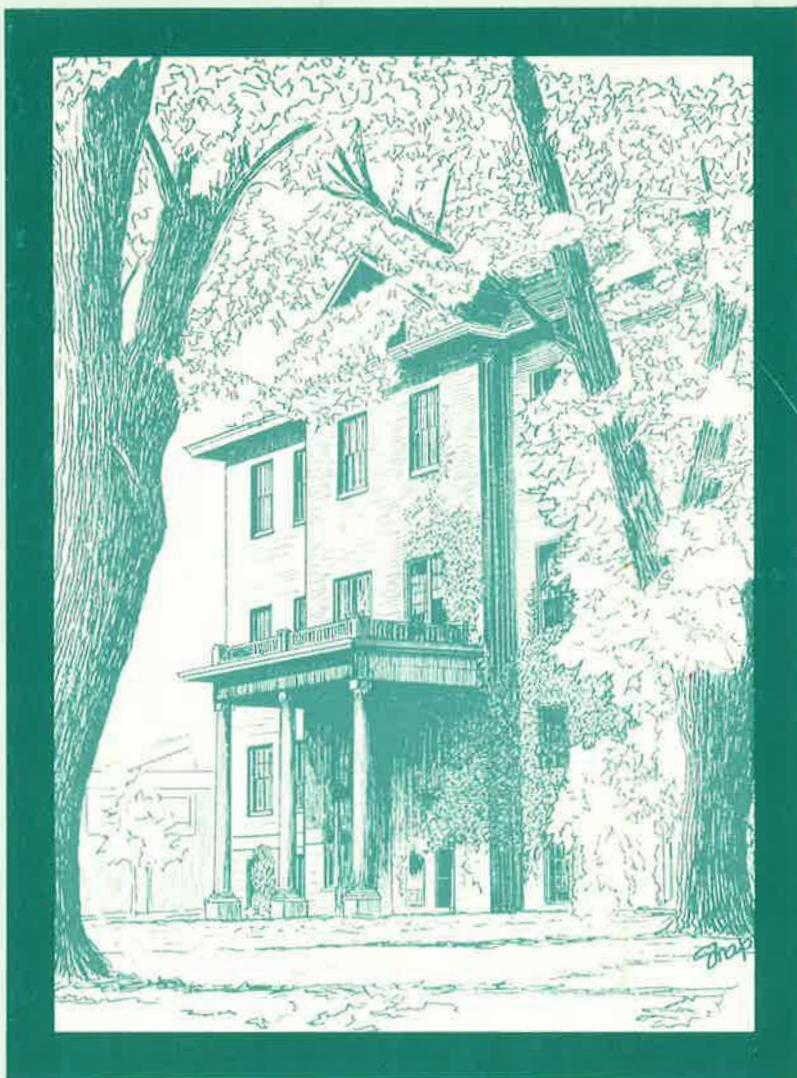


# GRADUATE BULLETIN 1990-1991



*Spirit of Excellence*  
**WALLA WALLA COLLEGE**



# **GRADUATE BULLETIN**

**1990-91**

# **WALLA WALLA COLLEGE**

**is accredited by**

The Northwest Association of Schools and Colleges  
Seventh-day Adventist Board of Regents  
The Washington State Board of Education

**offers graduate programs in**

Biology  
Education  
Social Work

**is a member of**

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

**is approved by**

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

**Equal Opportunity Commitment**

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

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

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WALLA WALLA COLLEGE  
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## FOR INFORMATION

<b>ADMISSIONS</b>	Doug Botimer, Vice President for Admissions and Marketing 509/527-2327
Application Blanks	
Bulletins	
General Information	
<b>RECORDS</b>	Robert Gardner, Registrar 509/527-2811 or 509/527-2812
Academic Information	
Transcripts	
Transcript Evaluation	
Transfer Student Information	
<b>FINANCES</b>	Cassie Ragenovich, Director Student Financial Services 509/527-2815
Financial Information	
Work Opportunities	
Financial Aid	
Loans and Grants	
Financial Planning	
Payment Arrangements	
<b>GRADUATE ASSISTANTSHIPS</b>	
Don Rigby, Chair	509/527-2602
Biology	
Merle Greenway, Chair	509/527-2212
Education and Psychology	
Standley Gellineau	509/527-2273
Social Work	
<b>RESIDENCE HALL LIVING</b>	
General Information	Lynn Prohaska, Dean of Men Sittner Hall 509/527-2111
Room Reservations	or Ilo Hutton, Dean of Women Foreman/Conard Hall 509/527-2532
<b>STUDENT ADMINISTRATION</b>	Walt Meske, Vice President Student Administration 509/527-2511
Automobile Registration	
Off-Campus Housing	
Student Life	
<b>COLLEGE ADDRESS &amp; TELEPHONE</b>	Walla Walla College 204 South College Avenue College Place, WA 99324-1198
General Telephone Number	509/527-2615
Toll Free (Washington state)	1-800-572-8964
Toll Free (Continental U.S.A.)	1-800-541-8900
<b>ROSARIO MARINE STATION</b>	174 Rosario Beach Anacortes, WA 98221 206/293-2326
<b>RESIDENCE HALL TELEPHONE NUMBERS</b>	
Foreman/Conard	509/527-2532
Sittner Hall	509/527-2111
Sittner East	509/527-2661

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

**WALLA WALLA COLLEGE**  
**ACADEMIC CALENDAR 1990-91**

**AUTUMN QUARTER**

August 10	F	Last Day to Arrange for October GRE Testing	
September 24	M	New Student Registration	
	25	T	Returning Student Registration
	26	W	Instruction Begins
October 1	M	Last Day to Register	
	4	Th	Last Day to Arrange for December GRE Testing
	9	T	Last Day for Registered Students to Add a Class or Change to Audit
	15	M	Graduate Record Examinations
November 14	W	Last Day to Withdraw from Classes	
21-25		Thanksgiving Vacation	
	28	W	Last Day to Arrange for February GRE Testing
December 10	M	Graduate Record Examinations	
9-12	SMTW	Final Exams	
13-January 1		Christmas Vacation	

**WINTER QUARTER**

January 2	W	Registration
3	Th	Instruction Begins
8	T	Last Day to Register
16	W	Last Day for Registered Students to Add a Class or Change to Audit
February 4	M	Graduate Record Examinations
4	M	Snow Frolic Day
13	W	Last Day to Arrange for April GRE Testing
20	W	Last Day to Withdraw from Classes
March 8	F	Last Day to File Master's Degree Order Form
10-13	SMTW	Final Exams
14-25		Spring Vacation

**SPRING QUARTER**

March 26	T	Registration
27	W	Instruction Begins
April 1	M	Last Day to Register
2	T	Last Day to Arrange for June GRE Testing
9	T	Last Day for Registered Students to Add a Class or Change to Audit
15	M	Graduate Record Examinations
May 1	W	Campus Day
15	W	Last Day to Withdraw from Classes
June 2-5	SMTW	Final Exams
9	S	Commencement (10:00 a.m.)

**SUMMER QUARTER**

June 3	M	Graduate Record Examination (General only)
16	S	Registration
17	M	Instruction Begins
20	Th	Last Day to Arrange for July GRE Testing
July 4	Th	Independence Day Holiday
21	S	Graduate Record Examinations
August 9	F	Eight-week Session Ends
		No Summer Commencement

## **WALLA WALLA COLLEGE BOARD OF TRUSTEES**

Bruce Johnston, Chair  
Niels-Erik Andreasen, Secretary

Duane Clark	Steve McPherson
Don Coy	Paul Nelson
Larry Dodds	George Ortiz
Nelma Drake	Perry Parks
Mumtaz Fargo	Jere Patzer
Scott Hutson	Norm Price
Don Jacobsen	Robert Rawson
Lenard Jaecks	Allan Roth
Don Keele	Janet Rowe
Wayne Langei	Ashley Schmiedeskamp
Sam Lefore	Griffith Thomas
Jim McHan	Charles White

## **ADMINISTRATION**

Niels-Erik Andreasen, Ph.D., *President*  
John C. Brunt, Ph.D., *Vice President for Academic Administration*  
Melvin S. Lang, Ph.D., *Associate Vice President for Academic Administration*  
Manford Simcock, M.A., *Vice President for Financial Administration*  
Walt Meske, M.A., *Vice President for Student Administration*  
Paul Turpel, B.A., *Vice President for College Advancement*  
Douglas A. Botimer, B.A., *Vice President for Admissions & Marketing*

## **ADMINISTRATIVE STAFF**

### **ACADEMIC ADMINISTRATION**

Chair, Department of Art, Thomas J. Emmerson, M.F.A.  
Chair, Department of Biology, Donald W. Rigby, Ph.D.  
Chair, Department of Business, Robert C. Schwab, Ph.D.  
Chair, Department of Chemistry, Steven Lee, Ph.D.  
Chair, Department of Communications, Loren Dickinson, Ph.D.  
Chair, Department of Computer Science, C. Michael Bell, M.S.E.E.  
Chair, Department of Education & Psychology, Merle A. Greenway, Ed.D.  
Chair, Department of English, Beverly G. Beem, Ph.D.  
Chair, Department of Health, Physical Education & Recreation,  
    Gary M. Hamburg, Ph.D.  
Chair, Department of History, Roland D. Blaich, Ph.D.

Chair, Department of Home Economics, Merlene L. Olmsted, M.A.  
Chair, Department of Industrial Technology, Dale B. Visger, Ed.D.  
Chair, Department of Library Science, Carolyn Gaskell, M.A.  
Chair, Department of Mathematics, Thomas M Thompson, Ph.D.  
Chair, Department of Modern Languages, Reinhard Czeratzki, M.A.  
Chair, Department of Music, Dan M. Shultz, M.Mus.  
Chair, Department of Office Administration, JoAnn Wiggins, Ph.D.  
Chair, Department of Physics, Gordon O. Johnson, Ph.D.  
Chair, Department of Social Work & Sociology, Wilma M. Hepker, Ph.D.  
Dean, School of Graduate Studies, Gerry Colvin, Ed.D., Ph.D.  
Dean, School of Engineering, Rodney Heisler, Ph.D.  
Dean, School of Nursing, Frances L. Fickess, D.N.Sc.  
Dean, School of Theology, Douglas R. Clark, Ph.D.

#### **ACADEMIC SUPPORT**

Director of Biology Graduate Program, Larry McCloskey, Ph.D.  
Director of Libraries, Carolyn Gaskell, M.A.  
Director of Marine Station, Larry McCloskey, Ph.D.  
Director of MSW Program, Standley L. Gellineau, D.P.A.  
Director of Summer Session, Melvin S. Lang, Ph.D.  
Registrar, Robert Gardner, Ph.D.

#### **STUDENT SERVICES**

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

#### **GRADUATE COUNCIL (Two-Year Terms)**

Gerry Colvin, *Dean of School of Graduate Studies, chair*  
John Brunt, *Vice President for Academic Administration*  
Duncan Mustard, *Associate Registrar*  
Don Rigby, *Chair of Biology*  
Merle Greenway, *Chair of Education & Psychology*  
Wilma Hepker, *Chair of Social Work & Sociology*  
Larry McCloskey, *Director of Biology Graduate Program*  
Standley Gellineau, *Director of MSW Program*  
Gail Rittenbach, *P, 1990-91\**  
Larry Veverka, *P, 1990-91\**  
Gary Wiss, *P, 1990-91\**  
\_\_\_\_\_, *P, 1990-91\**  
\_\_\_\_\_, *P, 1990-91\**

*\*Appointed by President, term of office ends with academic year given.*

## THE FACULTY\*

### BIOLOGY

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

B.A. 1950, Loma Linda University

M.A. 1956, Walla Walla College

Ph.D. 1967, Loma Linda University

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

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

Ph.D. 1990, Oregon State University

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

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

Ph.D. 1989, Oregon State University

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

B.A. 1961, Atlantic Union College

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

James Nestler, *Assistant Professor of Biology (1990)*

B.S. 1984; M.S. 1986, Walla Walla College

Doctoral Candidate, 1990, University of Colorado

### EDUCATION AND PSYCHOLOGY

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

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

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

Gerry Colvin, *Professor of Education & Psychology (1989)*

B.A. 1961, Union College

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

Ph.D. 1980, University of Georgia

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

B.A. 1950, Walla Walla College

M.Ed. 1957, Eastern Washington State College

Ed.D. 1972, University of Idaho

Gail S. Rittenbach, *Associate Professor of Education & Psychology (1986)*

B.A. 1970, Pacific Union College

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

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

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

B.S. 1971, Union College

M.A. 1977, Andrews University

Ph.D. 1989, Washington State University

#### **EDUCATION AND PSYCHOLOGY – Adjunct Faculty**

Ralph M. Coupland, *Adjunct Professor*

B.S. 1958, Pacific Union College

M.A. 1966, Andrews University

M.A. 1972; Ed.D. 1981, Andrews University

Jim Farnes, *Adjunct Professor*

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

Wynn Knowling, *Adjunct Professor*

B.S. 1956, Union College

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

Mel Mangum, *Adjunct Professor*

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

Ed.D. 1975, University of Northern Colorado

Dale O. Wagner, *Adjunct Professor*

B.A. 1952, Walla Walla College

Ed.M. 1958, Eastern Washington State College

Ed.D. 1973, University of Idaho

#### **SOCIAL WORK**

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

B.A. 1953, Union College

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

M.S.W. 1983, Eastern Washington University

Ted Ernst, *Visiting Professor (1990)*

M.Div. 1954, Concordia Seminary

M.S.W. 1956, Washington University

D.S.W. 1968, Columbia University

Standley L. Gellineau, *Director of Master's Program and Professor of Social Work (1987)*

B.A. 1970, Oakwood College

M.S.W. 1972, Virginia Commonwealth University

D.P.A. 1981, University of Georgia

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

B.A. 1976, Andrews University

M.S.W. 1983, Eastern Washington University

Marja McChesney, *Assistant Professor of Social Work & Sociology (1989)*

B.A. 1965, Pacific Union College

M.A. 1969, Washington State University

Marilyn Schwisow-Montenegro, *Assistant Professor of Social Work & Sociology (1990)*

B.S.W. 1979, Walla Walla College

M.S.W. 1987, University of Washington

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

B.A. 1966, Walla Walla College

M.S.W. 1980, University of Utah

Solomon Wako, *Associate Professor of Social Work & Sociology (1990)*

B.A. 1973, Newbold College

M.A. 1975; M.Div. 1977, Andrews University

M.S.W. 1979; Ph.D. 1984, Western Michigan University

#### **SOCIAL WORK – Adjunct Faculty**

Pam Bellatty, *Adjunct Professor*

B.S. 1977, Ball State University

M.S.W. 1981, University of Denver

Kent Bigler, *Adjunct Professor*

B.A. 1979; M.S.W. 1981, University of Utah

J.D. 1986, Gonzaga University School of Law

Sara Ellingson, *Lecturer*

B.S.W. 1969, University of North Dakota

M.S.W. 1976, Our Lady of the Lake University of San Antonio

Jack Ellis, *Adjunct Professor/Consultant*

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

Randi Hankins, *Lecturer*

B.S. 1975, Central Washington University

M.S.W. 1979, Eastern Washington University

Melvin Van Dyk, *Adjunct Professor*

B.A. 1972, Walla Walla College

M.A. 1977; A.B.D. 1978, Washington State University

M.S.W. 1988, Eastern Washington University

## **SPECIALIZATION AREAS (Secondary Education), CHAIRS**

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

B.A. 1967, Union College

M.A. 1969, Andrews University

Ph.D. 1974, University of Nebraska

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

B.A. 1966; M.A. 1967, California State College at Los Angeles

Ph.D. 1975, Washington State University

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

B.A. 1964, Atlantic Union College

M.A. 1967, Middlebury College

Loren Dickinson, *Professor of Communications (1962)*

B.A. 1957, Union College

M.A. 1960, University of Nebraska

Ph.D. 1968, University of Denver

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

B.A. 1972, Walla Walla College

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

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

B.A. 1976, Pacific Union College

M.A. 1977, University of Denver

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

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

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

Gary M. Hamburgh, *Professor of Health & Physical Education (1972)*

B.A. 1971, Loma Linda University

M.A. 1974, California State University at Fresno

Ph.D. 1985, University of Oregon

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

B.A. 1953, Union College

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

M.S.W. 1983, Eastern Washington University

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

B.S. 1966, Walla Walla College

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

Steven Lee, *Professor of Chemistry (1983)*

B.S. 1976, Andrews University

Ph.D. 1981, University of Wisconsin

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

B.A. 1969, Walla Walla College

M.A. 1975, Loma Linda University

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

B.A. 1950, Loma Linda University

M.A. 1956, Walla Walla College

Ph.D. 1967, Loma Linda University

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

B.A. 1971, Atlantic Union College

M.B.A. 1975, Andrews University

Ph.D. 1980, University of Oregon

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

B.S. 1962, Atlantic Union College

M.Mus. 1967, Andrews University

Thomas M. Thompson, *Professor of Mathematics (1971)*

B.A. 1968, Walla Walla College

M.A. 1971, University of Washington

Ph.D. 1979, University of California at Davis

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

B.S. 1958, Walla Walla College

Ed.M. 1963; Ed.D. 1977, Oregon State University

JoAnn Wiggins, *Assistant Professor of Office Administration (1987)*

B.S. 1982, M.Ed. 1985, Walla Walla College

Ph.D. 1988, University of Idaho

## GENERAL INFORMATION

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

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

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

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

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

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

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

### PROGRAM ADMINISTRATION

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

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

## **DEGREES OFFERED**

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

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

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

## **CLASSIFICATION OF STUDENTS**

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

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

## **GRADING SYSTEM**

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

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

Other symbols are:

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

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

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

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

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

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

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

#### **GRADUATE FACILITIES**

**Campus Computer Center.** Walla Walla College offers computer services to a wide variety of college users through its Campus Computer Center. A campus-wide PC network running Novell Netware supports a wide variety of software applications for faculty, staff, and student use. Three clusters of high-performance (286 and 386) computers are available for student use and are provided free of charge to all WWC students.

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

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

**Peterson Memorial Library.** The main catalog, LaserCat, is computerized using CD-ROM technology. In addition to WWC's holdings, it gives access to collections in over 420 other libraries, mainly in the Pacific Northwest. LaserCat is also available on the campus computer network. Periodical indexes, including the computerized Info Trac II, and other bibliographical aids are also available. On-line reference searching of indexes and abstracts is available through DIALOG. Reading room accommodations, the open-shelf system, and periodical room and audio-visual facility enhance the study experience. Microform readers make accessible microforms of scholarly material. The curriculum library, located in Smith Hall, contains a large selection of elementary and secondary textbooks and children's literature. A collection of mounted pictures, filmstrips, tapes and phonorecords supplement those held by the main library.

Resources in other libraries are available to students and faculty members through the library's participation in the Resource Sharing Program, and the Western Library Network. WWC students with validated identification cards also have access to the library facilities of Whitman College, a private liberal-arts college located in downtown Walla Walla.

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

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

## **FINANCIAL INFORMATION**

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

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

**Telephone:** Direct: 1-509-527-2815

Toll Free: 1-800-541-8900 (Continental U.S.)

Toll Free: 1-800-572-8964 (Washington)

Fax: 1-509-527-2253

## **EXPENSES**

**Tuition** \$222 per quarter hour with no cost reduction for overloads.  
The tuition includes all laboratory fees.

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

**Student Association Fee.** A general fee of \$32 per quarter is charged to students registered for six or more quarter hours which provides student association membership and ID card.

## **Special Fees**

Application (nonrefundable)	\$20.00
Audit Class	one-half regular tuition
Change in Registration (Drop/Add)	3.00
Degree, Master's	
Diploma	15.00
In absentia charge	15.00
M.A. and M.S. thesis binding (2 copies)	35.00
Academic Regalia (gown, hood)	actual cost
ID Card Replacement	7.50

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

**Student Insurance.** Walla Walla College provides injury and accident insurance on a mandatory basis at an estimated cost to the student of \$15 per quarter. In addition, students are required to purchase major medical insurance at an additional estimated cost of \$360 per year. This requirement may be waived if the student produces evidence of existing major medical insurance coverage not later than two weeks after the first day of classes.

The accident insurance is not refundable if a student drops after the fourth day of classes. No changes or refunds are allowed on the major medical insurance after the first two weeks in the quarter.

Insurance claims are made through the Student Health Center.

## HOUSING

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

### Hallmark Apartment

One bedroom	\$ 160 per month plus electricity
Two bedroom	\$ 200 per month plus electricity

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

**Residence Halls.** For dual occupancy, the room rental charge for each student per quarter is:

Conard Hall	\$ 495
Foreman Hall	515
Sittner Hall	495
Sittner East	495

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

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

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

### **PAYMENT PLANS**

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

### **REFUNDS**

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

The beginning of the quarter will be considered to be the first day of class instruction. A student withdrawing from classes during the quarter will receive the following refunds:

#### **Tuition**

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

75% second week

50% third and fourth weeks

*A tuition refund may affect awarded financial aid.*

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

**Student Association Fee.** This fee is not refundable after the fourth day of classes.

### **STATEMENTS**

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

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

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

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

### **PAST DUE ACCOUNTS**

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

### **RELEASE OF TRANSCRIPTS OR DEGREES**

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

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

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

### **PERSONAL PROPERTY LOSS**

Walla Walla College is not responsible for loss of personal property. Students are encouraged to carry their own insurance for personal belongings since the insurance the College carries does not cover these items.

### **INTERNATIONAL STUDENTS**

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

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

### **CHANGE IN EXPENSES**

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

### **FINANCIAL AID**

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

For families unable to meet the full costs of attending Walla Walla College, financial aid is available in the form of student employment, long-term loans,

grants and scholarships. Grants and scholarships are gift aid and do not have to be repaid. Interest rates for long-term loans are extremely low, and repayment does not begin until after a student leaves college.

Please refer to the 1990-91 Walla Walla College Bulletin, pages 251-261, or contact the Financial Aid Office for specific information regarding financial aid.

#### **GRADUATE ASSISTANTSHIPS**

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

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

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

Application forms for graduate assistantships may be obtained by writing directly to the respective chair of the Departments of Biology, Education & Psychology, and Social Work & Sociology. Applications for biology assistantships must be submitted before April 15, while the deadline for applications for education and psychology assistantships is February 1.

#### **HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD**

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

## **GRADUATE PROGRAM**

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

### **OBJECTIVES OF THE GRADUATE PROGRAM**

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

### **ADMISSION TO GRADUATE STUDY**

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

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

Eligibility for admission as a graduate student is determined by the Graduate Council of the College upon the recommendations of the Biology, Education & Psychology, or Social Work & Sociology departments. Graduate applications should be directed to the department in which the student is majoring.

**Admission Requirements for the Master's Degree Program.** In addition to an acceptable baccalaureate degree, applicants for admission to a graduate degree program must have the following:

1. Satisfactory scores on the *Graduate Record Examination (GRE)*, both subject and general, except M.S.W. students who take general only. (Contact specific department for score cut-off requirements.)

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

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

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

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

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

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

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

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

## **GENERAL DEGREE REQUIREMENTS**

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

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

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

**Transfer of Graduate Credit.** A maximum of 12 quarter hours of graduate work taken at other recognized institutions may be approved for transfer toward the master's degree. Although an overall GPA of 3.00 must be maintained on all course work taken, individual "C" grades may be acceptable. The transfer credit may be by extension if acceptable toward the master's degree at the school offering the extension work. It is the responsibility of the student to provide such documentation. Credit by examination at B- level and above may be applied without penalty for core and elective courses in the master's program as approved by the department and the Graduate Council. Correspondence credit is not accepted.

"P" grades may be transferred after specific review by the designated department. The course may be added to the Approved Program if it is recommended for use towards graduation. "P" grades will not be considered when computing GPA.

**Course Requirements and Scholarship.** Completion of the minimum hours of approved graduate courses with a cumulative grade-point average of at least 3.00 is required. A GPA of 3.00 must be maintained on all course work taken in residence. Courses resulting in a grade of less than C- are not accepted. Grades of all courses on the graduate program, excluding deficiencies, will be computed in the grade-point average.

Courses numbered 500 or above are primarily for graduate students. A minimum

of 24 quarter hours must be earned in courses numbered 500 or above for the Master of Arts and Science degrees. A minimum of 30 quarter hours is required in courses numbered 400 or above for the Master of Education degree. Before taking courses numbered 400 to 499, graduate students must obtain the approval of their advisor in consultation with the department chairperson. Usually, not more than six quarter hours of topics (400) or workshop (474) courses will be included in a program. Courses numbered 350-399 may be included in the graduate program on approval of the Graduate Council.

**Course Load.** The normal load is 12-14 hours per quarter. Petition must be made to the Graduate Dean for taking 15 hours, and to the Graduate Council for 16 hours.

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

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

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

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

#### **PROGRAM OF STUDY**

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

The program of study must be submitted on the proper form with approval by the student's major professor, the departmental chair (and graduate coordinator if designated), and the Dean of the Graduate School by the end of the second quarter of graduate study. If the student is taking the 78-quarter hour MSW on this campus, however, then program application should be submitted during the third quarter of graduate study.

The student must secure approval of the proposed program by the Graduate Council. Approval of the program will be officially acknowledged by a letter from the chair of the Graduate Council. Program approval indicates that the Graduate Council and the department concerned encourage the candidate to complete the master's degree. The degree is granted only after successful completion of the approved program of studies within the regulations of the College.

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

#### **ADVANCEMENT TO DEGREE CANDIDACY**

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

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

1. Arrange for the removal of any undergraduate deficiencies.
2. Complete 75 percent of approved program of graduate study with a minimum grade-point average of 3.00. Advancement to candidacy will not be granted if this minimum is not attained.
3. Submit the "Application for Degree Candidacy" form to the department chair, indicating scheduling plans for completing comprehensives and thesis or project.

#### **THESIS REQUIREMENT**

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

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

#### **EXAMINATIONS**

Master's degree candidates must pass a written and/or oral examination administered by an examining committee. The nature of further examination, if required, is to be determined by the examination committee. If possible, a representative from one of the specialization areas will attend each oral examination.

#### **Examination Regulations**

1. It is the candidate's responsibility to schedule written and/or oral examinations with the department chair.
2. The examinations are coordinated by the chair of the department and/or the candidate's advisory committee. Success or failure of the examinations

is determined by the examination committee.

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

#### **CONFERMENT OF DEGREE**

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

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

**Summer Graduates.** The following criteria must be met by the Monday at least two weeks before the commencement date:

1. Minimum of 3.00 GPA for all college work.
2. Have an approved graduate summer completion form on file with the Academic Records Office and Graduate Dean.
3. Lack no more than 12 credits, including outstanding Incompletes or courses IP.
4. Completed early registration for the WWC summer session for all remaining work.
5. After summer pre-registration, students present a written request to the Graduate Council showing they have met each of the above criteria; each request will be looked at individually.
6. Only the diploma cover will be awarded at commencement; the degree is given on completion.
7. Asterisks will identify August degree candidates with the footnote: "Degree to be conferred in August following completion of studies in progress."

## **DEPARTMENTS OF INSTRUCTION**

### **BIOLOGICAL SCIENCES**

The Department of Biology offers a Master of Science degree in biology with two options. Option 1 is a non-thesis program designed especially for prospective secondary and community college teachers. Option 2 is a thesis program 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 future goals, present interests, and academic background of the student.

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

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

#### **OPTION 1: NON-THESIS**

This option consists of a minimum of 45 quarter credits, 30 of which must be in courses numbered 400 and above. Adequate academic preparation should include a bachelor's degree in biology or the equivalent. The object of Option 1 is to prepare a student for endorsement to teach in two content areas.

	<i>credits</i>
<b>Basic courses:</b>	13
Research Methods I, II (BIOL 251, 352)	2
Seminar in Teaching of Biology (BIOL 508)	1
Graduate Seminar (BIOL 510)	3
Biology Project (BIOL 543)	4
One course selected from Education and Psychology (EDUC 508, 522, 525, 567, PSYC 521)	3
 <b>Specialization:</b>	 32
At least one course in botany (BIOL 360, 412, 426, 463, 508)	4
At least one course in zoology (BIOL 374, 389, 403, 462, 475)	4
Biology electives, at least one course (BIOL 250, 401*, 413*, 464, 465, 466)	4
Other electives: Chemistry, Mathematics, Physics (courses numbered 350 and above)	20
* <i>May be taken for botany or biology elective credit.</i>	
Total	45

## BIOLOGICAL SCIENCES

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

### **OPTION 2: THESIS**

This option consists of a minimum of 45 quarter credits, 24 of which must be courses numbered 500 or above. The undergraduate academic preparation should include a bachelor's degree in biology, other sciences, and mathematics. Specific background courses should include: a basic course in biology, cell biology, genetics, development, and ecology. An adequate preparation in chemistry (inorganic/organic), physics (general), and mathematics (college algebra and trigonometry, some calculus) will complete the necessary foundation for option 2.

Because of the spectrum of biological and interdisciplinary opportunities presented at the Marine Station, all graduate students are expected to attend one summer term.

### **GRADUATE COURSES - *BIOLOGICAL SCIENCES***

#### **BIOL 501 RESEARCH IN BIOLOGY**

**2-4; 8**

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

#### **BIOL 503 GENETICS AND SPECIATION**

**3**

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

**A**

#### **BIOL 508 SEMINAR: TEACHING OF BIOLOGY**

**1**

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

#### **BIOL 510 GRADUATE SEMINAR**

**1; 6**

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

#### **BIOL 511 BIOSYSTEMATICS**

**4**

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

**A**

#### **BIOL 518 PRINCIPLES OF NEUROBIOLOGY**

**4**

Study of the structure and function of invertebrate and vertebrate nervous systems. Topics will concentrate on the cellular level and will include neurochemistry, neuropharmacology, neurodevelopment, and neuroendocrinology. Prerequisites: BIOL 392 or CHEM 432, 434; and permission of the instructor. Offered odd years only.

#### **BIOL 520 ENVIRONMENTAL PHYSIOLOGY AND BIOCHEMISTRY**

**4**

The study of physiological and biochemical adaptations of animals living in harsh

## BIOLOGICAL SCIENCES

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

### BIOL 522 CELLULAR BIOLOGY

5

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

### BIOL 540 READINGS IN BIOLOGY

2; 6

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

### BIOL 543 BIOLOGY PROJECT

4

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

### BIOL 545 THESIS

8

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

### MARINE STATION

### BIOL 508 PHYSIOLOGY OF THE ALGAE

5

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

### BIOL 514 SYMBIOSIS

5

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

### BIOL 516 BEHAVIOR OF MARINE ORGANISMS

5

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

### SUPPORTING COURSES - BIOLOGICAL SCIENCES

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

### BIOL 401 PLANT PHYSIOLOGY

4

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

## BIOLOGICAL SCIENCES

### BIOL 403 ORNITHOLOGY

4 or 5

Systematic study of native birds of North America, with emphasis on identification, migration, geographical distribution, habits, and life histories. Two laboratories per week. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Taught every 3-5 years at the Marine Station.

### BIOL 412 PLANT ANATOMY

4

Study of the microscopic anatomy of plant tissues with emphasis on their origin and development. Emphasizes the vascular plants. Recommended: BIOL 360. One laboratory per week.

### BIOL 413 PLANT TISSUE CULTURE

3

A study of various techniques to establish and to maintain plant tissue cultures. One laboratory per week. Prerequisites: 8 hours of college-level chemistry or biology; CHEM 101, 102; CHEM 141, 142, 143; BIOL 222, and permission of instructor.

### BIOL 426 SYSTEMATIC BOTANY

4 or 5

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

### BIOL 446 GENERAL ECOLOGY

4

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

### BIOL 449 VERTEBRATE HISTOLOGY

4

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

### BIOL 455 RESEARCH METHODS V

1

Methods of writing and orally presenting a scientific paper. Students present the results of their senior thesis in a seminar and submit a written manuscript of their senior thesis (see BIOL 251, BIOL 352, BIOL 353 and BIOL 354 in the undergraduate bulletin).

### BIOL 464 ANIMAL PHYSIOLOGY

4

Study of animal physiology with emphasis on integration of vertebrate organ systems. One laboratory per week. Prerequisite: BIOL 392. Physics and organic chemistry strongly recommended.

### BIOL 465 BACTERIOLOGY

5

Principles of morphology and function of bacteria. Laboratory work, including unknowns, points out techniques employed in their study. Two laboratories per week. Prerequisite or corequisite: CHEM 321, 322, 323. Offered odd years only.

### BIOL 466 IMMUNOLOGY

4

Study of the immune mechanism with reference to applied areas. Emphasizes laboratory techniques used to solve immunological problems. One laboratory per week. Prerequisites: BIOL 392 or BIOL 465; CHEM 321, 322, 323. Offered even years only.

## BIOLOGICAL SCIENCES

**BIOL 483 PHILOSOPHY OF ORIGINS AND SPECIATION** 3  
Comparison of the various theories on the origin and history of living organisms in light of present scientific knowledge in biochemistry, paleontology, morphology, geology, genetics and other related areas. For majors and minors only; recommended senior year.

**BIOL 490 TECHNIQUES IN FIELD BIOLOGY** 1-6; 6  
Study of the techniques used in the collection and preservation of biological specimens for museum purposes. Emphasizes the recording and preservation of ecological data obtained with the collections of specimens. Topics vary depending on instructor; credit will be given at the rate of one quarter hour for each week spent working in the field.

**BIOL 495 COLLOQUIUM** 0  
Lecture series designed to expose students to modern scientific research and researchers. Each lecture is normally given by a visiting scientist. Six quarters required of all junior, senior and graduate biology majors. Graded S or NC.

### **MARINE STATION**

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

**BIOL 460 MARINE ECOLOGY\*** 5  
Study of interspecific, intraspecific, and community relationships demonstrated by marine organisms.

**BIOL 462 ICHTHYOLOGY\*** 5  
Systematic study of the fishes found in Puget Sound, with a survey of the fishes of other waters.

**BIOL 463 MARINE BOTANY\*** 5  
Systematic study of plants found in Puget Sound, with a survey of marine plants from other areas.

**BIOL 467 INTRODUCTION TO OCEANOGRAPHY\*** 5  
A physical, chemical, and geological study of the oceans and ocean basins as a habitat for life, emphasizing the mutual interaction between the oceanic biosphere and its environment.

**BIOL 468 COMPARATIVE PHYSIOLOGY** 5  
Comparative study of the physiology and life processes of animals with emphasis on invertebrates. Prerequisite: BIOL 392.

**BIOL 470 MARINE BIOPHYSICS** 5  
Introduction to the physical aspects of living organisms studied by the experimental and conceptual methods of physics with application to marine life.

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

*\*Qualifies as a marine-oriented course.*

# **EDUCATION & PSYCHOLOGY**

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

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

Additionally, the department's graduate programs assist students in the development of a philosophy of Christian service and education which supports their professional development.

## **Areas of Specialization**

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

Specializations may be planned in the following approved areas:

Counseling & Guidance (M.Ed., M.A.)	Secondary Instruction (M.Ed.) in:
Curriculum & Instruction (M.A.)	Biology, Biophysics, Business,
Educational Foundations (M.A.)	Chemistry, English, History,
Elementary Instruction (M.Ed.)	Industrial Arts, Language Arts,
Middle School/Junior High Instruction (M.Ed.)	Mathematics, Physical Education,
Religious Education (M.A.)	Physics, Social Sciences
School Administration (M.Ed., M.A.)	Special Education (M.Ed., M.A.)

A candidate wishing to pursue a specialization in an area other than those listed above may submit for consideration by the department and the Graduate Council an individualized, self-planned proposal itemizing at least 24 quarter hours (18 hours in M.A. program) in the chosen specialization area. Additional supporting credit as needed to complete the degree will be selected in harmony with all other specified degree requirements. It is essential that this type of program be planned in consultation with an assigned adviser in the Department of Education & Psychology.

## **MASTER OF EDUCATION (M.Ed.)**

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

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

credential adviser early in their program.

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

1. Professional education courses 30 qtr. hrs.  
*Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional-learning principles, pupil characteristics, teaching methodology, curriculum materials or the role of various school personnel.*
2. Verified, satisfactory educational work experience minimum 9 months, full-time  
*Work experience must fall within the range of professional or paraprofessional activities provided by schools or other educational service agencies. Activities such as classroom teaching, school administration, library work, counseling, or work as a dormitory dean will be considered if pertinent to the candidate's chosen area of specialization. A maximum of 30 quarter hours for the master's degree may be earned prior to the work experience, but a minimum of 15 quarter hours must be earned thereafter.*  
  
*Verification of experience must be by letter from an administrator under whom the experience was gained. The letter should attest to the time spent, the nature of the activities, and the quality of performance. It is the responsibility of the candidate to obtain this verification.*
3. Professional certification  
*All candidates who do not already qualify for a certificate must complete the academic requirements for state certification as a teacher, principal, or educational staff associate before the degree is granted. It is not necessary to be in possession of the certificate before graduation, but eligibility must be established in all respects excepting that of citizenship. Preparation for the certificate will normally be according to Washington state requirements for either the initial or continuing level. Candidates from out-of-state may produce evidence of qualifying in the state, province or country of their intended educational employment if a specific certification program exists therein. Otherwise, they must meet Washington state requirements.*

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

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

## EDUCATION AND PSYCHOLOGY

	<i>credits</i>
<b>Basic Courses</b>	10
EDUC 561 Methods of Research <i>(must be completed before advancement to candidacy)</i>	3
EDUC 522 Philosophy of Education <i>(must be completed before advancement to candidacy)</i>	3
EDUC 510 Graduate Seminar	1
PSYC 521 Psychology of Learning or	3
EDUC 525 Education in the Twentieth Century	<hr/> 10
<b>Specialization and Approved Electives</b>	<hr/> 35
<i>Must include 11 hours in professional education as defined on page 33.</i>	
Total	45

### MASTER OF ARTS IN EDUCATION (M.A.)

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

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

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

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

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

## EDUCATION AND PSYCHOLOGY

	credits
<b>Basic Courses and Thesis</b>	<b>15</b>
EDUC 510 Graduate Seminar	1
EDUC 522 Philosophy of Education <i>(must be completed before advancement to candidacy)</i>	3
EDUC 561 Methods of Research <i>(must be completed before advancement to candidacy)</i>	3
EDUC 509 Thesis	<u>8</u>
	<b>15</b>
<b>Area of Specialization</b>	<b>18</b>
<i>Additional credits may be necessary if certification is also being sought.</i>	
<b>Approved Electives</b>	<b>12</b>
<b>Total</b>	<b>45</b>

## MASTER OF EDUCATION PROGRAM OPTIONS

### *M.Ed. in COUNSELING & GUIDANCE (50 quarter hours minimum)*

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

<i>Specialization Prerequisites:</i>	<i>credits</i>
EDUC 210 Foundations of Education	3
PSYC 215 Psychology of Childhood and Adolescence	4
PSYC 220 Educational Psychology	3
PSYC 350 Elementary Statistics	4
PSYC 430 Psychological Testing	3

### *Specialization Requirements:*

Basic Courses (see page 34)	10
Specialization Core	17
PSYC 410 Behavior Modification	3
PSYC 426 Introduction to Counseling & Guidance	3
PSYC 489 Vocational Development Theory	3
PSYC 515 Counseling Theories and Techniques	3
PSYC 518 Group Counseling	2
SPED 310 Foundations of Special Education	<u>3</u>
	<b>17</b>

### *Emphases — Options I and II* 23

#### *Option I: Special Education Emphasis*

PSYC 563 Field Experience	3
PSYC 565 Practicum	6
SPED 433 Assessment of Exceptional Students	4
SPED 437 Instruction of Exceptional Individuals	4

## EDUCATION AND PSYCHOLOGY

SPED 438	Counseling Exceptional Individuals and Their Families	3
	*Approved Electives	<u>3</u>
		23
<i>Option II: School Counseling Emphasis</i>		
PSYC 534	Assessment of the Individual	2
PSYC 563	Field Experience	3
PSYC 565	Practicum	6
	*Approved Electives	<u>12</u>
		23
<i>*Additional supporting courses chosen from education and psychology and/or from other departments.</i>		
	Total	<u>50</u>

### *M.Ed. in ELEMENTARY INSTRUCTION*

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

<b>Specialization Requirements:</b>	<i>credits</i>
Basic Courses (see page 34)	10
Specialization Courses	
Professional Education Courses (see definition on page 33)	11
Academic Content Courses	15
<i>Must be from departments other than Education and Psychology and must be in subject-matter areas relevant to the content of the elementary curriculum.</i>	
Approved Electives	9
Total	<u>45</u>

### *M.Ed. in MIDDLE SCHOOL/JUNIOR HIGH INSTRUCTION*

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

<b>Specialization Requirements:</b>	<i>credits</i>
Basic Courses (see page 34)	1
Specialization Courses	
Professional Education Courses (see definition on page 33)	11
Academic Content Courses	15
<i>Academic content courses must be from two departments other than education and psychology and must be in the same general areas as the two prerequisite content areas specified above.</i>	
Approved Electives	9
Total	<u>45</u>

## EDUCATION AND PSYCHOLOGY

### ***M.Ed. in SCHOOL ADMINISTRATION***

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

<b><i>Specialization Requirements:</i></b>	<b><i>credits</i></b>
Basic Courses (see page 34)	10
Specialization Courses	21
<i>Must be related to school administration, supervision, curriculum and counseling and must include the following unless they were a part of the undergraduate sequence:</i>	
EDUC 504 Elementary School Curriculum	
or	3
EDUC 508 Secondary School Curriculum	
EDUC 526 School Finance	3
EDUC 544 Administration of the Elementary School	
or	3
EDUC 551 Administration of the Secondary School	
EDUC 539 Supervision	3
EDUC 550 School Law	3
EDUC 556 Curriculum Planning	3
PSYC 444 Social Psychology	3
	<u>21</u>
Electives in Administration	3
Other Approved Electives	<u>11</u>
Total	45

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

### ***M.Ed. in SECONDARY INSTRUCTION***

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

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

## EDUCATION AND PSYCHOLOGY

<i>Specialization Requirements:</i>	credits
Basic Courses (see page 34)	10
Specialization Courses	
Professional Education Courses (see definition on page 33)	11
Academic Content Courses	24
<i>Academic content courses must be chosen in consultation with an adviser.</i>	
(a) <i>In specializations where only one content area is emphasized, (e.g., English), up to six of the 24 quarter hours may be selected from not more than two supporting departments other than the major area of emphasis.</i>	
*(b) <i>In interdisciplinary areas, indicated above by an asterisk, courses must be distributed among areas listed in parentheses according to the needs and interests of the candidates.</i>	
	<b>Total</b>
	<b>45</b>

### *M.Ed. in SPECIAL EDUCATION*

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

#### *Specialization Prerequisites:*

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

<i>Specialization Requirements:</i>	credits
Basic Courses (see page 34)	10
Specialization Courses	
SPED 430 Issues and Trends in Special Education	3
SPED 510 Seminar in Special Education	1
SPED 515 Diagnostic & Prescriptive Curriculum Design	3
SPED 578 Practicum in Special Education	8
	<b>15</b>
<i>Option 1: Limited Prior Training in Special Education</i>	
SPED 433 Assessment of Exceptional Individuals	4
SPED 437 Instruction of Exceptional Individuals	4
SPED 438 Counseling Exceptional Individuals and Their Families	3
*Approved Electives	9
	<b>20</b>
<i>Option 2: Extensive Prior Training in Special Education</i>	
SPED 518 Mental Exceptionality	3
SPED 575 Readings in Special Education	2
*Approved Electives	15
	<b>20</b>
	<b>Total</b>
	<b>45</b>

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

**MASTER OF ARTS PROGRAM OPTIONS*****M.A. in COUNSELING & GUIDANCE (50 quarter hours minimum)***

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

<b>Specialization Requirements:</b>	<i>credits</i>
Basic Courses and Thesis (see page 35)	15
Counseling, Psychology and Guidance Courses	18
<i>These courses must include counseling and measurement theories and techniques and assessment skills.</i>	
PSYC 565 Practicum in Counseling	6
Approved Electives	
Total	<u>11</u> 50

***M.A. in CURRICULUM & INSTRUCTION***

**Specialization Prerequisites:** 30 quarter hours in professional education and work experience as defined for all M.Ed. programs (see page 33).

<b>Specialization Requirements:</b>	<i>credits</i>
Basic Courses and Thesis (see page 35)	15
Specialization Courses	
Professional Education Courses (see definition on page 33)	18
Academic Content Courses	
<i>Academic content courses must be from departments other than education and psychology and must be in subject-matter clearly related to the area of emphasis chosen as the area specialization. On the junior high or higher level, supporting courses must be from not more than two content areas.</i>	12
Total	<u>45</u>

***M. A. in EDUCATIONAL FOUNDATIONS***

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

<b>Specialization Requirements:</b>	<i>credits</i>
Basic Courses and Thesis (see page 35)	15
Foundations Courses	
<i>Foundations courses must be chosen from not more than two of the following areas: historical, philosophical, sociological, and psychological foundations of</i>	18

## EDUCATION AND PSYCHOLOGY

*education. Candidates specializing in psychological foundations should choose courses having to do with learning, development, measurement, and statistics.*

Approved Electives	<u>12</u>
Total	<u>45</u>

### ***M.A. in RELIGIOUS EDUCATION***

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

<b><i>Specialization Requirements:</i></b>	<i>credits</i>
Basic Courses and Thesis (see page 35)	15
Specialization Courses	5
Professional Education	5
Religious Studies	20
<i>These hours must include at least two classes in the area of Biblical studies, three in the area of theology and ethics, and one in the area of religious education methods.</i>	
Approved Electives	<u>5</u>
Total	<u>45</u>

### ***M.A. in SCHOOL ADMINISTRATION***

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

<b><i>Specialization Requirements:</i></b>	<i>credits</i>
Basic Courses and Thesis (see page 35)	15
Administration and Supervision Courses	18
Approved Electives	12
Total	<u>45</u>

## TEACHER CERTIFICATION

Walla Walla College is a state-approved teacher education institution. As such, it is authorized to recommend graduates to the Washington State Department of Education for initial and continuing certificates. The course offerings also provide for denominational teaching certificates currently available from the North Pacific Union Conference Department of Education. Information concerning specific requirements is available in the regular bulletin and/or from the certification consultant.

### Washington State Continuing Certificate Requirements

#### 1. *Teaching Experience*

The applicant for a Continuing Certificate must have completed two consecutive years of at least half-time teaching with the same employer.

#### 2. *Credit Requirements*

- a. A minimum of 45 quarter credits of upper division or graduate level study at a regionally accredited institution must be completed after the bachelor's degree. Beginning September 1, 1992, a master's degree will be required.
- b. Twenty-one quarter credits must be earned *after* at least 90 days of teaching, which may include substitute teaching. (Candidates who hold a master's degree are exempt from this requirement.)
- c. To be recommended by Walla Walla College, a minimum of 23 hours of coursework must be taken at this institution.
- d. Grades lower than C are not acceptable in courses required for the Continuing Certificate.
- e. Coursework must be upper division or graduate level and taken through a regionally accredited four-year institution. Exceptions regarding course levels for individuals working for and securing a second area of endorsement may be made if approved by the Education Department Adviser.

#### 3. *Other Requirements*

- a. Continuing Certificate candidates must have at least *two endorsements*.
- b. Each person shall be required to complete 150 clock hours of continuing education or 15 quarter hours of college credit every five years to keep the certificate valid. (One quarter hour equals ten clock hours.)
- c. Recipients of a Continuing Certificate shall be restricted to teaching in the areas in which endorsement has been received.

## EDUCATION AND PSYCHOLOGY

### GRADUATE COURSES – *Education*

#### EDUC 504 ELEMENTARY SCHOOL CURRICULUM

3

A study of the elementary school curriculum, including objectives, essentials of a good program, varying curriculum patterns and appraisal of current practices.

#### EDUC 508 SECONDARY SCHOOL CURRICULUM

3

Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the courses of study; evaluation of the secondary school curriculum.

#### EDUC 510 GRADUATE SEMINAR

1; 3

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

#### EDUC 522 PHILOSOPHY OF EDUCATION

3

A study of the basic philosophies and development of educational thinking resulting in the formulation of aims and objectives of education for today's schools.

#### EDUC 525 EDUCATION IN THE TWENTIETH CENTURY

3

Intended to help a student become conversant with significant problems, issues, trends and proposals affecting the theory and practice of education today.

#### EDUC 526 SCHOOL FINANCE

3

A course designed for administrators, emphasizing origins and disbursement of school funds.

#### EDUC 527 SCHOOL PLANNING AND CONSTRUCTION

3

A survey of how to plan and build schools, including the involvement of the lay citizen. Selection of site, trends in design, functions of buildings and plant, costs and obligations will be studied.

#### EDUC 535 CORRECTIVE READING

3

Analysis, correction and prevention of reading problems are studied along with refinement of group and informal testing. Supervised practicum with pupils having mild disabilities in reading. Prerequisite: EDUC 362.

#### EDUC 539 SUPERVISION

3

For principals, classroom teachers or those planning to be supervisors. Identifies duties of both teachers and supervisors, and suggests methods for the improvement of teachers in service through a comprehensive supervision program.

#### EDUC 544 ADMINISTRATION OF THE ELEMENTARY SCHOOL

3

Organization, supervision and administration of elementary schools.

#### EDUC 550 SCHOOL LAW

3

This course is designed to acquaint the student with the legal basis for public and parochial school operation in the United States.

#### EDUC 551 ADMINISTRATION OF THE SECONDARY SCHOOL

3

Problems and procedures in the organization and administration of secondary schools.

## EDUCATION AND PSYCHOLOGY

### EDUC 556 CURRICULUM PLANNING

3

The relation of curricular materials to educational outcomes in terms of personal and social values. A brief review of curriculum investigations and their significance in the selection and evaluation of school materials and activities. Current practices in curriculum revision.

### EDUC 558 SCHOOL ACTIVITIES

3

Designed to acquaint the student with the range of the school activities program, to define the purpose of such activities, to provide the valid basis for evaluating existing or proposed activities, and to provide opportunity for intensive study of one activity.

### EDUC 560 ADMINISTRATIVE PRACTICUM

5

Professional laboratory experience for candidates for an administrative credential. The course is designed to involve each candidate in a variety of practical administrative experiences and to assist in his successful induction into school leadership. By permission of the department chairman.

### EDUC 561 METHODS OF RESEARCH

3

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

### EDUC 567 COMPARATIVE EDUCATION

3

A comparison of systems and philosophies of education in various parts of the world; emphasis on the role of cultural impacts.

### EDUC 575 READINGS IN EDUCATION

2-4

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

### EDUC 581 PROFESSIONAL PROJECT

2, 4, 6; 6

Selected areas of advanced study involving reading and research. Formal report required. Prerequisite: consent of department chairman and graduate standing. Two, four or six hours any quarter; maximum, six.

### EDUC 590 THESIS

4, 8; 8

## GRADUATE COURSES – *Special Education*

### SPED 510 SEMINAR IN SPECIAL EDUCATION

1; 3

Faculty/student exploration and analysis of significant research and literature in special education.

### SPED 515 DIAGNOSTIC & PRESCRIPTIVE CURRICULUM DESIGN

3

The prescription and implementation of individualized curricula for severely handicapped learners. Prerequisites: SPED 433 & SPED 437.

### SPED 518 MENTAL EXCEPTIONALITY

3

The etiology and history of mental retardation and giftedness as they relate to

## EDUCATION AND PSYCHOLOGY

educational endeavors. A study of the programming for both mentally retarded and gifted individuals.

### **SPED 578 PRACTICUM IN SPECIAL EDUCATION**

**8**

Professional experience in special education under the direction of a credentialed specialist in the field. Prerequisites: SPED 515 and permission of the special education advisor.

## **GRADUATE COURSES – *Psychology/Counseling***

### **PSYC 501 STATISTICS IN RESEARCH**

**3**

An introduction to sampling theory, probability and statistical inference as applied to research analysis and hypothesis testing. Includes simple multivariate techniques and selected distribution-free tests of significance. Prerequisite: PSYC 350 or equivalent.

### **PSYC 515 COUNSELING THEORIES AND TECHNIQUES**

**3**

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

### **PSYC 518 GROUP COUNSELING**

**2**

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

### **PSYC 521 PSYCHOLOGY OF LEARNING**

**3**

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

### **PSYC 532 INDIVIDUAL TESTING – Intelligence**

**4**

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

### **PSYC 534 ASSESSMENT OF THE INDIVIDUAL**

**2**

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

### **PSYC 563 FIELD EXPERIENCE**

**3**

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

### **PSYC 565 PRACTICUM IN COUNSELING**

**2; 6**

Professional experience in the counseling function. Prerequisites: PSYC 515, PSYC 534 and permission of the instructor.

### **PSYC 566 COUNSELING SEMINAR - CONTINUING LEVEL**

**1; 3**

Discussion periods in which the faculty review counseling competencies with candidates seeking continuing-level certification. A program demonstrating counseling competencies is developed and implemented. Prerequisites: Three years experience as a school counselor and current employment as a counselor.

**GRADUATE COURSES – *Religion***

**RELB 501 ADVANCED NEW TESTAMENT EXEGESIS**

3

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

**RELB 502 NEW TESTAMENT THEMES**

3

Study of the New Testament perspectives on the themes of family life, moral decision making, sin and salvation and the church and its ministry.

**RELB 505 OLD TESTAMENT EXEGESIS**

3

Study of Old Testament exegetical method exemplified by in-depth study of Old Testament books or passages.

**RELB 508 THE OLD TESTAMENT IN SOCIAL AND CULTURAL PERSPECTIVE 3**

Study of recent interpretations of the Old Testament from sociological and anthropological perspectives. Included is a discussion of how western culture has affected the study of the Old Testament.

**RELI 502 STUDIES IN ADVENTIST HISTORY**

3

Study of selected aspects of Adventist history and theology. Key aspects are as follows: Theological and doctrinal development, the history of Adventist institutions, and the theory and practice of missions and evangelism.

**RELI 511 READINGS IN SPIRITUAL CLASSICS**

3

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

**RELP 510 FOUNDATIONS OF RELIGIOUS EDUCATION**

3

A survey of the scriptural, historical, philosophical and psychological bases of religious education.

A

**RELP 515 PRACTICUM IN RELIGIOUS EDUCATION**

2-6; 6

Supervised practicum in religious education. Will take place in school or instructional church settings. Permission of School of Theology required.

**RELT 521 SELECTED THEMES IN THE HISTORY OF CHRISTIAN ETHICS 3**

Themes will include war and violence, sexual ethics, economics, and the relation of Christians to secular government.

**RELT 541 STUDIES IN CHRISTIAN SYSTEMATIC THEOLOGY**

3

Examination of selected issues, such as atonement, Christology, creation, eschatology, Sabbath, salvation, with emphasis on implications for the doctrine of the church.

**SUPPORTING COURSES – *Education***

**EDUC 361 ELEMENTARY CURRICULUM & INSTRUCTION: LANGUAGE ARTS 3**

Study of the development of language skills. Speaking, thinking, listening, reading and writing skills are studied. Attention will be given to materials and instructional

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resources. Involvement in elementary classrooms will be required. Prerequisite: Acceptance into Phase II.

**EDUC 362 ELEMENTARY CURRICULUM & INSTRUCTION: READING** 4  
Study of current theory relating to the nature of reading and effective instructional procedures and resources. Activities in the elementary school will include administration of Informal Reading Inventories. Prerequisite: Acceptance into Phase II.

**EDUC 373 ELEMENTARY CURRICULUM & INSTRUCTION: MATHEMATICS** 4  
Survey of the content, media and approaches used in teaching mathematics in the elementary school, including software evaluation for CAI; and emphasis on research-based strategies. Prerequisites: Acceptance into Phase II; MATH 115 or 121.

**EDUC 375 CLASSROOM MANAGEMENT** 2  
Study of discipline strategies and organization and management skills that promote learning within the school. Includes techniques for maintaining open communication with the entire school community. Prerequisite: Acceptance into Phase II.

**EDUC 381 ELEMENTARY CURRICULUM & INSTRUCTION: RELIGION** 2  
Study of materials, strategies and relationships that provide effective Bible instruction in the elementary school. Prerequisite: Acceptance into Phase II.

**EDUC 382 ELEMENTARY CURRICULUM & INSTRUCTION: SOCIAL STUDIES** 2  
Study of strategies for the implementation of the social studies curriculum in the elementary school. Instruction in appropriate uses of resources and materials. Prerequisite: Acceptance into Phase II.

**EDUC 383 ELEMENTARY CURRICULUM & INSTRUCTION: SCIENCE** 2  
A study of teaching of science in the elementary school with emphasis on science as a process of inquiry. Prerequisite: Acceptance into Phase II.

**EDUC 390 EDUCATIONAL EVALUATION** 3  
Introduction to principles and techniques of evaluating classroom activities in elementary and secondary schools.

**EDUC 404 HISTORY OF EDUCATION** 2  
Survey of the history of education.

**EDUC 475 TEACHING READING SKILLS IN CONTENT AREAS** 3  
Introduction to diagnosis, vocabulary, comprehension skills, rate variation, management and study skills in junior high and secondary reading.

**EDUC 478 ELEMENTARY MICROTEACHING** 3  
A teaching laboratory to prepare elementary teachers in skills necessary for effective teaching. Students present brief demonstration lessons to a small class of children. Self-evaluation is supplemented by evaluation of supervisors, practicing teachers and peers, along with video recordings. Prerequisite: Admission into Phase II and two methods courses.

**EDUC 479 SECONDARY MICROTEACHING** 3  
Consideration of teaching procedures which are applicable at any level. Laboratory practice in certain skills following the microteaching model. Class meets one night each

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week and each student will participate weekly in an afternoon teaching laboratory. Prerequisite: Admission into Phase II and one methods course in the student's major or minor area of study.

### EDUC 492 EDUCATION OF THE GIFTED

3

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

### EDUC 493 SYSTEMS OF THOUGHT

3

Intensive study of various aspects of philosophical thinking and their bearing upon education. Emphasizes current writing in education.

### EDUC 495 ELEMENTARY SCHOOL GUIDANCE

3

Study of the rationale for elementary school guidance with emphasis upon current research and issues. Focuses on the tools and techniques of both classroom and out-of-class guidance functions and services.

### ENGL 374 LITERATURE IN THE ELEMENTARY SCHOOL

3

Study of the philosophy of the selection and study of literature on the elementary school level, emphasizing appropriate content, good style, and suitability for various age groups. Extensive reading and sharing of children's literature are required. Same as LIBR 374.

### ENGL 375 LITERATURE IN THE SECONDARY SCHOOL

3

Study of the philosophy of the selection and study of literature on the secondary level, emphasizing choosing literature related to student problems and goals as well as literature appreciation. Extensive reading of literature for adolescents is required.

### HLSC 395 METHODS OF SCHOOL HEALTH INSTRUCTION

3

Concepts of unit planning, methods, techniques, sources, and evaluation of instruction materials; students are required to read widely and collect material pertinent to the course.

### INDS 428 HANDWORK ACTIVITIES

3

Study of handwork activities as applied to the elementary grades and recreational activities; emphasizes methods of application, materials and processes.

### LIBR 374 LIBRARY MATERIALS FOR CHILDREN

3

An overview study of library materials for children; designed to develop the ability to choose library materials according to the child's needs, interests, and abilities; includes extensive reading/listening/viewing and sharing of children's learning resources from numerous subject areas. Same as ENGL 374.

### PETH 395 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION

3

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

### PETH 473 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

3 or 4

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

## EDUCATION AND PSYCHOLOGY

### SOCI 444 SOCIOLOGY OF EDUCATION

3

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

### SUPPORTING COURSES – *Psychology*

*PSYC 130 is prerequisite to all other courses in psychology.*

### PSYC 350 ELEMENTARY STATISTICS

4

Introduction to fundamental procedures for summarizing and interpreting quantitative data from tests and research in the social sciences.

### PSYC 360 SMALL GROUP PROCEDURES

3

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

### PSYC 375 EXPERIMENTAL PROBLEMS

3

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

### PSYC 400 TOPICS IN PSYCHOLOGY

1-3

The study of advanced topics through class activities. One to three hours per quarter.

### PSYC 405 PSYCHOLOGY OF ORGANIZATIONAL CHANGE

3

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

### PSYC 410 BEHAVIOR MODIFICATION

3

Study of the principles and processes of learning with special emphasis on the shaping and changing of human behavior.

### PSYC 415 DYNAMICS OF BEHAVIOR

3

Introduction to the dynamic mechanisms of human adjustment and behavior.

### PSYC 420 INTRODUCTION TO CLINICAL PSYCHOLOGY

3

Introduction to the application of psychological theories and techniques as used in the clinical setting. Surveys various approaches to treatment of emotional problems in clinical practice, hospital and community settings.

### PSYC 425 PSYCHOLOGY AND RELIGION

3

Examination of psychological concepts and human behavior from a biblical and theological perspective.

### PSYC 426 INTRODUCTION TO COUNSELING & GUIDANCE PROFESSIONS

4

Introduction to the philosophy, functions, and organization of counseling and guidance programs in school and community agencies.

### PSYC 430 PSYCHOLOGICAL TESTING

3

Study of the principles of test selection, administration and interpretation; consideration

## EDUCATION AND PSYCHOLOGY

of the contributions and limitations of the major types of standardized tests and inventories used in the behavioral sciences.

### **PSYC 442 MOTIVATION**

**3**

Study of basic drives and causes of behavior in organisms with emphasis upon human behavior.

### **PSYC 444 SOCIAL PSYCHOLOGY**

**3**

Study of the dynamics of social interaction and interpersonal behavior with application to contemporary society.

### **PSYC 445 SOCIAL PSYCHOLOGY LABORATORY**

**1**

Corequisite: PSYC 444.

### **PSYC 446 PSYCHOLOGY OF PERSONALITY**

**3**

Study of theories concerning personality development, assessment and adjustment.

### **PSYC 449 MENTAL HEALTH**

**3**

Study of physiological and psychological factors related to emotional maturity. Topics include individual mental health, classroom climate and patterns of acceptance and rejection.

### **PSYC 460 CHILDHOOD LEARNING DISORDERS**

**3**

Introduction to play therapy and psychoeducational programs with emphasis on perceptual, sensory and motor areas. Designed for teachers and counselors of young children in both early childhood and elementary school levels. Prerequisite: PSYC 215.

### **PSYC 464 COUNSELING RELATIONSHIPS**

**3**

Introduction to psychological theory and skills essential for developing effective, helping relationships with individuals and groups.

### **PSYC 465 COUNSELING SEMINAR**

**1; 3**

Group discussions of counseling experiences for students planning on counseling careers. Prerequisite: PSYC 464 or permission of the instructor.

### **PSYC 489 VOCATIONAL DEVELOPMENT THEORY**

**3**

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

### **PSYC 490 ABNORMAL PSYCHOLOGY**

**3**

Study of behavioral disturbances, therapeutic measures and theories.

### **PSYC 495 ANALYSIS OF PSYCHOLOGICAL EXPERIMENTS**

**2**

Experience in the analysis of psychological research. Prerequisite: PSYC 375 or permission of the instructor.

## **SUPPORTING COURSES – *Special Education***

### **SPED 373 MANAGEMENT OF EXCEPTIONAL INDIVIDUALS**

**3**

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

## EDUCATION AND PSYCHOLOGY

<b>SPED 430 ISSUES AND TRENDS IN SPECIAL EDUCATION</b>	<b>3</b>
A study of current literature and legislation pertaining to special education and models for the delivery of these services.	
<b>SPED 433 ASSESSMENT OF EXCEPTIONAL INDIVIDUALS</b>	<b>4</b>
Examination and administration of assessment measures for exceptional individuals. Prerequisite: SPED 310.	
<b>SPED 437 INSTRUCTION OF EXCEPTIONAL INDIVIDUALS</b>	<b>4</b>
The development and implementation of Individualized Education Programs (IEP's) for exceptional learners.	
<b>SPED 438 COUNSELING EXCEPTIONAL INDIVIDUALS &amp; THEIR FAMILIES</b>	<b>3</b>
Consideration and practice of counseling techniques for use with exceptional individuals and their families. Special attention is given to academic, behavioral, and vocational concerns.	
<b>SPED 480 FIELD WORK IN SPECIAL EDUCATION</b>	<b>1-4</b>
Provides a broad spectrum of closely supervised experience in actual field settings. Prerequisite: permission of special education adviser.	

### **SUPPORTING COURSES - *General***

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

# **SOCIAL WORK**

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

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

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

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

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

**Advanced standing** is available to students with Bachelor of Social Work degrees earned from an accredited institution within the last six years with a 3.00 grade-point average for the last 96 credits of the undergraduate program. The admissions committee reserves the right to accept or reject applications for advanced standing based on its judgment of the student's response on admission criteria.

**Transfer Students.** Classroom course and/or supervised field work completed in other nationally accredited graduate schools of social work may be accepted for credit toward the MSW degree when such courses and supervised field work is considered the equivalent of similar work offered in our social work program. Students thus accepted must complete no less than 36 hours of graduate credit in residence at Walla Walla College for the MSW degree.

## **MASTER OF SOCIAL WORK**

All students must take a core of foundation courses during the first year, except those who have completed the core curriculum at the undergraduate level and have been admitted with advanced standing. Advanced level students will begin their classes in the summer preceding the second year of the program, thereby

## SOCIAL WORK

completing the graduate program in four quarters instead of six quarters (two years). All students are required to choose an area of clinical concentration – Children and Families or Health, Mental Health, and Addictions.

REQUIRED COURSES	Regular Standing	Advanced Standing
<b>Core Courses: First Year</b>		
SOWK 508 Social Work and Religion	2	2
SOWK 510 Cultural & Ethnic Perspectives of Social Work	3	3
SOWK 514 Social Work Policies & Services I	3	-
SOWK 515 Social Work Policies & Services II	3	3
SOWK 517 Social Work Practice I	3	-
SOWK 518 Social Work Practice II	3	-
SOWK 519 Social Work Practice III	3	-
SOWK 520 Social Work Practice IV	2	-
SOWK 524 Human Behavior & Social Environment I	3	-
SOWK 525 Human Behavior & Social Environment II	3	-
SOWK 528 Practice Issues in the Social Environment	-	4
SOWK 538 Social Work Research I	2	-
SOWK 539 Social Work Research II	2	-
<b>Core Courses: Second Year</b>		
SOWK 540 Research Applications	3	3
SOWK 541 Advanced Practice I	3	3
SOWK 542 Advanced Practice II	3	3
SOWK 543 Social Work Administration & Management	3	3
SOWK 530 Practicum (Field Work)	18	12
*Concentration Area	12	12
*Electives	6	3
Total	80	51

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

### CONCENTRATION: ADVANCED CLINICAL PRACTICE

#### CHILDREN AND FAMILIES

Required:		credits
SOWK 545 Advanced Clinical Treatment of Families	3	
SOWK 550 Protective & Substitute Care of Children		
or		3
SOWK 552 Clinical Treatment of Children and Adolescents		
Choose one or more of the following:		
SOCI 435 Social Gerontology	3	
SOCI 437 Death and Dying	3	
SOWK 551 Family Violence	3	
SOWK 554 Inter-generational Aspects of Families	3	
SOWK 562 Clinical Skills for Addictive Families	3	

## SOCIAL WORK

SOWK 571 Aging and Health Care		
	Total	<u>3</u> 12-18

### **HEALTH, MENTAL HEALTH, AND ADDICTIONS**

#### Required:

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

#### Choose two of the following:

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

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

### **ELECTIVES**

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

### **GRADUATE COURSES - SOCIAL WORK**

#### **SOWK 508 SOCIAL WORK AND RELIGION** 2

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

#### **SOWK 510 CULTURAL & ETHNIC PERSPECTIVES OF SOCIAL WORK** 3

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

#### **SOWK 514 SOCIAL WORK POLICY AND SERVICES I** 3

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

#### **SOWK 515 SOCIAL WORK POLICY AND SERVICES II** 3

The consequences of social service policy in the United States. A study of the economic,

## **SOCIAL WORK**

cultural, political, and social climates as they affect past and recent social service programs, and the responsibility of the social work professional to affect social system policy changes. Prerequisite: SOWK 514.

### **SOWK 517 SOCIAL WORK PRACTICE I**

**3**

The development of communication and assessment skills, improved self-awareness, as well as counseling and intervention skills for the caseworker. Application of principles and philosophies of the social work discipline to worker-client relationships and social problem solving. Includes clinical practice.

### **SOWK 518 SOCIAL WORK PRACTICE II**

**3**

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

### **SOWK 519 SOCIAL WORK PRACTICE III**

**3**

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

### **SOWK 520 SOCIAL WORK PRACTICE IV**

**2**

The macro end of the generalist social work practice continuum. The course will introduce students to rudimentary skills in community practice and to elementary practice skills in planning.

### **SOWK 524 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I**

**3**

The biological, psychological, social, and cultural factors of human development from birth through adolescence. Considers the impact of ethnicity, racism, sexism, and socioeconomic status on growth and behavior of pre-adults.

### **SOWK 525 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II**

**3**

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

### **SOWK 528 PRACTICE ISSUES IN THE SOCIAL ENVIRONMENT**

**4**

The review and integration of selected issues in social work practice with principles of human behavior and the social environment. Advanced standing students only.

### **SOWK 530 FIELD WORK**

**2-12; 18**

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

### **SOWK 538 SOCIAL WORK RESEARCH I**

**2**

An introduction to statistics, the scientific method, and the use of research in social work practice. The research process is examined beginning with important research concepts such as validity, reliability, and levels of measurement, and proceeds through problem selection and formulation, research design, instrument construction, and data collection.

<b>SOWK 539 SOCIAL WORK RESEARCH II</b>	<b>2</b>
Continuation of the introduction to research methods in social work, emphasizing particularly data analysis, reporting, and utilization. It also includes an introduction to clinical evaluation, especially single subject design, and to survey research. Prerequisite: SOWK 538.	
<b>SOWK 540 RESEARCH APPLICATIONS</b>	<b>3</b>
Builds on Research I, focusing on learning and applying research knowledge related to the evaluation of clinical social work practice. A continuation of statistics with an overview of more advanced statistics including analysis of variance and multiple regression. Included are single-subject and group designs, utilization of findings, and monitoring client change. Prerequisite: SOWK 539 or Advanced Standing.	
<b>SOWK 541 ADVANCED PRACTICE I</b>	<b>3</b>
The design of assessment and intervention plans for individuals, families, communities, and organizations. Specific diagnostic and crisis intervention skills are developed. Prerequisites: SOWK 517, 518, and 519; or SOWK 528.	
<b>SOWK 542 ADVANCED PRACTICE II</b>	<b>3</b>
A survey of mental illness, medications used in mental health, in-depth study of the DSMIIIIR, and ego defenses. Experience in writing mental status exams, global assessment scores, etc. Prerequisite: SOWK 541.	
<b>SOWK 543 SOCIAL WORK ADMINISTRATION AND MANAGEMENT</b>	<b>3</b>
Considers organizational theory and history; organization development and structure; leadership and decision making; principles of administration, including budgeting; and service delivery.	
<b>SOWK 545 ADVANCED CLINICAL TREATMENT OF FAMILIES</b>	<b>3</b>
Advanced theories and concepts of family therapy and their application to the treatment of families. Multiple impact family therapy emphasized.	
<b>SOWK 550 PROTECTIVE AND SUBSTITUTE CARE OF CHILDREN</b>	<b>3</b>
Intervention skills to provide protective services for children of disrupted families, and permanency planning for children.	
<b>SOWK 551 FAMILY VIOLENCE</b>	<b>3</b>
Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence.	
<b>SOWK 552 CLINICAL TREATMENT OF CHILDREN &amp; ADOLESCENTS</b>	<b>3</b>
Neuroses, psychoses, and other behavior disorders – their assessment and treatment in children and adolescents.	
<b>SOWK 553 LEGAL ASPECTS OF SOCIAL WORK PRACTICE</b>	<b>3</b>
The laws and legal issues governing social work practice. Both legal and psycho-social perspectives considered.	
<b>SOWK 554 INTER-GENERATIONAL ASPECTS OF THE FAMILY</b>	<b>3</b>
Inter-generational relationships and problems of the family; the dynamics of the extended family.	

## **SOCIAL WORK**

<b>SOWK 560 ADVANCED THEORIES OF ADDICTION AND TREATMENT</b>	<b>3</b>
Chemical dependency, eating disorders, gambling, and other addictions – a comparative study of their etiology, diagnosis, and treatment. Prerequisite: SOWK 377 or equivalent.	
<b>SOWK 561 PHYSIOLOGICAL EFFECTS AND PHARMACOLOGY OF ALCOHOL AND DRUGS</b>	<b>3</b>
The absorption, metabolism, excretion, and pathology of drugs and alcohol, and their behavioral effects.	
<b>SOWK 562 CLINICAL SKILLS WITH ADDICTIVE FAMILIES</b>	<b>3</b>
Chemical dependency and other addiction-related problems in the family. Special emphasis on skills in working with adult children of alcoholics.	
<b>SOWK 570 SOCIAL WORK PRACTICE IN A MEDICAL SETTING</b>	<b>3</b>
The psychosocial components of patient-family responses to physical illness; the role of social services and intervention in a medical setting.	
<b>SOWK 571 AGING AND HEALTH CARE</b>	<b>3</b>
Senescence, geriatric pathology, preventive health measures, management of chronic conditions, rehabilitation services, and health care policies affecting older adults.	
<b>SOWK 572 CLINICAL TREATMENT IN MENTAL HEALTH</b>	<b>3</b>
The assessment and diagnosis of the mentally ill – treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: SOWK 542.	
<b>SOWK 573 ADVANCED GROUP WORK</b>	<b>3</b>
Advanced theories of group work as practiced in a variety of treatment, management, and administrative settings. Prerequisite: SOWK 518 or SOWK 528.	
<b>SOWK 574 SOCIAL WORK SUPERVISION</b>	<b>3</b>
The function and practice of supervision and management in a human service agency. Considers staff development, ethics, cultural and ethnic factors, supervisory and consultant roles, and personnel problem solving.	
<b>SOWK 579 DIRECTED RESEARCH/PROJECT</b>	<b>3</b>
Directed learning experience in a special area of social work of particular interest to the student. A single project will be chosen in consultation with the instructor.	

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