education necessary to succeed in the competitive business environment. The program seeks to sharpen the skills and broaden the perspectives of individuals working in the marketplace, produce exceptional leaders who will make positive contributions to their profession and society, and provide professional business education with a Christian ethical perspective.

ADMISSION TO THE MBA PROGRAM

Refer to *General Admission Requirements* earlier in this bulletin for general admission requirements. The MBA program requires a basic foundation in business administration. Students with a Bachelor of Business Administration degree or its equivalent will normally have met this foundation. Students whose undergraduate degree is in another discipline can meet this foundation by completing courses in the following areas:

	<u>Credits</u>
Principles of Accounting	10
Macro and Micro Economics	8
Financial Management	4
Business law	4
Information Systems	4
Principles of Marketing	4
Management and Organizational Behavior	4
Statistics	4
Fundamentals of Mathematics	4

Students may waive these foundation courses by demonstrating proficiency in each area on a test approved by the School of Business.

A minimum score of 440 on the Graduate Management Admissions Test (GMAT) and a minimum 2.75 GPA are required. Alternatively, admission may be granted based on a formula score of 1,000 derived by multiplying the undergraduate cumulative GPA by 200 and adding that product to a GMAT score of at least 400. [GMAT score + (GPA X 200) \geq 1000]

CURRICULUM REQUIREMENTS

The MBA curriculum consists of the following courses:

	<u>Credits</u>
ACCT 501 Managerial Accounting	4
CIS 515 Information Systems Management	4
ECON 525 Managerial Economics	4
FINA 505 Financial Analysis	4
GBUS 505 Quantitative Analysis	4
GBUS 524 International Business	4
GBUS 540 Legal and Ethical Environment of Business	4
MGMT 515 Organizational Behavior	4
MGMT 520 Operations and Production Management	4
MGMT 535 Business Policy and Strategy	4
MKTG 525 Marketing Management	4
Electives*	4
TOTAL	48

*May include 400 level business courses upon approval by the School of Business

GRADUATE COURSES -BUSINESS ADMINISTRATION

ACCT 501 MANAGERIAL ACCOUNTING 4
 Managerial evaluation of budgets, cost analysis, financial reporting, and utilization of financial information for control purposes. Prerequisite: ACCT 201, 202, 203 Principles of Accounting or equivalent.

CIS 515 INFORMATION SYSTEMS MANAGEMENT 4
 Planning, analysis, design, implementation, operation, and control of information technology for business. Emphasis on the role of managers in an information systems environment. Prerequisite: CIS 301 Management Information Systems or equivalent.

ECON 525 MANAGERIAL ECONOMICS 4
 Examines the decision-making process at each stage of production, optimum utilization of inputs and outputs, and the relationships between the firm and its various external factors, such as government, competitors, and customers. Prerequisite: ECON 211, 212 Macro and Micro Economics or equivalent.

FINA 505 FINANCIAL DECISION MAKING 4
 Capital asset pricing models, portfolio theory, capital budgeting techniques, and performance analysis. Prerequisite: FINA 351 Financial Management or equivalent.

GBUS 505 QUANTITATIVE ANALYSIS 4
 Advanced course in the application of statistical models for business decision-making. Prerequisite: GBUS 263 Business Statistics or equivalent.

GBUS 524 INTERNATIONAL BUSINESS 4
 Decision-making in the international environment, concentrating on cultural, political, religious, technological, legal, and economic variables.

BUSINESS ADMINISTRATION

- GBUS 540 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS** 4
Integration of the legal environment and the ethical considerations from Judeo-Christian perspectives for making business decisions. Prerequisite: GBUS 361 Business Law.
- GBUS 579 DIRECTED RESEARCH/PROJECT** 4
Directed learning experience in an area of particular interest to the student. The project will be chosen in consultation with and approved by the School of Business.
- MGMT 515 ORGANIZATIONAL BEHAVIOR** 4
Analysis of business organizations from the perspective of the individual, the work group, and the organization as a system. Topics include motivation, employee development, creative problem-solving, and organizational design. Prerequisite: MGMT 371 Management and Organizational Behavior or equivalent.
- MGMT 520 OPERATIONS AND PRODUCTION MANAGEMENT** 4
Focus is on the management of production/operation systems and their integration with the firm's other functions, including forecasting production, design and layout of production facilities, scheduling, quality control, and materials acquisition. Prerequisite: GBUS 505.
- MGMT 535 BUSINESS POLICY AND STRATEGY** 4
An integration of the functional aspects of business into a coherent framework for purposes of decision-making. Focus is on the case study method. Prerequisites: ACCT 501, FINA 505, MGMT 515, and MKTG 525.
- MKTG 525 MARKETING MANAGEMENT** 4
An integrated approach to marketing from a managerial standpoint for use in developing a framework for determination, implementation, and evaluation of the organization's marketing program. Prerequisite: MKTG 381 Principles of Marketing or equivalent.

EDUCATION AND PSYCHOLOGY

Steve Pawluk, Dean; Austin Archer, Rudi Bailey, Cleona Bazy, Mark Haynal, Hollis James, Gail Rittenbach, Lee Stough, Verlie Ward. Certification Officer: Molly Hanson

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

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

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

Graduate Degrees

Master of Arts (M.A.) in Counseling Psychology

Master of Arts (M.A.) in Education and Master of Education (M.Ed.) in the following areas of specialization:

Curriculum and Instruction

Educational Leadership

Literacy Instruction

School Counseling

Special Education

Students-at-Risk

Master of Arts in Teaching (M.A.T.):

Professional Practice

Special Education

Most specialization options are sufficiently flexible to meet individual needs. However, an applicant wishing to pursue a specialization in an area other than those listed above may submit to the department and the Graduate Council an individualized proposal. At least 24 quarter hours (18 hours in M.A. program) must be 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 School of Education and Psychology and requires Graduate Council approval *before* it is implemented.

Admission to Graduate Programs in Education and Psychology

In addition to the general admission requirements listed earlier in this bulletin, the School of Education and Psychology requires a satisfactory GRE score on the general exam and a personally prepared statement of philosophy and purpose. An interview with one or more the School of Education and Psychology faculty may also be required. The

EDUCATION AND PSYCHOLOGY

quality of the statement of philosophy and the three *professional* references is a significant factor in the decision process. A satisfactory score on the GRE subject exam in psychology is also required for acceptance to the Counseling Psychology program. Applicants who already hold a graduate degree from a regionally accredited institution are not required to take the GRE general exam.

Prerequisites Applicable to All Programs

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

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

Requirements Applicable to All Programs

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

Second Master's Degree

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

Teacher Certification

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

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

EDUCATION AND PSYCHOLOGY

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

COUNSELING PSYCHOLOGY (M.A. only)

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

Specialization Prerequisites: A minor in psychology or an equivalent 28 quarter hours, including course work in human development, MATH 206, PSYC 430 and PSYC 464 (or equivalents).

Specialization Requirements:

		credits
Basic Courses and Thesis		21
PSYC 501	Statistics in Research	3
PSYC 502	Statistics Lab	1
PSYC 521	Psychology of Learning	3
PSYC 561	Methods of Research	3
PSYC 562	Methods of Qualitative Research	2
PSYC 590	Thesis	8
PSYC 598	Graduate Seminar	1
Counseling Psychology Core		49
PSYC 489	Career and Lifestyle Development	3
PSYC 506	Advanced Human Development	3
PSYC 510	Social and Cultural Foundations of Counseling	3
PSYC 515	Advanced Counseling Theories	3
PSYC 518	Group Counseling	3
PSYC 520	Child and Family Counseling	3
PSYC 530	Marriage Counseling	3
PSYC 532	Psychological Assessment I	4
PSYC 534	Psychological Assessment II	4
PSYC 565	Counseling Techniques	3
PSYC 566	Practicum in Counseling	3
PSYC 567	Internship in Counseling	8
PSYC 572	Psychopathology	3
PSYC 589	Legal and Ethical Issues in Counseling and Psychology	3
Approved Electives		3
<i>Electives must be chosen in consultation with the student's adviser.</i>		

Total 73

EDUCATION AND PSYCHOLOGY

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

CURRICULUM AND INSTRUCTION

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

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

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

EDUCATION AND PSYCHOLOGY

EDUCATIONAL LEADERSHIP

This program of study prepares candidates to serve effectively as school principals. Courses are selected to provide the graduate student with a useful blend of educational theory, administrative principles, and practical skills. Satisfactory completion of this program will enable the graduate to obtain Washington state certification as a principal. The program requires a one-year half-time internship with a state certified principal. It is important to consult with a program advisor prior to beginning the program.

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

Specialization Requirements:		<i>credits</i>
Basic Courses and Professional Project or Thesis		20-24
EDUC 501	Statistics in Research	3
EDUC 502	Statistics Lab	1
EDUC 522	Philosophy and Education	3
EDUC 561	Methods of Research	3
EDUC 562	Methods of Qualitative Research	2
EDUC 581	Professional Project	4
or		
EDUC 590	Thesis	8
EDUC 598	Graduate Seminar	1
PSYC 521	Psychology of Learning	3
Educational Leadership Core		36
EDAD 525	Human Relations in Education	3
EDAD 526	School Finance	3
EDAD 527	School Facilities and Services	3
EDAD 539	Supervision of Instruction, K-12	4
EDAD 545	Principalship, K-12	4
EDAD 550	School Law	4
EDAD 565	Practicum in Administration	4,4,4
EDUC 556	Curriculum Planning	3
Approved Electives		0-4
<i>Electives must be chosen in consultation with the student's adviser.</i>		
Total		60

LITERACY INSTRUCTION

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

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

Specialization Requirements:		<i>credits</i>
Basic Courses and Professional Project or Thesis		20-24
EDUC 501	Statistics in Research	3
EDUC 502	Statistics Lab	1

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EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
	or		
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Literacy Instruction Core			18
EDUC 475	Teaching Reading Skills in the Content Area	3	
EDUC 535	Reading Diagnosis and Remediation	3	
EDUC 546	Reading and Writing Assessment	3	
ENGL 374	Literature for Children	3	
	or		
ENGL 375	Literature for Young Adults	3	
ENGL 389	Writing Theory	3	
PSYC 525	Psychology of Reading	3	
Approved Electives			3-7
<i>Electives must be chosen in consultation with the student's adviser.</i>			
Total			<hr/> 45

SCHOOL COUNSELING

This option prepares candidates to function as counselors in school settings. Satisfactory completions of the program will enable the graduate to obtain Washington state certification as a school counselor. It is important to consult with a program advisor prior to beginning the program.

Specialization Prerequisites: Introductory courses in psychology, including general psychology, child and adolescent development, educational psychology, and statistics. It is recommended that applicants hold a teaching certificate and have some experience in teaching.

Specialization Requirements:

	<i>credits</i>	
Basic Courses and Professional Project or Thesis:		
EDUC 522	Philosophy and Education	3
PSYC 501	Statistics in Research	3
PSYC 502	Statistics Lab	1
PSYC 521	Psychology of Learning	3
PSYC 561	Methods of Research	3
PSYC 562	Methods of Qualitative Research	2
PSYC 581	Professional Project	4
	or	
PSYC 590	Thesis	8
PSYC 598	Graduate Seminar	1
School Counseling Core		49
PSYC 430	Psychological Testing	3
PSYC 438	Counseling Exceptional Individuals and their Families	3

EDUCATION AND PSYCHOLOGY

PSYC 464	Counseling Theories	3	
PSYC 489	Career and Lifestyle Development	3	
PSYC 506	Advanced Human Development	3	
PSYC 510	Social and Cultural Foundations of Counseling	3	
PSYC 515	Advanced Counseling Theories	3	
PSYC 518	Group Counseling	3	
PSYC 520	Child and Family Counseling	3	
PSYC 538	Consultation and Collaboration in Schools	2	
PSYC 555	Issues in School Counseling	3	
PSYC 565	Counseling Techniques	3	
PSYC 566	Practicum in Counseling	3	
PSYC 567	Internship in Counseling	8	
PSYC 589	Legal and Ethical Issues in Counseling and Psychology	3	
Approved Electives			0 or 4
<i>Electives must be chosen in consultation with the student's adviser.</i>			
		Total	73

SPECIAL EDUCATION

This option is designed for practicing educators who wish to enrich their competency and provide leadership in the field of special education.

Specialization Prerequisites: Teacher certification, endorsement in Special Education, and a minimum of 18 months of verified full-time experience in education prior to awarding of degree.

Specialization Requirements:			<i>credits</i>
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
SPED 561	Methods of Research	3	
SPED 562	Methods of Qualitative Research	2	
SPED 581	Professional Project	4	
or			
SPED 590	Thesis	8	
Special Education Core			22
SPED 525	Psychology of Reading	3	
SPED 527	Theories of Intelligence	4	
SPED 539	Supervision of Instruction	4	
SPED 547	Internship in Special Education	4	

EDUCATION AND PSYCHOLOGY

SPED 555	Administration of Special Education	4	
SPED 596	Seminar: (Topic)	3	
Approved Electives			6 or 10
<i>Electives must be chosen in consultation with the student's adviser.</i>			
		Total	<hr/> 52

STUDENTS-AT-RISK

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

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

Specialization Requirements:

			credits
Basic Courses and Professional Project or Thesis			20-24
EDUC 501	Statistics in Research	3	
EDUC 502	Statistics Lab	1	
EDUC 522	Philosophy and Education	3	
EDUC 561	Methods of Research	3	
EDUC 562	Methods of Qualitative Research	2	
EDUC 581	Professional Project	4	
or			
EDUC 590	Thesis	8	
EDUC 598	Graduate Seminar	1	
PSYC 521	Psychology of Learning	3	
Students-at-Risk Core			21-22
CORR 387	Juvenile Delinquency	3	
EDAD 550	School Law	4	
EDUC 492	Education of the Gifted	3	
PSYC 492	Abnormal Psychology	3	
SOWK 464	Children at Risk	3	
SOWK 510	Cultural and Ethnic Perspectives		2-3
or			
EDUC 444	Teaching Culturally Diverse Students		
SPED 430	Issues and Trends in Special Education		
or			
SPED 437	Instruction of Exceptional Students	3	
Approved Electives			0-4
<i>Electives must be chosen in consultation with the student's adviser.</i>			
		Total	<hr/> 45

MASTER OF ARTS IN TEACHING, Professional Practice (M.A.T.)

This course of study is intended for practicing teachers who are working toward Professional Certification in the state of Washington.* It is primarily a field-based course of study, focusing on the blending of theory and practice in the student's classroom and school setting.

A minimum of 45 quarter credits is required. Eighteen of the 45 quarter credits must be from classroom-based courses. These shall include the Basic Core courses identified below. Twenty one of the 45 quarter credits must result from field-based study (EDFB course work).

A maximum of 12 quarter credits may be transferred in from another institution or brought into the program from non-matriculated study at WWC. A minimum of 12 of the 18 credits comprising the Basic Core and Elective courses will be taken at Walla Walla College. Requests for transfer of credits will be evaluated by the School of Education and Psychology.

The degree program will be designed on an individual basis with reference to:

- a. The standards and criteria for Professional Certification.
- b. The professional and educational needs of the candidate.
- c. An emphasis on field-based study.

Specialization Prerequisites: Initial or Residency Certification for the state of Washington; a minimum of one full school year of verified, successful, full-time teaching experience; positive recommendations from the administrator of the school in which the teaching experience took place; development of an Individualized Professional Growth Plan leading to Professional Teacher Certification.

Specialization Requirements:

Basic Core		9 credits
PSYC 521	Psychology of Learning, 3 credits	
EDUC 551	Action Research, 3 credits	
EDUC 506	Perspectives on School and Community, 3 credits	
Electives - 9 credits		11 credits
	EDUC, PSYC, or subject area courses related to areas of the candidate's certification.	
Research Strand		6 credits
EDUC 581	Professional Project, 4 credits	
or		
EDUC 571	Action Research Lab, 4 credits	
Field-based Study		21 credits
EDFB 520: Effective Teaching: (Student supplies specific course name)		1-3; 21
EDFB 530: Professional Development: (Student supplies specific course name)		1-3; 21
EDFB 540: Leadership: (Student supplies specific course name)		1-3; 21

* Washington Administrative Code (WAC 180-78A-505 to 540) may be accessed via the Internet at: <http://www.mtrsc.org>.

EDUCATION AND PSYCHOLOGY

MASTER OF ARTS IN TEACHING, SPECIAL EDUCATION (M.A.T)

This option is designed for students who have teacher certification and wish to add a primary special education endorsement.

Specialization Prerequisites: Teacher certification, SPED 210 (Foundations of Special Education) or equivalent.

Special Education Core

SPED	415	Teaching the Preschool Exceptional Child	3
SPED	492	Education of the Gifted	3
SPED	524	Adapted Physical Education and Recreation	3
SPED	573	Management of Exceptional Individuals	4
SPED	510	Adaptive Technology in Special Education	3
SPED	530	Legal and Professional Issues in Special Education	3
SPED	533	Assessment of Exceptional Individuals	4
SPED	535	Reading Diagnosis and Remediation	3
SPED	536	Teaching Students with Mild Disabilities	4
SPED	537	Teaching Students with Severe Disabilities	4
SPED	538	Consultation and Collaboration in Schools	2
SPED	540	Functional Assessment	4
SPED	541	Counseling Exceptional Individuals and Their Families	3
SPED	550	Understanding Research	3
SPED	551	Action Research	3
SPED	580	Practicum in Special Education	3

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GRADUATE COURSES - EDUCATION

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

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

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

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

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.

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- EDUC 533 LITERATURE-BASED READING INSTRUCTION** 3
An examination of current philosophy and research supporting literature-based reading instruction. Focus on establishing the context for literacy learning, selection and creation of appropriate materials, integration of literature in the content areas, and the teaching of literary elements in context. Prerequisite: EDUC 360 or equivalent.
- EDUC 535 READING DIAGNOSIS AND REMEDIATION (OR SPED 535)** 3
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360 or equivalent.
- EDUC 537 THEMATIC APPROACHES TO THE TEACHING OF READING AND WRITING** 3
The application of holistic theory to reading and writing instruction in the elementary school. Teachers will be immersed in themes and, in turn, create integrated units for their own classrooms. Prerequisite: EDUC 360 or equivalent.
- EDUC 542 ISSUES AND TRENDS IN LITERACY** 3
An exploration of current issues and research in reading and language arts.
- EDUC 546 READING AND WRITING ASSESSMENT** 3
Exploration of strategies for observing and evaluating students' reading and writing abilities. Assessment of portfolios, journals, essays, and oral reading will be addressed. Prerequisite: EDUC 360 or equivalent.
- EDUC 551 ACTION RESEARCH (OR SPED 551)** 3
Methods of classroom-based research for the practicing teacher. Includes problem definition, hypothesis or research question development, research design, data collection and interpretation, and application and reporting of findings. Prerequisite: Teacher certification or permission on instructor.
- EDUC 556 CURRICULUM PLANNING** 3
Examines the purposes, products, and processes of curriculum design in terms of personal and social values. Explores interactions between curriculum content and students, teachers, and community.
- EDUC 561 METHODS OF RESEARCH (OR PSYC 561 or SPED 561)** 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: PSYC 501 and 502 or equivalent courses.
- EDUC 562 METHODS OF QUALITATIVE RESEARCH (OR PSYC 562 or SPED 562)** 2
History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: EDUC 561
- EDUC 565 PRACTICUM IN READING** 2-4; 4
Supervised experiences with elementary-age children, where instructional techniques, management, and assessment can be observed and practiced. Formal application is required. S/NC
- EDUC 567 COMPARATIVE EDUCATION** 3
A comparison of systems and philosophies of education in various parts of the world; examination of global trends in schooling; emphasis on the role of cultural impacts.

EDUCATION AND PSYCHOLOGY

EDUC 571 ACTION RESEARCH LAB

1-4;4

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

EDUC 575 READINGS: (Topic)

2-4

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

EDUC 581 PROFESSIONAL PROJECT

2-6

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

EDUC 590 THESIS

2-8

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

EDUC 598 GRADUATE SEMINAR

1; 3

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

GRADUATE COURSES - EDUCATION FIELD-BASED

EDFB 520 EFFECTIVE TEACHING: (Specific course name)

1-3; 21

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

EDFB 530 PROFESSIONAL DEVELOPMENT: (Specific course name)

1-3; 21

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

EDFB 540 LEADERSHIP: (Specific course name)

1-3; 21

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

EDUCATION AND PSYCHOLOGY

GRADUATE COURSES - *EDUCATIONAL LEADERSHIP*

- EDAD 525 HUMAN RELATIONS IN EDUCATION** 3
Interpersonal communications and group dynamics for the educational leader. Also considers the role of communication and positive relationships in personnel functions and the collective bargaining process.
- EDAD 526 SCHOOL FINANCE** 3
Analysis of economic and financial issues affecting the operation of schools and school systems. Topics include cost analysis, sources of revenue, budgeting, and the day-to-day management of fiscal resources.
- EDAD 527 SCHOOL FACILITIES AND SERVICES** 3
Analysis, coordination, and management of the facilities and services found in a typical school. Trends in building design and maintenance with an eye toward efficient and effective use. Examination of co-curricular and non-curricular activities and their importance to the overall operation of the school.
- EDAD 539 SUPERVISION OF INSTRUCTION, K-12** 4
For superintendents, principals, supervisors, and teachers concerned with instructional improvement through professional supervision. Study of the role, aims, principles, and techniques of instructional supervision. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor.
- EDAD 545 PRINCIPALSHIP, K-12** 4
The role of the principal; administration of the curriculum; organization of the schedule, calendar, and catalog; staff organization and utilization; attendance and discipline programs; responsibilities for office management and auxiliary services. Prerequisite: three years teaching experience or permission of instructor.
- EDAD 547 QUALITY SCHOOLS** 3
Examines the effective schools research, definitions of and trends in quality education, alternative approaches to providing public and private education, and the public's perceptions and preferences regarding schools.
- EDAD 550 SCHOOL LAW** 4
The legal basis for public and parochial school operation in the United States. Considers such issues as governmental relations, separation of church and state, board operations and procedures, contractual obligations, student control, and tort liability.
- EDAD 565 PRACTICUM IN ADMINISTRATION** 4;12
Internship with a certificated practitioner of P-12 school administration in which the candidate performs in the role for which the endorsement is sought. Candidate will enhance and demonstrate specific leadership and administrative skills identified in the pre-internship evaluation. Prerequisite: 540 days of full-time or more teaching in a public or private school system and permission of the School of Education & Psychology. S/NC
- EDAD 575 READINGS: (Topic)** 2-4
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's adviser.

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.

**ENGL 549 WRITING WORKSHOP: THINKING AND WRITING
WITH COMPUTERS** 3
Current theory and practice in the teaching of writing with special emphasis on the use of technology as it supports the writing process. Students will compose, do on-line peer conferencing, and explore the Internet in a computer lab setting. Through readings and discussions the class will explore such relevant topics as computer access and computer-based assignments. Prerequisite: A formal application and permission of the instructor.

GRADUATE COURSES - *PSYCHOLOGY AND COUNSELING*

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

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

PSYC 506 ADVANCED HUMAN DEVELOPMENT 3
Major theories and findings in human development from infancy to adulthood. Areas to be studied will include cognitive, moral, socio-emotional and brain development, as well as research methods. There will be an emphasis on current primary research.

PSYC 510 SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING 3
The understanding of the impact of racial, cultural, and ethnic factors on behavior and the counseling process.

PSYC 515 ADVANCED COUNSELING THEORIES 3
Critical analysis and research investigation of leading theories of counseling and their implication for practice. Students are expected to develop a primary theoretical orientation. Prerequisite: PSYC 366 or 464.

PSYC 518 GROUP COUNSELING 3
Theories and techniques of counseling in group situations. Prerequisite: PSYC 515. Alternate years

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- PSYC 520 CHILD AND FAMILY COUNSELING** 3
Study and application of the theories and techniques for counseling children, in both individual and family settings. Play therapy, cognitive-behavioral, and family systems approaches to child and family counseling.
- PSYC 521 PSYCHOLOGY OF LEARNING** 3
The physiological and psychological bases for functional learning are discussed, and the experimental evidence supporting psychological hypotheses is reviewed.
- PSYC 525 PSYCHOLOGY OF READING (OR SPED 525)** 3
Study of the psychological, perceptual, developmental, and physiological aspects of reading.
- PSYC 527 THEORIES OF INTELLIGENCE (OR SPED 527)** 4
A review of current literature regarding theories of intelligence and their applications to teaching and learning, including the etiology and history of mental retardation and giftedness as they relate to educational endeavors.
- PSYC 530 MARRIAGE COUNSELING** 3
Advanced techniques in couple counseling. Topics include the building blocks of successful relationships, conflict resolution, spouse abuse, dual-career marriages, substance abuse issues, intimacy enhancing techniques, and an introduction to divorce mediation and sex therapies. Alternate years.
- PSYC 532 PSYCHOLOGICAL ASSESSMENT I** 4
Instruction and supervised experience in the administration and interpretation of psychological tests, and the writing of psychological reports. The emphasis will be on the assessment of children. Prerequisites: PSYC 430.
- PSYC 534 PSYCHOLOGICAL ASSESSMENT II** 4
Instruction and supervised experience in both the assessment of normal personality and cognition and the diagnosis of psychological disorders, using interview, observation, and objective and projective testing. Prerequisite: PSYC 532.
- PSYC 538 CONSULTATION AND COLLABORATION
IN SCHOOLS (OR SPED 538)** 2
Different models of collaboration will be studied: including the consulting model, the coaching model and the teaming model. The course will also include a study of collaboration with parents, teachers, community agencies and other professionals.
- PSYC 541 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR
FAMILIES (OR SPED 541)** 3
Students will learn school, family, and community partnerships to improve learning for students with disabilities and their families, understanding and applying knowledge of family systems including cultural and linguistic diversity. Students will also learn transition planning for new settings including planning post-school outcomes. Students will be able to counsel with parents regarding the grieving process, behavioral management plans and coping techniques, and counsel exceptional students regarding academic and vocational plans. The students will be able to counsel with school personnel about teaching techniques and behavior management strategies.

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- PSYC 555 ISSUES IN SCHOOL COUNSELING** 3
Planning, organizing, implementing, and evaluating K-12 counseling programs will be the main emphasis. The student will learn how to be flexible in reacting to differing consumer demands and proactive in providing counseling and guidance services to meet the needs of the student population and the school organization. Even years only - Alternating summers.
- PSYC 561 METHODS OF RESEARCH (OR EDUC 561 OR SPED 561)** 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: PSYC 501 and 502 or equivalent courses.
- PSYC 562 METHODS OF QUALITATIVE RESEARCH
(OR EDUC 562 OR SPED 562)** 2
History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: PSYC 561
- PSYC 565 COUNSELING TECHNIQUES** 3
Didactic and experiential training in the basic counseling principles and techniques. Prepares the student for practicum through role playing, videotaped feedback, and simulation. Includes exploration of different kinds of psychological interviews with various clinical populations. Prerequisite: PSYC 515. S/NC
- PSYC 566 PRACTICUM IN COUNSELING** 3
Supervised experience in counseling. Counseling experiences are provided in a laboratory setting to facilitate integration of theory and practical skills learned in previous studies. Emphasis on working with individual clients. Pre-requisites: PSYC 515 and 565. S/NC
- PSYC 567 INTERNSHIP IN COUNSELING** 2-8
Supervised internship in a school or mental health setting. This is on-the-job professional service and must include at least one hour per week of individual supervision provided by the site supervisor. Fifty (50) hours are required for each credit hour of internship. Prerequisite: PSYC 566. S/NC
- PSYC 572 PSYCHOPATHOLOGY** 3
Psychopathology and diagnostic systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) will be discussed. The course also includes a critical examination of the clinical and experimental literature in psychopathology. Etiologies of cognitive/affective functions and dysfunctions and implications for therapeutic interventions are also addressed.
- PSYC 575 READINGS: (Topic)** 2-4
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's adviser.
- PSYC 581 PROFESSIONAL PROJECT** 2-4
Planning and implementation of a significant project in psychology. Developed in close consultation with a department faculty member, the professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing. S/NC

EDUCATION AND PSYCHOLOGY

PSYC 589 LEGAL AND ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND COUNSELORS 3

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

PSYC 590 THESIS 2-8

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

PSYC 598 GRADUATE SEMINAR 1; 3

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

GRADUATE COURSES - *SPECIAL EDUCATION*

SPED 510 ADAPTIVE TECHNOLOGY IN SPECIAL EDUCATION 3

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

SPED 515 INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION 4

The prescription and implementation of individualized curricula for special education students, including the selection and utilization of appropriate assessment tools and technological innovations. Prerequisites: SPED 433 and SPED 437.

SPED 524 ADAPTED PHYSICAL EDUCATION AND RECREATION 3

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

SPED 525 PSYCHOLOGY OF READING (OR EDUC 525 OR PSYC 525) 3

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

SPED 527 THEORIES OF INTELLIGENCE (OR PSYC 527) 4

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

SPED 530 LEGAL AND PROFESSIONAL ISSUES IN SPECIAL EDUCATION 3

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

SPED 533 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS 4

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

EDUCATION AND PSYCHOLOGY

- SPED 535 READING DIAGNOSIS AND REMEDIATION (OR EDUC 535)** 3
Prerequisite: EDUC 360 or equivalent. See the Education listing in this Bulletin.
- SPED 536 TEACHING STUDENTS WITH MILD DISABILITIES** 4
In-depth examination and implementation of effective teaching techniques for students with mild disabilities. There will be an emphasis on regular curriculum modifications and adaptations, and making accommodations following WAC, IDEA, 504, and ADA requirements.
- SPED 537 TEACHING STUDENTS WITH SEVERE DISABILITIES** 4
In-depth examination and implementation of effective teaching techniques for students with severe disabilities. The student will also study classroom set-up for accommodations of these students in the regular classroom.
- SPED 538 CONSULTATION AND COLLABORATION IN SCHOOLS
(OR PSYC 538)** 2
Students will learn school, family, and community partnerships to improve learning for students with disabilities. They will understand and apply knowledge of family systems including cultural and linguistic diversity. Students will also learn collaboration, teaming, partnerships, and supervision of paraeducators. Students will design multidisciplinary teams including community agencies, paraprofessionals and parents of students with disabilities to provide effective programming.
- SPED 539 SUPERVISION OF INSTRUCTION** 4
For special education consultants and supervisors concerned with instructional improvement through professional supervision. Study of the role, aims, principle (should be "principles") and techniques of instructional supervision in special education settings. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor.
- SPED 540 FUNCTIONAL ASSESSMENT** 3
Students will assess and evaluate using functional behavior analysis. Student will also understand the role of functional assessment in student placement and curriculum modification and adaptation, and making accommodations for special needs students. Prerequisite: SPED 433 or 533.
- SPED 541 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR
FAMILIES (OR PSYC 541)** 3
Students will learn school, family, and community partnerships to improve learning for students with disabilities and their families, understanding and applying knowledge of family systems including cultural and linguistic diversity. Students will also learn transition planning for new settings including planning post-school outcomes. Students will be able to counsel with parents regarding the grieving process, behavioral management plans and coping techniques, and counsel exceptional students regarding academic and vocational plans. The students will be able to counsel with school personnel about teaching techniques and behavior management strategies.
- SPED 550 UNDERSTANDING RESEARCH** 3
Development of skills in understanding and evaluating published research reports. Literature reviews, statistical samples, instrumentation, research design, results and discussion of findings will be examined.
- SPED 551 ACTION RESEARCH (OR EDUC 551)** 3
Methods of classroom-based research for the practicing teacher. Includes problem definition, hypothesis or research question development, research design, data collection and interpretation, and application and reporting of findings. Prerequisite: Teacher certification or permission on instructor

EDUCATION AND PSYCHOLOGY

- SPED 555 ADMINISTRATION OF SPECIAL EDUCATION** 4
The organization and administration of special education programs. Exploration of budgeting, scheduling, reporting, and supervisory responsibilities, including the provision of appropriate facilities and services.
- SPED 561 METHODS OF RESEARCH (OR EDUC 561 or PSYC 561)** 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. A formal research proposal is developed as the course progresses. Prerequisite: EDUC 501 and 502, or equivalent courses.
- SPED 562 METHODS OF QUALITATIVE RESEARCH (OR EDUC 562 or PSYC 562)** 2
History, theory, and procedures of qualitative research. Includes evaluation of published research and the design of a qualitative research project. Prerequisite: EDUC 562
- SPED 565 PRACTICUM IN SPECIAL EDUCATION** 2-8; 8
Professional experience in special education under the direction of a credentialed specialist in the field. Formal application required. Prerequisite: SPED 515 .
- SPED 573 MANAGEMENT OF EXCEPTIONAL INDIVIDUALS** 4
In-depth examination and administration of various models and techniques for the management of exceptional individuals within the classroom, home and community. On-site field experience required.
- SPED 575 READINGS: (Topic)** 2-4
Advanced study confined to topic areas where the student can demonstrate prior knowledge and skills. Conducted in consultation with a faculty member. Written and/or oral reports are required. Prerequisite: Permission of the student's adviser.
- SPED 580 PRACTICUM IN SPECIAL EDUCATION** 3
Provides a broad spectrum of closely supervised experience in actual field settings, including assessment, management, and instruction techniques. Prerequisites: SPED 573, 533, 537, and permission of special education advisor. S/NC
- SPED 581 PROFESSIONAL PROJECT** 2-4
Planning and implementation of a significant project in special education. Developed in close consultation with a department faculty member, the professional project typically concludes with a formal report and/or public presentation. Prerequisite: Graduate standing. S/NC
- SPED 590 THESIS** 2-8
The planning, execution, and formal presentation of original research in education. Completed under the guidance of a faculty committee appointed by the department in consultation with the student. Prerequisite: EDUC 561 and graduate standing. S/NC
- SPED 596 SEMINAR: (Topic)** 2-3; 6
In-depth examination of a specific topic in special education. Topics may include conflict resolution, anger management, dealing with aggression, chromosomal testing, assistive technology, emerging legal requirements, etc. Prerequisite: Graduate standing or permission of the instructor.
- SPED 597 INTERNSHIP IN SPECIAL EDUCATION** 4
Professional laboratory experience for candidates wishing to be consultants or supervisors of special education. Provides a variety of experiences in administration or supervision of special education. May also include placement in a classroom if the candidate lacks such experience. S/NC

EDUCATION AND PSYCHOLOGY

SUPPORTING COURSES - *EARLY CHILDHOOD EDUCATION*

- CHLD 415 TEACHING THE PRESCHOOL EXCEPTIONAL CHILD** 3
Diagnosis and instructional planning on behalf of the preschool (0-6 years of age) exceptional child.
- CHLD 430 ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION** 3
Current literature and legislation pertaining to early childhood education, and models for delivery of these services. Prerequisite: CHLD 310.
- CHLD 438 INTERVENTION IN THE PRESCHOOL SETTING** 3
Analysis of the interaction and development of the child within the school, family, and community; approaches to child rearing, management, and guidance. Prerequisite: CHLD 310.
- CHLD 455 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN** 2
Normal development of speech and language in children, including methods of facilitation. Prerequisite: CHLD 310.

SUPPORTING COURSES - *EDUCATION*

- EDUC 360 ELEMENTARY CURRICULUM AND INSTRUCTION:
READING AND LANGUAGE ARTS** 8
Study of language acquisition in elementary-age children, including speaking, thinking, listening, reading and writing, drama and children's literature. Philosophy, curriculum, media, and research-based strategies used in teaching reading and language arts. Practicum required. Prerequisite: Admission to Teacher Certification Program.
- 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 AND INSTRUCTION:
MATHEMATICS** 4
Survey of the curriculum, media, and research-based strategies used in teaching elementary mathematics, including software evaluation for computer-aided instruction (CAI). Prerequisite: MATH 112 and 113 or a more advanced mathematics course.
- EDUC 381 ELEMENTARY CURRICULUM AND INSTRUCTION: RELIGION** 2
Survey of the curriculum, media, and strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships that provide effective religious instruction.
- EDUC 382 ELEMENTARY CURRICULUM AND INSTRUCTION:
SOCIAL STUDIES** 2
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.
- EDUC 383 ELEMENTARY CURRICULUM AND INSTRUCTION:
SCIENCE AND HEALTH** 3
Survey of the curriculum, media, and research-based strategies used in teaching elementary science and health; emphasis on science as a process of inquiry. Prerequisite: Admission to Teacher Certification Program.

EDUCATION AND PSYCHOLOGY

- 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.
- 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 (OR SPED 492)** 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.
- SUPPORTING COURSES - OTHER DEPARTMENTS**
- 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.
- ENGL 384 ADVANCED ENGLISH GRAMMARS** 3
Study of the traditional, structural, and transformational grammars; taught especially for prospective teachers and writers. Prerequisites: ENGL 121, 122, 223; or HONR 141, 142, ENGL 223.
- ENGL 389 WRITING THEORY** 3
A study of composition theory and the writing process. Through writing practice, students study the application of this theory to their own work and to the teaching of writing.

EDUCATION AND PSYCHOLOGY

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, sorting agency; sociometric devices.

SUPPORTING COURSES - *PSYCHOLOGY*

PSYC 366 THEORIES OF PERSONALITY 4
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 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 441 COUNSELING EXCEPTIONAL INDIVIDUALS AND THEIR FAMILIES (OR SPED 441) 3

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

EDUCATION AND PSYCHOLOGY

PSYC 444 SOCIAL PSYCHOLOGY 4
The dynamics of social interaction and interpersonal behavior with application to contemporary society. Prerequisite: PSYC 130.

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

PSYC 464 COUNSELING THEORIES 4
Introduction to psychological theory and skills essential for developing effective, helping relationships with individuals and groups. Prerequisite: PSYC 366 or permission of Instructor.

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 BIOLOGICAL PSYCHOLOGY 4
Focuses on the physiological substrates of human behavior. Emphasis placed on the structure and function of sensory and effector mechanisms, the nervous system, and the endocrine system as they are involved in behavior. The psychobiology of emotional, learning, and reproductive behavior is also stressed. Prerequisites: PSYC 130, BIOL 101 or BIOL 201.

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

PSYC 492 ABNORMAL PSYCHOLOGY 4
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 415 TEACHING THE PRESCHOOL EXCEPTIONAL CHILD 3
Diagnosis and instructional planning on behalf of the preschool (0-6 years of age) exceptional child.

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

OTHER COURSES

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

SOCIAL WORK

Wilma Hepker, Dean; Standley Gellineau, Director of Graduate Program; Cindee Bailey, Darold Bigger, Tom Buske, Sandra Christian, Pam Cress, Elizabeth Dane, Jack Ellis, Cindy Fleischer, Doug Fleischer, Kevin Grussling, Randi Hankins, Mary Laabs, Rebecca Marrujo, Lana Martin, Marja McChesney, Janet Ockerman, Nancy Peters, Susan Smith, Heather Vonderfecht

The School of Social Work offers a two-year graduate program that leads to a Master of Social Work degree. The program has a clinical focus and takes a direct practice/systems approach to social work education by integrating theory and practicum experience. The MSW program is fully accredited by the Council on Social Work Education.

In addition to the two-year program, 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. work as social work educators.

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

Transfer Students. Classroom courses and/or supervised field 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 39 hours of graduate credit while in residence at Walla Walla College for the MSW degree.

MASTER OF SOCIAL WORK

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

REQUIRED COURSES

	<i>Regular Standing</i>	<i>Advanced Standing</i>
<i>Core Courses: First Year</i>		
SOWK 510 Cultural and Ethnic Perspectives of Social Work	3	3
SOWK 514 Social Work Policies and Services I	3	-
SOWK 515 Social Work Policies and Services II	3	-
SOWK 517 Social Work Practice I	3	-
SOWK 518 Social Work Practice II	3	-
SOWK 519 Social Work Practice III	3	-
SOWK 520 Social Work Practice IV	2	-
SOWK 524 Human Behavior and Social Environment I	3	-
SOWK 525 Human Behavior and Social Environment II	3	-
SOWK 530 Field Practicum	6	-
SOWK 538 Social Work Research	3	-
SOWK 539 Research Applications in Social Work	2	-
SOWK 542 Dysfunctional Behavior in Clinical Social Work	3	3
<i>Core Courses: Second Year</i>		
SOWK 508 Social Work and Religion	2	2
SOWK 540 Advanced Clinical Evaluation		
OR	3	3
SOWK 589 Advanced Research Methods		
SOWK 541 Advanced Practice	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>15</u>	<u>20</u>
Total	80	51

*To be chosen from electives listed below, of which a minimum of 5 credits must be in clinical practice electives; one of the electives must be a theory course (t).

SOCIAL WORK

GENERAL ELECTIVES

credits

	SOWK 377 Introduction of Alcohol and Addiction Treatment*	3
	SOWK 435 Social Gerontology	3
	SOWK 437 Death and Dying	3
	SOWK 460 Services to Families with Children	3
	SOWK 464 Children at Risk	3
t	SOWK 466 Comparative Theories of Social Work Practice	3
	SOWK 471 Human Sexuality	3
	SOWK 472 Stress Management	3
	SOWK 543 Social Work Administration and Management	3
	SOWK 550 Protective and Substitute Care of Children	2
	SOWK 553 Legal Aspects of Social Work Practice	3
	SOWK 554 Inter-generational Relationships	2
	SOWK 561 Physiological Effects and Pharmacology of Alcohol and Drugs*	3
	SOWK 567 Selfcare for the Social Worker	2
	SOWK 579 Directed Research/Project	1-2
	SOWK 590 Thesis	1-3

ADVANCED CLINICAL PRACTICE ELECTIVES

	SOWK 551 Family Violence	3
	SOWK 552 Clinical Treatment of Children and Adolescents	3
	SOWK 555 School Social Work	3
	SOWK 556 Play Therapy	3
t	SOWK 557 Solution Focused Brief Therapy	3
t	SOWK 558 Cognitive and Behavioral Therapies for Social Workers	3
t	SOWK 559 Reality Therapy	3
	SOWK 560 Clinical Treatment in Addictions*	3
	SOWK 562 Clinical Skills with Addictive Families*	3
t	SOWK 566 Object Relations Theory	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	3
	SOWK 575 Clinical Practice of Crisis Intervention	3

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

GRADUATE COURSES - SOCIAL WORK

SOWK 508 SOCIAL WORK AND RELIGION 2
The role of 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 AND 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.
- SOWK 518 SOCIAL WORK PRACTICE II** 3
The application and practice of group process and dynamics, roles and behaviors, group formation and structuring, and group-facilitating techniques for the social worker at various system levels. Prerequisite: SOWK 517; Prerequisite or Corequisite: SOWK 525.
- SOWK 519 SOCIAL WORK PRACTICE III** 3
Family systems theory and the practice of family therapy. The effects of societal systems, culture, and class on the family unit, and consequent problem identification and intervention strategies needed at various system levels. Prerequisite: SOWK 518.
- SOWK 520 SOCIAL WORK PRACTICE IV** 2
This course introduces the student to a variety of macro interventions with both communities as well as larger organizations. Students will be introduced to community planning skills and interventions for social change necessary to provide effective social services for meeting human needs. Prerequisite: SOWK 518
- SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I** 3
The biological, psychological, social, and cultural factors and theories of human development from birth through adolescence. Considers the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of pre-adults.
- SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II** 3
The biological, psychological, social, and cultural factors of human development affecting adult behavior. Considers the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of adults in community systems and organizations. Prerequisite: SOWK 524.
- SOWK 530 FIELD PRACTICUM** Advanced Standing 2-12;12 Regular Standing 2-18;18
Practice in a social service program; the field application of course work knowledge and skills. Agency instructors provide the supervision for the field experience, in cooperation with the student's faculty field liaison. Advanced Standing or Prerequisite: SOWK 517 or Corequisite SOWK 518.

SOCIAL WORK

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.

SOWK 539 RESEARCH APPLICATIONS IN SOCIAL WORK

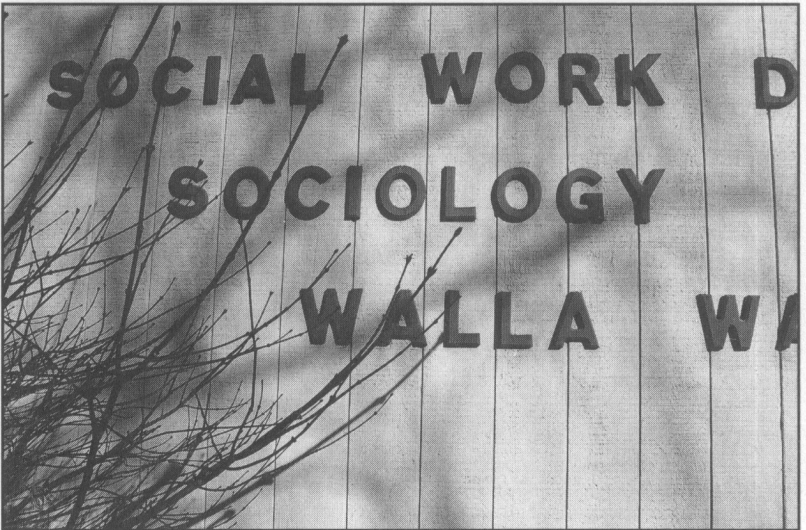
2

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

SOWK 540 ADVANCED CLINICAL EVALUATION

3

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



SOWK 541 ADVANCED PRACTICE

3

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

SOCIAL WORK

- SOWK 542 DYSFUNCTIONAL BEHAVIOR IN CLINICAL SOCIAL WORK** 3
The focus of this course is on the biological, psychological, social and environmental forces that impact upon behavior and functioning of moderately to severely impaired persons. It is designed to familiarize the advanced practitioner with standardized diagnostic criteria and processes used within the field to categorize deviant and dysfunctional behavior. Prerequisite: SOWK 525.
- 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 builds on the student's foundation of social welfare policy and social work practice to emphasize the integration of policy-practice as a social work intervention. Specific policy issues relevant to professional social work are examined by connecting the practice of clinical social work with its role in social change. 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. Prerequisite: SOWK 519, SOWK 541 or permission of instructor.
- SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN** 2
Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.
- SOWK 551 FAMILY VIOLENCE** 3
Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence. Prerequisite: Second year standing or permission of instructor.
- SOWK 552 CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS** 3
Neuroses, psychoses, and other behavior disorders - their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.
- SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE** 3
The laws and legal issues governing social work practice. Both legal and psycho-social perspectives considered.
- SOWK 554 INTERGENERATIONAL RELATIONSHIPS** 2
The course examines social issues and relationship dynamics from an intergenerational perspective. Intervention approaches are examined that focus on the promotion of positive interaction between people from different generations.
- SOWK 555 SCHOOL SOCIAL WORK** 3
This course is intended to familiarize students with the history, legalities, and practice of social work in an educational setting. This course will describe how social work knowledge, skill, and values provide an ecological approach to preventative, crisis, and remedial care for school children and their families. Required of all school social work practicum students.
- SOWK 556 PLAY THERAPY** 3
This course covers varied play therapy theories from directive to non-directive. Includes practice of techniques; and discussion of issues and research unique to children and families.

SOCIAL WORK

- SOWK 557 SOLUTION-FOCUSED BRIEF THERAPY** 3
Methods of collaboration and cooperation with clients to set up goals for treatment. Focus on client's previous successes and on solutions. Prerequisite: Second year standing.
- SOWK 558 COGNITIVE AND BEHAVIORAL THERAPIES FOR SOCIAL WORKERS** 3
Includes theory and practice of relatively short-term, problem-focused intervention styles. Interventions learned include cognitive therapy, relaxation training, and systematic desensitization as applied in various social work practice settings. Lecture, small group work, and role playing with a hands-on practice-oriented approach. Prerequisite: Second year standing.
- SOWK 559 REALITY THERAPY** 3
Historical and theoretical background of this approach and the application to individuals, couples, families and groups. This approach is particularly useful with unwilling clients such as court-referred individuals, perpetrators of violence, delinquent adolescents, and persons abusing chemical substances. Use of lecture, video, live demonstrations and individual role-play practice will be utilized. Prerequisite: Second year standing.
- SOWK 560 CLINICAL TREATMENT IN ADDICTIONS** 3
Chemical dependency and other addictions - a comparative study of their etiology, diagnosis, and treatment. Prerequisite: SOWK 377 or permission of instructor.
- SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS** 3
The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects. Prerequisite: SOWK 377 or permission of instructor.
- SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES** 3
Chemical dependency and other addiction-related problems in the family. Includes study of compulsive behaviors such as overeating, workaholism, relationship addictions, etc. This course integrates recent knowledge from the field of addictions with the knowledge of solution-focused family therapy to enhance the practitioners' clinical skills with addictive families. Prerequisite: SOWK 377 or permission of instructor.
- SOWK 566 OBJECT RELATIONS THEORY** 2
An introduction to the psychoanalytic treatment model for long term therapy in contrast to the brief models. Course includes historical development of ORT, assessment, interventions and integration with other models of therapy. Prerequisite: Second Year Standing.
- SOWK 567 SELFCARE FOR SOCIAL WORKERS** 2
Promotes an understanding of the importance of self care for social work professionals. Covers both personal and professional self care issues. Helps students learn the techniques available to prevent burnout and develop a self care program.
- SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING** 3
The psychosocial components of patient-family responses to physical illness; the role of social services and intervention in a medical setting. Prerequisite: Second year standing or permission of instructor.
- SOWK 571 AGING AND HEALTH CARE** 3
Senescence, geriatric pathology, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults. Prerequisite: Second year standing.

SOCIAL WORK

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 Advanced Standing.

SOWK 574 SOCIAL WORK SUPERVISION 3
Emphasis upon clinical social work supervision in a variety of settings. Considers the needs of supervisors as well as the role and function of the supervisor. Attention is given to administrative supervision, ethics, competency skills through supervision, and cultural awareness. Prerequisite: Advanced Standing or Second Year Standing.

SOWK 575 CLINICAL PRACTICE OF CRISIS INTERVENTION 3
The study of human mental functions in crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations. Prerequisite: Second year standing or permission of instructor.

SOWK 579 DIRECTED RESEARCH/PROJECT 1-2;2
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. A written proposal is developed by the student and approved by the advisor prior to beginning the research/project.

SOWK 589 ADVANCED RESEARCH METHODS IN SOCIAL WORK 3
Principles of social work research and evaluation will be presented. After consultation with the student's adviser and thesis committee, a research topic will be selected. Students will prepare and defend a thesis proposal for original social work research. Prerequisite: Permission of instructor and Advanced Standing or SOWK 539.

SOWK 590 THESIS 1-3;3
Students will complete and defend the research project begun in SOWK 589. This process will be supervised by the student's adviser and the thesis committee. Prerequisite: SOWK 589.

SUPPORTING COURSES - *SOCIAL WORK*

SOWK 377 INTRODUCTION TO ALCOHOLISM AND ADDICTION TREATMENT 3
A comprehensive survey covering the basic aspects of alcohol, alcoholism, prevention and intervention, rehabilitation and treatment. Alcoholism and other addictions are studied as disease processes. Recommended prerequisite: HLTH 208 or permission of instructor.

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

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

SOCIAL WORK

- SOWK 460 SERVICES TO FAMILIES WITH CHILDREN** 3
Development of child welfare services, their structure and function today, current challenges facing America in the welfare of its children, the role of social work in child abuse investigations, treatment provisions, and regulation. Prerequisite: PSYC 130 or SOCI 204, or permission of instructor.
- SOWK 464 CHILDREN AT RISK** 3
Study of intervention strategies when working with children at risk, in social services, school, medical or community settings. Specific issues discussed include: child abuse and neglect, behavior management, family and child assessment, teen pregnancy and suicide, adoption and out-of-home placement, legal implications of working with children, and counseling techniques. Prerequisite: PSYC 130 or SOCI 204 or permission of instructor.
- SOWK 466 COMPARATIVE THEORIES OF SOCIAL WORK PRACTICE** 3
Study of intervention strategies, change theories, and therapeutic techniques employed at individual, family, and group levels. Emphasizes criteria for selecting alternative approaches and appropriate intervention activities. Prerequisites: SOWK 264,266,371,372; SOWK 373 or permission of instructor.
- SOWK 471 HUMAN SEXUALITY** 3
Study of the Christian perspective of human sexuality which forms a basis for appropriate intervention with sexual problems.
- SOWK 472 STRESS MANAGEMENT** 3
Designed to guide the student in planning practical strategies for personal stress management. A holistic approach emphasizing physical, mental, emotional, and spiritual aspects of a positive Christian lifestyle. The works of Hans Selye and other theoreticians of modern stress management are considered. Students will develop skills in time management, and techniques of meditation and relaxation and exercise. Also considered is the market for stress management education in Employee Assistance Programs. Prerequisites: PSYC 130 or SOCI 204 or permission of instructor.

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Austin C. Archer, *Education and Psychology representative*
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THE FACULTY *

- Fatima Amelkin, *Adjunct Professor of Social Work (1998)*
B.S.W. 1979; M.S.W. 1980, New York University
- Clarence G. Anderson, *Associate Professor of Management (1993)*
B.A. 1978, Walla Walla College
C.G.A. 1982, Province of Alberta
Ph.D. 1996, University of Alberta
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B.A. 1972, Columbia Union College
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B.S. 1974, University of Wyoming
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- Tom Buske, *Assistant Professor of Social Work (1999)*
 B.A. 1968, University of Wisconsin
 M.S.W. 1972, University of Michigan
- Sandra S. Christian, *Assistant Professor of Social Work (1998)*
 B.A. 1969; M.S.W. 1976, Michigan State University
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 B.S.W. 1990; M.S.W. 1994, Walla Walla College
- Elizabeth Dane, *Professor of Social Work (1997)*
 B.A. 1962, Barnard College
 M.S.W. 1967, Fordham University School of Social Work
 D.S.W. 1980, City University of New York
- Susan C. Dixon, *Professor of Biology (1980)*
 B.S. 1974; M.S. 1976, Walla Walla College
 Ph.D. 1990, Oregon State University
- Andrew Dressler, III, *Assistant Professor of Business(1965-68;1997)*
 B.A. 1965, Walla Walla College
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 M.Acct. 1997, University of Idaho
- Jack A. N. Ellis, *Associate Professor of Social Work (1993)*
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SPECIALIZATION AREAS (Secondary Education), CHAIRS AND DEANS

Norman L. Anderson, *Professor of Accounting* (1987)

B.S. 1971, Henderson State College

C.P.A. 1973, State of California

J.D. 1976, Southern Methodist University

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

David A. Bullock, *Professor of Communications* (1984)

B.A. 1976, Walla Walla College

M.A. 1985, Washington State University

Ph.D. 1994, University of Arizona

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, *Director of College Libraries* (1978)

B.A. 1976, Pacific Union College

M.A. 1977, University of Denver

Jean-Paul Grimaud, *Assistant Professor of Modern Languages* (2000)

B.Theology 1995, University of Strasbourg (Licence en Theologie)

M. In French 1997, University of Grenoble (Maitrise en Francais)

Gary M. Hamburg, *Professor of Health and Physical Education* (1972)

B.A. 1971, Loma Linda University

M.A. 1974, California State University at Fresno

Ph.D. 1985, University of Oregon

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M.A. 1966; Ph.D. 1976, University of Nebraska

M.S.W. 1983, Eastern Washington University

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M.S. 1967; Ph.D. 1972, California Institute of Technology

Steven H. Lee, *Professor of Chemistry (1983)*

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Ph.D. 1981, University of Wisconsin

Scott H. Ligman, *Professor of Biology (1989)*

B.S. 1980; M.S. 1982, Andrews University

Ph.D. 1989, Oregon State University

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B.A. 1976; M.A. 1982, Loma Linda University

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

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