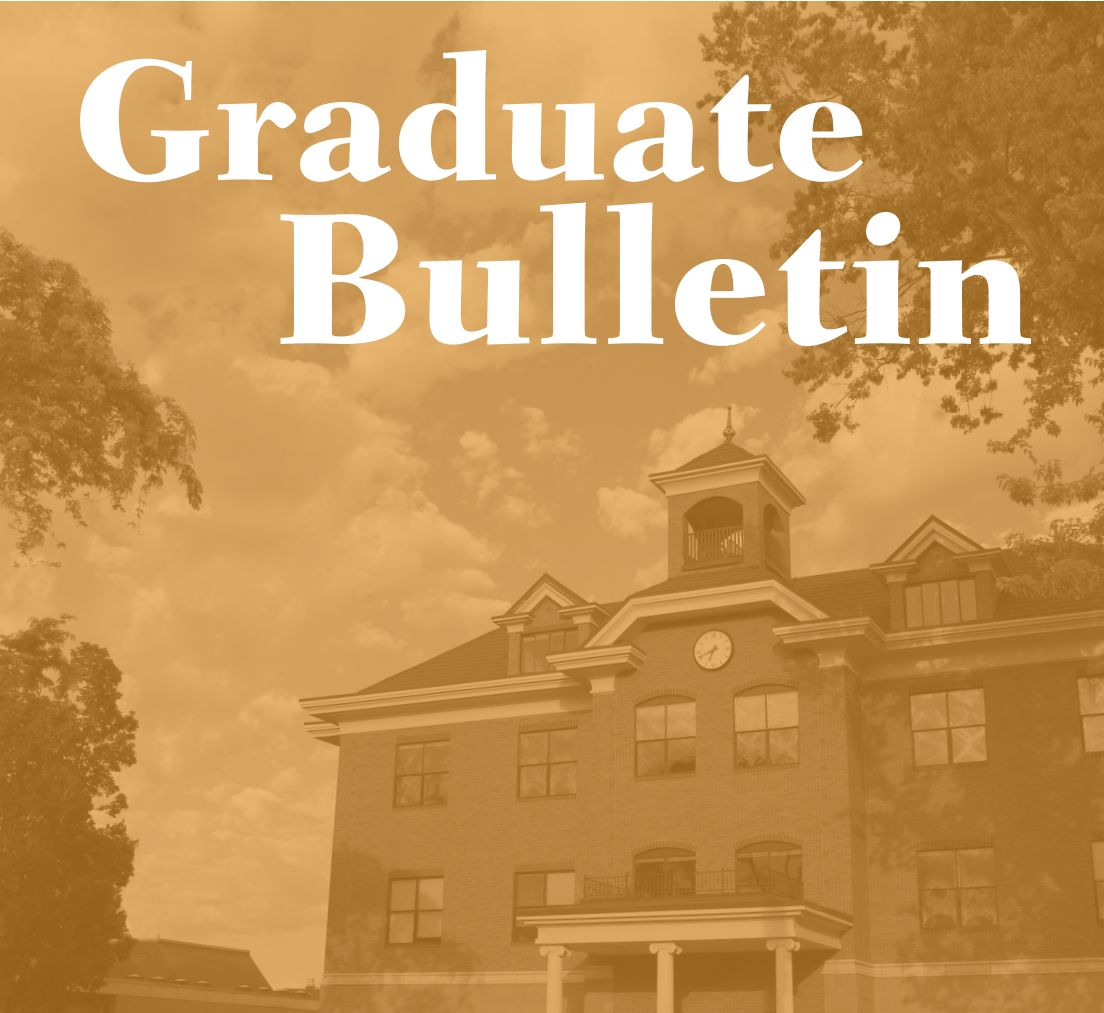


WALLA WALLA UNIVERSITY

Graduate Bulletin



2017-2018

**Walla Walla University
Graduate Bulletin
2017-2018**

A web-based version of the Walla Walla University Bulletin is available online at:
wallawalla.edu/bulletin

Walla Walla University

Office of Graduate Studies

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wallawalla.edu/academics/areas-of-study/graduate-studies

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ACCREDITATION OF WALLA WALLA UNIVERSITY

Accredited by

Northwest Commission on Colleges and Universities

Seventh-day Adventist Board of Regents

The Washington State Board of Education

The Council on Social Work Education (BSW and MSW)

Offers graduate programs in

Biology

Education

Media Ministry

Social Work

A member of:

American Association of Colleges for Teacher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Higher Education

American Council on Education/National Commission on Accreditation

Association of Collegiate Business Schools and Programs

Council on Social Work Education

Independent Colleges of Washington, Inc.

National Association of College and University Business Officers

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

National Association of Summer Sessions

Washington Friends of Higher Education

Approved by

The Attorney General of the United States for nonimmigrant students

State Approving Agency for the training of veterans under the U.S. Code,

Title 38, Chapters 31, 32, 33, 34, 35 and 106

Washington State for training in Vocational Rehabilitation

Equal Opportunity Commitment

Walla Walla University 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.

WWU Bulletin

Vol. 121, No. 1

Graduate Edition

August 2017

GRADUATE PROGRAM ADMINISTRATION

Associate Vice President and Dean..... Pamela Keele Cress
509/527-2421 or 800/541-8900 ext. 2421

DEANS AND CHAIRS

Chair, Department of Biological Sciences.....David Lindsey
509/527-2602

Dean, School of Education and Psychology..... Debbie Muthersbaugh
509/527-2212

Chair, Department of Communications and Languages..... Linda Crumley
509/527-2520

Dean, School of Social Work..... Susan Smith
509/527-2273

COORDINATORS AND DIRECTORS

M.A. Media Ministry..... Lynelle Ellis
509/527-2832

M.S. BiologyJoan Redd
509/527-2482

MSW Billings Campus Pamela Bing Perry
406/254-9907 or 888/263-4880

MSW College Place CampusJim Boyd
509/527-2367

MSW Missoula Campus..... Laurellè Warner
406/549-4928 or 888/296-7416

ACADEMIC RECORDS

Registrar Carolyn Denney
509/527-2811 or 800/541-8900

STUDENT FINANCIAL SERVICES

Financial Counselor for Graduate Students.....Cari Butler
509/527-2815 or 800/656-2815

WALLA WALLA UNIVERSITY GRADUATE PROGRAMS

Master of Education (M.Ed.)

Specializations:

Curriculum and Instruction
Educational Leadership
Literacy Instruction
Special Education

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

Specializations:

Curriculum and Instruction
Educational Leadership
Literacy Instruction
Special Education

Master of Initial Teaching (M.I.T)

Specializations:

Instruction with State Certification (Elementary)
Instruction with State Certification (Secondary)

Master of Arts in Media Ministry

Specializations:

Media and Cinema
Web and Interactive Media

Master of Science

Biology

Master of Social Work

ACADEMIC CALENDAR 2017-2018

FALL QUARTER

August	3	TH	Financial clearance begins for fall quarter
September	20	W	Financial clearance deadline: 4 pm
	25	M	Orientation for new MSW graduate students
	25	M	Instruction begins
	28	TH	Last day to register, add, or drop a class without a late fee
			Last day to withdraw from a class with a 100% refund
October	6	F	Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record
	20	F	Last day to withdraw from a class with a 50% refund
November	14	T	Last day to withdraw and receive a W on transcript, with a 0% refund
	19-26	S	Thanksgiving break
December	5	T	Financial clearance begins for winter quarter
	11-13	MTW	Final exams
	14	TH	Christmas break begins
	29	F	Fall degrees conferred

WINTER QUARTER

January	3	W	Financial clearance deadline: 4 pm
	7	S	Christmas break ends
	8	M	Instruction begins
	11	TH	Last day to register, add, or drop a class without a late fee
			Last day to withdraw from a class with a 100% refund
	15	M	Application for degree due for spring masters graduates
	19	F	Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record
February	2	F	Last day to withdraw from a class with a 50% refund
	27	T	Last day to withdraw and receive a W on transcript, with a 0% refund
March	6	T	Financial clearance begins for spring quarter
	19-21	MTW	Final exams

22	TH	Spring break begins
28	W	Financial clearance deadline: 4 pm
30	F	Winter degrees conferred

SPRING QUARTER

April	1	S	Spring break ends
	2	M	Instruction begins
	5	TH	Last day to register, add, or drop a class without a late fee
			Last day to withdraw from a class with a 100% refund
	9	M	Application for degree due for summer masters graduates
	13	F	Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record
	27	F	Last day to withdraw from a class with a 50% refund
May	22	T	Last day to withdraw and receive a W on transcript, with a 0% refund
	28	M	Memorial Day holiday for all graduate programs
June	5	T	Financial clearance begins for summer quarter
	10	S	Missoula graduate hooding/graduation
	11-13	MTW	Final exams
	16	Sa	College Place graduate hooding (7:00 pm)
	17	S	Commencement (8:30 am)
	18	M	Spring degrees conferred
	18	M	Application for degree due for fall masters graduates

SUMMER QUARTER

June	25	M	Financial clearance deadline: 4 pm
	25	M	Instruction begins
July	4	W	Independence Day holiday
August	7	T	Financial clearance begins for fall quarter
	17	F	Eight-week summer session ends
	19	S	Billings graduate hooding/graduation
	31	F	Summer degrees conferred
	31	F	Ten-week summer session ends

WALLA WALLA UNIVERSITY MISSION STATEMENT

Seventh-day Adventist Higher Education

Core Themes

We are a community of faith and discovery committed to

- Excellence in thought
- Generosity in service
- Beauty in expression
- Faith in God

Philosophy

Walla Walla University is founded on Christian teachings and values as understood and appreciated by the Seventh-day Adventist Church. Central to these teachings is the belief that every person is created in the image of God as a being of inestimable value and worth, imbued with powers of intelligence, stewardship, and creativity akin to those of the Creator. Walla Walla University, therefore, seeks in its mission to foster the unique gifts of every individual within this Christian community of faith and discovery. Committed to excellence in thought, the University seeks to impart a broad knowledge of the arts, sciences, and professions by careful instruction and open inquiry at both the undergraduate and graduate levels. Recognizing that God is the source of all truth, goodness, and beauty, the University seeks to convey to students a wisdom that translates academic achievement into responsible citizenship, generous service, a deep respect for the beauty in God's creation, and the promise of re-creation through Jesus Christ.

GRADUATE MISSION STATEMENT

Graduate programs at Walla Walla University support the mission of the university and assist students as they acquire knowledge and expertise in their fields of study within the context of Christian faith. As members of a community of advanced discovery, we are committed to: 1) quality in scholarship and research 2) continued development of social, moral, and spiritual values and 3) the integration of learning, faith, and service.

ABOUT WALLA WALLA UNIVERSITY

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

Walla Walla University is committed to equal opportunity for all students. It does not discriminate on the basis of sex, race, age, color, handicap, national and/or ethnic origin in administration of its admissions, educational, financial, employment, and student life programs and policies, or any other college administered program. The University provides for the attendance and academic success of handicapped students. The campus and a number of buildings have been modified to provide easy wheelchair access.

Walla Walla University seeks to foster an intelligent understanding of Christian ideals, loyalty to God, and service to humanity; and to offer an educational experience encouraging the formation of character marked by a full, harmonious development of the intellectual, physical, and spiritual powers. The seventh-day Sabbath is observed at Walla Walla University from sunset Friday to sunset Saturday. Instructional activities are not conducted during these hours.

Walla Walla University offers Graduate degree programs in Biology, Education, Media Ministry, and Social work. Graduate study is planned with reference to the student's previous academic preparation, experience, personal qualifications, and future objectives. Close cooperation between the student and advisor is essential. Graduate degree programs at Walla Walla University provide an atmosphere which stimulates intellectual curiosity and independent thinking. They are designed to develop an appreciation for the value of research, to provide involvement with basic research techniques, and to strengthen professional competence in areas of specialization.

PROGRAM ADMINISTRATION

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

CLASSIFICATION OF STUDENTS

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

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

ADMISSION REQUIREMENTS

To qualify for regular admission, an applicant to a graduate program will meet the following criteria:

1. Graduate from an accredited four-year college or university by the time of enrollment as evidenced by a transcript showing the completion of a baccalaureate degree.
2. Complete an appropriate undergraduate major or prerequisite credit hours as specified by the department.
3. Achieve a minimum cumulative GPA of 2.75 for either the total hours or for the last 96 quarter hours of the baccalaureate degree.
4. Complete a graduate application packet.
5. Obtain professional and academic references from three individuals knowing the applicant's professional abilities and personal qualities (i.e. a recent volunteer supervisor, employer, professor or advisor).
6. Submit an admission essay of professional goals and objectives as directed by the department concerned.
7. Achieve a score of 550 on the written TOEFL or a score of 213 on the computer TOEFL or a score of 79 on the internet test, if English is spoken as a Second Language.
8. Meet additional admission requirements as specified by the department concerned.

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

ADMISSION AND ENROLLMENT CATEGORIES

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

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

Non-matriculated. Non-matriculated status is designed for individuals who wish to take courses for personal or professional benefit, but are not seeking a graduate degree.

Prerequisites for this experience are the completion of a baccalaureate degree with a minimum of a 2.75 cumulative GPA and permission of the home department. A maximum

of 12 graduate credits may be taken in non-matriculated status. By special petition to Graduate Council, those 12 credit hours may be applied to a graduate program retrospectively.

GENERAL ACADEMIC INFORMATION

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

Waiving Content Requirements. On occasion content required for the graduate program at Walla Walla University may have been covered in a course applied to an earlier degree. All courses considered for waiver must have been passed with a grade of B or higher, taken within the last five years, and submitted to the department for their review and approval. After being approved by the department, the content required by the graduate program may be waived but the total hours required for the degree is not reduced. A validation exam over the content area may be required in some programs with exceptions made in the case of second advanced degrees. There is a fee for this examination.

Resident Credit. All credits earned toward a master's degree will normally be taken at Walla Walla University. No more than 12 credits of graduate work taken before official acceptance into a graduate program may be applied to a master's degree. Courses numbered 350-399 may be included in the graduate program with approval of the Graduate Council. No more than six quarter hours of workshop (474) courses will be included in a program. A minimum of 33 quarter hours toward the Biology or Education programs, and 40 hours toward the Social Work program must be taken in residence.

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

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

Unregistered Student Attendance of Classes. Only students who are officially registered will be allowed to attend graduate classes after the third week of school.

Changes in Registration. Changes in registration may be made during the first four days of the term without charge. Course changes after that time require advance permission from the instructor and from the student's academic advisor. Courses may not be added after that tenth day of any quarter.

Course Load. The maximum credit load per quarter for graduate students is 14 hours for social work, education, and media ministry, and 12 hours in biology. Incomplete grades from previous quarters are added to the total course credit load of each quarter. A petition must be made to Graduate Council to exceed these limits. For purposes of loan deferment 7 hours of graduate work is considered a minimum load. For visa qualification 8 hours of graduate work is considered a minimum load.

Withdrawals. Students withdrawing from a graduate program must file a withdrawal form with the Office of Graduate Studies. If individual courses need to be changed, added, or dropped during a term, students must file an official change of registration form with the Office of Graduate Studies. These forms must first be signed by the advisor and the instructor(s) concerned. The final date for dropping a course is listed in the academic calendar.

Academic Integrity Statement. An integral part of the mission of Walla Walla University is to prepare its students to be responsible individuals who are guided by Christian values. The University, therefore, expects all members of its community to practice integrity, including a steadfast adherence to honesty. Faculty have a responsibility to foster integrity by example and instruction. Students have a responsibility to learn, respect, and practice integrity. All acts of academic dishonesty, including cheating, plagiarism, forgery, misrepresentation, falsification, prohibited collaboration, and unauthorized use of files, are unacceptable. Departments may have more specific criteria for behavior and skills suitable to their disciplines which will be communicated to students, typically in course syllabi. A violation of academic integrity will result in disciplinary action, which may include expulsion from the program (see department for details).

Satisfactory Academic Progress. Students receiving financial aid must maintain satisfactory academic progress toward degree completion. For graduate students, they must maintain a 3.00 cumulative GPA, complete 70% of classes attempted (both per term and cumulative), and complete the degree within the maximum number of quarters allowed. Detailed information about the policy is available at wallawalla.edu/progress.

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

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

Deficiencies. Deficiencies must be made up as early in the program as possible, and may not be made up by audit. A challenge exam over deficiency content can be taken. See undergraduate and financial bulletin for policies and fees.

GRADUATE FACILITIES AND SERVICES

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

Disability Support Services. Walla Walla University is committed to responding to the needs of students with disabilities as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. WWU provides program access to students with documented disabilities through a variety of services and equipment. The Disability Support Services office coordinates academic accommodations which include, but are not limited to: testing accommodations, note takers, alternate text formats, and classroom relocation. Services must be arranged in advance and require documentation of the disability. For more information about any of these services, contact Disability Support Services, 509/527-2366. Policies are also available online at:

wallawalla.edu/resoures/student-support-services/disability-support-services/.

Library Resources and Services. The combined WWU libraries contain over 200,000 book volumes and subscribe to almost 3,400 online and just under 1,000 print journals. In addition, students have access to full-text articles from over 50 journal databases. The main library's website at library.wallawalla.edu is the starting point for most library research at WWU. The online catalog can be searched from this site as can over 120 databases to which the libraries subscribe. Branching from the main library's website are those designed specifically for students at the each of the Montana Graduate Social Work sites. Using the online catalog:

wallawalla.edu/academics/libraries/libraries/catalogs/peterson-library/, students can search collections at the Peterson Memorial Library, Curriculum Library, Rosario Marine Biological Station, Montana Graduate Social Work sites and the branch Nursing Library in Portland, OR. The online catalog is accessible to anyone with an Internet connection. Journal article databases available from the main library's website:

wallawalla.edu/academics/libraries/libraries/databases/database-by-title/.

include such key resources as *Academic Search Full-Text Premier*, *ERIC*, *Medline*, *ProQuest Direct*, *PsycInfo*, *PsycArticles*, *SocINDEX full-text*, *Social Work Abstracts*, and an array of *Biological Sciences* databases from CSA. These databases can be accessed from any on-campus computer connected to WWU's local area network. Off-campus access to these databases is also available, via an authentication process, to current students, faculty and staff of WWU. Electronic journals can be accessed at:

wallawalla.edu/academics/libraries/libraries/databases/periodicals-list/.

Microform readers make accessible microforms of periodicals and other scholarly material. In addition, the main library provides a small collection of videos and equipment for viewing various media. Students in Washington and Oregon have access to nearly 30 million books and other resources from 35 academic libraries in the Orvis Cascade Alliance. Materials located at consortium libraries can be ordered online from the comfort of your home or office and delivered to either the main WWU library or the Portland campus library for pickup within 3-4 days. You can access all of these materials from the main library's web page. Go to Catalogs: Summit Catalog or go to this link: summit.orbiscascade.org/. For all

students, materials not held at one of the University's libraries can be procured through the Interlibrary Loan/Document Delivery service operated by the main library's Reference Department. WWU students with validated identification cards also have access to the library facilities of Whitman College, a private liberal-arts college located in downtown Walla Walla.

Canaday Technology Center. (CTC) The Department of Communications and Languages houses the faculty offices and classrooms that support the M.A. in Media Ministry programs. Film and video equipment are available for student use from this location.

Marine Laboratory. Walla Walla University owns and operates the Rosario Beach Marine Laboratory, adjoining Deception Pass State Park, and Anacortes, Washington. This facility occupies 40 acres of beach and timberland, and includes three laboratory buildings, a cafeteria, assembly hall, shop, and 24 cabins for student and staff housing.

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

Smith Hall. Facilities of the School of Education and Psychology include offices for staff and graduate assistants, classrooms with Internet and campus network access, laboratories for testing, a curriculum library, and a student lounge. A child development center provides students with an opportunity to work with young children in a preschool setting.

Winter Education Complex. (WEC) The Wilma Hepker School of Social Work and Sociology is located on the 2nd floor of the newly renovated Winter Educational Complex (WEC) on the main campus of Walla Walla University. These facilities include faculty offices, a wireless student lounge, smart classrooms, ITV conference rooms, as well as clinical testing rooms in which to observe practice skills. Together these amenities create a cutting edge teaching-learning environment. Comfortable classrooms and teacher offices are also maintained at two MSW program extension sites in Montana; at Missoula and Billings.

GRADING SYSTEM

The grade-point average is computed by totaling the grade points of all courses taken at Walla Walla University and dividing by the total quarter hours for which grades are received. **Only the best grade of a repeated course will be calculated in the grade-point average.** Default grades of Incompletes are included in the grade point average calculation. The AU, IP, NC, S, W and X are disregarded in computing the grade-point average. A report of grades is available on the WWU web-site for students at the end of each quarter. Classes taken for 0 credit may only be graded as S/NC.

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

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

In place of grades, the following symbols are used:

I Incomplete. In the case of incomplete work due to justifiable cause, the instructor may assign a grade of incomplete (I), allowing the student until three weeks before the close of the following quarter to complete the course requirements. Along with the incomplete (I) grade, the instructor also submits a default grade for the class based on what the student has accomplished as compared with the overall class requirements. The student will be assigned the default grade if the incomplete work is not completed in the allotted time. Default grades for courses with incomplete (I) grade(s) will be calculated into the cumulative GPA for the purpose of determining probationary status.

If, due to justifiably extenuating circumstances students are unable to complete the class requirements within this time period, they may request an extension from the Associate Vice President for Graduate Studies beyond the above mentioned next-quarter deadline. If students do not complete the class requirements during this further extended time period, they are assigned either the default grade or another grade submitted by the instructor.

I* Standing Incomplete. Final grade for coursework not completed within appropriate timeframe.

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

IP* Standing In Progress. Final grade for coursework not completed within appropriate timeframe.

S/NC Satisfactory/No Credit. Indicates that credit earned was satisfactory (C or better) or that the credit was not earned because performance did not meet the minimum standards

for a satisfactory grade. A grade of S will not be acceptable for graduate credit except for courses that require S/NC grading. **Some professional schools calculate the NC mark as an F grade when computing the grade-point average.**

W Official Withdrawal. Courses dropped during the first two weeks of the term will not appear on the student's record. Courses dropped thereafter will appear on the permanent record with a W.

X Unofficial Withdrawal. Indicates that the student discontinued class attendance prior to the fifth week, mid-term, but failed to withdraw officially.

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

Grade Errors and Corrections. Grades will be processed and posted to the Web for viewing at the close of each quarter. Upon viewing grades via the secured web site, the student should carefully check the accuracy of the courses recorded, quarter hours, and grades. Grades may be changed only if an error has been made in calculating or recording the grade. Students will have until the last day to drop classes during the next regular quarter to report any discrepancies to the Academic Records Office.

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

UNIFORM COURSE NUMBERS

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

500 Topics

1-5

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

559 Supplemental Studies

1-2; 2

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

569 Advanced Study**1-3; 3**

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

579 Directed Research/Project**1-2; 2**

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

594 Directed Reading**1-3**

Independent reading for students who wish to broaden their knowledge in a particular discipline.

GNRL 501 Continued Enrollment**8; 24**

Continuation credit for graduate students who have completed all of the program requirements for their graduate degree except for Thesis Research, Thesis, Research or Professional Projects. Continued enrollment is permitted for up to three quarters. (Course fee of \$100 per quarter applies.)

GRADUATE DEGREE REQUIREMENTS

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

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

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

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

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

Time Allowed for Completion of Degree. Graduate students at Walla Walla University must complete all degree requirements within six (6) years after the first term of enrollment in their program. A program approved leave of absence of up to three quarters is not counted in the six year time frame. The student may petition the Graduate Standards Committee for additional extensions.

Application for Degree Requirement. Two quarters prior to program completion, a Graduate Application for Degree must be completed and returned to the program administrative assistant or to records office. The student is responsible for ensuring that the applicable graduation requirements below are completed:

1. Review a degree audit that verifies completion/registration for minimum number of credits in a declared program.
2. Attained a cumulative GPA of 3.0 or above.
3. Meet all program prerequisite requirements.
4. Scheduled the necessary comprehensive exam and/or defense of thesis/project.
5. Satisfied all deficiencies, incomplete (I) and in progress (IP) grades.

GRADUATION

Students are encouraged to participate in commencement exercises; those wishing to graduate in absentia must petition the President of the university to do so.

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

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

Degrees are conferred and diplomas are issued each quarter. All course work must be completed, transcripts received, comprehensives taken, and grades received before the degree will be awarded.

Dates degrees are conferred in 2017-2018:

Fall	December 29, 2017
Winter	March 30, 2018
Spring	June 18, 2018
Summer	August 31, 2018

BIOLOGY

David Lindsey, Chair; Joan Redd (Director of the Biology Graduate Program), David Cowles, Scott Ligman, Janice McKenzie, Jim Nestler, Kirt Onthank

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

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

The School of Biological Sciences offers a Master of Science degree in Biology for students who wish to prepare for careers in research and teaching or continue their education through a Ph.D., subsequently entering careers in research or college and university teaching. The program of course work and research developed for each graduate student takes into account the academic background, present interests, and future goals of the student.

ADMISSION

Applicants must meet the general admission requirements as outlined earlier in the *Graduate Bulletin*. New students may start at the beginning of any academic quarter. A complete application must be received at least 30 calendar days before the first day of the quarter in which the prospective student wishes to enroll. Any application completed after this date will be considered for the following quarter. A complete application consists of:

1. The application form
2. Three professional references (unless the applicant is a WWU biology major)
3. All transcripts from accredited colleges or universities previously attended
4. A personal statement of objectives and goals (usually less than 3 pages)
5. Teaching assistant application (if a TA is desired)
6. GRE scores from a test taken in the last five years
 - a. An applicant with a cumulative GPA of 3.0 or above must submit scores from the GRE general test only.
 - b. An applicant with a cumulative GPA of less than 3.0 must submit scores from both the GRE general and GRE Biology subject tests.

M.S. DEGREE REQUIREMENTS

Students must complete all requirements as listed in this bulletin and in the "General Procedures for the Completion of the M.S. Degree in Biology" (available from the department). A Program of Study prepared on an official form must be approved by the program director and submitted to Graduate Council by the third quarter of enrollment. Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies. Any changes in the study program must be documented on a Program Change Form and require the signatures of the advisor, program director and the Dean of Graduate Studies. Because of the variety of biological and interdisciplinary opportunities available at

BIOLOGY

the Walla Walla University Rosario Beach Marine Laboratory, all graduate students are encouraged to attend one summer term. **Students will take Graduate Comprehensive Exams during the first spring break after enrollment in the graduate program.*

Prerequisite Background:

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

Curriculum Requirements:

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

MS Degree Program:		<i>credits</i>
Colloquium (BIOL 495 - six quarters)		0
Graduate Seminar (BIOL 510-five courses)		5
Electives (10 credits must be 500-level BIOL courses)		28
Thesis Requirements:		12
Thesis Proposal (BIOL 544)	2	
Thesis Research (BIOL 545)	8	
Thesis (BIOL 546)	2	

		Total 45

See page 43 for a complete list of course descriptions. Look for courses with the following prefixes for the Biology Department: BIOL.

EDUCATION AND PSYCHOLOGY

Debbie Muthersbaugh, Dean; Austin Archer, Maria Bastien, Peter Gleason, Brian Hartman, Linda Ivy, Neria Sebastien

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

The Master of Education (M.Ed.) degree is designed for educators whose goal is to provide leadership in teaching or administrative roles at the K-12 level. M.Ed. students will be required to complete a professional project. The Master of Arts in Teaching (M.A.T.) program is intended for practicing, certified teachers who wish to improve or expand the area of their professional performance. The Master of Initial Teaching (M.I.T.) program is intended for those with a bachelor's degree that want teaching certification in either elementary or secondary.

GRADUATE DEGREES

1. Master of Education (M.Ed.) in the following areas:

Curriculum and Instruction	Special Education
Educational Leadership	*Individualized Area
Literacy Instruction	

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

Curriculum and Instruction	Special Education
Educational Leadership	*Individualized Area
Literacy Instruction	

3. Master of Initial Teaching (M.I.T.) in the following areas:

Instruction with Certification (Elementary)
Instruction with Certification (Secondary)

*Individualized Area Description

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

EDUCATION AND PSYCHOLOGY

Admission to Graduate Programs in Education. In addition to the general admission requirements listed earlier in this bulletin, the School of Education and Psychology requires a satisfactory GRE score on the general exam taken within the last five years for the M.Ed. program, three professional references, and a personally prepared statement of philosophy and purpose. Applicants who already hold a graduate degree from a regionally accredited institution or those applying to the M.A.T. or M.I.T. program are not required to take the GRE general exam. An interview with one or more School of Education and Psychology faculty members may also be required. The quality of the statement of philosophy and the three professional references are significant factors in the decision process.

Prerequisites Applicable to All Programs. In addition to general admission requirements described elsewhere in this bulletin, candidates for degrees in the School of Education and Psychology must meet all prerequisites listed under their chosen areas. Deficiencies may be removed after admission to graduate study, but any credit earned thereby will not apply to minimum degree requirements. A plan for the removal of all deficiencies, including professional experience and/or certification requirements, must be approved by the School of Education and Psychology faculty. All deficiencies and program requirements must be satisfied before the degree is granted.

Requirements. A Program of Study prepared on an official form must be approved by the dean or program director and submitted to Graduate Council at least two quarters prior to completion of the program. Official approval of this program will be acknowledged by a letter from the Dean of Graduate Studies. Forms for this purpose are available in the School of Education and Psychology office. All courses included in the degree program must be approved by an advisor assigned by the School of Education and Psychology. Any changes in the study program must be documented on a Program Change Form and require the signatures of the advisor, program director and the Dean of Graduate Studies. Unless specifically approved by Graduate Council, courses numbered below 350 will not apply for graduate credit. For the M.Ed. degree a written comprehensive exam must be passed prior to defense of a project. For the M.Ed. degrees the project proposal must be approved, and all necessary forms must be signed, at least two weeks prior to commencement.

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

Teacher Certification. Walla Walla University is a state and denominationally approved teacher education institution; and, as such, is authorized to recommend students for initial certification in the State of Washington and in the Seventh-day Adventist Church. The School of Education and Psychology can also assist students who seek to renew their certificate or wish to apply in another state or province. Since certification requirements are subject to frequent change, students seeking to qualify for either residency or continuing/professional certification should consult with their advisors, the Certification Officer, or the Dean of the School of Education and Psychology early in their programs.

EDUCATION AND PSYCHOLOGY

Information on teacher certification requirements, including appropriate check sheets and other aids, is available from the Certification Officer.

EDUCATION AREAS

(Master of Education)

CURRICULUM AND INSTRUCTION (M.Ed.)

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

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

			<i>credits</i>
Basic Courses			13
EDUC 501	Statistics in Research	4	
EDUC 561	Introduction to Educational Research	4	
EDUC 598	Graduate Seminar	1	
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4	
Curriculum and Instruction Core			16
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 547	Effective Schools	3	
EDUC 506	Perspectives on School and Community	3	
EDUC 556	Curriculum Planning	3	
EDCI 540	21st Century Teaching and Learning	3	
Approved Electives *			12
<i>*Electives must be chosen in consultation with the student's advisor.</i>			
Professional Education Electives*		3-12	
<i>*Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional learning principles, pupil characteristics, teaching methodology, curriculum materials or the roles of various school personnel.</i>			
Academic Content Electives*		0-3	
<i>*Academic content courses are found in departments other than Education and Psychology and must be in approved subjects clearly related to the teaching areas chosen by the student.</i>			
Professional Project			4
EDUC 581	Professional Project	4	
			<hr/>
			Total 45

EDUCATION AND PSYCHOLOGY

EDUCATIONAL LEADERSHIP (M.Ed.)

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

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

		<i>credits</i>
Basic Courses		13
EDUC 501	Statistics in Research	4
EDUC 561	Introduction to Educational Research	4
EDUC 598	Graduate Seminar	1
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
Educational Leadership Core		32
EDAD 511	Introduction to Educational Leadership	4
EDAD 525	Human Relations in Education	3
EDAD 526	School Finance	3
EDAD 527	School Facilities and Services	3
EDAD 539	Supervision of Instruction, K-12	4
EDAD 545	Principalship, K-12	4
EDAD 550	School Law	4
EDAD 565	Practicum in Administration	4
EDUC 556	Curriculum Planning	3
Professional Project		4
EDUC 581	Professional Project	4
		<hr/> Total 49

EDUCATION AND PSYCHOLOGY

LITERACY INSTRUCTION (M.Ed.)

This option is designed to meet the competency requirements for Washington State and Adventist Education endorsements as a reading specialist. Additionally, the state requires graduates to pass the following: the secondary methods course, the National Evaluation Series (NES), and a Pedagogy Performance Assessment (PPA).

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

		<i>credits</i>
Basic Courses		13
EDUC 501	Statistics in Research	4
EDUC 561	Introduction to Educational Research	4
EDUC 598	Graduate Seminar	1
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
Literacy Instruction Core		23
EDUC 475	Teaching Reading Skills in the Content Areas	3
EDUC 535	Reading Diagnosis and Remediation	3
EDUC 546	Reading and Writing Assessment	3
EDUC 549	21st Century Literacies	4
ENGL 574	Literature for Children and Young Adults	4
or		4
ENGL 576	Multi-Cultural Literature for Children and Young Adults	4
SPED 531	Psychology of Reading	3
WRIT 589	Writing Theory	3
Approved Electives*		6
<i>*Electives must be chosen in consultation with the student's advisor.</i>		
Professional Project		4
EDUC 581	Professional Project	4
		<hr/>
		Total 46

EDUCATION AND PSYCHOLOGY

SPECIAL EDUCATION (M.Ed.)

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

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

		<i>credits</i>
Basic Courses		13
EDUC 501	Statistics in Research	4
EDUC 561	Introduction to Educational Leadership	4
EDUC 598	Graduate Seminar	1
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
Special Education Core		34
EDUC 515	Technology in Education	3
EDUC 535	Reading Diagnosis and Remediation	3
SPED 512	Childhood Special Education	3
SPED 513	Early Childhood Special Education	3
or		3
SPED 514	Adolescent Special Education	3
SPED 522	Principles of Teaching and Learning in Inclusive Classrooms II	3
SPED 530	Professional Skills in Special Education	4
SPED 538	Consultation, Collaboration and Transitions	3
SPED 539	Teaching Student with Mild and Severe Disabilities	4
SPED 540	Functional Behavioral Assessment	4
SPED 593	Practicum in Special Education	4
Professional Project		4
EDUC 581	Professional Project	4
		<hr/> Total 51

EDUCATION AND PSYCHOLOGY

EDUCATION AREAS (Master of Arts in Teaching, Master of Initial Teaching)

M.A.T. and M.I.T. degrees are considered terminal, professional degrees.

CURRICULUM AND INSTRUCTION (M.A.T.)

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

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

			<i>credits</i>
Basic Courses			8
EDUC 551	Action Research	4	
SPED 521	Principles Teaching and Learning in Inclusive Classrooms I	4	
Instructional Core			16
EDAD 539	Supervision of Instruction, K-12	4	
EDAD 547	Effective Schools	3	
EDUC 506	Perspectives and School Community	3	
EDUC 540	21 st Century Teaching and Learning	3	
EDUC 556	Curriculum Planning	3	
Approved Electives *			21
	<i>*Electives must be chosen in consultation with the student's advisor.</i>		
Professional Education Electives*		11-21	
	<i>*Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional learning principles, pupil characteristics, teaching methodology, curriculum materials or the roles of various school personnel.</i>		
Academic Content Electives*		0-10	
	<i>*Academic content courses are found in departments other than Education and Psychology and must be in approved subjects clearly related to the teaching areas chosen by the student.</i>		
			<hr/> Total 45

EDUCATION AND PSYCHOLOGY

EDUCATIONAL LEADERSHIP (M.A.T.)

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

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

		<i>credits</i>
Basic Courses		8
EDUC 551	Action Research	4
SPED 521	Principles Teaching and Learning in Inclusive Classrooms I	4
Educational Leadership Core		32
EDAD 511	Introduction to Educational Leadership	4
EDAD 525	Human Relations in Education	3
EDAD 526	School Finance	3
EDAD 527	School Facilities and Services	3
EDAD 539	Supervision of Instruction, K-12	4
EDAD 545	Principalship, K-12	4
EDAD 550	School Law	4
EDAD 565	Practicum in Administration	4
EDUC 556	Curriculum Planning	3
Approved Electives *		6
<i>*Electives must be chosen in consultation with the student's advisor.</i>		
		<hr/> Total 46

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LITERACY INSTRUCTION (M.A.T.)

This option is designed to meet the competency requirements for Washington State and SDA endorsements as a reading specialist. Additionally, the state requires graduates pass the following: the secondary methods course, the NES, and a PPA.

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

			<i>credits</i>
Basic Courses			11
EDUC 551	Action Research	4	
EDUC 571	Action Research Lab	14	
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4	
Literacy Instruction Core			32
EDUC 475	Teaching Reading Skills in Content Area	3	
EDUC 520	Teaching Beginning Literacy	3	
EDUC 533	Literature Based Reading Instruction	3	
EDUC 535	Reading Diagnosis and Remediation	3	
EDUC 537	Thematic Approaches to the Teaching of Reading	3	
EDUC 546	Reading and Writing Assessment	3	
EDUC 549	21 st Century Literacies	4	
ENGL 574	Literature for Children and Young Adults	4	
or			
ENGL 576	Multi-Cultural Literature for Children	3	
SPED 531	Psychology of Reading	3	
Approved Electives *			0-3
<i>*Electives must be chosen in consultation with the student's advisor.</i>			

Total 46

EDUCATION AND PSYCHOLOGY

SPECIAL EDUCATION (M.A.T.)

This option is designed to meet the requirements for endorsements in Special Education.

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

		<i>credits</i>
Basic Courses		8
EDUC 551	Action Research	4
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
Special Education Core		37
EDUC 515	Technology in Education	3
EDUC 535	Reading Diagnosis and Remediation	3
SPED 512	Early Childhood Special Education	3
SPED 513	Childhood Special Education	3
SPED 514	Adolescent Special Education	3
SPED 522	Principles of Teaching and Learning in Inclusive Classrooms II	3
SPED 530	Professional Skills in Special Education	4
SPED 538	Consultation, Collaboration, and Transitions	3
SPED 539	Teaching Student with Mild and Severe Disabilities	4
SPED 540	Functional Behavioral Assessment	4
SPED 593	Practicum in Special Education	4
		<hr/> Total 45

INSTRUCTION WITH CERTIFICATION - Elementary (M.I.T.)

This program is designed for candidates who hold a bachelor's degree in an area other than elementary education interested in receiving both an M.I.T. degree and Washington State and/or Adventist Education Certification with an endorsement in elementary education. Candidates must have or complete 30 credits in an endorsable content area.

Prerequisites: Pass all sections of the WEST-B (basic skills state exam in reading, writing, and math), or submit official passing scores on the ACT (Math 22, Reading 22, Writing 8 (2/2005 to 8/2015); 23 (9/2015 and forward)) and/or SAT (Math 515 (prior to 3/2016); 530 (after 3/2016), Reading 500 (prior to 3/2016); 27 (after 3/2016), Writing 490 (prior to 3/2016); 28 (after 3/2016)) or combination thereof, PSYC 130 General Psychology, SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing, HIST 221 or 222 History of the United States.

Co-requisites: Math 112, 113 Mathematics for Elementary Teachers, GEOG 252 Physical Geography, and HLTH 110 Wellness for Living. Physical and Life Science courses (which must include labs), or equivalent course work. RELT 202 Fundamentals of Christian Belief

EDUCATION AND PSYCHOLOGY

or equivalent course work and an additional 8 quarter credits hours of religion course work are prerequisites/co-requisites for Adventist Education Certification. Other state certification assessment requirements: NES (endorsement content exam), and the Washington State assessment tool.

		<i>credits</i>
Basic Courses		11
EDUC 522	Philosophy and Education	3
EDUC 551	Action Research	4
PSYC 517	Psychology of Learning and Development	4
Instructional Core		71
ART 395	Methods of Teaching Art	2
EDCI 550	Language Development in Young Children	3
EDCI 560	Teaching and Learning: Inclusive Literacy I	4
EDCI 561	Teaching and Learning: Inclusive Literacy II	4
EDCI 573	Teaching and Learning: STEM I Mathematics and Technology	4
EDCI 582	Teaching and Learning: Social Studies	3
EDCI 583	Teaching and Learning: STEM II – Science and Engineering	4
EDCI 590	Measurement and Evaluation in Education	4
EDUC 444	Teaching and Learning: Cultural Diversity and Small Schools	3
EDUC 450	Introduction to Student Teaching: Clinical Practice	1
EDUC 460	Elementary Student Teaching Part I	3
EDUC 470	Elementary Student Teaching Part II: Assessment	2
EDUC 480	Elementary Student Teaching Part III	9
EDUC 495	Colloquium: Child Abuse	0
EDUC 505	Elementary Classroom Organization and Management	4
EDUC 511	Introduction to and Foundations of Education	4
EDUC 515	Technology in Education	3
ENGL 574	Literature for Children and Young Adults	4
MUED 394	Music in the Elementary School	3
<i>*Music majors or minors take MUED 395 if offered in place of MUED 394</i>		
PETH 473	Teaching Elementary Health and Physical Education	3
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
(Pass the NES Exam for Elementary Education)		0
(Pass the WA State assessment tool)		0

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Adventist Education Certification (Optional)*			8
EDCI 581	Teaching and Learning: Religion	2	
RELH 457	History of Adventism	3	
RELT 417	Inspiration and Revelation	3	
			<hr/> Total 82 or *90

*Includes Adventist Education Certification

INSTRUCTION WITH CERTIFICATION - Secondary (M.I.T.)

This program is designed for candidates who hold a bachelor's degree in an area other than education interested in receiving both an M.I.T. degree and Washington State and/or Adventist Education Certification for teaching in the middle school, junior high, and high school. Candidates who want Washington state certification must have an endorsable teaching major and/or its equivalent (45+ credits in an endorsable content area) that has been approved by the School of Education and Psychology.

Prerequisites: Passing scores on the WEST-B (basic skills state exam in reading, writing, and math) or submit official passing scores on the ACT (Math 22, Reading 22, Writing 8 (2/2005 to 8/2015); 23 (9/2015 and forward)) and/or SAT (Math 515 (prior to 3/2016); 530 (after 3/2016), Reading 500 (prior to 3/2016); 27 (after 3/2016), Writing 490 (prior to 3/2016); 28 (after 3/2016)) or combination thereof, and the WEST-E/NES (endorsement content state exam). PSYC 130 General Psychology, Math 105 or higher, SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing or equivalent course work. RELT 202 Fundamentals of Christian Belief and HLTH 110 Wellness for Living or HLTH 205 Survey of Health, or equivalent course work and an additional 8 quarter credit hours of religion course work are prerequisites/co-requisites for Adventist Education Certification. Other state certification assessment requirements: WA State assessment tool, and the ACTFL's Speaking and Writing for Designated World Languages endorsements - passing score Advanced Low.

credits

Basic Courses			11
EDUC 522	Philosophy and Education	3	
EDUC 551	Action Research	4	
PSYC 517	Psychology of Learning and Development	4	
Instructional Core			43-44
EDCI 565	Secondary Classroom Management	4	
EDCI 590	Measurement and Evaluation in Education	4	
EDUC 444	Teaching and Learning: Cultural Diversity and Small Schools	3	
XXXX 395	Methods Course in Area of Endorsement	2-3	
or			
EDUC 596	Secondary Methods of Instruction II	2	

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EDUC 450	Introduction to Student Teaching: Clinical Practice	1
EDUC 461	Secondary Student Teaching Part I	3
EDUC 471	Secondary Student Teaching Part II: Assessment	2
EDUC 475	Teaching Reading in Content Area	3
EDUC 481	Secondary Student Teaching Part III	9
EDUC 495	Colloquium: Child Abuse	0
EDUC 511	Introduction to Foundations of Education	4
EDUC 515	Technology in Education	3
EDUC 595	Secondary Methods of Instruction I	1
SPED 521	Principles of Teaching and Learning in Inclusive Classrooms I	4
(Pass the Washington State assessment tool)		0
Adventist Education Certification (Optional)*		6
RELH 457	History of Adventism	3
RELT 417	Inspiration and Revelation	3

Total 54-55 or *60-61

**Includes Adventist Education Certification*

See page 43 for a complete list of course descriptions. Look for courses with the following prefixes for the School of Education and Psychology: ART, EDAD, EDCI, EDFB, EDUC, ENGL, LANG, MUED, PETH, PSYC, RELH, RELT, SPED, TECH, WRIT.

MEDIA MINISTRY

Linda Crumley Chair; Lynelle Ellis (director), Brent Bergherm, Jonathan Duncan, Paul Dybdahl, Linda Felipez, Jerry Hartman, David Thomas.

The Master of Arts in Media Ministry program is an interdisciplinary program in collaboration with Communications and Languages, Computer Science, Technology, and the School of Theology. The academic program is housed at The Center for Media Ministry at Walla Walla University within the Communication and Languages Department and is suitable for students who already hold degrees in theology, communication, or other related fields. These individuals will build upon past academic and ministry experience as they pursue a more specialized master's degree in Media Ministry. Students enrolled in the program would contribute to the field through their research and projects. These research and media projects could range from social activism to evangelism-and all areas of ministry in between.

Admission. Applicants must meet general admission requirements as outlined earlier in the *Graduate Bulletin*. A complete application must be submitted by August 1. A complete application consists of:

1. The application form
2. Three professional references
3. All transcripts for accredited colleges or universities previously attended
4. An admission essay

Once a student is accepted, a \$200 non-refundable deposit is due 30 days after notice of acceptance to reserve a place in the program. This deposit will be applied toward tuition charges when the student enrolls. Students accepted after May 1 should make this deposit as soon as they receive an acceptance letter. Accepted students who miss the deposit deadline may lose their place in the program. The deposit check should be made payable to Walla Walla University and sent to Walla Walla University, Center for Media Ministry, 204 South College Avenue, College Place, WA 99324; the student's name and WWU ID number should be included to ensure proper credit.

Program Structure. The M.A. Media Ministry degree program is designed to be completed online in two years with intensive on-site workshops and featured speaker symposia. Students can participate online while working fulltime, though certain classes require once yearly two-week intensives. Cohorts will begin with a pre-session before fall quarter every two years. Each program cohort will include 16-24 students who take all core courses together. Students will take courses within their concentration with 8-12 other students as a concentration cohort.

Curriculum. The curriculum for the program will include 52 credits divided between core courses and two concentrations from which students will choose one. Core classes include foundational theology courses exploring worldview and mission, communication theory and research methods, story structure, graduate seminar and capstone project.

MEDIA MINISTRY

Core Competencies. Students must exhibit core technical skills and illustrate knowledge of basic theory for both the core curriculum and their concentration in order to be a candidate to graduate. Students may demonstrate competencies in concentration courses by submitting a portfolio and/or taking a validation exam. This option is not available for courses in the core curriculum. Students will also either write a thesis paper or produce a capstone project.

MEDIA MINISTRY (M.A.) Media and Cinema Concentration

This program will prepare students to be creative, innovative, and visionary media experts who understand the big ideas related to communication, theology and culture. They will be prepared to both contribute to current ministry endeavors (from social advocacy to evangelism) and to pioneer new ways to reach the culture with redemptive messages. This concentration explores ministry through various types of visual and aural media productions, from sound production and radio to video productions including web-based shorts and full-length films. Students will learn the essential components of production from writing to post-production—as well as content delivery methods, media ministry management principles, and theory of influence through media.

REQUIRED COURSES

Core Courses

credits

34

COMM 545	Media, Culture and Worldview	2
COMM 560	Spiritual and Social Influence through Media	3
COMM 575	Communication Theory	4
COMM 585	Communicating Spiritual Messages	3
COMM 589	Research Methods	4
COMM 590	Project or Thesis	8
COMM 596	Graduate Seminar	1
RELM 550	Christian Mission	3
RELT 565	Foundational Theology	3
RELT 567	Foundational Narratives	3

Media and Cinema Concentration

13

COMM 505	Production Process: Script to Screen	2
COMM 510	Filmmaking Basics	3
COMM 520	Editing and Post Production	3
COMM 525	Producing for Interactive and Mobile Media	2
COMM 580	Redemptive Cinema	3

Approved Concentration Electives*

5

Total 52

*CONCENTRATION ELECTIVES

COMM 530	Media Management and Ministries	2
COMM 565	Web Ministry	2
COMM 579	Directed Study/Project	1-3
MGMT 575	Entrepreneurship and Small Business Management	4

MEDIA MINISTRY

MEDIA MINISTRY (M.A.) Web and Interactive Media Concentration

This program will prepare students to be creative, innovative, and visionary media experts who understand the big ideas related to communication, theology and culture. They will be prepared to both contribute to current ministry endeavors (from social advocacy to evangelism) and to pioneer new ways to reach the culture with redemptive messages. This concentration prepares students to deploy ministry-focused interactive media on the web and on various mobile application platforms. The concentration focuses on the essential skills needed to design, deploy, and maintain websites, web services, and mobile apps with the goal of promoting ministry.

REQUIRED COURSES

credits

Core Courses:

34

COMM 545	Media, Culture and Worldview	2
COMM 560	Spiritual and Social Influence through Media	3
COMM 575	Communication Theory	4
COMM 585	Communicating Spiritual Messages	3
COMM 589	Research Methods	4
COMM 590	Project or Thesis	8
COMM 596	Graduate Seminar	1
RELM 550	Christian Mission	3
RELT 565	Foundational Theology	3
RELT 567	Foundational Narratives	3

Web and Interactive Media Concentration

13-15

CPTR 515	Database Systems	3
CPTR 535	Web Application Development	2-4
CPTR 536	Web Services	3
CPTR 540	Mobile Application Development	2
GRPH 537	Web Design and Management	3

Approved Concentration Electives*

3-5

Total 52

*CONCENTRATION ELECTIVES

COMM 525	Producing for Interactive/Mobile Media	2
COMM 530	Media Management and Ministries	2
COMM 565	Web Ministry	2
COMM 579	Directed Study/Project	1-3
MGMT 575	Entrepreneurship and Small Business Management	4

See page 43 for a complete list of course descriptions. Look for courses with the following prefixes for the Communication and Languages Department: COMM, CPTR, GRAPH, MGMT, RELM, and RELT.

SOCIAL WORK

Susan B. Smith, Dean; James Boyd (MSW Program Director), Cindee Bailey, Paul Cimmino, Sherrice Croft, Cheris Current, Karen Emerson, Robert Gardner, Kevin Grussling, Randi Hankins, Janet Ockerman, Kayleith Pellandini, Pamela Bing Perry, Ann Szalda-Petree, Heather Rodriguez, Heather Vonderfecht, Laurell Warner, Dan Yazak.

The Wilma Hepker School of Social Work offers a Master of Social Work degree with a clinical focus that is accredited by the council on Social Work Education (CSWE). The program's clinical focus emphasizes direct practice with individuals, groups, couples and families. A competency-based model of education is used that evaluates student learning outcomes based upon CSWE's Educational Policy and Accreditation Standards. Social work competence is defined as the student's ability to integrate and apply knowledge, values and skills in professional settings for the well-being of clients. Self-awareness, critical thinking and reflection are utilized to aid the learning process.

Students are admitted to the MSW program in either the Regular Standing 2-year cohort or in the 4-quarter Advanced Standing program. The 2-year Regular Standing program is designed to prepare students for generalist practice in the first year and advanced clinical practice in the second year of study. The Advanced Standing program is restricted to students with a BSW degree that prepared them for generalist practice at a CSWE accredited social work program and met the admissions criteria for Advanced Standing which deemed them ready to proceed into the clinically focused second year of the MSW program.

Transfer Students. A student who wishes to transfer from another school and/or MSW program into the MSW program at WWU must provide a letter of good standing from their current school. Classroom courses and/or supervised field practicum completed in other CSWE accredited graduate schools of social work may be accepted for credit toward the MSW degree when such courses and supervised field practicum are considered equivalent to work offered in the WWU social work program. Students accepted must complete at least 40 graduate credits while in residence at Walla Walla University for the MSW degree.

MASTER OF SOCIAL WORK

Students enrolled in the 2-year Regular Standing program must complete 79 quarter credits including 37 credits of generalist course work and 42 credits of advanced clinical courses. Within the first year generalist course work, Regular Standing students complete 300 clock hours of supervised field education (6 credits) in a generalist social work practice setting. Second year Regular Standing field education requires 600 clock hours of supervised practicum (12 credits) in a practice setting that fosters the development of advanced practice skills. Advanced Standing students complete 49 credits of advanced clinical course work including 600 hours of supervised field education (12 credits) in an advanced field education setting.

SOCIAL WORK

REQUIRED COURSES

		<i>Regular Standing</i>	<i>Advanced Standing</i>
Core Courses: (<i>First year Regular Standing</i>)		31	-
SOWK 510	Privilege and Oppression	3	-
SOWK 514	Historical Development of Social Welfare	3	-
SOWK 517	Practice with Individuals	4	-
SOWK 518	Practice with Small Groups	3	-
SOWK 520	Practice with Communities and Organizations	2	-
SOWK 524	Human Behavior and Social Environment I	3	-
SOWK 525	Human Behavior and Social Environment II	2	-
SOWK 534	Practice with Couples and Families	3	-
SOWK 537	Research I	3	-
SOWK 538	Research II	1	-
SOWK 539	Research III	1	-
SOWK 548	Comparative Theories	3	-
Field Education:			
SOWK 529	Field Education - Foundation	6	-
Core Courses: (<i>Second-year Regular & Advanced Standing</i>)		21	21
SOWK 508	Social Work, Religion and Spirituality	3	3
SOWK 541	Advanced Practice with Individuals	4	4
SOWK 542	Psychopathology	3	3
SOWK 544	Policy Analysis and Advocacy	3	3
SOWK 545	Advanced Practice with Couples and Families	4	4
SOWK 573	Advanced Practice with Groups	4	4
Field Education:			
SOWK 530	Field Education - Advanced	12	12
Choose one of the Following: (<i>Second-year Regular & Advanced Standing</i>)		3	3
SOWK 540	Advanced Clinical Evaluation (3)		
or			
SOWK 589	Advanced Research Methods (3)		
Electives*		6	13
	Total	79	49

ELECTIVES*

Not all electives are offered every year, or at every program site.

SOWK 527	Introduction to Substance Use Disorders and Interventions*	3
SOWK 531	Death and Dying	3
SOWK 536	Clinical Treatment of Trauma	3
SOWK 549	Attachment Theory Through the Life Span	3
SOWK 551	Family Violence	3
SOWK 552	Clinical Treatment of Children and Adolescents	3
SOWK 555	School Social Work	3

SOCIAL WORK

SOWK 556	Play Therapy	3
SOWK 557	Solution Focused Brief Therapy	3
SOWK 558	Cognitive and Behavioral Therapy	3
SOWK 560	Clinical Approaches to the Treatment of Substance Use Disorders*	3
SOWK 562	Substance Use Disorders and the Family*	3
SOWK 567	Self-care for the Social Worker	2
SOWK 570	Social Work Practice in a Medical Setting	2
SOWK 572	Clinical Treatment in Mental Health	3
SOWK 575	Clinical Practice of Crisis Intervention	3
SOWK 580	Services to Families with Children	3
SOWK 583	Topics in Geriatric Mental Health	2
SOWK 584	Topics in Social Work Leadership and Administration	2
SOWK 585	Topics in Clinical Social Work	3; 9
SOWK 590	Thesis	1-3
SOWK 596	Social Work Practice Seminar	2

**These courses apply toward Chemical Dependency Certification in Washington, Montana, and Idaho.*

See page 43 for a complete list of course descriptions. Look for courses with the following prefixes for the School of Social Work and Sociology: SOWK starting on page 60.

COURSE DESCRIPTIONS

ART – ART

ART 395 METHODS OF TEACHING ART 2
Principles of design and exploration of materials appropriate for primary and intermediate grade children. Methods of the intelligent use of art materials for the child of elementary school age. Will not apply toward a major or minor in art. (Course fees apply.)

BIOL – BIOLOGY

BIOL 403 ORNITHOLOGY 4 or 5
Study of native birds of North America, with emphasis on physiology, identification, migration, and life histories. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered every 3-5 years at the Rosario Beach Marine Laboratory; offered even years only on the College Place campus. (Course fees apply.)

BIOL 405 NATURAL HISTORY OF VERTEBRATES 4
Study of vertebrates with emphasis on natural history, ecology, physiology, and taxonomy. One laboratory per week. A weekend field trip is required. Offered odd years only.

BIOL 420 SOCIOBIOLOGY 3
A study of current concepts and ideas relating to the origin and structure of social behavior in animals. Special attention is focused on the adaptive significance of species-specific behavior in a wide variety of environments.

BIOL 426 SYSTEMATIC BOTANY 4 or 5
Study of the principles of plant classification, together with a systematic survey of vascular plants, with emphasis on natural history and ecology. (College Place campus, 4 quarter hours; Rosario Beach Marine Laboratory, 5 quarter hours.) Offered on demand. (Course fees apply.)

BIOL 430 MOLECULAR BIOLOGY TECHNIQUES 4 or 5
Introduction to the theory and practice of modern molecular techniques. The laboratory will include techniques such as the purification and analysis of DNA, RNA, and protein, recombination DNA procedures, mutagenesis, hybridization methods, PCR, and DNA sequencing technology. Two laboratories per week. Prerequisites: BIOL 382, CHEM 323, 326. (College Place campus, 4 quarter hours; Rosario Beach Marine Laboratory, 5 quarter hours.) Offered even years only. (Course fees apply.)

BIOL 435 DEVELOPMENTAL BIOLOGY 4
Principles of development of plants and animals. Emphasizes problems of growth, differentiation, and morphogenesis. Laboratory work consists of both descriptive and experimental analysis of development. One laboratory per week. Prerequisites: BIOL 381, 382 and CHEM 322; or permission of department.

COURSE DESCRIPTIONS

BIOL 445 ADVANCED MICROBIOLOGY 4

Study of the principles of morphology, physiology, and function of bacteria and other microorganisms. One laboratory per week. Prerequisites: BIOL 143 and CHEM 143 Offered odd years only. (Course fees apply.)

BIOL 449 VERTEBRATE HISTOLOGY 4

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

BIOL 464 ANIMAL PHYSIOLOGY 4

Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 381. PHYS 213, 216 strongly recommended.

BIOL 466 IMMUNOLOGY 4

Study of the molecular and cellular bases of the immune response including clinical applications. One laboratory per week. Prerequisites: BIOL 381, 382. (Course fees apply)

BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION 3

Comparison of the various theories on the origin and history of living organisms in light of present scientific knowledge in biochemistry, paleontology, morphology, geology, genetics and other related areas.

BIOL 495 COLLOQUIUM 0

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

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 of eight credits.

BIOL 510 GRADUATE SEMINAR 1; 6

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

BIOL 525 ETHICAL ISSUES IN SCIENCE 3

The purpose of the course is to provide a sense of the social, ethical, and legal context in which modern biology is practiced. We will discuss current issues in modern biomedical research, conflicts of interest, issues related to authorship and collaboration, intellectual property issues and record keeping, and the use of both animals and humans in biomedical research.

BIOL 530 MOLECULAR BIOLOGY TECHNIQUES 4 or 5

Introduction to the theory and practice of modern molecular techniques. The laboratory will include techniques such as the purification and analysis of DNA, RNA, and protein, recombination DNA procedures, mutagenesis, hybridization methods, PCR, and DNA

COURSE DESCRIPTIONS

sequencing technology. Two laboratories per week. Prerequisites: BIOL 382, CHEM 323, 326. (College Place campus, 4 quarter hours; Rosario Beach Marine Laboratory, 5 quarter hours.)

BIOL 540 READINGS IN BIOLOGY

2; 10

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

BIOL 544 THESIS PROPOSAL

2

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

BIOL 545 THESIS RESEARCH

1-8; 8

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

BIOL 546 THESIS

2

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

ROSARIO BEACH MARINE LABORATORY COURSES

BIOL 141, 142, 143 or equivalent is prerequisite for all courses listed below. Rosario courses of 5 credits include an additional credit for the requirement of a research project. Normally a maximum of two of the following courses are taught during a summer. Please see annual Rosario bulletin.

BIOL 417, 517 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 experience, field observations and research project. Prerequisite: a course in animal behavior, organismal biology and /or psychology.

BIOL 440 HUMAN ANATOMY

5

Comprehensive study of human anatomy covering all systems of the head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences. Dissection and identification of anatomical structures using cadavers, charts, and models.

COURSE DESCRIPTIONS

BIOL 458 MARINE BIOLOGY 5

An integrated approach to understanding the marine environment primarily from an ecological perspective. Included are principles of basic oceanography, plankton biology, deep-sea biology, and shallow-water marine communities. Research project and field trips required. (Course fees apply.)

BIOL 460 MARINE ECOLOGY 5

Study of interspecific, intraspecific, and community relationships demonstrated by marine organisms. (Course fees apply.)

BIOL 462 ICHTHYOLOGY 5

Systematic study of the fish found in Puget Sound, with a survey of the fishes of other waters. (Course fees apply.)

BIOL 463 MARINE PHYCOLOGY 5

A systematic survey of marine algae, covering the principles of their classification, natural history, ecology, physiology, and practical use. (Course fees apply.)

BIOL 475, 575 MARINE INVERTEBRATES 5

A study of the biology of selected groups of marine invertebrates. (Course fees apply.)

COMM – COMMUNICATIONS

COMM 505 THE PRODUCTION PROCESS: SCRIPT TO SCREEN 2

An overview of the process of making visual media product from preproduction to post production phases. Includes concept development, narrative structure, script-writing/storyboarding, budgeting, production, and marketing.

COMM 510 FILMMAKING BASICS SEMINAR 3

An introduction to media production as a means of visual expression and communication. Covers basic principles of visual language and aesthetics, Video and DSLR cameras, basic non-linear editing, video recording formats and file management. Focuses on learning principles (narrative structure, composition, lighting, continuity, pacing, etc.), and then applying them in projects and productions. An online pre-session includes readings and evidence of knowledge of the basic language of production, followed by a two-week residency where students participate in limited lecture/discussion sessions and engage in the production of group and individual projects. An online post-session includes the final editing, analysis and critique of projects.

COMM 520 EDITING AND POST PRODUCTION 3

A study of techniques used for video editing and post production involving hands-on instruction in editing, compositing, and post production techniques using non-linear editing equipment and creative software. Includes a discussion of narrative structure as it relates to the editing process. An online pre-session includes readings and evidence of knowledge related to the basic concepts of video editing. A two-week residency includes face-to-face instruction and hands-on experience editing projects and using various post-production

COURSE DESCRIPTIONS

techniques for the purpose of improving, enhancing and finalizing video productions. An online post-session includes editing, analysis and critique of projects. (Prerequisite: Filmmaking Basics Seminar.)

COMM 525 PRODUCING FOR INTERACTIVE AND MOBILE MEDIA 2

An exploration of narrative styles including transmedia storytelling. Includes analysis of new storytelling technologies and production delivery methods designed to provide greatest impact.

COMM 530 MEDIA MANAGEMENT AND MINISTRIES 2

An overview of the management and operation of all types of media ministries from broadcast to independent production houses. Includes business, regulatory and ethical issues.

COMM 545 MEDIA, CULTURE AND WORLDVIEW 2

An exploration of how the media reflects and influences culture and how that relates to the Christian worldview. Includes topics such as media literacy, media ecology, and media effects.

COMM 565 WEB MINISTRY 2

An introduction to utilizing websites and interactive media for effective ministry. Topics include the ways people engage with web and internet technology; the use of social media, mobile video, and audio in ministry, and the basic principles of mobile website and application design.

COMM 575 COMMUNICATION THEORY 4

An overview of theoretical frameworks related to the various contexts of communication. Theology and ethics of communication are examined in light of a Christian worldview.

COMM 579 DIRECTED STUDY/PROJECT 2-4

For students who wish to conduct independent research or create a media production. The directed study topic will be chosen with guidance from the instructor who will serve as advisor and consultant to the student in carrying out the study or project.

COMM 580 REDEMPITIVE CINEMA 3

A look at historical and contemporary examples of visual narrative in the form of cinema produced for the purpose of communicating spiritual and humanitarian messages. Includes reflection, analysis and evaluation.

COMM 589 RESEARCH METHODS 4

An introduction to the quantitative, qualitative, and mixed-methods approaches to communication research at the graduate level. Students develop skills in designing, interpreting and evaluating research designs.

COURSE DESCRIPTIONS

COMM 590 PROJECT OR THESIS

8

Capstone project or Thesis demonstrating mastery of the concepts and material.

COMM 596 GRADUATE SEMINAR

1

An introduction to expectations and resources for graduate study. Familiarizes students with the school, program, and library research techniques. Includes two-week residency experience on campus.

CPTR – COMPUTER SCIENCE

CPTR 515 DATABASE SYSTEMS

3

The study of database systems. Topics include fundamental concepts, system organization, and implementation of database systems, the relational data model, query languages, database design, and normal forms.

CPTR 535 WEB APPLICATION DEVELOPMENT

24

An introduction to web application development. Topics include UNIX systems software, web servers, server- and client-side scripting languages, mark-up languages, and GUI design. Laboratory work and project are required.

CPTR 536 WEB SERVICES

3

An introduction to the design and implementation of web services. Topics include an overview of web service architectures, how to utilize existing web services in a new project, and how to constructing new web services for others to consume.

CPTR 540 MOBILE APPLICATION DEVELOPMENT

2

An introduction to the principles of mobile application design and development. Students will learn to develop for the Android and/or iOS platform. Topics include memory management, user interface design and implementation, handling user input, networking, and utilization of special mobile device services such as GPS.

EDAD – EDUCATIONAL LEADERSHIP

EDAD 511 INTRODUCTION TO EDUCATIONAL LEADERSHIP

4

Introductory course which includes the discussion of theories and practices of educational leadership and organizational behaviors in school systems. Through a series of individual and collaborative activities, participants will begin to understand and appreciate the challenges faced by modern school leaders.

EDAD 525 HUMAN RELATIONS IN EDUCATION

3

Interpersonal communications and group dynamics for the educational leader. Also considers the role of communication and positive relationships in personnel functions and the collective bargaining process. Offered odd summer quarters.

COURSE DESCRIPTIONS

EDAD 526 SCHOOL FINANCE

3

Analysis of economic and financial issues affecting the operation of schools and school systems. Topics include cost analysis, sources of revenue, budgeting, and the day-to-day management of fiscal resources. Offered even summer quarters.

EDAD 527 SCHOOL FACILITIES AND SERVICES

3

Analysis, coordination, and management of the facilities and services found in a typical school. Trends in building design and maintenance with an eye toward efficient and effective use. Examination of co-curricular and non-curricular activities and their importance to the overall operation of the school. Offered odd summer quarters.

EDAD 539 SUPERVISION OF INSTRUCTION, K-12

4

For superintendents, principals, supervisors, and teachers concerned with instructional improvement through professional supervision. Study of the role, aims, principles, and techniques of instructional supervision. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor. Offered odd summer quarters.

EDAD 545 PRINCIPALSHIP, K-12

4

The role of the principal; administration of the curriculum; organization of the schedule, calendar, and catalog; staff organization and utilization; attendance and discipline programs; responsibilities for office management and auxiliary services. Prerequisite: three years teaching experience or permission of instructor. Offered even summer quarters.

EDAD 547 EFFECTIVE SCHOOLS

3

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

EDAD 550 SCHOOL LAW

4

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

EDAD 565 PRACTICUM IN ADMINISTRATION

4,4,4

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

COURSE DESCRIPTIONS

EDAD 575 READINGS: (*Specific Topic*) 2-4

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

EDCI – EDUCATION CURRICULUM AND INSTRUCTION

EDCI 540 21st CENTURY TEACHING AND LEARNING 3

The theory and application of current research on 21st Century Skills including critical thinking and problem solving, communication and collaboration, visual literacy, creativity and innovation, cross-disciplinary thinking, and scientific and numerical literacy.

EDCI 550 LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3

Study of current research-based theories, methods, and strategies needed to effectively teach and support early literacy from birth through beginning reading. Prerequisite: PSYC 217 or equivalent. Field experience required.

EDCI 560 TEACHING AND LEARNING: INCLUSIVE LITERACY I 4

The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: Admission to Teacher Certification Program.

EDCI 561 TEACHING AND LEARNING: INCLUSIVE LITERACY II 4

Development of literacy and approaches to teaching reading programs K-8, including media and research-based strategies for building reading comprehension in content areas, using literature, writing, differentiated instruction, and legal/ethical implications. Field experience required. Research Component. Prerequisites: EDCI 560 (or permission of instructor).

EDCI 565 SECONDARY CLASSROOM MANAGEMENT (or SPED 565) 4

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

EDCI 573 TEACHING AND LEARNING: 4

STEM I-MATHEMATICS AND TECHNOLOGY

Survey of the curriculum, media, and research-based strategies used in teaching elementary mathematics. Students will be introduced to integrated STEM education practices at the elementary level with an emphasis in mathematics and technology. Field experience required. Prerequisites: MATH 112 and 113 or equivalent.

EDCI 581 TEACHING AND LEARNING: RELIGION 2

Survey of the curricula, media, and interdisciplinary strategies used in teaching Bible to elementary-age children; emphasis on building and maintaining relationships in an environment which nurtures the child's spiritual growth. Service-learning field experience required. Prerequisite: Declared Adventist Education Certification.

COURSE DESCRIPTIONS

EDCI 582 TEACHING AND LEARNING: SOCIAL STUDIES 3
Survey of the curriculum, media, and research-based strategies used in teaching elementary social studies.

EDCI 583 TEACHING AND LEARNING: STEM II-SCIENCE AND ENGINEERING 4
Survey of the curriculum, media, and research-based strategies used in teaching elementary science. Students will be introduced to integrated STEM education practices at the elementary level with an emphasis in science and engineering. Field experience required.

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

EDCI 595 SECONDARY METHODS OF INSTRUCTION 3
Survey of the curriculum, media, lesson planning, and research-based teaching strategies used in secondary classrooms. Offered even summer quarters only.

EDFB – EDUCATION FIELD BASED

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

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

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

COURSE DESCRIPTIONS

EDUC – EDUCATION

EDUC 444 TEACHING AND LEARNING: CULTURAL DIVERSITY AND SMALL SCHOOLS 3

Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies that demonstrate respect for cultural, ethnic, and language differences through differentiated instruction. Includes introduction to multi-age, multi-grade small schools.

EDUC 450 INTRODUCTION TO STUDENT TEACHING: CLINICAL PRACTICE 1

Designed to provide an overview of Washington State certification requirements and classroom teaching practices for student teaching. Prerequisites: Complete student teaching application packet submitted by December 1. Graded S or NC. (Course fees apply.)

EDUC 460 ELEMENTARY STUDENT TEACHING PART I 3

An introduction to the requirements for elementary student teaching. Includes support in the preparation, execution, and evaluation required for certification. Offered fall quarters only. Prerequisites: EDUC 450, approval by the School of Education and Psychology, and must take the NES.

EDUC 461 SECONDARY STUDENT TEACHING PART I 3

An introduction to the requirements for secondary student teaching. Includes support in the preparation, execution, and evaluation required for certification. Offered fall quarters only. Prerequisites: EDUC 450, approval by the School of Education and Psychology, and must take the WEST-E/NES.

EDUC 470 ELEMENTARY STUDENT TEACHING PART II: ASSESSMENT 2

Designed to support candidates in the winter elementary student teaching experience, including completion of assessments required for certification. Prerequisites: EDUC 460, and approval by the School of Education and Psychology.

EDUC 471 SECONDARY STUDENT TEACHING PART II: ASSESSMENT 2

Designed to support candidates in the winter secondary student teaching experience, including completion of assessments required for certification. Prerequisites: EDUC 460, and approval by the School of Education and Psychology.

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.

COURSE DESCRIPTIONS

EDUC 480 ELEMENTARY STUDENT TEACHING PART III 2-12

Full-time clinical practice in an elementary, middle school, inclusive classroom or SPED classroom is required under the supervision of an experienced certificated teacher. The candidates must spend 450+ hours in supervised field experience over the course of their student teaching experience. Student teacher placement is done in cooperation with school districts/principals and, because it is a shared decision, placement is not guaranteed. Placement decisions are based on the applicant's academic preparation, interpersonal relationship abilities, classroom management skills, and other factors outlined in Minimum Competencies for Teacher Candidates, available from the School of Education and Psychology. Prerequisites: EDUC 450 and departmental permission. Co-requisites: EDUC 460 and EDUC 470. Students enrolled in student teaching may not register for other courses without written permission. Graded S. or NC.

EDUC 481 SECONDARY STUDENT TEACHING PART III 2-12

Full-time clinical practice in a designated discipline-specific secondary, inclusive, or SPED classroom is required under the supervision of an experienced certificated teacher. The candidates must spend 450+ hours in supervised field experience over the course of their student teaching experience. Student teacher placement is done in cooperation with school districts/principals and, because it is a shared decision, placement is not guaranteed. Placement decisions are based on the applicant's academic preparation, interpersonal relationship abilities, classroom management skills, and other factors outlined in Minimum Competencies for Teacher Candidates, available from the School of Education and Psychology. Prerequisites: EDUC 395, EDUC 396 or methods course(s) 395 of majors(s), EDUC 450, and departmental permission. Co-requisites: EDUC 461 and EDUC 471. Students enrolled in student teaching may not register for other courses without written permission. Graded S. or NC. **Elementary Education majors completing a secondary content major and/or 45+ credits in a secondary endorsement area who want secondary certification will need to complete secondary certification required courses along with 1-5 credits hours of secondary student teaching and the current Washington State assessment tool(s).*

EDUC 495 COLLOQUIUM: CHILD ABUSE 0

Child Abuse ~ Identification, impact, and prevention of physical, emotional, sexual, and substance abuse. Discussion of teachers' legal responsibilities. (Course fees apply.)

EDUC 501 STATISTICS IN RESEARCH 4

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

EDUC 505 CLASSROOM ORGANIZATION AND MANAGEMENT 4

K-12 in -depth examination of various models, techniques, law, and ethics for the management of all learner within the classroom, home, and community. Field experience required.

COURSE DESCRIPTIONS

EDUC 506 PERSPECTIVES ON SCHOOL AND COMMUNITY 3

Provides practicing educators with a comprehensive view of the K-12 curriculum. Explores the evolution of educational thought and practice, social and political influences on curriculum, and future possibilities. Offered even summer quarters.

EDUC 511 INTRODUCTION TO AND FOUNDATIONS OF EDUCATION 4

An introduction to education including special education, in all aspects of schooling as practiced in America. Explores social and historical foundations, models, theories, philosophy, legal and ethical issues that form the basis for education in the culturally and academically diverse society. Criminal background check by the Washington State Patrol and fingerprinting by the FBI required. Field experience required. Co-requisites: Instruction Core classes except EDUC 460/461, 470/471, 480/481.

EDUC 515 TECHNOLOGY IN EDUCATION 3

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

EDUC 520 TEACHING BEGINNING LITERACY 3

A survey of current research-based understanding, strategies, and skills needed to effectively teach and support beginning readers and writers in grades K - 3.

EDUC 522 PHILOSOPHY AND EDUCATION 3

In-depth study of the philosophical foundations of education. Reviews the major schools of philosophic thought and theories of education. Explores connections between philosophy, educational theory, and educational practice, probes current issues and reforms. Prerequisite: An undergraduate educational philosophy course.

EDUC 525 ADVANCED TECHNOLOGY TOOLS 2

An advanced approach to technology in the classroom. This course includes the use of networks and the www to communicate with students and parents, the development and application of multimedia for instructional purposes, and the understanding and use of varying technologies to optimize students' learning. Prerequisite: EDUC515 or permission of professor.

EDUC 533 LITERATURE-BASED READING INSTRUCTION 3

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

EDUC 535 READING DIAGNOSIS AND REMEDIATION 3

The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360 or equivalent.

COURSE DESCRIPTIONS

EDUC 537 THEMATIC APPROACHES TO THE TEACHING OF READING AND WRITING 3

The application of holistic theory to reading and writing instruction in the elementary school. Teachers will be immersed in themes and, in turn, create integrated units for their own classrooms. Prerequisite: EDUC 360 or equivalent.

EDUC 539 ART AND LITERACY 3

This course is designed for the student to explore and experience the integration of reading, writing, poetry, music, and art in a supportive creative environment. Participants personally experience the fulfillment of weaving together these subjects with sketching and painting as a stimulus. They in turn will create an integrated curriculum that is tailored to meet the needs of students in their own classroom. Prerequisite: EDUC 360 or equivalent. Offered odd summer quarters.

EDUC 540 21ST CENTURY TEACHING AND LEARNING 3

The theory and application of current research on 21st Century Skills including critical thinking and problem solving, communication and collaboration, visual literacy, creativity and innovation, cross-disciplinary thinking, and scientific and numerical literacy.

EDUC 542 ISSUES AND TRENDS IN LITERACY 3

An exploration of current issues and research in reading and language arts.

EDUC 546 READING AND WRITING ASSESSMENT 3

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

EDUC 549 21ST CENTURY LITERACIES 4

Process of accessing, creating, synthesizing, and evaluating information in an age of global literacy for a variety of purposes in a reading-writing workshop setting, including attending to the ethical responsibilities engendered by multiple streams of information.

EDUC 551 ACTION RESEARCH 4

Methods of classroom-based research for the practicing teacher, where development of skills in understanding and evaluating published research reports, and literature reviews will be examined and applied. Includes problem definition, research question development, research design, data collection, application, and reporting of findings. Prerequisite: Teacher certification or permission of instructor. Optional Co-requisite: EDUC 571. Offered summer quarter only.

EDUC 556 CURRICULUM PLANNING 3

Examines the purposes, products, and processes of curriculum design in terms of personal and social values. Explores interactions between curriculum content and students, teachers, and community. Offered even summer quarters.

COURSE DESCRIPTIONS

EDUC 561 INTRODUCTION TO EDUCATIONAL RESEARCH 4

An introduction to the principles and methods of research in education. The course will address quantitative, qualitative, and mixed-methods approaches. Prerequisite: EDUC 501 or equivalent statistics course.

EDUC 565 PRACTICUM IN READING 2.4; 4

Supervised experiences with elementary-age children, where instructional techniques, management, and assessment can be observed and practiced. Formal application is required. Graded S or NC.

EDUC 571 ACTION RESEARCH LAB 1.4; 4

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

EDUC 575 READINGS: (*Specific Topic*) 2.4

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

EDUC 581 PROFESSIONAL PROJECT 2.6

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

EDUC 595 SECONDARY METHODS OF INSTRUCTION I 1

Students will be introduced to lesson strategies meeting requirements for state certification.

EDUC 596 SECONDARY METHODS OF INSTRUCTION II 2

Survey of the curriculum, media, and research-based teaching strategies used in secondary classrooms. Includes Professional Development School field experience. Research component required. Fulfills secondary methods requirement for history, religion, science, as well as other departments upon request. Co-requisite: EDUC 595.

EDUC 598 GRADUATE SEMINAR 1; 3

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

ENGL – ENGLISH

ENGL 384 ADVANCED ENGLISH GRAMMARS 3

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

COURSE DESCRIPTIONS

ENGL 395 METHODS OF TEACHING HIGH SCHOOL ENGLISH 3

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

ENGL 529 WRITING WORKSHOP: FROM THEORY TO PRACTICE 3

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

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

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

ENGL 549 WRITING WORKSHOP: THINKING AND WRITING WITH COMPUTERS 3

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

ENGL 574 LITERATURE FOR CHILDREN AND YOUNG ADULTS 4

Study of the literature for students in grades K-12. Emphasizes literary and artistic quality and audience appeal. Requires extensive reading of K-12 trade books, reading critical theory and writing critical analysis.

ENGL 576 MULTI-CULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS 4

A study of literature portraying children and young adult minorities in both text and illustration. Includes reading multi-cultural literature for children and young adults, reading critical theory, and writing critical analysis. Prerequisite: ENGL 374, 375 or permission of instructor. Offered summer quarters as needed.

GRPH – GRAPHICS

GRPH 537 WEB DESIGN AND MANAGEMENT 3

The theory and practice of user interface design with consideration to deploying content to multiple device types. Students will start with research and discussion and move towards developing multiple prototypes for understanding design and content placement theories to achieve stated objectives. Lab projects will consist of image editing and optimization for Internet and app deployment. Covers video acquisition and distribution practices as well as content management systems for communicating in a broadly accessible manner. CMS

COURSE DESCRIPTIONS

topics will include initial setup and modifying design and functionality. A two-week residency experience will include face-to-face instruction, lecture and collaborative laboratory work. An online post-session includes the final editing, analysis and critique of projects.

LANG – LANGUAGE

LANG 395 METHODS OF TEACHING MODERN LANGUAGES 3

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

MGMT – MANAGEMENT

MGMT 575 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT 4

The study of small business enterprises. Topics include how to assess the feasibility of ideas, define a market, meet financing requirements, pitch business ideas, and develop an entrepreneurial team.

MUED – MUSIC EDUCATION

MUED 394 MUSIC IN THE ELEMENTARY SCHOOL 3

An overview of objectives, procedures and materials in music for kindergarten through grade eight. For elementary education majors only. **Music majors or minors take MUED 395 if offered in place of MUED 394.*

MUED 395 ELEMENTARY SCHOOL MUSIC METHODS AND MATERIALS 3

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

MUED 396 SECONDARY MUSIC METHODS 3

Study of objectives, procedures, and materials in music education for grades seven through twelve. By permission of the instructor only. Offered odd years only.

PETH – PHYSICAL EDUCATION THEORY

PETH 395 TEACHING SECONDARY HEALTH AND PHYSICAL EDUCATION 3

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

PETH 473 TEACHING ELEMENTARY HEALTH AND PHYSICAL EDUCATION 3

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

COURSE DESCRIPTIONS

PSYC – PSYCHOLOGY

PSYC 517 PSYCHOLOGY OF LEARNING AND DEVELOPMENT 4

An introduction to the theories and practice of child and adolescent development and learning. Covers theories and educational applications of human development from early childhood through the adolescent years.

RELH – RELIGIOUS HISTORY

RELH 457 HISTORY OF ADVENTISM 3

Study of the rise and development of the Seventh-day Adventist denomination.

RELM – MISSIONS

RELM 550 CHRISTIAN MISSION 3

An investigation of the mandate undergirding Christian Mission as well as discussion and reflection on how mission might best be communicated in the current age. Includes a two-week on campus intensive.

RELM 560 SPIRITUAL AND SOCIAL INFLUENCE THROUGH MEDIA 3

The study of the strategic use of entertainment-education media and strategies for spiritual and social change and influence. Includes examination of social change theories and research that explains how entertainment influences attitudes, values, beliefs, and behavior.

RELM 585 COMMUNICATING RELIGIOUS AND SPIRITUAL MESSAGES 3

Analysis and evaluation of the purposes and practices of communicating spiritual and religious themes. Explores the communication methods and effectiveness of such authors in spiritual thought as E. G. White, C. S. Lewis, G. K. Chesterton, D. Bonhoeffer, F. B. Craddock, and others.

RELT – THEOLOGY

RELT 417 INSPIRATION AND REVELATION 3

Study of the concept of inspiration as revealed in the Bible writers as compared to the concept of inspiration in modern times as revealed in the person and writings of Ellen G. White.

RELT 565 FOUNDATIONAL THEOLOGY 3

Worldview issues—engaging the foundational ideas that undergird Christian thought paying particular attention to concepts of Being, Metaphysics, Ontology, and Epistemology and how they affect and delineate Christian thought within the Christian community and also between the Christian community and the outside world. An online pre-session includes relevant readings, followed by a two-week residency including face-to-face lecture and discussion. An online post-session follows where students submit a final paper.

COURSE DESCRIPTIONS

RELT 567 FOUNDATIONAL NARRATIVES

3

An investigation of Christian thought as derived from and influenced by foundational Christian narratives. The discussion will include an understanding of narrative structure and ways in which the narratives can be used or adapted into content for a modern audience. The class includes the exploration of how foundational narratives contribute to an understanding of Christian doctrine with particular attention to where Seventh-day Adventist formulations of doctrine fit into that spectrum. An online pre-session includes relevant readings, followed by a two-week residency including face-to-face lecture and discussion. An online post-session follows where students submit a final paper.

SOWK – SOCIAL WORK

SOWK 508 SOCIAL WORK, RELIGION, AND SPIRITUALITY

3

An exploration of religious and spiritual philosophies, values, ethics, and principles in the practice of social work. Particular attention is paid to the impact of religion and spirituality in the lives of practitioners and clients alike. Topics examined include religious/spiritual assessment, personal religious/spiritual development, world religious beliefs, Christian beliefs, and spiritually sensitive practice.

SOWK 510 PRIVILEGE AND OPPRESSION

3

Historical and contemporary study of privilege and oppression in American social structures. Course will critically examine the distribution of social resource to groups and individuals, using numerous theoretical models to explain how inequality is produced, maintained, and challenged. In order to best prepare students to work with and advocate for diverse clientele, students will also be exposed to the theory of Culturally Competent social work. Emphasis will be given to how race, ethnicity, gender, sexuality, age, ability, and religion intersect to produce different life experiences.

SOWK 514 HISTORICAL DEVELOPMENT OF SOCIAL WELFARE

3

Study of the history and structure of the U.S. social welfare system; examination of current social welfare institutions in terms of political, social, and value systems. Presents the history and social structures that create and maintain systems of privilege, oppression, and discrimination.

SOWK 517 PRACTICE WITH INDIVIDUALS

4

Methods course focusing on the knowledge, values, and skills needed for generalist social work practice with individuals. Major subject areas include values and ethics, interviewing, assessment, intervention, termination, evaluation, and documentation. Skill development in Motivational Interviewing offered as an evidence-based model of practice. Framed with a view of clients and social work practice that honors individual strengths and recognizes the impact of societal forces that create opportunities for some and barriers for others. Course includes practice skills lab.

COURSE DESCRIPTIONS

- SOWK 518 PRACTICE WITH SMALL GROUPS** 3
Methods course focusing on the knowledge, values, and skills needed for generalist social work practice with groups. Course content includes models of intervention in a variety of settings, and assessment of group dynamics, structure, and process. Develops an understanding of the typology of groups, the functions and roles of group members, stages of group development, group leadership, and foundational skills of group facilitation and evaluation. Course includes practice skills lab. Prerequisite: SOWK 517.
- SOWK 520 PRACTICE WITH COMMUNITIES AND ORGANIZATIONS** 2
Introduction to generalist practice with communities and larger organizations. Study of community organization, organizational analysis, management skills, program planning and evaluation. Enhances students' ability to initiate and implement macro-level change.
- SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I** 3
Study of the biological, psychological, and social theories of human development from birth to adolescence. Human development is examined using the underpinning of the ecological system's perspective including the multiple factors that impact development such as race, class, gender, and religion.
- SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II** 2
Study of the biological, psychological and social theories of human development from young adulthood to old age. Human development is examined using the underpinning of the ecological system's perspective including the multiple factors that impact development such as race, class, gender, and religion. Prerequisite: SOWK 524.
- SOWK 527 INTRODUCTION TO SUBSTANCE USE DISORDERS AND INTERVENTIONS** 3
Comprehensive survey covering the basic aspects of substance use disorders including: etiology, treatment, screening tools and early intervention methods.
- SOWK 529 FIELD EDUCATION - FOUNDATION** 2-4; 6
Field application of generalist course work knowledge and skills in social service programs. Agency instructors provide supervision for the foundation field experience in cooperation with the student's faculty field liaison. Students are not eligible to register for SOWK 530 with IP grades in this course. Prerequisites or Co-requisite: SOWK 517, SOWK 518. (Course fees apply.)
- SOWK 530 FIELD EDUCATION – ADVANCED** 2-5; 12
Field application of advanced clinical course work knowledge and skills in social service programs. Agency instructors provide supervision for the advanced field experience in cooperation with student's faculty field liaison. Students are not eligible to continue registering for SOWK 530 if they have two or more IP grades in field education. Lab fee will apply. Prerequisite or Co-requisite: Regular Standing 2nd year or Advanced Standing. (Course fees apply.)

COURSE DESCRIPTIONS

SOWK 531 DEATH AND DYING

3

Study of the process of death and dying from four distinct perspectives: cultural, social, personal, and professional. Considers the effect of death, dying and bereavement on the socialization process of both the client and the professional.

SOWK 534 PRACTICE WITH COUPLES AND FAMILIES

3

Methods course focusing on the knowledge, values, and skills needed for generalist social work practice with couples and families. Course provides mezzo skill development for work with this special population. Includes theoretical, historical and contemporary intervention models specifically designed for work with couples and families. Students will develop practice skills through lab setting activities, role play, supervision and observation. Course includes practice skills lab. Prerequisite: SOWK 517.

SOWK 536 CLINICAL TREATMENT OF TRAUMA

3

Course will explore the theoretical underpinnings and best clinical practices in working with people who have experienced trauma. Students will participate in experiential learning of appropriate therapies which will be demonstrated throughout the quarter. Prerequisite: Advanced Standing, or permission of the instructor.

SOWK 537 RESEARCH I

3

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

SOWK 538, 539 RESEARCH II, III

1; 2

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

SOWK 540 ADVANCED CLINICAL EVALUATION

3

Advanced clinical evaluation skills for assessing effectiveness of intervention with single subjects and groups will be presented. Content will include: identification of problems and goals, clinical measuring and recording, principles of behavioral observation, methods of making rating scales, client logs, unobtrusive measures, and experimental designs. Computer-assisted clinical evaluation software will be used to analyze data collected during the student's practice setting. Prerequisite: SOWK 541, Advanced Standing, or SOWK 539; Co-requisite: SOWK 530.

SOWK 541 ADVANCED PRACTICE WITH INDIVIDUALS

4

Course emphasizes clinical social work practice skills with individuals and knowledge of social problems commonly presented for therapeutic intervention. Students will apply knowledge of theories for practice with an emphasis on Cognitive Behavioral Therapy, demonstrate practice skills, examine ethical conflicts in practice, and develop professional

COURSE DESCRIPTIONS

use of self-awareness. Course includes practice skills lab. Prerequisite: Advanced Standing; Prerequisite or Co-requisite: SOWK 542; Co-requisite: SOWK 530.

SOWK 542 PSYCHOPATHOLOGY 3

Course focuses on the biological, psychological, social and environmental forces that affect behavior and functioning of people with mental illness. Designed to familiarize the advanced student with standardized diagnostic criteria and processes used to categorize symptoms of mental illness. Prerequisite: Advanced Standing.

SOWK 544 POLICY ANALYSIS AND ADVOCACY 3

Course builds on the student's foundation of social welfare policy and social work practice to emphasize the integration of policy-practice as a social work intervention. Specific policy issues relevant to professional social work are examined by connecting the practice of clinical social work with its responsibility to affect social change. Prerequisites: Advanced Standing.

SOWK 545 ADVANCED PRACTICE WITH COUPLES AND FAMILIES 4

Course examines advanced clinical skills, interventions, and research relating to practice with couples and families. Emphasis is given to evidence-based models of couple and family therapy with attention to clinical practice as distinct from case management. Gottman Method Couples Therapy is studied for clinical application with couples and when fully completed will come with a Level 1 certificate of completion from the Gottman Institute. Course includes practice skills lab. Prerequisites: SOWK 541. Co-requisite: SOWK 530.

SOWK 548 COMPARATIVE THEORIES 3

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

SOWK 549 ATTACHMENT THEORY THROUGH THE LIFE SPAN 3

Explores aspects of attachment through the life span and the implications for practice. Course begins with an examination of parent-infant and childhood attachment, considers attachment in adulthood and middle-adulthood, and concludes by examining attachment in later life. Prerequisite: Advanced Standing, or permission of the instructor.

SOWK 551 FAMILY VIOLENCE 3

Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence. Prerequisite: Advanced standing, or permission of the instructor.

SOWK 552 CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS 3

Emotional, cognitive, and behavior issues including their assessment and treatment in children and adolescents. Prerequisite: SOWK 541.

COURSE DESCRIPTIONS

SOWK 555 SCHOOL SOCIAL WORK

3

Course is intended to familiarize students with the history, legalities, and practice of social work in an educational setting. Course will describe how social work knowledge, skill, and values provide an ecological approach to preventative, crisis, and remedial care for school children and their families. Required of all school social work practicum students.

SOWK 556 PLAY THERAPY

3

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

SOWK 557 SOLUTION-FOCUSED BRIEF THERAPY

3

Methods of collaboration and cooperation with clients to develop goals for treatment. Focus is on clients' previous successes and on solutions. Prerequisite: Advanced Standing, or permission of the instructor.

SOWK 558 COGNITIVE AND BEHAVIORAL THERAPY

3

Includes theory and practice of relatively short-term, problem-focused intervention styles. Interventions learned include; cognitive therapy, relaxation training, and systematic desensitization as applied in various social work practice settings. Lecture, small group work, and role playing with a hands-on practice-oriented approach. Prerequisite or Co-requisite: SOWK 541 or permission of the instructor.

SOWK 560 CLINICAL APPROACHES TO THE TREATMENT OF SUBSTANCE USE DISORDERS

3

Examines evidence-based approaches used in the treatment of substance use disorders. Implications for professional practice are also studied with regard to societal attitudes and stigma reduction. Prerequisite: SOWK 527 or permission of the instructor.

SOWK 562 SUBSTANCE USE DISORDERS AND THE FAMILY

3

Course integrates knowledge from the field of substance abuse treatment to help the family of individuals with substance use disorders to understand, adjust, and become agents for positive change. Prerequisite: SOWK 560 or permission of the instructor.

SOWK 567 SELF CARE FOR SOCIAL WORKERS

2

Experiential course promotes an understanding of the importance of self-care for social work professionals who are vulnerable to burn-out, care-fatigue, and vicarious traumatization. It covers both personal and professional self-care issues from micro to macro and teaches stress management techniques that can be used personally and with clients. Group support may be utilized to assist in the change process towards a more balanced lifestyle.

SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING

2

Biopsychosocial components of patient-family responses to physical illness and injury; the role of social work services and intervention in a medical setting. Course also examines the U.S. health system and social welfare policies.

COURSE DESCRIPTIONS

- SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH** 3
Assessment and diagnosis of mental illness including treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 541, SOWK 542, or permission of the instructor.
- SOWK 573 ADVANCED PRACTICE WITH GROUPS** 4
Application of theories to clinical group work practice in the context of varied populations. Course includes practice skills lab. Prerequisite: SOWK 541. Co-requisite: SOWK 530.
- SOWK 575 CLINICAL PRACTICE OF CRISIS INTERVENTION** 3
Study of reactions to crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations.
- SOWK 580 SERVICES TO FAMILIES WITH CHILDREN** 3
Development of child welfare services, their structure and function, current challenges facing America in the welfare of its children, the role of social work in child abuse investigations, treatment provisions, and regulation. Required of all Title IV-E students.
- SOWK 583 TOPICS IN GERIATRIC MENTAL HEALTH** 2; 6
Course examines common mental health issues experienced by older adults. Issues covered will vary from quarter to quarter on topics such as dementia, depression, anxiety, substance abuse, loss, psychopharmacology, and physical illness that causes decline in mental functioning. Biopsychosocial assessment and effective treatments will be addressed along with the role of social support and implications for caretaking. May be repeated for credit when topics vary.
- SOWK 584 TOPICS IN SOCIAL WORK LEADERSHIP AND ADMINISTRATION** 2; 4
Course designed to provide social workers with theory, knowledge and skills in administration and management of social service organizations. Topics covered will vary from quarter to quarter including ethics and legal issues, financial management and personnel development. May be repeated for credit when topics vary.
- SOWK 585 TOPICS IN CLINICAL SOCIAL WORK** 3; 9
An in-depth seminar that focuses on a particular area of clinical social work. Specific subjects will vary from quarter to quarter on topics such as current social work processes and practices, assessment, research theory, social justice, diversity and policy. May be repeated for credit when topics vary.
- SOWK 589 ADVANCED RESEARCH METHODS IN SOCIAL WORK** 3
Principles of social work research and evaluation will be presented. After consultation with the student's advisor and thesis committee, a research topic will be selected. Students will prepare and defend a thesis proposal for original social work research. Prerequisite: Permission of instructor and Advanced Standing or SOWK 539.

COURSE DESCRIPTIONS

SOWK 590 THESIS

1-3; 3

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

SOWK 596 SOCIAL WORK PRACTICE SEMINAR

2; 6

Survey of current issues in direct social work practice. Subjects will vary from quarter to quarter on topics relating to practice with individuals and groups. Course focus may include specific models of practice and/or targeted populations. May be repeated for credit when topics vary.

SPED – SPECIAL EDUCATION

SPED 512 EARLY CHILDHOOD SPECIAL EDUCATION

3

Strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum, and instructional methodologies to support highest levels of achievement and development for young children with diverse needs. On-site field experience required.

SPED 513 CHILDHOOD SPECIAL EDUCATION

3

Development of curricula and instructional materials for exceptional elementary learners assuming that a classroom includes students of different physical and cognitive abilities, students of different racial, ethnic, religious, and socio-economic origin, and students who demonstrate a variety of individual learning styles. On-site field experience required.

SPED 514 ADOLESCENT SPECIAL EDUCATION

3

Development of curricula and instructional materials for exceptional adolescent learners assuming that a classroom includes students of different physical and cognitive abilities, students of different racial, ethnic, religious, and socio-economic origin, and students who demonstrate a variety of individual learning styles. On-site field experience required.

SPED 521 PRINCIPLES OF TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS I

4

Understanding diverse populations. Integrates inclusive strategies based upon theory and research in children's classroom learning. Special Education law and ethics are discussed.

SPED 522 PRINCIPLES OF TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS II

3

Introduces concepts and skills needed for teachers to be able to include students with exceptional needs inclusive classrooms. Adapting environment, instruction, and assessment to accommodate the needs of the diverse student populations. Prerequisite: SPED 521.

COURSE DESCRIPTIONS

- SPED 524 ADAPTED PHYSICAL EDUCATION AND RECREATION 3
Study of common abnormalities found in students which may be corrected or helped by proper exercise; considers extent and limitations of the teacher's responsibility in this phase of education. Lecture and laboratory.
- SPED 530 PROFESSIONAL SKILLS IN SPECIAL EDUCATION 4
Legal aspects of special education, individualized education plans, roles and responsibilities of teachers, collaboration techniques, service delivery/design, and supervision of pre-professionals. Emphasis is placed on issues related to professionalism and ethical practice, including conducting professional activities in compliance with applicable special education laws and policies/regulations.
- SPED 531 PSYCHOLOGY OF READING 3
Study of the psychological, perceptual, developmental, and physiological aspects of reading.
- SPED 536 TEACHING STUDENTS WITH MILD DISABILITIES 3
In-depth examination and implementation of effective teaching techniques for students with mild disabilities. There will be an emphasis on regular curriculum modifications and adaptations, and making accommodations following WAC, IDEA, 504, and ADA requirements. Prerequisite: SPED 530.
- SPED 537 TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES 3
In-depth examination and implementation of effective teaching techniques for students with autism and severe disabilities. The candidate will also study classroom set-up for accommodations of these students in the regular classroom. Strategies for strengthening family partnerships and for team collaboration are also emphasized. Prerequisite: SPED 530.
- SPED 538 CONSULTATION, COLLABORATION, AND TRANSITIONS 3
Candidates will learn school, family, and community partnerships to improve learning for students with disabilities. They will understand and apply knowledge of family systems including cultural and linguistic diversity.
- SPED 539 TEACHING STUDENTS WITH MILD AND SEVERE DISABILITIES 3
In-depth examination and implementation of effective teaching techniques for students with disabilities. The candidate will also study classroom set-up for accommodations of these students in the regular classroom. Strategies for strengthening family partnerships and for team collaboration are also emphasized. Prerequisite: SPED 530.

COURSE DESCRIPTIONS

SPED 540 FUNCTIONAL BEHAVIORAL ASSESSMENT 3

Developing functional assessment in student placement and curriculum modification and adaptation, and making accommodations for special needs students across content areas. Procedures for Functional Behavioral Assessment, manifestation, determination, and behavior intervention planning (PBIS) are required. Prerequisite or Co-requisite: EDUC 511, SPED 521 and SPED 522.

SPED 593 PRACTICUM IN SPECIAL EDUCATION 4

Observation and teaching in selected elementary or secondary schools under direction of mentor teachers and University supervisors. Provides a broad spectrum of closely supervised experience in actual field setting, including assessment, management and instructional techniques. Prerequisite: Permission by the School of Education and Psychology.

TECH – TECHNOLOGY EDUCATION

TECH 428 TEACHING TECHNOLOGY TO CHILDREN 3

Study of technology, as applied to the elementary grades, covering the broad areas of manufacturing, transportation, construction, and communication. Emphasis on methods of application, materials and processes. Offered summer quarter only.

WRIT - WRITING

WRIT 589 WRITING THEORY 3

A study of composition theory and the writing process. Requires reflection on writing practice and the teaching of writing, reading current research, and critiquing contemporary theory.

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

FINANCIAL INFORMATION

FINANCIAL INFORMATION FOR 2017-2018

Financial Aid. Walla Walla University assumes that each graduate student has the primary obligation for his/her educational costs. For students unable to meet this obligation while attending Walla Walla University, financial aid is available in the form of student employment, long-term loans, grants, and scholarships. Interest rates for long-term loans are low and repayment does not begin until after a student leaves a full-time graduate program. In order to receive maximum financial assistance, students should plan their finances for the entire academic school year several months prior to the first quarter of enrollment. Financial counselors are available to provide help in financial planning, applying for financial aid, and in developing plans for payment. The Federal Government now requires that the college have a copy of the baccalaureate transcript prior to disbursements of financial aid to graduate students. Adding or dropping a class on or before the tenth day of the quarter may affect a student's Financial Aid package.

Federal Direct Loan Program. Graduate students may borrow up to \$20,500 per year. Interest rate on the Federal Direct Loan is determined by the federal government each year. Principal repayment begins six months after the student ceases to be enrolled at least half-time. Loan origination fees are deducted from the loan amount before funds are issued to WWU. The student is responsible for the interest and may either make payments on the interest or have it added to the principal of the loan. Students receiving a Federal Direct Loan will need to complete a separate application form, the FAFSA (Free Application for Federal Student Aid) via the internet at: fafsa.ed.gov. Graduate students applying for financial aid must also complete a *WWU Graduate Financial Aid Application* at: sfs.wallawalla.edu/application. Students sign an online Master Promissory Note when they first borrow under this program. No further promissory note is required for any additional loans taken out during the next 10 years. Borrowers must also complete the Entrance Loan Counseling online.

Graduate Tuition. Graduate tuition is \$603 per quarter hour.

General Fee. All tuition paying graduate students registered for 4 or more hours are charged \$50 per quarter. This fee covers internet access while on campus, new technology for classrooms, graduation fee, etc. Students on the College Place campus also receive access to the library, gym and pool, and printing for first 100 pages in the computer labs.

Since the General Fee for graduate students does not include ASWWU dues, graduate students wanting campus publications such as the Mask and the yearbook may purchase these publications for prices set by the ASWWU editors.

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

FINANCIAL INFORMATION

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

Student Insurance. All Walla Walla University students must have health insurance while they are enrolled at WWU. Students are responsible for obtaining and maintaining their health insurance. If a student's health insurance lapses while they are a student at WWU, they are responsible for obtaining replacement coverage. All students, and in particular our international students, are encouraged to carefully review their health insurance coverage to ensure that they are covered for services in the Walla Walla valley. If students require assistance in finding a health insurance plan to meet their needs, please go to wallawalla.edu/insurance or contact the University Clinic at 509/527-2425 for assistance.

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

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

SPECIAL FEES

Application (non-refundable)	\$50
Adding/dropping a class after the fourth day of the quarter	\$25
Auditing a class	\$296
Diploma replacement: Graduate	\$45
Field education lab fee (per quarter)	\$30
Field trips	actual cost
ID card replacement	\$15
Late registration	\$75
M.A. and M.S. thesis binding (2 copies)	\$35
Out-of-schedule examination (per exam)	\$100
Returned check (including electronic check) plus any international bank fees	\$25
Transcript request:	
Online-electronic copy	\$8
Online-mailed paper copy	\$10
Hard copy	\$15
Challenge Examinations	
Credit Fee	\$60 per credit hour
Examination Fee	\$30

HOUSING COSTS

Walla Walla University owns several studio, one bedroom, and two bedroom apartments which single students and married couples can rent. In addition, houses are available. Rental rates are comparable to rates in the community. Rent is charged in three-month increments. The first and last period's rent is prorated based on the check in and check out dates.

FINANCIAL INFORMATION

Students not registered for the following quarter are required to vacate the residence the day after the end of the quarter or the day after graduation in June. The university requires a 30 day “move out” notice. Students not giving a 30-day notice may forfeit up to 30 days of rent.

Off –campus housing is available on a first come, first-served basis during open application periods. Priority is given to students who have Disability Support Services approval, or are married, or are 25 years of age and older, or who have children. For a waitlist application dates and instructions, visit wallawalla.edu/village.

Financial arrangements must be approved by Student Financial Services before a student may move in to university housing. For more information about housing availability, student may contact the WWU Village Housing office at 509/257-2109.

REFUNDS

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

If withdrawal is:	Tuition refund will be:
by the 7th day of classes*	100%
by the 10th day of classes	75%
by the 22nd day of classes	50%

**A tuition refund may affect awarded financial aid. Students dropping all classes during this period will be charged a processing fee of \$75 or 5% of tuition, whichever is less.*

For a withdrawal and refund schedule for summer courses, please contact the Academic Records Office, or consult the current online Summer Class Schedule at: wallawalla.edu/academics/bulletins. Please refer to the current on-line WWU Financial Bulletin at the same website for the Financial Aid Refund Policy.

FINANCIAL STATEMENTS

Itemized statements giving an account of the previous month’s expenses are issued monthly. Students may choose to receive a paper copy, and can request copies be mailed to a parent or other third party. In addition, students have access to an electronic copy of their statement, as well as access to their account history. Students can give others access to their electronic statement and account history.

In addition to cash and paper checks, WWU partners with HigherOne to process electronic payments. HigherOne accepts American Express®, Discover®, JCB®, MasterCard®, and Visa®. Although HigherOne charges a convenience fee for payments made by credit/debit cards, they offer free options, such as payment by electronic check. Electronic payments may be made online at: wallawalla.edu/payments.

FINANCIAL INFORMATION

Finance Charges

A finance charge will be imposed on each item of your account which has not been paid by the statement due date. The **FINANCE CHARGE** is computed at a rate of one percent (1%) per month, or an **ANNUAL PERCENTAGE RATE** of twelve percent (12%) on the past due balance. The past due balance is calculated by taking the last month's statement amount due and subtracting any payments, credits, or financial aid received by the statement due date. A grace period may be given until the end of the month, at the University's discretion. The remaining balance owing, if any, is multiplied by one percent (1%) to obtain the periodic finance charge. The minimum Finance Charge is \$1.

TRANSCRIPTS OR DIPLOMAS - RELEASE

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

1. The student's account is paid in full.
2. The student has paid off any short-term loan cosigned by WWU.
3. The student's Nursing, Perkins, or institutional loans are current.
4. The student's loan exit interviews are complete. (Diploma only).

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

INTERNATIONAL STUDENTS

International students who are not citizens or permanent residents of the United States (except Canadian students) are asked to place a \$3,000 (U.S.) deposit with the University 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 are *not* eligible to fill out the FAFSA financial aid form, do not qualify for the majority of loans and grants, and may only accept employment on campus. Spouses and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the University requires them to submit a declaration of finances before final acceptance is given. This is done through the international student advisor. International students will be expected to use the Regular Payment Plan described in the *WWU Financial Bulletin*.

CHANGE IN EXPENSES

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

FINANCIAL INFORMATION

GRADUATE ASSISTANTSHIPS - BIOLOGY

Biology. A limited number of graduate assistantships are available. They provide financial support for students during professional experiences in chosen fields of specialization or in activities that may be valuable in preparing them more fully for their future occupational roles. Duties of a graduate assistant may include participation in research, instructional and guidance services, and professional activities. Assistantships are open to graduate students with evidence of maturity and potential to benefit from the program. Applications will be considered from graduate applicants, postgraduates, and current graduate students. Stipends are awarded for periods up to 12 months. Full or partial waiver of tuition and fees for approved courses during the period of the assistantship is also available. Application forms for graduate assistantships may be obtained by writing directly to the department.

GRANTS AND SCHOLARSHIPS

Grants are need-based awards and do not have to be repaid. Recipients of grants must fill out the FAFSA and show need through the financial aid application process.

Master of Arts in Media Ministry Need Grant. This grant is awarded to students who show need through the financial aid application process. This grant is disbursed at a rate of \$585 each quarter a student is enrolled full time.

Master of Arts in Teaching Need Grant. This grant is awarded to students who show need through the financial aid application process. This \$2,600 grant is disbursed at a rate of \$650 each quarter—fall, winter, spring, and summer.

Master of Social Work Need Grant. This \$2,600 grant is awarded on a first-come, first-served basis to students who show need through the financial aid application process. Grants are disbursed at the rate of \$650 each quarter—fall, winter, spring, and summer.

Master of Social Work Child Welfare Training Grant (available only at Missoula MT extension program). Contact the School of Social Work at 509/ 527-2590 for more information.

Scholarships

Students registered for less than 6-11 hours will receive prorated grants and scholarships.

Students registered for less than 6 credit hours are not eligible for grants and scholarships.

Master of Arts in Media Ministry Departmental Scholarships of \$1,360 are awarded to each student who holds a bachelor's degree from WWU and whose cumulative grade point average (GPA) was at least 3.0. One-fourth of the scholarship (\$340) is disbursed each quarter—fall, winter, spring, and summer—of the recipient's first year in the program.

FINANCIAL INFORMATION

Master of Arts in Media Ministry Merit Scholarships are awarded in recognition of an outstanding under-graduate GPA. One-fourth of the scholarship is disbursed each quarter—fall, winter, spring, and summer—of a recipient's first year in the program.

<u>Undergraduate GPA</u>	<u>Award</u>
3.90-4.00	\$1,000 (\$250 per quarter)
3.80-3.89	\$750 (\$187 per quarter)
3.70-3.79	\$600 (\$150 per quarter)
3.50-3.69	\$500 (\$125 per quarter)

Master of Arts in Teaching Departmental Scholarships of \$1,360 are awarded to each student who holds a bachelor's degree from WWU and whose cumulative grade point average (GPA) was at least 3.0. One-fourth of the scholarship is disbursed each quarter—fall, winter, spring, and summer—of the recipient's first year in the program.

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

<u>Undergraduate GPA</u>	<u>Award</u>
3.90-4.00	\$1,000 (\$250 per quarter)
3.80-3.89	\$750 (\$187 per quarter)
3.70-3.79	\$600 (\$150 per quarter)
3.50-3.69	\$500 (\$125 per quarter)

Master of Social Work Departmental Scholarships of \$1,360 are awarded to each student who holds a bachelor's degree from WWU and whose cumulative grade point average (GPA) was at least 3.0. One-fourth of the scholarship is disbursed each quarter—fall, winter, spring, and summer—of a recipient's first year in the program.

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

<u>Undergraduate GPA</u>	<u>Award</u>
3.90-4.00	\$1,000 (\$250 per quarter)
3.80-3.89	\$750 (\$187 per quarter)
3.70-3.79	\$600 (\$150 per quarter)
3.50-3.69	\$500 (\$125 per quarter)

Ethnic Diversity Scholarship. In order to increase the ethnic diversity of students enrolled in the graduate programs, WWU has a limited number of scholarships available to members of under-represented ethnic groups. Scholarships are awarded first come, first served and are based on the financial need of the student. Please contact the School of Education and Psychology or the School of Social Work to request an application.

FINANCIAL INFORMATION

GRADUATE DEAN'S SCHOLASTIC ACHIEVEMENT AWARD

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

CONTINUED ENROLLMENT REQUIREMENT

Graduate Students who have completed their program requirements, except for Thesis Research, Thesis, Research, or Professional Projects, must register for GNRL 501 Continued Enrollment for 8 credits per quarter for up to three quarters (24 credits maximum). Students must enroll for GNRL 501 starting with the beginning of their 7th quarter (excluding summers) in the graduate program. A course fee applies. See Financial Bulletin.

ADMINISTRATION-STAFF-FACULTY

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ADMINISTRATION

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Vice President for Academic Administration

Volker R. Henning, Ph.D.

Vice President for Financial Administration

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Vice President for Student Life

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Jodeene Wagner, B.A.

Associate Vice President for Academic Administration

Scott H. Ligman, Ph.D.

Associate Vice President for Financial Administration

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Associate Vice President for Graduate Studies

Pamela Keele Cress, Ph.D.

Associate Vice President for Alumni and Advancement Services

Troy Patzer, M.B.A.

Associate Vice President for Marketing and Enrollment Services

Trevor Congleton, M.S.W.

Assistant Vice President of Student Life

Hilary Catlett, M.S.W., LICSW

Assistant to the President for Diversity

Pedrito U. Maynard-Reid, Th.D.

ADMINISTRATIVE STAFF

ACADEMIC ADMINISTRATION – GRADUATE SCHOOL DEANS/CHAIRS

Biology

Joan M. Redd, Ph.D.

Media Ministry

Linda Potter Crumley, Ph.D.

Education and Psychology

Debbie S. Muthersbaugh, Ph.D.

Social Work and Sociology

Susan Smith, Ph.D.

ACADEMIC SUPPORT

Director of Academic Advisement

Herlinda V. Ruvalcaba, M.Ed.

Director of Rosario Marine Station,

James R. Nestler, Ph.D.

**Director of Student Development
Center**

David Lindstrom, M.A.

Registrar

Carolyn Denney, M.A.

Director of Summer Session

Scott H. Ligman, Ph.D.

Director, University Libraries

Carolyn S. Gaskell, M.A.

**Director of Technical Support
Services**

Karl Thompson, M.S.

**Director of Institutional Research
and Effectiveness**

Brian D. Hartman, Ph.D.

FINANCIAL ADMINISTRATION

Controller

Eric James, B.S., C.P.A.

Director of Facility Services

George Bennett

Director of Human Resources

Jennifer Carpenter, J.D.

**Director of Student Financial
Services**

Cassie Ragenovich, B.S.

Director of Information Technology

Scott McFadden, B.S.

STUDENT SERVICES

Lead Campus Chaplain

TBD

Director of Athletics

TBD

Director of Resident Life and Housing

Kristen Taylor, M.S.

Dean of Students

Hilary Catlett, M.S.W., LICSW

Director of Counseling, Testing and Wellness

Michelle Naden, Ph.D.

Director of Food Service

Sandra Williams, B.S.

Director of Security

Courtney Bryant, B.B.A.

Director of University Clinic

Denise Hickerson, M.S.

AUXILIARY

Manager, University Bookstore

Matt Heinrich, B.S.

Manager, Dairy Express

Hugh Daley, B.B.A.

GRADUATE COUNCIL

Pamela Keele Cress, *Chair, Associate Vice President and Dean for Graduate Studies*

Carolyn D. Denney, *Registrar*

Dan Lamberton, *Professor, Department of English*

David F. Lindsey, *Chair, Department of Biological Sciences*

Debbie Muthersbaugh, *Dean, School of Education and Psychology*

James D. Boyd, *Director, M.S.W. Program*

Joan M. Redd, *Director, Biology Graduate Program*

Linda Potter Crumley, *Chair, Department of Communication and Languages*

Lynelle Ellis, *Director, Media Ministry*

Susan B. Smith, *Dean, School of Social Work*

THE FACULTY *

Austin C. Archer, *Professor of Psychology and Education (1991)*

B.S. 1980, Andrews University

M.A. 1984, Andrews University

Ph.D. 1993, Indiana University

Cindee M. Bailey, *Professor of Social Work and Sociology (1991)*

B.S.N. 1980, Loma Linda University

M.P.H. 1982, Loma Linda University

Ph.D. 1987, Oregon State University

M.S.W. 1994, Walla Walla College

Maria Bastien, *Assistant Professor of Education (2017)*

B.S. 2004, Pacific Union College

B.A. 2010; M.A. 2011, University of Windsor

Ph.D. IP, University of Ottawa

Brent Bergherm, *Assistant Professor of Technology (2007)*

B.A. 1999, Walla Walla College

M.A. 2010, Savannah College of Art and Design

James D. Boyd, *Associate Professor of Social Work and Sociology (2002)*

B.A. 1987, Walla Walla College

M.S.W. 2000, Walla Walla College

Ph.D., 2015, Capella University

Paul F. Cimmino, *Visiting Professor of Social Work and Sociology (2004)*

B.A. 1976, California State University, Northridge

M.S.W. 1977, California State University, Fresno

Ph.D. 1986, Columbia Pacific University

David L. Cowles, *Professor of Biology (2001)*

B.S. 1978, Walla Walla College

M.S. 1981, Walla Walla College

Ph.D. 1987, University of California at Santa Barbara

*Dates in parentheses indicate beginning year of instruction for Walla Walla University

- Pamela Keele Cress, *Professor of Social Work and Sociology (1996)*
 B.S.W. 1990, Walla Walla College
 M.S.W. 1994, Walla Walla College
 Ph.D. 2004, Andrews University
- Sherrice Croft, *Instructor in Social Work and Sociology (2015)*
 B.S.W. 1996, Walla Walla College
 M.S.W. 1997, Walla Walla College
- Cheris Brewer Current, *Professor of Social Work and Sociology (2007)*
 B.S. 2002, Southern Adventist University
 M.A. 2005, Washington State University
 Ph.D. 2007, Washington State University
- Paul B. Dybdahl, *Professor of Mission and New Testament (2000)*
 B.A. 1992, Walla Walla College
 M.Div. 1995, Ph.D. 2004, Andrews University
- Lynelle Ellis, *Associate Professor of Communications (2015)*
 B.A. 1990, Walla Walla College
 M.A. 2009, Spring Arbor University
- Karen Emerson, *Visiting Assistant Professor of Social Work and Sociology (2004)*
 B.A. 1973, St. Ambrose University
 M.S.W. 1992, Eastern Washington University
- Linda M. Felipez, *Professor of Technology (1998)*
 B.A. 1980; B.S. 1982; M.S.Ed. 1983, Eastern Illinois University
 Ed.D. 1990, West Virginia University
- Robert Wayne Gardner, *Professor of Social Work and Sociology (2016)*
 B.A. 1969 Pacific Union College
 M.A. 1971, Loma Linda University
 Ph.D. 1977, Ph.D. University of Utah
- Kevin D. Grussling, *Assistant Professor of Social Work and Sociology (1992)*
 B.S.W. 1986, Walla Walla College
 M.S.W. 1990, Walla Walla College
- Peter Gleason, *Associate Professor of Psychology (2017)*
 B.A. 2004, Atlantic Union College
 M.A. 2009; Ph.D. 2011, Loma Linda University

Randi L. Hankins, *Visiting Assistant Professor of Social Work and Sociology (1979)*
B.A. 1975, Central Washington University
M.S.W. 1979, Eastern Washington University

Jerrold W. Hartman, *Associate Professor of Communications (2003)*
B.A. 1999, Walla Walla College
M.F.A. 2008, National University

Linda L. Ivy, *Associate Professor Psychology (2006)*
B.S. 1999, University of Oregon
M.S. 2001, University of Oregon
Ph.D. 2005, University of Oregon

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

Janice McKenzie, *Associate Professor of Biology (2011)*
B.S. 2001, Montana State University
Ph.D. 2006, Purdue University

Debbie S. Muthersbaugh, *Associate Professor of Education (2010)*
B.S. 1980, Walla Walla College
M.Ed. 2009, University of Idaho
Ph.D. 2012, University of Idaho

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

Janet D. Ockerman, *Professor Emeritus of Social Work and Sociology (1999)*
A.B. 1968, Transylvania University
M.A. 1969, University of Kentucky
Ph.D. 1977, Georgia State University
M.S.W. 1994, Walla Walla College

- Kirt L. Onthank, *Assistant Professor of Biology (2013)*
 B.S. 2006, Walla Walla University
 M.S. 2008, Walla Walla University
 Ph.D. 2013, Washington State University
- Kayleith Pellandini, *Instructor in Social Work and Sociology (2015)*
 B.S. 1997, Andrews University
 M.S.W. 1998, Andrews University
- Pamela Bing Perry, *Associate Professor of Social Work and Sociology (2009)*
 B.S. 1984, Union College
 M.B.A. 1988, University of Kansas
 M.S. 2003, Loma Linda College
 D.M.F.T. 2009, Loma Linda University
- Joan M. Redd, *Professor of Biology (1992)*
 B.S. 1979, Walla Walla College
 M.S. 1981, Walla Walla College
 Ph.D. 1989, University of Denver
- Heather L. Rodriguez, *Assistant Professor of Social Work and Sociology (2015)*
 B.S.W. 1999, Walla Walla College
 M.S.W. 2000, Walla Walla College
- Neria Sebastien, *Professor of Education and Psychology (2016)*
 B.A. 2012, Brooklyn College
 M.Ed. 2015, Concordia University
 M.S.T. 2015, Fordham University
- Susan B. Smith, *Professor of Social Work and Sociology (1997)*
 B.S. 1981, Southern Adventist University
 M.S.W. 1989, Florida International University
 Ph.D. 2004, Andrews University

Ann Szalda-Petree, *Visiting Associate Professor of Social Work and Sociology* (1999)

B.S. 1987, Seattle University

M.A. 1991, University of Montana

Ph.D. 1993, University of Montana

David E. Thomas, *Professor of Practical Theology and Apologetics* (2001)

B.A. 1975, Atlantic Union College

M.Div. 1978; D.Min. 1999, Andrews University

Heather R. Vonderfecht, *Visiting Associate Professor of Social Work and Sociology* (1994)

B.S. 1984, Juniata College

M.A. 1986, Wake Forest University

Ph.D. 1992, Washington University, St Louis

M.S.W. 2001, Walla Walla College

Laurellè C. Warner, *Associate Professor of Social Work and Sociology* (2014)

B.S. 1983, Atlantic Union College

M.S.W. 1985, University of Connecticut

Daniel L. Yazak, *Visiting Professor of Social Work and Sociology* (2001)

B.S. 1969, Baylor University

M.U.P. 1976, Texas A&M University

D.E.D. 1980, Texas A&M University

SPECIALIZATION AREAS FOR CERTIFICATION

Kellie A. Bond, *Associate Professor of English* (2004)

B.A. 1993, Walla Walla University

M.A. 1998, University of Oregon

Ph.D. 2002, University of Oregon

Gregory Dean Dodds, *Associate Professor of History* (2000)

B.A. 1997, Walla Walla University

M.A. 2000, Claremont Graduate University

Ph.D. 2004, Claremont Graduate University

David F. Lindsey, *Professor of Biology* (1997)

B.S. 1981, Southwestern Adventist College

Ph.D. 1992, University of Texas at Austin

Marvin L. Denney, *Assistant Professor of Health and Physical Education* (1991)

B.S. 1978, Walla Walla University

M.Ed. 1982, Eastern Washington University

Jonathan D. Duncan, *Professor of Mathematics* (2013)

B.S., 1997, Walla Walla College

M.S., 2001, Indiana University

Ph.D., 2007, Indiana University

Thomas B. Ekkens, *Assistant Professor of Physics* (2004)

B.S. 1991, Andrews University

M.S. 1995, University of Notre Dame

Ph.D. 1999, University of Notre Dame

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

(Licence en Theologie) 1995, University of Strasbourg

(Maitrise en Francais) 1997, University of Grenoble

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

B.S. 1976, Andrews University

Ph.D. 1981, University of Wisconsin

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