

WALLA WALLA UNIVERSITY



GRADUATE BULLETIN

2023-2024

2023-2024 GRADUATE BULLETIN

Walla Walla University

Office of Graduate Studies

204 South College Avenue

College Place, WA 99324

T: (509) 527-2421 | F: (509) 527-2237

wallawalla.edu/gradstudies

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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)
Washington State 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
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

The mission of Walla Walla University is to foster the
unique gifts of every individual within this Christian
community of faith and discovery. The University

adheres to all federal and state civil rights laws and
regulations prohibiting discrimination in public and
private universities of higher education (Title IX of the
Education Amendments of 1972, Title VI and Title
VII of the Civil Rights Act of 1964, and Section 504
of the Rehabilitation Act of 1973). While Walla Walla
University is a religiously qualified institution of
higher education it does not discriminate whether
explicitly or implicitly against students, or applicants
for admission on the basis of race, color, national
origin, sex, age, honorably discharged veteran or
military status, pregnant or parenting statuses, the
presence of neuro diverse abilities (sensory, mental, or
physical abilities), or the use of a trained dog guide or
service animal by a person with a disability.

In keeping with its commitment to maintaining an
environment that is free of unlawful discrimination
and with its legal obligations, Walla Walla University
maintains a policy prohibiting unlawful harassment
and sexual misconduct including, but not limited to
sex-based intimidation and harassment, hate crime,
domestic violence, dating violence, stalking, and
assault. For further information or to report an
incident, go to:

[https://www.wallawalla.edu/resources/human-
resources-payroll/titleix/get-help-now/](https://www.wallawalla.edu/resources/human-resources-payroll/titleix/get-help-now/).

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
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GRADUATE EDITION
JULY 2023

GRADUATE PROGRAM ADMINISTRATION

Associate Vice President and Dean

Jonathan Duncan

(509) 527-2097 or (800) 541-8900 ext. 2097

DEANS AND CHAIRS

Chair, Department of Biological Sciences

David Lindsey

(509) 527-2602

Dean, School of Education and Psychology

Maria Bastien Valenca

(509) 527-2212

Dean, School of Engineering

Delvin Peterson

(509) 527-2060

Dean, School of Social Work

Deisy Haid

(509) 527-2472

COORDINATORS AND DIRECTORS

M.S. Biology

David L. Cowles

(509) 527-2482

MSW Billings Campus

Pamela Bing Perry

(406) 254-9907 or (888) 263-4880

MSW College Place Campus

Jeremy Springer

(509) 527-2359

DSW

Cheris Current

(509) 527-2443

ACADEMIC RECORDS

Registrar

Jerry Entze

(509) 527-2811 or (877) 527-2811

STUDENT FINANCIAL SERVICES

Financial Counselor for Graduate Students

Cari Butler

(509) 527-2815 or (800) 656-2815

Note: Administrative offices are closed from Friday noon until Monday morning and on legal holidays.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

Concentrations:

Educational Leadership

Literacy Instruction

Special Education

Teaching and Learning

Master of Engineering (M.Eng.)

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 2023-2024

Autumn Quarter

September

20, W Financial clearance deadline: 4 pm

25, M Instruction begins

October

3, T Last day to register, add, or drop a class without a late fee

Last day to withdraw from a class with a 100% refund

10, T Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record

9, M Application for degree due for spring masters students

24, T Last day to withdraw from a class with a 50% refund

November

14, T Last day to withdraw and receive a W on transcript, with a 0% refund

19-26, S-S Thanksgiving Break

December

11-13, Final exams

MTW

14, R Winter break begins

27, R Financial clearance deadline: 4 pm

Winter Quarter

January

7, S Winter break ends

8, M Instruction begins

16, T Last day to register, add, or drop a class without a late fee

Last day to withdraw from a class with a 100% refund

15, M Application for degree due for spring masters students

23, T Last day to add a class or withdraw from a class with a 75% refund and have classes deleted from record

February

6, T Last day to withdraw from a class with a 50% refund

27, T Last day to withdraw and receive a W on transcript, with a 0% refund

March

18-20, Final exams

MTW

21, R Spring break begins

27, W Financial clearance deadline: 4pm

Spring Quarter

March

31, S Spring break ends

April

1, M Instruction begins

9, T Last day to register, add, or drop a class without a late fee

Last day to add a class or withdraw from a class with 100% refund

16, T with a 75% refund and have classes deleted from record

22, M Application for degree due for summer masters students

30, T Last day to withdraw from a class with a 50% refund

May

21, T Last day to withdraw and receive a W on transcript, with a 0% refund

27, M Memorial Day holiday for all graduate programs

June

10-12, Final exams

MTW

15, Sa College Place graduate hooding (7:00 pm)

16, S Commencement (8:30 am)

17, M Application for degree due for fall masters graduates

Summer Quarter

June

24, T Instruction begins

July

4, R Independence Day holiday (no classes)

August

16, F Eight-week summer session ends

18, S Billings hooding ceremony/graduation celebration

30, F End of ten-week session

MISSION AND VISION

WALLA WALLA UNIVERSITY MISSION STATEMENT

Seventh-day Adventist Higher Education

Core Themes

We are a community of faith and discovery committed to:

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

Philosophy

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

GRADUATE MISSION STATEMENT

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

- Excelling in scholarship, teaching, and research,
- Cultivating ethical social, moral, and spiritual values,
- Fostering equity and inclusion
- Integrating learning, faith, and service.

ABOUT WALLA WALLA UNIVERSITY

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

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

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

Walla Walla University offers Graduate degree programs in Biology; Education; 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.
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 will 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 coursework which applies 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.

Foreign Transcript Evaluation. Transcripts received from foreign institutions will be evaluated on an individual basis. In some instances, the student may be required to request an official evaluation from a foreign credentialing education service. Accepted courses will be issued a pass/fail grade and will not be calculated into the cumulative GPA for graduation.

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 and engineering; 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 seven 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 the tenth day of any quarter.

Course Load. The maximum credit load per quarter for graduate students is 14 hours for social work; education and engineering; 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.

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.**

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.

Academic Probation and Dismissal. *Academic Probation and Dismissal:* Graduate students must show satisfactory academic performance by maintaining a GPA of 3.0 or above. At the end of each term, students' academic performance is reviewed. Those with a term GPA below 3.0, calculated using default grades for courses with incompletes, are automatically placed on academic probation for the following term. Probationary status is communicated to them in writing by the Associate Vice President for Graduate Studies. A warning notification is also provided to each student's program advisor. Students placed on academic probation are urged to consider taking a reduced class load in consultation with their program advisor. After the fifth day of the term, a student's probation status does not change for that term even if a subsequent grade change is submitted or an incomplete is finished.

Graduate students with a term GPA below 3.0 for two consecutive terms are automatically dismissed from the University. The Associate Vice President for Graduate Studies notifies the student of the dismissal and process for potential appeal. A student dismissed from a graduate program for academic reasons may, following at least six months' absence from the University, apply for readmission by contacting the Associate Vice President for Graduate Studies. Convincing evidence will be required to demonstrate the student's commitment to and potential for academic success.

Non-Academic Dismissal. Graduate students who violate WWU’s Student Code of Conduct or individual program ethics and professionalism codes may be subject to non-academic dismissal. Recommendations for dismissal due to non-academic reasons will be reviewed by and acted on by Graduate Council in consultation with the Dean of Students when appropriate. The Associate Vice President for Graduate Studies notifies the student of the dismissal and process of potential appeal.

Student Appeals. Graduate students may appeal decisions and actions related to their graduate program by first consulting with the major department and then submitting an appeal to Graduate Council. If a student believes that the appeals process was conducted in an arbitrary, capricious, or discriminatory manner, they 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 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 S/NC.

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

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

In place of grades, the following symbols are used:

I - Incomplete. 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;
- 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.
- Submission of all required work is due to the instructor the following term (excluding summer session) by the deadline set by the instructor, no later than Friday of Week 7.
- 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.
- 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.

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 preapproved courses such as Internship, Research, Thesis, Seminar, or other courses that extend beyond regular grading periods. If a final grade is not submitted within three terms (excluding summer) after the original enrollment term, 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 enrollment term 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 online for viewing at the close of each quarter. Upon viewing grades via the secured website, 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; 600 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; 659 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; 669 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; 679 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; 694 DIRECTED READING (1-3)
Independent reading for students who wish to broaden their knowledge in a particular discipline.

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. Walla Walla University is committed to providing educational opportunities and inclusion to all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) as amended, and Washington State laws. The Disability Support Services (DSS) office is here to advise and assist with student's disability-related needs, determine

eligibility for various support services, and arrange academic adjustments and other accommodations.

Examples of accommodations are: exam accommodations, books and other print material in alternate format, use of auxiliary aids and technology, note-taking assistance, accessible housing and other services.

To request accommodations, which are made with the student on an individual basis, students should arrange an appointment with the Assistant Director of Disability Support Services at dss@wallawalla.edu, or phone (509) 527-2366. Additional information may be found at www.wallawalla.edu/dss

WWU LIBRARIES

Faculty librarians, library research consultants, library staff, and student assistants seek to inspire excellence in thought by bringing people and information together in innovative ways at the WWU Libraries including Peterson Memorial Library (library.wallawalla.edu) on the College Place campus, the MSW focused library on the Billings campus, the School of Nursing Library on the Portland campus, and our distance learning students. Librarians and 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.

LEARN. EXPANDING INFORMATION LITERACY. Many of our graduate programs hold introductory seminars to familiarize students with professional and academic research tools available to them as a Walla Walla University student. Graduate students have the option to practice research as inquiry and searching as exploration by connecting one-on-one with librarians through consultations on their particular research needs.

CONNECT. RESEARCH AND REFERENCE ASSISTANCE. Librarians, library staff, and library student assistants seek to facilitate student success through assistance in finding articles and other resources for papers, speeches, and other assignments through Research Guides, face-to-face interactions, chat and email reference, and the LibAnswers Knowledge Base. More in-depth research consultation with faculty librarians is also available in face-to-face or virtual settings.

ACCESS. RESOURCES AND RESEARCH CENTRAL. Research Central, WWU's online

discovery system, connects students and faculty on all 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.

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 (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. Databases include such key resources as *Academic Search Full-Text Premier*, *ERIC*, *Medline*, *PsycInfo*, *PsycArticles*, *SocINDEX full-text*, *Communications and Mass Media Complete*, and *Science Digest*. 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 through the College Place or Portland 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, sound recordings, and films from academic libraries throughout 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 or the Portland School of Nursing Library. Delivery time is typically five to seven business days. Presently, the Summit service is not available to the Billings, Montana MSW site.

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 seven 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

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.

Kretschmar Hall and Chan Shun Pavilion. The facilities of Kretschmar Hall features numerous

classrooms, labs, and offices including offices for the communication and languages, physics, math, and computer science departments. Two computer labs are in Kretschmar Hall, open late for student use. The Chan Shun Pavilion is home to the School of Engineering. Here undergraduate students have access to equipment in engineering labs to gain valuable experience.

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 one additional campus in Billings, 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 person employed by the University in an administrative, supervisory, academic, research, or support staff position
- A person elected to the Board of Trustees;
- A person employed by or under contract to the University to perform a special task, such as legal counsel or an auditor.
- 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 the Title IX coordinator, at (509) 527-2259 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. One quarter prior to program completion, a Graduate Application for Degree must be completed and submitted via myWWU. 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.

See 12 Clicks to Graduation for additional information at:

<https://www.wallawalla.edu/academics/student-academic-services/academic-records/forms/12-clicks-to-graduation>

GRADUATION

Students are expected 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.
- 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.

PROGRAMS OF STUDY

BIOLOGICAL SCIENCES

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

ADMISSION

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

1. The application form
2. Three professional references (unless the applicant is a WWU biology major)
3. All transcripts from accredited colleges or universities previously attended
4. A personal statement of objectives and goals (usually less than 3 pages)
5. Teaching assistant application (if a TA is desired)

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.

BIOLOGY (M.S.)

Required Courses:

BIOL 495	Colloquium	0
BIOL 510	Graduate Seminar	5
	Graduate Religion Course	3
	Electives	25

Thesis Requirements:

BIOL 544	Thesis Proposal	2
BIOL 545	Thesis Research	8
BIOL 546	Thesis	2

Total: 45

BIOL 495: six quarters required

BIOL 510: five courses required

Electives: (10 credits must be 500 - level BIOL courses)

SCHOOL OF EDUCATION AND PSYCHOLOGY

Maria Bastien Valenca, Dean; Melody Ezpeleta, Brian Hartman, Linda Ivy, Amanda Ramoutar.

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

The Master of Education (M.Ed.) degree is designed for educators whose goal is to improve or expand the area of their professional performance, and to provide leadership in teaching or administrative roles at the K-12 level.

The M.Ed. includes applied or research-based routes to be selected in consultation with an advisor. The applied route is primarily coursework-based yet provides opportunities for application through a practicum and an application project. The research route combines coursework and practicum with the opportunity to conduct a full research-based project.

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.) with concentrations in the following areas:

- Educational Leadership
- Literacy Instruction
- Special Education
- Teaching and Learning
- *Individualized Area

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 three professional references and a personally prepared statement of philosophy and purpose (see guidelines below). 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.

Educational Philosophy. In one page, summarize your beliefs and views on the following topics in education: the purpose of education, the role of teachers, students, and curriculum, as well as classroom management and discipline.

Statement of Purpose. Address the areas described below in 2 pages or less.

1. Briefly address your motivation to pursue graduate study in education.
2. What career goals and experiences will contribute to your success as a graduate student and professional educator? What professional contributions do you hope to make in the field of education, including that of your own teaching and learning practice?
3. Share some of the characteristics that demonstrate your potential as a graduate student in education. For example, skills in, and experiences with: collaboration with others; leadership ability; communication and language skills; awareness of personal biases and privileges, as well as the ability to empathize with others; and your overall teaching

and learning experience as a P-16 educator (and/or other non-traditional teaching and learning practice).

4. What do you see as your strengths and areas for growth? How might graduate study be supported by your strengths and provide opportunities for growth?

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 the following prerequisites: courses in both educational philosophy and child development, and a minimum of one year classroom experience and/or additional information regarding non-traditional experience with school-aged (P-16) children and adolescents. 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 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. An application for degree must be submitted at least two quarters prior to completion of the program. 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.

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 provides support in application to the North American Division of Seventh-day Adventists. Since certification

requirements are subject to frequent change, students seeking to qualify for either residency or continuing/professional certification should consult with their advisor(s), and the certification officer 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

MASTER OF EDUCATION CORE

The Master of Education (M.Ed.) degree begins with a set of core courses in education, followed by four concentration options – Educational Leadership, Literacy Instruction, Special Education, and Teaching and Learning. For each concentration an applied or research-based track is available. As noted in the previous section, the applied route focuses on coursework with opportunities for application through a practicum and an application project. The research route combines coursework and practicum with the addition of a full research-based project.

Basic Courses

EDUC 503	Introduction to Graduate Study in Education	0
EDUC 561	Introduction to Educational Research	4
	Graduate Religion Course	3
SPED 510	Introduction to Special Education and Inclusive Classrooms	4

Select one of the following

EDUC 515	Educational Technology I	3
EDUC 525	Educational Technology II	3

Select one of the following

EDAD 593	Practicum in Administration	4
EDCI 593	Practicum in Teaching and Learning	3
EDUC 593	Practicum in Literacy	3
SPED 593	Practicum in Special Education	4

Applied Track (5 credits)

EDUC 580	Application Project	1-2
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Approved Electives* 3-4

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

Research Track (5 credits)
EDUC 581 Professional Project 5

Total: 22

EDUCATIONAL LEADERSHIP CONCENTRATION

This concentration 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. Upon completion, candidates may be eligible for a NAD administrator endorsement.

Concentration Core		
EDAD 511	21st-Century Educational Leadership	3
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
EDUC 556	Integrative Curriculum Design	3

Total: 27

LITERACY INSTRUCTION CONCENTRATION

This concentration is designed for practicing educators who wish to enrich their competency and may lead to Washington State and/or NAD endorsement as a reading specialist once all requirements are met including any state-required assessments. Any students wishing to pursue the endorsement must work closely with their advisors and the certification officer when choosing electives and project fulfillment.

Concentration Core

EDUC 475	Teaching Reading Skills in The Content Areas	3
EDUC 535/SPED 535	Reading Diagnosis and Remediation	3
EDUC 546	Reading and Writing Assessment	3
EDUC 549	21st-Century Literacies	3
ENGL 574	Literature for Children and Young Adults	4
SPED 531	Psychology of Reading	3
WRIT 589	Writing Theory	3

Select one of the following

EDUC 520	Teaching Beginning Literacy	3
EDUC 533	Literature-Based Reading Instruction	3
EDUC 537	Thematic Approaches to Literacies Instruction	3

Total: 25

SPECIAL EDUCATION CONCENTRATION

This fully online concentration is designed for practicing educators who wish to enrich their competency and may lead to Washington State and/or NAD endorsement in the field of special education once all requirements are met including any state required assessments.

Concentration Core

SPED 520	Early Childhood Through Adolescent Special Education	4
SPED 522	Methods of Teaching and Learning in Inclusive Classrooms	4
SPED 530	Professional Skills in Special Education	4
SPED 535/EDUC 535	Reading Diagnosis and Remediation	3
SPED 538	Consultation, Collaboration, and Transition	3

SPED 539	Teaching Students with Moderate and Severe Disabilities	3
SPED 540	Functional Behavioral Assessment	3

Total: 24

TEACHING AND LEARNING CONCENTRATION

This concentration is designed for practicing educators who wish to enrich their competency in developing innovative curriculum and implementing emerging pedagogies (such as technology-infused, standards-based, integrative, project-based, and design-based learning). The requirements are sufficiently flexible to permit both elementary and secondary teachers to improve their skills in their respective content areas.

Concentration Core

EDAD 511	21st-Century Educational Leadership	3
EDCI 540	Teaching and Learning for 21st-Century Skills	3
EDUC 549	21st-Century Literacies	3
EDUC 556	Integrative Curriculum Design	3
SPED 522	Methods of Teaching and Learning in Inclusive Classrooms	4
	Approved Electives*	7

Total: 23

*Teaching and Learning electives must be chosen in consultation with the student's advisor. Suggested elective courses: TECH 528 (Design Thinking and Technology in the Classroom), EDAD 547, EDUC 506, EDUC 525, EDUC 593. Must include EDUC 525 if not taken under Basic Courses.

MASTER OF INITIAL TEACHING

M.I.T. degrees are considered terminal, professional degrees. A minimum grade point average (GPA) of 3.0 is required in all certification, endorsement, and cognate courses that apply to these requirements. Any course graded lower than a C cannot apply. Field

experiences and clinical practice require an eCertification Pre-Residency formal application, law enforcement background check (fingerprinting), and moral character clearance. Contact the School of Education and Psychology for details.

Student teaching is combined part-time and full-time clinical practice in an elementary, middle school, special education, or designated disciple-specific secondary classroom under the supervision of an experienced certificated teacher. The candidate must document 450+ hours, according to current Washington state requirements, in supervised clinical practice over the course of their student teaching experience. School of Education and Psychology requirements across three quarters may exceed Washington state requirements. Check with the certification officer for possible changes.

Student teaching requires formal application to the School of Education and Psychology. Student teaching application packets, available from the Education and Psychology office, are due by the first Friday of December, prior to the year in which the candidate plans to enroll for the experience. Teacher candidate 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. *Note: The School of Education and Psychology will contact all potential placements; however, placements cannot be guaranteed. Placements are generally made in the Walla Walla Valley region; while all efforts are made to take candidate needs into consideration, we cannot guarantee that placements will be within walking distance of Walla Walla University campus.*

According to Washington State guidelines, candidates seeking student teaching placement are required to take the Washington Educator Skills Test-Endorsement (WEST-E) and/or National Evaluation Series (NES) in their primary certifiable content area prior to entering the clinical practice classroom and scores must be received by the certification officer prior to August 1 of the student teaching year. Teacher candidates are required to have current fingerprints and pre-residency clearance. Teacher candidates will not be allowed to enter the clinical practice classroom without this documentation. Candidates are required to pass the WEST-E/NES – in all their content areas – and the current Washington State assessment

instrument in order to obtain Washington State certification.

NOTES ON WASHINGTON STATE CERTIFICATION

The school attempts to provide current information on certification requirements in this bulletin. Because of frequent changes in state requirements, however, the candidate must consult with the School of Education and Psychology certification officer periodically for updated information that might affect certification status.

Meeting graduation requirements as specified in this bulletin does not guarantee state certification. An application process, including fingerprint clearance and a Dean's Affidavit regarding the candidate's fitness, and passing of the current Washington State assessment instrument are required.

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 SAT or combination thereof, EDUC 386 Seminar in Washington State Social Sciences Resources, PSYC 130 General Psychology, SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing (B- minimum), HIST 221 or HIST 222 History of the United States, HIST 386 Cultures of the Pacific Northwest.

Co-requisites: MATH 112, MATH 113 Mathematics for Elementary Teachers (B- minimum), GEOG 252 World Geography, and HLTH 110 Wellness for Living. Physical and Life Science courses (which must include labs), or equivalent coursework. RELT 202 Christian Beliefs or equivalent coursework 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.

INSTRUCTION WITH CERTIFICATION (ELEMENTARY)

Basic Courses

EDUC 503	Introduction to Graduate Study in Education	0
EDUC 522	Philosophy and Education	3
EDUC 561	Introduction to Educational Research	4
PSYC 517	Psychology of Learning and Development	4
	Graduate Religion Course	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: Mathematics	4
EDCI 582	Methods of Teaching K-12 Social Studies and History	4
EDCI 583	Teaching and Learning: 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	Program Assessment Part 1	1
EDUC 452	Program Assessment Part 2	1

EDUC 453	Program Assessment Part 3	1
EDUC 460	Elementary Student Teaching Part I	2
EDUC 470	Elementary Student Teaching Part II	2
EDUC 480	Elementary Student Teaching Part III (Graduate)	9
EDUC 495	Colloquium: Child Abuse	0
EDUC 497	Multigrade and Rural Education	2
EDUC 505	Elementary Classroom Organization and Management	3
EDUC 511	Introduction to and Foundations of Education	4
EDUC 550	Introduction to Teacher and Learning Practices and Technology	2
ENGL 574	Literature for Children and Young Adults	4
MUED 394	Music in the Elementary School	3
PETH 396	Methods of Teaching K-12 Physical Education and Health	4
		Total: 90

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

Pass the WESTE/NES exam for elementary education.
Pass the WA State assessment tool.

Adventist Education Certification (Optional)

EDCI 581	Methods of Teaching K-12 Religion	3
RELH 457	History of Adventism	3
RELT 417	Prophetic Inspiration	3
		Total: 99

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 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). EDUC 386 Seminar in Washington State Social Sciences Resources, PSYC 130 General Psychology, MATH 105 or higher (B- minimum), SPCH 101 Fundamentals of Speech Communication, ENGL 223 Research Writing (B- minimum) or equivalent course work, HIST 386 Cultures of the Pacific Northwest. RELT 202 Christian Beliefs and HLTH 110 Wellness for Living or HLTH 205 Survey of Health, or equivalent coursework and an additional 8 quarter credit hours of religion coursework are prerequisites/co-requisites for Adventist Education Certification. Other state certification assessment requirements: WA State assessment tool, and the ACTFL's Speaking and Writing for Designated World Languages endorsements - passing score Advanced Low.

Basic Courses

EDUC 503	Introduction to Graduate Study in Education	0
EDUC 522	Philosophy and Education	3
EDUC 561	Introduction to Educational Research	4
PSYC 517	Psychology of Learning and Development	4
	Graduate Religion Course	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	2

	Education	
EDUC 444	Cultural Diversity in Education	3
EDUC 450	Introduction to Student Teaching: Clinical Practice	1
EDUC 451	Program Assessment Part 1	1
EDUC 452	Program Assessment Part 2	1
EDUC 453	Program Assessment Part 3	1
EDUC 461	Secondary Student Teaching I	2
EDUC 471	Secondary Student Teaching II	2
EDUC 475	Teaching Reading Skills in The Content Areas	3
EDUC 481	Secondary Student Teaching Part III (Graduate)	9
EDUC 495	Colloquium: Child Abuse	0
EDUC 497	Multigrade and Rural Education	2
EDUC 511	Introduction to and Foundations of Education	4
EDUC 550	Introduction to Teacher and Learning Practices and Technology	2
EDUC 595	Secondary Methods of Instruction I	2
XXXX 395	Methods Course in Area of Endorsement	2-6
	or	
EDUC 596	Secondary Methods of Instruction II	3
Total: 59-63		
Pass the Washington State assessment tool.		
Adventist Education Certification (Optional)		
RELH 457	History of Adventism	3
RELT 417	Prophetic Inspiration	3
Total: 68-72		

Junior Academy Religion Endorsement

Eighteen religion credits and EDCI 581 are required for the Junior Academy Religion Endorsement.

EDCI 581	Methods of Teaching K-12 Religion	3
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INSTRUCTION WITH CERTIFICATION - SECONDARY (1 YEAR, 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 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 B-average and ENGL 223 Research Writing or equivalent course work B- or above, EDUC 365 Secondary Classroom Management, EDUC 386 Seminar in Washington State Social Sciences Resources, 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 to take), EDUC 450 Intro to Student Teaching Clinical Practice, and any endorsement competency classes that are not 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 Methods of Teaching K-12 Religion. GPA 3.0 or higher.

(Pass the Washington State assessment tool)

INSTRUCTION WITH CERTIFICATION (SECONDARY)

Basic Courses

EDUC 503	Introduction to Graduate Study in Education	0
EDUC 522	Philosophy and Education	3
EDUC 561	Introduction to Educational Research	4
PSYC 517	Psychology of Learning and Development	4
	Graduate Religion Course	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	Program Assessment Part 1	1
EDUC 452	Program Assessment Part 2	1
EDUC 453	Program Assessment Part 3	1
EDUC 461	Secondary Student Teaching I	2
EDUC 471	Secondary Student Teaching II	2
EDUC 475	Teaching Reading Skills in The Content Areas	3
EDUC 481	Secondary Student Teaching Part III (Graduate)	9
EDUC 495	Colloquium: Child Abuse	0
EDUC 497	Multigrade and Rural Education	2

Total: 47

SCHOOL OF ENGINEERING

Delvin Peterson, Dean; Bryce Cole Director; Rob Frohne, Mark Haun, Qin Ma, Janice McKenzie, Eduardo Riberio, Natalie Smith-Gray, Ralph Stirling, Doug Thomsen, Melodie Williams, Louie Yaw.

MASTER OF ENGINEERING

Graduating bachelor's students and working professionals interested in expanded technical, business, and project management knowledge can benefit from the M. Eng. degree. Graduate students expand their engineering background to a new engineering discipline, collaborate with undergraduate students on design projects, extend learning based on current technical literature and experimentation, and engage in project management and decision-making skills. A major design or research internship is required as a part of degree completion.

The M. Eng. degree consists of development in three skill areas: (1) engineering specialty courses, (2) research/design theory and implementation, and (3) project management and decision making. Full time students with an engineering degree can complete the program in four quarters. Up to 12 credit hours of 300-level engineering prerequisites apply on a 2-to-1 basis for graduate credit. Students with an undergraduate degree in engineering must choose technical courses outside their undergraduate specialty. All prerequisites for courses taken for graduate credit must be met. Preparatory classes (300-level or below) cannot count towards the M. Eng. degree until the balance of the 200 credit hours required for an engineering bachelor's degree are met.

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

1. The application form
2. One professional reference
3. All transcripts for accredited colleges or universities previously attended
4. A summary of professional interest and the fit of the M. Eng. Degree
5. A two-page summary of a previous research or design project

Admission Requirements:

- Undergraduate degree from an accredited program
- A minimum of 3.0 undergraduate GPA (3.25 recommended)
- An introductory programming course
- A full-year sequence of biology, chemistry, or calculus-based physics
- Ordinary differential equations
- A demonstrated ability to work individually and collaboratively on a major project

Program Requirements:

- Minimum 3.00 GPA
- Fulfillment of degree requirements within 5 years of initial enrollment in the master's program

Program Delivery. The M. Eng. degree requires in-person course interaction. Logistically, program completion requires four quarters. Some courses may require attendance on campus only one day per week or one-week immersive experiences to allow working professionals flexibility of attendance. Enrolled students working full-time should consider a minimum of 6 quarters to complete the degree and arrange schedules for study days or study weeks at the university.

4+1 Sequencing. Students enrolled in B. S. E. or B. S. degree programs at Walla Walla University are encouraged to apply for the M. Eng. program one calendar year prior to their anticipated BSE graduation date. A maximum of 12 credits completed prior to completion of the bachelor's degree may apply towards the M. Eng. degree. Formal admission to the master's program occurs only after completion of all bachelor's degree requirements. However, completion of prerequisites is strongly encouraged in consultation with the academic advisor as part of the B. S. E. degree.

Curriculum. The curriculum for the program includes 36 core credits and 9 elective credits chosen in consultation with the graduate advisor.

Core Requirements

ENGR 511	Literature Review	3
ENGR 512	Experimentation	3
ENGR 519	Decision Framework	4

ENGR 590	Research or Design Internship	3	ENGR 445	Water and Wastewater: Treatment and Transport I	4
ENGR 596	Graduate Seminar Proposal	1	ENGR 446	Water and Wastewater: Treatment and Transport II	4
ENGR 597	Graduate Seminar Project	2	ENGR 447	Receiving Water Analysis	3
ENGR 598	Graduate Seminar Completion	1	ENGR 448	Hydroenvironmental Design	3
MGMT 470/MKTG 470	Principles of Project Management	4	ENGR 449	Transportation Engineering	4
	Graduate Religion Course	3	ENGR 450	Geotechnical Engineering	3
ENGR	Specialty Courses	12	ENGR 451	Electromagnetic Fields	4
	Electives: (in consultation with graduate advisor)	9	ENGR 454	Control Systems	4
		Total: 45	ENGR 455	Signals and Systems	4
			ENGR 456	Communications Systems	4
			ENGR 460	Power Electronics	4
			ENGR 461	Kinematics	4
			ENGR 462	Machine Design	4
			ENGR 465	Heat Transfer	4
			ENGR 467	Robotics	4
			ENGR 468	Engineering Finite Element Methods	4
			ENGR 470	Combustion	4
			ENGR 471	Composite Materials	4
			ENGR 475	Mechanics of Flight	4
			ENGR 480	Manufacturing Systems Engineering	4
			ENGR 485	Biological and Chemical Reactor Design	4
			ENGR 486/BIO 486	Tissue Engineering	4
			ENGR 487	Imaging Systems	4
<i>Electives: Up to 12 hours of 300-level math, science, or engineering coursework provide up to 6 graduate credits on a 2 for 1 basis</i>					
<i>Additional 3 hours of ENGR 590</i>					
<i>Additional engineering specialty topics</i>					
<i>Additional 400-level math, science and business courses</i>					
<i>ENGR 518 should must be substituted for students who have already completed MGMT 470</i>					
<i>Students with an undergraduate engineering degree must choose specialty courses from beyond their undergraduate specialty</i>					
Specialty Courses					
ENGR 419/MATH 319	Optimization	4			
ENGR 430	Electric Power Engineering	4			
ENGR 433	Digital Design	4			
ENGR 435	Digital Design II	4			
ENGR 440	Groundwater Pollution Control	3			
ENGR 441	Steel Structural Design	3			
ENGR 442	Reinforced Concrete Structural Design	4			
ENGR 443	Timber Structural Design	3			
ENGR 444	Structural Design	3			

SCHOOL OF SOCIAL WORK AND SOCIOLOGY

Deisy Haid, Dean; James Boyd, Kristen Coffeen-Smith (Field Education Director), Cheris Current (DSW Program Director), Amanda Lewis, Kayleith Pellandini, Pamela Bing Perry (Billings MSW Program Coordinator & Campus Manager), Analizeth Pesqueira, Jeremy Springer (MSW Program Director), Idah Taruwinga, Jody Washburn, 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 clinical practice in the second year of study.

The **Advanced Standing** program is restricted to students with a minimum 3.0 GPA and BSW degree that prepared them for generalist practice at a CSWE accredited social work program. Additionally, students must meet the admissions criteria (see below) for **Advanced Standing**—which deemed them ready to participate in a clinically focused 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, an admissions essay, and a professional writing sample reflecting the following criteria:

The admissions essay should provide a clear picture of who you are by addressing the two main areas with their stated components outlined below.

Statement of Purpose

Succinctly address the areas described below (1 page).

1. 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. What career goals and experiences will contribute to your success as a graduate student and professional social worker?
4. What are your academic and practice interests?
5. What professional contributions do you hope to make to the field of social work?

Personal Statement

Describe and discuss the four categories outlined below to support your application to the MSW program (2 pages).

1. Characteristics that demonstrate your potential in the WWU MSW program including:
 1. Collaboration with others.
 2. Leadership ability.
 3. Ability to empathize with others, especially those who are different from you.
 4. Communication and language skills (oral, written, bilingual, etc.).
 5. Awareness of your personal biases and privileges.
 6. Perseverance in overcoming obstacles (economic, discrimination, criminal justice, etc.).
2. Notable accomplishments that demonstrate your potential in the WWU MSW program including:
 1. Paid and/or practicum social work practice experience.
 2. Professional paid experiences or military service.
 3. Community involvement and voluntary service.
 4. Educational accomplishments and areas of focused study.
3. Strengths and assets

4. Areas needing improvement and/or areas of concern. Areas of concern include gaps in employment, involvement with the criminal justice system, GPA that does not meet minimum admission standards (3.0, Advance Standing; 2.75, Regular Standing), or any other special circumstances. If any of those circumstances exist, support your request to be conditionally admitted.

Professional writing sample. The ability to conceptualize and communicate effectively through writing is required for success in graduate education. Your social problem analysis affords you the opportunity to demonstrate your professional writing abilities and critical thinking skills.

Social Problem Analysis. Analyze and address a social problem of significant concern with the assumption that you have available resources at your disposal. Paper should be 2-3 pages that meet APA 7th ed. requirements. At least 2-3 scholarly sources to support your discussion must be cited and appropriate headings and professional writing style integrated. Please address the five aspects outlined below with precision and thoughtfulness.

- Identify and describe a social problem of significant concern.
 - Discuss what makes it a social problem.
 - Compare competing perspectives on the issue.
 - Describe groups most impacted.
- Discuss contributing and preventative factors.
 - Examine factors that contribute to and maintain the problem.
 - Evaluate prevention efforts to reduce or eliminate the problem.
- Develop and critique solution(s) to the social problem.
 - Pay attention to challenges that may impact the proposed solution(s).
- Explain why society should be concerned about this social problem.
 - Reflect on potential consequences/costs if ignored vs. benefits if addressed.
- Describe the role you envision yourself playing as a social worker in addressing this social problem.

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 recent (within the past 5 years) 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 been 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 clinical 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.

Core Courses: First Year Regular Standing

SOWK 505	Research I	3	Electives	
SOWK 506	Research II	1	*Electives	6
SOWK 507	Research III	1		Total: 79
SOWK 510	Privilege and Oppression	3	Core Courses - Advanced Standing	
SOWK 514	Historical Development of Social Welfare	3	SOWK 540 Advanced Clinical Evaluation	3
SOWK 515	Comparative Theories	3	SOWK 541 Advanced Practice with Individuals	4
SOWK 517	Practice with Individuals	4	SOWK 542 Psychopathology	3
SOWK 518	Practice with Small Groups	3	SOWK 544 Policy Analysis and Advocacy	3
SOWK 519	Practice with Couples and Families	3	SOWK 545 Advanced Practice with Couples and Families	4
SOWK 520	Practice with Communities and Organizations	2	SOWK 573 Advanced Practice with Groups	4
SOWK 524	Human Behavior and Social Environment I	3	SOWK 588 Social Work, Religion, and Spirituality	3
SOWK 525	Human Behavior and Social Environment II	2	Field Education: Clinical	
SOWK 595	Colloquium: Generalist Field	0	SOWK 530 Field Education: Clinical	2-5; 12
Field Education - Generalist			Electives	
SOWK 529	Field Education: Generalist	2-4; 6	*Electives	13
Core Courses: Second Year Regular Standing				Total: 49
SOWK 540	Advanced Clinical Evaluation	3	Electives*	
SOWK 541	Advanced Practice with Individuals	4	Not all electives are offered every year or at every program site.	
SOWK 542	Psychopathology	3	SOWK 527 Introduction to Substance Abuse and Disorders and Interventions	3
SOWK 544	Policy Analysis and Advocacy	3	SOWK 531 Death and Dying	3
SOWK 545	Advanced Practice with Couples and Families	4	SOWK 536 Clinical Treatment of Trauma	3
SOWK 573	Advanced Practice with Groups	4	SOWK 549 Attachment Theory Through the Life Span	3
SOWK 588	Social Work, Religion, and Spirituality	3	SOWK 551 Family Violence	3
Field Education - Clinical			SOWK 552 Clinical Treatment of Children and Adolescents	3
SOWK 530	Field Education: Clinical	2-5; 12	SOWK 555 School Social Work	3
			SOWK 556 Play Therapy	3
			SOWK 557 Solution-Focused Brief	3

	Therapy	
SOWK 558	Cognitive Behavior Therapy	3
SOWK 567	Self-care for Social Workers	2
SOWK 570	Social Work Practice in a Medical Setting	2
SOWK 572	Clinical Treatment in Mental Health	3
SOWK 575	Clinical Practice with 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; 6
SOWK 584	Topics in Social Work Leadership and Administration	2; 4
SOWK 585	Topics in Clinical Social Work	3; 9
SOWK 596	Social Work Practice Seminar	2; 6

DOCTOR OF SOCIAL WORK

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's 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. 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.
- b. A description of a situation in a professional role and how you used practice knowledge, skills, and values to intervene successfully.
- c. A statement of your future professional vision and how the pursuit of a DSW degree will aid you in achieving your goals.
- d. 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

	Oppression	
SOWK 616	Social Work Curriculum Development and Instruction	4
SOWK 617	Using Data and Program Evaluation for Quality Improvement	4
SOWK 630	Research Methods I	3
SOWK 631	Research Methods II	4
SOWK 632	Peer-Reviewed Scholarship	4
SOWK 634	Socially Just Organizations and Practices	3
SOWK 636	Innovations in Social Work Education and Practice	4
SOWK 638	Organizational Behavior and Leadership	4
SOWK 650	Capstone Research Project I	4
SOWK 651	Capstone Research Project II	4
	Electives	4
		Total: 60

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

DSW students must complete 60 quarter credits, including 56 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.

Core Requirements

SOWK 610	Ethics and Social Responsibility	3
SOWK 611	Introduction to Teaching and Leadership in Social Work	3
SOWK 612	Leadership Theory	4
SOWK 613	Teaching Pedagogies: Theory and Practice	4
SOWK 614	Challenging Privilege and	4

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

COURSES

BIOL - BIOLOGY

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

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

BIOL 510 - GRADUATE SEMINAR (1; 6)

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

BIOL 525 - ETHICAL ISSUES IN SCIENCE (3)

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

BIOL 530 - MOLECULAR BIOLOGY TECHNIQUES (4 OR 5)

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

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 (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. 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 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 575 - MARINE INVERTEBRATES (5)

A study of the biology of selected groups of marine invertebrates.

EDAD - EDUCATIONAL LEADERSHIP

EDAD 511 - 21ST-CENTURY EDUCATIONAL LEADERSHIP (3)

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. Explores leadership strategies for supporting innovative teaching and learning initiatives such as standards-based grading, integrative learning, design-thinking, and project-based learning.

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. Prerequisite: Teaching experience in a K-12 setting or permission of the instructor. Offered: Odd summer quarters.

EDAD 545 - PRINCIPALSHIP, K-12 (4)
Explores 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 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.

EDAD 593 - PRACTICUM IN ADMINISTRATION (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. Graded S or NC. Prerequisite: 540 days of full-time or more teaching in a public or private school system and permission of the School of Education and Psychology.

EDCI - EDUCATION CURRICULUM AND INSTRUCTION

EDCI 540 - TEACHING AND LEARNING FOR 21ST-CENTURY SKILLS (3)
Introduces integrative teaching and learning philosophy, theory, and methods. An overview of how to teach 21st-century skills (creativity, collaboration, communication, and critical thinking) through integrated project-based learning (PBL) and design-based learning. Provides a foundation for development of curriculum and assessments for standards-based, real-world problem-solving experiences. Offered: Even summer quarters.

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. Field experience required. Prerequisite: PSYC 517 or equivalent (or corequisite). Corequisite: EDUC 550 (or prerequisite) or permission of instructor.

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). Prerequisite: EDUC 550, EDCI 550, ENGL 574 (or equivalent), or permission of instructor. Corequisite: EDCI 590 (or prerequisite).

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. In this course, special attention is given to writing instruction. Field experience required. Research Component. (Course fees apply.) Prerequisite: EDCI 560 or permission of instructor.

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: MATHEMATICS (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. (Course fees apply.) Prerequisite: Admission to Teacher Certification Program; MATH 112 and MATH 113 or equivalent.

EDCI 581 - METHODS OF TEACHING K-12 RELIGION (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 that nurtures the student's spiritual growth. Includes North American Division Encounter Bible Curriculum training for elementary and secondary. Field experience required. Prerequisite: Declared Adventist Education Certification.

EDCI 582 - METHODS OF TEACHING K-12 SOCIAL STUDIES AND HISTORY (4)

Survey of curriculum, media, and research-based strategies used in teaching K-12 social studies and history, with special attention paid to developing pedagogical content knowledge and use of Curriculum Based Assessments. Includes experience with Washington State curriculum requirements such as *Since Time Immemorial: Tribal Sovereignty in Washington State* and *Washington State Holocaust Education Best Practices*. Field experience required. Recommended that EDUC 386, GEOG 252, and HIST 386 completed prior to enrollment. Prerequisite: EDUC 550, EDCI 590, GEOG 252 or equivalent.

EDCI 583 - TEACHING AND LEARNING: 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.) Prerequisite: EDUC 550, EDCI 573 or permission of instructor. Corequisite: EDCI 573 (or prerequisite).

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. Corequisite: EDUC 550 (or permission of instructor).

EDCI 593 - PRACTICUM IN TEACHING AND LEARNING (3)

Supervised educational experiences utilizing curriculum strategies, techniques, and evaluations that can be observed and practiced. Graded S or NC. Prerequisite: Permission by the School of Education and Psychology.

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. Offered: Even Summer Quarters Only.

EDFB - EDUCATION FIELD BASE

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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 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 503 - INTRODUCTION TO GRADUATE STUDY IN EDUCATION (0)

Introduces the Walla Walla University learning management system and other technology requirements, research and writing expectations and resources, as well as the departmental lesson plan. Graded S or NC.

EDUC 505 - ELEMENTARY CLASSROOM ORGANIZATION AND MANAGEMENT (3)

In-depth examination of various models, techniques, law, and ethics for the management of all learners within the classroom, home, and community. Introduction to social-emotional learning, including standards and benchmarks, resources, and culturally responsive practices. Field experience required. Prerequisite: EDUC 550 (or corequisite).

EDUC 506 - 21ST-CENTURY PERSPECTIVES ON SCHOOL AND COMMUNITY (3)

Provides practicing educators with a comprehensive view of the K-12 curriculum from the perspective of integrative teaching practices. explores the evolution of modern educational thought and practice, social and political influences on curriculum, and future possibilities (such as an integrative, design-based curriculum). Offered: Even summer quarters.

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

An introduction to education including social and historical foundations, models, theories, philosophy, special education, and 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.

EDUC 515 - EDUCATIONAL TECHNOLOGY I (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 - EDUCATIONAL TECHNOLOGY II (3)
An integrated approach to teaching with technology in the classroom. Provides experiences, resources and models of effective use of emerging technologies. Introduces both device-based technologies as well as web-based tools that prepare teachers to implement 21st-century skills in their classroom. Prerequisite: EDUC 515 or permission of professor.

EDUC 533 - LITERATURE-BASED READING INSTRUCTION (3)
An examination of current philosophy and research supporting literature-based reading instruction. Focus on establishing the context for literacy learning, selection and creation of appropriate materials, integration of literature in the content areas, and the teaching of literary elements in context. Prerequisite: EDUC 360 or equivalent.

EDUC 535 - READING DIAGNOSIS AND REMEDIATION (3)
Explores the diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360. Cross-Listed as: SPED 535. Offered: School of Education and Psychology.

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 (3)
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 TEACHER AND LEARNING PRACTICES AND TECHNOLOGY (2)
Candidates will be introduced to initial lesson planning, including the use of technology, and prepare for classroom field experience. Emphasis is placed on Universal Design for Learning to provide candidates the ability to adapt technology, instruction, and assessment to meet the needs of all students. (Course fees apply.) Prerequisite: EDUC 511 (or corequisite) or permission of instructor.

EDUC 556 - INTEGRATIVE CURRICULUM DESIGN (3)
Application of the philosophy and theory of integrative curriculum development to the design of standards-based, real-world problem-solving experiences. Explores the development of integrated curriculum from multiple disciplines to solve problems using design-thinking and project-based learning. 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 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 580 - APPLICATION PROJECT (1-2)
Planning and implementation of an application project in education. Developed in close consultation with a department faculty member, the applied project typically concludes with an informal report and/or

public presentation. Graded S or NC. Prerequisite: Graduate standing.

EDUC 581 - PROFESSIONAL PROJECT (5)

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. Graded S or NC. Prerequisite: Graduate standing.

EDUC 593 - PRACTICUM IN LITERACY (3)

Supervised experiences with school-aged children, where instructional techniques, management, and assessment can be observed and practiced. Prerequisite: Permission by the School of Education and Psychology.

EDUC 595 - SECONDARY METHODS OF INSTRUCTION I (2)

Introduces state certification requirements and lesson strategies. Field experience required. (Course fees apply.) Prerequisite: EDUC 550, EDCI 565; EDUC 596, or discipline-specific equivalent.

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. Corequisite: EDUC 595.

ENGR - ENGINEERING

ENGR 505 - INTRODUCING STUDENTS TO ENGINEERING (3)

Introduction to engineering design and problem-solving methods. Principles illustrated through a series of projects and interactive examples that introduce the participant to a variety of engineering fields. Students adapt the content for use in their K-12 classroom. Offered summer only, as needed. (Course fees apply.) Prerequisite: Recommended prerequisite: EDCI 540 Teaching and Learning for 21st Century Skills.

ENGR 511 - LITERATURE REVIEW (3)

Systematic search and reporting methods for student-driven research of state-of-the-art methods towards specific research topic; argumentative, integrative, historical, methodological, systematic, and theoretical styles included.

ENGR 512 - EXPERIMENTATION (3)

Planning, implementation, data acquisition, statistical analysis, and documentation of experiments. Specific consideration of measurement accuracy, precision and bias during experiment.

ENGR 518 - ENGINEERING MANAGEMENT SKILLS (4)

Engineering personnel, project, and self-management for engineers at all levels. Skill development includes communication, personnel management, budget management, and teamwork for employees, managers, and owners. Includes relationship building and maintenance. Covers coordination of design, construction or production management, and design modification for unforeseen factors.

ENGR 519 - DECISION FRAMEWORK (4)

Decision and risk analysis in engineering using framework organization to analyze and evaluate complex unstructured engineering applications.

ENGR 590 - RESEARCH OR DESIGN INTERNSHIP (3)

Approved design internship or research activity either on campus or in an external venue with tailored achievement targets formulated with a project advisor from the School of Engineering. Course may be taken twice for a total of 6 hours of credit.

ENGR 596 - GRADUATE SEMINAR PROPOSAL (1)

Students lead a group of undergraduate students in the development of a proposal for a design or research project under the supervision of a faculty member. Other project collaboration scenarios may be arranged in consultation with the program director.

ENGR 597 - GRADUATE SEMINAR PROJECT (2)

Student teams complete 70% of project milestones including design review and timeline modification.

ENGR 598 - GRADUATE SEMINAR COMPLETION (1)

Oral, formal report, and poster presentations of research or design project. One presentation venue must be external to Walla Walla University.

ENGL - ENGLISH

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.

GNRL - GENERAL

GNRL 501 - POST-COMMENCEMENT CONTINUING ENROLLMENT (0)

A continuation course for students who have participated in commencement but have not completed degree requirements. (Course fees apply.)

GNRL 505 - PRE-COMMENCEMENT CONTINUING ENROLLMENT (0)

A continuation course for students with an approved degree application who completed all required coursework, generally during fall or winter term, but have outstanding requirements that need to be met prior to commencement. Only open to students who have not previously marched at commencement. Enrollment limited to no more than three quarters.

GNRL 601 - POST-COMMENCEMENT CONTINUING EDUCATION (0)

A continuation course for students who have participated in commencement but have not completed degree requirements. (Course fees apply.)

GNRL 605 - PRE-COMMENCEMENT CONTINUING ENROLLMENT (0)

A continuation course for students with an approved degree application who completed all required coursework, generally during fall or winter term, but have outstanding requirements that need to be met prior to commencement. Only open to students who have not previously marched at commencement. Enrollment limited to no more than three quarters.

GRPH - GRAPHIC DESIGN

GRPH 553 - 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, and the basic principles of mobile website and application design.

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.

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.

RELM - MISSIONS

RELM 550 - CHRISTIAN MISSION (3)

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

RELT - RELIGION

RELT 508 - COMPASSION AND WHOLENESS (3)

Study of the art and science of compassionate living, including engagement with biblical foundations for compassion and wholeness and exploration of applied Christianity in the realms of leadership, problem solving, and relationship with self, others, and the created world. Credit not allowed for both RELT 408 and RELT 508.

RELT 517 - PROPHETIC INSPIRATION (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 RELT 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 RELT 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 - RESEARCH II (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 507 - RESEARCH III (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: Prerequisite: SOWK 524.

SOWK 527 - INTRODUCTION TO SUBSTANCE ABUSE AND 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. (Course fees apply.) Graded S or NC. Prerequisite: SOWK 517, SOWK 595. Corequisite: SOWK 517.

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. (Course fees apply.) Graded S or NC. Prerequisite: Prerequisite or Co-requisite: Regular Standing 2nd year or Advanced Standing.

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. Corequisite: 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; SOWK 542. Corequisite: SOWK 530, SOWK 542.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: SOWK 541, SOWK 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 WITH 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 595 – COLLOQUIUM: GENERALIST FIELD (0)

Generalist field colloquium is required for all 1st year, regular standing students, and is designed as an orientation course to Field Education in the MSW Program. Students will be provided information regarding field logistics along with the various roles and responsibilities of the student, agency, supervisor(s), and institution outlined in the Field Education Manual. Instructor and student will collaborate to review agency options and secure placement for the subsequent quarter.

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 (3)

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 (3)

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 PRIVILEGE AND OPPRESSION (4)

Course addresses the structural dynamics of power and privilege, particularly how they impact and are impacted by social workers. Skill development will focus on self-awareness, cultural humility, and critical reflexivity.

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 - USING DATA AND PROGRAM EVALUATION FOR QUALITY IMPROVEMENT (4)

Exploration and application of effective evaluation practices and models to determine the outcome of projects and programs. Emphasizes data collection methods, analysis, and use of data to make decisions that support organizational strategy, structures, and stakeholder experiences for quality improvement. Prerequisite: SOWK 615.

SOWK 630 - RESEARCH METHODS I (3)

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 - SOCIALLY JUST ORGANIZATIONS AND PRACTICES (3)

Exploration of methods to assess organizational structures for anti-oppressive and anti-privilege practices. Course focuses on how to critique diversity, equity, and inclusive policies and practices in

professional settings, and develop strategic plans that foster socially just work and learning environments. Prerequisite: SOWK 614.

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

Course identifies innovations in social work practice, education, and leadership. Research to support these practices is explored and the implications for social work practice. Strategies are examined to identify structural issues that impact quality and initiatives to advance organizational change. Prerequisite: SOWK 612, 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, SOWK 615.

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. Prerequisite: 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. Prerequisite: 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)

Examines the social, historical, ethical, and legal foundations of special education and inclusive classrooms. Discusses the full range of student abilities and disabilities, and the strategies for developing the required individualized education program.

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. Prerequisite: SPED 510 (or corequisite).

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. Prerequisite: SPED 510 (or corequisite).

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. Prerequisite: SPED 510 (or corequisite).

SPED 520 - EARLY CHILDHOOD THROUGH ADOLESCENT SPECIAL EDUCATION (4)

Explores service delivery approaches used in special education for early childhood, childhood and adolescence. Engages participants in the application of strategies and development of instructional materials based on evidence-based practices to support the highest levels of achievement and development for

students with diverse needs from birth through 21 years of age. Emphasizes the development of individualized family service plans, individualized education plans and on transition planning.

SPED 522 - METHODS OF TEACHING AND LEARNING IN INCLUSIVE CLASSROOMS (4)

Introduces concepts and skills needed for teachers to be able to include students with exceptional needs in inclusive classrooms. Adapting environment, instruction, and assessment to accommodate the needs of 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)

Provides prospective special education teachers with a foundation in effective assessment and instructional practices. Legal aspects of special education, individualized education plans, roles and responsibilities of teachers, and assessment administration are discussed. Emphasis is placed on issues related to professionalism and ethical practice, including conducting professional activities in compliance with applicable special education laws, policies, and 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 (3)

Explores the diagnosis of problems in reading and the exploration of remedial strategies and techniques. Field experience required. Prerequisite: EDUC 360. Cross-Listed as: EDUC 535.

SPED 538 - CONSULTATION, COLLABORATION, AND TRANSITION (3)

Introduces school, family, and community partnerships to improve learning for students with disabilities. Develops understanding of the role of family systems including cultural and linguistic diversity to special education programs. Emphasizes the role of special education teachers in IEP development and transition planning. Prerequisite: SPED 510.

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

Provides an in-depth examination and implementation of effective assessment and teaching techniques for students with moderate and severe disabilities. Candidates will also study classroom setup for accommodations of students with moderate and severe disabilities in the regular classroom. Includes strategies for strengthening family partnerships and for team collaboration. Prerequisite: SPED 510, SPED 530 (or corequisite).

SPED 540 - FUNCTIONAL BEHAVIORAL ASSESSMENT (3)

Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Presents methods of assessing student behavior, designing ethical behavioral interventions, and monitoring the progress of these interventions within a multi-tiered system of support framework. Emphasizes procedures for a Functional Behavioral Assessment (FBA) and behavior intervention planning (PBIS). Prerequisite: SPED 510; SPED 522 (or corequisite).

SPED 593 - PRACTICUM IN SPECIAL EDUCATION (4)

Engages candidates in planning, decision-making, teaching, and evaluating the quality of their instruction to exceptional children or adults. Additionally, candidates will experience the different types and levels of service delivery across the continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school settings. Observation and teaching in selected school environments under the direction of a mentor special/inclusive education teacher will be required. Prerequisite: Permission by the School of Education and Psychology.

TECH - TECHNOLOGY EDUCATION

TECH 528 - DESIGN THINKING AND TECHNOLOGY IN THE CLASSROOM (2)

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. (Course fees apply.) Cross-Listed as: TECH 428.

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 2023-2024

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. The 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. The 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: studentaid.gov/h/apply-for-aid/fafsa. Graduate students applying for financial aid should 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 Masters Tuition: \$695 per quarter hour.
Engineering Master Student: \$886 per quarter hour.

Graduate Doctoral Tuition: \$1,139 per quarter hour.
Education and Biology Masters Student Tuition (with teaching contract): \$466 per quarter hour.

Students are not eligible for WWU grants and scholarships, but may apply for Federal Direct Student Loans. The balance of the tuition not covered by awarded loans must be paid by the financial clearance deadline.

General Fee. All tuition paying graduate students registered for 4 or more hours are charged \$121 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. Be sure to check your health insurance plan to see if there are in-network providers in your local school area, or consider other health insurance plans. Information regarding local area providers and the purchase of other insurance plans can be found at wallawalla.edu/insurance.

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 Officer 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)	\$426
Background check	\$25*
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

*required for some programs only

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.

- \$200 if in a 1 bedroom or shared 2+ bedroom residence
- \$400 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-owned housing poses serious health, safety, and maintenance concerns. In addition to direct damage incurred by animals, many students have allergic reactions to various animals.

GRADUATE REFUNDS

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

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

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

For a withdrawal and refund schedule for summer courses, please contact the Academic Records Office, or consult the current on-line Summer Class Schedule at: wallawalla.edu/bulletin. Please refer to the current online 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 changes.

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 that 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 adviser. International students will be expected to use the regular Payment Plan as described in the WWU Financial 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.

GRANTS AND SCHOLARSHIPS

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 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.

SCHOLARSHIPS

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 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, Capstone Research, field practice, or Professional Projects, must register for GNRL 501 or 601 Continued Enrollment for 0 credits per quarter until research/practice/project is completed or program completion timeline expires (p 13 Graduate Bulletin, *Time Allowed for Completion of Degree*). A course fee of \$300 per quarter for Masters students and Doctoral students applies.

ADMINISTRATION-FACULTY

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Assistant Vice President of Student Life

T.B.A.

Assistant to the President for Diversity

Pedrito U. Maynard-Reid, Th.D.

Assistant to the President for Spiritual Mission

Albert Handal, D.Min.

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Biology

David Lindsey, Ph.D.

Education and Psychology

Maria Bastien Valenca, Ph.D.

Engineering

Delvin Peterson, Ph.D.

Social Work and Sociology

Deisy Haid, D.S.W.

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Director of Institutional Research and Effectiveness

Jonathan D. Duncan, Ph.D.

Director of Rosario Marine Station

Kirt Onthank, Ph.D.

Director of Student Development Center

David Lindstrom, M.A.

Director of Summer Session

Pam Keele Cress, Ph.D.

Director of Technical Support Services

Karl Thompson, M.S.

Director of University Libraries

Carolyn S. Gaskell, M.A.

Registrar

Jerry Entze, M.F.A.

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Director of Facility Services

Shawna Larsen

Director of Human Resources

Keri Self, SHRM-CP

Director of Information Technology

Duane Anderson, M.S.

Director of Student Financial Services

Gayla Rogers, B.S.

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Albert Handal, M.Div.

Director of Athletics

Nestor Osorio, M.S.

Director of Resident Life and Housing

Jon Nickell, M.A.

Clinical Director

Matthew Vaughan, L.M.H.C.

Coordinator of Testing

Sara Peterson, B.S.

Food Services - Sodexo

Michael Benca, Director

Medical Director

Stephanie Bennett

Security - Allied Universal Security

Courtney Bryant, B.B.A., Director

AUXILIARY

Manager of Dairy Express

Miles Rottman, B.B.A.

Manager of University Bookstore

Megan Holm, B.B.A.

GRADUATE COUNCIL

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Jerry Entze, Registrar

David F. Lindsey, Chair, Department of Biological Sciences

Delvin E. Peterson, Dean, School of Engineering

Maria Bastien Valenca, Dean, School of Education and Psychology

Jeremy Springer, Director, M.S.W. Program

Cheris Current, Director, D.S.W. Program

David L. Cowles, Director, Biology Graduate Program

Deisy Haid, Dean, School of Social Work

Carolyn S. Gaskell, Director, University Libraries

FACULTY

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

B.A. 1987; M.S.W. 2000, Walla Walla College
Ph.D., 2015, Capella University

Cecilia J. Brothers, *Assistant Professor of Biology* (2018)

B.S. 2010; M.S. 2012, Walla Walla University
Ph.D., 2015, Capella University

Kristen Coffeen-Smith, *Assistant Professor of Social Work* (2022)

B.S.W., B.A. 2010; M.S.W. 2015, Walla Walla University

Bryce E. Cole, *Professor of Engineering* (1995)

B.A., B.S.E. 1987, Walla Walla College
M.S.C.E. 1989, University of Massachusetts
Ph.D. 1995, University of Notre Dame

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

B.S. 1978; M.S. 1981, Walla Walla College
Ph.D. 1987, University of California at Santa Barbara

Cheris B. Current, *Professor of Social Work and Sociology* (2007)

B.S. 2002, Southern Adventist University
M.A. 2005; Ph.D. 2007, Washington State University

Melody Ezpeleta, *Assistant Professor of Psychology* (2021)

B.S. 2015, Walla Walla University
M.S. 2018; D.M.F.T. 2022, Loma Linda University

Rob Frohne, *Professor of Engineering* (1988)

B.S.E. 1983, Walla Walla College
M.S.E.E. 1984; Ph.D. 1988, Purdue University
P.E. 1998, State of Washington

Carolyn S. Gaskell, *Librarian* (1978)

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

Deisy E. Haid, *Assistant Professor of Social Work* (2017)

B.S.W. 2010; M.S.W. 2011, Walla Walla University
L.C.S.W. 2017, State of Oregon

Brian D. Hartman, *Assistant Professor of Education* (2016)

B.S. (Biology); B.S. (Engineering) 1993, Walla Walla College
M.A.T. 1996, Andrews University
Ph.D. 2016, Oregon State University

Mark A. Haun, *Associate Professor of Engineering* (2021)

B.S. 1996, Walla Walla College
M.S. 1999; Ph.D. 2003, University of Illinois, Urbana-Champaign

Linda L. Ivy, *Professor Psychology* (2006)

B.S. 1999; M.S. 2001; Ph.D. 2005, University of Oregon

Amanda Lewis, *Assistant Professor of Social Work* (2018)

B.S. 2003, Montana State University
M.S.W. 2007, Walla Walla College
L.C.S.W. 2009, State of Montana
L.M.F.T. 2009, State of Montana

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

B.S. 1981, Southwestern Adventist College
Ph.D. 1992, The University of Texas at Austin

Qin Ma, *Professor of Engineering* (2005)

B.S. 1987; M.S. 1994 Chongqing University
M.S. 1999, Florida International University
Ph.D. 2004, Carnegie Mellon University

Janice McKenzie, *Professor of Biology* (2011)

B.S. 2001, Montana State University
Ph.D. 2006, Purdue University

Debbie S. Muthersbaugh, *Professor of Education* (2010)

B.S. 1980, Walla Walla College
M.Ed. 2009; Ph.D. 2012, University of Idaho

James R. Nestler, *Professor of Biology* (1990)

B.S. 1984; M.S. 1986, Walla Walla College
Ph.D. 1990, University of Colorado at Boulder

Kirt L. Onthank, *Professor of Biology* (2013)

B.S. 2006, Walla Walla College
M.S. 2008, Walla Walla University
Ph.D. 2013, Washington State University

Kayleith Pellandini, *Assistant Professor of Social Work and Sociology* (2015)

B.S.W. 1997; M.S.W. 1998, Andrews University

Analizeth Pesqueira, *Assistant Professor of Social Work and Sociology* (2023)

B.S.W. 2011, Walla Walla University
M.S.W. 2012, Walla Walla University

Delvin E. Peterson, *Professor of Engineering* (2004)

B.S.E. 2001, Walla Walla College
M.S.M.E. 2004; Ph.D. 2012, Oregon State University

Pamela Bing Perry, *Professor of Social Work and Sociology* (2009)

B.S. 1984, Union College
 M.B.A. 1988, University of Kansas
 M.S. 2003; D.M.F.T. 2009, Loma Linda University
 L.M.F.T. 2011, State of Montana

Amanda Ramoutar, *Assistant Professor* (2020)
 B.Ed. 2012, University of Trinidad and Tobago
 M.Ed. 2014, University of the West Indies
 M.S. 2021, University of South Wales

Eduardo Ribeiro, *Assistant Professor* (2023)
 B.E. 2010, Federal University of Technology
 M.E. 2013, Federal University of Parana
 D.E. 2016, Federal University of Parana

Christy A. Scott, *Associate Librarian* (2004)
 B.S. 2001, Union College
 M.L.S. 2003, University of Missouri-Columbia

Natalie Smith-Gray, *Assistant Professor Engineering* (2022)
 A.S. 2015, Chemeketa Community College
 B.S. 2018, Walla Walla University
 Ph.D. 2022, Washington State University

Idah Taruwinga, *Assistant Professor of Social Work and Sociology* (2020)
 B.A. 2000, University of Zimbabwe
 M.S.W. 2008, Indiana University
 L.C.S.W. 2012, State of Indiana
 L.I.C.S.W. 2018, State of Washington
 D.S.W. 2019, University of Southern California

Douglas Thomsen, *Professor of Engineering* (2018)
 B.S.E. 1993, Walla Walla College
 M.S.E. 1996; Ph.D. 1999, Purdue University

Maria Bastien Valenca, *Associate Professor of Education* (2017)
 B.S. 2004, Pacific Union College
 B.A. 2010; M.A. 2011, University of Windsor
 Ph.D. 2017, University of Ottawa

Melodie A. Williams, *Professor of Engineering* (2009)
 B.S.E. 1986, Walla Walla College
 M.S.E. 1994, Washington State University
 P.E. 1989, State of California
 P.E. 1991, State of Washington

Jeremy Wiggins, *Associate Professor of Biology* (2022)
 B.S. 1996, Walla Walla College
 D.D.S. 2000, 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

Louie L. Yaw, *Professor of Engineering* (1992-93; 2000)
 B.S.E. 1992, Walla Walla College
 M.S. 1996; Ph.D. 2008, University of California, Davis
 P.E. 1996; S.E. 2000, State of California
 P.E., S.E. 2001, State of Washington

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Graduate Bulletin

204 S. College Ave. · College Place, WA 99324

(509) 527-2811 · *fax* (509) 527-2574

toll-free (877) 527-2811 · wallawalla.edu

