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Spirit of Excellence

WALLA WALLA COLLEGE
GRADUATE BULLETIN
1989-1990

GRADUATE BULLETIN

1989-90

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

offers graduate programs in

Biology
Education
Social Work

is a member of

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

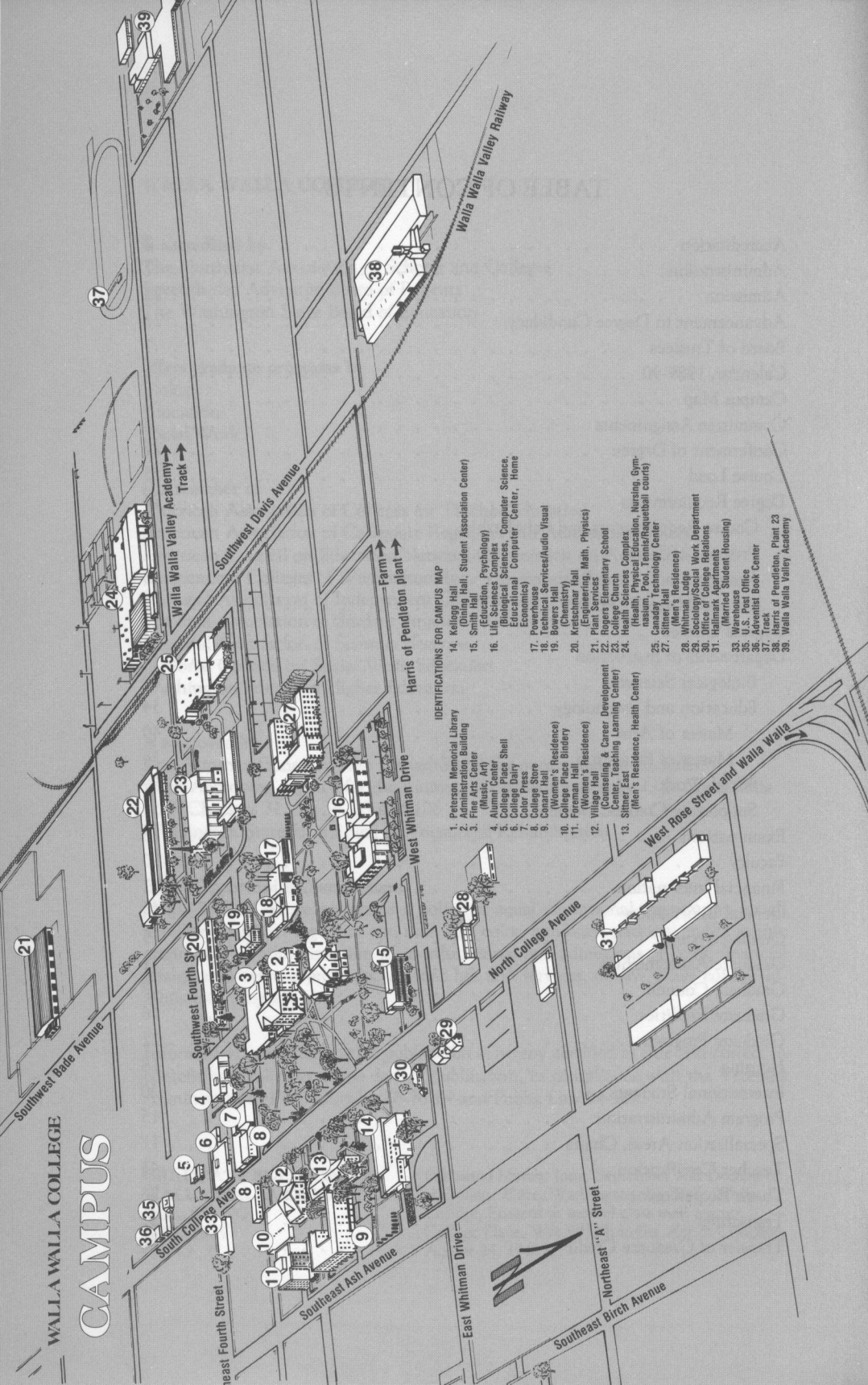
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WALLA WALLA COLLEGE CAMPUS



IDENTIFICATIONS FOR CAMPUS MAP

1. Peterson Memorial Library
2. Administration Building
3. Fine Arts Center (Music, Art)
4. Alumni Center
5. College Plaza Shell
6. Student Center
7. Color Press
8. College Store
9. Conrad Hall
10. (Women's Residence)
11. Foreman Hall
12. Village Hall (Men's Residence)
13. Career Development Center, Teaching Learning Center (Men's Residence, Health Center)
14. Kellogg Hall (Dining Hall, Student Association Center)
15. School of Education, Psychology
16. Life Sciences Complex (Biological Sciences, Computer Science, Educational Computer Center, Home Economics)
17. Powerhouse
18. Technical Services/Audio Visual
19. Bowers Hall
20. Kretschmar Hall (Engineering, Math, Physics)
21. Plant Services
22. Walla Walla Community School
23. College Church
24. Health Sciences Complex (Health, Physical Education, Nursing, Gymnasium, Physical Therapy, Independent courts)
25. Casaday Technology Center
27. Slinger Hall (Men's Residence)
28. West Whitman Hall (Men's Residence)
29. Sociology/Social Work Department
30. Office of College Relations
31. Hallmark Apartments (Married Student Housing)
33. W.S. Post Office
35. Adventist Book Center
37. Track
38. Harris of Pendleton, Plant 23
39. Walla Walla Valley Academy

WALLA WALLA COLLEGE ACADEMIC CALENDAR 1989-90

AUTUMN QUARTER

May	15-17	MTW	Early Registration
September	25	M	New Student Registration
	26	T	Returning Student Registration
	27	W	Instruction Begins
	10	T	Last Day for Registered Students to Add a Class or Change to Audit
November	15	W	Last Day to Withdraw from Class
	21	T	Thanksgiving Vacation Begins (10:00 pm)
	26	S	Thanksgiving Vacation Ends (10:00 pm)
December	11	M	Graduate Record Examinations
	10-13	SMTW	Final Exams

WINTER QUARTER

November	27-29	MTW	Early Registration
January	2	T	New and Returning Student Registration
	3	W	Instruction Begins
	8	M	Last Day to Register, Add or Drop a Class Without a Late Fee
	16	T	Last Day for Registered Students to Add a Class or Change to Audit
February	5	M	Graduate Record Examinations
	7	W	Snow Frolic
	21	W	Last Day to Withdraw from Classes
March	11-14	SMTW	Final Exams

SPRING QUARTER

February	26-28	MTW	Early Registration
March	27	T	New and Returning Student Registration
	28	W	Instruction Begins
April	2	M	Last Day to Register
	4	T	Last Day to File Master's Degree Order Form
	10	T	Last Day for Registered Students to Add a Class or Change to Audit
	23	M	Graduate Record Examinations
May	2	W	Campus Day
	16	W	Last Day to Withdraw from Classes
June	3-6	SMTW	Final Exams
	10	S	Commencement (10:00 a.m.)

SUMMER QUARTER

June	11	M	Graduate Record Examination (General)
	17	S	Registration
	18	M	Instruction Begins
July	4	W	Independence Day Holiday
	22	S	Graduate Record Examinations
August	10	F	Eight-week Session Ends
			No Summer Commencement

FOR INFORMATION

ADMISSIONS Application Blanks Bulletins General Information	Doug Botimer, Vice President for Admissions and Marketing 509/527-2327
RECORDS Academic Information Transcripts Transcript Evaluation Transfer Student Information	Robert Gardner, Registrar 509/527-2811 or 509/527-2812
FINANCES Financial Information Work Opportunities Financial Aid Loans and Grants Financial Planning Payment Arrangements	Cassie Ragenovich, Director Student Financial Services 509/527-2815
GRADUATE ASSISTANTSHIPS Don Rigby, Chair Biology Merle Greenway, Chair Education and Psychology Standley Gellineau Social Work	509/527-2602 509/517-2211 509/527-2273
RESIDENCE HALL LIVING General Information Room Reservations	Lynn Prohaska, Dean of Men Sittner Hall 509/527-2111 or Ilo Hutton, Dean of Women Foreman/Conard Hall 509/527-2532
STUDENT ADMINISTRATION Automobile Registration Off-Campus Housing Student Life	Walt Meske, Vice President Student Administration 509/527-2511
COLLEGE ADDRESS AND TELEPHONE General Telephone Number Toll Free (Washington state) Toll Free (Continental U.S.A.)	Walla Walla College 204 South College Avenue College Place, WA 99324-1198 509/527-2615 1-800-572-8964 1-800-541-8900
ROSARIO MARINE STATION	174 Rosario Beach Anacortes, WA 98221 206/293-2326
RESIDENCE HALL TELEPHONE NUMBERS Foreman/Conard Sittner Hall Sittner East	509/527-2532 509/527-2111 509/527-2661

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

WALLA WALLA COLLEGE BOARD OF TRUSTEES

Bruce Johnston, Chair
Jack Bergman, Secretary

Herman Bauman
Duane Clark
Don Coy
Larry Dodds
Nelma Drake
Mumtaz Fargo
H.J. Harris
Scott Hutson
Don Jacobsen
Lenard Jaecks
Don Keele
Wayne Langei
Sam LeFore

Jim McHan
Steve McPherson
Paul Nelson
George Ortiz
Jere Patzer
Norm Price
Robert Rawson
Allan Roth
Janet Rowe
Ashley Schmiedeskamp
Griffith Thomas
Charles White

ADMINISTRATION

H.J. Bergman, Ph.D., *President*
Alden Thompson, Ph.D., *Provost and Dean for Academic Administration*
Manford Simcock, M.A., *Vice President for Financial Administration*
Walt Meske, M.A., *Vice President for Student Administration*
Paul Turpel, B.A., *Vice President for College Advancement*
Robert Gardner, Ph.D., *Associate Dean for Academic Administration and Registrar*
Douglas A. Botimer, B.A., *Vice President for Admissions & Marketing*

ADMINISTRATIVE STAFF

ACADEMIC ADMINISTRATION

Chair, Department of Art, Thomas J. Emmerson, M.F.A.
Chair, Department of Biology, Donald W. Rigby, Ph.D.
Chair, Department of Business, Robert C. Schwab, Ph.D.
Chair, Department of Chemistry, Steven Lee, Ph.D.
Chair, Department of Communications, Loren Dickinson, Ph.D.
Chair, Department of Computer Science, C. Michael Bell, M.S.E.E.
Chair, Department of Education/Psychology, Merle A. Greenway, Ed.D.
Chair, Department of English, Beverly G. Beem, Ph.D.
Chair, Department of Health, Physical Education and Recreation,
Gary M. Hamburg, Ph.D.
Chair, Department of History, Roland D. Blaich, Ph.D.
Chair, Department of Home Economics, Merlene L. Olmsted, M.A.
Chair, Department of Industrial Technology, Dale B. Visger, Ed.D.
Chair, Department of Mathematics, Melvin S. Lang, Ph.D.
Chair, Department of Modern Languages, Reinhard Czeratzki, M.A.
Chair, Department of Music, Dan M. Shultz, M.Mus.
Chair, Department of Office Administration, Nancy Cleveland, M.Ed.
Chair, Department of Physics, Gordon O. Johnson, Ph.D.

Chair, Department of Social Work/Sociology, Wilma M. Hepker, Ph.D.
Dean, School of Engineering, Rodney Heisler, Ph.D.
Dean, School of Graduate Studies & Research, Gerald Colvin, Ed.D., Ph.D.
Dean, School of Nursing, Frances L. Fickess, D.N.Sc.
Dean, School of Theology, John C. Brunt, Ph.D.
Director of Libraries, Carolyn Gaskell, M.A.
Director of Marine Station, Larry McCloskey, Ph.D.
Director of MSW Program, Standley L. Gellineau, D.P.A.

STUDENT SERVICES

Chaplain, John Cress, M.Div.
Consulting Physician, A. D. Selfa, M.D.
Dean of Men, Lynn Prohaska
Dean of Women, Ilo Hutton
Director of Counseling Services, Karen MacIvor, M.Ed.
Director of Food Service, Shirley Messinger
Director of Health Services, Peggy Miller, R.N., A.R.N.P.

COMMITTEE ASSIGNMENTS

The letters following individual names are used to indicate the authority for the given membership as follows:

- P Appointed by President
- N Appointed by Nominating Committee
- F Elected by Faculty

The last academic year of the term of office is given by the dates in *italics* following the individual names.

GRADUATE COUNCIL (Two-Year Terms)

Gerald Colvin, *ex officio, chair*
Standley Gellineau, *ex officio*
Merle Greenway, *ex officio*
Wilma Hepker, *ex officio*
Duncan Mustard, *ex officio*
Don Rigby, *ex officio*
Alden Thompson, *ex officio*
Larry McCloskey, P, 1990-91
Gail Rittenbach, P, 1990-91
Larry Veverka, P, 1990-91
Gary Wiss, P, 1990-91
_____, P, 1990-91

STUDENT FINANCIAL AID (Two-Year Terms)

Cassie Ragenovich, *ex officio, chair*
Ilo Hutton, *ex officio*
Duncan Mustard, *ex officio*
Lynn Prohaska, *ex officio*
_____, P, 1990-91
_____, P, 1990-91

Two students selected by the ASWWC

SUMMER SESSION (Two-Year Terms)

Melvin Lang, *ex officio*, chair

Merle Greenway, *ex officio*

Don Rigby, *ex officio*

_____, N, 1990-91

_____, N, 1990-91

TEACHER EDUCATION COUNCIL (Three-Year Terms)

Merle Greenway, *ex officio*, chair

Alden Thompson, *ex officio*

Merlene Olmsted, N, 1989-90

Dan Shultz, F, 1989-90

Susan Gardner, F, 1990-91

Harold Ochs, F, 1990-91

Tim Windemuth, F, 1990-91

Ward Soper, F, 1991-92

Dale Visger, N, 1991-92

_____, F, 1991-92

One professional educator from outside the college.

One graduate student.



THE FACULTY

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

BIOLOGY

Donald W. Rigby, *Chair and Professor of Biology* (1958)

B.A. 1950, Loma Linda University

M.A. 1956, Walla Walla College

Ph.D. 1967, Loma Linda University

Susan C. Dixon, *Associate Professor of Biology* (1981)

B.S. 1974; M.S. 1976, Walla Walla College

Doctoral Candidate 1989, Oregon State University

Albert E. Grable, *Associate Professor of Biology* (1963)

B.S. 1959, Loma Linda University

M.S. 1962; Ph.D. 1964, University of Minnesota

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

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

Ph.D. 1989, Oregon State University

Lawrence R. McCloskey, *Professor of Biology* (1971)

B.A. 1961, Atlantic Union College

M.A. 1965; Ph.D. 1967, Duke University

EDUCATION AND PSYCHOLOGY

Merle A. Greenway, *Chair and Associate Professor of Education and Psychology* (1988)

B.S. 1970; M.Ed. 1973, Walla Walla College

Ed.D. 1982; M.B.A. 1987, Andrews University

Gary Brendel, *Professor of Education and Psychology* (1980)

B.A. 1966, Union College

M.A. 1969; Ed.D. 1985, University of Denver

Gerald Colvin, *Professor of Education and Psychology* (1989)

B.A. 1961, Union College

Ed.D.; M.Ed. 1968, University of Arkansas

Ph.D. 1980, University of Georgia

Harold T. Ochs, *Professor of Education and Psychology* (1969)

B.A. 1950, Walla Walla College

M.Ed. 1957, Eastern Washington State College

Ed.D. 1972, University of Idaho

Gail S. Rittenbach, *Assistant Professor of Education and Psychology* (1986)

B.A. 1970, Pacific Union College

M.Ed. 1980; Ph.D. 1986, University of Washington

Verlie Y. Ward, *Assistant Professor of Education* (1983)

B.S. 1971, Union College

M.A. 1977, Andrews University

Ph.D. 1989, Washington State University

SOCIAL WORK

Wilma Hepker, *Chair and Professor of Social Work and Sociology* (1973)

B.A. 1953, Union College
M.A. 1966; Ph.D. 1976, University of Nebraska
M.S.W. 1983, Eastern Washington University

Robert W. Gardner, *Professor of Sociology* (1971)

B.A. 1969, Pacific Union College
M.A. 1971, Loma Linda University
Ph.D. 1977, University of Utah

Standley L. Gellineau, *Professor of Social Work* (1987)

B.A. 1970, Oakwood College
M.S.W. 1972, Virginia Commonwealth University
D.P.A. 1981, University of Georgia

David I. LaRondelle, *Assistant Professor of Social Work* (1984)

B.A. 1976, Andrews University
M.S.W. 1983, Eastern Washington University

Jaydine Merkel, *Assistant Professor of Social Work* (1989)

B.A. 1976, Walla Walla College
M.S.W. 1982, University of California, Los Angeles

Jim Stagg, *Assistant Professor of Social Work* (1980)

B.A. 1966, Walla Walla College
M.S.W. 1980, University of Utah

SPECIALIZATION AREAS (Secondary Education), CHAIRS

Beverly G. Beem, *Professor of English* (1976)

B.A. 1967, Union College
M.A. 1969, Andrews University
Ph.D. 1974, University of Nebraska

Roland D. Blaich, *Professor of History* (1968)

B.A. 1966; M.A. 1967, California State College at Los Angeles
Ph.D. 1975, Washington State University

Nancy Cleveland, *Assistant Professor of Office Administration* (1987)

B.A. 1976; M.Ed. 1978, Walla Walla College

Reinhard Czeratzki, *Associate Professor of Modern Languages* (1967)

B.A. 1964, Atlantic Union College
M.A. 1967, Middlebury College

Loren Dickinson, *Professor of Communications* (1962)

B.A. 1957, Union College
M.A. 1960, University of Nebraska
Ph.D. 1968, University of Denver

Thomas J. Emmerson, *Professor of Art* (1976)

B.A. 1972, Walla Walla College
B.F.A. 1974; M.F.A. 1979, Otis Art Institute of Los Angeles County

Carolyn S. Gaskell, *Associate Professor of Library Science* (1978)

B.A. 1976, Pacific Union College
M.A. 1977, University of Denver

Merle A. Greenway, *Associate Professor of Education and Psychology* (1988)

B.S. 1970; M.Ed. 1973, Walla Walla College
M.B.A. 1987; Ed.D. 1982, Andrews University

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

Wilma M. Hepker, *Professor of Social Work and Sociology* (1973)

B.A. 1953, Union College
M.A. 1966; Ph.D. 1976, University of Nebraska
M.S.W. 1983, Eastern Washington University

Gordon O. Johnson, *Professor of Physics* (1974)

B.S. 1966, Walla Walla College
M.S. 1967; Ph.D. 1972, California Institute of Technology

Melvin S. Lang, *Professor of Mathematics* (1967)

B.S. 1957, Valley City State Teachers College
M.A. 1958, Colorado State College
Ph.D. 1972, University of Northern Colorado

Steven Lee, *Associate Professor of Chemistry* (1983)

B.S. 1976, Andrews University
Ph.D. 1981, University of Wisconsin

Merlene L. Olmsted, *Associate Professor of Home Economics* (1977)

B.A. 1969, Walla Walla College
M.A. 1975, Loma Linda University

Donald W. Rigby, *Professor of Biology* (1958)

B.A. 1950, Loma Linda University
M.A. 1956, Walla Walla College
Ph.D. 1967, Loma Linda University

Robert C. Schwab, *Professor of Management* (1985)

B.A. 1971, Atlantic Union College
M.B.A. 1975, Andrews University
Ph.D. 1980, University of Oregon

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

B.S. 1962, Atlantic Union College
M.Mus. 1967, Andrews University

Dale B. Visger, *Professor of Industrial Technology* (1977)

B.S. 1958, Walla Walla College
Ed.M. 1963; Ed.D. 1977, Oregon State University

AREA RESOURCE PERSONNEL

Kathleen Cannon, *Education and Psychology*

B.S. 1981, California State University at Los Angeles
M.A. 1984, California Family Study Center

Sara Ellingson, *Social Work*

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

Jack Ellis, *Social Work*

B.A. 1950; B.S.W. 1951; M.S.W. 1954, University of British Columbia

Jim F. Farnes, *Education and Psychology*

B.A. 1968; M.A. 1970; Ph.D. 1974, University of Montana

Randi Hankins, *Social Work*

B.S. 1975, Central Washington University

M.S.W. 1979, Eastern Washington University

Wynn Knowing, *Education and Psychology*

B.S. 1956, Union College

M.A. 1971; Ed.S. 1973; Ph.D. 1977, University of Iowa

Mel Mangum, *Education and Psychology*

B.Ed. 1971; M.Ed. 1973, Central Washington University

Ed.D. 1975, University of Northern Colorado

Riley Price, *Social Work*

B.A. 1964, Oklahoma State University

M.S.W. 1966, University of Oklahoma

D.S.W. 1972, University of California, Berkeley

Vernon Shafer, *Education and Psychology*

B.Th. 1949, Walla Walla College

M.S. 1953, University of Southern California

Ph.D. 1958, Ohio State University

Dale O. Wagner, *Education and Psychology*

B.A. 1952, Walla Walla College

Ed.M. 1958, Eastern Washington State College

Ed.D. 1973, University of Idaho

GENERAL INFORMATION

Walla Walla College is a Christian institution of higher learning operated by the Seventh-day Adventist Church. It is committed to equal opportunity for all students and extends the rights, privileges, programs and activities generally accorded or made available to all members of the college community. Walla Walla College does not discriminate on the basis of sex, race, age, color, handicap, national and/or ethnic origin in administration of its admissions, educational, financial, employment and student life programs and policies, or any other college-administered program.

The College is located in the city of College Place, in the historic, fertile Walla Walla Valley of southeastern Washington. The Old Oregon Trail, passing west of the campus, leads directly to the nearby Whitman Mission National Historic Site. The scenic Blue Mountains to the east and the Snake and Columbia Rivers to the north and west offer opportunities for recreation and relaxation.

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

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

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

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

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

PROGRAM ADMINISTRATION

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

Board Actions

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

DEGREES OFFERED

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

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

The Master of Arts and Master of Science programs require a thesis. The Master of Education and Master of Social Work programs do not require a thesis.

CLASSIFICATION OF STUDENTS

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

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

GRADING SYSTEM

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

- A - 4 grade points per quarter hour
- B - 3
- C - 2
- D - 1
- F - 0

Other symbols are:

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

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

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

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

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

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

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

GRADUATE FACILITIES

Campus Computer Center

Walla Walla College offers computer services to a wide variety of college users through its Academic Computer Center. Personal computers in classroom settings are available for instructional use by all faculty, staff and students. Terminals to a mini-computer are located in several cluster areas on campus.

Life Sciences Complex

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

Marine Station

Additional Department of Biology facilities occupy 40 acres of beach and timberland at Rosario Beach adjoining Deception Pass State Park, Anacortes, Washington. The physical plant includes five laboratory buildings, a cafeteria, an assembly hall, shops and 29 cabins for student and staff housing. For further information, see the bulletin of the Marine Station.

Peterson Memorial Library

The library is a vital part of the educational program at Walla Walla College. Reading room accommodations, an open-shelf system, seminar and conference rooms, a periodical room and a listening/viewing facility contribute to the study and enjoyment of learning materials. Microreaders make accessible microforms of scholarly material. The curriculum library, located in Smith Hall, contains a large selection of textbooks, children's literature books, a collection of mounted pictures, filmstrips, tapes and phonorecords. The combined libraries contain approximately 160,000 volumes. There are over 1000 currently received periodicals. Periodical indexes and other bibliographical aids are also available. Resources in other libraries are available to graduate students and faculty members through the library's membership in the Pacific Northwest Bibliographic Center, which serves as a clearing house for interlibrary loans.

Smith Hall

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

Social Work/Sociology Buildings

These facilities house the faculty and administrative offices as well as the Social Service Resource Library and student training center (the Parent Education Resource Center) and the specially adapted Theraplay facility.

FINANCIAL INFORMATION

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

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

Telephone: Direct: 1-509-527-2815
Toll Free: 1-800-541-8900 (Continental U.S.)
Toll Free: 1-800-572-8964 (Washington)

EXPENSES

Tuition

\$208 per quarter hour

The tuition includes all laboratory fees.

Books and School Supplies

Textbooks, school supplies, and other class materials are available at the College Store. Students should plan on approximately \$180-200 for such purchases each quarter.

General Fee

A general fee of \$30 per quarter is charged to students registered for six or more quarter hours which provides student association membership and ID card.

Special Fees

Application (nonrefundable)	\$20.00
Audit Class	one-half regular tuition
Change in Registration (Drop/Add)	3.00
Degree, Master's	
Diploma	15.00
In absentia charge	15.00
M.A. and M.S. thesis binding (2 copies)	35.00
Academic Regalia (gown, hood)	actual cost

ID Card Replacement	7.50
Field Trips	special fees to cover expenses
Late Registration	50.00
Out-of-Schedule Examination (per exam)	50.00
Returned Check	10.00
Transcript, first copy (requests must be in writing)	free
Transcript, additional copies each	3.00
Transcript, same day service, each copy	5.00

Student Health Center

Clinical facilities, nurse practitioner, physician consultations, medication, and medical supplies are available for students requiring medical attention. In case of serious illness or surgery, the Walla Walla General Hospital provides complete service to students. Financial arrangements must be made directly with the hospital.

Health Service Fee

A \$20 per quarter Health Service fee is charged to all students registered for six or more quarter hours. It provides for all health services on campus with a doctor or nurse practitioner.

Student Insurance

Walla Walla College provides injury and accident insurance on a mandatory basis at an estimated cost to the student of \$40 per year. Students enrolling winter, spring, or summer quarters will pay a reduced premium. In addition, students may elect to purchase major medical insurance at an additional estimated cost of \$360 per year. Students may also purchase similar coverage for spouse and/or dependent children. A detailed brochure will be available at registration time.

No changes or refunds are allowed on the major medical insurance after the information has been sent to the insurance company (two weeks after the first day of classes). The accident insurance is not refundable if a student drops after the fourth day of classes.

Insurance claims are made through the Student Health Center.

HOUSING

Married Student Housing

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

Hallmark Apartment

One bedroom	\$155 per month plus electricity
Two bedroom	\$195 per month plus electricity

Apartments in the community, furnished and unfurnished, are also available for married students. Rent is subject to change. For information, write to the Director of College Rentals.

Residence Halls

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

Conard Hall	\$465
Foreman Hall	485
Sittner Hall	465
Sittner East	465

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

Housing Reservations and Deposit

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

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

PAYMENT PLANS

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

REFUNDS

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

A student withdrawing from classes during the quarter will receive the following refunds:

Tuition

100% through the fourth day of classes after regularly scheduled registration on the College Place campus.*

75% week

50% third and fourth weeks

A Tuition refund may affect awarded financial aid.

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

Dormitory Room Rent

90% during first week of quarter

80% during second week of quarter

70% during third week of quarter

60% during fourth week of quarter

50% during fifth week of quarter

40% during sixth week of quarter

30% during seventh week of quarter

20% during eighth week of quarter

The beginning of the quarter will be considered to be the first day of class instruction.

STATEMENTS

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

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

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

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

PAST DUE ACCOUNTS

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

RELEASE OF TRANSCRIPTS OR DEGREES

Official transcripts are requested from the Academic Records Office. This request must be in writing using a transcript request form available in the Academic Records Office or by letter, including student's signature. One transcript of a student's record is supplied without charge. A fee of \$3 per transcript is charged thereafter. Two days is the normal time for providing a transcript.

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

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

To expedite the release of transcripts, diplomas and other legal documents, a *money order* or *certified check* should be sent to cover the balance of the student's account.

INTERNATIONAL STUDENTS

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

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

CHANGE IN EXPENSES

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

FINANCIAL AID

Walla Walla College assumes that a student and his/her parents have the primary obligation of paying for the student's education. Parents are expected to provide, as they are able, the basic essentials of life, whether the student lives in the community or on campus.

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

Please refer to the 1989-90 Walla Walla College Bulletin, pages 281-293, or contact the Financial Aid Office for specific information regarding financial aid.

GRADUATE ASSISTANTSHIPS

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

Assistantships are open to both men and women with evidence of sufficient maturity and potential to benefit from the program.

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

Application forms for graduate assistantships may be obtained by writing directly to the respective chair of the Department of Biology or the Department of Education and Psychology. Applications for biology assistantships must be submitted before April 15, while the deadline for applications for education and psychology assistantships is February 1. M.S.W. applicants may apply for additional scholarships, stipends, grants, and research assistantships through the Department of Social Work.

HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD

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

GRADUATE PROGRAM

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

OBJECTIVES OF THE GRADUATE PROGRAM

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

ADMISSION TO GRADUATE STUDY

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

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

Eligibility for admission as a graduate student is determined by the Graduate Council of the College upon the recommendations of the Biology, Education and Psychology, or Social Work/Sociology departments.

Admission Requirements for the Master's Degree Program

In addition to an acceptable baccalaureate degree, applicants for admission to a graduate degree program must have the following:

1. Satisfactory scores on the *Graduate Record Examination (GRE)*, both subject and general, except M.S.W. students who take general only.

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

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

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

2. Admission to the Social Work program also takes into consideration a combination of scores from the goals statement, references and experience. The applicant may be required to have an interview prior to admission.
3. A minimum cumulative grade-point average of 2.75 on either the last 96 credits toward the baccalaureate degree or on the total undergraduate program.

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

Postgraduate Study

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

Admission Requirements for the Nondegree Program

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

Graduate Credit for Seniors

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

GENERAL DEGREE REQUIREMENTS

Responsibilities of the Student

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

Residence and Time Requirements

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

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

Transfer of Graduate Credit

A maximum of 12 quarter hours of graduate work taken at other recognized institutions may be approved for transfer toward the master's degree. A GPA of 3.00 must be maintained on all course work taken. The transfer credit may be by extension if acceptable toward the master's degree at the school offering the extension work. It is the responsibility of the student to provide such documentation. Correspondence credit or credit by examination is not accepted.

Course Requirements and Scholarship

Completion of the minimum hours of approved graduate courses with a cumulative grade-point average of at least 3.00 is required. A GPA of 3.00 must be maintained on all course work taken in residence. Grades of all courses on the graduate program, excluding deficiencies, will be computed in the grade-point average.

Courses numbered 500 or above are primarily for graduate students. A minimum of 24 quarter hours must be earned in courses numbered 500 or above for the Master

of Arts and Science degrees. A minimum of 30 quarter hours is required in courses numbered 400 or above for the Master of Education degree. Some courses numbered 400 to 499 are open to graduate students. Usually, not more than six quarter hours of topics (400) or workshop (474) courses will be included in a program. Courses numbered 350-399 may be included in the graduate program on approval of the Graduate Council.

Course Load

The normal load is 12-14 hours per quarter. Any course load above this amount must be approved by the Graduate Council.

Changes in Registration

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

Departmental Requirements

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

Second Master's Degree

The second master's degree requires a minimum of 30 additional quarter hours approved by the Graduate Council. All M.A. and M.S. degree programs must include a thesis.

Bulletin

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

PROGRAM OF STUDY

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

Toward the end of the quarter in which the student is about to complete his first nine to fifteen quarter hours of approved graduate study (exclusive of deficiencies), application must be made for advancement to degree candidacy. Since a minimum of 30 quarter hours should be earned after advancement to candidacy has been granted any delay in filing this application may result in a loss of earned credit.

Changes in Program

Changes in the proposed program may not be made without the prior approval of the department chair, director of records and chair of the Graduate Council. More than two changes must be approved by the Graduate Council.

ADVANCEMENT TO DEGREE CANDIDACY

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

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

1. Arrange for the removal of any undergraduate deficiencies.
2. Complete nine to fifteen quarter hours of approved graduate study with a minimum grade-point average of 3.00. Advancement to candidacy will not be granted if this minimum is not attained.
3. Submit the "Application for Degree Candidacy and Proposed Program of Courses" form to the department chair outlining a study program including courses completed and those yet to be completed in fulfillment of the requirements for the master's degree. This program must be considered for approval by the staff of the department concerned upon completion of nine to fifteen quarter hours.
4. Secure approval of the proposed program by the Graduate Council. Approval of the program and advancement to master's degree candidacy will be officially acknowledged by a letter from the chairman of the Graduate Council.

Advancement to master's degree candidacy indicates that the Graduate Council and the department concerned encourage the candidate to complete the master's degree. The degree is granted only after successful completion of the approved program of studies within the regulations of the College.

THESIS REQUIREMENT

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

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

EXAMINATIONS

Master's degree candidates must pass a written and/or oral examination administered by an examining committee. The nature of further examination, if required, is to be determined by the examination committee. A representative of the Graduate Council, who is not a member of the candidate's advisory committee, attends each oral examination.

Examination Regulations

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

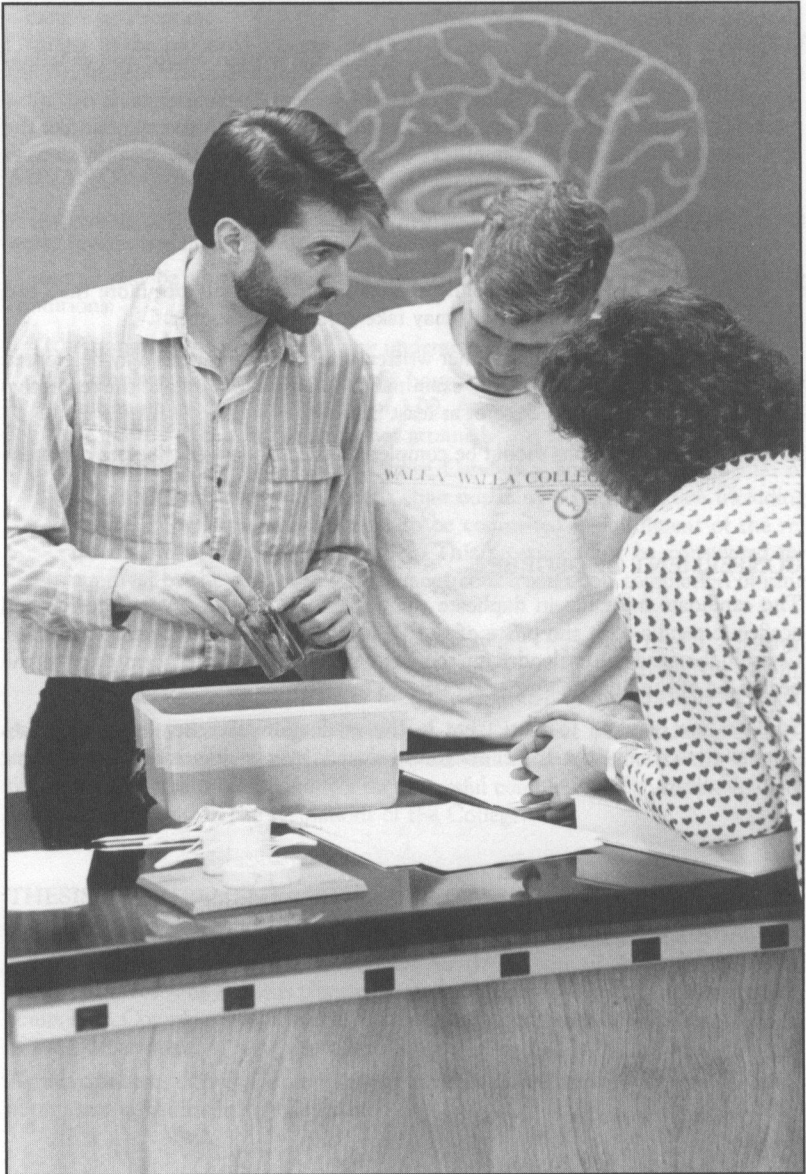
CONFERMENT OF DEGREE

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

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

BIO 561 RESEARCH IN DIPLMACY 1-4, 6
Individual work in a topic of original research carried out under the direction of one of the instructors. Two to four hours per quarter, minimum-credit.

BIO 562 GENETICS AND SPECIATION 3
A study of the nature and function of the genetic material with respect to population and species variability and change. Prerequisite: BIO 210.



LABORATORIES

Many of our students are involved in research projects and laboratory work. The Walla Walla College Biology Department has a strong tradition of research and laboratory work. Our students are encouraged to participate in research projects and laboratory work. Our faculty members are experienced in a variety of biological sciences and are committed to providing a high quality education for our students. Our students are encouraged to participate in research projects and laboratory work. Our faculty members are experienced in a variety of biological sciences and are committed to providing a high quality education for our students.

DEPARTMENTS OF INSTRUCTION

BIOLOGICAL SCIENCES

The Department of Biology offers a Master of Science degree in biology. Courses are offered in zoology and botany on the main campus and at the Marine Station near Anacortes, Washington.

The program of course work and research developed for each graduate student takes into account the future goals, present interests and academic background of the student. Background courses should include a basic biology course (zoology and botany), genetics, developmental biology, physiology, and ecology. An adequate preparation in chemistry (inorganic and organic), physics (general physics) and mathematics (algebra, trigonometry, some calculus) will complete the necessary foundation upon which an individualized graduate program may be built.

There is sufficient flexibility to allow a student to propose a program of a more interdisciplinary nature if desired. Because of the spectrum of biological and interdisciplinary opportunities presented at the Marine Station, all graduate students are expected to attend one summer term.

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

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

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 503 GENETICS AND SPECIATION

3

A study of the nature and function of the genetic material as it relates to population and species variability and change. Prerequisite: BIOL 393.

BIOLOGICAL SCIENCES

BIOL 510 GRADUATE SEMINAR 1; 6
Presentation of topics and discussion of current research in specific areas of biology. One credit each quarter; minimum of five, and maximum of six quarters. Spring quarter normally involves a research plan and progress report for first-year students. See Biology Department for alternate options.

BIOL 511 BIOSYSTEMATICS 4
A study of the process of speciation and its relationship to currently used taxonomic methods and rules of nomenclature.

BIOL 518 SYSTEMATIC ENTOMOLOGY 4
A study of the principles of classification of insects. Laboratory work emphasizes recognition of orders and families with special problems on the specific level. Recommended prerequisite: BIOL 405. Two laboratories per week.

BIOL 521 PRINCIPLES OF ECONOMIC ENTOMOLOGY 3
An evaluation of the various methods of controlling economically important species. Prerequisite: BIOL 405.

BIOL 522 CELLULAR BIOLOGY 5
Current knowledge and research in the areas of cell physiology, biochemical genetics, bacteriological genetics and radiation biology will be considered. Two laboratories per week. Prerequisite: BIOL 392.

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

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

Marine Station

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

BIOL 514 SYMBIOSIS 5
A study of sharply defined associations between organisms. Selected examples of the viruses, bacteria, plants and animals are used to illustrate varying degrees of relationships. Prerequisite: Course work in one group of animals or plants or microbes or parasitology. Chemistry courses through organic are highly recommended.

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

SUPPORTING COURSES — BIOLOGICAL SCIENCES

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

BIOL 401 PLANT PHYSIOLOGY 4
A study of the principles of plant physiology. One laboratory per week. Prerequisite: BIOL 392. Physics and organic chemistry strongly recommended. Offered odd years only.

BIOLOGICAL SCIENCES

- BIOL 403 ORNITHOLOGY** 4 or 5
Systematic study of native birds of North America, with emphasis on identification, migration, geographical distribution, habits, and life histories. Two laboratories per week. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Taught every 3-5 years at the Marine Station.
- BIOL 405 GENERAL ENTOMOLOGY** 4 or 5
Study of insect morphology, physiology, ecology and classification. One laboratory per week (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered odd years only.
- BIOL 412 PLANT ANATOMY** 4
Study of the microscopic anatomy of plant tissues with emphasis on their origin and development. Emphasizes the vascular plants. Recommended: BIOL 360. One laboratory per week.
- BIOL 413 PLANT TISSUE CULTURE** 3
A study of various techniques to establish and to maintain plant tissue cultures. One laboratory per week. Prerequisites: 8 hours of college-level chemistry or biology; CHEM 101, 102; CHEM 141, 142, 143; BIOL 222, and permission of instructor.
- BIOL 426 SYSTEMATIC BOTANY** 4 or 5
Study of the principles of plant classification, together with a systematic survey of vascular plants, with emphasis on natural history and ecology. Two laboratories per week. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered even years only on College Place campus; every 3-5 years at Marine Station.
- BIOL 446 GENERAL ECOLOGY** 4
Study of the relationship of plants and animals, both as individuals and assemblages, to their physical and biological environment. Laboratory work includes field studies designed to examine ecological principles. One laboratory per week. Biostatistics, genetics, and a minimum of one field natural history course recommended.
- BIOL 448 PLANT ECOLOGY** 4 or 5
Study of the factors affecting worldwide abundance and distribution of vascular plants with special emphasis on the Pacific Northwest. One laboratory per week with one weekend field trip. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered even years only on College Place campus; every 3-5 years at Marine Station.
- BIOL 449 VERTEBRATE HISTOLOGY** 4
Study of the microscopic anatomy of vertebrate cells, tissue and organs, including reference to their functions. Two laboratories per week. Offered odd years only.
- BIOL 455 RESEARCH METHODS V** 1
Methods of writing and orally presenting a scientific paper. Students present the results of their senior thesis in a seminar and submit a written manuscript of their senior thesis (see BIOL 251, BIOL 352, BIOL 353 and BIOL 354 in the undergraduate bulletin).
- BIOL 458 PSYCHOBIOLOGY** 4
Readings in, and discussion of, current concepts of the biological bases of behavior in animals and man. Material is of a comparative nature with emphasis on human behavior. One laboratory per week. Prerequisites: BIOL 101, 102, 103 or BIOL 201, 202 and PSYC 130 or permission of instructor. Recommended: BIOL 374. Offered odd years only.
- BIOL 464 ANIMAL PHYSIOLOGY** 4
Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. Physics and organic chemistry strongly recommended.
- BIOL 465 BACTERIOLOGY** 5
Principles of morphology and function of bacteria. Laboratory work, including unknowns, points out techniques employed in their study. Two laboratories per week. Prerequisite or corequisite: CHEM 321, 322, 323. Offered odd years only.

BIOLOGICAL SCIENCES

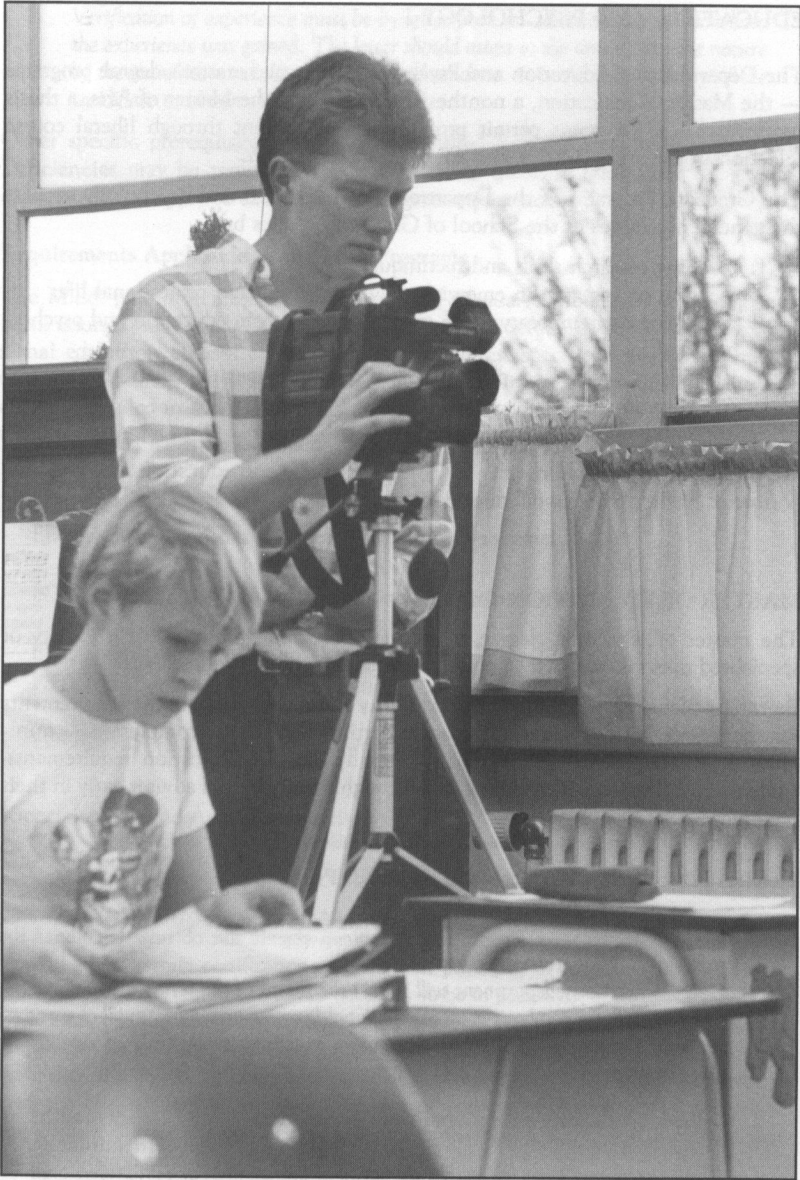
- BIOL 466 IMMUNOLOGY** 4
Study of the immune mechanism with reference to applied areas. Emphasizes laboratory techniques used to solve immunological problems. One laboratory per week. Prerequisites: BIOL 392 or BIOL 465 and CHEM 321, 322, 323. Offered even years only.
- BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION** 3
Comparison of the various theories on the origin and history of living organisms in light of present scientific knowledge in biochemistry, paleontology, morphology, geology, genetics and other related areas. For majors and minors only. Recommended senior year.
- BIOL 490 TECHNIQUES IN FIELD BIOLOGY** 1-6; 6
Study of the techniques used in the collection and preservation of biological specimens for museum purposes. Emphasizes the recording and preservation of ecological data obtained with the collections of specimens. Topics vary depending on the instructor; credit will be given at the rate of one quarter hour for each week spent working in the field.
- BIOL 495 COLLOQUIUM** 0
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is normally given by a visiting scientist. Six quarters required of all junior, senior and graduate biology majors. Graded S or NC.

Marine Station

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

- BIOL 460 MARINE ECOLOGY*** 5
Study of interspecific, intraspecific and community relationships demonstrated by marine organisms.
- BIOL 462 ICHTHYOLOGY*** 5
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.
- BIOL 463 MARINE BOTANY*** 5
Systematic study of plants found in Puget Sound, with a survey of marine plants from other areas.
- BIOL 467 INTRODUCTION TO OCEANOGRAPHY*** 5
A physical, chemical and geological study of the oceans and ocean basins as a habitat for life, emphasizing the mutual interaction between the oceanic biosphere and its environment.
- BIOL 468 COMPARATIVE PHYSIOLOGY** 5
Comparative study of the physiology and life processes of animals with emphasis on invertebrates. Prerequisite: BIOL 392.
- BIOL 470 MARINE BIOPHYSICS** 5
Introduction to the physical aspects of living organisms studied by the experimental and conceptual methods of physics with application to marine life.
- BIOL 475 MARINE INVERTEBRATES*** 5
A study of the biology of selected groups of marine invertebrates.

*Qualifies as a marine-oriented course.



Students in a classroom setting. A young man is operating a video camera on a tripod, while a young boy sits at a desk in the foreground reading a book. The scene is set in a classroom with a window and curtains in the background.

EDUCATION AND PSYCHOLOGY

EDUCATION AND PSYCHOLOGY

The Department of Education and Psychology offers two master's degree programs — the Master of Education, a nonthesis program; and the Master of Arts, a thesis program. These programs permit professional enrichment through liberal course selection in the areas listed under Areas of Specialization.

The Graduate Programs of the Department of Education and Psychology support the general objectives of the School of Graduate Studies by:

1. teaching research skills and techniques;
2. focusing on research in emerging policy, practice, and professional life;
3. addressing contemporary issues, needs, and trends in education and psychology, and by
4. providing supervised practicums and field experiences in the area of specialization.

In addition to these objectives, the graduate programs seek to assist the student in the development of a philosophy of Christian service and education which is supportive of his/her professional development.

MASTER OF EDUCATION (M.Ed.)

The master of education degree, a nonthesis program, provides for a variety of specialized options designed to enhance professional competence.

By careful planning, a qualified candidate may coordinate many of the requirements for the degree with preparation for state certification. Since completion of minimum degree requirements does not necessarily satisfy certification requirements, students pursuing a certificate must consult with the credential adviser early in their program.

General Prerequisites Applicable to all M.Ed. Programs

Candidates for the M.Ed. degree must have the following:

1. Professional education courses: 30 qtr. hrs.
Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role of various school personnel.
2. Verified, satisfactory educational work experience: 9 months full-time minimum
Work experience must fall within the range of professional or paraprofessional activities provided by schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling, or work as a dormitory dean will be considered if pertinent to the candidate's chosen area of specialization. A maximum of 30 quarter hours for the master's degree may be earned prior to the work experience, but a minimum of 15 quarter hours must be earned thereafter.

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

Other specific prerequisites should also be noted for each area of specialization. Deficiencies may be removed after admission to graduate study, but the credits earned will not apply to the minimum degree requirements.

Requirements Applicable to all M.Ed. Programs

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

	credits
Basic courses:	10
EDUC 561 Methods of Research (before advancement to candidacy)	3
EDUC 522 Philosophy of Education (before advancement to candidacy)	3
EDUC 500 Graduate Seminar	1
PSYC 521 Psychology of Learning	} 3
or	
EDUC 525 Education in the Twentieth Century	
	10
*Specialization and Approved Electives:	35
*Must include 11 hours in professional education as defined on page 34.	
Total	45

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

Areas of Specialization

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

EDUCATION AND PSYCHOLOGY

Specializations may be planned in the following approved areas:

School Administration	Secondary Instruction in:
Counseling and Guidance	Biology, Biophysics, Business,
School Counseling	Chemistry, English, History,
Special Education Counseling	Industrial Arts, Language Arts,
Elementary Instruction	Mathematics, Physical Education,
Special Education	Physics, Social Sciences
Junior High Instruction	

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

SCHOOL ADMINISTRATION

Specialization Prerequisites: Three years of satisfactory certificated classroom teaching. Must have acquired all qualifications for a state-approved teaching certificate.

Specialization Requirements	credits
Basic Courses, (see page 35):	10
Specialization Courses:	21
Must be related to school administration, supervision, curriculum and counseling and must include the following unless they were a part of the undergraduate sequence:	
EDUC 504 Elementary School Curriculum	} 3
or	
EDUC 508 Secondary School Curriculum	} 3
EDUC 526 School Finance	
EDUC 544 Administration of the Elementary School	} 3
or	
EDUC 551 Administration of the Secondary School	} 3
EDUC 539 Supervision	
EDUC 550 School Law	3
EDUC 556 Curriculum Planning	3
PSYC 444 Social Psychology	3
	<u>21</u>
Electives in Administration	3
Other Approved Electives	<u>11</u>
Total	<u>45</u>
	minimum

Note: EDUC 560 Administrative Practicum does not apply toward the minimum of 45 quarter hours.

EDUCATION AND PSYCHOLOGY

COUNSELING AND GUIDANCE (50 quarter hours minimum)

Specialization Prerequisites:

EDUC 210	Foundations of Education	3
PSYC 215	Psychology of Childhood and Adolescence	4
PSYC 220	Educational Psychology	3
PSYC 350	Elementary Statistics	4
PSYC 430	Psychological Testing	3

Specialization Requirements:

		credits
Basic Courses (see page 35):		10
Specialization Core:		17
EDUC 426	Principles and Procedures of Guidance	3
PSYC 410	Behavior Modification	3
PSYC 431	Psychology of Exceptional Individuals	3
PSYC 489	Vocational Development Theory	3
PSYC 515	Counseling Theories and Techniques	3
PSYC 518	Group Counseling	2
		<hr/> 17

Emphases — Options I and II

Option I: Special Education Emphasis		23
EDUC 537	Instruction of Exceptional Students	4
PSYC 533	Assessment and Instruction of Exceptional Students	4
PSYC 563	Field Experience	3
PSYC 565	Practicum	6
SPED 538	Counseling Exceptional Students and Their Parents	3
	*Approved Electives	3
		<hr/> 23

Option II: School Counseling Emphasis

PSYC 534	Assessment of the Individual	2
PSYC 563	Field Experience	3
PSYC 565	Practicum	6
	*Approved Electives	12
		<hr/> 23

*Additional supporting courses chosen from education and psychology, and/or from other departments.

Total minimum	<hr/> 50
	minimum

The degree in counseling requires completion of the Educational Staff Associates initial certification program as approved by the state of Washington.

EDUCATION AND PSYCHOLOGY

ELEMENTARY INSTRUCTION

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

Specialization Requirements :	credits
Basic Courses (see page 35):	10
Specialization Courses:	
Professional Education Courses (see definition on page 34):	11
Academic Content Courses:	15
Must be from departments other than Education and Psychology and must be in subject-matter areas relevant to the content of the elementary curriculum.	
Approved Electives:	9
	<hr/>
Total	45
	minimum

JUNIOR HIGH INSTRUCTION

Specialization Prerequisites: Majors and/or minors in two content areas, or two equivalent subject-matter concentrations with a minimum of 27 quarter hours in each. Content areas must be in academic subjects commonly taught at the junior high level.

Specialization Requirements:	credits
Basic Courses (see page 35):	10
Specialization Courses:	
Professional Education Courses (see definition on page 34):	11
Academic Content Courses:	15
Academic content courses must be from two departments other than education and psychology and must be in the same general areas as the two prerequisite content areas specified above.	
Approved Electives:	9
	<hr/>
Total	45
	minimum

SPECIAL EDUCATION

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

Specialization Prerequisites:

Washington State Certification or an equivalent concentration of professional education courses.

EDUCATION AND PSYCHOLOGY

Specialization Requirements:credits

Basic Courses (see page 35):	10
Specialization Courses:	25
PSYC 431 Psychology of the Exceptional Individual	3
SPED 530 Issues and Trends in Special Education	3
SPED 533 Assessment of Exceptional Students	4
SPED 537 Instruction of Exceptional Students	4
SPED 538 Counseling Exceptional Students and Their Parents	3
SPED 578 Field Work and Teaching in Special Education	8
PETH 324 Adapted Physical Education and Recreation	(3)
(required for endorsement, not graduate credit)	
	25
Approved Electives	10
Total	45
	minimum

SECONDARY INSTRUCTION

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

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

Specialization Requirements:	credits
Basic Courses (see page 35):	10
Specialization Courses:	
Professional Education Courses (see definition on page 34):	11
Academic Content Courses:	24
Academic content courses must be chosen in consultation with an adviser.	

EDUCATION AND PSYCHOLOGY

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

Total

45
minimum

MASTER OF ARTS — IN EDUCATION (M.A.)

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

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

Prerequisites Applicable to all M.A. Programs

In addition to admission requirements for the master's degree program, as described elsewhere in this bulletin, an M.A. candidate must meet the prerequisites listed under the chosen area of specialization. Unless specifically noted, there are no requirements with respect to work-experience or certification either prior to or during the degree program.

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

Requirements Applicable to all M.A. Programs

Unless otherwise indicated, an M.A. program comprises a minimum of 45 quarter hours of credit. A minimum of 24 quarter hours for the M.A. degree must be from courses numbered 500 or above.

All courses included in the degree program must be approved by an assigned adviser in the Education and Psychology Department.

EDUCATION AND PSYCHOLOGY

		credits
Basic Courses and Thesis:		15
EDUC 500	Graduate Seminar	1
EDUC 522	Philosophy of Education (before advancement to candidacy)	3
EDUC 561	Methods of Research (before advancement to candidacy)	3
EDUC 509	Thesis	8
		15
Area of Specialization: (Additional credits may be necessary if certification is also being sought.)		18
Approved Electives:		2
Total		45
		minimum

AREAS OF SPECIALIZATION

SCHOOL ADMINISTRATION

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

Specialization Requirements:		credits
Basic Courses and Thesis (see above):		15
Administration and Supervision Courses:		18
Approved Electives:		12
Total		45
		minimum

CURRICULUM AND INSTRUCTION

Specialization Prerequisites: 30 quarter hours professional education courses and work experience as defined for all M.Ed. programs (see pages 34 and 35).

Specialization Requirements:		credits
Basic Courses and Thesis (see above):		15
Specialization Courses:		
Professional Education Courses (see definition on page 34):		18

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Academic Content Courses:	12
Academic content courses must be from departments other than education and psychology and must be in subject-matter clearly related to the area of emphasis chosen as the area specialization. On the junior high or higher level, supporting courses must be from <i>not more than two</i> content areas.	
Total	<u>45</u>
	minimum

EDUCATIONAL FOUNDATIONS

Specialization Prerequisites: A minor in psychology or sociology, or an equivalent concentration of 28 quarter hours in one of these areas. Six quarter hours in philosophy and three quarter hours in educational psychology. These quarter hours may be an inclusive part of, and not necessarily additional to, the minor prerequisite.

Specialization Requirements:	credits
Basic Courses and Thesis (see page 41):	15
Foundations Courses:	18
Foundations courses must be chosen from <i>not more than two</i> of the following areas: historical, philosophical, sociological, and psychological foundations of education. Candidates specializing in psychological foundations should choose courses having to do with learning, development, measurement, and statistics.	
Approved Electives:	<u>12</u>
Total	<u>45</u>
	minimum

COUNSELING AND GUIDANCE

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

Specialization Requirements:	credits
Basic Courses and Thesis (see page 41):	15
Counseling, Psychology and Guidance Courses:	18
These courses must include counseling and measurement theories and techniques and assessment skills.	
PSYC 565 Practicum in Counseling	6
Approved Electives:	<u>11</u>
Total	<u>50</u>
	minimum

RELIGIOUS EDUCATION

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

Specialization Requirements:credits

Basic Courses and Thesis (see page 41):	15
Specialization Courses:	
Other Education Courses:	5
Religious Studies:	20
<p>These hours must include at least two classes in the area of Biblical studies, three in the area of theology and ethics, and one in the area of religious education methods.</p>	
Approved Electives:	5
Total	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 45
	minimum

INDIVIDUALIZED OPTION

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

TEACHING CERTIFICATION

Walla Walla College is a state-approved teacher education institution. As such, it is authorized to recommend graduates to the Washington State Department of Education for the initial and continuing certificates.

The course offerings also provide for teaching certificates currently available from the North Pacific Union Conference Department of Education. Information concerning specific certificates is available in the regular bulletin and/or from the certification consultant.

The Continuing Certificate

Requirements:

1. *Teaching Experience*

Prior to August 31, 1990, the applicant for a Continuing Certificate must have completed three years of educational service, at least two of which must have been as a teacher in grades K-12, while holding a valid state teaching certificate; or two full, consecutive years of at least half-time service with the same employer.

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2. Course Credits

A minimum of 45 quarter credits of course work must be completed after the bachelor's degree.

- a. Credits as required in each of the following five generic standard areas:
 - i. Staff development and supervision
 - ii. Professional development and scholarship
 - iii. Research and evaluation
 - iv. Referral agencies and resource personnel
 - v. Knowledge of alternate grade levels
- b. A minimum of 15 quarter hours in an area of specialization. (These hours may contribute to a second endorsement as required under 3 b below.)
- c. Elective credits including a minimum of 12 hours in academic courses. Credits may be taken in any field when approved by the Department of Education and Psychology adviser. The academic course credits required in this section may be a part of the specialization above.

3. Other Requirements

- a. Twenty-one quarter credits must be earned *after* at least one year of teaching, which may include substitute teaching. (Candidates who hold a master's degree are exempt from this requirement.)
- b. Continuing Certificate candidates must have at least *two* endorsements.
- c. A minimum of 23 hours of coursework must be taken at Walla Walla College.
- d. Grades lower than C are not acceptable in courses required for the Continuing Certificate.
- e. Coursework must be upper division or graduate level and taken through a regionally accredited four year institution. Exceptions regarding course levels for individuals working for and securing a second area of endorsement may be made if approved by the Education Department adviser.
- f. All *education* course credits must be earned through a state approved four year teacher education college or university.
- g. A maximum of five quarter credits of correspondence study may be approved.
- h. Education courses taught in Washington by out-of-state institutions or agencies are not acceptable for the Continuing Certificate unless approved by the State of Washington Certification Office.
- i. Each person shall be required to complete 150 clock hours of continuing education or 15 quarter hours of college credit every five years to keep the certificate valid. (One quarter hour equals ten clock hours.)
- g. Recipients of a Continuing Certificate shall be restricted to teaching in the areas in which endorsement has been received.

GRADUATE COURSES — Education

- EDUC 500 TOPICS** 1-3
- EDUC 504 ELEMENTARY SCHOOL CURRICULUM** 3
A study of the elementary school curriculum, including objectives, essentials of a good program, varying curriculum patterns and appraisal of current practices.
- EDUC 508 SECONDARY SCHOOL CURRICULUM** 3
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the courses of study; evaluation of the secondary school curriculum.
- EDUC 510 GRADUATE SEMINAR** 1; 3
Discussion periods in which faculty and students explore significant issues through the examination and analysis of research and appropriate literature in the area of education. One quarter hour; maximum, three.
- EDUC 522 PHILOSOPHY OF EDUCATION** 3
A study of the basic philosophies and development of educational thinking resulting in the formulation of aims and objectives of education for today's schools.
- EDUC 525 EDUCATION IN THE TWENTIETH CENTURY** 3
Intended to help a student become conversant with significant problems, issues, trends and proposals affecting the theory and practice of education today.
- EDUC 526 SCHOOL FINANCE** 3
A course designed for administrators, emphasizing origins and disbursement of school funds.
- EDUC 527 SCHOOL PLANNING AND CONSTRUCTION** 3
A survey of how to plan and build schools, including the involvement of the lay citizen. Selection of site, trends in design, functions of buildings and plant, costs and obligations will be studied.
- EDUC 535 CORRECTIVE READING** 3
Analysis, correction and prevention of reading problems are studied along with refinement of group and informal testing. Supervised practicum with pupils having mild disabilities in reading. Prerequisite: EDUC 362.
- EDUC 539 SUPERVISION** 3
For principals, classroom teachers or those planning to be supervisors. Identifies duties of both teachers and supervisors, and suggests methods for the improvement of teachers in service through a comprehensive supervision program.
- EDUC 544 ADMINISTRATION OF THE ELEMENTARY SCHOOL** 3
Organization, supervision and administration of elementary schools.
- EDUC 550 SCHOOL LAW** 3
This course is designed to acquaint the student with the legal basis for public and parochial school operation in the United States.
- EDUC 551 ADMINISTRATION OF THE SECONDARY SCHOOL** 3
Problems and procedures in the organization and administration of secondary schools.
- EDUC 556 CURRICULUM PLANNING** 3
The relation of curricular materials to educational outcomes in terms of personal and social values. A brief review of curriculum investigations and their significance in the selection and evaluation of school materials and activities. Current practices in curriculum revision.
- EDUC 558 SCHOOL ACTIVITIES** 3
Designed to acquaint the student with the range of the school activities program, to define the purpose of such activities, to provide the valid basis for evaluating existing or proposed activities, and to provide opportunity for intensive study of one activity.

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- EDUC 560 ADMINISTRATIVE PRACTICUM** 5
Professional laboratory experience for candidates for an administrative credential. The course is designed to involve each candidate in a variety of practical administrative experiences and to assist in his successful induction into school leadership. By permission of the department chairman.
- EDUC 561 METHODS OF RESEARCH** 3
Procedures in the selection and evaluation of research projects and techniques in the analysis of research data. Prerequisite: a statistics course.
- EDUC 567 COMPARATIVE EDUCATION** 3
A comparison of systems and philosophies of education in various parts of the world; emphasis on the role of cultural impacts.
- EDUC 575 READINGS IN EDUCATION** 2-4
Advanced study confined to topic areas where the student can demonstrate a considerable degree of expertise due to previous formal studies and/or experience. To be done under the guidance and direction of a faculty member. The student will engage in an analysis of current literature. Written and/or oral reports will be required. By permission of the department chairman.
- EDUC 581 PROFESSIONAL PROJECT** 2, 4, 6; 6
Selected areas of advanced study involving reading and research. Formal report required. Prerequisite: consent of department chairman and graduate standing. Two, four or six hours any quarter; maximum, six.
- EDUC 590 THESIS** 4, 8; 8

GRADUATE COURSES — Special Education

- SPED 530 ISSUES AND TRENDS IN SPECIAL EDUCATION** 3
A study of current literature and legislation pertaining to special education and models for the delivery of these services.
- SPED 533 ASSESSMENT OF EXCEPTIONAL STUDENTS** 4
Examination and administration of assessment measures for exceptional students. Prerequisite: PSYC 431.
- SPED 537 INSTRUCTION OF EXCEPTIONAL STUDENTS** 4
Development and implementation of individualized instructional programs.
- SPED 538 COUNSELING EXCEPTIONAL STUDENTS AND THEIR PARENTS** 3
Discussion and practice of counseling techniques with parents and students regarding academic, behavioral and vocational concerns.
- SPED 578 FIELD WORK AND TEACHING IN SPECIAL EDUCATION** 8

GRADUATE COURSES — Psychology/Counseling

- PSYC 501 STATISTICS IN RESEARCH** 3
An introduction to sampling theory, probability and statistical inference as applied to research analysis and hypothesis testing. Includes simple multivariate techniques and selected distribution-free tests of significance. Prerequisite: PSYC 350 or equivalent.
- PSYC 515 COUNSELING THEORIES AND TECHNIQUES** 3
A study and application of the theories and techniques for counseling. Professional relationships and ethics are considered.

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- PSYC 518 GROUP COUNSELING** 2
Theories and techniques of counseling in group situations. Prerequisite: PSYC 515.
- PSYC 521 PSYCHOLOGY OF LEARNING** 3
The physiological and psychological bases for functional learning are discussed, and the experimental evidence supporting psychological hypotheses is reviewed.
- PSYC 532 INDIVIDUAL TESTING - Intelligence** 4
Supervised experience in the administration, interpretation and writing of psychological reports. Several intelligence instruments will be reviewed. Major emphasis, however, will center on Binet and Wechsler Intelligence Scales. Prerequisite: PSYC 430 and permission of the instructor.
- PSYC 534 ASSESSMENT OF THE INDIVIDUAL** 2
Methods applicable to comprehensive assessment for describing behavior. Experience in the collection and analysis of data will be provided. Prerequisite: PSYC 532.
- PSYC 563 FIELD EXPERIENCE** 3
Designed to provide a broad spectrum of experience in actual field settings under supervised direction. Permission of the instructor required.
- PSYC 565 PRACTICUM IN COUNSELING** 2; 6
Professional experience in the counseling function. Prerequisites: PSYC 515, PSYC 534 and permission of the instructor.
- PSYC 566 COUNSELING SEMINAR - CONTINUING LEVEL** 1; 3
Discussion periods in which the faculty review counseling competencies with candidates seeking continuing-level certification. A program demonstrating counseling competencies is developed and implemented. Prerequisites: Three years experience as a school counselor and current employment as a counselor.

GRADUATE COURSES — Religion

- RELB 501 ADVANCED NEW TESTAMENT EXEGESIS** 3
Study of one of the following portions of the New Testament within its historical and literary context: Synoptic Gospels, Johannine Literature, I Corinthians, Prison Epistles, Acts of the Apostles or Hebrews.
- RELB 502 NEW TESTAMENT THEMES** 3
Study of the New Testament perspectives on the themes of family life, moral decision making, sin and salvation and the church and its ministry.
- RELB 505 OLD TESTAMENT EXEGESIS** 3
Study of Old Testament exegetical method exemplified by in-depth study of Old Testament books or passages.
- RELB 508 THE OLD TESTAMENT IN SOCIAL AND CULTURAL PERSPECTIVE** 3
Study of recent interpretations of the Old Testament from sociological and anthropological perspectives. Included is a discussion of how western culture has affected the study of the Old Testament.
- RELB 502 STUDIES IN ADVENTIST HISTORY** 3
Study of selected aspects of Adventist history and theology. Key aspects are as follows: Theological and doctrinal development, the history of Adventist institutions, and the theory and practice of missions and evangelism.
- RELB 511 READINGS IN SPIRITUAL CLASSICS** 3
A study of writers known for their contribution to the understanding of Christian life and experience. Among such authors are Augustine, Teresa of Avila, John of the Cross, John Wesley and George Fox.

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- RELP 510 FOUNDATIONS OF RELIGIOUS EDUCATION** 3
A survey of the scriptural, historical, philosophical and psychological bases of religious education.
- RELP 515 PRACTICUM IN RELIGIOUS EDUCATION** 2-6; 6
Supervised practicum in religious education. Will take place in school or instructional church settings. Permission of School of Theology required.
- RELT 521 SELECTED THEMES IN THE HISTORY OF CHRISTIAN ETHICS** 3
Themes will include war and violence, sexual ethics, economics, and the relation of Christians to secular government.
- RELT 541 STUDIES IN CHRISTIAN SYSTEMATIC THEOLOGY** 3
Examination of selected issues, such as atonement, Christology, creation, eschatology, Sabbath, salvation, with emphasis on implications for the doctrine of the church.

SUPPORTING COURSES — Education

- EDUC 361 ELEMENTARY CURRICULUM AND INSTRUCTION:
LANGUAGE ARTS** 3
Study of the development of language skills. Speaking, thinking, listening, reading and writing skills are studied. Attention will be given to materials and instructional resources. Involvement in elementary classrooms will be required. Prerequisite: Acceptance into Phase II.
- EDUC 362 ELEMENTARY CURRICULUM AND INSTRUCTION: READING** 4
Study of current theory relating to the nature of reading and effective instructional procedures and resources. Activities in the elementary school will include administration of Informal Reading Inventories. Prerequisite: Acceptance into Phase II.
- EDUC 373 ELEMENTARY CURRICULUM AND INSTRUCTION:
MATHEMATICS** 4
Survey of the content, media and approaches used in teaching mathematics in the elementary school, including software evaluation for CAI; and emphasis on research-based strategies. Prerequisites: Acceptance into Phase II; MATH 115 or 121.
- EDUC 375 CLASSROOM MANAGEMENT** 2
Study of discipline strategies and organization and management skills that promote learning within the school. Includes techniques for maintaining open communication with the entire school community. Prerequisite: Acceptance into Phase II.
- EDUC 381 ELEMENTARY CURRICULUM AND INSTRUCTION: RELIGION** 2
Study of materials, strategies and relationships that provide effective Bible instruction in the elementary school. Prerequisite: Acceptance into Phase II.
- EDUC 382 ELEMENTARY CURRICULUM AND INSTRUCTION:
SOCIAL STUDIES** 2
Study of strategies for the implementation of the social studies curriculum in the elementary school. Instruction in appropriate uses of resources and materials. Prerequisite: Acceptance into Phase II.
- EDUC 383 ELEMENTARY CURRICULUM AND INSTRUCTION: SCIENCE** 2
A study of teaching of science in the elementary school with emphasis on science as a process of inquiry. Prerequisite: Acceptance into Phase II.
- EDUC 390 EDUCATIONAL EVALUATION** 3
Introduction to principles and techniques of evaluating classroom activities in elementary and secondary schools.
- EDUC 404 HISTORY OF EDUCATION** 2
Survey of the history of education.

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- EDUC 426 PRINCIPLES AND PROCEDURES OF GUIDANCE** 3
Introduction to the philosophy, functions, organization, and evaluation of the school guidance programs.
- EDUC 474 WORKSHOP** 1-3; 6
Workshop in selected areas of educational concern. Designed for both experienced teachers and those preparing to enter the teaching profession. One to three quarter hours; maximum, six quarter hours.
- 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 478 ELEMENTARY MICROTEACHING** 3
A teaching laboratory to prepare elementary teachers in skills necessary for effective teaching. Students present brief demonstration lessons to a small class of children. Self-evaluation is supplemented by evaluation of supervisors, practicing teachers and peers, along with video recordings. Prerequisite: Admission into Phase II and two methods courses.
- EDUC 479 SECONDARY MICROTEACHING** 3
Consideration of teaching procedures which are applicable at any level. Laboratory practice in certain skills following the microteaching model. Class meets one night each week and each student will participate weekly in an afternoon teaching laboratory. Prerequisite: Admission into Phase II and one methods course in the student's major or minor area of study.
- EDUC 492 EDUCATION OF THE GIFTED** 3
Introduction to the design of learning opportunities for gifted children in the light of their psychological characteristics.
- EDUC 493 SYSTEMS OF THOUGHT** 3
Intensive study of various aspects of philosophical thinking and their bearing upon education. Emphasizes current writing in education.
- EDUC 495 ELEMENTARY SCHOOL GUIDANCE** 3
Study of the rationale for elementary school guidance with emphasis upon current research and issues. Focuses on the tools and techniques of both classroom and out-of-class guidance functions and services.
- ENGL 374 LITERATURE IN THE ELEMENTARY SCHOOL** 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. Same as LIBR 374.
- ENGL 375 LITERATURE IN THE SECONDARY SCHOOL** 3
Study of the philosophy of the selection and study of literature on the secondary level, emphasizing choosing literature related to student problems and goals as well as literature appreciation. Extensive reading of literature for adolescents is required.
- HLSC 395 METHODS OF SCHOOL HEALTH INSTRUCTION** 3
Concepts of unit planning, methods, techniques, sources, and evaluation of instruction materials; students are required to read widely and collect material pertinent to the course.
- INDS 428 HANDWORK ACTIVITIES** 3
Study of handwork activities as applied to the elementary grades and recreational activities; emphasizes methods of application, materials and processes.
- LIBR 374 LIBRARY MATERIALS FOR CHILDREN** 3
An overview study of library materials for children; designed to develop the ability to choose library materials according to the child's needs, interests, and abilities; includes extensive reading/listening/viewing and sharing of children's learning resources from numerous subject areas. Same as ENGL 374.

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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 or 4
Introduction to the planning of the curriculum in the elementary school and the organization of a balanced activities program; requires participation in the elementary school physical education program.

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

SUPPORTING COURSES — Psychology

PSYC 130 is prerequisite to all other courses in psychology.

PSYC 350 ELEMENTARY STATISTICS 4
Introduction to fundamental procedures for summarizing and interpreting quantitative data from tests and research in the social sciences.

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

PSYC 375 EXPERIMENTAL PROBLEMS 3
Advanced study of experimental design with application to an individual research project. Prerequisite: PSYC 350 or equivalent.

PSYC 400 TOPICS IN PSYCHOLOGY 1-3
The study of advanced topics through class activities. One to three hours per quarter.

PSYC 405 PSYCHOLOGY OF ORGANIZATIONAL CHANGE 3
Exploration of the characteristics of social organizations, their structure and systems of communication, with particular emphasis on the problems of bringing about change within social organizations (i.e., churches, communities, schools, businesses, etc.).

PSYC 410 BEHAVIOR MODIFICATION 3
Study of the principles and processes of learning with special emphasis on the shaping and changing of human behavior.

PSYC 415 DYNAMICS OF BEHAVIOR 3
Introduction to the dynamic mechanisms of human adjustment and behavior.

PSYC 420 INTRODUCTION TO CLINICAL PSYCHOLOGY 3
Introduction to the application of psychological theories and techniques as used in the clinical setting. Surveys various approaches to treatment of emotional problems in clinical practice, hospital and community settings.

PSYC 425 PSYCHOLOGY AND RELIGION 3
Examination of psychological concepts and human behavior from a biblical and theological perspective.

PSYC 430 PSYCHOLOGICAL TESTING 3
Study of the principles of test selection, administration and interpretation; consideration of the contributions and limitations of the major types of standardized tests and inventories used in the behavioral sciences.

EDUCATION AND PSYCHOLOGY

- PSYC 431 PSYCHOLOGY OF EXCEPTIONAL INDIVIDUAL** 3
Study of the characteristics, development, and problems of the exceptional individual. Emphasis on the elementary and secondary school years.
- PSYC 442 MOTIVATION** 3
Study of basic drives and causes of behavior in organisms with emphasis upon human behavior.
- PSYC 444 SOCIAL PSYCHOLOGY** 3
Study of the dynamics of social interaction and interpersonal behavior with application to contemporary society.
- PSYC 445 SOCIAL PSYCHOLOGY LABORATORY** 1
Corequisite: PSYC 444.
- PSYC 446 PSYCHOLOGY OF PERSONALITY** 3
Study of theories concerning personality development, assessment and adjustment.
- PSYC 449 MENTAL HEALTH** 3
Study of physiological and psychological factors related to emotional maturity. Topics include individual mental health, classroom climate and patterns of acceptance and rejection.
- PSYC 460 CHILDHOOD LEARNING DISORDERS** 3
Introduction to play therapy and psychoeducational programs with emphasis on perceptual, sensory and motor areas. Designed for teachers and counselors of young children in both early childhood and elementary school levels. Prerequisite: PSYC 215.
- PSYC 464 COUNSELING RELATIONSHIPS** 3
Introduction to psychological theory and skills essential for developing effective, helping relationships with individuals and groups.
- PSYC 465 COUNSELING SEMINAR** 1; 3
Group discussions of counseling experiences for students planning on counseling careers. Prerequisite: PSYC 464 or permission of the instructor.
- PSYC 489 VOCATIONAL DEVELOPMENT THEORY** 3
Study of theories of vocational choice and methods of studying occupations and occupational information as they relate to educational and vocational guidance.
- PSYC 490 ABNORMAL PSYCHOLOGY** 3
Study of behavioral disturbances, therapeutic measures and theories.
- PSYC 495 ANALYSIS OF PSYCHOLOGICAL EXPERIMENTS** 2
Experience in the analysis of psychological research. Prerequisite: PSYC 375 or permission of the instructor.

SUPPORTING COURSES — General

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

ART

- ART 364, 365, 366 SCULPTURE** 2, 2, 2

EDUCATION AND PSYCHOLOGY

BIOLOGICAL SCIENCES (See pages 30-32)

BUSINESS

ACCT 421 ADVANCED ACCOUNTING	4
ACCT 423, 424 CPA REVIEW	2, 2
ACCT 427 FUND ACCOUNTING	4
ACCT 430 AUDITING CONCEPTS	3
ACCT 431 AUDITING PRACTICES	3
ECON 441 MONEY AND BANKING	4
ECON 443 COMPARATIVE ECONOMIC SYSTEMS	4
ECON 455 PUBLIC FINANCE	4
FINA 451 INVESTMENTS	4
FINA 453 CREDIT ADMINISTRATION	4
MGMT 379 COMPENSATION MANAGEMENT	3
MGMT 475 HEALTH CARE ORGANIZATION AND MANAGEMENT	2
MGMT 476 MOTIVATION AND LEADERSHIP	4
MGMT 479 BUSINESS STRATEGY AND POLICIES	4
MKTG 481 PUBLIC RELATIONS	4
MKTG 485 RETAILING	4

CHEMISTRY

CHEM 351, 352, 353 PHYSICAL CHEMISTRY	3, 3, 3
CHEM 354, 355, 356 PHYSICAL CHEMISTRY LAB	1, 1, 1
CHEM 427 ORGANIC STRUCTURE AND MECHANISMS	3
CHEM 428 POLYMER CHEMISTRY	3
CHEM 431, 432 BIOCHEMISTRY	3, 3
CHEM 433, 434 BIOCHEMISTRY LABORATORY METHODS	1, 1
CHEM 461 ANALYTICAL INSTRUMENTAL METHODS II	4
CHEM 479 DIRECTED RESEARCH/PROJECT	1-3

COMMUNICATIONS

JOUR 412 SCRIPT WRITING	3
SPCH 395 METHODS OF TEACHING SPEECH COMMUNICATION	3

EDUCATION AND PSYCHOLOGY

SPCH 401 INTRODUCTION TO GENERAL SEMANTICS	2
SPCH 443 PERSUASIVE SPEAKING	4
SPCH 453 THE RHETORIC OF WESTERN THOUGHT	3

EDUCATION AND PSYCHOLOGY (see pages 48 -51)

ENGLISH

ENGL 354 ROMANTIC ENGLISH LITERATURE	4
ENGL 355 VICTORIAN LITERATURE	4
ENGL 356 TWENTIETH-CENTURY ENGLISH LITERATURE	4
ENGL 364 ROMANTIC AMERICAN LITERATURE	4
ENGL 365 AMERICAN REALISM AND NATURALISM	4
ENGL 366 TWENTIETH-CENTURY AMERICAN LITERATURE	4
ENGL 374 LITERATURE IN THE ELEMENTARY SCHOOL	3
ENGL 375 LITERATURE IN THE SECONDARY SCHOOL	3
ENGL 394 DIRECTED READING	1-2
ENGL 395 METHODS OF TEACHING HIGH SCHOOL ENGLISH	3
ENGL 444 MAJOR AUTHOR	3
ENGL 445 SHAKESPEARE	3
ENGL 454 LITERATURE OF THE BIBLE	4
ENGL 455 CLASSICAL BACKGROUNDS	3
ENGL 464 DEVELOPMENT OF ENGLISH DRAMA	3
ENGL 466 LITERARY AND CRITICAL THEORY	3
ENGL 484 HISTORY OF THE ENGLISH LANGUAGE	3
ENGL 496, 497 SEMINAR	1, 2

HEALTH, PHYSICAL EDUCATION AND RECREATION

PETH 363, 364, 365 COACHING OF TEAM ACTIVITIES	3, 3, 3
PETH 395 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION	3
PETH 426 PHYSIOLOGY OF EXERCISE	4
PETH 473 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL	3
PETH 479 DIRECTED RESEARCH/PROJECT	1-3; 6

EDUCATION AND PSYCHOLOGY

PETH 484 ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION	3
PETH 493 HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION	3
PETH 496 SEMINAR	1

HISTORY AND POLITICAL SCIENCE

HIST 424 THE AMERICAN FRONTIER	4
HIST 435 HISTORY OF MODERN GERMANY	4
HIST 445 THE CIVIL WAR AND THE RISE OF INDUSTRIAL AMERICA, 1850-1900	4
HIST 448 TWENTIETH CENTURY AMERICA	4
HIST 457 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES	4
HIST 463 THE MIDDLE AGES	4
HIST 465 RENAISSANCE AND REFORMATION	4
HIST 466 ENLIGHTENMENT AND REVOLUTION	4
HIST 467 THE MODERN TRANSITION, 1815-1919	4
HIST 468 CONTEMPORARY EUROPE, 1918 TO THE PRESENT	4
HIST 496, 497 SEMINAR	0, 3
PLSC 426 AMERICAN POLITICAL THOUGHT	4
PLSC 427 AMERICAN DIPLOMATIC HISTORY	4
PLSC 434 INTERNATIONAL RELATIONS	4
PLSC 454 WESTERN POLITICAL AND SOCIAL THOUGHT	4
PLSC 455 WESTERN POLITICAL AND SOCIAL THEORY	4

HOME ECONOMICS

FDNT 412 FOOD IN CULTURES OF THE WORLD	3
FDNT 422 EXPERIMENTAL COOKERY	3
FDNT 437 COMMUNITY NUTRITION	3
FDNT 441 ADVANCED NUTRITION	3
FDNT 443 DIET IN DISEASE	4
HMEC 395 METHODS OF TEACHING HOME ECONOMICS	3
HMEC 424 HISTORY OF FURNITURE	3
HMEC 461 TAILORING	3
HMEC 496 SEMINAR	1

EDUCATION AND PSYCHOLOGY

INDUSTRIAL TECHNOLOGY

ELCT 361 LINEAR INTEGRATED CIRCUITS	5
ELCT 362 DIGITAL INTEGRATED CIRCUITS	5
ELCT 363 RADIO COMMUNICATIONS	4
ELCT 381, 382 TELEVISION SYSTEMS AND CIRCUITS	4, 4
GRPH 421, 422 COLOR SEPARATIONS	3, 3
INDS 376 TECHNICAL FACILITY PLANNING	3
INDS 381, 382, 383 MACHINE TOOL OPERATION	2, 2, 2 or 3, 3, 3
INDS 386 OIL HYDRAULICS	3
INDS 395 METHODS OF TEACHING TECHNOLOGY	4
INDS 428 HANDWORK ACTIVITIES	3
INDS 499 SENIOR PROBLEM	1
PHTO 355 ADVANCED PHOTOGRAPHY	3
PHTO 358 PHOTO ASSIGNMENTS	1

LIBRARY SCIENCE

LIBR 385 SELECTION AND ACQUISITION OF LIBRARY MATERIALS	3
LIBR 456 ADMINISTRATION OF SCHOOL LIBRARIES	3
LIBR 490 DIRECTED LIBRARY EXPERIENCE	4-6; 6

MATHEMATICS

MATH 395 METHODS OF TEACHING MATHEMATICS	3
MATH 442 ADVANCED NUMERICAL ANALYSIS	4
MATH 451, 452, 453 ADVANCED CALCULUS	3, 3, 3
MATH 461, 462, 463 MODERN ALGEBRA	4, 4, 4

MODERN LANGUAGES

FREN 404 FRENCH DIRECTED READING	1-3; 6
FREN 407 17TH AND 18TH CENTURY FRENCH LITERATURE	4
FREN 408 19TH CENTURY FRENCH LITERATURE	4
FREN 409 20TH CENTURY FRENCH LITERATURE	4
GRMN 411 GERMAN DIRECTED READING	1-3; 6
GRMN 421 18TH CENTURY GERMAN LITERATURE	4

EDUCATION AND PSYCHOLOGY

GRMN 422 19TH CENTURY GERMAN LITERATURE	4
GRMN 423 20TH CENTURY GERMAN LITERATURE	4
SPAN 414 SPANISH DIRECTED READING	1-3; 6
SPAN 424, 425, 426 CONTEMPORARY SPANISH LITERATURE	2, 2, 2
SPAN 431, 432, 433 SURVEY OF LATIN-AMERICAN LITERATURE	3, 3, 3
MDLG 395 METHODS OF TEACHING MODERN LANGUAGES	3

MUSIC

MUCT 425 ORCHESTRATION	3
MUCT 426 COUNTERPOINT	3
MUCT 434 ADVANCED COMPOSITION	1-3; 3
MUED 354 VOCAL TECHNIQUES AND METHODS	3
MUED 395 ELEMENTARY SCHOOL MUSIC METHODS AND MATERIALS	3
MUED 396 SECONDARY MUSIC METHODS	3
MUPF 361 BASIC CONDUCTING	2
MUPF 362 INSTRUMENTAL CONDUCTING TECHNIQUES AND MATERIALS	3
MUPF 363 CHORAL CONDUCTING TECHNIQUES AND MATERIALS	3

OFFICE ADMINISTRATION

OFAD 395 METHODS OF TEACHING BUSINESS EDUCATION SUBJECTS	4
OFAD 454 LEGAL OFFICE PROCEDURES	4
OFAD 456 MEDICAL OFFICE PROCEDURES	4
OFAD 457 MEDICAL TERMINOLOGY AND TRANSCRIPTION	3, 5; 5
OFAD 459 THE ADMINISTRATIVE ASSISTANT	4
OFAD 466 OFFICE ETHICS AND RELATIONS	3
OFAD 496 OFFICE ADMINISTRATION SEMINAR	1-3

PHYSICS

PHYS 352, 353 RADIOISOTOPE TECHNIQUES	2, 2
PHYS 395 METHODS OF TEACHING PHYSICAL SCIENCE	3
PHYS 414, 415, 416 EXPERIMENTAL PHYSICS	1, 1, 1
PHYS 417, 418, 419 PHYSICS SEMINAR II	1, 1, 1

EDUCATION AND PSYCHOLOGY

SOCIAL WORK AND SOCIOLOGY

CORR 365 LAW, POLICY AND SOCIETY	2
CORR 385 CRIMINOLOGY	3
CORR 387 JUVENILE DELINQUENCY	3
CORR 487 PERSPECTIVES ON THE TREATMENT OF OFFENDERS	3
SOWK 371 SOCIAL WORK PRACTICE WITH INDIVIDUALS	4
SOWK 372 SOCIAL WORK PRACTICE WITH SMALL GROUPS	4
SOWK 373 SOCIAL WORK PRACTICE WITH MARRIAGE AND FAMILY	3
SOWK 375 SOCIAL WORK IN COMMUNITY SERVICES	3
SOWK 464 SOCIAL WORK WITH CHILDREN	3
SOWK 465 POLICY, PLANNING AND ADMINISTRATION	3
SOWK 466 COMPARATIVE THEORIES OF SOCIAL WORK PRACTICE	3
SOWK 479 DIRECTED RESEARCH/PROJECTS IN SOCIAL WORK	1-3
SOWK 490 FIELD WORK	2-14; 14



SOCIAL WORK

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

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

Social Work is a highly skilled profession dedicated to improve quality of life. The Christian campus setting complements the religious values and the caring aspect of the social work profession and provides an appropriate environment for a social work program.

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

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

ADVANCED STANDING

Advanced standing is available to students with Bachelor of Social Work degrees earned from an accredited institution within the last six years with a 3.00 grade-point average for the last 96 credits of the undergraduate program.

The admissions committee reserves the right to accept or reject applications for advanced standing based on its judgment of the student's response on admission criteria.

SOCIAL WORK

MASTER OF SOCIAL WORK

All students must take a core of foundation courses during the first year, except those who have completed the core curriculum at the undergraduate level and have been admitted with advanced standing. Advanced level students will begin their classes in the summer preceding the second year of the program, thereby completing the graduate program in four quarters instead of six quarters (two years). All students are required to choose an area of clinical concentration — Children and Families or Health, Mental Health and Addictions.

REQUIRED COURSES

	Regular Standing	Advanced Standing
Core Courses: First Year		
SOWK 508 Social Work and Religion	2	2
SOWK 510 Cultural and Ethnic Perspectives of Social Work	3	3
SOWK 514 Social Work Policies & Services I	3	—
SOWK 515 Social Work Policies & Services II	3	3
SOWK 517 Social Work Practice I	3	—
SOWK 518 Social Work Practice II	3	—
SOWK 519 Social Work Practice III	3	—
SOWK 524 Human Behavior & Social Environment I	3	—
SOWK 525 Human Behavior & Social Environment II	3	—
SOWK 528 Practice Issues in the Social Environment	—	4
SOWK 539 Social Work Research	4	—
Core Courses: Second Year		
SOWK 540 Research Applications	3	3
SOWK 541 Advanced Practice I	3	3
SOWK 542 Advanced Practice II	3	3
SOWK 543 Social Work Administration & Management	3	3
SOWK 530 Practicum (Field Work)	18	12
*Concentration Area	12	12
*Electives	6	3
Total	78	51

*To be chosen from concentration areas and general electives listed below.

CONCENTRATION: ADVANCED CLINICAL PRACTICE

Children and Families Required:	Credit Hours
SOWK 545 Advanced Clinical Treatment of Families	3
SOWK 550 Protective & Substitute Care of Children	} 3
or	
SOWK 552 Clinical Treatment of Children and Adolescents	

SOCIAL WORK

Choose one or more of the following:

SOCI 435	Social Gerontology	3
SOCI 437	Death and Dying	3
SOWK 551	Family Violence	3
SOWK 554	Inter-generational Aspects of Families	3
SOWK 562	Clinical Skills for Addictive Families	3
SOWK 571	Aging and Health Care	3
	Total	12-18

Health, Mental Health and Addictions

Required:

SOWK 570	Social Work Practice in a Medical Setting	3
SOWK 572	Clinical Treatment in Mental Health	3

Choose two of the following:

SOWK 377	Introduction to Alcohol and Addiction Treatment*	3
SOWK 545	Advanced Clinical Treatment of Families	3
SOWK 551	Family Violence	
SOWK 560	Advanced Theories of Addiction & Treatment	3
SOWK 561	Physiological Effects and Pharmacology of Alcohol and Drugs*	3
SOWK 562	Clinical Skills with Addictive Families*	3
SOWK 571	Aging and Health Care	3
	Total	12-18

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

ELECTIVES

SOWK 466	Comparative Theories of Social Work Practice	3
SOWK 471	Human Sexuality	3
SOWK 553	Legal Aspects of Social Work Practice	3
SOWK 573	Advanced Group Work	3
SOWK 574	Social Work Supervision	3
SOWK 579	Directed Research/Project	1-3
	Total	0-6

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.

SOCIAL WORK

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 for the caseworker. Application of principles and philosophies of the social work discipline to worker-client relationships and social problem solving. Includes clinical practice.

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

SOWK 519 SOCIAL WORK PRACTICE III 3
Family systems theory and the practice of family therapy. The effects of societal systems, culture and class on the family unit, and consequent problem identification and intervention strategies needed. Includes clinical practice. Prerequisite: SOWK 518.

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

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

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

SOWK 530 FIELD WORK 2-12; 18
Practice in a social service program; the field application of coursework knowledge and skills. Agency instructors provide the guidance for the field experience, in cooperation with the student's faculty advisor. Prerequisite or corequisite: SOWK 517, 518, and 519.

SOWK 539 SOCIAL WORK RESEARCH 3
An introduction to statistics, the scientific method, and the use of research in social work practice. The research process is examined beginning with problem formulation, issues in design, measurement, instrument construction, and data collection and analysis. The course also includes an introduction to computer data management using SPSS-X. Laboratory included.

- SOWK 540 RESEARCH APPLICATIONS** 3
Builds on Research I, focusing on learning and applying research knowledge related to the evaluation of clinical social work practice. A continuation of statistics with an overview of more advanced statistics including analysis of variance and multiple regression. Included are single-subject and group designs, utilization of findings, monitoring client change. Prerequisite: SOWK 539 or Advanced Standing.
- SOWK 541 ADVANCED PRACTICE I** 3
The design of assessment and intervention plans for individuals, families, communities and organizations. Specific diagnostic and crisis intervention skills are developed. Prerequisites: SOWK 517, 518, and 519; or SOWK 528.
- SOWK 542 ADVANCED PRACTICE II** 3
A survey of mental illness, medications used in mental health, in-depth study of the DSM-III-R, and ego defenses. Experience in writing mental status exams, global assessment scores, etc. Prerequisite: SOWK 541.
- 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.
- SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES** 3
Advanced theories and concepts of family therapy and their application to the treatment of families. Multiple impact family therapy emphasized.
- SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN** 3
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.
- SOWK 552 CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS** 3
Neuroses, psychoses and other behavior disorders—their assessment and treatment in children and adolescents.
- 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 INTER-GENERATIONAL ASPECTS OF THE FAMILY** 3
Inter-generational relationships and problems of the family; the dynamics of the extended family.
- SOWK 560 ADVANCED THEORIES OF ADDICTION AND TREATMENT** 3
Chemical dependency, eating disorders, gambling and other addictions — a comparative study of their etiology, diagnosis and treatment. Prerequisite: SOWK 377 or equivalent.
- 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.
- SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES** 3
Chemical dependency and other addiction-related problems in the family. Special emphasis on skills in working with adult children of alcoholics.

SOCIAL WORK

- 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.
- 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.
- SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH** 3
The assessment and diagnosis of the mentally ill—treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 542.
- SOWK 573 ADVANCED GROUP WORK** 3
Advanced theories of group work as practiced in a variety of treatment, management, and administrative settings. Prerequisite: SOWK 518 or SOWK 528.
- SOWK 574 SOCIAL WORK SUPERVISION** 3
The function and practice of supervision and management in a human service agency. Considers staff development, ethics, cultural and ethnic factors, supervisory and consultant roles, and personnel problem solving.
- SOWK 579 DIRECTED RESEARCH/PROJECT** 3
Directed learning experience in a special area of social work of particular interest to the student. A single project will be chosen in consultation with the instructor.

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