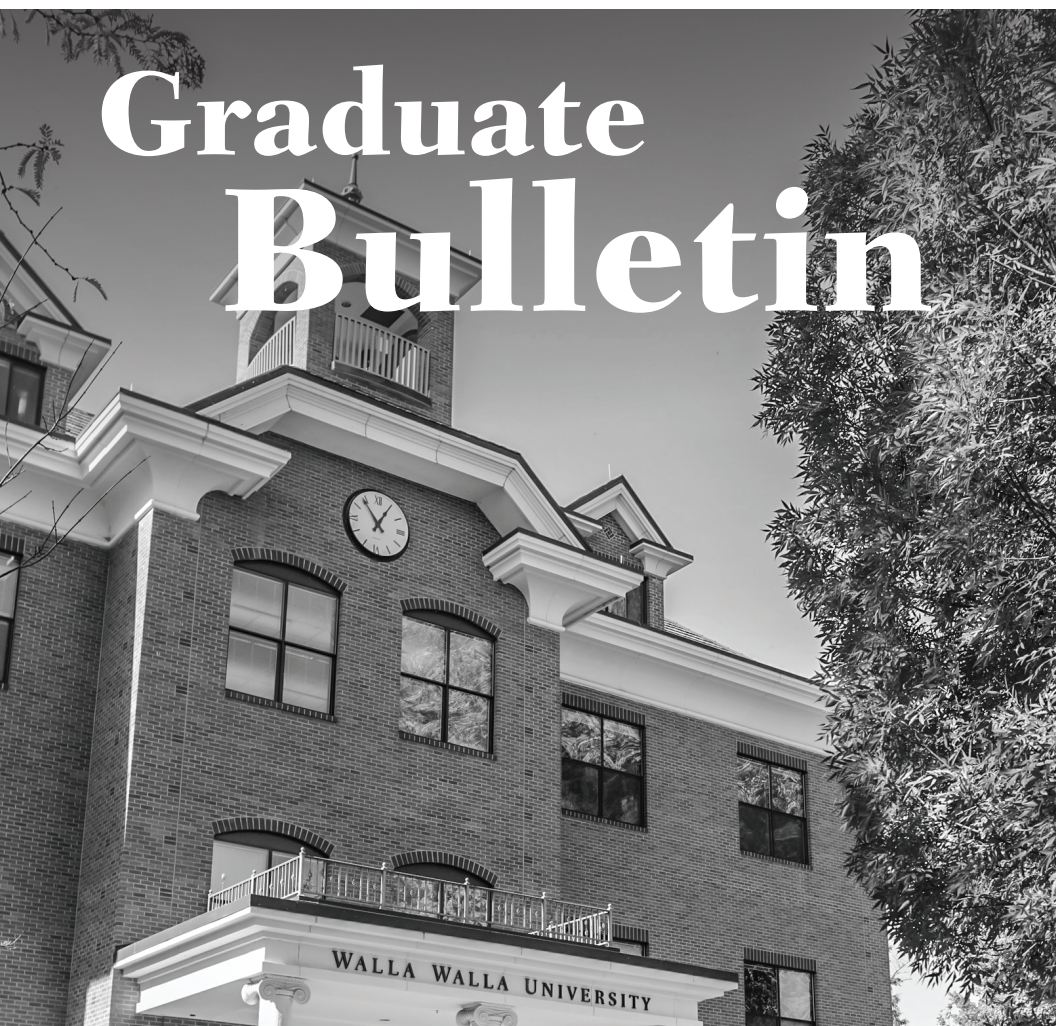


WALLA WALLA UNIVERSITY

Graduate Bulletin



2020–2021

Walla Walla University
Graduate Bulletin
2020-2021

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

Walla Walla University

Office of Graduate Studies

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ACCREDITATION OF WALLA WALLA UNIVERSITY

Accredited by

Northwest Commission on Colleges and Universities
Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (Adventist Accrediting Association)

Programs accredited by

Council on Social Work Education (BSW and MSW)
State of Washington Professional Educator Standards Board (PESB)

A member of

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
Council of Higher Education Accreditation
Council of Independent Colleges
Council on Social Work Education
Independent Colleges of Washington, Inc.
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
Orbis Cascade Alliance
Washington Association of Colleges for Teacher Education
Washington Friends of Higher Education

Approved by

The Attorney General of the United States for non-immigrant students
The Washington Student Achievement Council (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.
Washington State for training in Vocational Rehabilitation

Equal Opportunity Commitment

It is the policy of Walla Walla University to provide equal educational opportunity without regard to age, race, color, religion, national origin, sex, marital status, disability or other protected classes as required by local, state, and federal laws that apply to the University. In addition, the University provides equal employment opportunity without regard to age, race, color, national origin, sex, marital status, disability or other protected classes as required by local, state, and federal laws that apply to the University.

Walla Walla University prohibits all forms of sex discrimination and sexual misconduct including, but not limited to sex-based intimidation and harassment, sexual harassment, domestic violence, dating violence, stalking, and sexual violence. For further information or to report an incident, go to:
<https://wallawalla.edu/title-ix>.

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.

WALLA WALLA UNIVERSITY BULLETIN
VOLUME 124, NUMBER 1
GRADUATE EDITION
JULY 2020

GRADUATE PROGRAM ADMINISTRATION

Associate Vice President and Dean Pamela Keele Cress
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DEANS AND CHAIRS

Chair, Department of Biological Sciences David Lindsey
(509) 527-2602

Dean, School of Education and Psychology Debbie Muthersbaugh
(509) 527-2212

Chair, Department of Communication and Languages Linda Potter Crumley
(509) 527-2520

Dean, School of Social Work..... Darold Bigger
(509) 527-2273

COORDINATORS AND DIRECTORS

M.A. Cinema, Religion, and Worldview Lynelle Ellis
(509) 527-2832

M.S. Biology Joan Redd
(509) 527-2482

M.S.W. Billings Campus..... Pamela Bing Perry
(406) 254-9907 or (888) 263-4880

M.S.W. College Place Campus Jim Boyd
(509) 527-2367

M.S.W. Missoula Campus Laurellé Warner
(406) 549-4928 or (888) 296-7416

D.S.W. Susan Smith
(509) 527-2443

ACADEMIC RECORDS

Registrar..... Carolyn Denney
(509) 527-2811 or (877) 527-2811

STUDENT FINANCIAL SERVICES

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

GRADUATE PROGRAMS

Master of Arts (M.A.)

Cinema, Religion, and Worldview

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

Specializations:

Curriculum and Instruction

Educational Leadership

Literacy Instruction

Special Education

Master of Education (M.Ed.)

Specializations:

Curriculum and Instruction

Educational Leadership

Literacy Instruction

Special Education

Master of Initial Teaching (M.I.T)

Specializations:

Instruction with State Certification (Elementary)

Instruction with State Certification (Secondary)

Master of Science (M.S.)

Biology

Master of Social Work (M.S.W.)

Doctor of Social Work (D.S.W.)

ACADEMIC CALENDAR 2020-2021

AUTUMN QUARTER

| | | | |
|-----------|-------|-----|---|
| August | 5 | W | Financial clearance begins for fall quarter |
| September | 9 | W | Financial clearance deadline: 4 pm |
| | 14 | M | Instruction begins on campus |
| | 21 | M | Orientation for new MSW graduate students |
| | 21 | M | Instruction begins for all MSW programs |
| | 17 | F | Last day to register, add, or drop a class without a late fee |
| | | | Last day to withdraw from a class with 100% refund |
| | 25 | F | Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record |
| | 28 | M | Application for degree due for winter graduates |
| October | 9 | F | Last day to withdraw from a class with a 50% refund |
| November | 3 | T | Last day to withdraw and receive a W grade with a 0% refund |
| | 22-24 | SMT | Final exams |
| | 25 | W | Winter Break begins |
| December | 2 | W | Financial clearance begins for winter quarter |

WINTER QUARTER

| | | | |
|----------|-------|-----|---|
| December | 30 | W | Financial clearance deadline: 4 pm |
| January | 3 | S | Christmas break ends |
| | 4 | M | Instruction begins |
| | 7 | TH | Last day to register, add, or drop a class without a late fee |
| | | | Last day to withdraw from a class with a 100% refund |
| | 11 | M | Application for degree due for spring graduates |
| | 15 | F | Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record |
| | 29 | F | Last day to withdraw from a class with a 50% refund |
| February | 23 | T | Last day to withdraw and receive a W on transcript, with a 0% refund |
| March | 3 | W | Financial clearance begins for spring quarter |
| | 15-17 | MTW | Final exams |
| | 18 | TH | Spring break begins |
| | 24 | W | Financial clearance deadline: 4 pm |

SPRING QUARTER

| | | | |
|-------|-----|-----|---|
| March | 28 | S | Spring break ends |
| | 29 | M | Instruction begins |
| April | 1 | TH | Last day to register, add, or drop a class without a late fee |
| | | | Last day to withdraw from a class with a 100% refund |
| | 9 | F | Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record |
| | 19 | M | Application for degree due for summer master's graduates |
| | 23 | F | Last day to withdraw from a class with a 50% refund |
| May | 18 | T | Last day to withdraw and receive a W on transcript, with a 0% refund |
| | 31 | M | Memorial Day holiday for all graduate programs |
| June | 2 | W | Financial clearance begins for summer quarter |
| | 6 | S | Missoula graduate hooding/graduation |
| | 7-9 | MTW | Final exams |
| | 12 | Sa | College Place graduate hooding (7:00 pm) |
| | 13 | S | Commencement (8:30 am) |
| | 14 | M | Application for degree due for fall graduates |

SUMMER QUARTER

| | | | |
|--------|----|---|--------------------------------------|
| June | 21 | M | Financial clearance deadline: 4 pm |
| | 21 | M | Instruction begins |
| July | 5 | F | Independence Day holiday |
| August | 13 | F | Eight-week summer session ends |
| | 15 | S | Billings graduate hooding/graduation |
| | 27 | F | Ten-week summer session ends |

OUR MISSION

Vision

We are a community of faith and discovery committed to

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

Philosophy

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

GRADUATE MISSION STATEMENT

Graduate programs at Walla Walla University support the mission of the university and assist students as they acquire knowledge and expertise in their fields of study within the context of Christian faith. As members of a community of advanced discovery, we are committed to:

- ❖ Quality in scholarship and research
- ❖ Continued development of social, moral, and spiritual values
- ❖ The integration of learning, faith, and service

ABOUT WALLA WALLA UNIVERSITY

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

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

success of handicapped students. The campus and a number of buildings have been modified to provide easy wheelchair access.

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

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

PROGRAM ADMINISTRATION

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

ADMISSION TO THE UNIVERSITY

Walla Walla University welcomes to its school family students who wish to obtain a quality education in a Christian environment (Walla Walla University is affiliated with the Seventh-day Adventist Church). Students, faculty, and staff share in the mutual obligation to uphold the Christian philosophy and policies of the University.

It is the policy of Walla Walla University to provide equal educational opportunity without regard to age, race, color, religion, national origin, sex, marital status, disability, or other protected classes as required by local, state, and federal laws that apply to the University. In addition, the University provides equal employment opportunity without regard to age, race, color, national origin, sex, marital status, disability, or other protected classes as required by local, state, and federal laws that apply to the University.

ADMISSION REQUIREMENTS AND PROCEDURES

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

1. Graduate from a regionally accredited four-year college or university by the time of enrollment as evidenced by an official transcript showing the completion of a baccalaureate degree. Applicants must also submit official transcripts for all graduate-level coursework.
2. Complete an appropriate undergraduate major or prerequisite credit hours as specified by the department.

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

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

CERTIFIED BACKGROUND CHECKS. Applicants who have been convicted of a misdemeanor and/or felony will be required to complete a certified background check before admission to Walla Walla University. Graduate programs who require placements serving vulnerable populations may also require all applicants to obtain a certified background check. The results of background checks will be reviewed by the graduate program admissions committee who will make the recommendation to the Office of Graduate Studies to either accept or deny admission to the university. Nondisclosure of criminal activity may act to invalidate application/enrollment.

CLASSIFICATION OF STUDENTS

GRADUATE STUDENTS are defined as those who have been accepted into one of the graduate programs.

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

ADMISSION AND ENROLLMENT CATEGORIES

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

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

program. Students who do not meet these specifications will be dropped from the program.

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

Prerequisites for this experience are the completion of a baccalaureate degree with a minimum of a 2.75 cumulative GPA and permission of the home department. A maximum of 12 graduate credits may be taken in non-matriculated status. By special petition to Graduate Council, those 12 credit hours may be applied to a graduate program retrospectively.

ACADEMIC INFORMATION AND POLICIES

ACADEMIC POLICIES

Academic policies developed and announced in the course of the school year have the same application as those published in this bulletin. Students wishing any exception to published policy may petition to the Graduate Council. Forms for this purpose are available at the Academic Records Office and online.

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

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

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

SECOND MASTER'S DEGREE. If degree requirements overlap with graduate work already taken, a student seeking a second graduate degree may seek a reduction in the total number of required credits. Classes from prior graduate

degrees that are over six years old may not count towards a 2nd degree. See individual programs for specific requirements.

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

UNREGISTERED STUDENT ATTENDANCE OF CLASSES. Only students who are officially registered will be allowed to attend graduate classes after the third week of school.

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS. Students receiving financial aid must maintain satisfactory academic progress toward degree completion. For graduate students, they must maintain a 3.00 cumulative GPA, complete 70% of

classes attempted (both per term and cumulative) and complete the degree within the maximum number of quarters allowed. Detailed information about the policy is available at wallawalla.edu/progress.

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

Non-Academic Probation or Dismissal: Students who violate WWU Student Code of Conduct or individual program ethics and professionalism codes may be subject to non-academic probation or dismissal. Recommendations for student probation or dismissal due to non-academic reasons will be made by the Graduate Student Conduct Board. Notification of this status will be by letter from the Dean of Students. More information on WWU Student Code of Conduct and the Graduate Student Conduct Board may be found in the WWU Graduate Student Handbook.

STUDENT APPEALS. Student appeals of unsatisfactory decisions and actions related to their graduate programs should be first initiated in consultation with the major department and then submitted, as appropriate, to Graduate Student Conduct Board and/or Graduate Council. If satisfaction is not obtained, the student may consult the Walla Walla University Grievance Policy.

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

GRADING SYSTEM

The grade-point average is computed by totaling the grade points of all courses taken at Walla Walla University and dividing by the total quarter hours for which grades are received. **Only the best grade of a repeated course will be calculated in the grade-point average.** Default grades of Incompletes are included in the grade point average calculation. The AU, IP, NC, S, W, X, and Z are disregarded in computing the grade-point average. Once a course grade has been recorded, students may not submit additional coursework.

A report of grades is available on the WWU website for students at the end of each quarter. Classes taken for 0 credit may only be graded as S/NC.

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

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

In place of grades, the following symbols are used:

Audit. Students may audit classes provided they (1) register in the usual manner; (2) receive prior approval of the **instructor**, because certain classes and labs may not be audited; (3) pay any special fees, as appropriate; and (4) pay one-half tuition. Students auditing courses are not required to do class assignments or take tests. They receive no grades and no academic credit. **The deadline for changing to or from audit status is the tenth day of the quarter. Students may not take challenge or waiver examinations for courses they have audited and may not add the class for credit after the 10th day of the quarter.**

Incomplete. An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevents completion of course requirements by the end of the academic term.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 50% of the term;
- A documented illness or injury, death in the family, or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work will be completed and submitted to the instructor three weeks before the close of the following term;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term.

Appropriate grades must be assigned in other circumstances. An X grade may be recorded for students who cease attending class within the first 50% of the course at the instructor's discretion.

The following procedures for incomplete grades apply:

- Students who receive an incomplete grade in a course need not reregister for the course in order to remove the "I."
- An Incomplete is not to be assigned where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project-type courses.
- Faculty must enter a default grade which will appear on the transcript should the expiration deadline lapse without further action on the part of the student.
- A default grade should reflect the final grade status of the student without considering any additional work.
- The value of the default grade, entered with the incomplete, will be calculated into the student GPA and considered for purposes of

determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes. The GPA will be recalculated only when the final grade is recorded.

- The course work may be completed while the student is not enrolled unless the student has been dismissed from the university.
- Only in extenuating circumstances will extensions be granted beyond seven weeks. Forms for extension requests can be found on the WWU website. Extension requests must be approved by the Associate Vice President of Graduate Studies. Forms are available online at www.wallawalla.edu/fileadmin/user_upload/Academic_Administration/Forms/Incomplete_Extension_Request_UG.pdf
- Incomplete grades may be replaced with final letter grades prior to the expiration deadline by the faculty of record through myWWU.
- Graduating students must complete all outstanding incompletes six weeks prior to graduation.
- Instructor may set a deadline earlier than seven weeks of the successive term if desired.

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

IP In Progress. IP grading is a temporary grade that may be assigned if a student has completed a minimum of 50% of the required coursework. IP grades may be assigned to reapproved courses such as Internship, Research, Thesis, Seminar, or other courses that extend beyond regular grading periods. If a final grade is not submitted within one-year of the time of registration for the course, the IP will automatically become an IP* (standing IP). Requests for time extension beyond the one-year deadline must be submitted to the Associate Vice President for Graduate Studies prior to the end of the one-year deadline. With appropriate approval an IP grade can be extended for a maximum of two years from the original registration after which the student must reregister for the course.

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

S/NC Satisfactory/No Credit. Indicates that credit earned was satisfactory (C or better) or that the credit was not earned because performance did not meet the minimum standards for a satisfactory grade. A grade of S will not be acceptable for graduate credit except for courses that require S/NC grading. **Some professional schools calculate the NC mark as an F grade when computing the grade-point average.**

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

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

Z Administrative Withdrawal.

AU Audit. An AU is assigned for class attendance and participation generally excluding tests and outside-of-class assignments. Arrangements to audit a class are made with the Office of Graduate Studies. The deadline for changing to or from

audit status is the tenth day of the quarter. The cost for audited credit is one-half the regular tuition rate.

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

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

UNIFORM COURSE NUMBERS

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

500 TOPICS (1-5)

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

559 SUPPLEMENTAL STUDIES (1-2; 2)

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

569 ADVANCED STUDY (1-3; 3)

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

579 DIRECTED RESEARCH/PROJECT (1-2; 2)

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

594 DIRECTED READING (1-3)

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

GNRL 501 CONTINUED ENROLLMENT (0-6; 18)

Continuation credit for graduate students who have completed all of the program requirements for their graduate degree except for Thesis Research, Thesis, Research, field practice or Professional Projects. Continued enrollment is permitted for up to six quarters. Students wishing to have loans deferred while completing degree requirements must submit a *Verification as a Half or Full Time Student Loan Deferral* form to the Office of Graduate Studies. Students who meet deferral requirements will be registered for 6 credits of GNRL 501 for a maximum of 3 quarters. (Course fee of \$250 per quarter applies.)

GRADUATE FACILITIES AND SERVICES

INFORMATION TECHNOLOGY. A computer network on each Walla Walla University campus supports a wide variety of software applications for the faculty staff and students. Each WWU campus has general purpose PC Labs available for registered students' use free of charge.

DISABILITY SUPPORT SERVICES. The policy of Walla Walla University is to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, regarding students and applicants with disabilities. The University is committed to providing access to programs and services to qualified individuals who have a documented disability. To receive assistance, students must submit formal documentation to the Disability Support Services (DSS) Coordinator and request an appointment to determine appropriate accommodations. Since accommodations are not retroactive, it is in the student's best interest to submit documentation as soon as possible. Documentation guidelines are available through the University website (see below) or by calling to request a copy.

The staff works with students to arrange needed accommodations based on their documentation and individual needs. Examples of accommodations are exam accommodations, books and other print material in alternate format, equipment and technology access, classroom relocation, note-takers, accessible housing, and other services.

For more information, contact Disability Support Services at: sue.huett@wallawalla.edu; (509) 527-2366; or visit their website at wallawalla.edu/disability-support

WWU LIBRARIES

Faculty Librarians, library staff, and student assistants on the College Place campus and a Library Research Consultant or Librarian at each of the Montana MSW campuses all seek to inspire excellence in thought by connecting people and information in innovative ways. On each campus, librarians and/or other professional staff are available to facilitate student success by helping students learn information literacy concepts, connect to reference and research support, and access academic sources.

The main library, Peterson Memorial, is located on the College Place campus while MSW focused libraries are located on the Billings and Missoula campuses. Peterson's webpages serve as the main website for the university libraries. However, the Montana MSW libraries do have their own library web page, offering access to databases and services used most frequently by social work

graduate students at these locations. Using Research Central, students can search collections housed at the Peterson Memorial Library as well as the libraries on the Billings and Missoula campuses.

RESEARCH AND REFERENCE ASSISTANCE. Dedicated to serving the information needs of students and faculty, librarians and library research consultants facilitate student success through assistance in finding articles and other resources utilizing databases, locally developed Research or Course Guides, face-to-face interactions, email reference, and the LibAnswers Knowledge Base. More in-depth research consultation with faculty librarians on the College Place campus and the library research consultants or librarians on the Montana campuses also available.

RESEARCH CENTRAL AND OTHER RESOURCES. Research Central, WWU's online discovery system, connects students and faculty on all five campuses to the WWU Libraries collections. The combined WWU libraries contain over 490,000 items, including books, eBooks, print and online journals, videos, DVDs, and streaming video. Research Central is available to anyone with an Internet connection.

Over 100 full-text databases provide access to thousands of journal articles, academic videos, and reference resources. Subscriptions for many of the library's databases are made possible by membership in library consortia such as the Adventist Library Information Cooperative (ALICE) and the Orbis Cascade Alliance.

Journal article, reference, and streaming media databases are available from both the Peterson and Montana libraries' webpages. Additionally, a full list of titles can be accessed through the LibGuides portal:

<https://wallawalla.libguides.com/az.php>. Databases include such key resources as *Academic Search Full-Text Premier*, *ERIC*, *Medline*, *ProQuest Direct*, *PsycInfo*, *PsycArticles*, *SocINDEX full-text*, *Communications and Mass Media Complete*, *Web of Science*, *Science Citation Index*, and *Science Direct*. These databases can be accessed from any on-campus computer. Current students and faculty have off-campus access to the libraries' online resources through their university login.

SUMMIT BORROWING is available for students, faculty, and staff on the College Place campus. This service is made possible through membership in the Orbis Cascade Alliance. Summit Borrowing offers direct access to over 28 million items, including books, eBooks, sound recordings, and films held by over 38 other academic libraries in Washington, Oregon, and Idaho. Requests for Summit items may be made directly online through Research Central. Materials may be picked-up at the Peterson Memorial Library. Delivery time is typically five to seven business days.

Presently, the Summit service is not available to the Montana MSW campuses.

INTERLIBRARY LOAN. For those items not available in the university's collections or Summit, yet needed for either course work or faculty research, the university libraries offer an interlibrary loan service for resources available at other libraries within the United States. Requested materials generally arrive within two weeks. Students on all campuses may utilize the interlibrary loan service.

STUDY SPACES. Study spaces are available on every campus. Peterson Memorial Library offers online room reservations, accessible through the library's website, for a number of its study areas.

VETERANS BENEFITS

Walla Walla University is an approved training institution for veterans eligible for educational benefits. The required course load is twelve hours per quarter in order to maintain eligibility to receive maximum benefits. If you have questions about veterans' policies, please contact the Veterans Administration coordinator in the Academic Records Office (509) 527-2811.

Walla Walla University in accordance with Title 38 US Code 3679 subsection (e), adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. WWU will not prevent the student's enrollment, assess a late penalty fee, require student to secure alternative or additional funding, deny access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills.

ACADEMIC FACILITIES

CANADAY TECHNOLOGY CENTER (CTC). The Department of Communication and Languages houses the faculty offices and classrooms that support the M.A. in Cinema, Religion, and Worldview program. Film and video equipment are available for student use from this location.

MARINE LABORATORY. Walla Walla University owns and operates the Rosario Beach Marine Laboratory, adjoining Deception Pass State Park and Anacortes, Washington. This facility occupies 40 acres of beach and timberland, and includes three laboratory buildings, a cafeteria, assembly hall, shop, and 27 cabins for student and staff housing.

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

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

WINTER EDUCATION COMPLEX (WEC). The Wilma Hepker School of Social Work and Sociology is located on the 2nd floor of the Winter Educational Complex (WEC) on the main campus of Walla Walla University. These facilities include faculty offices, a wireless student lounge, smart classrooms, ITV conference rooms, as well as clinical testing rooms in which to observe practice skills. Together these amenities create a cutting-edge teaching-learning environment.

MONTANA. The Wilma Hepker School of Social Work and Sociology maintains two additional campuses—one in Billings, MT, and one in Missoula, MT. Each facility includes faculty offices, a student lounge, classrooms, library, ITV conferencing, and wireless internet throughout.

STUDENT RIGHTS AND RESPONSIBILITIES

To maintain a proper atmosphere for Christian growth and maturity, and to ensure that the rights of all students are respected, the University expects students to act as responsible citizens, abiding by local, state, and federal laws and to conduct themselves honorably. Although students of all religious persuasions are welcome, the University does expect students to live as members of a Christian community as detailed in the Student Handbook.

STUDENT APPEALS. Students have a right to appeal decisions and actions relating to their programs. Academic appeals should be directed to the Associate Vice President for Academic Administration or to the Graduate Dean (if a graduate student), social appeals to the Vice President for Student Life, and financial appeals to the Director of Student Financial Services. If satisfaction is not obtained, students may consult the Walla Walla University Grievance Policy.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA, or the “Buckley Amendment,”) Walla Walla University has adopted the following policies and procedures to protect the privacy of education records. Students will be notified of their FERPA rights annually by publication in the Bulletin and on the WWU homepage.

DEFINITIONS. Walla Walla University uses the following definitions in this policy:

Student: any person who attends or has attended WWU.

Education records: any record maintained by the University, which is directly related to a student, with the following exceptions:

Personal records kept by university employees which are in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute;

Employment records unless the employment records are contingent on the fact that the employee is a student.

RIGHT OF THE UNIVERSITY TO REFUSE TO PROVIDE COPIES. Walla Walla University reserves the right to deny copies of transcripts or other records (not required to be made available under FERPA), if the student has an overdue financial obligation to the University or if there is an unresolved disciplinary or academic dishonesty action against the student.

DISCLOSURE OF EDUCATION RECORDS. Walla Walla University will disclose information from a student's education records only with the written consent of the student, except:

To school officials who have a legitimate educational interest in the records.

A school official is:

- a. A person employed by the University in an administrative, supervisory, academic, research, or support staff position
- b. A person elected to the Board of Trustees;
- c. A person employed by or under contract to the University to perform a special task, such as legal counsel or an auditor.
- d. A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her task. Examples include:

- To perform a task that is specific in his or her job description or by a contract agreement
- To perform a task related to a student's education
- To provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid
- To supply relevant information to officials of another school, upon request, in which a student seeks or intends to enroll
- To support certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs
- To fulfill a student's request for, or receipt of, financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- To accommodate a state law requiring disclosure that was adopted before November 19, 1974
- To enable organizations to conduct certain studies for, or on behalf, of the University
- To allow accrediting organizations to carry out their functions
- To comply with a judicial order or a lawfully issued subpoena
- To support appropriate parties in a health or safety emergency
- To provide an alleged victim of any crime of violence or sexual harassment offense of the results of any institutional disciplinary proceeding against the alleged perpetrator with respect to that crime or offense

RECORD OF REQUESTS FOR DISCLOSURE. Walla Walla University will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

DIRECTORY INFORMATION. Walla Walla University designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution at its discretion.

1. Name.
2. Current enrollment status.
3. Telephone number.

4. Date and place of birth, dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates), and full-time or part-time status.
5. Email addresses.

Currently enrolled students may withhold disclosure of Directory Information. To withhold disclosure, written notification must be received in the Academic Records Office at: Walla Walla University, 204 S. College Ave., College Place, WA 99324. Directory Information will then be withheld indefinitely until the Academic Records Office receives in writing a revocation of the request for nondisclosure.

Walla Walla University will honor a request to withhold information listed but cannot assume responsibility to contact the student for subsequent permission to release the requested information. Regardless of the effect upon the student, the institution assumes no liability as a consequence of honoring instructions that directory information be withheld.

CORRECTION OF EDUCATION RECORDS. If students believe that any information contained in their education records is inaccurate, misleading, or in violation of their privacy rights, they may request in writing that the office which contains those records amend them. Students should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading, or in violation of their privacy rights.

That office will reach a decision and inform students in a reasonable amount of time after receiving the request. If the records custodian refuses to amend the record, students have the right to a hearing. This hearing will be conducted by an appropriate committee appointed by the Academic Vice President of the University. The hearing will be held within a reasonable amount of time after the request for a hearing has been made. The hearing committee will notify the student, reasonably in advance, of the date, place, and time of the hearing.

Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised. Students may be accompanied by one or more other persons. The committee will make its decision in writing based on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

If the hearing committee supports the complaint, the education record will be amended accordingly, and students will be so informed. If the hearing committee decides not to amend the education record, students have the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as the contested portion is maintained, and whenever a copy of the education record is sent to any party, the student's statement will be included.

TITLE IX STATEMENT

Walla Walla University is committed to providing all individuals with an environment free of sex discrimination and sexual misconduct. Title IX of the Education Amendments of 1972, Title 20 U.S.C. Section 1681 states that "No

person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

Walla Walla University prohibits all forms of sex discrimination and sexual misconduct, including but not limited to, sex-based intimidation and harassment, sexual harassment, domestic violence, dating violence, stalking, and sexual violence.

If you have been subject to or are aware of an instance of sex discrimination or sexual misconduct, you are highly encouraged to report it to the Title IX Coordinator. The university has resources to offer and may be able to help.

For further information or to report an incident, contact Jennifer Carpenter, director of Human Resources and Title IX coordinator, at (509) 527-2141 or by email at TitleIX@wallawalla.edu. To view the complete Title IX policy, go to www.wallawalla.edu/title-ix.

GRADUATE DEGREE REQUIREMENTS

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

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

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

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

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

TIME ALLOWED FOR COMPLETION OF DEGREE. Graduate students at Walla Walla University must complete all degree requirements within six (6) years after the first term of enrollment in their program. A program approved leave of absence of up to three quarters is not counted in the six-year time frame. The

student may petition the Graduate Standards Committee for additional extensions.

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

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

GRADUATION

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

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

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

Degrees are conferred and diplomas issued as of commencement and on the last Friday of each month. All course work must be completed, transcripts received, comprehensives taken, and acceptable grades received before the degree will be awarded.

BIOLOGICAL SCIENCES

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

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

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

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

ADMISSION

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

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

M.S. DEGREE REQUIREMENTS

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

Comprehensive Exams during the first spring break after enrollment in the graduate program.

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

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

MS Degree Program:

| | | |
|--------------------------|--|----|
| Colloquium | (BIOL 495 - six quarters) | 0 |
| Graduate Seminar | (BIOL 510 - five courses) | 5 |
| Graduate Religion Course | | 3 |
| Electives | (10 credits must be 500-level BIOL courses) | 25 |

| | | |
|----------------------|------------|----------|
| Thesis Requirements: | | 12 |
| Thesis Proposal | (BIOL 544) | 2 |
| Thesis Research | (BIOL 545) | 8 |
| Thesis | (BIOL 546) | <u>2</u> |
| | | 45 |

See page 54 for a complete list of course descriptions. Look for courses with the following prefixes for the Biology Department: BIOL.

CINEMA, RELIGION, AND WORLDVIEW

Linda Potter Crumley, Chair; Lynelle Ellis, Director, Brent Bergherm, Carl Cosaert, Paul Dybdahl, Linda Felipez, Jerry Hartman, David Thomas.

The Master of Arts in Cinema, Religion, and Worldview is an interdisciplinary program drawing from Communication and Languages, Technology, and the School of Theology. The academic program is housed at the Center for Media Ministry at Walla Walla University within the Communication and Languages Department and is suitable for students who already hold degrees in theology, communication, or other related fields. These individuals will build on past academic and ministry experience as they pursue a more specialized master's degree focused on the intersection of Cinema, Religion, and Worldview. Students enrolled in the program will contribute to the field through their research and media projects ranging from social activism to evangelism – and many additional areas of ministry.

ADMISSION. Applicants must meet general admission requirements as outlined earlier in the *Graduate Bulletin*. A complete application consists of:

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

PROGRAM STRUCTURE. The M.A. degree program in Cinema, Religion, and Worldview is designed to be completed online in two years with intensive on-site workshops and featured speaker symposia. Students can participate online while working fulltime, though certain classes require annual two-week intensives.

Students newly graduating from Walla Walla University and who have taken specific additional coursework may qualify to enter the 4 + 1 MA program. The following WWU majors are eligible to apply: BA in Global Communication, Religion, Strategic Communication, Theology, BS in Film/TV/Media, Graphic Design, and Digital Media & Design. They must have an overall undergraduate GPA of 3.25 or higher and a GPA of 3.5 or higher in the major.

CURRICULUM. The curriculum for the program will include 52 credits of classes including foundational theology courses exploring worldview and mission, communication theory and research methods, story structure, graduate seminar and capstone project.

CINEMA, RELIGION, AND WORLDVIEW (M.A.)

This program is designed to give students a deep understanding of the cooperative relationship between visual communication, theological studies, and audience research. Students will learn hands-on filmmaking skills, study the principles of captivating storytelling, and practice the process of effective audience analysis. Their training will be integrated with an understanding of foundational theology, equipping students to deeply impact their chosen audiences with a clear message. Using cutting-edge technology, students in this program will be prepared to create high-quality films and new media projects that communicate the principles of the gospel and of important social and environmental issues. Courses will cover the filmmaking process, including scripting and pre-production, filming and post-

production, and various distribution methods and business models in the field. Additional classes will provide an understanding of communication theory, research, audience analysis, and the effective use of new and online media. Coursework in essential theology and creative mission outreach, will grant students a strong foundation on which to base the stories they tell. Students will end this program prepared for leadership positions in and out of the church and equipped to tell powerful visual stories on important world issues.

Core Courses:

| | | |
|----------|--|-----------|
| COMM 505 | Production Process: Script to Screen | 3 |
| COMM 510 | Filmmaking Workshop | 3 |
| COMM 520 | Editing and Post Production | 3 |
| COMM 525 | Producing for Interactive, Virtual Reality, and Mobile Media | 2 |
| COMM 544 | Media, Culture and Worldview | 2 |
| COMM 560 | Spiritual and Social Influence through Media | 3 |
| COMM 575 | Communication Theory | 3 |
| COMM 580 | Redemptive Cinema | 3 |
| COMM 585 | Communicating Religious and Spiritual Messages | 3 |
| COMM 589 | Research Methods | 4 |
| COMM 590 | Project or Thesis | 8 |
| COMM 596 | Graduate Seminar | 1 |
| RELM 550 | Christian Mission | 3 |
| RELT 565 | Foundational Theology | 3 |
| RELT 567 | Foundational Narratives | 3 |
| | Electives* | 5 |
| | | <u>52</u> |

*Electives must be chosen from:

| | | |
|----------|--|-----|
| COMM 501 | Narrative Structure and Screenwriting | 3 |
| GRPH 565 | Web Ministry | 2 |
| COMM 579 | Directed Study/Project | 1-2 |
| GRPH 563 | Web Design and Management | 3 |
| MGMT 575 | Entrepreneurship and Small Business Management | 4 |

4+1 CINEMA, RELIGION, AND WORLDVIEW (M.A.)

The 4+1 MA in Cinema, Religion, and Worldview program at Walla Walla University allows students in certain majors, accepted into the program, to take specific 400-level courses during their senior year, which make them eligible for completing the MA CRW in one calendar year, plus a summer and the completion of a Capstone Project or Thesis. Eligible majors include: BA in Global Communication, Religion, Strategic Communication, and Theology; BS in Film/TV/Media, Graphic Design or Digital Media & Design.

Undergraduate students in their senior year join the 4+1 program and take a prescribed 16 credits in courses that prepare them for entrance into the MA CRW. Students benefit by paying undergraduate tuition for these 16 Credits and may be able to complete both degrees in 4+1 years.

Students should apply for the 4+1 program in their junior year to be eligible to participate.

After earning their undergraduate degree, students in good standing will be formally admitted to the Graduate School and the MA in Cinema, Religion, and Worldview program.

Admission Requirements:

- Overall Undergraduate GPA of 3.25 or higher
- GPA of 3.5 or higher in the major

Continuing Requirements:

- A grade of B or better in all designated courses
- Maintain a 3.25 or higher institutional GPA

Course Plan:

Courses to be taken Senior Year:

| | | |
|----------|---------------------------------|----------|
| COMM 445 | Understanding Media & Worldview | 2 |
| COMM 475 | Communication Theory | 3 |
| COMM 480 | Redemptive Cinema | 3 |
| COMM 496 | Communication Research | 3 |
| COMM 497 | Communication Research II | 3 |
| RELM 450 | Christian Mission | 1 |
| | | <u>3</u> |

MA Year:

| | | |
|----------|--|----------|
| COMM 501 | Narrative Structures and Screenwriting | 3 |
| | or | |
| GRPH 565 | Web Ministry | 2 |
| COMM 505 | Production Process: Script to Screen | 3 |
| COMM 510 | Filmmaking Workshop | 3 |
| COMM 520 | Editing and Post Production | 3 |
| COMM 525 | Producing for Interactive/Mobile Media | 2 |
| COMM 560 | Spiritual & Social Influence Through Media | 3 |
| COMM 585 | Communicating Spiritual & Religious Messages | 3 |
| COMM 579 | Directed Study/Project | 2 |
| | or | |
| GRPH 563 | Web Design and Management | 3 |
| COMM 590 | Project or Thesis | 8 |
| COMM 596 | Graduate Seminar | 1 |
| RELT 565 | Foundational Theology | 3 |
| RELT 567 | Foundational Narratives | <u>3</u> |
| | | 36 |

See page 54 for a complete list of course descriptions. Look for courses with the following prefixes: COMM, GRAPH, MGMT, RELM, and RELT.

SCHOOL OF EDUCATION AND PSYCHOLOGY

Debbie Muthersbaugh, Dean; Austin Archer, Maria Bastien, Peter Gleason, Brian Hartman, Linda Ivy, Amanda Ramoutar.

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

The Master of Education (M.Ed.) degree is designed for educators whose goal is to provide leadership in teaching or administrative roles at the K-12 level. The M.Ed.

*Individualized Area option is also available for non-certified applicants outside the K-12 system. M.Ed. students will be required to complete a professional project. The Master of Arts in Teaching (M.A.T.) program is intended for practicing, certified teachers who wish to improve or expand the area of their professional performance. The Master of Initial Teaching (M.I.T.) program is intended for those with a bachelor's degree that want teaching certification in either elementary or secondary.

GRADUATE DEGREES

- ❖ Master of Education (M.Ed.) in the following areas:
 - Curriculum and Instruction
 - Special Education
 - Educational Leadership
 - *Individualized Area
 - Literacy Instruction
- ❖ Master of Arts in Teaching (M.A.T.) in the following areas:
 - Curriculum and Instruction
 - Special Education
 - Educational Leadership
 - *Individualized Area
 - Literacy Instruction
- ❖ Master of Initial Teaching (M.I.T.) in the following areas:
 - Instruction with Certification (Elementary)
 - Instruction with Certification (Secondary)
 - Instruction with Certification (Secondary) 1-year

*Individualized Area Description

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

ADMISSION TO GRADUATE PROGRAMS IN EDUCATION. In addition to the general admission requirements listed earlier in this bulletin, the School of Education and Psychology requires a satisfactory GRE score on the general exam taken within the last five years for the M.Ed. program, three professional

references, and a personally prepared statement of philosophy and purpose. Applicants who already hold a graduate degree from a regionally accredited institution or those applying to the M.A.T. or M.I.T. program are not required to take the GRE general exam. An interview with one or more School of Education and Psychology faculty members may also be required. The quality of the statement of philosophy and the three professional references are significant factors in the decision process.

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

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

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

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

MASTER OF EDUCATION

CURRICULUM AND INSTRUCTION (M.Ed.)

This option is designed for professional educators who seek to enhance their competence in curriculum design and implementation, both on a classroom and a systemic level. The requirements are sufficiently flexible to permit elementary teachers and teachers with subject-area concentrations (e.g., mathematics, science, history, English), or to enable those with supervisory interests, to improve their skills in curriculum development and instruction. The *Individualized Area option is also available for non-certified applicants outside the K-12 system.

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

Basic Courses:

| | | |
|----------|--|---|
| EDUC 501 | Statistics in Research | 4 |
| EDUC 561 | Introduction to Educational Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Curriculum and Instruction Core:

| | | |
|----------|--------------------------------------|----|
| EDAD 539 | Supervision of Instruction, K-12 | 4 |
| EDAD 547 | Effective Schools | 3 |
| EDUC 506 | Perspectives on School and Community | 3 |
| EDUC 556 | Curriculum Planning | 3 |
| EDCI 540 | 21st Century Teaching and Learning | 3 |
| | Approved Electives* | 12 |

Professional Project:

| | | |
|----------|----------------------|----------|
| EDUC 581 | Professional Project | <u>5</u> |
| | | 48 |

*Electives must be chosen in consultation with the student's advisor.

Professional Education Electives (3-12)

Courses from any department will satisfy the intent of the term "professional education" if the emphasis is on instructional learning principles, pupil characteristics, teaching methodology, curriculum materials or the roles of various school personnel.

Academic Content Electives (0-3)

Academic content courses are found in departments other than Education and Psychology and must be in approved subjects clearly related to the teaching areas chosen by the student.

EDUCATIONAL LEADERSHIP (M.Ed.)

This program of study prepares candidates to serve effectively as school principals. Courses are selected to provide the graduate student with a useful blend of educational theory, administrative principles, and practical skills. It is important to consult with a program advisor prior to beginning the program. Adventist Education Certification only. The *Individualized Area option is also available for non-certified applicants outside the K-12 system.

PREREQUISITES. Teacher Certification as well as a minimum of 540 days (3 school years) of verified satisfactory full-time teaching experience prior to awarding of degree. No more than 60 days of substitute teaching may apply.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 501 | Statistics in Research | 4 |
| EDUC 561 | Introduction to Educational Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Educational Leadership Core

| | | |
|----------|---|---|
| EDAD 511 | 21 st Century Educational Leadership | 4 |
| EDAD 525 | Human Relations in Education | 3 |
| EDAD 526 | School Finance | 3 |
| EDAD 527 | School Facilities and Services | 3 |
| EDAD 539 | Supervision of Instruction, K-12 | 4 |
| EDAD 545 | Principalship, K-12 | 4 |
| EDAD 550 | School Law | 4 |
| EDAD 565 | Practicum in Administration | 4 |
| EDUC 556 | Curriculum Planning | 3 |

Professional Project:

| | | |
|----------|----------------------|----------|
| EDUC 581 | Professional Project | <u>5</u> |
| | | 52 |

LITERACY INSTRUCTION (M.Ed.)

This option is designed to meet the competency requirements for Washington State and Adventist Education endorsements as a reading specialist. Additionally, the state requires graduates to pass the following: the secondary methods course, the National Evaluation Series (NES), and a Pedagogy Performance Assessment (PPA). The *Individualized Area option is also available for non-certified applicants outside the K-12 system.

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

Basic Courses:

| | | |
|----------|--|---|
| EDUC 501 | Statistics in Research | 4 |
| EDUC 561 | Introduction to Educational Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Literacy Instruction Core:

| | | |
|----------|--|---|
| EDUC 475 | Teaching Reading Skills in the Content Areas | 3 |
| EDUC 520 | Teaching Beginning Literacy | 3 |
| EDUC 535 | Reading Diagnosis and Remediation | 3 |
| EDUC 546 | Reading and Writing Assessment | 3 |
| EDUC 549 | 21st Century Literacies | 4 |
| ENGL 574 | Literature for Children and Young Adults | 4 |
| SPED 531 | Psychology of Reading | 3 |
| WRIT 589 | Writing Theory | 3 |
| | Approved Electives* | 3 |

Professional Project:

| | | |
|----------|----------------------|----------|
| EDUC 581 | Professional Project | <u>5</u> |
| | | 49 |

*Electives must be chosen in consultation with the student’s advisor.

SPECIAL EDUCATION (M.Ed.)

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

*Individualized Area option is also available for non-certified applicants outside the K-12 system.

PREREQUISITES. Teacher certification as well as a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 501 | Statistics in Research | 4 |
| EDUC 561 | Introduction to Educational Leadership | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Special Education Core:

| | | |
|----------|--|---|
| EDUC 515 | Technology in Education | 3 |
| EDUC 535 | Reading Diagnosis and Remediation | 3 |
| SPED 512 | Early Childhood Special Education | 3 |
| SPED 513 | Childhood Special Education | 3 |
| | or | |
| SPED 514 | Adolescent Special Education | |
| SPED 522 | Methods of Teaching and Learning in Inclusive Classrooms | 3 |
| SPED 530 | Professional Skills in Special Education | 4 |
| SPED 538 | Consultation, Collaboration and Transitions | 3 |
| SPED 539 | Teaching Student with Moderate and Severe Disabilities | 3 |
| SPED 540 | Functional Behavioral Assessment | 3 |
| SPED 593 | Practicum in Special Education | 4 |

Professional Project:

| | | |
|----------|----------------------|-----------|
| EDUC 581 | Professional Project | <u>5</u> |
| | | <u>52</u> |

MASTER OF ARTS IN TEACHING

CURRICULUM AND INSTRUCTION (M.A.T.)

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

PREREQUISITES. Teacher certification as well as a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 551 | Action Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Instructional Core:

| | | |
|----------|--|-----------|
| EDAD 539 | Supervision of Instruction, K-12 | 4 |
| EDAD 547 | Effective Schools | 3 |
| EDCI 540 | 21 st Century Teaching and Learning | 3 |
| EDUC 506 | Perspectives and School Community | 3 |
| EDUC 556 | Curriculum Planning | 3 |
| | Approved Electives* | <u>21</u> |
| | | 48 |

*Electives must be chosen in consultation with the student’s advisor.

Professional Education Electives (11-21)

Courses from any department will satisfy the intent of the term “professional education” if the emphasis is on instructional learning principles, pupil characteristics, teaching methodology, curriculum materials or the roles of various school personnel.

Academic Content Electives (0-10)

Academic content courses are found in departments other than Education and Psychology and must be in approved subjects clearly related to the teaching areas chosen by the student.

EDUCATIONAL LEADERSHIP (M.A.T.)

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

PREREQUISITES. Teacher certification as well as a minimum of 540 days (3 school years) of verified satisfactory full-time teaching experience prior to awarding of degree. No more than 60 days of substitute teaching may apply.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 551 | Action Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Educational Leadership Core:

| | | |
|----------|---|----------|
| EDAD 511 | 21 st Century Educational Leadership | 4 |
| EDAD 525 | Human Relations in Education | 3 |
| EDAD 526 | School Finance | 3 |
| EDAD 527 | School Facilities and Services | 3 |
| EDAD 539 | Supervision of Instruction, K-12 | 4 |
| EDAD 545 | Principalship, K-12 | 4 |
| EDAD 550 | School Law | 4 |
| EDAD 565 | Practicum in Administration | 4 |
| EDUC 556 | Curriculum Planning | 3 |
| | Approved Electives* | <u>6</u> |
| | | 49 |

*Electives must be chosen in consultation with the student's advisor.

LITERACY INSTRUCTION (M.A.T.)

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

PREREQUISITES. Teacher certification, a minimum of 18 months of verified satisfactory full-time experience in education, and a current course in reading methods (taken within the past six years).

Basic Courses:

| | | |
|----------|--|---|
| EDUC 551 | Action Research | 4 |
| EDUC 571 | Action Research Lab | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Literacy Instruction Core:

| | | |
|----------|---|----------|
| EDUC 475 | Teaching Reading Skills in the Content Areas | 3 |
| EDUC 520 | Teaching Beginning Literacy | 3 |
| EDUC 533 | Literature Based Reading Instruction | 3 |
| EDUC 535 | Reading Diagnosis and Remediation | 3 |
| EDUC 537 | Thematic Approaches to Literacies Instruction | 3 |
| EDUC 546 | Reading and Writing Assessment | 3 |
| EDUC 549 | 21 st Century Literacies | 4 |
| ENGL 574 | Literature for Children and Young Adults | 4 |
| SPED 531 | Psychology of Reading | 3 |
| WRIT 589 | Writing Theory | 3 |
| | | <hr/> 47 |

SPECIAL EDUCATION (M.A.T.)

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

PREREQUISITES. Teacher certification as well as a minimum of 18 months of verified satisfactory full-time experience in education prior to awarding of degree.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 551 | Action Research | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Special Education Core:

| | | |
|----------|--|----------|
| EDUC 515 | Technology in Education | 3 |
| EDUC 535 | Reading Diagnosis and Remediation | 3 |
| SPED 512 | Early Childhood Special Education | 3 |
| SPED 513 | Childhood Special Education | 3 |
| SPED 514 | Adolescent Special Education | 3 |
| SPED 522 | Methods of Teaching and Learning in Inclusive Classrooms | 3 |
| SPED 530 | Professional Skills in Special Education | 4 |
| SPED 538 | Consultation, Collaboration, and Transitions | 3 |
| SPED 539 | Teaching Student with Moderate and Severe Disabilities | 3 |
| SPED 540 | Functional Behavioral Assessment | 3 |
| SPED 593 | Practicum in Special Education | <u>4</u> |
| | | 46 |

MASTER OF INITIAL TEACHING

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

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

PREREQUISITES. Take all sections of the WEST-B (basic skills state exam in reading, writing, and math), or submit official passing scores on the ACT and/or or combination thereof, PSYC 130 General Psychology, SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing, HIST 221 or 222 History of the United States.

CO-REQUISITES. Math 112, 113 Mathematics for Elementary Teachers, GEOG 252 World Geography, and HLTH 110 Wellness for Living. Physical and Life Science courses (which must include labs), or equivalent course work. RELT 202 Christian Beliefs or equivalent course work and an additional 8 quarter credits hours of religion course work are prerequisites/co-requisites for Adventist Education Certification. Other state certification assessment requirements: NES (endorsement content exam), and the Washington State assessment tool (i.e. current edTPA).

Basic Courses:

| | | |
|----------|--|---|
| EDUC 522 | Philosophy and Education | 3 |
| EDUC 551 | Action Research | 4 |
| PSYC 517 | Psychology of Learning and Development | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Instructional Core:

| | | |
|----------|--|---|
| ART 395 | Methods of Teaching Art | 2 |
| EDCI 550 | Language Development in Young Children | 3 |
| EDCI 560 | Teaching and Learning: Inclusive Literacy I | 4 |
| EDCI 561 | Teaching and Learning: Inclusive Literacy II | 4 |
| EDCI 573 | Teaching and Learning: STEM Mathematics and Technology | 4 |
| EDCI 582 | Teaching and Learning: Social Studies | 3 |
| EDCI 583 | Teaching and Learning: STEM – Science and Engineering | 4 |
| EDCI 590 | Measurement and Evaluation in Education | 3 |
| EDUC 425 | Legal and Ethical Aspects of Education | 2 |
| EDUC 444 | Cultural Diversity in Education | 3 |
| EDUC 450 | Introduction to Student Teaching: Clinical Practice | 1 |
| EDUC 451 | edTPA Part I | 1 |
| EDUC 452 | edTPA Part 2 | 1 |
| EDUC 460 | Elementary Student Teaching Part I | 1 |
| EDUC 470 | Elementary Student Teaching Part II | 1 |
| EDUC 480 | Elementary Student Teaching Part III | 9 |
| EDUC 495 | Colloquium: Child Abuse | 0 |
| EDUC 497 | Multigrade Education | 2 |

| | | |
|----------|---|----------|
| EDUC 505 | Elementary Classroom Organization and Management | 3 |
| EDUC 511 | Introduction to and Foundations of Education | 4 |
| EDUC 515 | Technology in Education | 3 |
| EDUC 550 | Introduction to the Teacher Certification Program | 1 |
| ENGL 574 | Literature for Children and Young Adults | 4 |
| MUED 394 | Music in the Elementary School* | 3 |
| PETH 473 | Teaching Elementary Health and Physical Education | 3 |
| | (Pass the NES Exam for Elementary Education) | 0 |
| | (Pass the WA State assessment tool, i.e. current edTPA) | <u>0</u> |
| | | 87 |

*Music majors or minors take MUED 395 if offered in place of MUED 394

Adventist Education Certification (Optional)

| | | |
|----------|---|----------|
| EDCI 581 | Teaching and Learning: Religion Methods | 3 |
| RELH 457 | History of Adventism | 3 |
| RELT 417 | Inspiration and Revelation | <u>3</u> |
| | | 96* |

*Includes Adventist Education Certification

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

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

PREREQUISITES. Take all sections of the WEST-B (basic skills state exam in reading, writing, and math) or submit official scores on the ACT and/or SAT or combination thereof, and the WEST-E/NES (endorsement content state exam). PSYC 130 General Psychology, Math 105 or higher, SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing or equivalent course work. RELT 202 Christian Beliefs and HLTH 110 Wellness for Living or HLTH 205 Survey of Health, or equivalent course work and an additional 8 quarter credit hours of religion course work are prerequisites/co-requisites for Adventist Education Certification. Other state certification assessment requirements: WA State assessment tool, (i.e. current edTPA) and the ACTFL's Speaking and Writing for Designated World Languages endorsements - passing score Advanced Low.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 522 | Philosophy and Education | 3 |
| EDUC 551 | Action Research | 4 |
| PSYC 517 | Psychology of Learning and Development | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Instructional Core:

| | | |
|----------|---|---|
| EDCI 565 | Secondary Classroom Management | 4 |
| EDCI 590 | Measurement and Evaluation in Education | 3 |
| EDUC 425 | Legal and Ethical Aspects of Education | 2 |
| EDUC 444 | Cultural Diversity in Education | 3 |
| EDUC 450 | Introduction to Student Teaching: Clinical Practice | 1 |
| EDUC 451 | edTPA Part 1 | 1 |
| EDUC 452 | edTPA Part 2 | 1 |
| EDUC 461 | Secondary Student Teaching Part I | 1 |
| EDUC 471 | Secondary Student Teaching Part II | 1 |
| EDUC 475 | Teaching Reading Skills in the Content Areas | 3 |
| EDUC 481 | Secondary Student Teaching Part III | 9 |
| EDUC 495 | Colloquium: Child Abuse | 0 |
| EDUC 497 | Multigrade Education | 2 |
| EDUC 511 | Introduction to Foundations of Education | 4 |
| EDUC 515 | Technology in Education | 3 |
| EDUC 550 | Introduction to the Teacher Certification Program | 1 |
| EDUC 595 | Secondary Methods of Instruction I | 2 |

| | | |
|----------|---|-----|
| XXXX 395 | Methods Course in Area of Endorsement or | 2-3 |
|----------|---|-----|

| | | |
|---|---|-------------|
| EDUC 596 | Secondary Methods of Instruction II (Pass the Washington State assessment tool, i.e. current edTPA) | 3 |
| | | <hr/> 61-62 |
| Adventist Education Certification (Optional) | | |
| RELH 457 | History of Adventism | 3 |
| RELT 417 | Inspiration and Revelation | <u>3</u> |
| | | 67-68* |
| Eighteen religion credits and EDCI 581 are required for the Junior Academy Religion Endorsement | | |
| EDCI 581 | Teaching & Learning: Religion Methods | 3 |

*Includes Adventist Education Certification

INSTRUCTION WITH CERTIFICATION - Secondary (M.I.T.) 1 YEAR

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

PREREQUISITES. State Tests: Take all sections of the WEST-B (basic skills state exam in reading, writing, and math), or submit official passing scores on the ACT and/or SAT or combination thereof.

Passing scores on the WEST-E/NES (endorsement content state exam).

Other state certification assessment requirements for Designated World Languages endorsement: ACTFL's Speaking and Writing: passing score Advanced Low.

Courses: EDUC 211 Introduction to and Foundations of Education, EDUC 250 Introduction to the Teacher Certification Program, PSYC 130 General Psychology, MATH 105 or higher, SPCH 101 Fundamentals of Speech Communication, College Writing sequence and ENGL 223 Research Writing or equivalent course work B- or above, EDUC 365 Secondary Classroom Management, EDUC 395 Secondary Methods of Instruction I, EDUC 396 Secondary Methods of Instruction II or XXXX395 Secondary Methods in Content Area (see secondary advisor to determine which content methods class you'll take), EDUC 450 Intro to Student Teaching Clinical Practice, and any endorsement competency classes that aren't in the major content area requirements.

Adventist Education Certification Required Classes: HLTH 110 Wellness for Living or HLTH 205 Survey of Health, or equivalent course work, RELT 202 Fundamentals of Christian Beliefs, RELH 457 History of Adventism, RELT 417 Inspiration and Revelation, and an additional 8 quarter credit hours of RELB religion course work. Methods class required for endorsement in Bible, EDCI 581 Teaching & Learning: Religion Methods.

GPA 3.0 or higher.

Basic Courses:

| | | |
|----------|--|---|
| EDUC 522 | Philosophy and Education | 3 |
| EDUC 551 | Action Research | 4 |
| PSYC 517 | Psychology of Learning and Development | 4 |
| RELT 566 | Issues in Religion and Culture | 3 |
| SPED 510 | Introduction to Special Education and Inclusive Classrooms | 4 |

Instructional Core:

| | | |
|----------|---|---|
| EDCI 590 | Measurement and Evaluation in Education | 3 |
| EDUC 425 | Legal and Ethical Aspects of Education | 2 |
| EDUC 444 | Cultural Diversity in Education | 3 |
| EDUC 451 | EdTPA Part 1 | 1 |
| EDUC 452 | EdTPA Part 2 | 1 |
| EDUC 461 | Secondary Student Teaching Part I | 1 |

| | | |
|----------|--|----------|
| EDUC 471 | Secondary Student Teaching Part II | 1 |
| EDUC 475 | Teaching Reading Skills in the Content Areas | 3 |
| EDUC 481 | Secondary Student Teaching Part III | 9 |
| EDUC 495 | Colloquium: Child Abuse | 0 |
| EDUC 497 | Multigrade Education | 2 |
| EDUC 515 | Technology in Education | <u>3</u> |
| | | 47 |

See page 54 for a complete list of course descriptions. Look for courses with the following prefixes for the School of Education and Psychology: ART, EDAD, EDCI, EDFB, EDUC, ENGL, LANG, MUED, PETH, PSYC, RELH, RELT, SPED, TECH, WRIT.

SCHOOL OF SOCIAL WORK AND SOCIOLOGY

Darold Bigger, Dean; James Boyd (MSW Program Director), Cindee Bailey, Sherrice Croft, Cheris Current, Bradley Dennis, Karen Emerson, Robert Gardner, Kevin Grussling, Deisy Haid, Randi Hankins, Amanda Lewis, Kayleith Pellandini, Pamela Bing Perry, Heather Rodriguez, Susan B. Smith (DSW Program Director), Ann Szalda-Petree, Idah Taruwinga, Heather Vonderfecht, Laurellé Warner, David Wiltfong.

MASTER OF SOCIAL WORK

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

Students are admitted to the MSW program in either the Regular Standing 2-year cohort or in the 4-quarter Advanced Standing program. The 2-year Regular Standing program is designed to prepare students for generalist practice in the first year and advanced clinical practice in the second year of study. The Advanced Standing program is restricted to students with a BSW degree and a minimum 3.0 GPA that prepared them for generalist practice at a CSWE accredited social work program and meet the admissions criteria (see below) for Advanced Standing which deemed them ready to participate in a clinically focused second year of the MSW program.

ADMISSION. Applicants for both *Regular Standing* and *Advanced Standing* must first meet the minimum expectations set forth in the Graduate Bulletin under the section titled "Admission Requirements." Additionally, all applicants must provide a current resume and an admissions essay reflecting the following criteria:

Statement of Purpose

Address the areas described below (1 page or less).

1. Briefly address what motivates you to seek a Master of Social Work degree?
2. Why is Walla Walla University a good fit for you personally and professionally?
3. Career goals and experiences that will contribute to your success as a graduate student and professional social worker.
4. Academic and practice interests.
5. Professional contributions you hope to make to the field of social work

Personal Statement

Address the characteristics and accomplishments that support your application to the MSW program (1-2 pages).

1. Characteristics that demonstrate your potential in the WWU MSW program including:
 - a. Collaboration with others.
 - b. Leadership ability.

- c. Ability to empathize with others, especially those who are different from you.
 - d. Communication and language skills (oral, written, bilingual, etc.).
 - e. Awareness of your personal biases and privileges.
 - f. Perseverance in overcoming obstacles (economic, discrimination, criminal justice, etc.).
2. Notable accomplishments that demonstrate your potential in the WWU MSW program including:
 - a. Paid and/or practicum Social Work practice experience.
 - b. Professional paid experiences or military service.
 - c. Community involvement and voluntary service.
 - d. Educational accomplishments and areas of focused study.
 3. What do you see as your strengths and areas needing improvement?
 4. If your cumulative GPA does not meet minimum standards for admission (3.0, Advance Standing; 2.75, Regular Standing) indicate special circumstances why we should consider your conditional admission.

Social Problem Analysis

Analyze a social problem of significant concern to you. Assume that you have available resources at your disposal (2-3 pages).

- Describe the problem, competing perspectives on the issues and groups impacted.
- What makes this a problem?
- Contributing factors to the cause of the problem.
- Prevention efforts to reduce or eliminate the problem.
- Solution(s) and challenges that may impact the proposed solution(s).
- Why in your opinion should society be concerned about this issue?
- What role do you envision yourself playing as a social worker in addressing this issue?

There are no additional criteria for acceptance as a ***Regular Standing*** MSW student.

Those considered for ***Advanced Standing*** must meet the following minimum criteria:

1. Hold a BSW degree from a CSWE accredited undergraduate social work program, a program recognized through the CSWE International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.
2. Have achieved a minimum cumulative GPA of 3.0 or equivalent if international.

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

graduate credits while in residence at Walla Walla University for the MSW degree.

COURSE WAIVERS/TRANSFERS. Waivers of academic requirements based on coursework completed in another degree program are considered through a petition process on a case by case basis. Only courses on the student's official transcript taken in a CSWE accredited program will be considered for waiver of required coursework. Coursework taken in any other accredited program will only be considered for transfer in as elective credit provided the coursework has not be used toward another academic degree.

MASTER OF SOCIAL WORK (M.S.W.)

Students enrolled in the 2-year Regular Standing program must complete 79 quarter credits including 37 credits of generalist course work and 42 credits of advanced clinical courses. Within the first year generalist course work, Regular Standing students complete 300 clock hours of supervised field education (6 credits) in a generalist social work practice setting. Second year Regular Standing field education requires 600 clock hours of supervised practicum (12 credits) in a practice setting that fosters the development of advanced practice skills. Advanced Standing students complete 49 credits of advanced clinical course work including 600 hours of supervised field education (12 credits) in a clinical field education setting. No academic credit may be awarded for life or work experience.

REQUIRED COURSES

Core Courses: (First year Regular Standing)

| | | Regular Standing | Advanced Standing |
|----------|---|---------------------|----------------------|
| SOWK 505 | Research I | 3 | - |
| SOWK 506 | Research II | 1 | - |
| SOWK 507 | Research III | 1 | - |
| SOWK 510 | Privilege and Oppression | 3 | - |
| SOWK 514 | Historical Development of Social Welfare | 3 | - |
| SOWK 515 | Comparative Theories | 3 | - |
| SOWK 517 | Practice with Individuals | 4 | - |
| SOWK 518 | Practice with Small Groups | 3 | - |
| SOWK 519 | Practice with Couples and Families | 3 | - |
| SOWK 520 | Practice with Communities and Organizations | 2 | - |
| SOWK 524 | Human Behavior and Social Environment I | 3 | - |
| SOWK 525 | Human Behavior and Social Environment II | 2 | - |

Field Education:

| | | | |
|----------|------------------------------|---|---|
| SOWK 529 | Field Education - Generalist | 6 | - |
|----------|------------------------------|---|---|

Core Courses: (Second-year Regular & Advanced Standing)

| | | | |
|----------|---|---|---|
| SOWK 540 | Advanced Clinical Evaluation | 3 | 3 |
| SOWK 541 | Advanced Practice with Individuals | 4 | 4 |
| SOWK 542 | Psychopathology | 3 | 3 |
| SOWK 544 | Policy Analysis and Advocacy | 3 | 3 |
| SOWK 545 | Advanced Practice with Couples and Families | 4 | 4 |
| SOWK 573 | Advanced Practice with Groups | 4 | 4 |

| | | | |
|------------------|--|----------|-----------|
| SOWK 588 | Social Work, Religion and Spirituality | 3 | 3 |
| Field Education: | | | |
| SOWK 530 | Field Education - Clinical | 12 | 12 |
| Electives: | | | |
| | Electives | <u>6</u> | <u>13</u> |
| | | 79 | 49 |

ELECTIVES

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

| | | | |
|----------|--|--|------|
| SOWK 527 | Introduction to Substance Use Disorders and Interventions* | | 3 |
| SOWK 531 | Death and Dying | | 3 |
| SOWK 536 | Clinical Treatment of Trauma | | 3 |
| SOWK 549 | Attachment Theory Through the Life Span | | 3 |
| SOWK 551 | Family Violence | | 3 |
| SOWK 552 | Clinical Treatment of Children and Adolescents | | 3 |
| SOWK 555 | School Social Work | | 3 |
| SOWK 556 | Play Therapy | | 3 |
| SOWK 557 | Solution Focused Brief Therapy | | 3 |
| SOWK 558 | Cognitive and Behavioral Therapy | | 3 |
| SOWK 567 | Self-care for the Social Worker | | 2 |
| SOWK 570 | Social Work Practice in a Medical Setting | | 2 |
| SOWK 572 | Clinical Treatment in Mental Health | | 3 |
| SOWK 575 | Clinical Practice of Crisis Intervention | | 3 |
| SOWK 578 | Clinical Approaches to the Treatment of Substance Use Disorders* | | 3 |
| SOWK 580 | Services to Families with Children | | 3 |
| SOWK 581 | Substance Use Disorders and the Family* | | 3 |
| SOWK 583 | Topics in Geriatric Mental Health | | 2 |
| SOWK 584 | Topics in Social Work Leadership and Administration | | 2 |
| SOWK 585 | Topics in Clinical Social Work | | 3; 9 |
| SOWK 596 | Social Work Practice Seminar | | 2 |

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

DOCTOR OF SOCIAL WORK

Darold Bigger, Dean; Susan B. Smith, (DSW Program Director), Cheris Current, Kari Firestone, Ann Szalda-Petree, Laurellé C. Warner

The Walla Walla University Wilma Hepker School of Social Work and Sociology offers a Doctor of Social Work degree that is accredited by the Northwest Commission on Colleges and Universities. The program emphasis is on social work education and leadership with a mission to develop experienced social work practitioners into outstanding educators and leaders who engage in the dissemination of scholarly knowledge that will invigorate social work practice and advance social justice.

DSW Learning Objectives include:

Engage in systematic inquiry that adheres to scholarly conventions.

- Critically evaluate and use evidence-based practices.
- Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, administration, scholarship, professional presentations, and mentoring.
- Develop and maintain substantive expertise in teaching and leadership in social work.
- Assess the roles of diversity, equity, and inclusion in shaping human experiences and develop intervention strategies.
- Apply ethical decision-making and professional practices.

ADMISSION: Applicants must first meet the minimum expectations outlined in the Graduate Bulletin admissions requirement. Additionally, all applicants must meet the qualifications listed below:

1. Hold a Master of Social Work degree from a program accredited by the Council on Social Work Education (CSWE) or a CSWE-recognized international program.
2. Minimum of two years of excellent post-MSW direct, full-time practice experience, or its equivalent.
3. Minimum cumulative grade point average of 3.5 at the graduate level and 3.0 in undergraduate studies.
4. Professional level skills in the use of technology and have reliable internet access.

Note: An active license in clinical social work is preferred but not required.

Applications should demonstrate a commitment to teaching and leadership in social work. The DSW admissions committee may request an interview. Those who meet the admissions requirements are required to submit the following:

1. Completed WWU Graduate School application.
2. Transcripts from all academic programs attended.
3. Current curriculum vitae/detailed resume.
4. Three letters of recommendation from individuals familiar with the applicant's professional and academic abilities.
5. Criminal background check.
6. Recent professional writing sample.
7. An admissions essay that includes the following:

- A discussion of your professional experiences and the factors that led to the decision to apply to the Doctor of Social Work program at Walla Walla University.
- A description of a situation in a professional role and how you used practice knowledge, skills, and values to intervene successfully.
- A statement of your future professional vision and how the pursuit of a DSW degree will aid you in achieving your goals.
- A discussion of an area of in-depth study that you might pursue in this doctoral program and how this subject area would aid the field of professional social work.

TRANSFER STUDENTS: Students who wish to transfer from another doctoral program must provide a letter of good standing from their current school. A maximum of twelve quarter credits will be accepted for transfer, and these courses must be approved by the department to determine they are equivalent and relevant to the DSW curriculum. Students accepted for transfer must complete a minimum of 56 doctoral-level credits at Walla Walla University.

DOCTOR OF SOCIAL WORK (D.S.W.)

DSW students must complete 68 quarter credits, including 64 credits of core requirements, and 4 credits of electives. Classes are taught in real-time using videoconferencing, online asynchronous course work, and two on-campus week-long summer residencies. Students will engage in professional activities appropriate to doctoral-level candidates, including but not limited to critique, research committee work, research project defense, and collaboration with department faculty. No academic credit may be awarded for life or work experience.

REQUIRED COURSES

Core Requirements:

| | | |
|------------|--|----------|
| SOWK 610 | Ethics and Social Responsibility | 2 |
| SOWK 611 | Introduction to Teaching and Leadership in Social Work | 4 |
| SOWK 612 | Leadership Theory | 4 |
| SOWK 613 | Teaching Pedagogies: Theory and Practice | 4 |
| SOWK 614 | Challenging Oppression and Confronting Privilege | 4 |
| SOWK 615 | Data-Driven Decision Making | 4 |
| SOWK 616 | Social Work Curriculum Development and Instruction | 4 |
| SOWK 617 | Program Evaluation and Quality Improvement | 4 |
| SOWK 630 | Research Methods I | 4 |
| SOWK 631 | Research Methods II | 4 |
| SOWK 632 | Peer Reviewed Scholarship | 4 |
| SOWK 634 | Diversity, Oppression, and Change | 2 |
| SOWK 636 | Innovations in Social Work Education and Practice | 4 |
| SOWK 638 | Organizational Behavior and Leadership | 4 |
| SOWK 639 | Strategic Management | 4 |
| SOWK 650 | Capstone Research Project I | 4 |
| SOWK 651 | Capstone Research Project II | 4 |
| Electives* | | <u>4</u> |
| | | 68 |

*Select one class from the following list of electives:

| | | |
|----------|----------------------|---|
| SOWK 660 | Teaching Practicum | 4 |
| SOWK 662 | Leadership Practicum | 4 |
| SOWK 669 | Advanced Study | 4 |
| SOWK 696 | Social Work Seminar | 4 |

See page 54 for a complete list of course descriptions. Look for courses with the following prefixes for the School of Social Work and Sociology: SOWK.

COURSES

ART - ART

ART 395 - METHODS OF TEACHING ART (2)

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

BIOL - BIOLOGY

BIOL 403 - ORNITHOLOGY (4-5)

Study of birds of North America, with emphasis on physiology, identification, migration, and life histories. One weekend field trip required. (College Place campus, 4 quarter hours; Marine Station, 5 quarter hours.) Offered alternate years. (Course fees apply.)

BIOL 405 - NATURAL HISTORY OF VERTEBRATES (4)

Study of vertebrates with emphasis on natural history, ecology, physiology, and taxonomy. One laboratory per week. A weekend field trip is required. Offered odd years.

BIOL 421 - CANCER BIOLOGY (3-5)

A study of the molecular, cellular, biochemical, and genetic basis of cancer. Topics will include the hallmarks of cancer, cell cycle, signal transduction, oncogenes, tumor suppressor genes, angiogenesis, genome integrity, programmed cell death, and metastasis. Primary research literature will be reviewed. (College Place campus - 3 quarter hours; Rosario Beach Marine Laboratory - 5 quarter hours.) Offered alternate years.

BIOL 422 - CANCER BIOLOGY LABORATORY (1)

Laboratory integrated with BIOL 421. A study of tissue histology and methods used for immunoblotting, immunohistochemistry, and flow cytometry. Corequisite: BIOL 421.

BIOL 426 - SYSTEMATIC BOTANY (4-5)

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

BIOL 430 - MOLECULAR BIOLOGY TECHNIQUES (4-5)

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

BIOL 435 - DEVELOPMENTAL BIOLOGY (4)

Principles of development of plants and animals. Emphasizes problems of growth, differentiation, and morphogenesis. Laboratory work consists of both descriptive

and experimental analysis of development. One laboratory per week.
Prerequisites: BIOL 381, 382 and CHEM 322; or permission of department.
Offered as needed.

BIOL 445 - ADVANCED MICROBIOLOGY (4)

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

BIOL 449 - HISTOLOGY (4-5)

Study of the microscopic anatomy of cells, tissues, and organs, including reference to their functions. Emphasis is placed on vertebrate tissues. Two laboratories per week. (College Place campus - 4 quarter hours; Rosario Beach Marine Laboratory - 5 quarter hours). Offered as needed.

BIOL 464 - ANIMAL PHYSIOLOGY (4)

Study of animal physiology with emphasis on integration of organ systems. One laboratory per week.

BIOL 466 - IMMUNOLOGY (4)

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

BIOL 483 - PHILOSOPHY OF ORIGINS AND SPECIATION (3)

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

BIOL 495 - COLLOQUIUM (0)

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

BIOL 501 - RESEARCH IN BIOLOGY (2-4; 8)

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

BIOL 510 - GRADUATE SEMINAR (1; 6)

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

BIOL 525 - ETHICAL ISSUES IN SCIENCE (3)

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

BIOL 530 - MOLECULAR BIOLOGY TECHNIQUES (4 - 5)

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

BIOL 540 - READINGS IN BIOLOGY (2; 10)

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

BIOL 544 - THESIS PROPOSAL (2)

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

BIOL 545 - THESIS RESEARCH (1-8; 8)

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

BIOL 546 - THESIS (2)

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

BIOL 571 - COMPUTING FOR BIOLOGY AND BIOINFORMATICS (4)

Introduction to computational tools commonly used in the biological sciences including image and video analysis, spatial data analysis, biological molecule modeling, genetic sequence handling, phylogenetics, transcriptomics, and genomics. Examples from recent published literature including selections in the medical and environmental sciences are used. Includes a project component when taken for graduate credit. Prerequisite: BIOL 250.

ROSARIO BEACH MARINE LABORATORY COURSES

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

BIOL 417/517 - BEHAVIOR OF MARINE ORGANISMS (5)

A study of inter- and intraspecific behaviors of marine animals and their behavioral responses to the physical environment. The course involves laboratory experience, field observations and research project. Prerequisite: a course in animal behavior, organismal biology and /or psychology.

BIOL 440 - HUMAN ANATOMY (5)

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

BIOL 458 - MARINE BIOLOGY (5)

An integrated approach to understanding the marine environment primarily from an ecological perspective. Included are principles of basic oceanography, plankton

biology, deep-sea biology, and shallow-water marine communities. Research project and field trips required. (Course fees apply.)

BIOL 460 - MARINE ECOLOGY (5)

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

BIOL 462 - ICHTHYOLOGY (5)

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

BIOL 463 - MARINE PHYCOLOGY (5)

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

BIOL 475/575 - MARINE INVERTEBRATES (5)

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

COMM - COMMUNICATION

COMM 501 - NARRATIVE STRUCTURE AND SCREENWRITING (3)

Exploration of successful writing for film and other visual media while focusing on the fundamentals of narrative screenwriting. Emphasizes creating compelling characters, story structure, dialogue, and theme.

COMM 505 - PRODUCTION PROCESS: SCRIPT TO SCREEN (3)

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

COMM 510 - FILMMAKING WORKSHOP (3)

Study and practice in media production as a means of visual expression and communication. Covers basic principles of visual language and aesthetics, video, DSLR and digital cinema cameras, basic non-linear editing, video recording formats and file management. Focuses on learning principles (narrative structure, composition, lighting, continuity, pacing, etc.), and applying them in projects and productions. During a two-week residency students participate in lecture/discussion sessions, scene studies with a director, and engage in the production of group and individual projects. (Course fees apply.)

COMM 520 - EDITING AND POST PRODUCTION (3)

Study of techniques used for video editing and post production involving hands-on instruction in editing, compositing, and post production techniques using non-linear editing equipment and creative software. Includes a discussion of narrative structure as it relates to the editing process. A two-week residency includes face-to-face instruction, hands-on experience editing projects, and the use of various post-production techniques for the purpose of improving, enhancing and finalizing video productions. An online post-session includes editing, analysis, and critique of projects. Prerequisite: COMM 510. (Course fees apply.)

COMM 525 - PRODUCING FOR INTERACTIVE, VIRTUAL REALITY, AND MOBILE MEDIA (2)

Exploration of interactive and cross-platform storytelling. Includes analysis and application of current storytelling technologies and production delivery methods designed to provide greatest impact. (Course fees apply.)

COMM 444/544 - MEDIA, CULTURE, AND WORLDVIEW (2)

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

COMM 560 - SPIRITUAL AND SOCIAL INFLUENCE THROUGH MEDIA (3)

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

COMM 475/575 - COMMUNICATION THEORY (3)

An overview of theoretical frameworks related to the various contexts of communication. The critical analysis, application, and use of theory in research are examined in light of a Christian worldview.

COMM 579 - DIRECTED STUDY/PROJECT (1-2; 2)

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

COMM 480/580 - REDEMPTIVE CINEMA (3)

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

COMM 585 - COMMUNICATING RELIGIOUS AND SPIRITUAL MESSAGES (3)

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

COMM 496, 497/589 - RESEARCH METHODS (4)

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

COMM 590 - PROJECT OR THESIS (2-6; 8)

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

COMM 596 - GRADUATE SEMINAR (1)

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

EDAD - EDUCATIONAL LEADERSHIP

EDAD 511 - 21st CENTURY EDUCATIONAL LEADERSHIP (4)

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

EDAD 525 - HUMAN RELATIONS IN EDUCATION (3)

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

EDAD 526 - SCHOOL FINANCE (3)

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

EDAD 527 - SCHOOL FACILITIES AND SERVICES (3)

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

EDAD 539 - SUPERVISION OF INSTRUCTION, K-12 (4)

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

EDAD 545 - PRINCIPALSHIP, K-12 (4)

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

EDAD 547 - EFFECTIVE SCHOOLS (3)

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

EDAD 550 - SCHOOL LAW (4)

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

EDAD 565 - PRACTICUM IN ADMINISTRATION (4, 4, 4)

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

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

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

EDCI - EDUCATION CURRICULUM AND INSTRUCTION

EDCI 540 - 21st CENTURY TEACHING AND LEARNING (3)

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

EDCI 550 - LANGUAGE DEVELOPMENT IN YOUNG CHILDREN (3)

Study of current research-based theories, methods, and strategies needed to effectively teach and support early literacy from birth through beginning reading. Prerequisite/Corequisite: PSYC 517 or equivalent. Field experience required.

EDCI 560 - TEACHING AND LEARNING: INCLUSIVE LITERACY I (4)

Development of literacies, and approaches to teaching reading programs K-8, including media and research-based strategies for building reading comprehension in content areas, using literature, writing, differentiated instruction, and legal/ethical implications. In this context, special attention is given to the diagnosis and remediation of problems in reading. Field experience required. (Course fees apply).

EDCI 561 - TEACHING AND LEARNING: INCLUSIVE LITERACY II (4)

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

EDCI 565 - SECONDARY CLASSROOM MANAGEMENT (4)

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

EDCI 573 - TEACHING AND LEARNING: STEM-MATHEMATICS AND TECHNOLOGY (4)

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

EDCI 581 - TEACHING AND LEARNING: RELIGION METHODS (3)

Survey of the curricula, media, and interdisciplinary strategies used in teaching in elementary and secondary classrooms; emphasis on building and maintaining relationships in an environment which nurtures the student's spiritual growth. Includes North American Division Encounter Bible Curriculum training for elementary and secondary. Service-learning field experience required. Prerequisite: Declared Adventist Education Certification.

EDCI 582 - TEACHING AND LEARNING: SOCIAL STUDIES (3)

Survey of curriculum, media, and research-based strategies used in teaching elementary social studies, with special attention paid to developing pedagogical content knowledge and use of Curriculum Based Assessments. Includes introduction to Washington State curriculum requirements such as Since Time

Immemorial Tribal Sovereignty in Washing State. Field experience required. (Course fees apply.)

EDCI 583 - TEACHING AND LEARNING: STEM-SCIENCE AND ENGINEERING (4)

Survey of the curriculum, media, and research-based strategies used in teaching elementary science. Students will be introduced to integrated STEM education practices at the elementary level with an emphasis in science and engineering. Field experience required. (Course fees apply.)

EDCI 590 - MEASUREMENT AND EVALUATION IN EDUCATION (3)

Designing and interpreting criterion-referenced objective and performance assessments; interpretation of norm-referenced examinations; concepts of reliability and validity; item analysis; grading and reporting classroom performance. (Course fees apply.)

EDCI 595 - SECONDARY METHODS OF INSTRUCTION (3)

Survey of the curriculum, media, lesson planning, and research-based teaching strategies used in secondary classrooms. Offered even summer quarters only.

EDFB - EDUCATION FIELD BASED

EDFB 520 - EFFECTIVE TEACHING: (*Specific course name*) (1-3; 21)

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

EDFB 530 - PROFESSIONAL DEVELOPMENT: (*Specific course name*) (1-3; 21)

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

EDFB 540 - LEADERSHIP: (*Specific course name*) (1-3; 21)

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

EDUC - EDUCATION

EDUC 425 - LEGAL AND ETHICAL ASPECTS OF EDUCATION (2)

Issues of law and ethics with direct application to the teaching profession, including educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, and tort liability.

EDUC 444 - CULTURAL DIVERSITY IN EDUCATION (3)

Study of human diversity and its impact on the educational process; emphasis on instructional and management strategies that demonstrate respect for cultural, ethnic, and language differences through differentiated instruction. Includes introduction to Washington State curriculum requirements such as Since Time Immemorial Tribal Sovereignty in Washington State.

EDUC 450 - INTRODUCTION TO STUDENT TEACHING: CLINICAL PRACTICE (1)

Designed to provide an introduction to and overview of Washington State certification requirements, as well as classroom teaching practices for student teaching. Prerequisites: Completion of student teaching application packet submitted by the first Friday of December prior to the year in which the candidate plans to enroll for the experience. Graded S or NC. (Course fees apply.)

EDUC 451 - edTPA Part 1 (1)

Support in differentiated lesson planning and implementation, reflection, and evaluation required for certification. Prerequisites: EDUC 450, admission to the Teacher Certification Program Phase 2, and approval by the School of Education and Psychology. Corequisites: EDUC 460, 461.

EDUC 452 - edTPA Part 2 (1)

Support for candidates in writing edTPA and in completion of assessments required for certification. Prerequisites: EDUC 450, admission to the Teacher Certification Program Phase 2, and approval by the School of Education and Psychology. Corequisites: EDUC 470, 471.

EDUC 460 - ELEMENTARY STUDENT TEACHING PART I (1)

An introduction to the requirements for elementary student teaching. Includes support in the preparation, execution, and evaluation required for certification. Offered fall quarters only. Prerequisites: EDUC 450, approval by the School of Education and Psychology, and must take the NES. Corequisite: EDUC 451.

EDUC 461 - SECONDARY STUDENT TEACHING PART I (1)

An introduction to the requirements for secondary student teaching. Includes support in the preparation, execution, and evaluation required for certification. Offered fall quarters only. Prerequisites: EDUC 450, approval by the School of Education and Psychology, and must take the WEST-E/NES. Corequisite: EDUC 451.

EDUC 470 - ELEMENTARY STUDENT TEACHING PART II (1)

Designed to support candidates in the winter elementary student teaching experience, including completion of assessments required for certification. Prerequisites: EDUC 460, and approval by the School of Education and Psychology. Corequisite: EDUC 452.

EDUC 471 - SECONDARY STUDENT TEACHING PART II (1)

Designed to support candidates in the winter secondary student teaching experience, including completion of assessments required for certification.

Prerequisites: EDUC 460, and approval by the School of Education and Psychology. Corequisite: EDUC 452.

EDUC 475 - TEACHING READING SKILLS IN THE CONTENT AREAS (3)

Introduction to diagnosis, vocabulary, comprehension skills, rate variation, management, and study skills in junior high and secondary reading. (Course fees apply.)

EDUC 480 - ELEMENTARY STUDENT TEACHING PART III (2-12)

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

EDUC 481 - SECONDARY STUDENT TEACHING PART III (2-12)

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

EDUC 495 - COLLOQUIUM: CHILD ABUSE (0)

Identification, impact, and prevention of physical, emotional, sexual, and substance abuse. Discussion of teachers' legal responsibilities.

EDUC 497 - MULTIGRADE EDUCATION (2)

Theory and application of procedures and practices in multi-grade and multiage elementary and secondary classrooms. Graded S or NC. (Course fees apply.)

EDUC 501 - STATISTICS IN RESEARCH (4)

An introduction to sampling theory, probability, and statistical inference as applied to research analysis and hypothesis testing. Includes simple multi-variate

techniques and selected distribution-free tests of significance. Application of statistical analysis techniques using SPSS.

EDUC 505 - ELEMENTARY CLASSROOM ORGANIZATION AND MANAGEMENT (4)

In-depth examination of various models, techniques, law, and ethics for the management of all learner within the classroom, home, and community. Field experience required. Pre/Corequisite EDUC 550 or permission of instructor.

EDUC 506 - PERSPECTIVES ON SCHOOL AND COMMUNITY (3)

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

EDUC 511 - INTRODUCTION TO AND FOUNDATIONS OF EDUCATION (4)

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

EDUC 515 - TECHNOLOGY IN EDUCATION (3)

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

EDUC 520 - TEACHING BEGINNING LITERACY (3)

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

EDUC 522 - PHILOSOPHY AND EDUCATION (3)

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

EDUC 525 - ADVANCED TECHNOLOGY TOOLS (2)

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

EDUC 533 - LITERATURE-BASED READING INSTRUCTION (3)

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

EDUC 535 - READING DIAGNOSIS AND REMEDIATION (or SPED 535) (3)
The diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360 or equivalent.

EDUC 537 - THEMATIC APPROACHES TO LITERACIES INSTRUCTION (3)

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

EDUC 539 - ART AND LITERACY (3)

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

EDUC 542 - ISSUES AND TRENDS IN LITERACY (3)

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

EDUC 546 - READING AND WRITING ASSESSMENT (3)

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

EDUC 549 - 21ST CENTURY LITERACIES (4)

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

EDUC 550 - INTRODUCTION TO THE TEACHER CERTIFICATION PROGRAM (1)

An introduction to the teacher certification program that includes initial lesson planning instruction, preparation for teaching and learning field experiences, and use of department technology requirements. (Course fees apply).

EDUC 551 - ACTION RESEARCH (4)

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

EDUC 556 - CURRICULUM PLANNING (3)

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

EDUC 561 - INTRODUCTION TO EDUCATIONAL RESEARCH (4)

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

EDUC 565 - PRACTICUM IN READING (2-4; 4)

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

EDUC 571 - ACTION RESEARCH LAB (4)

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

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

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

EDUC 581 - PROFESSIONAL PROJECT (2-6)

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

EDUC 595 - SECONDARY METHODS OF INSTRUCTION I (2)

Students will be introduced to lesson strategies meeting requirements for state certification. (Course fees apply.)

EDUC 596 - SECONDARY METHODS OF INSTRUCTION II (3)

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

ENGL - ENGLISH

ENGL 384 - ENGLISH GRAMMAR (3)

The study of traditional, structural, and transformational grammar with practical application to writing, editing, and teaching.

ENGL 395 - METHODS OF TEACHING SECONDARY ENGLISH (3)

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

ENGL 574 - LITERATURE FOR CHILDREN AND YOUNG ADULTS (4)

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

GRPH - GRAPHICS

GRPH 453 - WEB DESIGN AND MANAGEMENT (3)

Introduction to web design as well as management of web sites and social network publishing. Application of knowledge for effective communication in the digital media world.

GRPH 565 - WEB MINISTRY (2)

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

LANG - LANGUAGE

LANG 395 - METHODS OF TEACHING MODERN LANGUAGES (3)

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

MGMT - MANAGEMENT

MGMT 575 - ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (4)

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

MUED - MUSIC EDUCATION

MUED 394 - MUSIC IN THE ELEMENTARY SCHOOL (3)

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

MUED 395 - ELEMENTARY SCHOOL MUSIC METHODS AND MATERIALS (3)

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

MUED 396 - SECONDARY MUSIC METHODS (3)

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

PETH - PHYSICAL EDUCATION THEORY

PETH 395 - TEACHING SECONDARY HEALTH AND PHYSICAL EDUCATION (3)

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

PETH 473 - TEACHING ELEMENTARY HEALTH AND PHYSICAL EDUCATION (3)

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

PSYC - PSYCHOLOGY

PSYC 506 - ADVANCED HUMAN DEVELOPMENT (3)

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

PSYC 517 - PSYCHOLOGY OF LEARNING AND DEVELOPMENT (4)

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

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.

RELH - RELIGIOUS HISTORY

RELH 457 - HISTORY OF ADVENTISM (3)

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

RELM - MISSIONS

RELM 450/550 - CHRISTIAN MISSION (3)

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

RELT - THEOLOGY

RELT 508 - COMPASSION AND SPIRITUALITY (3)

An exploration of the intersections between compassion and spirituality, with special attention to how these intersections play out in Christian life and thought. Topics examined include spiritual assessment, personal spiritual development, world religions, neuroscience of compassion, and compassion in the Bible.

RELT 517 - INSPIRATION AND REVELATION (3)

Study of the concept of inspiration as revealed in the Bible writers as compared to the concept of inspiration in modern times as revealed in the person and writings of Ellen G. White. Credit not allowed for both RELT 417 and 517.

RELT 565 - FOUNDATIONAL THEOLOGY (3)

Worldview issues—engaging the foundational ideas that undergird Christian thought paying particular attention to concepts of Being, Metaphysics, Ontology, and Epistemology and how they affect and delineate Christian thought within the Christian community and also between the Christian community and the outside world. A two-week residency is required. An online post-session follows, and students submit a final paper.

RELT 566 - ISSUES IN RELIGION AND CULTURE (3)

Study and discussion of significant issues circulating in the world of Christian thought and their relevance to human life. Some issues will be those of particular interest to Seventh-day Adventists. Credit not allowed for both RELT 466 and 566.

RELT 567 - FOUNDATIONAL NARRATIVES (3)

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

SOWK - SOCIAL WORK

SOWK 505 - RESEARCH I (3)

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

SOWK 506, 507 - RESEARCH II, III (1, 1)

Continuation of social work research, emphasizing data analysis, reporting, and utilization. Students will use computer-assisted statistical software and complete a final research report. Prerequisite: SOWK 505.

SOWK 510 - PRIVILEGE AND OPPRESSION (3)

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

SOWK 514 - HISTORICAL DEVELOPMENT OF SOCIAL WELFARE (3)

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

SOWK 515 - COMPARATIVE THEORIES (3)

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

SOWK 517 - PRACTICE WITH INDIVIDUALS (4)

Methods course focusing on the knowledge, values, and skills needed for generalist social work practice with individuals. Major subject areas include values and ethics, interviewing, assessment, intervention, termination, evaluation, and

documentation. Skill development in Motivational Interviewing offered as an evidence-based model of practice. Framed with a view of clients and social work practice that honors individual strengths and recognizes the impact of societal forces that create opportunities for some and barriers for others. Course includes practice skills lab.

SOWK 518 - PRACTICE WITH SMALL GROUPS (3)

Methods course focusing on the knowledge, values, and skills needed for generalist social work practice with groups. Course content includes models of intervention in a variety of settings, and assessment of group dynamics, structure, and process. Develops an understanding of the typology of groups, the functions and roles of group members, stages of group development, group leadership, and foundational skills of group facilitation and evaluation. Course includes practice skills lab. Prerequisite: SOWK 517.

SOWK 519 - PRACTICE WITH COUPLES AND FAMILIES (3)

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

SOWK 520 - PRACTICE WITH COMMUNITIES AND ORGANIZATIONS (2)

Introduction to generalist practice with communities and larger organizations. Study of community organization, organizational analysis, management skills, program planning and evaluation. Enhances students' ability to initiate and implement macro-level change.

SOWK 524 - HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I (3)

Study of the biological, psychological, and social theories of human development from birth to adolescence. Human development is examined using the underpinning of the ecological system's perspective including the multiple factors that impact development such as race, class, gender, and religion.

SOWK 525 - HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II (2)

Study of the biological, psychological and social theories of human development from young adulthood to old age. Human development is examined using the underpinning of the ecological system's perspective including the multiple factors that impact development such as race, class, gender, and religion. Prerequisite: SOWK 524.

SOWK 527 - INTRODUCTION TO SUBSTANCE USE DISORDERS AND INTERVENTIONS (3)

Comprehensive survey covering the basic aspects of substance use disorders including etiology, treatment, screening tools and early intervention methods.

SOWK 529 - FIELD EDUCATION: GENERALIST (2-4; 6)

Field application of generalist course work knowledge and skills in social service programs. Agency supervisors provide supervision for the generalist field experience in cooperation with the student's faculty field liaison. Students are not eligible to register for SOWK 530 with IP grades in this course. Prerequisite or Corequisite: SOWK 517. (Course fees apply.) Graded S or NC.

SOWK 530 - FIELD EDUCATION: CLINICAL (2-5; 12)

Field application of clinical course work knowledge and skills in social service programs. Agency supervisors provide supervision for the clinical field experience in cooperation with student's field faculty. Students are not eligible to continue registering for SOWK 530 if they have two or more IP grades in field education. Lab fee will apply. Prerequisite or Co-requisite: Regular Standing 2nd year or Advanced Standing. (Course fees apply.) Graded S or NC.

SOWK 531 - DEATH AND DYING (3)

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

SOWK 536 - CLINICAL TREATMENT OF TRAUMA (3)

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

SOWK 540 - ADVANCED CLINICAL EVALUATION (3)

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

SOWK 541 - ADVANCED PRACTICE WITH INDIVIDUALS (4)

Course emphasizes clinical social work practice skills with individuals and knowledge of social problems commonly presented for therapeutic intervention. Students will apply knowledge of theories for practice with an emphasis on Cognitive Behavioral Therapy, demonstrate practice skills, examine ethical conflicts in practice, and develop professional use of self-awareness. Course includes practice skills lab. Prerequisite: Advanced Standing or Regular Standing Second Year; Prerequisite or Co-requisite: SOWK 542; Corequisite: SOWK 530.

SOWK 542 - PSYCHOPATHOLOGY (3)

Course focuses on the biological, psychological, social and environmental forces that affect behavior and functioning of people with mental illness. Designed to familiarize the clinical student with standardized diagnostic criteria and processes used to categorize symptoms of mental illness. Prerequisite: Advanced Standing or Regular Standing Second Year, and SOWK 541 (may be taken concurrently).

SOWK 544 - POLICY ANALYSIS AND ADVOCACY (3)

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

SOWK 545 - ADVANCED PRACTICE WITH COUPLES AND FAMILIES (4)
Course examines clinical skills, interventions, and research relating to clinical practice with couples and families. Emphasis is given to evidence-based models of couple and family therapy with attention to clinical practice as distinct from case management. Gottman Method Couples Therapy is studied for clinical application with couples and when fully completed will come with a Level 1 certificate of completion from the Gottman Institute. Course includes practice skills lab. Prerequisites: SOWK 541. Corequisite: SOWK 530.

SOWK 549 - ATTACHMENT THEORY THROUGH THE LIFE SPAN (3)
Explores aspects of attachment through the life span and the implications for practice. Course begins with an examination of parent-infant and childhood attachment, considers attachment in adulthood and middle-adulthood, and concludes by examining attachment in later life. Prerequisite: Advanced Standing, or Regular Standing Second Year, or permission of the instructor.

SOWK 551 - FAMILY VIOLENCE (3)
Theories of behavior accounting for family violence; methods of prevention, intervention, and treatment of intra-family violence. Prerequisite: Advanced standing, or Regular Standing Second Year, or permission of the instructor.

SOWK 552 - CLINICAL TREATMENT OF CHILDREN AND ADOLESCENTS (3)
Emotional, cognitive, and behavior issues including their assessment and treatment in children and adolescents. Prerequisites: SOWK 541, 542.

SOWK 555 - SCHOOL SOCIAL WORK (3)
Course is intended to familiarize students with the history, legalities, and practice of social work in an educational setting. Course will describe how social work knowledge, skill, and values provide an ecological approach to preventative, crisis, and remedial care for school children and their families. Required of all school social work practicum students.

SOWK 556 - PLAY THERAPY (3)
Course covers varied play therapy theories from directive to non-directive. Includes practice of techniques; and discussion of issues and research unique to children and families.

SOWK 557 - SOLUTION-FOCUSED BRIEF THERAPY (3)
Methods of collaboration and cooperation with clients to develop goals for treatment. Focus is on clients' previous successes and on solutions. Prerequisite: Advanced Standing, or Regular Standing Second Year, or permission of the instructor.

SOWK 558 - COGNITIVE BEHAVIOR THERAPY (3)
Includes theory and practice of relatively short-term, problem-focused intervention styles. Interventions learned include; cognitive therapy, relaxation training, and systematic desensitization as applied in various social work practice settings. Lecture, small group work, and role playing with a hands-on practice-oriented approach. Prerequisite: Advanced Standing, or Regular Standing Second Year, or permission of the instructor.

SOWK 567 - SELF CARE FOR SOCIAL WORKERS (2)
Experiential course promotes an understanding of the importance of self-care for social work professionals who are vulnerable to burn-out, care-fatigue, and

vicarious traumatization. It covers both personal and professional self-care issues from micro to macro and teaches stress management techniques that can be used personally and with clients. Group support may be utilized to assist in the change process towards a more balanced lifestyle.

SOWK 570 - SOCIAL WORK PRACTICE IN A MEDICAL SETTING (2)

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

SOWK 572 - CLINICAL TREATMENT IN MENTAL HEALTH (3)

Assessment and diagnosis of mental illness including treatment, planning and implementation. Includes application of the Diagnostic and Statistical Manual of Mental Health. Prerequisite: Advanced Standing, or Regular Standing Second Year, or permission of the instructor.

SOWK 573 - ADVANCED PRACTICE WITH GROUPS (4)

Application of theories to clinical group work practice in the context of varied populations. Course includes practice skills lab. Prerequisite: Advanced Standing or Regular Standing Second Year. Corequisite: SOWK 530.

SOWK 575 - CLINICAL PRACTICE OF CRISIS INTERVENTION (3)

Study of reactions to crisis or high stress situations. Develops specific assessment, classification, and intervention skills for use in actual crisis situations.

SOWK 578 - CLINICAL APPROACHES TO THE TREATMENT OF SUBSTANCE USE DISORDERS (3)

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

SOWK 580 - SERVICES TO FAMILIES WITH CHILDREN (3)

Development of child welfare services, their structure and function, current challenges facing America in the welfare of its children, the role of social work in child abuse investigations, treatment provisions, and regulation. Required of all Title IV-E students.

SOWK 581 - SUBSTANCE USE DISORDERS AND THE FAMILY (3)

Course integrates knowledge from the field of substance abuse treatment to help the family of individuals with substance use disorders to understand, adjust, and become agents for positive change. Prerequisite: SOWK 578 or permission of the instructor.

SOWK 583 - TOPICS IN GERIATRIC MENTAL HEALTH (2; 6)

Course examines common mental health issues experienced by older adults. Issues covered will vary from quarter to quarter on topics such as dementia, depression, anxiety, substance abuse, loss, psychopharmacology, and physical illness that causes decline in mental functioning. Biopsychosocial assessment and effective treatments will be addressed along with the role of social support and implications for caretaking. May be repeated for credit when topics vary.

SOWK 584 - TOPICS IN SOCIAL WORK LEADERSHIP AND ADMINISTRATION (2; 4)

Course designed to provide social workers with theory, knowledge and skills in administration and management of social service organizations. Topics covered

will vary from quarter to quarter including ethics and legal issues, financial management and personnel development. May be repeated for credit when topics vary.

SOWK 585 - TOPICS IN CLINICAL SOCIAL WORK (3; 9)

An in-depth seminar that focuses on a particular area of clinical social work. Specific subjects will vary from quarter to quarter on topics such as current social work processes and practices, assessment, research theory, social justice, diversity and policy. May be repeated for credit when topics vary.

SOWK 588 - SOCIAL WORK, RELIGION, AND SPIRITUALITY (3)

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

SOWK 596 - SOCIAL WORK PRACTICE SEMINAR (2; 6)

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

SOWK 610 - ETHICS AND SOCIAL RESPONSIBILITY (2)

Course addresses historical and philosophical bases of ethical leadership, ethical decision-making, and social responsibility. Examines awareness of the role of personal biases and self-awareness as they relate to professional judgment and the ability to manage ethical dilemmas effectively. Students will demonstrate the application of knowledge and skills in the decision-making process and articulate their ethical framework and understanding of social responsibility as leaders and educators.

SOWK 611 - INTRODUCTION TO TEACHING AND LEADERSHIP IN SOCIAL WORK (4)

Introduction and orientation to the Doctor of Social Work program. Exploration of worldview, theoretical foundations, scholarship, and critical reflection in social work leadership and higher education.

SOWK 612 - LEADERSHIP THEORY (4)

Course provides broad coverage of leadership theory. Examines research evidence to support theoretical approaches and the implications to inform practice and future research. Multi-faceted analyses will include but not be limited to issues such as ethics, power, equity, diversity, inclusion, problem-solving, and organizational development. Prerequisite: SOWK 611

SOWK 613 - TEACHING PEDAGOGIES: THEORY AND PRACTICE (4)

Course provides coverage of teaching theories, methods, and practices in higher education. Grounded in critical pedagogy and reflective teaching to attend to issues of power and privilege. Includes the development of a theoretical framework and the examination of practices that address learner needs to facilitate optimal outcomes for all students. Prerequisite: SOWK 611

SOWK 614 - CHALLENGING OPPRESSION AND CONFRONTING PRIVILEGE (4)

Course addresses anti-oppressive and anti-privilege theory and practices in social work. Encourages students to think critically about structural dynamics involved in power and privilege. Students will demonstrate self-awareness, cultural humility, and the ability to critique diversity, equity, and inclusive practices in professional settings.

SOWK 615 - DATA-DRIVEN DECISION MAKING (4)

Emphasizes the use of data to make decisions that support organizational strategy, structures, and stakeholder experiences. Covers types of data, data collection methods, analysis, and presentation format.

SOWK 616 - SOCIAL WORK CURRICULUM DEVELOPMENT AND INSTRUCTION (4)

Study of curriculum design, delivery, and assessment, and their influence on the practice of professional social work. Explores the role of curriculum development and instruction to foster inclusive, equitable, and just learning environments. Prerequisite: SOWK 613

SOWK 617 - PROGRAM EVALUATION AND QUALITY IMPROVEMENT (4)

Exploration and application of effective evaluation practices and models to determine the outcome of projects and programs. Course examines strategies for quality improvement as a product of the evaluation process. Prerequisites: SOWK 615, 616

SOWK 630 - RESEARCH METHODS I (4)

Study of social science quantitative and qualitative research designs. Addresses research process such as defining variables, problem formulation, devising research methodology, review of the literature, data collection, data analysis, and ethical responsibilities. Students will develop a research proposal and an annotated bibliography.

SOWK 631 - RESEARCH METHODS II (4)

Course focuses on research processes and methodologies, literature review, data collection, and analysis specifically related to the student's capstone research project proposal. Includes working with the Ethics in Research Committee (EIRC) and developing a capstone research project committee. At the end of the course, students will have an EIRC approved capstone research project proposal, a formally constituted committee, an approved review of the literature, and an established research methodology. Prerequisite: SOWK 630

SOWK 632 - PEER-REVIEWED SCHOLARSHIP (4)

Students gain the knowledge and skills necessary to disseminate research findings to scholarly sources for peer review. Subject areas include the preparation of manuscripts for submission to peer-reviewed journals and the development of conference proposals. Various modes of conference presentations will be addressed, including poster presentations, papers, symposia, and panel participation. Students will demonstrate oral, written, and media skills required for juried environments. Prerequisite: SOWK 631

SOWK 634 - DIVERSITY, OPPRESSION, AND CHANGE (2)

Exploration of methods to assess organizational structures for anti-oppressive and anti-privilege practices, and also to develop strategic plans that foster socially just work and learning environments. Prerequisites: SOWK 614

SOWK 636 - INNOVATIONS IN SOCIAL WORK EDUCATION AND PRACTICE (4)

Course identifies innovative practices in social work education. Areas of study include an exploration of educational and discipline-specific research and the implications for social work practice. Content includes designing methods of instruction, program planning, assessment, evaluation, and social justice. Prerequisites: SOWK 616

SOWK 638 - ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (4)

Analysis of business organizations from the perspective of the individual, the workgroup, and the organization as a system. Topics include motivation, employee development, creative problem-solving, and organizational design. Prerequisite: SOWK 612, 615

SOWK 639 - STRATEGIC MANAGEMENT (4)

An integrative assessment of an organization's internal and external environment and its impact on competitive advantage. Prerequisites: SOWK 638

SOWK 650 - CAPSTONE RESEARCH PROJECT I (4)

Implementation of the research proposal prepared in SOWK 632 Research Methods II that addresses an issue in social work practice. Prerequisites: SOWK 632

SOWK 651 - CAPSTONE RESEARCH PROJECT II (4)

Preparation of a publishable paper reporting the results of students' research study. Students defend their paper at an oral defense. Prerequisites: SOWK 650

SOWK 660 - TEACHING PRACTICUM (4)

An elective course taught under faculty supervision. Students implement, teach, and assess a social work course at the BSW or MSW level. Permission of instructor required. Prerequisite: SOWK 636

SOWK 662 - LEADERSHIP PRACTICUM (4)

An elective course in which students develop, implement, and assess leadership specific learning objectives within an organization under faculty and agency supervision. The department must approve practicum placements. Permission of instructor required. Prerequisite: SOWK 639

SOWK 669 - ADVANCED STUDY (4)

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

SOWK 696 - SOCIAL WORK SEMINAR (4)

An in-depth elective that focuses on an issue relevant to social work higher education or leadership. Specific subjects studied will vary from quarter to quarter. Permission of the instructor required.

SPED - SPECIAL EDUCATION

SPED 510 - INTRODUCTION TO SPECIAL EDUCATION AND INCLUSIVE CLASSROOMS (4)

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

SPED 512 - EARLY CHILDHOOD SPECIAL EDUCATION (3)

Strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum, and instructional methodologies to support highest levels of achievement and development for young children with diverse needs. On-site field experience required. Pre/corequisite: SPED 510.

SPED 513 - CHILDHOOD SPECIAL EDUCATION (3)

Development of curricula, instructional, and assessment materials for exceptional elementary learners assuming that a classroom includes students of different physical and cognitive abilities, students of different racial, ethnic, religious, and socio-economic origin, and students who demonstrate a variety of individual learning styles. On-site field experience required. Pre/corequisite: SPED 510.

SPED 514 - ADOLESCENT SPECIAL EDUCATION (3)

Development of curricula, instructional, and assessment materials for exceptional adolescent learners assuming that a classroom includes students of different physical and cognitive abilities, students of different racial, ethnic, religious, and socio-economic origin, and students who demonstrate a variety of individual learning styles. On-site field experience required. Pre/corequisite: SPED 510.

SPED 522 - METHODS OF TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS (3)

Introduces concepts and skills needed for teachers to be able to include students with exceptional needs inclusive classrooms. Adapting environment, instruction, and assessment to accommodate the needs of the diverse student populations. Prerequisite: SPED 510.

SPED 524 - ADAPTED PHYSICAL EDUCATION AND RECREATION (3)

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

SPED 530 - PROFESSIONAL SKILLS IN SPECIAL EDUCATION (4)

Legal aspects of special education, individualized education plans, roles and responsibilities of teachers, collaboration techniques, service delivery/design, and supervision of pre-professionals. Emphasis is placed on issues related to professionalism and ethical practice, including conducting professional activities in compliance with applicable special education laws and policies/regulations. Prerequisite: SPED 510

SPED 531 - PSYCHOLOGY OF READING (3)

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

SPED 535 - READING DIAGNOSIS AND REMEDIATION (or EDUC 535) (3)

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

SPED 538 - CONSULTATION, COLLABORATION, AND TRANSITIONS (3)
Candidates will learn school, family, and community partnerships to improve learning for students with disabilities. They will understand and apply knowledge of family systems including cultural and linguistic diversity. Prerequisite: SPED 510.

SPED 539 - TEACHING STUDENTS WITH MODERATE AND SEVERE DISABILITIES (3)

In-depth examination and implementation of effective assessment and teaching techniques for students with disabilities. The candidate will also study classroom set-up for accommodations of these students in the regular classroom. Strategies for strengthening family partnerships and for team collaboration are also emphasized. Prerequisite: SPED 510; pre/corequisite: SPED 530.

SPED 540 - FUNCTIONAL BEHAVIORAL ASSESSMENT (3)

Developing functional assessment in student placement and curriculum modification and adaptation, and making accommodations for special needs students across content areas. Procedures for Functional Behavioral Assessment, manifestation, determination, and behavior intervention planning (PBIS) are required. Prerequisite: SPED 510; pre/corequisite: SPED 522.

SPED 593 - PRACTICUM IN SPECIAL EDUCATION (4)

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

TECH - TECHNOLOGY EDUCATION

TECH 428/528 - TEACHING TECHNOLOGIES (3)

Study of technology for teachers, as applied to the elementary and secondary grades, covering the broad areas of project-based learning, design thinking, and the use of CNC and 3D lab equipment. Emphasis on understanding materials and processes and methods of application. Offered summer only, as needed.

WRIT - WRITING

WRIT 589 - WRITING THEORY (3)

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

FINANCIAL INFORMATION FOR 2020-2021

Financial Aid. Walla Walla University assumes that each graduate student has the primary obligation for his/her educational costs. For students unable to meet this obligation while attending Walla Walla University, financial aid is available in the form of student employment, long-term loans, grants, and scholarships. Interest rates for long-term loans are low and repayment does not begin until a student is no longer enrolled at least half-time in a graduate program. In order to receive maximum financial assistance, students should plan their finances for the entire academic school year several months prior to the first quarter of enrollment. Financial counselors are available to provide help in financial planning, applying for financial aid, and in developing plans for payment. The Federal Government requires that the college have a copy of the baccalaureate transcript prior to disbursements of financial aid to graduate students. Adding or dropping a class on or before the tenth day of the quarter may affect a student's Financial Aid package.

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

| | |
|---------------------------|-------------------------|
| Graduate Tuition | \$655 per quarter hour |
| Graduate Doctoral Tuition | \$1074 per quarter hour |
| Extension Tuition | \$437 per quarter hour |

Graduate students who meet one of the following categories are eligible for one-third off the regular graduate tuition rate. Acceptance into the graduate Education Program is required. Students are not eligible for WWU grants and scholarships but may apply for Federal Direct Students Loans. The balance of the tuition not covered by awarded loans must be paid by the financial clearance deadline (no payment plan).

1. Full-time teachers employed within driving distance of WWU (200 miles). A copy of the school district's contract is required.
2. Students taking the Special Education Concentration program through August 2021. Students who begin the program before August 2021 are not "Grandfathered" into this tuition rate aft August 2021.

General Fee. All tuition paying graduate students registered for 4 or more hours are charged \$87 per quarter. This fee covers internet access while on campus, Excess Student Accident Insurance, new technology for classrooms, graduation

fee, etc. Students on the College Place campus also receive access to the library, gym and pool, and printing for first 100 pages in the computer labs.

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

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

Books and School Supplies. Textbooks, school supplies, and other class materials are available at the University Shop. Students should plan on approximately \$500 for such purchases each quarter.

Student Insurance. Walla Walla University believes that insurance is extremely important for all students. All undergraduate and graduate students (including international students) must be covered by a health insurance plan. Students are responsible for obtaining and maintaining their health insurance. The University Health Clinic is run by Providence Medical Group, so be sure to check your health insurance plan to see if they are in-network providers, or consider other health insurance plans via the links found at wallawalla.edu/insurance or contact the University Clinic at (509) 527-2425 for assistance.

Excess Student Accident Insurance. Walla Walla University covers all registered undergraduate, graduate, and doctoral students with excess accident insurance with a \$5,000 limit. Students injured while on WWU campus, in campus-owned housing, or participating in off-campus University-sponsored activities (excluding intercollegiate athletic accidents) may file a claim. Visit wallawalla.edu/insurance or contact Risk & Safety Management at (509) 527-2250 for assistance.

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

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

SPECIAL FEES

| | |
|--|-------------|
| Application (non-refundable) | \$50 |
| Adding/dropping a class after the fourth day of the quarter | \$30 |
| Auditing a class (per credit hour) | \$388 |
| Diploma replacement: Graduate | \$45 |
| Field education lab fee (per quarter) | \$40 |
| Field trips | actual cost |
| ID card replacement | \$15 |
| Late registration | \$75 |
| M.A. and M.S. thesis binding (2 copies) | \$35 |
| Out-of-schedule examination (per exam) | \$100 |
| Returned check (including electronic check) plus any international bank fees | \$25 |
| Transcript request: | |
| Online-electronic copy | \$8 |
| Online-mailed paper copy | \$10 |
| Hard Copy | \$15 |

Challenge Examinations

Credit Fee

\$60 per credit hour

Examination Fee

\$30

HOUSING COSTS

University-Owned Off-Campus (Village) Housing. Walla Walla University owns a limited number of apartments and houses for students to rent. Rent is charged to the student account in 3-month increments and prorated based on check-in and checkout dates.

Students must apply for housing during open application periods. Priority is granted to applicants who are married and/or have children and/or are 25 years of age or older. Housing offers are made to other applicants on a first-come-first-served basis. Financial arrangements must be approved by Student Financial Services before a student may move into a residence.

Students not registered for the following quarter are required to vacate the day after the last day of finals, or if graduating in June, the day following the graduation commencement. A 30-day “move out” notice is required. Students not giving a 30-day notice may forfeit up to 30 days of rent. Upon vacating, students are responsible for restoring the residence to its initial clean condition. If there are charges for an incomplete move-out, cleaning, damage, moving out late, or failure to return key, these charges will be added to the student’s account.

For more information, visit wallawalla.edu/village or contact the Village Housing Office at (509) 527-2109 or village@wallawalla.edu.

Housing Administration Fees. A non-refundable Housing Administration Fee is required before occupying a residence. This fee covers administrative costs and may be paid by check or cash at the Village Housing Office or by credit/debit card or e-check online. Credit card payments are charged a convenience fee.

- \$175 if in a 1 bedroom or shared 2+ bedroom residence
- \$350 if married/family, or living alone in a 2+ bedroom residence

Village Housing Eligibility. To be eligible for Village Housing, a student must be in good standing at the university and enrolled in full time, degree track, or equivalent coursework (audit courses do not apply). In addition, student must have completed 135 credit hours and/or be 22 years of age, or meet other housing policy eligibility criteria (wallawalla.edu/housing-policy). Continuing students need to meet the Clean Quarter Policy Requirement.

Pet Policy. Animals of any kind, except harmless fish in an aquarium (not to exceed 10-gallon capacity per residence) are prohibited. Service and assistance animals are restricted to students who have received prior accommodations for such through Disability Support Services. The presence of animals within university-own housing poses serious health, safety, and maintenance concerns. In addition to direct damage incurred by animals, many students have allergic reactions to various animals.

REFUNDS

If a student officially withdraws during the quarter, a refund, where applicable, will be made within 30 to 60 days. A student who leaves school without completing withdrawal procedures will be charged until proper arrangements have been made. The beginning of the quarter is considered to be the first day of class

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

If withdrawal is: Tuition refund will be:

by the 7th day of classes* 100%

by the 10th day of classes 75%

by the 22nd day of classes 50%

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

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

FINANCIAL STATEMENTS

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

In addition to cash and paper checks, WWU processes electronic payments, and accepts American Express®, Discover®, MasterCard®, and Visa®. Although WWU charges a convenience fee of 2.25% for payments made by credit cards, free options, such as payment by electronic check or debit cards are available. Electronic payments may be made online at: wallawalla.edu/payments.

FINANCE CHARGES

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

DIPLOMA RELEASE

By action of the Board of Trustees of the University, a diploma may not be released until the following criteria are met:

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

INTERNATIONAL STUDENTS

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

U.S. Student visa, can be sent. International students on student visas are *not* eligible to fill out the FAFSA financial aid form, do not qualify for the majority of loans and grants, and may only accept employment on campus. Spouses and children who are not students may not accept employment under any circumstances. To determine the ability of applicants to meet educational costs, the University requires them to submit a declaration of finances before final acceptance is given. This is done through the international student advisor. International students will be expected to use the Regular Payment Plan described in the WWU Financial Bulletin.

CHANGE IN EXPENSES

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

ASSISTANTSHIPS

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

TEACHING ASSISTANTSHIPS - DOCTOR OF SOCIAL WORK.

Two teaching assistantships are available in each DSW cohort. These positions provide financial support in the form of a stipend and tuition waiver. Responsibilities may include teaching in the BSW and MSW programs, clinical skills lab supervision, assisting faculty in the preparation and management of courses, student guidance, research assistance, and other professional activities. Teaching Assistants are required to be concurrently enrolled full-time in the DSW program and able to work from the College Place campus. Preference is given to DSW applicants with career goals in higher education.

PRORATION OF GRANTS AND SCHOLARSHIPS

Students registered for 4-11 hours will receive prorated grants and scholarships.

Students registered for less than 4 credit hours are not eligible for grants and scholarships.

GRANTS

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

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

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

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

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

SCHOLARSHIPS

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

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

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

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

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

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

Master of Social Work Departmental Scholarships of \$1,360 are awarded to each student who holds a bachelor’s degree from WWU and whose cumulative

grade point average (GPA) was at least 3.0. One-fourth of the scholarship is disbursed each quarter—fall, winter, spring, and summer—of a recipient’s first year in the program.

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

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

THE HOLLIBERT E. PHILLIPS SCHOLASTIC ACHIEVEMENT AWARD

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

CONTINUED ENROLLMENT REQUIREMENT

Graduate Students who have completed their program requirements, except for Thesis Research, Thesis, Research, field practice or Professional Projects, must register for GNRL 501 Continued Enrollment for 0 credits per quarter for up to six quarters. Students must enroll for GNRL 501 starting with the beginning of their 7th quarter (excluding summers) in the graduate program. Students wishing to have loans deferred while completing degree requirements must submit a Verification as a Half or Full Time Student Loan Deferment form to the Office of Graduate Studies. Students who meet deferral requirements will be registered for 6 credits of GNRL 501 for a maximum of three quarters. A course fee of \$250 per quarter applies.

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Lead Campus Chaplain

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Director of Counseling and Testing Center

Michelle Naden, Ph.D.

Interim Director of Athletics

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Michael Benca, Director

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Kristen Taylor, M.S.

Security – Allied Universal Security

Courtney Bryant, B.B.A., Director

Dean of Students
David Iwasa, M.A.

University Clinic - Providence
Denise Hickerson, M.S., Manager

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Manager of University Bookstore
Matt Heinrich, B.S.

Manager of Dairy Express
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Linda Potter Crumley, *Chair, Department of Communication and Languages*

Lynelle Ellis, *Director, Cinema, Religion, and Worldview*

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B.S. 2004, Pacific Union College

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B.S.W. 2001; M.S.W. 2003, Walla Walla College

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M.Div. 1995, Ph.D. 2004, Andrews University

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 Ph.D. 2019, Regent University
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 B.A. 1980; B.S. 1982; M.S.Ed. 1983, Eastern Illinois University
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 M.A. 1971, Loma Linda University
 Ph.D. 1977, University of Utah
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 B.A. 2004, Atlantic Union College
 M.A. 2009; Ph.D. 2011, Loma Linda University
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 B.S.W. 1986; M.S.W. 1990, Walla Walla College
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 L.C.S.W. 2017, State of Oregon
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 B.A. 1975, Central Washington University
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 L.I.C.S.W. 1995, State of Washington
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 B.S. (Biology); B.S (Bioengineering) 1993, Walla Walla College
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- David F. Lindsey**, *Professor of Biology* (1997)
 B.S. 1981, Southwestern Adventist College
 Ph.D. 1992, University of Texas, Austin
- Janice McKenzie**, *Associate Professor of Biology* (2011)
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 B.S. 1984, Union College
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 M.S. 2003, D.M.F.T. 2009, Loma Linda University
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- Amanda Ramoutar**, *Assistant Instructor of Special Education* (2020)
 B.Ed. 2012, University of Trinidad and Tobago
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 B.S. 1979; M.S. 1981, Walla Walla College
 Ph.D. 1989, University of Denver
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 L.I.C.S.W. 2001, State of Washington
 Ph.D. 2004, Andrews University

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B.S. 1987, Seattle University

M.A. 1991; Ph.D. 1993, University of Montana

M.S.W. 2007, Walla Walla University

L.C.S.W. 2009, State of Montana

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B.A. 2000, University of Zimbabwe

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

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B.S. 1984, Juniata College

M.A. 1986, Wake Forest University

Ph.D. 1992, Washington University, St Louis

M.S.W. 2001, Walla Walla College

Laurellé C. Warner, *Associate Professor of Social Work* (2014)

B.S. 1983, Atlantic Union College

M.S.W. 1985, University of Connecticut

L.C.S.W. 2016, State of Montana

Ph.D. 2019, Loma Linda University

David E. Wiltfong, *Instructor of Social Work* (2019)

B.S. 2001, University of Montana

L.C.S.W. 2005, State of Montana

M.S.W. 2013, Walla Walla University

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B.A. 1993, Walla Walla College

M.A. 1998; Ph.D. 2002, University of Oregon

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B.A. 1997, Walla Walla College

M.A. 2000; Ph.D. 2004, Claremont Graduate University

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B.S. 1991, Andrews University

M.S. 1995; Ph.D. 1999, University of Notre Dame

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B.S. 1970, Walla Walla College

M.A. 1975, University of Utah

Ph.D. 1985, University of Michigan

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

Licence en Theologie 1995, University of Strasbourg

Maitrise en Francais 1997, University of Grenoble

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