



WHITMAN COLLEGE

Whitman College

2026-2027 College Catalog

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Downloadable PDFs

The information in these PDFs is as accurate as possible as of the revision date shown in the document.

Anthropology

Architectural History
(see *Art History*)

Art History
(including *Architectural History*)

Art

Asian & Middle Eastern Studies
(including *Chinese, Japanese, and SAME*)

Astronomy

Biochemistry, Biophysics & Molecular Biology

Biology

Brain, Behavior & Cognition

Chemistry

Chinese
(see *AMES*)

Classics
(including *Greek and Latin*)

Computer Science

Creative Writing
(see *English*)

Dance
(see *Theater & Dance*)

Data Science
(see *Mathematics & Statistics*)

Economics
(including *Finance*)

English
(including *Creative Writing*)

Whitman College

Environmental Humanities

(see Environmental Studies)

Environmental Studies

(including Environmental Humanities)

Ethics & Society

(see Philosophy)

Film & Media Studies

Finance

(see Economics)

French & Francophone Studies

Gender Studies

Geology

German Studies

Global Studies

Greek

(see Classics)

Hispanic Studies

History

Human-Centered Design

Indigeneity, Race & Ethnicity Studies

Japanese

(see AMES)

Latin

(see Classics)

Law, Culture & the Humanities

Mathematics & Statistics

(including Data Science)

Music

Philosophy

(including Ethics & Society)

Physics

[Politics](#)

[Pre-Engineering](#)

[Pre-Oceanography](#)

[Psychology](#)

[Public Health](#)

[Religion](#)

[Rhetoric, Writing & Public Discourse](#)

[Social Justice](#)

[Sociology](#)

South Asian & Middle Eastern Studies
(see AMES)

[Sport Studies, Recreation & Athletics](#)

[Theater & Dance](#)

Degree Requirements

A degree from Whitman College represents more than just academic achievement—it signifies a transformative educational experience that prepares graduates to lead fulfilling lives and make meaningful contributions to society.

All degree requirements must be met to obtain a diploma:

- 124 or more combined credits completed—a total of Whitman College, transfer, AP, and IB credits.
- 54 or more Whitman course credits completed.
- 44 or more Whitman course credits earned in regularly-graded courses (no P-D-F, CR/NC)*
- 2.00 minimum GPA for Whitman courses and combined credits.
- Completion of [First Year Seminars](#): General Studies 175 and 176.
- Completion of Writing Proficiency: For students who started prior to Fall 2025 via RWPD-170 or passing the Writing Assessment.
- Distribution completed (Note: AP, IB and P-D-F graded courses do not count toward distribution). For students who started prior to Fall 2024, no more than 8 credits from one department can be used to fulfill Humanities and Fine Arts collectively.
- Major requirements met and Major GPA 2.00 minimum. Each part of a combined major must also have a minimum 2.00 GPA for each area of the major.
- Senior assessment in major study passed or passed with distinction.
- No more than one-third credits for any major are transfer credits (unless the specific department limit is lower).
- No incomplete or deferred grades outstanding.

- Minor requirements met (2.00 GPA, all transfer courses approved, and all credit and course requirements met), or minor will be removed.
- Participation in Commencement is required. If all degree requirements will not be completed prior to Commencement, students must have no more than a semester worth of credits, 18 or less, left to complete or have petitioned the Board of Review for approval to participate.
- If completing degree with transfer credit, must have at least 116 credits completed by the end of final semester and be in residence during the last two semesters. If needing 9 credits or more to complete degree, must have Board of Review residency waiver approved as well as approval to transfer remaining number of credits.

* P: Passing—credit earned for those courses completed under the P-D-F grade option in which the student has received the equivalent of a C- or better grade. CR: Credit for a course graded on a credit-no credit basis. NC: No Credit is granted for a course graded on a credit-no credit basis.

General Studies Requirements: Before Fall 2024

Students who started at Whitman College before Fall 2024 are required to complete the following:

Foundations

- Fulfill the writing proficiency requirement.
- Take the First-Year Seminars:
 - Fall: General Studies 175 *Exploring Complex Questions*
 - Spring: General Studies 176 *Making Powerful Arguments*

Distribution

Cultural Pluralism

The **cultural pluralism** requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity or interconnectedness of cultures. Such courses must offer in-depth coverage of, and must focus on, at least one of the following: cultural pluralism; power disparities among social groups; methodological or theoretical approaches used in the interpretation of cultural difference; marginality within categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of non-dominant groups.

Learning Goals

Students will be able to do one or more of the following:

- Engage with ideas and people that expand one's cultural perspectives.
- Articulate how different cultural backgrounds affect interactions or relationships with others.
- Articulate complex relationships arising from the intersection of various aspects of culture, such as language, gender, history, values, politics, religious practices, and unequal distributions of power and resources.

- Navigate differences by drawing on relevant cultural frames of reference and adapting perspectives accordingly.
- Apply different methodological and theoretical approaches to interpret cultural difference.

Students must complete **two courses totaling at least six credits** designated as fulfilling the requirement in cultural pluralism.

Note: Some departments offer special topics in any given year that may or may not be applicable toward the cultural pluralism requirement. For more information, see the individual course descriptions.

Many courses taken while on a study abroad program or on a domestic urban studies program may be approved to fulfill this requirement. Contact the Off-Campus Studies Office or the General Studies Committee for more information.

Fine Arts

Courses in the **fine arts** develop creative problem solving skills, the ability to exercise artistic expression, and an understanding of theoretical and analytical approaches to the process of making a work of art. Courses in this area engage students in artistic production and help students critically analyze their own or others' works of music, visual and verbal art, dance, film, media and theater.

Learning Goals

Students will be able to do one or more of the following:

- Solve problems in creative ways.
- Recognize the techniques used in at least one art form.
- Understand different theoretical approaches to artistic production.
- Develop their ability to express themselves artistically.
- Critically analyze their own and others' artistic work.

Students must complete **at least six credits** in the fine arts.

Note: Courses designated Independent Study may not be used to satisfy the fine arts distribution requirement.

A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.

Humanities

Courses in the **humanities** focus attention on the ways that human beings have understood and interpreted the world around them as well as the processes by which humans come to see life as meaningful. Study in the humanities equips students with the tools to analyze and interpret texts, artistic works, material objects, beliefs and values through close reading and consideration of components such as cultural and historical context, genre, and language.

Learning Goals

Students will be able to do one or more of the following:

- Read texts, be they literary, philosophical, artistic, religious, or material in nature, with precision and generosity.
- Analyze and interpret texts with precision, assessing their form and content both on the texts' own terms and through critical lenses informed by other texts.
- Understand how language, genre, cultural, and historical context can shape a text and our interpretation of it.
- Effectively communicate, through written and spoken words, insights drawn from the works they are reading and interpreting.
- Recognize and appreciate the aesthetic, moral, and linguistic dimensions of complex problems.

Students must complete **at least six credits** in the humanities.

Note: Courses designated Independent Study may not be used to satisfy the humanities distribution requirement.

A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.

Quantitative Analysis

Courses with a significant **quantitative focus** students develop the skills necessary to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility and acumen with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Learning Goals

Students will be able to do one or more of the following:

- Perform computations associated with a model and make conclusions based on the results.
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables.
- Analyze and interpret data using statistical methods.

Students must complete **one course of at least three credits** in quantitative analysis.

Note: Courses designated Independent Study may not be used to satisfy the quantitative analysis distribution requirement.

Sciences

Courses in the **sciences** give students the background necessary to inquire about how the natural world is structured and operates. Students will be exposed to methodologies and techniques that allow them to form hypotheses, then to examine, justify, or refute their hypotheses through scientific evidence and analysis of observations.

Learning Goals

Students will be able to do one or more of the following:

- Demonstrate familiarity with one or more scientific methods of inquiry.

- Articulate fundamental theories in a science using precise terminology of the field.
- Formulate a hypothesis, given a problem or questions, and design a valid experiment to test it.
- Collect, interpret, and analyze scientific data.
- Apply the principles of scientific inquiry to civic and personal issues.

Students must complete **at least six credits** in science, including at least one course with a laboratory.

Note: Any laboratory or course with a regularly scheduled laboratory may be used to fulfill the laboratory component of this requirement – see the individual course descriptions.

Courses designated Independent Study may not be used to satisfy the sciences distribution requirement.

Social Sciences

Studies in the **social sciences** help students analyze complex relationships and interconnections within and/or among individuals, social formations, texts and institutions across time and/or across local, national, and/or global contexts.

Learning Goals

Students will be able to do one or more of the following:

- Compare and contrast social institutions, structures, and processes across a range of historical periods, cultures, and societies around the globe.
- Analyze complex behavior and relationships within and across individuals and social contexts.
- Demonstrate familiarity with social science methods in the context of explaining or predicting individual and collective behavior and decision-making.
- Apply social science principles to personal, social, and/or organizational issues.

Students must complete **at least six credits** in the social sciences.

Note: Courses designated Independent Study may not be used to satisfy the social sciences distribution requirement.

Additional Information

All courses in sports studies, recreation and athletics, and those courses in environmental studies not specifically designated in the distribution areas listing above, do not count toward the completion of the distribution requirements.

A student may not apply any individual course toward more than one of the distribution areas, with the exception of the courses used to fulfill the requirement in quantitative analysis. For example, a student may use History 212 to meet either the requirement in social sciences or the requirement in cultural pluralism but not both. In the event that the same cross-listed class applies to different distribution areas, the course may be applied to either distribution area referenced by the indicated departmental registration rubric. For example, Classics 224 cross-listed with Art History 224 may be applied to the fine arts or humanities distribution area.

Distribution requirements may not be satisfied by credits obtained for work in the high school (e.g., Advanced Placement, International Baccalaureate). With the exception of Economics 493/494, courses taken with the P-D-F grade option cannot be used to satisfy distribution requirements.

Five of the six distribution requirements should be completed by the end of the sixth semester of college work. The total requirements must be fulfilled not later than the student's seventh semester.

Transfer students entering with fewer than 58 acceptable credits (i.e., below junior level) must complete the First-Year Experience unless, upon appeal, the Board of Review finds that they have passed comparable courses at another institution.

Distribution Courses

Cultural Pluralism (CP)

ANTH	101, 153, 201, 210, 220, 223, 224, 225, 226, 228, 240, 246, 247, 248, 303, 313, 320, 321, 345, 347, 348, 350, 358, 365
ARTH	135,143,144, 146, 210, 260, 325, 353, 355, 356, 357
AMES	All courses (except 411, 412, 492, 498)
BBMB	430
CHIN	All courses (except 491, 492, 498)
CLAS	116, 117, 200, 205, 325
ECON	258, 266, 345
ENGL	245, 246, 270, 346, 376
ENVS	110, 205, 302, 313, 317, 325, 335, 339, 345, 350
FMS	305, 307, 340, 345, 350, 355
FREN	All courses (except 491, 492, 497)
GNDS	All courses (except 291, 292, 490, 491, 492, 497, 498)
GERM	All courses (except 352, 391, 392, 492, 498)
GLIT	222, 223, 224, 225, 226, 227, 230, 301, 305, 312, 320, 322, 325, 338, 351, 387, 395, 407
GREK	All courses (except 391, 392)
HISP	All courses (except 490, 491, 492, 498)
HIST	109, 110, 112, 120, 121, 127, 128, 166, 188, 204, 205, 208, 209, 210, 214, 215, 217, 218, 219, 220, 223, 225, 230, 235, 241, 243, 246, 247, 248, 254, 264, 265, 266, 267, 268, 280, 283, 286, 287, 288, 300, 310, 313, 314, 319, 322, 323, 344, 348, 349, 360, 364, 366, 370, 384, 387, 393, 394, 395, 494, 495
IDSC	220
IRES	All courses (except 405, 406, 490, 497, 498)
JPNS	All courses (except 491, 492, 498)
LAT	All courses (except 391, 392)
MUS	115, 129, 160, 258, 310, 354, 360
PHIL	110, 116, 215, 218, 219, 222, 235, 251, 318, 353, 360, 365, 415, 461
POL	114, 119, 120, 125, 207, 208, 228, 250, 254, 255, 260, 301, 308, 311, 312, 325, 328, 330, 331, 333, 334, 335, 350, 359, 363, 365, 367

PSYC	218, 231, 239, 309
REL	109, 110, 115, 116, 117, 153, 180, 205, 207, 217, 219, 220, 223, 224, 225, 226, 236, 260, 270, 290, 292, 303, 304, 307, 310, 321, 325, 350, 358, 365, 370
RWPD	250
SOC	110, 117, 209, 229, 257, 258, 259, 267, 269, 278, 279, 325, 337, 360, 367, 369, 370
THDN	118, 210, 250, 251, 281-A

Fine Arts (FI)

ANTH	246-A
ARTS	All courses (except 221, 222, 321, 322, 480, 490, 498)
ARTH	All courses (except 291, 292, 421, 422, 493, 498)
CLAS	224, 319, 325, 377
ENGL	150, 250, 251, 252, 320, 321, 322, 389
ENVS	314, 319, 347
FMS	260, 360
FREN	230, 260
HISP	322
HIST	224
IRES	135
MUS	All courses (except 265, 266, 411, 412, 497, 498)
RWPD	110
THDN	All courses (except 235, 372, 481, 482, 490, 498)

Humanities (HU)

ANTH	153, 223, 224, 225, 226, 303, 312, 345, 350, 365, 366, 367
ARTH	All courses (except 291, 292, 421, 422, 493, 498)
ARTS	114
AMES	105, 106, 224, 226, 227, 301, 315, 365
CHIN	All courses (except 491, 492, 498)
CLAS	All courses (except 400, 497, 498)
ENGL	All courses (except 150, 250, 251, 252, 320, 321, 322, 389, 401, 402, 496, 497, 498)
ENVS	102, 110, 202, 205, 212, 217, 226, 227, 230, 235, 247, 302, 308, 317, 319, 335, 339, 340, 345, 347, 349, 358, 360, 365
FMS	All courses (except 260, 360, 401, 402, 491, 498)
FREN	All courses (except 491, 492, 497)
GEOL	338
GNDS	230, 250, 320, 330, 331, 460
GERM	All courses (except 352, 391, 392, 492, 498)
GLIT	All courses (except 391, 392)
GREK	All courses (except 391, 392)
HISP	All courses (except 322, 490, 491, 492, 498)
HIST	165, 180, 224, 225, 226, 313
IRES	135, 180, 225, 230, 270, 305, 320, 325
JPNS	All courses (except 491, 492, 498)
LAT	All courses (except 391, 392)
MUS	297, 298, 299, 310, 342
PHIL	All courses (except 200, 425, 483, 484, 488, 498)
POL	121, 260
REL	All courses (except 401, 402, 490, 498)
RWPD	All courses (except 110, 205, 401, 402, 491, 498)
THDN	118, 210, 218, 234, 235, 250, 251, 330, 357, 372, 373, 377

Quantitative Analysis, pre-2024 (QU)

ASTR	110, 177, 178, 179
CHEM	100, 102, 125, 126, 140, 305
CS	167, 215, 255
ECON	227, 327
ENVS	207
GEOL	270
MATH	124, 125, 126, 128, 215, 225, 247
MUS	426
PHIL	200, 488
PHYS	101, 102, 103, 105, 155, 155L, 156, 156L, 245
PSYC	210, 210L
SOC	208

Sciences (SC, SCL)

ASTR	110, 177, 178, 179, 227, 228, 270
BBMB	No courses apply
BIOL	102, 102L, 110, 111, 112, 115, 122, 125, 126, 127, 129, 130, 140, 171 (some offerings include lab), 172 (some offerings include lab), 205, 210
CHEM	100, 102, 125, 126, 135, 136, 140, 245
GEOL	107, 110, 111, 120, 121, 125, 126, 130, 150, 227, 229, 270*
PHYS	101, 102, 103, 105, 145, 146, 155, 155L, 156, 156L, 200, 245, 255, 267*, 300-A
PSYC	215, 225*
SCI	180

*Includes a laboratory component

Social Sciences (SO)

ANTH	All courses (except 417, 490, 492, 498)
CLAS	221, 224, 280
ECON	All courses (493, 494, 498)
ENVS	105, 307, 313, 321, 322, 325, 329, 345, 350, 353, 362
GNDS	210, 238, 330, 331, 358
HISP	456
HIST	All courses (except 385, 386, 498)
IRES	166, 210, 240, 266, 270, 305, 360
POL	All courses (except 481, 482, 497, 498)
PSYC	110, 216, 217, 218, 219, 220, 229, 230, 231, 239, 240, 247, 248, 260, 270, 290, 308, 309, 310, 315, 317, 318, 320, 325, 339, 347, 348, 353, 356, 390, 410, 415, 420
REL	153, 223, 224, 225, 226, 260, 270, 303, 325, 350, 365, 366, 367
RWPD	342, 360, 365
SOC	All courses (except 381, 382, 492, 498)
THDN	281-A

General Studies Requirements: Fall 2024 and Later

Students who start at Whitman College in Fall 2024 or later are required to complete the following:

- **Foundations (Students who started at Whitman College in the 2024-2025 academic year)**
 - Fulfill the writing proficiency requirement through completion of RWPD 170 or equivalent, or through summer assessment.
 - Take the First-Year Seminars:
 - Fall: General Studies 175 *Exploring Complex Questions*
 - Spring: General Studies 176 *Making Powerful Arguments*
- **Foundations (Students starting at Whitman College in the 2025-2026 academic year)**
 - Take the First-Year Seminars:
 - Fall: General Studies 175 *Exploring Complex Questions*
 - Spring: General Studies 176 *Making Powerful Arguments*
- **Explorations**
 - Take at least three credits in each of the following seven categories:
 - 1. Textual Analysis

- 2. The Individual and Society
- 3. Scientific Inquiry
- 4. Quantitative Analysis
- 5. Creative Production
- 6. Global Cultures and Languages
- 7. Power and Equity

- **Connections**

- At least three credits of the above, or an additional three credits, in each of the following:
 - A. Writing Across Contexts
 - B. Studying the Past

Note: While courses may satisfy more than one of the seven Explorations categories, students may apply each course toward only one category in fulfilling their General Studies requirements. However, students may use the same course to fulfill both an Explorations requirement (categories 1-7) and a Connections requirement (category A or B).

General Studies requirements may not be satisfied by credits obtained for work in high school (e.g., Advanced Placement, International Baccalaureate). Courses taken with the P-D-F grade option cannot be used to satisfy General Studies requirements.

Distribution

The courses that may be used to fulfill each distribution requirement are listed below, with the exception of Special Topics and Variable Topics courses. For Special Topics and Variable Topics courses, distribution areas are listed in the course description.

Textual Analysis

Courses in this category emphasize close textual analysis across a range of humanistic disciplines. They focus on the skills of open-minded yet disciplined reading and the construction of critical arguments, with “text” interpreted broadly to include the study of visual, musical, and performing arts, as well as film, media, and digital humanities. Courses in this category pay particular attention to the ways that language, form, and genre shape ideas, as well as to the way different disciplines explore fundamental questions of human experience. They situate these explorations in a rich variety of literary, cultural, historical, intellectual, and formal contexts, modeling the interplay between text, context, and interpretation.

Courses in this category provide opportunities for students to:

- Analyze and interpret texts with precision and fidelity, considering form and content.
- Articulate complex, evidence-based, and potentially competing interpretations of texts.
- Develop layered understandings through critical lenses informed by language, genre, textual traditions, and cultural and historical contexts.
- Trace genealogies of thought and forms of expression across individual texts and genres.

The Individual and Society

Courses in this category use social science methodologies to explore human behavior and social structures. Some courses focus more on individuals, and the factors that affect how people act individually or in the context of social groups. Other courses focus more on social structures, and the ways in which those structures are formed, sustained, and changed. All courses provide students with a foundation in theories or practices of the social science disciplines.

Courses in this category provide opportunities for students to:

- Describe mutual influences and intersections among individuals, groups, cultures, and/or societies.
- Use qualitative or quantitative data to develop an understanding of social structures, individual behaviors, and/or cultural contexts.
- Describe social science theories and methodologies that are used to study individuals, groups, cultures, or societies.

Scientific Inquiry

Courses in this category focus on methods for understanding the natural world: the development of hypotheses, collection of data through experiments and/or empirical observations, interpretation and evaluation of that evidence, and communication of results and engagement with others in the field. Courses in this area provide students with an understanding of how to approach today's challenges, such as rapid technological and environmental change, from a scientific perspective. Courses that fulfill this area will include substantial attention to the evaluation of data and/or a laboratory or field component.

Courses in this category provide opportunities for students to:

- Demonstrate familiarity with a method of scientific inquiry.
- Articulate fundamental principles in a field of science using appropriate terminology.
- Analyze, interpret, and evaluate scientific data.
- Given a problem or question about the natural world, formulate a hypothesis and design a realistic study to evaluate that hypothesis.
- Investigate how scientific processes impact the quality of human lives and ecosystems.

Quantitative Analysis

Courses in this category provide students with an opportunity to develop the skills necessary to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Courses in this category provide opportunities for students to:

- Perform computations associated with a model and make conclusions based on the results.
- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables.
- Analyze and interpret data using statistical methods.
- Develop and evaluate arguments based on numerical or other quantitative evidence.
- Demonstrate an understanding of abstract mathematical concepts and be able to apply these concepts to solve problems.

Creative Production

Courses in this category focus on the production and performance of art with particular attention to the materials, forms, and processes of creative practice. These courses emphasize the creative act, exploring the ways we use different creative modes, materials, and artistic approaches to represent and interrogate ourselves and the world around us. Courses in this category also cultivate vocabulary for the examination and understanding of art, situating the student's own creative production within theories and genealogies of the particular artform.

Courses in this category provide opportunities for students to:

- Engage in the creative process of making or performing.
- Develop skills in the use of the unique materials/forms/processes associated with the different creative disciplines, and understand the significance and meaning of these methods.
- Understand different theoretical approaches to creative production.
- Solve problems in creative ways.
- Critically analyze their own and others' artistic work.

Global Cultures and Languages

Courses in this category prepare students to be informed citizens in an interdependent world. Courses focus both on individual cultures and global interconnections and interdependencies; they explore the rooted traditions of different locales as well as cultural and geopolitical migrations, displacements, and cross-fertilizations. Language classes in particular examine how different cultures construct and communicate meaning through language, encouraging ethical participation in a globalized society and a comparativist understanding of world culture, while providing critical tools for interacting in a multilingual world.

Courses in this category provide opportunities for students to:

- Become familiar with at least one realm of global interconnection, such as migration, international financial markets, climate change, or the movement of ideas.
- Examine how forces such as globalization, imperialism, and national identity have shaped ideas and interactions.
- Engage with difference across cultures and critically examine their own place in the world and their assumptions about it.
- Gain the skills necessary to participate in multilingual communities at home and around the world.
- Investigate, explain, and reflect on the nature of language and its connection to culture.

Power and Equity

Courses in this category help students explore issues related to power and equity across disciplines. In particular, courses address the ways in which inequalities are produced, experienced, and resisted. Courses engage critically with issues of diversity, inequality, and inclusivity, and address differences related to ability/disability, age, body size, citizenship status, class, color, ethnicity, gender, gender expression, geography, nationality, political affiliation, religion, race, sexual orientation, or socioeconomic background, etc. They also investigate issues of power, privilege, and social justice, both domestically and globally, providing students with a critical framework for ethical and engaged participation in society.

Courses in this category provide opportunities for students to:

- Demonstrate an understanding of economic, political, legal, cultural, natural, historical, or social forces that affect public problems or civic issues and responses.
- Engage critically with issues of difference, diversity, inequality, inclusivity, and justice.
- Demonstrate an understanding of how justice/injustice and equality/inequality have been distributed, enacted, problematized, and idealized in historical or contemporary settings.

Writing Across Contexts

Effective writing is a skill acquired over a lifetime, not mastered in one course or a single year. Whitman supports students' development as writers throughout their studies, as they move into more specific areas of interest and more sophisticated academic work. First Year Seminars and Rhetoric, Writing, and Public Discourse 170 engage students in writing to learn, to persuade, and to communicate with different audiences. Writing Across Contexts courses, taken primarily in the second or third year, challenge students to develop writing practices relevant to specific disciplinary areas of study. Writing across Contexts courses may be taken in a student's major, in a related field, or in a different area of interest chosen in consultation with their advisor. As with the Studying the Past requirement, students may double-count courses in this category with courses counting toward categories 1-7.

Courses in this category provide opportunities for students to do all of the following:

- Employ writing as a method of increased engagement with course content.
- Select and use evidence in writing as appropriate to specific fields of study.
- Recognize and apply writing practices and conventions within distinct genres and academic disciplines.
- Reflect on their writing practices and revise their writing.

Studying the Past

Courses in this category focus on the study of historically remote cultures, texts, and phenomena, encouraging students to acquire temporal as well as disciplinary breadth within their studies. Courses broaden students' perspectives beyond the present by engaging with historical difference, processes of change, and continuities between past and present. As with the Writing Across Contexts requirement, students may double-count courses in this category with courses counting toward categories 1-7.

Courses in this category provide students with substantive opportunities for students to:

- Investigate distant eras of history.
- Analyze and evaluate various types of historical evidence.
- Understand and critique diverse and potentially competing interpretations of past events.
- Develop a sense of chronology and how it's documented and measured.

Distribution Courses

Textual Analysis (TA)

AMES	AMES227 City and Ecologies/Japan
ANTH	ANTH201 Fundam Cultural Anthropology , ANTH301 History & Theory of Anthro , ANTH303 Relig/ Gender in Global Context
ARTH	ARTH130 Poltics of Photography , ARTH135 Architectures of Race , ARTH143 Buddhist Art & Archit in Asia , ARTH144 Hindu Art & Architecture , ARTH146 Art of India , ARTH150 Archl History of Walla2 , ARTH153 Interplanetary Film & Video , ARTH203 Critical Art History , ARTH210 Museums Politics Display , ARTH211 Monuments and Memorials , ARTH228 Modernism in Art/Architecture , ARTH229 Art Since 1945 , ARTH237 Theory and Performance
CLAS	CLAS130 Ancient Mythology , CLAS139 Greek/Roman Intellectual Hist , CLAS171 Apocalypse , CLAS201 Greek and Roman Philosophy , CLAS205 Women & Nature in Ancient Wrld , CLAS217 Nature Writing Tradition , CLAS226 Nature in Greek/Roman Thought , CLAS227 The Bible and the Body , CLAS311 Variable Topics in Plato , CLAS312 Variable Topics in Aristotle , CLAS313 Var Topics - Hellenistic Phil
ENGL	ENGL176 Intro Creative Nonfiction , ENGL177 Introduction to Poetry , ENGL178 Introduction to Fiction , ENGL179 Introduction to Drama , ENGL200 Intro Lit & Humanities , ENGL230 Intro to Shakespeare , ENGL231 Intro to Shakespeare , ENGL232 Intro to Shakespeare , ENGL233 Intro to Shakespeare , ENGL246 Intro to African American Lit , ENGL290 Approaches to Study of Lit , ENGL-338-A (offered Spring 2026) , ENGL377 Rhetorical Bodies
ENVS	ENVS205 Women & Nature in Ancient Wrld , ENVS212 Intro Environ Humanities , ENVS217 Nature Writing Tradition , ENVS226 Nature in Greek/Roman Thought , ENVS227 Nature in Modern Phil , ENVS230 Culture of Rivers
FMS	FMS105 Intro to Comics Studies , FMS120 Introduction to Digital Media , FMS160 Introduction to Film Studies , FMS307 Mediating Religions , FMS325 Reality (and) TV
FREN	FREN225 Senegalese cinema , FREN310 Translation: Theory & Practice , FREN330 (Un)natural Spaces , FREN405 Paris Littéraire
GERM	GERM-200-A , GERM215 Ethics After Auschwitz , GERM219 Modern Jewish Thought , GERM303 German Drama to Brecht , GERM314 Primitivism & the Modern , GERM318 Hannah Arendt As Pol Thinker , GERM422 Heidegger's Being and Time
GLIT	GLIT222 Modern Japan Lit/Culture , GLIT223 Youth in Precarious Japan , GLIT225 Human-Nonhuman Dynamics , GLIT227 City and Ecologies/Japan , GLIT301 Chinese Lit & Film Adaptation , GLIT305 China Youth & Revolution
GREK	GREK205 Intermed Ancient Greek , GREK375 Advanced Classical Greek
HISP	HISP143 U.S. Latinx Literatures , HISP343 The Stuff of Stories , HISP430 Voices of Revolution , HISP434 Poetics of the Non-Human

HIST	<u>HIST106 U.S.A. Histories since 1865</u> , <u>HIST130 Special Topics</u> , <u>HIST152 The Crusades</u> , <u>HIST165 Pompeii</u> <u>HIST166 Sea of Islands Pacific Hist</u> , <u>HIST188 Modern Latin America</u> , <u>HIST202 Age of the Cathedrals</u> , <u>HIST206 European Enviro. History</u> , <u>HIST207 Renaissance/Reformations</u> , <u>HIST208 Latin/a/o/e/x History</u> , <u>HIST214 Sex in the Casbah</u> , <u>HIST266 Indg Women & Gndr: Am Hist</u> , <u>HIST267 US Protest & Organizing</u> , <u>HIST286 Making Modern Mexico</u> , <u>HIST320 Alexander & Hellenistic World</u> , <u>HIST322 Palestinian-Israeli Conflict</u> , <u>HIST383 Hist of Sex & Pleasure Work</u>
IRES	<u>IRES135 Architectures of Race</u> , <u>IRES166 Sea of Islands Pacific Hist</u> , <u>IRES180 James Baldwin's America</u> , <u>IRES266 Indg Women & Gndr: Am Hist</u> , <u>IRES270 Race and Religion</u>
JPNS	<u>JPNS227 City and Ecologies/Japan</u> , <u>JPNS423 Youth in Precarious Japan</u>
LAT	<u>LAT205 Intermediate Latin</u> , <u>LAT375 Advanced Classical Latin</u>
MUS	150, 203-A, 204-A, 271, 297, 298, 299, 310, 354
PHIL	116, 117, 125, 201, 202, 204, 206-A, 215, 221, 227, 311, 312, 313, 318, 321, 422
POL	125, 101-A, 102-A, 147, 314-A
PSYC	348-B
REL	108, 110, 111, 171, 176, 180, 203, 205, 207, 217, 219, 220, 227, 236, 270, 275, 300, 303, 304, 307, 310, 325, 370, 387-A
RWPD	121, 170, 180, 210, 230, 235, 255, 321, 330, 380, 387
THDN	118, 210, 246, 345, 357, 360, 366

The Individual and Society (TIS)

AMES	224
ANTH	101, 153, 201, 220, 223, 224, 225, 228, 303, 267
ECON	100, 101, 102, 205, 315
ENVS	105, 325, 329, 353
FMS	170, 307, 325
GERM	215, 219, 318
GLIT	223, 224
HIST	128, 151, 155, 181, 182, 205, 206, 220, 231, 232, 235, 262, 267
IRES	180, 270
JPNS	224, 423
MUS	160, 297, 298, 299, 310
PHIL	116, 127, 141, 215, 318
POL	109, 110, 147, 228, 250, 254, 260
PSYC	110, 248, 308
REL	108, 110, 111, 115, 153, 176, 180, 203, 205, 207, 319, 220, 223, 224, 225, 260, 270, 275, 303, 304, 307, 310, 325, 367, 370
RWPD	175, 301-A
SJ	110
SOC	110, 117, 209, 211, 212, 220, 229, 248, 251, 257, 258, 259, 260, 267, 269, 278, 279, 325, 329, 337, 340, 353, 360, 368, 369, 370

Scientific Inquiry (SI)

ASTR	110, 177, 178, 179, 227, 228
BIOL	110, 115, 126, 127, 130
CHEM	100, 102, 125, 126, 135, 136, 140, 388, 388L
ENVS	115
GEOL	110, 111, 120, 121, 125, 126, 140
PHYS	103, 105, 145, 146, 155, 155L, 156, 156L
PSYC	225, 348-B

Quantitative Analysis, 2024-forward (QA)

ASTR	177, 178, 179
CHEM	100, 102, 125, 126, 135, 136, 140, 388, 388L
CS	167, 170, 220
ECON	114, 227
ENVS	207
MATH	124, 125, 126, 128, 170, 220, 225, 247
MUS	126
PHIL	488
PHYS	103, 105, 145, 146, 155, 155L, 156, 156L

Creative Production (CPROD)

ARTH	237
ARTS	All 100-level courses
ENGL	150, 250, 251, 252
ENVS	110
FREN	230, 253
MUS	101, 126, 161, 162, 163X, 164X, 211, 212, 226, 231, 232, 241, 242, 253, 254, 260, 261, 262, 263X, 264X, 271, 363X, 364X, 463X, 464X
RWPD	110, 301-A
THDN	125, 126, 130, 131, 230, 231, 232, 233, 234, 245, 246, 249, 250, 259, 325, 345, 357, 360, 366

Global Cultures and Languages (GCL)

AMES	224, 226, 227
ANTH	101, 206, 217, 220, 223, 224, 225, 301, 303, 322, 367
ARTH	143, 144, 146, 210
CHIN	105, 106, 205, 206, 305, 306, 405, 406, 437
CLAS	130, 139, 205, 217, 226, 227, 319
ECON	205
ENGL	245
ENVS	205, 217, 226, 317, 319, 321
FMS	160, 305, 307
FREN	105, 106, 205, 206, 225, 230, 265, 305, 310, 330, 335, 356-A (<i>offered Fall 2025</i>)
GERM	105, 106, 200-A, 205, 206, 215, 219, 303, 314, 318
GLIT	201-A (<i>offered Fall 2025</i>), 222, 223, 224, 226, 227, 301, 305, 317
GREK	105, 106, 205, 375
HISP	108, 143, 205, 206, 305, 306, 343, 430, 434
HIST	105, 109, 110, 120, 128, 152, 165, 166, 188, 205, 208, 214, 223-A (<i>offered Spring 2026</i>), 241, 243, 247, 266, 286, 320, 321, 322, 383
IRES	166, 266, 270
JPNS	105, 106, 200-A (<i>offered Fall 2025</i>), 205, 206, 224, 226, 227, 305, 306, 423
LAT	105, 106, 205, 375
MUS	150, 204-A, 241, 242, 310
PHIL	206-A, 215, 318
POL	110, 120, 125, 228, 255
REL	108, 110, 111, 115, 176, 203, 205, 207, 217, 219, 220, 223, 224, 225, 227, 236, 270, 275, 300, 303, 304, 307, 310, 325, 367, 370
THDN	118, 210

Power and Equity (PEQ)

AMES	226
ANTH	153, 217, 220, 223, 224, 225, 303, 322, 367
ARTH	130, 135, 153, 203, 210, 211, 228, 229
CLAS	171, 205, 227
ECON	345
ENGL	231, ENGL-338-A (<i>offered Spring 2026</i>), 377
ENVS	205, 325, 329, 353
FMS	307, 315, 325, 350
FREN	335
GERM	219, 303, 314
GLIT	226
GNDS	100, 210, 230, 238, 350
HISP	143
HIST	106, 112, 120, 130, 188, 208, 211, 214, 217, 220, 247, 248-A (<i>offered Spring 2026</i>), 254, 258-A (<i>offered Spring 2026</i>), 266, 267, 286, 314, 322, 383
IRES	105, 135, 180, 210, 220, 225, 230, 266, 270
JPNS	226
MUS	150, 160, 310, 354
PHIL	120, 204, 222, 262
POL	101-A (<i>offered Fall 2025</i>), 102-A (<i>offered Spring 2026</i>), 110, 120, 125, 134, 147, 200-A (<i>offered Spring 2026</i>), 202-A (<i>offered Spring 2026</i>), 228, 250, 254, 260, 275, 314-A, 315-A (<i>all offerings</i>), 316-A (<i>offered Fall 2025</i>), 375
PSYC	218, 239
REL	108, 110, 115, 153, 171, 176, 180, 203, 205, 207, 217, 219, 220, 223, 224, 225, 227, 260, 270, 275, 300, 303, 304, 307, 310, 325, 367, 370
RWPD	230, 235, 250, 255, 265, 332, 380
SJ	110
SOC	110, 117, 209, 211, 212, 220, 229, 248, 251, 257, 258, 259, 260, 267, 269, 278, 279, 325, 329, 337, 340, 353, 360, 368, 369, 370

THDN	250
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Writing Across Contexts (WAC)

AMES	226, 227
ANTH	301
BIOL	225, 287, 338
CHEM	252, 320, 352
CLAS	139, 205, 217, 226, 311, 312
ENGL	230, 232, 377
ENVS	205, 217, 226, 227, 230, 325, 329, 353
FMS	105, 307
GERM	200-A, 215, 318, 422
GLIT	223, 226, 227, 305
HISP	430, 434
HIST	299
JPNS	226, 227, 423
MUS	150, 298, 310
PHIL	116, 117, 127, 206-A, 215, 227, 261, 311, 312, 318, 321, 422
POL	250, 314-A, 316-A
PSYC	220
REL	110, 203, 304, 307, 310
RWPD	180, 210, 225, 230, 255, 265, 321, 380, 387
SOC	212, 325, 329, 337, 353, 360
THDN	118

Studying the Past (STP)

AMES	224
ANTH	101, 303
ARTH	130, 135, 143, 144, 146, 150, 203, 210, 211, 228, 227
ASTR	227
BIOL	110
CHEM	100, 102, 320, 388, 388L
CLAS	130, 139, 171, 201, 205, 217, 226, 227, 311, 312, 313, 319
ECON	102
ENGL	230, 231, 232, 233, 246, ENGL-338-A (<i>offered Spring 2026</i>)
ENVS	115, 205, 217, 226, 227, 319, 321
FMS	160, 170, 325
FREN	305, 330, 335, 405
GEOL	110, 111, 120, 121, 125, 126
GERM	215, 219, 303, 314, 318, 422
GLIT	224
GREK	106, 205, 375
HIST	105, 106, 109, 110, 112, 120, 127, 130, 150, 151, 152, 155, 160, 165, 166, 180, 181, 182, 183, 188, 202, 205, 206, 207, 208, 209, 211, 214, 217, 218, 219, 220, 223-A (<i>offered Spring 2026</i>), 224, 225, 226, 227, 248-A (<i>offered Spring 2026</i>), 258-A (<i>offered Spring 2026</i>), 321, 232, 235, 241, 243, 246, 247, 250, 254, 262, 263, 264, 266, 267, 268, 276, 277, 278, 280, 286, 297, 314, 320, 321, 322, 383
IRES	135, 166, 266, 270
JPNS	224
LAT	106, 205, 375
MUS	126, 160, 203-A, 204-A, 211, 212, 231, 232, 253, 254, 297, 298, 299, 354
PHIL	201, 202, 215, 227, 311, 312, 313, 318, 321, 422
POL	120
REL	108, 110, 171, 176, 205, 219, 220, 227, 270, 303, 370
RWPD	255, 265, 321

SOC	212, 251, 368
THDN	210

Contact Information

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Walla Walla, Washington 99362

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Whitman College maintains a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, physical disability, veteran's status, sexual orientation, gender identity or any other basis prohibited by applicable federal, state or local laws.

Whitman College at a Glance

World-changing research opportunities with dedicated faculty members. Small classes exploring big questions. Global connections that turn into lifelong friendships. The support it takes to turn college into limitless opportunity. As a residential liberal arts college in eastern Washington's Walla Walla, Whitman has what it takes to provide an education that goes beyond the classroom.

Whitties are scholars, but also explorers, artists and scientists. They climb mountains, travel to far-off corners and advocate for social justice. They care about community and aim to become citizens of the world.

A Whitman education is rooted in the traditional liberal arts values of critical thought and academic rigor; add in prestigious internships, off-campus study and civic engagement opportunities, and it becomes more than the sum of its parts. The Whitman experience transforms, allowing students to turn education into lives of purpose and passion.

Location: Historic Walla Walla in the scenic southeastern corner of Washington. It is two and a half hours from Spokane, four hours from Portland, and four and a half hours from Seattle.

Student Body: 1,450. Coeducational, representing 44 states, eight federally recognized tribes and nearly 80 countries. Approximately two-thirds of Whitman students live on campus.

Faculty: Ninety-five percent of faculty hold the Ph.D. or other appropriate terminal degree in the field. During recent years, Whitman faculty members have been recipients of awards such as the Graves Award in the Humanities and the Lynwood W. Swanson Scientific Research Award. Members of the faculty have garnered honors and fellowships from the National Science Foundation, National Institutes of Health, National Endowment for the Humanities, M.J. Murdock Trust, American Chemical Society, U.S. Fulbright Program, Ploughshares Fund, and other agencies.

Student-Faculty Ratio: 10 to 1.

Majors, Minors, Concentrations and Combined Plans: Seventy-one departmental majors lead to a Bachelor of Arts degree, with a further 38 departmental minors available. In addition, combined 3-2 engineering programs with approved ABET institutions; 3-2 oceanography and biology or geology with the University of Washington; 3-2 forestry and environmental management programs with Duke. There are a further three concentration programs in Global Studies, Human-Centered Design and Social Justice.

Off-Campus Studies: Currently 38 percent of the junior class pursue study abroad for one semester. There are more than 80 approved off-campus study programs, located in countries including Argentina, Australia, Austria, Cambodia, Cameroon, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Nepal, Netherlands, New Zealand, Panama, Scotland, Serbia, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Tanzania, Turks and Caicos, as well as US-based programs in Tucson, Arizona, Washington, D.C., and Woods Hole, Massachusetts.

Career Planning and Professional Development: In addition to our comprehensive and personalized career coaching program, the Career and Community Engagement Center (CCEC) assists students in accessing valuable career-related experiences. Through campus leadership roles, community engagement, internships, on- and off-campus employment and nationally-competitive scholarships and grants, students develop professional skills that employers and graduate schools expect in their applicants. The CCEC offers tools, workshops and alumni networking opportunities, including an extensive library of resources and information.

Affiliations and Accreditations: Whitman College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives

reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the institution's accreditation status by the Northwest Commission on Colleges and Universities should be directed to Helen Kim, Associate Dean for Academic Affairs (kimh2@whitman.edu, 509-527-5187). Individuals may also contact: Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, by phone at (425) 558-4224, or their website www.nwccu.org. Whitman's Department of Chemistry is accredited by the American Chemical Society.

Athletics: Whitman holds membership in the NCAA (Div. III) and the Northwest Conference. The college supports 17 varsity sports, nine for women and eight for men, with almost 20 percent of the student body participating in varsity athletics. More than 70 percent compete in varsity, club and intramural sports combined.

Alumni Support: Each year, 20% of living alumni give back to Whitman. Gifts to The Whitman Fund – ranging from \$5 to \$50,000 – collectively provide support to all areas of the student experience, including academic excellence, DEI initiatives, internships and financial aid.

Campus, Housing, and Facilities: Three blocks from downtown Walla Walla, the 100-acre campus has 18 academic, student service and administrative buildings. Residential facilities include six coeducational halls, 13 interest houses, one all-female hall (which also houses four sororities), four fraternity houses and the Nancy Serrurier Village, three apartment-style buildings housing juniors and seniors.

Financial Aid: About 60 percent of Whitman students receive need-based aid, and Whitman meets the full demonstrated financial need of all students. Whitman also maintains a merit-based scholarship program, and 94% of Whitman students receive some combination of need-based financial aid, scholarships and grants.

Financial Strength: Market value of endowment and outside trusts is more than \$847 million, as of June 30, 2025.

Cost: In 2026–2027, \$68,692 for tuition, \$15,952 for room and board.

About Whitman College

Whitman students work theoretically and across disciplines, but they also apply their knowledge in meaningful ways to real-world situations. It's a challenging and rewarding combination that sets up students for success in their lives after Whitman.

Nearly all our students cite close working relationships with professors as paramount to their success at Whitman. Our faculty members are passionate teacher-scholars known for professional expertise and for supporting students as they develop academically and personally.

In addition to significant student-faculty engagement, the Whitman experience helps students become their best selves by:

- fostering the intellectual depth and breadth of knowledge essential for diverse career and leadership roles;
- supporting development of critical thinking, writing, speaking, and presentation and performance skills;

- integrating technology throughout the liberal arts curriculum;
- advancing strong faculty-student collaborative research programs;
- promoting a rich appreciation of inclusive excellence; and
- developing community through a vibrant residential life program and extensive varsity, club and intramural athletic programs, more than 100 student-run clubs and outdoor adventures for explorers of all skill levels.

Whitman alumni include a Nobel Prize winner in physics; the Mars Rover lead engineer; a U.S. Supreme Court justice and the first female law clerk in the Supreme Court; one of the founders of nuclear medicine; an ambassador to Iraq and six other countries in the Middle East; a NASA astronaut; congressional and state representatives; leaders in law, government and the Foreign Service; respected scholars; CEOs of major corporations; renowned artists, entertainers and writers; prominent journalists; leading physicians and scientists; and thousands of active, responsible citizens who are contributing to their professions and their communities.

The Mission of the College

This mission statement, approved by the Whitman College Board of Trustees, guides all programs of the college:

Situated within the rich and complex landscape and history of the Walla Walla Valley, Whitman College provides a rigorous liberal arts education of the highest quality to passionate and engaged students from diverse backgrounds. Whitman students develop their intellectual and creative capacities in a supportive scholarly community that prioritizes student learning within and beyond our classrooms. We help each student translate their deep local, regional, and global experiences into ethical and meaningful lives of purpose.

Whitman College Diversity Statement

Diversity, equity, and inclusion are core values at Whitman College. The college strives to have and support a student body, staff and faculty that represent the diversity of our world: gender identity, sexuality, race, ethnicity, national origin, socioeconomic class, disability, religion, spirituality and age cohort.

We seek to foster an inclusive learning environment in which members draw from different intellectual traditions to engage with and challenge one another through studied, thoughtful, and respectful dialogue and debate.

We aspire to become a place where all community members experience difference every day, where diversity is supported and woven throughout our cultural fabric: our values, our behavior, our culture. Our mission focuses on educating engaged students from diverse backgrounds and experiences in a college community where everyone can participate fully in the life of the college and experience a genuine sense of belonging.

Education is a common good that ultimately serves the entire society; therefore, access is a moral imperative. Diverse learning contexts are known to provide transformative educational experiences. An inclusive environment at Whitman that nurtures the development of the ability to work effectively across difference will prepare our students for life after Whitman. We believe that through an innovative rigorous liberal arts curriculum, we can educate all students and prepare them to serve in various fields and sectors and to contribute to a rapidly changing, multicultural and globalized world. Our graduates will be ready to work with others for the common good.

Environmental Sustainability

Sustainability is central to our mission at Whitman. Social equity, environmental integrity and economic security are fundamental components of a sustainable future, and we strive to integrate these three principles into all aspects of the college's policies, programs and practices.

Caring for the environment happens in many ways at Whitman: through the activities of student clubs, in the ways we steward resources, and through the policies that guide how we live today and plan for the future. Climate action plans implemented over the past decade have reduced water usage, decreased the amount of food and other waste created, and upgraded energy efficiency throughout campus. Whitman College is also committed to achieving carbon neutrality by 2050 through our Campus Sustainability Plan, finalized in 2025.

Whitman's most recent construction projects, including residence halls and the Cleveland Commons dining hall, have been certified by the U.S. Green Building Council as Leadership in Energy and Environmental Design (LEED) Platinum or Gold status.

Whitman's Faculty

Whitman College's full-time faculty currently numbers 162. In addition to their dedication to teaching and advising, Whitman faculty members conduct an impressive amount of original research.

Believing that an active professional life supports enthusiasm in teaching and advising, the college encourages faculty members' scholarly work through sabbatical's program, funding for faculty professional scholarship, and other resources. During recent years, Whitman faculty members have been recipients of awards such as the Graves Award in the Humanities and the Lynwood W. Swanson Scientific Research Award. Members of the faculty have garnered honors and fellowships from the National Science Foundation, National Institutes of Health, National Endowment for the Humanities, M.J. Murdock Trust, American Chemical Society, U.S. Fulbright Program, Ploughshares Fund, and other agencies.

Faculty members, with the president and the provost/dean of the faculty, are responsible for basic academic policy and for the formulation of the curriculum. The faculty also has a responsibility for student life and welfare.

College History and Background

Whitman College was established in memory of Marcus and Narcissa Whitman, who, in the 1830s, established a mission and school near Walla Walla for the local Cayuse tribe, and later provided assistance for Oregon Trail travelers. After a decade of increasingly tense interactions with the tribe, exacerbated by a deadly measles outbreak and settler encroachment upon Cayuse lands, violence broke out and the Whitmans were killed.

The Reverend Cushing Eells, a fellow missionary, proposed the founding of the school, and the Washington Territorial Legislature granted a charter to Whitman Seminary on Dec. 20, 1859. College courses were first offered at Whitman in 1882 and on Nov. 28, 1883, the legislature issued a new charter, changing the seminary into a four-year, degree-granting college.

The college has remained small in order to facilitate the close faculty-student interaction that is essential to exceptional higher education. In 1914, Whitman became the first college or university in the nation to require undergraduate students to complete comprehensive examinations in their major fields. The installation of a Phi Beta Kappa chapter in 1919, the first for any Northwest college, marked Whitman's growing reputation.

One of Whitman's most recognizable campus landmarks is the clock tower atop Memorial Building, which was constructed in 1899. The campus has been thoughtfully developed over the years to integrate natural and built spaces, with a 1:1 student-to-tree ratio on the 117-acre grounds. Recent construction projects, including the three apartment-style buildings in the Nancy Serrurier Village, focus on incorporating native species in outdoor green spaces, facilitating inclusivity through accessible designs and prioritizing the use of environmentally sustainable building materials.

The campus is one block from downtown Walla Walla, a city of 32,000 in southeastern Washington. The town's setting, among golden wheat fields shadowed by the Blue Mountains, provides countless opportunities for outdoor pursuits. Named one of the nation's top 25 "small town cultural treasures" and cited by Sunset magazine as having the best Main Street in the West, Walla Walla is known for its art galleries, symphony orchestra, community theater and premium wineries.

Academic Calendar

All dates are inclusive.

Access the Academic Calendar online in list format for detailed information on certain dates.

Fall Semester, 2026

67 instructional days

August 31, Monday	Add/Drop period begins.
September 1, Tuesday	Fall semester classes begin.
September 11, Friday	Last day to add classes. Last day to complete Student Check-In. Last day for December '26 grads to submit Pay-Per-Credit application.
September 21, Monday	Incomplete grade deadline for students.
September 28, Monday	September graduation.
October 8-9, Thursday-Friday	October Break; no classes.
October 12, Monday	Honors applications due to departments for Spring thesis candidates.
October 14, Wednesday	Last day to drop from classes or the college without record.
October 21, Wednesday	Mid-Semester. Last day to submit Auditing application.
October 22, Thursday	Academic Concern Reports due 10 AM.
November 2, Monday	P-D-F grade applications accepted through December 11.
November 5-10	Preregistration period for Spring semester 2027.
November 6, Friday	Last day to withdraw from classes or the college with W grades.
November 18, Wednesday	Graduation forms due for May and September '27 graduates.
November 23-27	Thanksgiving Break; no classes.
December 11, Friday	Last day of classes, Fall semester. Honors theses due in library for Fall thesis candidates. Last day to submit P-D-F grade application.
December 14-18	Final exam period.
December 18, Friday	Fall semester ends. Last day to pre-register for Spring 2027. Applications for Incompletes due to Dean of Students by 4 PM.
December 23, Wednesday	Grades due 9 AM.
December 28, Monday	December graduation.

Spring Semester, 2027

67 Instructional days

January 18, Monday	Martin Luther King, Jr. Holiday; no classes. Add/Drop period begins.
January 19, Tuesday	Spring semester classes begin.
January 29, Friday	Last day to add classes. Last day to complete Student Check-In. Last day for May '27 grads to submit Pay-Per-Credit application.
February 8, Monday	Incomplete grade deadline for students.
February 15, Monday	Presidents' Day; no classes.
February 18, Thursday	Power and Privilege Symposium; no classes.
February 26, Friday	Last day to drop from classes or the college without record. Honors applications due to departments for Fall thesis candidates. Graduation forms due for December '27 graduates.
March 5, Friday	Mid-Semester. Last day to submit Auditing application.
March 8, Monday	Academic Concern Reports due 10 AM.
March 15-26	Spring Break; no classes.
April 5, Monday	P-D-F grade applications accepted through May 10.
April 9, Friday	Last day to withdraw from classes or the college with W grades.
April 13, Tuesday	Undergraduate Conference; no classes.
April 23-27	Preregistration period for Fall semester 2027.
May 10, Monday	Last day of classes, Spring semester. Last day to submit P-D-F grade application.
May 11-12, Tuesday-Wednesday	Reading days; no classes.
May 12, Wednesday	Honors theses due in library for Spring thesis candidates.
May 13-18	Final exam period.
May 18, Tuesday	Spring semester ends. Last day to pre-register for Fall 2027. Applications for Incompletes due to Dean of Students by 4 PM.
May 19, Wednesday	Senior grades due 9 AM.
May 23, Sunday	Commencement.
May 26, Wednesday	Grades due 9 AM.

Admission

Whitman's admission process is selective to assure a student body with excellence in both academic and extracurricular pursuits and with varied backgrounds. To achieve this balance, the Admission Committee evaluates scholastic records, the quality of written expression, test scores, extracurricular activities, and letters of recommendations. Evidence of motivation, discipline, imagination, creativity, leadership, and maturity also are considered.

Although most of the entering first-year students graduated in the top 20 percent of their high school graduating classes, there are no arbitrary entrance requirements or quotas. It is recommended that candidates complete four years of secondary school English and mathematics, three years of laboratory science, and two years each of history/social sciences and foreign language. The Admission Committee looks for those candidates who take and excel in advanced level courses.

Whitman College is committed to providing access to an affordable education for as many admitted students as possible. More than half of current students demonstrate financial need and approximately 90 percent receive some form of financial aid – scholarships, grants, employment, or loans. Whitman College has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, physical disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

Admission

Application Requirements

Application Due Dates

Fall admission application due dates are November 15 and January 10 for Early Decision applicants; January 15 for Regular Decision first-year candidates; and March 1 for fall transfer applicants. Qualified applicants who file credentials after the deadline dates may be considered if there is space available.

Notification dates for admission are as follows: by December 20 for Early Decision I, February 10 for Early Decision II, April 1 for Regular Decision candidates, and April 20 for Regular Decision transfer candidates.

The transfer application deadline for spring semester is November 1. The notification date is by December 1.

Early Decision

Early Decision is an option for candidates who have selected Whitman as a top choice college. Some students reach this decision early in the college search process. Others take more time to consider a variety of colleges. Whitman, therefore, conducts the Early Decision process in two rounds. The first-round deadline is November 15; the second-round deadline is January 10. Candidates who are admitted Early Decision agree to withdraw their applications from other colleges and universities and notify them of their intention to attend Whitman.

Applications for Admission

Whitman participates with a national group of more than 1,000 colleges that encourages the use of the Common App. The purpose of a Common App is to reduce repetition in completing forms when filing applications to several selective colleges. A student may submit the Common App online to multiple colleges. Whitman also accepts the Coalition Application.

Admission Credentials

First-Year Students

Students applying for first-year admission must submit the following credentials:

- The *Common App*.
- A *transcript* of the secondary school record.
- A *School Report* completed by the applicant's secondary school counselor.
- A *recommendation letter* from a secondary school teacher or counselor.
- A nonrefundable *application fee* of \$60, which can be waived for first generation college students, students from Eastern Washington, students for whom the application fee presents a financial hardship, and applicants who submit their application by December 1.
- *Optional*: Scores on the SAT or the ACT.
 - Whitman's Test-Optional policy allows candidates to choose whether or not they would like to submit an SAT or ACT score for review in the admission process.
 - Early Decision candidates who plan to submit test scores should take one of the tests no later than October (Early Decision I) of the senior year in order that score reports may reach the Office of Admission by November 15. (Scores from the November and December test dates may be submitted for Early Decision II applicants.)
 - Regular Decision candidates who plan to submit test scores should take one of tests no later than December in the senior year in order that score reports may reach the Office of Admission by January 15.
- Early Decision applicants must submit their *Early Decision Agreement*, which is available via the Common Application.

Transfer Students

Students applying for transfer standing must submit the following credentials:

- The *Common App for Transfer*
- *Transcripts* from each college or university attended.
- An *academic recommendation* from a college instructor or high school teacher.
- *Optional*: Scores on the SAT or the ACT.

International Students

International students (students who are not U.S. citizens, U.S. permanent residents, green card holders, or refugees) must submit the credentials listed above for first-year or transfer applicants with the following additions:

- Scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test (DET). The minimum required TOEFL iBT score is 4.5 (or 85 on tests taken prior to January 2026). The minimum IELTS score is 6.5. The minimum Duolingo score is 110. The English Proficiency Examination requirement can be waived for students whose first language is English OR if the primary language of instruction at the student's high school has been English.
 - To apply for financial aid, international students must complete and submit the Whitman International Student Financial Aid Application (WISFAA) by the deadline for the admission application.
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Admission

Admitted Students

The college requires final transcripts of all high school and college work. Prior to enrollment, a first-year student must submit a high school transcript or equivalent academic credential demonstrating completion of a high school degree. If Whitman has reason to believe the high school diploma is not valid, the college will follow up directly with the high school to determine the transcript's validity.

Space in a college residence hall is assured automatically with admission for all first-year students. A residence life questionnaire will be available after students have confirmed their enrollment and received access to myWhitman, typically in May.

An enrollment deposit of \$300 is required to reserve a student's place in the class. The deposit payment deadlines are below:

- Early Decision I candidates January 15
- Early Decision II candidates February 15
- Regular Decision First-Year admission candidates by May 1.
- Fall semester transfer students May 20
- Spring semester transfer students December 10.
- When late applicants are admitted on a "space available basis," the deposit is due by the date stipulated in the letter of admission.

Admission may be deferred upon request. Deferral may be requested after the enrollment deposit has been paid. The deposit is forfeited if the student chooses not to enroll.

The \$300 enrollment deposit is held in reserve by the college for the student. This deposit is returned upon graduation or withdrawal from Whitman if there are no unpaid charges remaining on the student's account (see "Deposit" in the *Charges* section). Prior to the refund of the deposit, students with federal loans must have an exit interview with the Student Loans Manager.

Admission

Special Students

Nondegree-Seeking Students

Nondegree-seeking students are those who wish to take certain courses but not pursue a degree program. Some nondegree-seeking students (e.g., local high school students, students from the Washington State Penitentiary, etc.) have special processes for registering for courses at Whitman; these students are non tuition-paying students. Other nondegree-seeking students apply through the Office of Admission and pay full tuition for the coursework they pursue. These students register on a space-available basis and must secure written permission from the professor after the first day of the semester. If a nondegree-seeking student wishes at any time to become a regular student (i.e., pursue a degree program), they must file all application credentials for consideration by the Admission Committee (see also “Nondegree-seeking students” under *Classification of Students*, and under *Tuition*).

Auditors

Community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit. Community members work with the Registrar to enroll in a course and are required to pay the Auditor’s Tuition as indicated in the *Tuition* section.

The college will keep a permanent record of all audited work, assigning an “AU” grade with no credit being awarded for successful completion of an audited course. The Registrar’s Office will maintain oversight of completion of audited courses and will remove those students who have not met the requirements agreed upon with the instructor of the course before grades are transcribed.

Gateway Program with Walla Walla Community College

The primary purpose of the Gateway Program is to encourage Walla Walla Community College to pursue a liberal arts education at Whitman College.

To participate in the program, students must demonstrate the ability to meet the rigors of academic work at Whitman College. Students must submit an application to the Whitman Admission Committee and be approved by the committee for entrance into the program.

Participants enroll in one or two classes at Whitman College after their fourth quarter at Walla Walla Community College. These participants will then be considered for admission to Whitman College as full-time degree candidates after successful completion of their sophomore year. Participants complete a reduced class load at Walla Walla Community College while attending Whitman College during the trial period. The reduced load will be such that the participant will continue to receive financial aid at Walla Walla Community College. The courses at Whitman will apply to graduation requirements at both institutions and will be paid for by Whitman College.

If the Whitman Admission Committee finds the Gateway Program participant academically successful at both colleges, the participant will be given special consideration for admission to Whitman College as a regular degree-seeking transfer student under the provisions outlined in the operating agreement.

Pay-Per-Credit

Graduating seniors, who need four or fewer credits to complete their degree requirements at the beginning of their final semester, should submit the Pay-Per-Credit form to the Registrar's Office to request regular student status on a pay-per-credit basis. Students approved for pay-per-credit may then enroll in up to eight credits and pay the per-credit tuition rate (See Charges/Special Tuition in the online catalog). Students may not be concurrently enrolled at another college in order to meet the credit requirements for pay-by-credit status. All requests for this status must be submitted to the Registrar's Office by the last day to add classes each semester.

Special Student Status

Special Student Status is for students seeking a reduced course load (RCL) due to extenuating circumstances. Students need to be connected with Disability Access Services (DAS) and/or International Student and Scholar Services (ISSS) to seek consent for reducing their course load. The RCL can only be requested for one semester during their tenure at Whitman College.

The offices of DAS/ISSS will email Bridget Jacobson @ jacobsbk@whitman.edu, who will work in conjunction with the Registrar's Office through the process.

If you are taking an RCL, students should be aware that they may have to request an additional semester through the Financial Aid Office to make up courses to complete their degree.

Admission

Veterans

Whitman College's academic programs are approved by the Washington State Achievement Council State Approving Agency for Veterans Education and Training for the enrollment of individuals eligible to receive educational benefits under Title 38 and Title 10 of the U.S. Code. The College may award credit for military service with applicable educational content to students who submit appropriate military documentation as part of their admission materials.

The Registrar serves as the School Certifying Official (SCO) for veterans education benefits.

In accordance with Title 38 U.S. Code § 3679(e), Whitman College will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or require alternative or additional funding, for any student using benefits under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill®) while payment to the institution is pending from the U.S. Department of Veterans Affairs. This protection applies to students who have provided a valid Certificate of Eligibility (COE) and have submitted a written request to use such benefits.

Whitman College will permit such students to attend or participate in their program of education during the period beginning on the date on which the student provides the required documentation and ending on the earlier of the date on which payment from the VA is made to the institution or 90 days after the date the institution has certified tuition and fees following receipt of the COE.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs. More information about VA education benefits is available at <https://www.va.gov/education/>

Charges

Tuition pays for considerably less than the true cost of a Whitman education, with the remainder provided by income from the college's endowment and by gifts from alumni and other friends of the college. In effect, then, these revenue sources provide a partial scholarship to all students, regardless of whether they receive financial aid.

Whitman reserves the right to adjust its charges, though charges effective at the beginning of a semester will not be changed during that semester.

Summary of Charges

Charges for a two-semester year at Whitman, for a student living in a residence hall, are:

Tuition	\$68,692
ASWC (student association)	\$576
Board (Meal Plan 2)	\$8,904
Room (standard rate)	\$7,052
Books and supplies (estimated)	\$1,400

Additional course fees, the cost of private music lessons, and personal expenses will vary from student to student. At Whitman and in the Walla Walla community, costs of social, recreational, and extracurricular activities tend to be relatively modest. The inclusive budget – that is, a typical budget for a student taking advantage of all customary types of college activity – is about \$86,624 a year.

Payment of Charges

Charges are due and payable prior to the beginning of each semester; mid-August for the fall semester and mid-January for the spring semester. Charges must be paid in full or arrangements completed for a deferred payment plan before each semester.

Full Payment: All charges, net of financial aid, must be paid by cash or check to the Office of Accounting & Business Services. Additionally, an online electronic payment option is available at <https://webapp2.whitman.edu/opay> for credit card or electronic checks originating from banks in the United States. Please see the Office of Accounting & Business Services – Student Accounts website, <https://www.whitman.edu/accounting-and-business-services/student-resources/accepted-payment-methods> for current information.

Deferred payment plan: You may choose the deferred payment plan contract if you maintain a good payment history with the college. Each semester you may defer your tuition, room, and board charges, making four deferred payments. There is a \$60 per semester set-up fee. All unpaid balances, covered by the deferred payment agreements, will be assessed finance charges equivalent to 8 percent per year. Failure to make deferred payments on a timely basis may result in the loss of the opportunity to establish a payment plan in future semesters. Our

payment plan calculator at whit.mn/ppcalc can give you an idea of what your four equal payments per semester will be. For more information, contact the Office of Accounting & Business Services – Student Accounts at StuAcct@whitman.edu.

Student Account: Whitman College issues monthly email notices to students on the charges and credits to the student’s account. All unpaid balances over \$100 will be assessed finance charges equivalent to 0.67 percent per month. It is the student’s responsibility to be knowledgeable about and to remain current in payment for charges to his or her Student Account. Registration in classes for upcoming semesters may be denied for failure to keep current on college accounts; and Graduates may be denied a diploma.

Whitman College uses a collection agency to collect delinquent accounts and these costs may be added to the debt at the time it is referred to the collection agency. When appropriate, information concerning such past due accounts will be provided to credit bureaus.

Charges

Tuition

Regular Students

Regular full tuition charges will be applied to all students unless they are auditing classes or have been granted special student status by the Dean of Students. Tuition charges include benefits such as access to the Health Center and other student programs but does not include course fees or other class specific charges as indicated elsewhere.

Full tuition (per semester):	\$34,346
*Special tuition (per credit, up to 8 credits per semester):	\$2,862

*Note: This does not provide for regular student programs, course fees, etc. (see “Special Students” and “Nondegree-Seeking students” under Admission).

Auditors

Auditor's tuition (per credit):	\$1,431
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Charges

Course Fees

Charges for fee courses may be redetermined in the fall due to the uncertainty of costs at the time the catalog is published. The following fees are estimated:

Art 101, 102, 201, 202, 221, 222, 301, 302, 321, 322, 498	Variable depending on medium (see course listing)
Art 104	\$50
Art 103, 108, 167, 267, 367	\$120
Art 114, 125, 225, 325	\$175
Art 105, 106, 107, 130, 160, 170, 230, 260, 270, 314, 330, 360, 370	\$150
Art 109	\$135
Art 112	\$110
Art 115, 116, 215, 315, 480, 490	\$100
Art 123, 223, 323	\$200
Biology 256	maximum \$75
Biology laboratories* (except Biology 256)	maximum \$30
Chemistry 102*	\$40
Chemistry 125,126	\$40
Chemistry 135*	\$35
Chemistry 140*	\$30
Chemistry 251, 252	\$20
Chemistry laboratories* (except Chemistry 102, 135, 140, 251, 252)	maximum \$20
Environmental Studies 314	\$150
Geology 111, 121,126*	maximum \$20
Geology 158, 358, per semester	maximum \$75
Geology 258, 480	variable depending on location, scholarships possibly available
Geology 270	maximum \$50
Geology 340	maximum \$40 unless field trip is outside of the Pacific Northwest
Geology 405	maximum \$30

Geology 415	\$50
Music 163, 164, 263, 264, 363, 364, 463, 464	see Applied Music Fees below
Music 241, 242	\$25
Music 373, 374, 375, 376, 473, 474, 475, 476	\$800
Sport Studies, Recreation and Athletics 112, 114, 212, 214, 312, 314, per semester	\$525
Sport Studies, Recreation and Athletics 117, 217, per semester	\$100
Sport Studies, Recreation and Athletics 119, per semester	\$140
Sport Studies, Recreation and Athletics 267, per semester	\$80
Sport Studies, Recreation and Athletics 137, 237, 265, per semester	\$180
Sport Studies, Recreation and Athletics 138, 141, 238, 268, per semester	\$225
Sport Studies, Recreation and Athletics 140, 250, per semester	\$240
Sport Studies, Recreation and Athletics 142, per semester	\$150
Sport Studies, Recreation and Athletics 200, 308, 390, 395, per semester	\$35
Sport Studies, Recreation and Athletics 226, 331, per semester	\$600
Sport Studies, Recreation and Athletics 240, per semester	\$325
Sport Studies, Recreation and Athletics 242, per semester	\$825
Sport Studies, Recreation and Athletics 244, per semester	\$350
Sport Studies, Recreation and Athletics 248, per semester	\$225
Sport Studies, Recreation and Athletics 270, per semester	\$160
Sport Studies, Recreation and Athletics 300, per semester	\$90
Sport Studies, Recreation and Athletics 332, 334, per semester	\$535
Sport Studies, Recreation and Athletics 338, per semester	\$85

Sport Studies, Recreation and Athletics 342, per semester	variable depending on location
Sport Studies, Recreation and Athletics 350, per semester	\$500
Sport Studies, Recreation and Athletics 380, per semester	\$575
Sport Studies, Recreation and Athletics 387, per semester	\$700

*Possible additional fee of \$10-\$200 for replacement of damaged materials and/or equipment

Applied Music Fees

The fee for a weekly 30-minute applied music course is \$400 per semester; weekly 60 minute applied music courses are \$800 per semester.

The applied music fee pertains to all students taking applied music courses. In addition, for students paying less than the full college semester tuition rate there will be an additional special tuition charge on a per credit basis.

No applied music courses are held on college holidays and during recesses, and no makeup schedules are provided for schedules, which include holidays and recesses. The only acceptable reason for course cancellation is illness; in such cases, the instructor makes up half of the courses missed without additional charge.

Charges

Room & Board

Room

As a residential college, all undergraduate students who are under 21 years of age at the start of each semester or have not yet lived on campus for four semesters are required to live on campus. Rare exceptions are made for students with domestic partners, who are married, or have family in close proximity to campus.

New students are guaranteed a room at the time the enrollment deposit is paid. There is no housing deposit. A student who moves off campus without approval will be charged a minimum of 60 percent of the applicable semester's room and board rate plus any other appropriate charges.

Returning students who have reserved a room during housing selection for the following semester but later forfeit it will be charged \$300. The only exceptions to this charge are those students who will not be enrolled at the college for the semester; e.g., transferring, study abroad, leave of absence.

Students will not have access to their rooms during the dates when halls are closed for breaks.

Standard room rate in any residence hall or house, each student, per semester	\$3,524
Single room rate in any residence hall, per semester	\$4,440
Off-campus rental, each student, per semester	\$2,938
Off-campus rental, each student, Summer	\$1,958
Nancy Serrurier Village housing, each student, per semester	\$4,500
Nancy Serrurier Village housing, each student, Summer	\$1,200

Premium Rooms: When available, students may select double rooms as singles. When this occurs, the student will be charged \$150 above the single room rate. If the college finds it necessary to use the additional space in such a room, the student will be refunded, on a prorated basis, any charges above the standard room rate.

Meal Plans

Whitman College partners with Bon Appétit to manage campus food service. Bon Appétit's dining philosophy is simple. Dining rooms are gathering places. Breaking bread together helps to create a sense of community and comfort. Bon Appétit's kitchen philosophy is simple: food is cooked from scratch using fresh, authentic ingredients in their simplest, most natural form. Freezers are small, and deliveries of fresh produce and whole foods are big. Local and seasonal products are purchased to bring food alive with flavor and nutrition.

Students living on campus at Whitman are required to purchase a meal plan (see exceptions below in the "More about Meal Plans and Flex Dollars" section). Students living off campus are not required to have a meal plan but can add Flex Dollars for both convenience and savings. Students living on campus are assigned Meal Plan 2 before the beginning fall semester but can change to either of the other Meal Plans online using my.whitman.edu through the first Friday of classes. All charges will appear on a student's Whitman College student account statement.

Whitman dining operates on a declining balance system where Flex Dollar charges are determined by the actual food students' purchase and consume, not on a per-meal basis.

Meal Plan 1

\$4,152 cost per semester

(Purchasing power \$2,064 Flex Dollars).

How I Eat – I eat one or two meals per day when I eat on campus.

This plan is the minimum meal plan, which meets the college's residential meal plan requirement. This plan is not designed to provide enough flex dollars to meet the needs of the majority of students. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 2

\$4,452 cost per semester

(Purchasing power \$2,464 Flex Dollars).

How I Eat – I will eat a small breakfast and lunch. Plus a big dinner.

This plan is designed to provide enough flex dollars to pay for approximately 15 meals per week, enough to meet an average student’s needs. All students required to have a residential meal plan are initially assigned Meal Plan 2 each semester but can make a meal plan change through the first Friday of each semester. Students always have the option of adding additional Flex Dollars at any time during the semester.

Meal Plan 3

\$4,752 cost per semester

(Purchasing power \$2,964 Flex Dollars).

How I Eat – I will eat three big meals each day I’m on campus. Plus, I like snacks for extra fuel, and an occasional coffee drink at the espresso bar.

This plan provides additional purchasing power, which students can use in a number of different ways: purchasing additional meals, purchasing bigger meals or adding in between-meal snacks and beverages. This plan meets the needs of nearly all students with higher caloric needs. Students always have the option of adding additional Flex Dollars at any time during the semester.

Quick Guide

Plan	Students	Price	Flex Dollars
Meal Plan 1	lower caloric needs	\$300 less	\$400 fewer flex dollars
Meal Plan 2	Base Plan (best for most students)	\$4,452	\$2,464 flex dollars
Meal Plan 3	higher caloric needs	\$300 more	\$500 more flex dollars

Financial Aid

If you receive need based aid and are required to have a meal plan, we will automatically budget students for Meal Plan 2. If you decide to change to Meal Plan 1, your need based aid will be reduced accordingly.

If you receive need-based aid and are on Meal Plan 3, your award will be increased accordingly.

Understanding Meal Plan Costs

A portion of a Whitman meal plan supports equipment, administrative costs, and service in addition to the cost of food. Unlike restaurants that only make what is ordered, Bon Appétit must operate under the assumption that all students will show up for each meal, to ensure there is enough food for all. For that reason, it is not feasible for Flex Dollars to roll over from year to year.

Staying on Budget

Several tools are provided to assist students in staying on track with their Flex Dollar budget each week.

- Each dining location has a calendar posted indicating how many Flex Dollars you should have left on that day.

- Balances are briefly displayed on the register after each transaction.
- Paper receipts show the balance remaining.
- Students can check their Flex Dollar balance at any time by logging on to my.whitman.edu. Students with unused balances at the end of the semester are encouraged to take advantage of special sales of non-perishable items from the market in Reid.

Adding Flex Dollars for Students Living On or Off Campus

Both students living off campus as well as students living on campus with a meal plan have the option of adding Flex Dollars to their card. Flex Dollars always save the 9.1% Washington State sales tax compared to cash, credit or student charges.

Flex Dollars may be purchased by students at any point in the semester at my.whitman.edu in \$50 increments, which are charged to your student account.

More about Meal Plans and Flex Dollars

- Four semesters of living on campus and being on a meal plan are required.
- Meal Plan 1 is the minimum required meal plan for all students living on campus with the exception of residents of Community Service House and College House who are not required to purchase a meal plan.
- Meal plan and Flex Dollar charges appear on a student's Whitman College Student Account statement.
- Flex Dollars are not transferable to another student's account.
- Students with unused Flex Dollars remaining at the end of a semester may select a smaller meal plan for the following semester if one is available. They are not eligible for a meal plan exemption.
- Flex Dollars remaining at the end of the fall semester carry over to spring semester.
- Flex Dollars remaining at the end of spring will not carry over to the next school year and are not refundable.
- Students with extra Flex Dollars remaining at the end of spring semester are encouraged to spend them at the Café '66 market in Reid Campus Center.
- Bon Appétit will gladly work one on one with students who have medically significant conditions affecting their dietary needs to ensure that those needs are met. Students should ask to see a manager.
- Flex Dollars are applied to students' accounts in July. Students can change their meal plan assignment, check their Flex Dollar balance, or add additional Cash Flex by logging on to my.whitman.edu and can authorize their parents to do the same.
- Full meal service is provided throughout the academic year while the college is in session and residence halls are open.
- Residence halls are closed and meal service is not provided during winter break, spring break, and Thursday, Friday, and Saturday of Thanksgiving break. There is limited food service available on campus during summer break. Please visit whitman.cafebonappetit.com for current café hours and menus.
- Only students who withdraw are eligible for a refund or reduction of their meal plan charges. Please review the college refund policy, which can be found at whit.mn/catalog.

Additional Fees

Application Fee & Enrollment Deposit

Application Fee (see <i>Admission</i>): Due when application is made and nonrefundable	\$50
Enrollment Deposit (see <i>Admission</i>): Due from new students upon notice of acceptance by the Admission Committee and refundable upon graduation or withdrawal from Whitman. Failure to pay the deposit by the date stipulated in the letter of admission will result in the cancellation of the student's offer of admission to the college.	\$300
I.D. Card (on replacement)	\$20

Health Center Fees (see Welty Center - Health Services)

There is no charge to students seeking basic medical care at the Health Center. However, laboratory studies, X-rays, and physician visits made at outside facilities are the student's responsibility. The Health Center services are available to all degree-seeking students. The college will charge for all physical examinations for overseas study, Peace Corps, or other institutions. The college will charge for prescription medicines, vaccines, laboratory tests done in the center, and services provided above those normally available.

Associated Student Government Fee (Mandatory)

Full-time, on-campus student, per semester: \$288

Off-Campus Study Fee

For students participating in off-campus studies during the fall semester, spring semester or academic year (either study abroad or U.S. Partner Programs) Whitman charges Whitman tuition for the tuition fee during their Off-Campus Studies (OCS) semesters, plus the relevant program's room and board fees, as well as other mandatory program fees, such as required international medical insurance. Additional costs that the student may be charged directly by the OCS program may include special course fees, optional program excursions, and housing/key deposits. For details, please see the OCS website at www.whitman.edu/ocs.

Charges

Refund Policies

Institutional Refund Policy

Refunds will be awarded only in the case of approved withdrawals (described in the *Academic Policies - Withdrawals* section of the catalog) from the college. The refund schedule below applies to tuition and fee charges, applied music, and other fee courses. A student who moves from a residence hall after the semester begins or fails to move into a room reserved for second semester will be refunded room charges for the smaller of 40 percent or that determined by the refund schedule below. Board charges will be prorated on a weekly basis as of the date of withdrawal, except for a minimum charge of \$100 per semester.

The percentage of charges refunded is based on the passage of total days of instruction commencing with the official first day of classes for the semester on through to the date of official withdrawal.

The first day of instruction	100%
Day two through day 11	80%
Day 12 through day 16	60%
Day 17 through day 21	40%
Day 22 through day 26	20%
After day 26	No refund

Off-Campus Studies Refund Policy

If a student withdraws from an off-campus studies program, any refund of tuition will be based on Whitman's standard refund schedule using the first day of classes on the off-campus studies program as day one for calculating the refund. Refunds of off-campus studies room and board fees will be based on the refund (if any) provided by the off-campus studies program itself. Any refund to a student of a program's tuition or room and board fees will be further limited to the amount originally charged by Whitman College. Withdrawal from such programs may also impact a student's financial aid. Financial aid recipients should contact the Whitman Office of Financial Aid Services to determine the extent of that impact.

Federal & State Aid Refund Policy

To determine the amount of funds that must be refunded to federal student aid programs, the institution must determine the percentage of time the student has been in attendance during the semester. The maximum amount of time a student may attend classes and have funds returned to any of the federal programs is 60 percent.

The calculation for the return of federal student aid funds to the programs is completely separate from the calculation of charges and refunds with regard to Whitman scholarship. The following is an example of how the college would calculate the percentage of refund and the amounts to be returned to each program.

Jane, a sophomore, last attended class on October 21. They have attended 52 days of classes, and the percentage of her charges will be 52 percent (total number of days attended, 52, divided by the total number of days in the semester, 100). The amount of the refund (total costs for the semester less actual charges) is then 48 percent.

Jane's federal aid for the semester:		
	Direct Unsubsidized Loan:	\$1,000
	Direct Subsidized Loan:	\$2,250
	Direct PLUS Loan:	\$6,000
Total:		<u>\$9,250</u>
Refunded to federal programs:		<u>\$4,440</u>
	(\$9,250 x 48%)	
	Direct Unsubsidized Loan:	\$1,000
	Direct Subsidized Loan:	\$2,250
	Direct PLUS Loan	\$1,190
Total refunded to federal programs:		<u>\$4,440</u>

The funds that are to be returned to the various programs must be returned in a certain order. The following is a list of federal programs, in order of refund.

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Iraq and Afghanistan Service Grant
7. Other federal, state, private, or institutional sources of aid
8. The student

For students who receive Washington College Grant and/or College Bound Scholarship, refunds are calculated independently of federal aid. If the student began attendance in all the enrolled classes for which the Washington College Grant and/or College Bound Scholarship were calculated, no adjustment to the State aid is required and counts as a semester of eligibility utilized. However, failure to complete all of the courses for which State aid was based upon may impact Satisfactory Academic Progress for the semester in question and the student may be placed on financial aid probation for the following semester.

In this example, the college would not reduce the amount of the student's nonfederal scholarship. The college's *Institutional Refund Policy* would govern the return of non federal funds.

Financial Aid

Whitman College believes in the value of a liberal arts education, and we are committed to making that education accessible to all students regardless of their economic circumstances. That's why we offer a comprehensive financial aid program and a dedicated team of financial aid staff who work closely with students and their families.

Whitman College offers scholarships, grants, loans, and federal and state work-study programs, to help make college affordable. Merit- and talent-based scholarships are available for students regardless of financial need. We also offer generous need-based scholarships.

More than 90% of students receive financial aid, with an average need-based aid package of more than \$60,000. Last year, the college awarded more than \$54 million in institutional scholarships.

We know the importance of investing in higher education, and work closely with students to balance their debt by finding external scholarships and helping connect students with employment. On average, Whitman students who take out loans graduate with less than \$20,000 in student loans.

Federal aid programs include Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, and Direct Loans. The state of Washington offers Washington College Grants, College Bound Scholarships, and state work-study program.

Awards to domestic students with need are based on financial information provided on the College Board's CSS Profile and the Free Application for Federal Student Aid (FAFSA). Dependent students are requested to complete both the CSS Profile and the FAFSA. Independent students are requested only need to complete the FAFSA FAFSA. Need-based aid is recalculated every year and will adjust with tuition and changes to the student's family situation.

International applicants do not submit the CSS Profile; instead they must complete the Whitman International Student Financial Aid Application (WISFAA) after they have applied for admission. There is no fee for the WISFAA.

Students do not need to submit the CSS Profile or FAFSA to be eligible for academic scholarships, which are renewable for up to four years for full-time students.

Talent-based scholarships are available for students with special talent in for music, debate, fine arts, outdoor recreation, and theater and dance. These scholarships have separate applications, which are available after a student has submitted their application for admission.

Financial aid (both merit and need-based) is available for eight semesters at Whitman or, in the case of students transferring credits to the college, the equivalent of eight semesters when transfer credit and Whitman attendance are combined (regardless of whether or not financial aid was received at the previous institution). For financial aid purposes only, 15 credits is the equivalent of one semester. If a student is unable to earn the necessary credits to complete degree requirements in eight semesters, the student may petition the Admission and Financial Aid Committee for a ninth semester of financial aid (see *Residence*).

Filing Deadlines

Students should file the CSS Profile/FAFSA/WISFAA according to the schedule below. If you are late applying for financial aid, your need-based aid may be reduced or could even be put on a waiting list for scholarships.

CSS Profile (for domestic students who wish to apply for Whitman Need-Based Scholarship):

The CSS Profile must be submitted online at cssprofile.collegeboard.org. Whitman's CSS code is 4951.

Spring Semester Transfer candidates	November 1
Early Decision I candidates	November 15
Early Decision II candidates	January 10
Regular Decision candidates	January 15
Fall Semester Transfer candidates	March 1
Returning students	April 15

Returning students should complete their financial aid forms by April 15th, including tax returns. See below.

FAFSA (for domestic students who wish to apply for Federal and State Aid):

The FAFSA should be submitted online at www.studentaid.gov. Both the student and at least one parent should have an FSA ID, that is used to sign and submit the FAFSA form online.

Whitman's federal code is 00380300.

WISFAA (beginning 2024-25 school year for new International students who wish to apply for Whitman Need-Based Scholarship):

The WISFAA must be submitted only once prior to enrollment, via the application portal. The WISFAA application covers all four years of attendance at Whitman.

Spring Semester Transfer candidates	November 1
Early Decision I candidates	November 15
Early Decision II candidates	January 10
Regular Decision candidates	January 15
Fall Semester Transfer candidates	March 1

Income Tax Returns

Income tax returns are not required of all need-based aid applicants, but for students whose parents are self-employed or own a business, Whitman may request a complete copy of recent federal tax returns including all schedules, W-2s, and business returns. All requested tax documentation must be received by May 1.

Late applications will be considered and additional offers made to late applicants only to the extent that aid funds are available.

Satisfactory Academic Progress

Federal and state regulations require that all financial aid recipients must make satisfactory academic progress (SAP) toward completing their degree. While academic standing requirements are set by the Academic Standards Committee for academics (please see the academic catalog), the financial aid requirements for SAP are different. A student must meet the requirements of the financial aid satisfactory academic progress policy in order to be eligible for all federal, state, and institutional financial aid. Satisfactory academic progress will be measured for all students receiving financial aid, regardless of credit load.

Students who receive financial aid while attending Whitman College are required to make progress toward their degree program each semester. Grades that count as credits completed are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, P, and CR. Grades that do not count towards completed credits are F, AU, NC, X, I, W, and NR. Incomplete grades will be reviewed at the end of each semester during each SAP review. If a student has not completed their Incomplete grade from the prior semester, the Incomplete grade will continue to be counted toward attempted credits, but not completed credits. If the financial aid office is notified of a grade change, the financial aid office will recalculate the prior term SAP status and adjust accordingly, notifying the student of any change in SAP status via email. If a grade change has occurred at the time of SAP review, both qualitative and quantitative progress will be updated at that time.

Repeat Coursework: If a student successfully repeats a previously failed course, the grade and credit for both the failed and completed courses are included in the calculation of the semester, cumulative, and major grade-point averages, which will be counted as well in the attempted credit calculation.

Satisfactory academic progress for financial aid purposes is reviewed at the end of each semester. Cumulative credits and cumulative grade point average includes work for the entire time you have attended Whitman College, and your entire academic history of transfer credits.

Notification of Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is monitored at the end of each semester. Students will receive an email notification sent to their Whitman email address if they have been placed on a Warning, Revoke, or Probationary status. All notification emails requiring action from the student, will include links to the applicable SAP appeal form, which lists the required documents needed to be submitted with each appeal.

Satisfactory Academic Progress is measured based on 3 components in order to remain eligible for Title IV Federal Financial Aid:

1. **Grade Point Average (GPA) – Qualitative Requirement** – Students must maintain a minimum GPA of 1.7 each semester, and must maintain a cumulative GPA of 2.0 after their second semester, and all subsequent semesters. Transferred credits, including those received during foreign or domestic off campus study, do not count in the calculation of the cumulative and term grade point average, but they are included in the calculation of both attempted and completed credits, when calculating completion rate.

2. **Completion rate/PACE Requirement** - Students must successfully complete 66.67% of all attempted coursework each term, and cumulatively, which includes credits transferred in from other colleges. All courses counted toward federal financial aid will be counted toward pace of completion, which includes incompletes, repeat coursework, transfer credits, change in majors, and additional minors/majors. Pace is determined by dividing Total Earned Credit Hours/Total Attempted Credit Hours. For example, 90 earned credit hours/100 attempted credit hours = 90% pace of completion rate. To have your PACE of completion % calculated for you: Please contact the financial aid office.
3. **Maximum Timeframe** – Students are eligible to receive financial aid until they have attempted 150% of the minimum published time it takes to complete a degree. For example, a typical bachelor’s degree at Whitman College requires 124 semester credit hours to complete. To remain eligible for financial aid and stay within the maximum time frame requirement, a student would need to complete their degree within 186 credit hours (124 credits x 150% = 186 credits). Students approaching maximum timeframe limits may receive multiple maximum time frame warnings before a financial aid revoke status is received.

Students that fail to meet any of the three Satisfactory Academic Progress (SAP) requirements after grades post the end of each semester will receive a SAP status of:

WARNING – First semester of not making Satisfactory Academic Progress.

- This is a financial aid warning only; no holds will be placed on financial aid.

REVOKE – Second consecutive semester (which could include semesters transferred in from another school) of not making Satisfactory Academic Progress.

- Financial Aid will be revoked/put on hold, and the student will be provided the opportunity to submit an appeal. Financial aid will remain on hold until a written appeal is submitted and successfully approved.

PROBATION – Status after an appeal has been successfully appealed and approved, students will receive a Probationary status.

- Financial aid eligibility will be provisionally reinstated. Successfully making satisfactory academic progress while on probation will usually result in satisfactory standing the next semester, but it could take several terms on probation before meeting the cumulative requirements for SAP, and being removed from a probationary status.

Financial Aid Appeal Process

Students that have been placed in a revoke SAP status, where aid has been placed “on hold”, have the opportunity to file an appeal with the Financial Aid Office. We encourage students to submit an appeal as soon as possible; waiting until the next semester has begun is usually too late for the student to make payment arrangements that include financial aid.

Each SAP appeal submitted should include the following documents:

1. A completed satisfactory academic progress appeal form;

2. A written statement from the student explaining the extenuating circumstances that lead them to not making satisfactory academic progress. This statement should include the changes the student will be making or the changes that have already been made that will allow the student to make satisfactory academic progress in future semesters;
3. A written academic plan and letter of support from the student's academic advisor, that reflects a plan for future success.

If the SAP appeal is denied, the student's financial aid will not be reinstated. If the appeal is approved, the student will be granted financial aid on a probationary basis and will be informed what requirements must be met to continue to be eligible for financial aid.

Whitman scholarships are awarded for a maximum of four years (the equivalent of eight semesters), unless a student is approved for additional semester(s) as part of the 9th semester appeal process. In order for a student to finish their degree requirements within four years, at least 31 credits or more should be completed each academic year.

Regaining Satisfactory Academic Progress Without Benefit of Financial Aid

If a student is still in good standing with the academic affairs office's educational review board and able to continue studies at Whitman, but is ineligible for financial aid (due to being in a Revoke SAP status), the student can raise their cumulative grade point average and/or satisfy credit deficiencies by taking additional course work at Whitman without receiving financial aid. The usual satisfactory academic progress requirements as listed above must be met at the end of the semester without aid in order for aid to be reinstated the following semester. A student who successfully regains satisfactory academic progress should contact the financial aid office for a review of the student's progress and the possibility of reinstating aid for the upcoming semester.

A student can only eliminate credit deficiencies - but not grade point average deficiencies - by successfully completing course work at another institution and transferring the credits to Whitman. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the term in which the student incurred the deficiencies. Students are also encouraged to consult the Registrar's Office to confirm that the transfer credits will be accepted. Once the transfer credits have been posted to the student's academic record at Whitman, the student should contact the financial aid office for review to evaluate if financial aid can be reinstated for the upcoming semester.

Please note that the Academic Board of Review's decision to reinstate a student for academic purposes, does not mean that a student will be eligible for financial aid. The Academic Board of Review's decisions are for academic purposes only and separate from satisfactory academic progress for financial aid purposes.

Scholarships

General Whitman Scholarships

Whitman scholarships, awarded by the college (one-half each semester), are gifts which are credited to the recipient's tuition, room, and board charges. A scholarship is not a loan, and its acceptance places the recipient under no more obligation than that of remaining in good academic standing and making satisfactory progress toward graduation. A complete statement of the conditions of the offer is included with the offer of a need-based scholarship award.

Special Scholarship Programs

Whitman Achievement Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards range from \$10,000 to \$35,000 annually and are renewable for four years. Students who receive need-based financial aid will be awarded the Whitman Need Based Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Whitman Achievement Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarships. The award is primarily based upon a calculation of weighted grade-point average in high school. Test scores (if submitted) can increase the scholarship amount.

Talent Scholarships are awarded to a select group of entering students in recognition of exceptional talent and achievement. The general purpose of this scholarship program is to recognize students who will contribute to the excellence of the Whitman community. These awards range up to \$10,000 annually and are renewable for four years, as long as the student continues to participate in the talent program originally awarded.

Garrett Sherwood Scholarships are awarded by Whitman to exceptional applicants who exhibit outstanding academic achievement, leadership and contributions to their schools and communities. While at Whitman, Garrett Sherwood scholars meet regularly on campus throughout the school year for socials, networking receptions, round table discussions, national grant and fellowship information sessions, and other events. In addition, over spring break of junior year, Garrett Sherwood scholars travel to New York City for a career exploration and networking trip. There, they have a chance to meet local alumni who are leaders in finance, business, media, culture and government and can assist the Scholars in making contacts in their potential career fields. Garrett Sherwood scholars are also invited to campus at Whitman's expense during the weekend of Spring Into Whitman Day.

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more than \$54 million annually in scholarship assistance to its students. Scholarship funds are provided from both named endowments and annual contributions. Scholarship awards are based on financial need and/or merit. In the fall of each academic year, students are notified of the specific funds from which their scholarships are drawn. Named scholarship funds are listed below:

- 10th Reunion
- 25th Reunion
- 40th Reunion

- 50th Reunion
- Terry Abeyta
- Thomas R. Adkison
- E. Alden
- Judge David H. Allard
- Mildred Ebrel Allison
- Alumni Fund
- Ames Family, Professor Todd and Professor Walters
- William C. and Jessie Robbins Ammon
- Alexander Jay Anderson
- Charles E. and Margery B. Anderson
- Gordon Shaw Anderson
- Louisa Phelps Anderson
- William and Jeanie Anderson
- John Stirlen Applegate
- Sarah J. and Paul R. Auvill III
- Frances Jane Ford Baggs
- Peggy Glase Bagnall
- William H. Bailey
- Baird Family
- Baker Boyer Bank
- Dorsey S. Baker
- Frances Paine Ball
- George Hudson Ball
- Nancy Cronon Ball
- Robert S. Ball
- Robert S. and Julia Sims Ball Family
- Bassett-Traveling Fellowship
- Dorothy Fiala Beaupré
- David Beegle
- Peter G. Behr
- Lilith J. Bell and Nancy Bell Evans
- Henry Bendix
- Donald L. and Anne A. Bentley
- Sheila Berger
- Erma Jo and Wade Bergevin
- Erik E. and Edith H. Bergstrom Foundation
- William E. Berney
- Beta Phi
- Augusta W. Betz
- Jacob Betz
- Jacob Betz, Jr.

- Agnes M. Bigelow
- Russell A. Bigelow
- Blackburn Sisters
- Jay W. and Gladys Blair
- Grant S. and Etta S. Bond
- E. Herbert Botsford
- Boyce Family
- Arthur Boyer
- Stephen J. Boyles
- Emma Jane Kirsch Brattain
- Robert Bratton
- Robert H. and Mary Reed Brome
- Lorraine G. Bronson
- Broughton
- James A. and Mary Ellen Gowing Broughton
- Brown and Coleman Family
- John S. Browning, Sr.
- Broze
- Robert and Lynn Brunton Family
- Andrew Mykle Budenz
- Emory Bundy
- Adam M. Burgener
- Burgess Family
- Robert B. Burgess
- Thomas Burke
- Burlington Northern
- Paul D. and Nancy McKay Burton
- Byerley International Students
- J. Antonio "Tony" Cabasco
- Barbara Hanley Campbell
- Richard L. and Alan K. Campbell
- Dr. Thomas M. Campbell
- Hugh S. Cannon Foundation
- Cecil V. and Helen R. Carpenter
- Bob Carson
- Forrest C. and Willena Long Cation
- Iva I. Cauvel
- Loretta M. Caven
- Wayne Chastain
- Cheuk-Alfieri Family
- Joseph Chulick Jr.
- F. Lawrence Clare

- Susan E. Clark
- William S. and Ella S. Clark
- Class of 1926
- Class of 1930
- Class of 1935
- Class of 1945 War Years
- Class of 1949
- Class of 1951
- Class of 1953
- Class of 1955
- Class of 1958
- Class of 1959 Centennial
- Class of 1961
- Class of 1962
- Class of 1964
- Class of 1968
- Class of 1969
- Class of 1970
- Class of 1981
- Class of 1983
- Class of 1984 Memorial
- Class of 1988
- Class of 1996
- Richard H. Clem
- Richard H. Clem and Arthur Metastasio
- Clarence and Lois C. Cleman
- Maurine Clow
- John P. Clulow
- Helen M. Cole and Marie DuBois
- J.M. Coleman
- John Cyril and Mary Alexander Coleman
- Wayne A. and Eileen Cummins Collier
- Comstock Scholars
- Connell Family
- Vern Conrad
- Cordes Family
- Jean Cordiner
- Carland and Emma May Corkrum
- Elmer G. and Ethel H. Cornwell
- Pauline Corthell
- Cottle Family
- Steve S. Cover

- Frederick R. Cowley
- Susan Dee Cox
- Peggy and Scotty Cummins
- G. Dudley and Lois Dambacher
- Damon Family
- J. Leland Daniel
- Janet Stratford and Elisabeth Davis
- John M. Davis
- Christina M. and Peter A. Dawson Family
- Ann Longton Day
- David M. Deal
- Susan Cook Delzell
- Bill Deshler
- Deshler Family
- Kenneth A. and Elizabeth Dick Award
- Ethel Means Dickson
- Daniel J. and Elizabeth Story Donno
- Arthur F. Douglas
- William O. Douglas
- Dow-Bainbridge
- Buddy Dublin
- Frederick Dudgeon
- Harold E. Dupar, Jr.
- Kim Dupuis
- Earl Dusenbery
- Jeanne Eagleson and John V. Gray
- Edward Eben
- Richard S.F. Eells
- Thomas H. Elliott
- Gary R. Esarey
- Fairbank-Harding
- Myrtle E. Falk
- Edward L. Farnsworth
- Barbara Sommer Feigin
- Milton W. and Lucile E. Field
- John Freeman Fike
- First Opportunity
- John J. Fisher
- Joshua Fishman
- Floyd W. Fitzpatrick
- Fitzpatrick Family
- Ben Flathers

- Harold and Annaliese Fleharty
- Forbes-Jacobs
- Nancy Morrison Frasco
- David W. Gaiser
- Thomas Val Gaisford, Jr.
- Newton and Kathryn Galley
- Robert E. Gardner
- Fay and Mary Garner
- Kenneth E. and Vivian C. Garner
- Paul Garrett
- William H. Gates, Sr.
- General Scholarship
- Donna Gerstenberger
- Ralph Gibbons
- Gary and Cheryl Gibson
- Michael and Susan Gillespie
- Lionel C. and Dorothy H. Gilmour
- Alta I. Glenny
- Gordon E. Glover
- Dr. Harry B. and Gertrude Goodspeed
- Roy Goodwin
- Elmina E. Graham
- Robert W. Graham
- Robert W. and Margaret J. Graham
- John Gravenslund
- George H. Grebe
- Paul R. Green
- Dr. Albert Wright Greenwell
- William E. and Harriet A. Grimshaw
- Leland B. Groezinger, Jr.
- Mixail Petrovich Gromov
- John J. and Stella A. Gurian
- LaVerne Mansfield Hagan, Paul Hagan and Dennis Mansfield Hagan
- Edwin T. Hanford
- Hansen Family
- Julia Crawford Harris
- Haruda Science Scholars
- Hasbrouck Family
- Jeannette Hayner
- Winston A. and Virginia M. Heacock
- Hearst Foundation
- Carroll and June Heath

- Irma Grace Kester Henderson and Chester G. Henderson
- Dale and Frances Henniger
- Margaretta Herbert
- Mary Olive Evans Higley
- Ida Belle Martin Hoegh
- Harold F. and Olga Johnson Holcombe
- Thomas Howells
- James Fee Huey
- Richard and Dorothy Hundley
- Harrison Harden Hungate
- Bradley J. Hunt
- Hunt Peterson Family
- Hunter International
- Vie Illona Hopkins Husted
- Bonnie Jean Hyre
- Imani
- Harold and Gertrude Jackson
- Matthew James
- Robert W. Jamison
- Richard and Alvia S. Jansen
- Arthur Payne Jaycox
- Sarah Delaney Jenkins
- Barbara Sterne Jensen
- Rhoda Daly Jensen
- Deborah I. Johnson
- Jeffrey L. Johnson
- Robert L. Johnson and Linda D. Klein
- Stuart and Joyce Johnston
- Jean Jaycox Jones
- Melinda S. Jones
- Nettie Langdon Jones
- Keane Family
- Isabelle Welty Keith
- Carleton H. and Carolyn M. Kelley
- Beverly J. Kellogg
- John G. Kelly
- John G. and Martha M. Kelly
- David D. and Maureen E. Kennedy
- Mohammed Nasir Khan
- Judd D. Kimball
- Snyder and Ingrid King
- Margaret Gentry Kirk

- Mary Jane Kirk
- Margaret Bradford Kittel
- Rodney Phelps Kittel
- Marion Klobucher
- Norman Klockman
- Virginia Lee Knight
- Ralph and Vivian Knudsen
- Laura Rodgers Hook Kurtz
- Amy Jane Reichert Ladley
- Gerald DeRoss Ladley
- James Lamar
- Lange Community College Spark
- Henry G. Laun
- Grace Lazerson
- Cynthia Ann Lechner
- Brandon Bruce Lee
- Marion LeFevre
- Mary Emily Winters Legge
- Memorial Scholarship
- Miriam Edwards LeRoux
- Naila and Peter Lewis Family
- Ferdinand Libenow
- Robert C. Lile
- Iris Myers Little and Agnes Little
- George Solomon and Thomas Livengood
- Helen McAuslan Logan-Schneider
- Fred P. and Miriam Lincoln Loomis
- Lucero-Malzewski
- Harry C. Luft
- Lynn B. Lunden
- Tristram S. Lundquist
- Anna Okada Burgess Maberry
- Lenore and George MacClain
- Bertha C. MacDougall
- Loyd Mahan
- Virginia Mahan
- James and Frances Mahoney
- Angeline M. Malloy
- William Mantz
- H. Archie and Christina Marshall
- Ann Inman Martin
- C.W. "Bill" Martin, Sr.

- Suzanne L. Martin
- Kyle Martz
- Stephen H. Mathews
- Nancy Ellis Mathiasen
- Chester C. Maxey
- Gertrude Maxwell
- Mary Elizabeth Cottrell May and Michael May
- Ruth C. McBirney
- F. James and Jayne S. McCarthy
- Helen Lanier McCown and William Lanier McCown
- Edna McEachern
- McFadden Family
- McKay Clise Family
- McMillan Family
- McMurchie Family
- Russell F. and Margaret Gibbs McNeill
- McNellis Family
- William and Loran Meidinger
- Memorial Scholarship
- Annie Carter and Albert Metcalf
- NaShuntae Pleasant-Miles
- Roland E. Miller
- Russell T. Miller
- Sandra Miner, M.D.
- W.L. and Dorothy Minnick
- Frank G. and Sally Taylor Mitchell
- Laura M. and Orla L. Moody
- Robert L. and Elsie P. Moore
- Deborah Grubb Moskovitz
- Mother Earth
- Joseph O. Mount
- Moyer and Stockard Families
- Kit Sheehan Muller
- Mu Phi Epsilon
- Kathleen M. Murray
- L.T. Murray Foundation
- Narnia
- Rick and Evelyn Neely
- Charles and Patricia Nelson/Great-West Life
- Carla and Dean Nichols
- Patricia and David Nierenberg
- Nontraditional Student

- Dr. Eugene and Barbara Nordstrom
- Northrup Family
- Edward R. and Dorothy J. O'Brien
- William L. and Kathryn Williams O'Brien
- Odegard Family
- Paul O'Reilly
- Harold Ottesen
- Frances Penrose Owen
- Michael Stuart Owen
- Edward A. Paddock
- Roy Ross Painter
- Paul Panagakis
- Parents Fund
- Ida S. Parkinson
- Elizabeth Jones Parry
- B.F. Parsons
- Mildred H. Patterson
- Robert Patterson
- Sara Lloyd Pekarsky and Abraham L. Pekarsky
- Mary S. Penrose
- J. Logan and Ivy Wadsworth Peringer
- Joseph Hartshorn Perry
- Howard S. Pfirman
- Phi Delta Theta
- Phi Delta Theta – honoring Fred Wilson
- Grace F. and Andrew J. Phillips
- Grace Farnsworth Phillips
- Phillips, Wade, and Cronin
- Harold Allen Piper
- Jack Coleman Pitts and Dorothy De Simone Pitts
- Sarah Jane Polk
- Wallace M. Pollard
- Arthur G. Ponti
- Estelle Powell
- Helen Tower and Helen Torrey Pratt
- Burrill L. Preston, Jr.
- John P. Privat
- Dr. William E. and Lorraine Purnell
- Arthur L. Raaberg
- Rachel Kester Rall
- Emelia and Freeman Ramsey
- John T. Ramstedt

- Yvonne Ravasse
- Florence A. Rawson
- Reader's Digest Foundation
- Homer Reed
- Dana M. Reid
- Jamie Soukup Reid and William Reid
- Pete and Hedda Reid
- Esther Bienfang Richardson and Rosella Woodward Richardson
- Stephen L. Riddell
- Mary Ann Moren Ringgold
- Victor and Nora Robart
- Charles W. Rosenberry II and Lanora Welker Rosenberry
- Rotary Club of Walla Walla
- Edward E. Rubey
- S.K. Running
- Orrin Sage
- Catherine, Matilda, and Elizabeth Sager
- Bessie Sandon
- Fredric F. Santler
- Josephine and Arthur Sargent
- Kenneth and Martha Philips Schilling
- Marie Schmidt
- Carl J. and Sonia A. Schmitt
- David and Alma Schoessler
- Gordon and Virginia Scribner
- Sigmund and Rose Schwabacher
- John M. Scott
- Gordon and Virginia Scribner
- Security Pacific Bank
- Senior Fund
- Esther and Delbert Shannon
- L. Shaw
- Donald Sheehan
- Harold L. and Helen M. Shepherd
- Cameron and Marion Sherwood
- Claire Sherwood
- Donald and Virginia K. Sherwood
- Gene Kelly Sherwood
- Anna Ennis and Walter Guest Shuham
- Robert and Nadine Skotheim
- Emma A. Smith
- J. Malcolm "Mac" Smith

- Scott Bradford Smith
- Ralph Waldo and Aimee Snyder
- Marilyn Sparks
- Eliza Hart Spaulding
- Spokane Area Ashlock Scholarship
- Jane C. Staats
- Charles F. and Elizabeth Greenwell Stafford
- Marjorie Haddon Stansfield
- Evelyn Ayres Starr
- Agnes C. Steere and David C. Campbell
- Barbara Holmes Stevens
- David Stevens
- Mary J. Stewart
- Samuel and Althea Stroum
- George II and Myrtle Bond Struthers
- Elbridge and Mary Stuart
- Richard K. Stuart
- Joseph L. Stubblefield Trust
- W. Price and Ruth S. Sullivan
- Norm and Lynn Swick
- Sumio and Mii Tai
- Mary Eby Tate
- Brooke Taylor
- Edmund Taylor
- Lucille M. Thomas
- Frank and Lillian Thompson
- Robert S. Thorne Jr.
- 3-2 Engineering
- Agnes Stephanson Tibbits
- Winton A. Ticknor
- Timothy Tosswill
- Ed and Rosa Viola Tucker
- Sherrel Tucker
- Dr. Robert C. Tugman
- Robert C. Tugman
- Guy M. Underwood
- Nathaniel W. and Bessie O. Usher
- Dean and Esther Vail
- Catherine van Veen
- Victor Family
- William E. Wadsworth
- Wallace Family

- Marjorie E. Ward
- James Prentice Warner and John Leigh
- J. Walter and Katherine H. Weingart
- J. Walter and Katherine H. Weingart Opportunity
- Maurice and Gale Weir
- Drs. Robert F. and Elizabeth M. Welty
- Dr. Robert Welty and Eva Roberson
- Mary F. and Sarah Wheeler
- Velma Harris Whitlock
- Whitman Alumni Association
- Whitman Bridges
- Whitman Opportunity
- Robert L. Whitner
- Whittaker Family
- Eunice V. Wiemer
- Jean D. Wilkinson
- J. Joy Williams
- June Wilson Williams
- Robert Jack Williams
- A.D. Wilson
- Witman/Kenworthy
- Ron Witten
- Edna Mae and Clare Woodward
- Brian Weston and Susan Reynolds Workman
- George Woodward
- Dexter K. Yamada
- Richard C. and Mary Anne Shaffer Yancey
- Robert and Jacqueline Young
- Augusta Wilsen Betz and Katharina Betz Zimmerman
- Carroll L. Zimmerman
- Bertha H. Zoellner

Other Gift Aid

The Federal Supplemental Educational Opportunity Grant (FSEOG), Pell Grants, Washington College Grants, Washington State Opportunity Scholarships, and College Bound Scholarships are gift aid provided by the federal and state governments. All programs are based on financial need, and none require repayment. Unless a recipient's need changes later in the year, Whitman's original award of gift aid (Whitman scholarship and/or federal/state grants) is a one-year commitment to that amount of total gift aid. The award may be made before information

regarding the applicant's qualification for gift aid outside the college is known. When the applicant later qualifies for governmental gift aid, such as the FSEOG, a Pell Grant, or Washington College Grant, Whitman's scholarship award will be reduced by the equivalent amount, thereby freeing funds to assist other students.

Financial Aid

Loans

Whitman participates in the Federal Direct Loan Program which includes Direct Subsidized/Unsubsidized Loans for student borrowers, PLUS Loans for parents. Direct Loans may be need-based (subsidized) or non-need-based (unsubsidized and PLUS). Generally, borrowers have 10 years to repay the loans, but extended and income-based repayment plans are available. Each year, new subsidized and unsubsidized Direct Loans will have a potentially new interest rate. Annual interest rates can be found at www.studentaid.gov.

Students may borrow private or alternative loans to help with their educational expenses, when the amount of their financial aid does not meet their required level of funding.

Several major banks and lending institutions offer private loan programs. The interest rates and applicable fees vary, and we suggest that students and parents carefully read the information provided about the loans before making a decision about which loan program to choose.

Interest on the loans is the responsibility of the family throughout the life of the loan, but may be deferred along with the principal until the student leaves higher education. The Office of Financial Aid Services welcomes your questions about private loans, and will be happy to assist you with the application process.

Short-term loans are available through the Student Accounts Office to meet sudden financial needs confronting students.

Whitman encourages students and their parents to use loan funds wisely. Loans place some responsibility for financing higher education on the student, enabling them to receive financial assistance when needed and to pay some of the cost of the education at a time when they are better able to do so. Students should not exceed the amount they need to meet educational expenses when borrowing.

Financial Aid

Student Employment

Whitman students who apply for financial aid and have need are typically offered Whitman student employment, including federal work-study, as a component of their financial aid award. The offer of student employment often gives a student priority treatment in acquiring on-campus work. However, jobs are not guaranteed, and some jobs are highly competitive. For a current listing of job opportunities, please visit the Career and Community Engagement Center's website at <https://www.whitman.edu/after-whitman/career-and-community-engagement-center>.

Student Life

The college provides students with learning opportunities through involvement and engagement. Students may participate in activities, such as the Associate Students of Whitman College (ASWC), community service projects, academic-year internships, sorority & fraternity life, or the Outdoor Program that enhance their leadership skills. The college supports an active campus social life, a comprehensive wellness program, and excellent recreational programs that include varsity competition and an extensive program of club and intramural sports. The campus programs are designed to foster a community feeling within a climate of inclusion and understanding.

The offices of the Dean of Students and the Provost and Dean of the Faculty direct and coordinate a wide range of student support services. The Dean of Students coordinates new student orientation, housing and residential life, counseling, health services, the debate program, campus security, and the Reid Campus Center. The Provost and Dean of the Faculty coordinates major advising, postgraduate fellowship and scholarship programs, the Career and Community Engagement Center (CCEC), Academic Resource Center (ARC), Disability Student Services (DSS), Global Programs, and Athletics. Both the Dean of Students and the Provost collaborate closely with the Intercultural Center on a range of campus issues such as student support and programming.

The Residential Campus

Residence halls and houses are designed to assist students to succeed academically and develop personally. Residential living is an integral part of the Whitman educational experience. In order to enhance the residential experience for the whole community, all students are required to live in college-owned housing for 8 semesters. Over their 4 years, students can experience a range of residential communities, including first-year residence halls, interest houses, fraternity and sorority living, off-campus college-owned rental houses, and the new Nancy Serrurier Village for juniors and seniors, opened in 2025.

Students may select from a variety of residences. With the exception of Prentiss Hall, all residential facilities house students of all genders. On-campus housing options include: Anderson Hall, for 137 students; William O. Douglas Hall, for 70 students in suites of eight students each; Prentiss Hall, for 145 women including members of Whitman's four national sororities as well as women not affiliated with a sorority, housed in two-room doubles; Jewett Hall houses 154 students; Lyman House has two-room suites for 91 students; and Stanton Hall, housing 150 sophomore students in mostly single rooms. Also on-campus is the Nancy Serrurier Village for 210 juniors and seniors in 2- to 4- bedrooms apartments with full kitchens.

Thirteen interest houses offer unique learning opportunities. Language houses, such as French, Japanese, Spanish, Chinese, and German, further the academic and cultural interests of students studying a foreign language. Approximately six to nine students reside in each house. Other interest houses are the Multicultural House, which fosters cross-cultural communication and understanding; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio, theatrical, and musical arts; the Wellness House which focuses on the 8 dimensions of wellness; the Writing House, which provides resources to encourage the growth of writing as a discipline; the Lavender house, which celebrates LGBTQIA+ lives and experiences; the Spirituality House, which lifts up and supports all faith traditions and practices; and the Community Service House encourages discussions of service issues among students and the Whitman community and includes a community service requirement.

Four national fraternities maintain chapter houses near the campus. Each has its own dining, sleeping, study, and recreational facilities.

Just as it is important to live on campus, it is equally important to dine on campus. Dining on campus helps to integrate students into the campus community. It provides the opportunity for sections to spend time together, contributes to community within the halls, and allows further opportunity for students to interact with faculty outside the classroom. During the fall of 2018, a new central dining facility, Cleveland Commons, opened for the whole campus community supplemented by other, smaller dining options on campus. In addition, Jewett Hall has a café with breakfast and lunch options as well as a coffee bar. Reid Campus Center also has a small marketplace for students and community members. Students who live in the residence halls are required to subscribe to a board plan (see exceptions under “Board” in the *Charges* section). Students living off-campus are encouraged to eat in college dining halls and may subscribe to one of several board plans. Junior and senior students living in the Nancy Serrurier Village are not required to be on a meal plan.

While it is difficult for the college to provide highly specialized diets in the dining halls, Bon Appétit (the college’s food service provider) as well as the Health Center will work with students who have dietary concerns. There are vegetarian and vegan alternatives at every meal. Any student, on-or off-campus, may purchase a meal plan.

Student Life

Student Services

Welty Health and Counseling Center –

The Welty Health and Counseling Center takes a holistic approach to student well-being by addressing physical, mental and emotional health in an integrated and coordinated way. Each member of our multidisciplinary team works collaboratively to provide comprehensive, high-quality care for all students. The clinic is open Monday through Friday from 8:00 AM to 5:00 PM, and Saturdays from 11:00 AM to 1:00 PM for nurse triage, throughout the academic year. Walk-in urgent counseling hours are available at 10:00 AM and 3:00 PM, Monday through Friday. During academic breaks, we continue to offer urgent walk-in services for both counseling and nurse triage.

Counseling

Licensed mental health counselors are available to provide brief mental health services to students free of charge. Services include: short term individual counseling, group counseling, workshops and trainings, as well as crisis services.

Counselors assist individuals and groups with personal concerns, interpersonal relationships, and mental health issues that may interfere with their success at Whitman. All counseling is confidential, and subject to legal and ethical limitations. The Counseling Center works on a short-term (5-12 sessions) counseling model. Counselors work with students to schedule appointment times, develop therapeutic goals, provide appropriate interventions and track progress. Referrals for longer-term care can also be made when appropriate.

Counselors are also available for urgent mental health support for students experiencing significant emotional overwhelm, suicidal ideation, and other emergent issues. Crisis hours are available in the morning and afternoon Monday-Friday when school is in session for walk-in support. After-hours crisis support is also available for students by calling the Counseling Center at 509-527-5588 in the evenings, weekends, and over breaks. Students in need will be assessed for safety, receive crisis support and referred to a higher level of care if needed.

A Clinical Case Manager is available to help students access specialty care or accessing providers off campus.

A Psychiatric Nurse Practitioner is available for consultations about psychiatric medication and medication management.

All services provided by the Counseling Center are free of charge and insurance is not required or utilized.

Health Services

Services at the Health Center include: assessment and treatment of acute illness or injury, point of care testing and treatment, in-house services lab with specimen collection and blood draws, reproductive health care, including PAP smears and contraception, a dispensary for prescribed medication, travel consults and vaccines. Providers include MD's, ARNP, Nurses and Medical Assistants.

The providers may refer students to outside resources if indicated. Registered Nurses are available to see students for nursing assessment and referral. All degree-seeking students may see the Health Center staff without charge and may access Health Center resources for a nominal fee. If a student wishes to consult a private physician, the Health Center staff may recommend competent local specialists when requested to do so. Whenever a student is treated away from the Health Center, the expenses incurred will be the student's responsibility.

Services at the Health Center include: assessment and treatment of acute illness or injury, point of care testing and treatment, in-house services lab with specimen collection and blood draws, reproductive health care, including PAP smears and contraception, a dispensary for prescribed medication, travel consults and vaccines.

Accident and Health Insurance

All Domestic and International Students are required to have insurance with a U.S. based health insurance company that will pay benefits in Washington State.

It is the student's responsibility to understand their insurance plan and know how to access coverage. We advise that each student carry a personal insurance card at all times.

If hospitalization or outside medical services are needed, the Health Center will assist the student in locating suitable medical treatment. The cost for such outsourced medical treatment, however, must be assumed by the student.

Whitman College provides "secondary" accident insurance for students participating in varsity intercollegiate athletics. This coverage is available to varsity athletes who sustain an injury during scheduled and supervised athletic activities. As a secondary insurance, the varsity athletics accident insurance policy will only pay medical bills after they have been processed by the student's primary personal insurance. Please contact the Head Athletics Trainer, at 509-527-5590 for more information.

Reid Campus Center

The Reid Campus Center serves as a community center for all members of the college — students, faculty, staff, alumni, and guests. To support the residential nature of the Whitman campus, the Reid Campus Center meets many day-to-day needs through an organization of professional staff, student employees, student volunteers, and committees.

The Reid Campus Center sponsors numerous programs, including musical performances in the Coffeehouse, Student Activities Fair, an Arts & Crafts fair, monthly trivia nights, Involve, student government and clubs, media groups, and much more.

Resources in the Reid Campus Center include the Information Desk, Bookstore, Debate & Forensics, New Student Orientation & Onboarding, Office of Religious and Spiritual Life, Outdoor Program, Post Office, the Student Activities, Involvement & Leadership Office, Career and Community Engagement Center (America Reads/Counts, Career Development, Community Engagement, Internships), LGBTQIA+ Student Services, and Café 66. Other facilities and services include meeting and dining rooms, a lounge, an art gallery, vending machines, refrigerator rentals, activity rentals (such as popcorn machine, snow cone machine, and button maker), sign-ups for the chartered holiday bus and shuttle service, bulletin boards for advertising and notices, and the Outdoor Program Rental Shop. The Reid Campus Center houses the Associated Students of Whitman College (ASWC), the Whitman Events Board (WEB), The Wire newspaper, the blue moon (art and literary journal), KWCW-FM student-operated radio station, and quarterlife (quarterly literary journal).

Student Life

Student Activities

Co-curricular activities augment classroom experiences, allowing students to apply their classroom studies to practical, realistic work and engaging social experiences. The college encourages students to create new activities and organizations that enhance the life of the campus.

At Whitman, students have a plethora of opportunities to get involved all over campus, regardless of their major. Musically inclined students perform with the College Wind Ensemble, Chamber Orchestra, Chorale, and, by audition, the Walla Walla Symphony Orchestra; still others perform in solo or small group recitals. Students need not major in Theatre to perform or work backstage at Whitman's Harper Joy Theater, nor must they major in English to submit items for publication in blue moon, the Whitman literary magazine. There are opportunities for work, including some paid employment, on The Wire, the student weekly newspaper. Many students also participate in one or more of the dozens of student clubs on campus, many of which receive funding from Whitman's student government.

Outdoor Program

The Outdoor Program (OP) is committed to providing equitable access for all to the outdoors. The OP fosters personal growth, facilitates learning, and creates recreational opportunities through skills and risk management training, leadership development, and environmentally sound trips in a supportive community. The OP assists people in outdoor pursuits while also managing risks to offer safe and rewarding recreational experiences. Additionally, the OP provides quality rental equipment for hiking, backpacking, climbing, mountain biking, flatwater

and whitewater kayaking, rafting, canoeing, stand-up paddle boarding, cross-country skiing, snowshoeing, telemark, and alpine touring skiing. Activities cater to beginner and intermediate skill levels. The OP organizes visiting speakers, instructional seminars, film showings, and other special events on campus, including the Banff Mountain Film Festival. The OP also oversees the Whitman Climbing Center and contributes to new student orientation programming.

Another critical function of the Outdoor Program is to teach outdoor skills, both elementary and advanced, in such areas as risk management, wilderness first aid, whitewater and flatwater kayaking, rafting, climbing, skiing, canoeing, mountaineering, backpacking, and outdoor leadership. There are over 75 jobs per semester where students can practice their leadership skills working for the OP in the rental shop, leading trips, and instructing in the climbing center. The program is a resource for those interested in planning their own trips, exploring the outdoors surrounding Walla Walla, purchasing equipment, or obtaining instruction. Magazines, instructional videos and books, guidebooks, maps, and information about outdoor jobs are available at the OP Rental Shop.

The Outdoor Program is not a club. There are no dues; anyone, regardless of ability or skill level, may participate. All students interested in noncompetitive, non-motorized pursuits through may share adventures the Outdoor Program. The Bob Carson Outdoor Program Fund enables all students to experience OP trips by providing trip credit to every current Whitman student each year to participate in at least one free outdoor trip. The Leadership Education Advancement Fund (LEAF) offers need-based aid for SSRA Outdoor Leadership courses.

While the OP is not a club, it supports and/or advises several ASWC student-organized and run outdoor clubs, including: the Backcountry Ski Club, BIPOC Outdoor Club, Climbing Club, Club Sports Climbing Team, Mountain Biking Club, Whitman Outdoor Journal, and the Whitewater Club.

Whitman Events Board

The Whitman Events Board (WEB) is an ASWC-sponsored student group dedicated to bringing an exciting and diverse set of events to campus. WEB provides and supports a wide array of educational and entertaining programs by maintaining contacts with artists and booking agencies and generating original student-led programs. It is responsible for sponsoring films, concerts, dances, interactive projects, speakers, and much more! To find out more, call 509-522-5367 or email web@whitman.edu.

Intercollegiate and Intramural Athletics

Whitman College affirms the classical ideal that physical fitness complements intellectual development. Whitman's programs of sport studies, recreation and athletics are designed to contribute to the liberal education of our students as they engage their minds and bodies in vigorous fitness, wellness, and competitive activity.

Whitman supports athletics for two reasons: 1) as they train and strive to excel, student-athletes complement and strengthen the education they are pursuing; and 2) athletics contributes in unique ways to campus life and fosters a strong sense of community.

To achieve these ends, the College provides the resources to enable teams and individuals to compete effectively in the NCAA Division III, and to enable those individuals and teams who qualify to compete at regional and national levels.

The athletics program at Whitman College is designed to support:

- the overall mission of the college;
- the principles of fair play and amateur athletics, as defined by NCAA legislation;
- the overall academic success of student-athletes;
- the overall health and welfare of student-athletes;
- the principle of equal access to athletic opportunities by men and women.

Whitman holds membership in the National Collegiate Athletic Association (Division III) and the Northwest Conference (NWC). The college fields men's and women's teams in basketball, swimming, tennis, soccer, cross-country, golf, and distance track. Women also compete in volleyball and lacrosse, and men in baseball. Whitman College, as an NCAA III member, does not offer athletic scholarships; however, all students may apply for need-based financial aid and academic scholarships.

Department of sport studies, recreation and athletics staff members supervise the student run intramural programs; about 70 percent of Whitman students take part in such intramural sports as flag football, basketball, soccer, volleyball, tennis, and ultimate Frisbee. The college also sponsors several club sports programs, including rugby, skiing, ultimate Frisbee, and cycling. For a complete and updated list of club and intramural opportunities, please see www.whitman.edu/athletics and follow the links to club sports or intramural sports.

Sherwood Athletic Center, the main athletic complex was completely renovated as of August 2009. It features a 1,200-seat gymnasium, a training room, a strength and conditioning room, a practice gym, batting cages, racquetball and squash courts, dance studios, and a 7,000+ square-foot indoor climbing wall.

The college has four indoor tennis courts in the Bratton Tennis Center as well as six outdoor courts, which support all student, faculty/staff and community use.

Baker Ferguson Fitness Center offers a 10,000-square-foot fitness center, and the Paul and Louise Harvey Aquatic Center features a 30-meter swimming pool.

Baseball games take place at the 3,000-seat Borleske Stadium, which also includes an indoor 3-tunnel batting cage. The golf team practices at the 18-hole Memorial Golf Course, the Walla Walla Country Club, and Wine Valley Golf Club. The Whitman Athletic Fields Complex hosts the men's and women's soccer and the women's lacrosse teams in addition to a variety of club and intramural competitions.

Student Organizations

Most groups and organizations are student-run; nearly all involve students in planning and carrying out their programs. The largest of the self-governing groups is the Associated Students of Whitman College (ASWC), of which every student is a member. ASWC conducts its affairs through an elected Executive Council and student Senate. In addition to advocating for student needs and supporting all-campus activities and programs, ASWC is responsible for oversight and budget allocations for the Whitman Events Board, The Wire weekly newspaper, radio station KWCV-FM, and more than 80 student clubs and media groups.

Campus clubs focus on specific interests such as culture and identity, recreation, health, music, leadership, and religious interests. Information on student organizations can be found at: whitman.presence.io.

Sorority & Fraternity Life

Whitman's sororities and fraternities provide their members with a strong sense of community, belonging, friendship and inclusion. Within each Greek-lettered organization, members find academic assistance, personal support, leadership, community service, alumni connections, and social opportunities.

All of Whitman's sororities and fraternities are actively involved in philanthropic and community service projects, at both the local and national levels, supporting such organizations as Blue Mountain Heart to Heart, Huntsman Cancer Foundation, St. Jude, United Blind of Walla Walla, Service for Sight, Walla Walla County Child Advocate Program, Live Like Lou, Trilogy Recovery Community, and Planned Parenthood. Each self-governed sorority and fraternity makes decisions, budgets, implements social policies, executes events, networks with alumni, and nurtures lifelong bonds. Sorority & Fraternity Life is an excellent vehicle for learning how to be the best version of yourself.

The four national sororities reside in Prentiss Hall, where each group maintains its own section, complete with a chapter room and a lounge. Each of the four fraternities has a house on the edge of campus, where members reside and dine together. On average, 17% of students are involved.

Code of Conduct

All persons associated with the college share the common responsibility to create a climate conducive to the pursuit of learning and free inquiry. The college regards students as maturing individuals with considerable personal freedom; at the same time, it expects students to accept responsibility for their actions. While Whitman does not attempt to impose a uniform moral standard, the college expects students to conduct themselves honorably and to respect the rights of other members of the community. In some instances, the diversity inherent in group living requires some concessions of individual freedoms.

General Policies

The general policies for the College are as follows: 1) students are held individually responsible for maintaining standards of conduct that meet the requirements of decency, the rights of others, the behavior patterns of a democratic society, and the particular needs of the Whitman community; 2) social regulations of whatever origin should ensure adequate consideration for the rights of individual students to privacy and the preservation of individual dignity and comfort, and an atmosphere consistent with, and in furtherance of, the primary educational purpose of the college; 3) all members of the community have the responsibility for adherence to local, state, and federal laws; and 4) residence hall staff members are available to mediate disputes and enforce residence hall regulations.

The Dean of Students Office, through the powers delegated to it by the president and faculty of Whitman College, may make such requirements explicit with specific regulations to whatever extent is considered necessary. The college also reserves the right to change its regulations affecting the student body at any time; such changes apply to all students, including prospective students, those currently enrolled, and former students returning to college.

Students and their parents should realize that the college does not act in loco parentis. Even though regulations exist to ensure that all members of the college community may pursue their academic goals with minimal hindrance, the college does not control students' lives. In all their interactions with the college, students are assumed to be responsible for themselves. While striving to maintain as secure an environment as possible, the college cannot guarantee the safety of its students.

Regulations

Each living group is responsible for ensuring adequate guarantees of the primary use of residence halls and fraternity houses for study and sleeping, and of each resident's fundamental right to reasonable privacy.

The Board of Trustees has approved several policies – including, but not limited to, policies on alcohol use, drug use, filing a grievance, and incidents of sex- or gender-based harassment, discrimination, or violence – intended to ensure that Whitman College remains an environment based on consideration and respect for the rights of others and designed to support the college's academic mission. These policies are available in the Whitman College Students' Rights & Responsibilities, which is published annually and also available on the Whitman College website: www.whitman.edu/dean-of-students/student-handbook.

Student Right to Know Information

Whitman College has provided information you need to know about the campus and its policies at www.whitman.edu/dean-of-students/right-to-know. This information includes institutional information, alcohol policies, graduation rates, FERPA (Family Educational Rights and Privacy Act), services available to students with disabilities, institutional security policies and crime statistics, and other information that you might find helpful. A printed copy of this information is available upon request from Bridget Jacobson in the Dean of Students' Office, Memorial Building 325.

Title IX – a Short and Simple Law

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” Any person in the campus community who believes that they or another person has been subjected to sex-or gender-based harassment, discrimination, or violence should discuss their concerns with the Director of Equity and Compliance/Title IX Coordinator, Kaylei Goodine, titleix@whitman.edu. See also the Title IX Policy: www.whitman.edu/campus-life/diversity/title-ix-and-sexual-misconduct.

Inclusive Excellence

Inclusive excellence asks us to move beyond intention and into alignment. It challenges us to look closely at the systems we've built—our policies, our practices, and our traditions to ensure that everyone at Whitman College feels affirmed, valued and respected. The role of the Division of Inclusive Excellence supports and engages the broader campus community in a variety of ways through the College Accessibility Committee, Community Learning Days, The Posse Program, the annual Power and Privilege Symposium, DEIA Microlessons, academic themes, student organizations, and curricular and co-curricular content, The Division is responsible for activities and

programming in The Third Space Center, Glover Alston Intercultural Center, LGBTQIA+ Student Services, Religious and Spiritual Life and a host of other programs and speakers. Our engagement with the Tri-College and NW5C initiatives, Orientation, Summer Fly-In, interest hall communities and events, and many more activities contribute to the cultivation of an institutional climate that embraces, enacts, and acknowledges cultural pluralism, cultural humility, and cultural wealth in the interest of inclusive excellence.

The Division of Inclusive Excellence

Mission

The Division of Inclusive Excellence helps to coordinate, cultivate, and contribute to institutional efforts to advance inclusive excellence at Whitman College. Guided by principles of cultural pluralism, cultural humility, and cultural wealth, the work of the Division is to enhance our collective awareness and capacity around issues of diversity, equity, inclusion, and antiracism. Inclusive excellence is a shared responsibility of all members within our community. As such, the entire Whitman community is responsible for championing issues of inclusion and ensuring a sense of belonging for all faculty, staff, and students.

Vision

- To have a campus community where inclusive excellence drives decision-making at all levels of the college, where those decisions are supported by culturally responsive policies and practices.
- To recruit, retain, and support a campus community that is committed to promoting diversity, equity, inclusion, and antiracist practices.
- To cultivate partnerships regionally and nationally that support the shifting demographics of the campus community.

Principles

Our principles of inclusive excellence provide a foundation for the community we are actively fostering. We recognize that our path towards inclusive excellence will require:

- Diversity without dominance
- Equity without benevolence
- Inclusion without othering
- Belonging without assimilation

Approach

The work of the Division of Inclusive Excellence is multifaceted operationally and exercises horizontal influence. Our multifaceted operational areas include: Identity and Belonging, Equity and Compliance, and Inclusive Excellence. The Identity and Belonging area includes several primarily student-facing units that contribute programmatically to the campus climate, facilitate the exploration and development of student identities, and provide support and services to marginalized and/or minoritized communities. This area includes the Glover Alston Intercultural Center, LGBTQIA+ Student Services, Third Space Center, as well as Religious and Spiritual Life, all of which collaboratively aid the entire Whitman student body in better understanding their relationships to systems of oppression and to each other by providing opportunities for community healing, connection, and liberation. The Equity and Compliance area is focused on coordinating institutional compliance with federal and state

discrimination, harassment, and retaliation laws and related College policies, with an emphasis on those related to sexual and gender-based misconduct and other forms of identity-based harassment and discrimination. This area is also involved in the response and resolution of bias incidents that may not have an identifiable respondent or constitute a violation of the law or College policy, but nonetheless impact our community. The core work of the division is the campuswide work of advancing diversity, equity, inclusion, and antiracism at the college. This involves the Division's work with student, staff, and faculty partners through the Inclusive Excellence Council and collaborations across the College to revise policies, shift practices, and modify systems in an effort to infuse inclusive excellence principles through all aspects of institutional operations.

Inclusive Excellence

Programs & Resources

Glover Alston Intercultural Center

The Glover Alston Intercultural Center (IC) seeks to foster intercultural awareness, inclusiveness and respect for all in the Whitman community. The IC provides educational and experiential opportunities related to diversity and works directly with a number of student organizations to provide affirming programming to enhance the campus climate for all. The IC coordinates a number of equity programs (food pantry, clothing closet, textbook lending library) and works to support students in navigating potential structural barriers to success through individualized guidance and resources. IC programming is created with and for students and the Glover Alston Intercultural Center is a space where all gather to build connections and learn from each other.

LGBTQIA+ Student Services

LGBTQIA+ Student Services advocates for institutional change and contributes to efforts to develop more equitable and inclusive practices, policies, and procedures across the College in an effort to establish and sustain an environment at Whitman that affirms the unique and intersectional identities of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, Intersex, Asexual (LGBTQIA) students, as well as those who identify with different and/or additional minoritized communities related to sex, sexualities, gender identities, or gender expressions. LGBTQIA+ Student Services provides programs and supports that contribute to the wellbeing and success of LGBTQIA+ students and aids the entire Whitman community in better understanding the lived experience of LGBTQIA+ individuals. LGBTQIA+ Student Services also advances the diversity, equity, inclusion, and antiracism (DEIA) values of the College and the Division of Inclusive Excellence through a direct emphasis on the needs and concerns of LGBTQIA+ communities of color.

Third Space Center

The Third Space Center is a campus resource designed to center the needs, concerns, interests, histories, and cultures of the wide-ranging communities of color at Whitman. With campus climate data indicating that many students of color at Whitman experience feelings of exclusion or marginalization in the predominantly white Whitman environment, it was essential that we create and provide a space where communities of color were centered, affirmed and that showcased the richness and cultural wealth of Black, indigenous, and all people of

color communities. The Third Space Center provides students of color with a space where they can feel safe from microaggressions and have the ability to fully express their identities. The Center also organizes programs that can help the entire Whitman community better understand the complexities of race, racism and race relations.

Religious and Spiritual Life

The Office of Religious and Spiritual Life (RSL) supports students who wish to deepen or explore spirituality. RSL functions as a resource for established and emergent religious groups on campus and works to address the needs and enhance understanding and awareness of numerous religious traditions. RSL provides programming, which explores the important relationship between faith and learning - the connection between mind and spirit. The Office of Religious and Spiritual Life is committed to supporting religious traditions and serves people of all faith traditions, and also welcomes those who are exploring spirituality but do not identify with any formal or specific religion.

Inclusive Excellence

Equity & Compliance

Whitman College strives to provide a safe environment in which students can pursue their education free from the detrimental effects of sexual misconduct, which includes sexual harassment and sexual assault. The Director of Equity and Compliance/Title IX Coordinator is housed in the Division of Inclusive Excellence. The individual in this role interfaces with Human Resources, the Office of the Provost, Campus Security, Student Life and others across campus to prevent, investigate, and adjudicate violations of federal law related to identity-based discrimination and harm. In addition to ensuring institutional compliance with Title IX, the Director of Equity and Compliance/Title IX Coordinator develops, implements, updates and serves as principal coordinator of policies, procedures and programs related to Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Act (VAWA) and other related legislation.

Career & Community Engagement Center

The mission of the Career & Community Engagement Center (CCEC) is to connect Whitman students and alumni to the communities and experiences that help them achieve their aspirations. The work of the CCEC is to help students identify experiences that enrich their academic pursuits, foster community and civic engagement, refine career interests and take next steps, and provide professional development and preparation relative to those steps. One significant way that we do this work is through the career coaching initiative which pairs every Whitman student with an assigned career coach from our Center.

Career & Community Engagement Center programs include:

Alumni Networking and Mentoring — The CCEC provides numerous networking and mentoring opportunities for students and alumni to communicate about careers, internships, fellowships, grad school, civic engagement and jobs. Whitman Connect is a searchable database of thousands of alumni who have volunteered as resources for students and fellow alumni for professional development and mentorship. Several times a year the CCEC co-hosts Whitties Helping Whitties networking receptions in collaboration with Alumni Relations, sparking new mentoring relationships that can open doors and last a lifetime.

America Reads/America Counts – The CCEC hires 20-30 work-study students every year for this immersive learning program that provides tutoring and classroom support to students in Walla Walla public school K-12 classrooms. Whitman students who have prior experience working with youth can pursue this opportunity to build experience and skills for a career in education

Career Development and Education – Whitman's Career Coaching initiative connects every incoming student with a career coach from our Center, a guide throughout their Whitman experience to help them consider and connect to an expansive array of resources and opportunities that will help them shape their future. Students can schedule to meet with CCEC coaches via Handshake or search the CCEC website for resources to help with any part of the career development or job application process. Our career coaches can help students:

- identify and create a career plan for their futures
- review resumes, CVs, and cover letters
- identify and utilize job and internship search resources
- build a professional online presence on LinkedIn and other platforms
- begin planning for and applying to graduate programs
- apply to internship programs offered through the CCEC and external organizations

CCEC staff provide skill-building workshops for students to boost career and life readiness. Interested students, staff and faculty members can email the office to arrange to host a workshop for their class, group, team or club. A vast array of self-guided, on-demand career development content and recorded videos are available to students 24/7 via the Handshake resource library.

Career Platforms – Whitman's job and internship search platforms, Handshake & Parker Dewey, include thousands of postings for internships/micro-internships/full-time/part-time positions applicable to students and young alumni. Handshake allows students to conveniently schedule appointments with CCEC staff and learn about events sponsored by the CCEC and employers from across the country. Additionally, Career Pathfinder is a career assessment tool that gives students insights into their work preferences and industries that match their interests, while also providing search tools to identify real time opportunities.

Community Engagement (CE) Programs – We strive to build strong, sustainable relationships with local partners that create opportunities for students to collaborate with members of the Walla Walla community. Through volunteer experiences, students support projects and initiatives identified by our partners as positively contributing to the community and their organizations' purposes.

Additionally, we create opportunities to build students' leadership, and personal and professional development through the CE leadership program that supports paid CE student leaders in a cohort experience. CE Leaders engage the Whitman community in volunteer direct action, education, and reflection opportunities that address social needs and inspire civic responsibility through experiential learning. Student leaders coordinate ongoing programs that engage hundreds of student volunteers each year in consistent engagement and special events. The CCEC team also provides opportunities for individuals and campus groups to consult with staff to generate additional volunteer opportunities.

Community Fellow Program – Intended as a capstone experience for highly engaged students, each year a cohort of junior and senior Fellows spend the year working part-time on a community-based project with one or more of our partner organizations. This program provides a unique opportunity to make a significant impact in the community and extend professional learning opportunities.

Employer Engagement – CCEC staff plan many opportunities for students to hear from and connect with recruiters, professionals, and alumni working in organizations around the country. With a focus on the West Coast, employers may be represented in person or virtually through small information sessions that allow direct student interaction. The Center also hosts Job & Internship Fairs each year. These are ideal opportunities for students to engage with employers while learning about different fields, internships and job opportunities.

Fellowships and Grants – The CCEC Fellowships and Grants team assists Whitman students and alumni in their application and candidacy for nationally and globally competitive fellowships, scholarships, and awards. Ultimately, the goal is to help students think deeply and critically about issues, ideas, and values; about their lives and the lives of others. Equipped with self-reflection, they will better know who they are and what they might contribute to those communities. Having put their critical thinking to the test, they will have a better vantage of the larger world around them and their humble yet essential place in it.

Internships – Internships add to a student’s college experience by allowing them to practice professional skills, obtain a deeper understanding of the world of work, and develop research questions for their major field of study. Students are encouraged to apply for paid internships available using CCEC resources or to develop an experience that best suits their interests. The Center manages the Whitman Internship Grant Program, which provides funding for nearly 150 students annually to experience high-impact internships at organizations that are not able to pay them.

Summer in Seattle - Launched in the summer of 2026, this new program provides a more intentional opportunity for students completing internships and research in the Greater Seattle area to connect with each other, Whitman alumni, and other professionals during their summer experience. Summer in Seattle includes workshops, speaker events, industry visits and community or networking activities, as well as options for affordable housing during the summer.

Much more information about the CCEC can be found at: whitman.edu/ccec.

Pre-Professional Information

Advisors in the academic departments and in the Career & Community Engagement Center (CCEC) talk regularly with students about advanced study, and about immediate and long-range occupational opportunities. In addition, the college has selected special pre-professional advisors, listed below, to help in those areas of interest which warrant particular attention because of their general appeal.

Please note that Whitman College does not offer degrees with licensure.

Business Management & Finance

ADVISOR
Department of Economics Chair

The best opportunities for career advancement in modern business come to those who have acquired a knowledge of the underlying principles of economics, finance, accounting, statistics, data analysis, and communication with society. The business world embraces recent graduates with a liberal arts education especially because of their

broad spectrum of knowledge and skills. Careers in business management and finance require strong analytical, quantitative, problem solving, leadership, organizational, and oral and written communication skills (including bilingual skills in the modern global economic environment) along with maturity, integrity, and curiosity. A background in the sciences with an emphasis on data management and analysis may be beneficial in the increasingly digital modern economy. An understanding of the relation of business to government and the position of business in society is also essential. Students with Off-Campus Studies experience as well as those who explore foreign languages and the socio-economic, political, and cultural diversity of other regions of the world are highly sought after in the business and finance careers. Whitman graduates with preparation in economics, business and finance, as well as data science and analysis have an extremely broad spectrum of potential careers in front of them starting from the private sector (commercial banks, investment banks, credit unions, corporations, insurance companies, brokerage firms, startups, venture capital, wealth management, consulting and auditing, etc.) to the government and public sector (government institutions and agencies like the Federal Reserve System, Treasury Department, Congressional Budget Office, Commerce Department, Labor Department, Education Department, Department of Defense, etc.; economist and financial analyst roles at public schools and universities) and finally to international organizations (like the World Bank, the International Monetary Fund, the United Nations, etc.)

Whitman College offers a diverse array of courses in economics and finance as well as in data analysis, which can prepare students well for the professional as well as graduate academic careers. The recommended courses are designed to give the students a general rather than a technical preparation. The guiding principle of the program is the recognition that technical training in the field of business administration is best achieved in graduate school or through on-the-job training. Two websites that provide more insights into further academic and professional development in this field are www.mba.com and www.cfainstitute.org. Such a preparation qualifies Whitman graduates for many forms of business management training programs and provides a foundation for study in graduate schools of business.

Suggested Courses:

- Economics 101, 102, 114, 227, 327, 358, and 409
- Mathematics 124 or 125, and 126
- Computer Science 167
- Major study in economics, mathematics, computer science, politics, psychology and/or other sciences

Education

ADVISORS
Doug Juers, Physics Abby Juhasz, Director of Community Engagement (Career & Community Engagement Center) Erin Pahlke, Psychology

While Whitman does not have an education major or minor, a broad program in liberal arts and sciences can prepare students for graduate or professional work in education. The recommended majors for post-baccalaureate work depend on the desired age group, specialty, and profession within education. Students interested in educational practice, theory, pedagogy, policy, or administration are encouraged to take a broad range of courses and to include courses dealing with philosophy, social inequality, social group relations, psycho-social conditions of family/

childhood/adolescence, and courses that may include community-based learning with local schools or educational organizations. Students interested in the field of bilingual education should visit both the Language Learning Center and the Office of Off-Campus Studies to find out more about opportunities to get experience in this area.

Master's programs in teaching in the U.S. often have prerequisites that include a course in pedagogical theory and practice and a course in substantive areas, such as inequality in education, educational policy, or educational psychology. Whitman does not offer courses in pedagogical theory and practice (with classroom practice), but there are several courses that can serve as the substantive prerequisite, and there are some courses with applied components that may take place in local schools or educational organizations. Students interested in graduate school in education are encouraged to consult with the program of interest to see if particular courses at Whitman may count as a prerequisite.

Besides curricular offerings on topics in educational studies, Whitman offers numerous co-curricular opportunities for students who may want to gain practical experience in settings that are education focused. These opportunities include mentoring and tutoring local students, student clubs, and internship opportunities. Information about these opportunities is available from the advisors listed above, from student clubs, and from the Career & Community Engagement Center.

Because age group, specialty area, and geographic region influence the kinds of testing necessary to work in educational fields (and the timing of those exams), students are encouraged to investigate early the types of tests and majors that are required or recommended to meet their career or graduate school goals and to consult with the education advisors and Career & Community Engagement Center resources before deciding on a major.

Foreign Service

ADVISOR
Department of Politics Chair

Many departments and agencies of the U.S. government offer a variety of overseas employment, both in career positions and in staff support work. Applicants may be secured through general entrance examinations for the public service, through special recruiting (as is generally the case for the intelligence services, the Peace Corps, and aid and technical assistance programs), or by special examinations, as is the case for the Diplomatic Service and the Consular Service of the Department of State and the Information Service of the U.S. Information Agency.

No special set of courses is recommended, but demonstrated aptitude in foreign language study, history, and politics generally is essential for overseas career positions. Information on recruitment procedures and examinations is available, as is information on employment with private organizations abroad.

Health Professions

ADVISOR
Kimberly Mueller (Director of Health Professions Advising)

Careers in the health professions demand more than just achievement in the life sciences. Maturity, compassion, leadership, ethical practice, integrity, communication skills, and knowledge of healthcare policy are essential for the health-care professional. Since the health professions seek individuals with a broad liberal arts and science education in conjunction with a rigorous major area of study in the natural sciences, arts, humanities, or social sciences, Whitman College does not offer “pre-nursing,” “pre-med,” “pre-vet,” or any “pre-health” major. Although many students choose one of our life science majors – biology or biochemistry, biophysics, and molecular biology (BBMB) – more than one-third of our successful matriculants in medical or other health profession schools enter with majors beyond the life sciences, including anthropology, art, chemistry, English, foreign languages (Hispanic Studies, French and Francophone Studies), geology, history, music, philosophy, psychology, religion, sociology, and theater.

Whitman’s liberal arts curriculum provides students with both the breadth and depth necessary to excel as physicians, nurses, physician assistants, dentists, veterinarians, physical therapists, occupational therapists, pharmacists, public health specialists, among others. Clinicians must have the ability to communicate by speaking and writing effectively, to gather and analyze data, to continually update knowledge and skills, to work with a team of professionals, and to apply new information to the solution of scientific, clinical, and public health problems – all skills that can be acquired from a liberal arts education.

In collaboration with Providence St. Mary Medical Center, Family Medical Center, the SOS Health Clinic, and Walla Walla Clinic, Whitman College facilitates the opportunity for students to gain exposure to the health professions through clinical shadowing/student observations in Walla Walla County.

Students considering a career in a health profession should attend the orientation meeting offered by the Office of Health Professions Advising (OHPA) during the opening week of their first year and meet with the health professions advisor once per semester before application. Additional opportunities to explore the health professions are available through enrollment in the Interdisciplinary Studies-Health Professions courses, attending Health Speaker Series lectures by healthcare professionals, and participating in advising workshops sponsored by the OHPA. Students should consider joining one of the pre-health student organizations.

For additional information on becoming a competitive applicant and applying to a health professions graduate program, contact the Director of Health Professions Advising.

The following information applies to the most widely pursued health professions. However, there are additional career paths, such as athletic training, optometry, and speech-language pathology, that some students pursue.

Dentistry

Schools of dentistry recommend that students acquire a broad, liberal arts undergraduate education. Students interested in studying dentistry should become familiar with the specific requirements of the schools to which they plan to apply. See the American Dental Education Association website: www.adea.org. Participation in dental observation or internship programs is required at some schools and highly recommended for all programs. The following courses will meet the admission requirements for most U.S. dental schools, prepare students for the Dental Admission Test (DAT), and support the admission application process. Students are strongly encouraged to work with the Office of Health Professions Advising for course and planning guidance.

- General Biology with lab: 8-12 credits
- General Chemistry with lab: 8 credits

- Organic Chemistry with lab: 8 credits
- Biochemistry 3-4 credits
- Physics with lab 8 credits
- English/Composition: 6-8 credits
- Mathematics: Often statistics and/or calculus
- Some programs require additional courses, such as anatomy, physiology, or microbiology.
- Note: Additional coursework in mathematics, statistics, behavioral sciences, and humanities is recommended.

Medicine

Allopathic (M.D.) and osteopathic (D.O.) medical schools value diverse educational backgrounds. While a strong foundation in natural sciences is necessary, a science major is not required. Admissions committees seek candidates with a broad, liberal arts education that equips them to analyze data, continuously update their knowledge and skills, and address medical, scientific, and ethical challenges. Contemporary medicine's preventive and curative aspects underscore the need for excellent communication skills and substantial exposure to the social sciences and humanities. The focus is on the breadth and quality of undergraduate coursework, and students are encouraged to exceed the minimum course requirements.

The requirements for U.S. and Canadian allopathic medical schools are provided in the Medical School Admission Requirements (MSAR). See the Association of American Medical Colleges (AAMC) website: www.aamc.org or the Association of American Colleges of Osteopathic Medicine (AACOM) website: www.aacom.org. The following courses will meet the admission requirements for most U.S. medical schools, prepare students for the Medical College Admission Test (MCAT), and support the admission application process. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

- General Biology with lab: 8-12 credits
- General Chemistry with lab: 8 credits
- Organic Chemistry with lab: 8 credits
- Biochemistry: 3-4 credits
- Physics with lab: 8 credits
- English/Composition: 6-8 credits
- Mathematics: Often statistics and/or calculus
- Social Sciences: Anthropology, Sociology, or Psychology
- Strongly recommended courses include Ethics and Health Professions II
- Note: Some programs require additional courses in Biology (e.g., anatomy and physiology or microbiology).

Nursing

Although Whitman College does not offer a nursing program, most of our students complete a degree in their chosen field before enrolling in a Master's or Doctoral program in Nursing at an accredited institution. These programs lead to RN licensure and offer opportunities for advanced practice specialization and certification in areas such as family practice, midwifery, pediatrics, critical care, and infectious diseases, among others. Admission requirements vary significantly among schools. For more information, visit the American Association of Colleges of Nursing website, <https://www.aacnnursing.org>. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

The courses most frequently required for admission include:

- General Biology with lab: 8-12 credits
- Anatomy & Physiology: 8 credits
- Microbiology: 4 credits
- Nutrition: 4 credits
- General Chemistry with lab: 8 credits
- Mathematics/Statistics: 4 credits
- Psychology: 4-8 credits
- Note: Requirements vary. Some schools require organic chemistry, biochemistry, English composition, speech/public speaking, and additional humanities and/or social science courses.

Occupational Therapy

Occupational therapy (OT) programs offer entry-level master's or doctorate degrees and seek applicants with strong interpersonal skills, teamwork capabilities, and a commitment to helping others. Desired qualities include creativity in problem-solving, effective listening, resourcefulness, compassion, and an interest in health, science, and the arts. Most OT schools require documented paid or volunteer experience. Prospective OT students should research the specific requirements of their target schools, which are available in the OTCAS Program Directory. For more information, visit the American Occupational Therapy Association (AOTA) website at www.aota.org. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning. Typical prerequisite coursework includes:

- Biology with lab: 4-8 credits Anatomy & Physiology with lab: 8 credits
- Mathematics/Statistics: 4 credits
- Psychology: 4-12 credits
- Note: Requirements vary. Many schools require a medical terminology course. Some schools may require a chemistry or physics course or an English composition course.

Pharmacy

All pharmacy programs now award the Doctor of Pharmacy (Pharm.D.) degree. Requirements for U.S. pharmacy schools can be found in the Pharmacy School Admission Requirements (PSAR), available on the American Association of Colleges of Pharmacy (AACP) website at www.aacp.org. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

The following courses are typically required for admission to most U.S. pharmacy schools:

- Biology with lab: 8 credits
- Anatomy & Physiology with lab: 8 credits
- Genetics: 3-4 credits
- Microbiology: 4 credits
- Biochemistry: 4 credits
- Chemistry with lab: 8 credits
- Organic Chemistry with lab: 8 credits
- Physics with lab: 4 credits

- Mathematics/Statistics: 4 credits
- English: 8 credits
- Psychology/Sociology: 8 credits
- Note: Requirements vary greatly. Many schools require communication/speech, economics, or additional humanities.

Physical Therapy

The opportunity for students to pursue a Doctor of Physical Therapy (DPT) after completing a bachelor's degree has grown over the years. Most DPT programs require three years to complete. Additionally, many schools require observing physical therapy practice in various settings before admission. Prospective physical therapy students should research the specific requirements of their chosen schools, which are detailed in the PTCAS Program Directory. For more information, visit the American Physical Therapy Association (APTA) website at www.apta.org. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

The following courses generally meet the admission requirements for most U.S. physical therapy schools:

- Biology with lab: 8 credits
- Anatomy & Physiology: 8 credits
- General Chemistry with lab: 8 credits
- Organic Chemistry with lab: 8 credits
- Physics with lab: 8 credits
- Mathematics/Statistics: 4-8 credits
- Psychology: 4-8 credits
- One additional course chosen from Anthropology, Sociology, or Psychology
- Note: Requirements vary. Many schools require courses in English composition, exercise physiology, medical terminology, or ethics, as well as additional courses in anthropology, sociology, or psychology.

Physician Assistant

Pursuing a career as a Physician Assistant (PA) begins with obtaining a bachelor's degree, ideally in health sciences. Students then enroll in an accredited PA program and progress to earning a master's degree, which typically requires 2 years. This period encompasses both classroom learning and hands-on patient care experiences across various clinical settings. Graduation is followed by a national exam to achieve PA certification and state licensure for medical practice. Given their comprehensive medical responsibilities, including diagnosing illnesses and prescribing medications, PAs must excel at teamwork in healthcare settings. Prospective physician assistant students should research the specific requirements of their chosen schools, which are detailed in the PA Education Association (PAEA) Program Directory. For more information, visit their website at <https://paeonline.org/>. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

The courses most frequently required for admission include:

- Biology: 8 credits
- Anatomy & Physiology: 8 credits
- Genetics: 3 credits

- Biochemistry: 3 credits
- Chemistry with lab: 8 credits
- Organic Chemistry with labs: 8 credits
- Mathematics/Statistics: 4 credits
- English Writing: 8 credits
- Psychology: 4 credits
- Note: Requirements vary greatly. Many schools require a medical terminology course.

Public Health

Most of the approximately 259 accredited schools of public health offer M.H.S., M.P.H., or Ph.D. programs that allow students to enter directly with a bachelor's degree. Others require one to two years of health-care experience, which can include service in the Peace Corps, international health programs, internships with county/state public health departments, or work with the CDC, among others. The five core academic disciplines of public health are biostatistics, epidemiology, health services, health education and behavior, and environmental health, with many schools offering additional focus in international health, maternal and child health, nutrition, and public health policy and practice. Since each program and track sets its own requirements, it is difficult to list a recommended set of prerequisite courses. Majors in mathematics, chemistry, or the life sciences are beneficial for students interested in environmental health, epidemiology, or biostatistics, while anthropology, psychology, or sociology are good preparations for health education and behavior and global health. Economics can provide a sound background for health policy. See the Association of Schools and Programs of Public Health (ASPPH) website: www.aspph.org.

Whitman College has partnered with Tulane School of Public Health and Tropical Medicine's Discovery Program, giving students the educational events, mentorships, and priority admissions. Students are strongly recommended to work with the Office of Health Professions Advising for more information about the Discovery Program, course selection, and planning.

Veterinary Medicine

Schools of veterinary medicine value a liberal arts education underpinned by strong science fundamentals. In addition to academic excellence, schools look for candidates with qualities such as compassion, strong communication skills, and animal-handling experience. Specific admission requirements are detailed in the Veterinary Medical School Admission Requirements (VMSAR), accessible via the Association of American Veterinary Medical Colleges (AAVMC) website at www.aavmc.org. Students are strongly recommended to work with the Office of Health Professions Advising for course selection and planning.

The following courses will satisfy the requirements for admission to most U.S. veterinary medical schools:

- General Biology with lab: 8 credits
- Genetics: 4 credits
- Microbiology: 4 credits
- Biochemistry: 4 credits
- General Chemistry with lab: 8 credits
- Organic Chemistry with lab: 8 credits
- Physics with labs: 8 credits
- Mathematics 125, 126, 128, or 247

- Rhetoric, Writing & Public Discourse 170, 180, or 210
- Note: Requirements vary. Some schools require courses in cell biology (Biology 272), animal science, animal nutrition, or public speaking/speech (Rhetoric, Writing & Public Discourse 110), and additional courses within humanities or the social sciences.

Law

ADVISOR
Patrick Frierson, Philosophy Jack Jackson, Politics

Law schools want students who can think critically, write persuasively, and lead ethically. A broad liberal arts education is thus the best foundation for a legal education. So, there is no “best” major for law school—any of Whitman’s 60+ majors will give you the rigorous academic training to set you up for success in law school. You should pursue a major at Whitman that you are genuinely interested in studying.

Students interested in law school should consider meeting with one of Whitman's pre-law advisors by the end of the second year. Advisors can help you map out a timeline for the admissions process. Law school admission committees look at your undergraduate GPA, LSAT score, academic trajectory, personal statement and letters of recommendation. We recommend that students apply to law school by early-to-mid November for matriculation in the following academic year.

Please note: the P-D-F grade option should be used with caution if you are planning to apply to law school.

More detailed information may be found on the Whitman Pre-Law web page: <https://www.whitman.edu/academics/majors-and-programs/pre-law>

Library & Information Science

ADVISOR
Emily Pearson, Instruction Coordinator and Outreach Librarian (Penrose Library)

A Master of Library and Information Science degree from a graduate program accredited by the American Library Association is a prerequisite for a professional career in librarianship, and a broad liberal arts education is excellent preparation for the master’s program. While librarians have traditionally been educated in the humanities, a background in the social, physical, or computer sciences is increasingly sought after by employers. Because of the growing emphasis on digital programs and resources in libraries, computing, database, and metadata skills are important areas of concentration. Many graduate programs offer opportunities to specialize in areas such as archives and record management, informatics, and data services. Archivist positions generally require the MLIS degree; some graduate programs may offer Master of Archives and Records Management degrees, while others offer concentrations or certificates in Archives together with a MLIS degree.

Penrose Library regularly offers student employment in circulation, cataloging, and archives; other opportunities are occasionally available. The librarian listed above is available to discuss graduate school preparation and career possibilities with interested students.

Our library for-credit classes offer an opportunity to learn about Archives and Special Collections (Library 150) and ethical issues in libraries and information science (Library 120).

Ministry

ADVISOR
Adam Kirtley (Interfaith Chaplain)

The American Association of Theological Schools recommends a broad liberal arts education as the most desirable undergraduate preparation for the ministry. English, history, philosophy, and the social sciences are all appropriate as undergraduate majors. Some experience in the sciences and in the fine arts is recommended. A religion major or a religion minor, while not an essential prerequisite for graduate study, would provide a solid basis for seminary, rabbinical school, or other ministerial training by setting ministry studies in a broad perspective.

Theater & Dance

ADVISOR
Laura Hope, Director of Theater & Department Chair

Students planning a career in the performing arts will find that the program at Whitman College can provide them with a solid core of skills and knowledge as well as many opportunities to explore new facets of themselves and the art form. Our students gain skills that will prepare them for further study in graduate schools, professional training programs, and internships at major regional theaters and other arts organizations. We strive to instill in our students a sense that the performing arts take place in the larger context of the world and tie into the overall liberal arts education provided at Whitman College.

Our program provides the following to our students:

- Rigorous training in a variety of performance, design, and technical disciplines.
 - Hands-on opportunities in many areas to participate in performances during the course of our season at the Harper Joy Theater as well as access to resources to work on your own independent projects.
 - Work study and paid employment in our shops and box office.
 - A focus on Theater and Dance as collaborative art forms which respects the work put forth by everyone involved in the production process.
-

Public Service

ADVISOR
Chair, Department of Politics

To an ever-greater degree, federal, state, and local governments need professionally trained people to serve as researchers and planners as well as administrators. Expanding numbers and kinds of special interest groups as well as the increased degree to which these groups employ professionals, also have yielded new career possibilities for people with research, analytical, and political skills. New career opportunities can especially be found at the local level, in addition to the traditional public administration positions in federal and state agencies.

A person interested in a public service career should develop strong research and analytical skills and an ability to write and speak effectively. A broad background in American government and society is necessary, with emphasis on politics, economics, and sociology. Statistical and computer skills are helpful.

Suggested Courses:

- Economics 100 or 101, 102, 268
- Environmental Studies 120
- History 297
- Mathematics 128
- Politics 109,110, 117,124, 254, 287, 311, 325, 334, 365
- Sociology 207, 208

Social Work and Human Services

ADVISOR
Helen Kim, Associate Dean of Academic Affairs/Sociology

Whitman College provides the basic social science training required for careers in social work and human services. There is a continuing demand for trained social and human services workers in such fields as child and family welfare work, neighborhood recreational and health service, and rehabilitation of youth offenders. Advanced positions in social work and human services require training at graduate school. However, the present demand for social workers makes it possible for students to obtain positions upon completion of their undergraduate training. The American Association of Schools of Social Work and leading schools in this field recommend a sound foundation in the social sciences with a background in other areas of a liberal arts education. Also recommended is some orientation to the specific problems dealt with by these fields.

Students interested in careers in social work and human services are well advised to major in psychology or sociology, though majoring in some other social science field is not inappropriate. In addition to major preparation in a particular field in the social sciences, there are specific social science courses which contribute to preparation for a career in social service, depending in large part on the particular area of social service work in which the student is interested. The best program is one worked out with the pre-professional advisors.

Suggested Courses:

- Economics 100 or 101, 102, 268
- Philosophy 127
- Psychology 110, 210, 230, 240, 260
- Sociology 117, 257, 267

Sports, Recreation & Athletics

ADVISOR
Kim Chandler (Director of Athletics and Chair, Sport Studies, Recreation and Athletics)

Whitman's SSRA program offers a variety of activity and lecture classes, as well as intramurals, club and intercollegiate athletics. The broad-based program is designed to meet the physical and recreational needs of the college community and to enhance the quality of life and learning of all who participate.

SSRA courses are a broad array of activity courses designed to provide experiences and training opportunities within a diverse mix of physical education, recreation, fitness, and individual and team sport offerings. Additionally, SSRA offers a handful of theory Classroom activity courses designed to more fully inform students about certain aspects of physical activity and sport.

Suggested Courses:

- Sport Studies, Recreation and Athletics 137, 153, 200, 308, 390, 395
- Try weight training, speed and agility training, yoga, Pilates, swimming, or one of several sport offerings.

Academic Resources and Support

Whitman College offers a number of resources and programs to support all students' academic development, including formal academic advising, tutoring, access and disability support services, and more.

Academic Resources and Support

Academic Advising Program

Mission Statement for Formal Academic Advising at Whitman

The Whitman faculty see the relationship between academic advisor and advisee as a partnership between student and advisor, and we work with students as they identify and pursue their goals. Academic advisors help students understand a liberal arts approach to education and chart their path through the curriculum. We also support and connect students to resources, especially those related to academics, so that all students can thrive at Whitman.

Student Learning Outcomes for All Students

Students will:

1. Understand a liberal arts approach to education.
2. Use that understanding to chart a path through the curriculum.
3. Understand available supports and resources.
4. Create goals for their future.

Additional Student Learning Outcomes for Majors

Students will:

1. Understand the learning goals and requirements for the major.
 2. Explore their next steps after graduation.
-

Academic Resources and Support

Academic Resource Center

The Academic Resource Center (ARC) provides a number of services and programs to support all students at Whitman. These include services such as academic coaching and workshops on topics such as time management and note-taking, and programs including peer tutoring. The College's Access and Disability Support Services are addressed separately in the subsection below.

The ARC is overseen by the Director of Academic Support Services. The ARC team attends to all aspects of student success, including the Peer Tutoring and Academic Coaching programs, meeting with students who receive academic concern reports, and offering academic coaching and workshop sessions for individuals or groups. Additional information about the ARC is available at whit.mn/arc.

Academic Resources and Support

Disability Access Services

Whitman College is committed to educational access and inclusivity for students with disabilities. In accordance with the Americans with Disabilities Act (ADA) and related federal and state laws, Whitman College Disability Access Services collaborates with students, faculty, and campus partners to identify and reduce barriers to participation at Whitman College.

Students with physical, mental, emotional, psychological, or temporary disabilities (such as concussions) may be eligible for accommodations. To qualify, a student must have a physical or mental impairment that substantially limits one or more major life activities.

Approved accommodations may include academic, residential, or dietary accommodations, depending on the functional impact of the disability within the college environment. Disability Access Services works collaboratively with campus departments to coordinate and implement approved accommodations when appropriate.

Students may request accommodations at any time during their academic career by submitting a request through the accommodation portal:

[Accommodations at Whitman College](#)

Students requesting accommodations must provide documentation from a qualified medical provider describing the condition and its functional limitations in an academic setting. A clinical diagnosis alone is not sufficient to determine accommodations. Documentation guidelines are available at:

[Documentation Guidelines for Providers](#)

[Housing Accommodation Form](#)

[Short-Term Accommodations Form](#)

Accommodations are intended to provide equal access by reducing barriers to participation and do not alter the essential academic or technical requirements of a course or program. Students with disabilities must meet all academic and technical standards for admission and participation, with or without reasonable accommodations.

For additional information, policies, and guidelines, visit the [Disability Access Services at Whitman College](#) or contact das@whitman.edu.

Overview of Academic Programs

The General Studies Program

The goal of the General Studies Program is to inform the whole of the student's undergraduate education with a structure and consistency that complement and broaden the program of major studies. Whitman recognizes that flexibility is necessary in order to accommodate differences in background, interest, and aptitude. General Studies is Whitman's method of ensuring that student programs have overall coherence and that the wide range of the college's intellectual resources are utilized without enforcing lockstep requirements.

Specifically, the General Studies Program is intended to provide: 1) breadth and perspective to allow exposure to the diversity of knowledge, 2) integration to demonstrate the interrelatedness of knowledge, 3) a community of shared experience to encourage informal continuation of education beyond the classroom, and 4) a context for further study in the many areas appropriate for a well-educated person. To achieve these goals, the faculty has devised the following curriculum:

- **First-Year Seminars: Asking Complex Questions (GENS 175) and Making Powerful Arguments (GENS 176).** GENS 175 is completed by all students during their first fall semester at Whitman College, with the exception of transfer students entering with junior standing (58 or more transferrable credits). GENS 176 is completed by all first-year students in the spring semester. While transfer students are encouraged to enroll in GENS 176 as well, they may receive equivalent credit for a comparable course at another institution.

Distribution Requirements: All students must complete the Distribution Requirements (see "General Studies Program" in the *Courses and Programs* section of this catalog).

Major Study Programs

A major study program is a coherent array of courses designed to develop mastery of the basic ideas and skills in a particular field or area. Every candidate for a bachelor's degree must complete such a program. The major study may be an established departmental program, an established combined program, or an individually planned program.

The choice of a major can be made at any time after the student has been admitted to the college, but must be made before the end of the second semester of the sophomore year. Transfer students entering with junior standing may be eligible for a one-semester extension to this deadline. The selection of a major should be made in consultation with the student's pre-major advisor and the advisor or advisors for the proposed major study.

Types of Majors

Standard Majors

Whitman College offers departmental major study programs in the areas listed as follows. Departments also may provide an option for emphasis within the major.

- Anthropology
- Art
- Art History
- Astronomy
- Biology
- Chemistry
- Chinese
- Classics
- Classical Studies
- Computer Science
- Economics
- English
- Ethics and Society
- French and Francophone Studies
- Geology
- German Studies
- Hispanic Studies
- History
- Japanese
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Psychology
- Religion
- Rhetoric, Writing, and Public Discourse
- Sociology
- Theater

Combined Majors

A combined major study program integrates work from two or more departments, from a department and one or more of the extra-departmental teaching areas, or from two teaching areas within a department, to provide concentration in an area of study. The faculty have established combined major study programs in the following areas:

- Anthropology-Environmental Studies
- Anthropology+French
- Art-Environmental Studies
- Astronomy-Geology
- Biochemistry, Biophysics, and Molecular Biology
- Biology-Environmental Studies
- Biology+French
- Biology-Geology
- Brain, Behavior, and Cognition
- Chemistry-Environmental Studies
- Chemistry-Geology
- Computer Science-Mathematics -- add once fully approved
- Economics-Environmental Studies
- Economics-Mathematics
- Environmental Humanities
- Film and Media Studies
- Film and Media Studies+French
- Gender Studies
- Geology-Computer Science
- Geology-Environmental Studies
- Geology+French
- Geology-Physics
- History-Environmental Studies
- Indigeneity, Race, and Ethnicity
- Mathematics-Physics
- Mathematics-Statistics
- Physics-Astronomy
- Physics-Environmental Studies
- Politics-Environmental Studies
- Psychology+French
- Religion+French
- Sociology-Environmental Studies
- Sociology+French
- South Asian and Middle Eastern Studies

Specific requirements for each of the established major study programs may be found by referring to the respective departmental listing in the Courses of Instruction section of this catalog. The requirements that apply to a student are those published in the most recent edition of this catalog at the time a student completes the second semester

of their sophomore year or, in the case of junior-level transfer students, the catalog for the year of entrance to the college. These requirements may be altered as necessary in individual cases by the departments with the approval of the Board of Review.

Individually Planned Majors

In addition to the combined major, an individually planned major study program may be developed by students with unique interests and intentions. The individually planned major permits the development of a concentrated study in some area which crosses two or more disciplines, or which currently does not offer a standard major, thus permitting an area of concentration not available in other major study programs. During a student's second semester of their sophomore year, or equivalent, a student must select a major committee consisting of at least three faculty advisors (at least two of whom must be tenured or tenure-track) appropriate for the proposed major. With the guidance of the advisory committee, the student must specify the requirements for a coherent major study program and develop a rationale. The rationale must clearly demonstrate the need for an individually planned major rather than an established combined major or a departmental major and minor. Moreover, the proposed individually planned major must be approved by the Board of Review and subsequently assessed by the Curriculum Committee. Additional requirements appear in Guidelines for the Construction of an Individually Planned Major, available from the Registrar's Office.

General Major Requirements

Regardless of whether the student declares a standard, combined, or individually planned major, a minimum of two-thirds of the specific course and credit requirements for the major must be completed in the on-campus program of the college, and a minimum cumulative grade-point average of 2.000 must be earned by a student in all of the courses taken within the department or departments of their major study. A student with a combined major must maintain a GPA of at least 2.000 in each subject area of the major. A student with an individually planned major must maintain a GPA of at least 2.000 in the courses specified in the major.

A program of study is prepared with the advice and consent of the student's major advisor or advisory committee to ensure that all major and degree requirements are completed. At an appropriate time during the student's senior year, the major department or major committee certifies that the degree candidate has completed an acceptable program of study.

Senior Assessment

Every candidate for a bachelor's degree must, in their senior year or subsequently, complete a senior assessment in the field of the major study.

The examination may be entirely oral, or it may be part written and part oral. The advanced tests of the Graduate Record Examination, if taken during the senior year, may be used in partial satisfaction of the written major examination. Major examinations when passed are graded "passed" or "passed with distinction." A student who fails to pass the major examination may take a second examination, but not before two weeks after the first examination. A candidate who fails to pass the second examination is not eligible to take another until three months have elapsed.

Minor Study Programs

A minor study allows serious participation in a secondary interest area without the burden of designing a more comprehensive interdisciplinary program as required for an individually planned combined major. The election of a minor study program is optional.

Minor study programs include 15 to 20 credits within the particular field or area to be completed with a minimum grade-point average of 2.000. The approved minor programs are:

- Anthropology
- Architectural History
- Art
- Art History
- Astronomy
- Biology
- Chemistry
- Chinese
- Classical Studies
- Computer Science
- Creative Writing
- Dance
- Data Science
- Economics
- English
- Film and Media Studies
- Finance
- French and Francophone Studies
- Gender Studies
- Geology
- German Studies
- Global Literatures
- Hispanic Studies
- History
- Indigeneity, Race, and Ethnicity
- Japanese
- Latin American Studies
- Law, Culture, and the Humanities
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Psychology

- Religion
- Rhetoric, Writing, and Public Discourse
- Sociology
- Theater

Specific requirements for each of the minor study programs may be found in the respective departmental or area listing in the Courses and Programs section. Unless approved by the appropriate departments and/or programs, courses used for minor requirements may not also be applied to requirements in the major or any other minor. In addition, a minimum of three-fifths of the specific course and credit requirements for the minor must be completed in the on-campus program of the college. Refer to the specific major and minor descriptions elsewhere in the catalog.

Concentrations

A Concentration is a coherent program of courses designed to develop competence in areas of study not confined to extant Departments or Programs. Candidates for a Bachelor's Degree may elect to complete a Concentration in addition to, but not as a replacement for, a major area of study.

- Global Studies
 - Human-Centered Design
 - Public Health
 - Social Justice
-

Academic Policies

Academic Honesty

Any form of falsification, misrepresentation of another's work as one's own (such as cheating on examinations, reports, or quizzes), or plagiarism from the work of others is academic dishonesty and is a serious offense.

Plagiarism occurs when a student, intentionally or unintentionally, uses someone else's words, ideas, or data, without proper acknowledgement. College policy regarding plagiarism is more fully explained in the Whitman College Student Handbook (<https://www.whitman.edu/dean-of-students/student-handbook/student-rights-and-responsibilities/academic-integrity-policy>). Each student is required to sign the Statement on Academic Honesty and Plagiarism. Cases of academic dishonesty are heard by the Council on Student Affairs.

Academic Standards

To maintain good academic standing a student must meet the following requirements:

1. Earn a grade-point average of at least 1.700 each semester.
2. Earn a minimum cumulative GPA of 2.000 during the second semester of the first year and subsequently.
3. Subsequent to the first year, earn a minimum of 24 credits in the two immediately preceding semesters, except graduating seniors completing degree requirements with a normal load for the final (eighth) semester of study who may complete fewer than 24 credits in the previous two semesters.

4. Complete successfully the First-Year Seminars in the first full academic year after entrance. Any deficiency must be removed not later than the end of the fourth semester of college-level work or by the time the student has accumulated 57 degree credits, whichever occurs first.
5. Maintain a minimum cumulative GPA in the major study of 2.000 beginning with the end of the fifth semester of college-level work. A student with a combined major must maintain a minimum GPA of 2.000 in each subject area of the major.

Transfer students, to be in good standing, must meet the minimum GPA requirements appropriate to their class standing as determined by the number of transfer credits accepted.

Any student who fails to meet the standards listed above, upon vote of the Council on Academic Standards at their discretion will receive one of the following:

Academic Warning

A student who receives an academic warning from the Board of Review must correct the problem in the next semester. Transfer work may be used to address a credit deficiency Academic Warning, provided that the student completes the Request for Approval of Transfer Credit form prior to registering for coursework at another institution.

The following three actions require concurrence of the Council on Academic Standards.

Academic Probation

A student given academic probation is no longer in good academic standing and may be suspended or dismissed from the college if their performance in the next semester in residence fails to meet the minimum requirements for good standing, or fails to demonstrate sufficient progress toward that goal. Normally, a student will not be continued on probation for more than two consecutive terms.

A student on probation is restored to good standing when they completes the semester of probation with accomplishments that meet the minimum standards listed above.

Academic Suspension

A student who is suspended is not allowed to complete registration for classes until they have the approval of the Board of Review. To obtain such approval, the student is expected to submit a plan of study that demonstrates the feasibility of completing a degree at Whitman College.

Academic Dismissal

A student who had been dismissed from the college for failure to be in good standing may be reinstated on probation upon vote of the Board of Review in response to a written petition. This petition must state clearly what actions the student will take in order to return to good standing.

Challenge of Student Academic Assessment

The evaluation of a student's academic performance is the responsibility of the person appointed to teach or supervise a course. A student who questions the validity of a faculty member's evaluation should first confer with that faculty member. If the matter is not resolved, the student may confer with the Provost and Dean of the Faculty who may, in turn, confer with the faculty member. If the issue is not resolved through this conference, the student may petition the Board of Review to consider the case.

The Board of Review may decide not to hear the case, or, hearing the case, may take one of the following actions: 1) deny the petition; 2) in the case of an instructor no longer at the college, the Board of Review may, upon presentation of appropriate evidence, change the grade to credit or no credit; or 3) in the case of an instructor who is a current member of the faculty, the Board of Review may make recommendations concerning possible solutions to the problem.

Access to Records

Students shall have access to their educational records *except for*:

- Financial records of their parents
- Confidential letters and recommendations placed in the education record prior to January 1, 1975
 - If not being used for the purpose specified
 - In situations where the student has signed a waiver of right to access to confidential recommendations in regard to admission to the college, employment applications, and receipt of an honor or honorary recognition.

Whitman College shall not permit access to, or the release of, educational records or personally identifiable information contained therein, other than directory information of students, without their written consent, to any party other than the following:

- other school officials, including teachers, within the educational institution who have been determined to have legitimate educational interests;
- in connection with a student's application for, or receipt of, financial aid;
- organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such manner as will not permit the personal identification of students by persons other than representatives of such organizations (such information will be destroyed when no longer needed for the purpose for which it is conducted);
- accrediting organizations, in order to carry out their accrediting functions;
- in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution; and
- appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.

Parents of a minor dependent student may have access to the student's record upon demonstration that the student is dependent. Dependency is generally demonstrated by providing a copy of the parents' tax return, reflecting the student as a dependent, to the Registrar.

Whitman College has designated the following categories as directory information: the student's name, home address, college address, telephone listing, email listing, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, academic honors, the most recent previous educational agency or institution attended by the student, and photographs. The college shall allow a reasonable period of time for a student to inform the college that any or all of the information designated should not be released without the student's prior consent.

Correction of Record

Each semester, students receive notification at least twice to verify their course registrations. The first notice appears immediately following final registration, and the second occurs at the end of the 10th week of classes. Both notices provide a link to the appropriate Web page that lists all of the courses, which will appear on the student's grade report, and permanent record; that is, those courses for which the student is currently registered.

Credit cannot be granted for courses in which a student has not been officially registered. It is the student's responsibility to check the registration information reports carefully and consult the Registrar's Office concerning procedures for correction of errors and omissions. It is the Board of Review's policy not to approve requests for registration in any course after the close of the semester in which registration was required.

Evaluation of Students

The evaluation of students' work is the responsibility of the instructor or supervisor of the class. It is expected that the assessment methods will include a final evaluative exercise unless the instructor deems it impractical or unnecessary. These exercises may include written or oral examinations, take-home examinations, papers, and/or oral reports. The instructor should inform the students of the methods of evaluation at the start of each course.

Students are required to take the final examinations according to the schedule distributed by the Registrar's Office. A student who is absent from a final examination and has an authorized incomplete for that absence may take the examination at a later date (see *Incompletes*, as follows).

A student who misses a final examination and has no authorized incomplete may not take such an examination at a later date, and the instructor shall determine the grade for the course without the examination.

Leave of Absence

A regularly enrolled student who wishes to be granted a leave of absence from the college for one or two consecutive semesters must file a Leave of Absence form with the Registrar's Office. In preparing the request, the student is expected to consult with their academic advisor. Reasons for a leave of absence may include study at another educational institution, medical or financial reasons, or other need to interrupt formal academic work for a period of time.

A leave of absence for the purpose of study with another institution (academic leave), either as a full-time or part-time student, is subject to certain additional procedures and restrictions. An application for an academic leave to complete work in a domestic program of another school requires submission of a Request for Approval of Transfer Credits form approved by the student's advisor.

An academic leave of up to two semesters may be granted to students whose total academic program has been at Whitman. Transfer students admitted as sophomores or who have completed a full year at another school may be granted no more than one semester of academic leave. Transfer students who have been admitted as juniors are not eligible for academic leaves. Exceptions to this policy must be assessed by the Board of Review.

An application for a leave of absence requires approval from the Dean of Students, Office of Financial Aid, and Registrar's Office. A student on leave may not reside on campus, attend classes, or participate in the regular activities of the college.

A student on leave of absence may re-enter the college in the semester immediately following the expiration of the leave. Pre-registration for the following semester will be considered formal notification. A student on administrative leave for medical reasons must obtain the approval of the Dean of Students for the return. While on leave, a student is expected to meet deadlines with respect to room reservations and registration as stipulated for regularly enrolled students.

An extension of the period of the leave may be granted for valid reasons provided that the student submits a request for extension during the last semester of their leave except that an academic leave may not be extended beyond two semesters. If the student extends the period of leave without authorization, they will be withdrawn from the college.

A leave of absence may be canceled if a student registers in another collegiate institution without completing the procedures required for an academic leave.

Registration Regulations

Every student is required to register in a program of study at the beginning of each semester. Registration is for one semester only and carries with it no right for continuance in the college. The extension of the privilege of reenrollment to any other semester is always at the option of the officers of the college.

The 18-credit limit for registration shall be exclusive of sport studies, recreation and athletics activity courses and those other activity courses for which the 16-credit limitation applies (see Credit Restrictions). Applied music courses are not considered activity courses. Permission to register for more than 18 academic credits after the preregistration period may be granted by the Board of Review upon written petition by the student provided that:

1. The student has both cumulative and previous semester Whitman grade-point averages of at least 3.500.
2. The student's advisor signs the petition indicating their approval of the student's overload.
3. The student submits the petition with attached signatures from all of their current semester Whitman professors, confirming, as of week nine or later, that they have met course deadlines consistently (if a student is abroad, on leave, or registering in the semester in which the overload will occur, they shall instead need signatures from all of the professors currently on campus from the student's last completed semester courses at Whitman).

Requests for more than 18 academic credits that do not meet the above criteria will be granted by the Board of Review only in truly exceptional circumstances in which there is exigent need to take an academic overload (such as the need to graduate).

The instructor of a class may have a student without an authorized absence removed from the class roster if the student fails to attend the class in the first calendar week that it meets. It is the student's responsibility to notify the instructor of an authorized absence. The instructor must notify the student and the Registrar of the intent to remove the student from the class roster at least 24 hours before they are removed from the class roster.

Registration procedures and regulations are described in detail by the Registrar's Office prior to each semester's registration.

Repeating Courses

Should a student wish to repeat a course taken at Whitman for which they received a passing grade that has not been approved for multiple enrollments because of changing subject matter, they should request consent from the instructor of record for the term in which the student will re-enroll and their advisor. If they receive consent and sign up for, and complete, the course, the repeat course credits, grade, and GPA will be applied towards the graduation requirements. Meaning the credits, grades, and GPA from the earlier course will be excluded. During their studies at Whitman, a student can repeat up to three separate non-repeatable courses. However, they can repeat a particular non-repeatable course only once. However, if a student successfully repeats a previously failed course, the grade and credit for both the failed and completed courses are included in the calculation of the semester, cumulative, and major grade-point averages.

In the event a student wishes to take the Whitman course for which they have received transfer or AP, IB, GCE (Cambridge) A-Level exam credit, they will need advisor and instructor approval. The Whitman grade will be included in the GPA calculation but the course will not add additional credits towards graduation. Transfer courses, which are taken after a student attempts the course at Whitman, are not subject to this policy and will not be transferred back to Whitman College.

Residence

The 124 credits required for the bachelor's degree must be completed in not more than nine semesters or equivalent, except that additional time may be allowed in unusual cases by vote of the Board of Review.

Residence at Whitman College is required of all degree candidates during the last two semesters immediately prior to completion of degree requirements. A student who has on record no fewer than 116 acceptable credits and who has met the minimum residence and the credit requirements may be allowed to complete the remaining credits for the degree requirement at another institution under the following provisions: 1) such work, within the maximum of eight credits, must be approved in advance by the student's major advisor and a record of the proposed work must be filed with the Registrar; and 2) the work must be completed in the interim between the student's last residence in the college and the date for the awarding of degrees in the following fall.

Degrees are awarded at the commencement ceremony in May and on specified dates in September and December. A degree may not be conferred in absentia at commencement except by special action of the Board of Review taken in response to a petition showing satisfactory reasons for the candidate's inability to take the degree in person. A

student who has met the residence requirements and who has successfully completed at least 116 credits toward graduation may participate in commencement, though a degree will not be conferred until all the requirements for graduation are met.

Second Baccalaureate Degrees

After a baccalaureate degree conferral, a student may not request a new major or minor to be added. Students may earn a second degree by completing at least 30 additional credits in residence and by completing the requirements for a second major study in a field different from that conferred on the first baccalaureate. If there has been a change in the general degree requirements, the student must satisfy the degree requirements in effect at the time of granting the second degree.

Transcript Policy

A transcript is an official copy of a student's academic record at Whitman College bearing the official seal and the signature of the Registrar. A request for a transcript must include the student's signature to authorize the release of the record. Generally, there is a 24-hour preparation period for a transcript.

Transcripts are not issued during the final examination and grading periods. Release of a transcript may be withheld in a case where the financial obligations to the college have not been satisfied. Whitman does not issue or certify copies of transcripts from other institutions.

Academic Policies

Credits

Every candidate for a bachelor's degree must complete not fewer than 124 credits in appropriate courses and with acceptable grades. A minimum of 54 credits must be earned in residence in the on-campus programs of the college, and at least 44 of these credits must be earned in regularly graded courses at Whitman College apart from all P-D-F and credit-no credit work. A minimum cumulative grade-point average of 2.000 is required for all work attempted at Whitman College (the number of grade points earned must be equal to or greater than twice the graded credits attempted).

Credit Restrictions

As described in the following paragraphs, the college restricts the amount of credit in certain courses and programs allowed toward degree and major requirements.

Foreign Languages

Students who have previously studied a foreign language in secondary school, college, or elsewhere must take a placement test before enrolling in a course in this same foreign language at Whitman. Each language area places students in the appropriate level of language study after considering the results of the placement examination and

the individual circumstances of the student. Students with no previous language experience are not required to take the placement test. Students who have already taken a foreign language course at the college level cannot repeat the same level course and receive both transfer credit and Whitman credit.

Activity Credit

A maximum of 16 credits in activity courses will be allowed toward the minimum of 124 credits required for graduation.

A maximum of eight credits will be allowed in the following categories:

- Interdisciplinary Studies 105
- Sport Studies, Recreation and Athletics activity courses (see *Sport Studies, Recreation, and Athletics*)

A maximum of 12 credits will be allowed in any one of the following categories:

- Music 161/162, 211/212, 231/232, 241/242, 245/246, 251/252, 253/254, 261/262
- Theater and Dance 248, 332

Applied Music

No more than 16 credits toward the minimum of 124 credits required for graduation are allowed in any one, or combination of, the following courses in applied music: Music 163X/164X, 263X/264X, 363X/364X, and 463X/464X.

Academic Credit for Internships

Whitman College grants no academic credit for work experience or internships per se, though it may grant credit for academic coursework linked to internships. This policy applies to internships that are part of courses in various Whitman departments, to internships that are part of courses administered by approved Off-Campus Study programs, and to internships that are part of courses for which a student receives transfer credit.

Off-Campus and Transfer Credit for Major Requirements

A maximum of one-third of the specific course and credit requirements for the major may be satisfied by work completed in an off-campus program of the college and/or transfer credit. Generally, this means a maximum of 12 semester credits for a major requiring 36 semester credits. Some departments have imposed greater restrictions, and such limitations are stated in the *Programs* section of the catalog. Credit that does not apply toward major requirements may be used to meet degree credit requirements within the general limitation for study abroad and transfer credit.

Professional and/or Vocational Credit

A maximum of 10 credits may be applied toward a student's 124 credits required. Whitman does not offer professional and/or vocational credit courses, however, these may enter Whitman via transfer credit from a regionally accredited institution. Please check with the Office of the Registrar for more information.

Classification of Students

Regular Students

Regular students are those who are admitted to pursue a degree program with the assumption that they complete such a program in approximately eight semesters. Regular students normally take no fewer than 12 and no more than 18 academic credits to ensure adequate progress in their degree programs. An average of 15.5 credits per semester is required to complete the 124-credit degree requirements in eight semesters. Regular students are classified according to the number of credits on record as follows:

First-year	0-26
Sophomore	27-57
Junior	58-89
Senior	90 or more but not graduated

Graduating seniors who need four or fewer credits to complete their degree requirements at the beginning of their final semester, should contact the Registrar's Office to request regular student status on a pay-per-credit basis. Students approved for pay-per-credit may then enroll in up to eight credits and pay the per-credit tuition rate (See *Charges/Special Tuition*). Students may not be concurrently enrolled at another college in order to meet the credit requirements for pay-per-credit status. Full tuition will be charged for students enrolled in more than four credits. All requests for this status must be submitted to the Registrar's Office by the last day to add classes each semester.

Students who add additional credits after the last day to add classes must stay within four credits to keep their pay-per-credit status. Graduating seniors who drop classes after the deadline for requesting pay-per-credit status will remain at full tuition even if they drop below four credits.

Special Students

Special students are regularly admitted students who wish to pursue a degree program but for certain reasons can do so only at the rate of one or two courses per semester. Applications for special student status must be submitted to the Dean of Students prior to the last day to add classes of the semester in which they are requesting this status. Special students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups, except by permission of the Dean of Students.

Nondegree-seeking Students

Nondegree-seeking students are those who are approved by the Office of Admission to take certain courses at Whitman College but not to pursue a degree or program. Nondegree-seeking students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups. If a nondegree-seeking student wishes at any time to become a regular student (i.e., pursue a degree program), they must file all application credentials for consideration by the Admission Committee (see also "Nondegree-seeking students" under *Tuition*). Nondegree-seeking students generally may not maintain residence in college housing.

Postgraduate Students

Postgraduate students are those who hold a bachelor's degree and are admitted to pursue further academic work.

Auditors

Auditors may refer to community members admitted to Whitman College for the purpose of enrolling in a class for no grade/credit, or to a current Whitman student who is enrolling in a class for no grade/credit.

- Community members work with the Registrar to enroll in a course and are required to pay the Auditor's Tuition as indicated in the tuition section.
- Whitman students approved by the Registrar's Office to pay- per-credit are required to pay the Auditor's Tuition.
- Whitman students who have paid full-time tuition (12 or more credits) are not required to pay the Auditor's Tuition since Whitman has one charge for full-time student regardless of the number of credits.

Auditors must submit an Auditing Student Application, signed by the instructor of the course, to the Registrar's Office before mid-semester. The college will keep a permanent record of all audited work, assigning an "AU" grade with no credit being awarded for successful completion of an audited course. The Registrar's Office will maintain oversight of completion of audited courses and will remove those students who have not met the requirements agreed upon with the instructor of the course before grades are transcribed.

Academic Policies

Reports & Grading

Academic Concern Report

At any point in the semester, instructors should file an academic concern report for each student whose performance indicates a significant risk of failing the course. Examples that might prompt an academic concern report include, but are not limited to: extensive absences, failure to turn in one or more assignments, low exam grades and/or earning a grade of D+, D, or F.

The academic concern report should be filed as soon as the concern arises.

These reports are the basis of advisory action by advisors, and the Academic Resource Center.

Final Grades

Letter grades are assigned grade points as indicated below and are used to denote the quality of a student's work. All work recorded with these grades (graded credits attempted) is used in the calculation of grade-point averages.

<i>Grade</i>	<i>Grade points per credit</i>	<i>Grade</i>	<i>Grade points per credit</i>
A+, A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	F (failure)	0.0
C+	2.3		

*Note: Effective Fall 2024 Whitman College no longer awards the grade of "D-".

GPA's are computed by dividing the number of grade points earned by the number of graded credits attempted.

The following symbols carry no grade points; work recorded with any of these symbols is not used in the calculation of GPA's:

AU: Denotes completion of an audited course.

Audits. Students must submit an Auditing Student Application to the Registrar before the mid-semester. The student will receive an AU grade with no credit for successful completion of requirements as determined by the instructor

P: The symbol P is used to designate credit earned for those courses completed under the P-D-F grade option in which the student has received the equivalent of a C- or better grade. Certain courses also may be designated as graded on a P-D-F basis only; such courses are identified on the student's permanent record.

CR: Denotes that credit is granted for a course graded on a credit-no credit basis.

NC: Denotes that no credit is granted for a course graded on a credit-no credit basis. The use of the CR and NC grades is limited to activity courses and other courses specifically designated by the faculty.

X: The symbol X, which is used to designate a deferred grade, may be assigned only if prior approval has been granted by the Board of Review.

I: The symbol I, which is used to designate an incomplete grade pending completion, may be assigned only under the conditions listed in the section which follows.

W: This symbol is used to indicate the official withdrawal from a course after the sixth week but prior to the end of the 10th week of classes. Additional information is provided in the section which follows.

NR: An administratively recorded temporary symbol used when a standard grade has not been submitted by the instructor.

Incompletes

A grade of incomplete (I) may be authorized upon request by a student who has completed at least half of the required work of a course with a passing grade, but who is unable to complete the requirements of the course due to reasons of health or emergency, and for no other reason. Any request for an incomplete must be submitted prior to the end of the semester for which the incomplete is requested.

A student who meets these criteria may initiate a request in the Office of the Dean of Students for an incomplete for reasons, which are consistent with the following guidelines:

I. An absence of not more than three weeks due to: a) the death or serious illness of a member of the student's immediate family, or b) military orders.

II. For reasons of health which persist for not more than four consecutive weeks.

The request must include information concerning the duration of the illness or emergency and indicate how the work not completed is related to the period of illness or emergency. The instructor must provide written verification that at least half of the work has been completed with a passing grade, specify what work is required to complete the course requirements, and indicate whether or not they regard the completion of the requirements to be feasible.

The Dean of Students will determine the appropriate action after consulting with the Director of the Health Center or the Counseling Center Director.

Any request for an incomplete not covered by these guidelines will be submitted to the Board of Review for consideration.

When a grade of incomplete has been authorized, the instructor shall record a provisional grade. The provisional grade is the default grade that the student will receive if they fail to do the work required to complete the course. As such, it should be calculated assuming a grade of zero on all outstanding work. The result of this calculation in many cases will be an F, and under no conditions should the provisional grade be an A.

Work to be applied toward the final grade in a course with an incomplete must be turned in by the deadlines listed in the next section. If the deadlines are not met, the grade of I will be converted to the provisional grade and will stand on the student's permanent record. For the period of time between the authorization of an incomplete and its resolution according to the schedule below, the pending incomplete will appear as the grade of I on the student's transcript.

Deadlines associated with incompletes:

I. If the student is on probation, a grade change must be reported to the Registrar within three weeks after the last day of final examinations for the semester in which the grade was incurred.

II. If the student is in good standing, the requirements of the course must be completed by the end of the third week of classes in their next semester in residence.

III. Faculty members shall report the completion of such grades to the Registrar's Office by the end of the fourth week of the semester. The absence of a report from the faculty member by this time will result in the conversion of the grade of I to the provisional grade.

IV. Students not in residence must complete the requirements for the course no later than six months after the incomplete has been incurred. (This does not include Off-Campus Studies).

V. Incomplete grades will be converted to provisional grades for students dismissed from the college.

VI. A student may petition the Board of Review to extend these deadlines.

Students with incomplete grades on their academic records will not be permitted to graduate, even if all other degree requirements have been satisfied. Such students may participate in commencement ceremonies. In this context, the deadlines listed above still apply.

The Dean of Students shall provide a memo to students with incompletes that reviews the college's policies on incomplete grades and the applicable deadlines within two weeks of the initial authorization of the incompletes.

Withdrawals

If a student withdraws from a course or from the college after the sixth week but prior to the end of the 10th week of classes, they shall receive a grade of W (withdrawal). If the student withdraws or discontinues studies in any course after that date (unless specifically permitted to do so by the Board of Review for reasonable cause such as a family distress, serious illness, or other emergency), they shall receive a grade of F. Withdrawal from the college requires the filing of the proper form in the Registrar's Office and consultation with the Dean of Students and Financial Aid.

Deferred Grades

Grades may be deferred at the request of an instructor in cases where it is impractical to file a grade which is dependent, for example, upon a requirement such as completion of a thesis or special project. Acceptable reasons are normally those which are beyond the control of the student and do not include the inappropriate allocation of time to complete the course or project. The instructor must obtain the consent of the Board of Review prior to submitting deferred grades.

Grade Report

Semester grade reports will be made available to students via the Web, and upon request sent to the student at the home address or other address designated for grades.

Grades for Partner Programs

Off-Campus Study courses on Partner Programs, both study abroad and Whitman's U.S.-based Partner Programs (AU Washington Semester and The Philadelphia Center), will be recorded on the student's Whitman record, including all grades reported by the program, but with the exception that these grades will not be used in the calculation of semester and cumulative grade averages, nor will these credits be considered as part of the Whitman College residency requirement.

Correction of a Grade

A grade reported by an instructor becomes a part of the permanent records of the college and may not be changed by the instructor or any other official of the college without the approval of the Board of Review. A faculty member may request a change in grade by submitting a brief written statement to the Board of Review which states the basis for the change requested.

P-D-F Grade Options

Students who register for a class on a P-D-F basis will be assigned a grade of P if they earn a grade of C- or above. If a D or F grade is earned, those grades will be recorded as for any graded course and will be used in the computation of the grade-point average. Students in good standing are eligible to select courses on a P-D-F basis, under the following conditions: credit in P-D-F courses which may be counted toward the completion of graduation requirements is limited to one-third of all credits earned at the college up to a maximum of 40, and with the exception that all students must complete a minimum of 44 credits in regularly graded courses in the on-campus programs of the college. Students initially must register for all courses (except those designated as P-D-F or credit-no credit courses by the faculty) on a regularly graded basis. Starting the 10th week of the semester through the last day of classes, students may, after consultations with their advisors, change their registration for selected classes to a P-D-F basis. The P-D-F option may enable some students to enter areas of study comparatively unfamiliar to them without the potential of lowering their overall GPA so long as the earned grade is at least a C-.

A student must complete a special form, have it signed by their advisor, and file it with the Registrar's Office during the 10th week of classes to be eligible to take a course on a P-D-F basis.

The P-D-F option may not be applied to any course designated as a General Studies course. Courses taken with the P-D-F grade option cannot be used to satisfy Distribution Requirements. In addition, each department or program has formulated a policy with regard to limiting or denying the P-D-F option in courses taken within the major subject. Unless otherwise noted for a specific department or program in the Courses and Programs section of this catalog, courses taken with the P-D-F grade option after declaration of the major cannot be used to satisfy the course and credit requirements for a major.

Note: Users of the P-D-F option should be aware that certain graduate and professional institutions may discount GPAs in which substantial parts of a student's record include P-D-F grades. They assume that students using this option either choose to be graded in subjects where they will receive higher grades or that they will not make the same effort in P-D-F courses, thus distorting their GPA upward. Students should be conscious of the risks in overuse of this grading option. Program advisors (e.g., medicine, law) should be consulted by students interested in advanced study in the respective areas prior to electing to use the P-D-F grade option.

Honors & Awards

Whitman College gives several awards to recognize academic honor and achievements:

Recognition of Academic Distinction

Recognition of academic distinction is awarded after the completion of each semester. This recognition is given to all regular students who have completed a minimum of 12 credits, passed all credits attempted, and have earned a grade-point average of 3.500 or higher on no fewer than nine graded credits during the semester.

Undergraduate Honors

Undergraduate Honors are awarded to first-year students, sophomores, and juniors who attain during any one academic year a GPA of at least 3.650 in not fewer than 30 credits of which 24 must be graded on a regular basis (A, B, C, D, F).

Honors in Course

Honors in Course are awarded to graduating seniors as follows: summa cum laude to students who have achieved a GPA of 3.900 with no course grades of failure; magna cum laude to students who have achieved a GPA of at least 3.800 and no course grades of failure; cum laude to students who have achieved a GPA of at least 3.650. To be eligible to receive Honors in Course a student shall have been in residence at Whitman College their last four semesters or a total of six semesters. The degree candidate shall have earned a total of not fewer than 60 credits at Whitman.

Honors in Major Study

Honors in Major Study are awarded to graduating seniors who show unusual ability in their major fields. To be eligible for candidacy a student must have accumulated at least 87 credits, and have completed two semesters of residence at Whitman College. Admission to candidacy begins with the student's submitting a proposal describing their thesis or project to the appropriate academic department. Once the department (or departments, for combined majors, or major committee for individually planned majors) approves the proposal admitting the student to candidacy for Honors, the department must file an official notification with the Registrar. The application must be submitted to the major department (or departments for combined majors, or major committee for individually planned majors) within the first six weeks of the two-semester period in which the student is eligible. The student has the privilege of doing preliminary planning on the project or thesis during their third year.

A candidate must attain a GPA of at least 3.500 in the major, complete a written thesis or research project prepared exclusively for the satisfaction of this program, and meet the requirements set forth for filing copies of this thesis or report in the college library not later than Reading Day preceding the beginning of the final examination period in the semester in which the student is registered for the honors thesis course, earn a grade of at least A- on the honors thesis or project and the honors thesis course, and Pass with Distinction on the senior assessment in their major study.

See individual departmental requirements for variations to the standard Honors requirements and deadlines.

National Honor Societies

The following national honor societies have established chapters at Whitman College:

The national German honor society, **Delta Phi Alpha**, seeks to foster and recognize excellence in the field and to provide an incentive for higher scholarship. Whitman College's chapter, Sigma Alpha, was founded in November 2006. The Society aims to promote the study of the German language, literature, and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth. Membership is by invitation. Eligibility is determined by cumulative GPA and GPA in German courses.

Phi Beta Kappa, the oldest national honorary fraternity, established a chapter at Whitman College in 1919. Election is based on evidence of broad cultural interests and scholarly achievement in the liberal arts. Criteria include Whitman grade-point average and the breadth of the program outside the major. Approximately 10 percent of the senior class and one percent of the junior class are elected to membership annually.

Sigma Xi, the Scientific Research Society, established a chapter at Whitman College in 1962. Sigma Xi is an international, multidisciplinary research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. Membership is by invitation and is awarded based on demonstrated potential for research.

Advanced Standing & Transfer Credit

Work satisfactorily completed at a regionally accredited collegiate institution is accepted for transfer provided it is academic in nature and is generally applicable toward a liberal arts program of study. A limited number of credits will be allowed for professional or vocationally-oriented coursework.

A record of all academic work undertaken in other collegiate institutions, including a record of correspondence and distance learning work and registration in summer sessions, must be presented to the Registrar by every student who has undertaken such work. Students who fail to provide such transcripts may be guilty of unethical conduct and may be subject to disciplinary action including suspension or dismissal from the college.

Is it not advisable to enroll in additional coursework, including extension and online courses, at another collegiate institution while the student is enrolled at Whitman College or in a Whitman College Off-Campus Study program. In the event a student wishes to be dual enrolled, they will need to obtain permission, in advance, from their advisor. The student will need to submit the Request for Approval of Transfer Credit (RATC) form to the Registrar's Office prior to starting their non-Whitman course. Nothing in this rule makes the granting of any credit mandatory by Whitman College.

Whitman College grants no academic credit for work experience or internships per se. See the *Academic Credit for Internships* section.

A total of 70 credits of advanced standing transferred from other regionally accredited collegiate institutions is the maximum non-Whitman work creditable toward a bachelor's degree. This includes 30 credits allowed on the basis of scores earned and approved by Whitman faculty on the Advanced Placement Test(s) of the College Board, Higher Level courses for the International Baccalaureate, and GCE (Cambridge International) A-Level Exams. Professionally and vocationally oriented course work is allowed up to 10 credits maximum. Running Start courses, or certain military service are also included in the 70 credit maximum. Credit earned exclusively from two-year colleges has a 62 semester credit maximum.

Each quarter system credit is worth two-thirds of a semester credit. Whitman does not transfer partial credit (anything less than 1 whole semester credit) and does not round up. The sole exception occurs when multiple courses from the same college are transferable to Whitman. In these cases, the fractional credits are combined if the sum is at least one or more semester credits. These are then applied toward general degree credit requirements.

No transfer credit is applied toward a Whitman degree unless it is of average (D or 1.0 on a numerical grade scale, in accordance to Whitman's grading scale) or better quality. Credit may be awarded for transfer work graded as Pass/Fail, but only if the original institution's minimum "pass" grade is equivalent to a D or better. However, Off-Campus Studies courses (courses taken outside the United States and on U.S.-based Partner Programs) must be taken for a letter grade or its numeric equivalent. Transfer credit will not be awarded for Off-Campus Studies courses graded as Pass/Fail.

Grades awarded by other institutions are not made a part of the student's Whitman record, except for grades awarded through Off-Campus Studies Partner Programs, which appear on the Whitman transcript, but are not calculated into the grade point average.

Students who have participated in one or more Advanced Placement, International Baccalaureate courses, or GCE (Cambridge International) A-Level Exams must arrange to have their scores or transcripts sent directly to Whitman College by the institution awarding credit. These courses may be applied toward the 124-credit degree requirement and certain majors and minors, but may not be used to satisfy Distribution Requirements.

If there is a credit discrepancy for a similar course, the credit amount from the institution where the course was completed will be the credit total transferred. For example, if a course is completed for 3 semester credits at another institution, it will not be eligible to transfer to Whitman for 4 credits, even in the case where it is considered to be satisfying the course requirements of a Whitman course worth 4 credits. Conversely, if a transfer course is completed for 5 semester credits, 5 credits will be transferred to Whitman. A transfer course cannot be worth more than a Whitman course, so the additional semester credit(s) are likely to transfer as general degree credits to be used toward the 124 credits necessary to earn a Whitman degree.

Advanced Standing & Transfer Credit

AP, IB, GCE (Cambridge) & Other Exams

Advanced Placement Exams

The college's policy for **College Board Advanced Placement (AP) exams** is to award credit for each subject test as indicated on the following AP chart. (Please see AP chart below for individual exam score requirements and Whitman equivalent and credit). AP credit does not cover chemistry laboratory courses. Students must have completed and passed Chemistry 135, or an equivalent college chemistry course with a lab component, in order to enroll in Chemistry 136. Likewise, students must have completed Biology 101L, or an equivalent college-level biology course with a lab component, in order to enroll in Biology 102L.

Advanced Placement Test (AP)	AP Score	Whitman Equivalent	Whitman Credits
2-D Art and Design	4, 5	General Degree Credit	3
3-D Art and Design	4, 5	General Degree Credit	3
Drawing	4, 5	General Degree Credit	3
African American Studies	4, 5	General Degree Credit	4
Art History	4, 5	General Degree Credit	3
Biology	5	Biology 101 & 101L (lab)	4
Chemistry	4, 5	*Chemistry 125	3
Chinese Language and Culture	5	General Degree Credit	4
Computer Science A	4, 5	Computer Science 167	4
Computer Science Principles	4, 5	Computer Science 110	4
Economics: Macro	5	Economics 102	4
Economics: Micro	5	Economics 101	4
English Language and Composition	5	RWPD 170	4
English Literature and Composition	5	General Degree Credit	4
Environmental Science	4	General Degree Credit	3
Environmental Science	5	General Degree Credit	4
French Language and Culture	4, 5	French 205	4
German Language and Culture	4, 5	German 205	4
Government & Politics: United States	4, 5	General Degree Credit	4
Government & Politics: Comparative	4, 5	General Degree Credit	4
History: United States	5	History 106	4
History: European	5	General Degree Credit	4
History: World Modern	5	General Degree Credit	4
Italian Language and Culture	4, 5	General Degree Credit	4
Japanese Language and Culture	4, 5	General Degree Credit	4

Latin	4, 5	Latin 106	4
Mathematics: Calculus AB, or subscore of Calculus BC	4, 5	Mathematics 125	3
Mathematics: Calculus BC	4, 5	Mathematics 125 & 126	6
Mathematics: Statistics	4, 5	Mathematics 128	3
Music Theory	5	Music 101	3
Physics C: Mechanics	5	*Physics 155	4
Psychology	4, 5	Psychology 110	3
Spanish Language and Culture	5	Hispanic Studies 205 & 206	8
Spanish Literature and Culture	4, 5	General Degree Credit	4

*AP credit does not cover science laboratory courses for Chemistry or Physics.

International Baccalaureate

The college's policy for **International Baccalaureate (IB) exams** is to award credit for each **Higher-Level** examination as indicated on the following IB chart. Students must have completed and passed Chemistry 135, or an equivalent college-level chemistry course with a lab component, in order to enroll in Chemistry 136. Likewise, students must have completed Biology 101L, or an equivalent college-level biology course with a lab component, in order to enroll in Biology 102L. (Please see IB chart below for individual course exam score requirements and Whitman equivalent and credit).

International Baccalaureate (IB)	IB Higher Level score	Whitman Equivalent	Whitman Credits
Biology	5 or higher	Biology 101 & 101L (lab)	4
Chemistry	5 or higher	*Chemistry 125	3
Chinese A: Literature	5 or higher	General Degree Credit	8
Economics	6 or higher	Economics 101 & 102	8
English A: language and literature	5 or higher	RWPD 170, 4 credits elective	8
English A: literature	5 or higher	General Degree Credit	4
Film	5 or higher	General Degree Credit	8
French B	5 or higher	French 205	4
German B	5 or higher	German 205 & 206	8
Global Politics	5 or higher	General Degree Credit	4
Hindi B	5 or higher	General Degree Credit	4
History of Africa and Middle East	5 or higher	General Degree Credit	4
History of the Americas	5 or higher	History Elective Credit	4
History of Asia and Oceania	5 or higher	General Degree Credit	4
History of Europe	5 or higher	History 183	4
Music	5 or higher	General Degree Credit	8
Philosophy	5 or higher	General Degree Credit	4
Psychology	5 or higher	Psychology 110	3
Spanish A: language and literature	5 or higher	Hispanic Studies 205 & 206	8
Spanish B	5 or higher	Hispanic Studies 205 & 206	8
Theatre	5 or higher	General Degree Credit	8
Visual Arts	5 or higher	General Degree Credit	4

*IB credit does not cover science laboratory course for Chemistry.

GCE-Cambridge International

Credit may be awarded for select **General Certificate of Education (GCE-Cambridge International) Advanced Level examinations**, with a grade of A*, A or B pending review of each exam syllabus. Students interested in pursuing such credit should contact the Registrar's Office.

Other Exams

Whitman College does not accept or award credits for the **College-Level Examination Program (CLEP) general or subject examinations** or **DANTES Subject Standardized Test (DSST)**. Such credits awarded by other institutions will not be accepted for transfer. The college also does not accept transfer credit awarded on the basis of placement or challenge examinations at other institutions.

Advanced Standing & Transfer Credit

Transfer Credit

Running Start/College in the High School Courses

Whitman will review credit earned through the Running Start Program and similar dual enrollment programs on a course-by-course basis. Credits awarded will be for classes at a commensurate level and in subject matter relevant to the Whitman College liberal arts curriculum. Students who earn credits from Running Start and/or College in the High School (CHS) (either Washington's Running Start or a similar program from another state) will transfer no more than a total of 25 credits initially (10 credits of professional and/or vocational coursework may be included in this total). These initial credits may include: Running Start, CHS, AP, IB, and Cambridge A-level exams. These students will be considered first-year students for purposes of financial aid eligibility. Beginning in week three of their first semester, and by the end of their first year at Whitman, students may notify the Registrar and Financial Aid that they wish to add the remainder of their eligible Running Start credits to their academic record. Running Start students are expected to enroll and complete General Studies 175 in the fall of their first year; if at mid-semester they decide to transfer in their remaining eligible credits, and it totals at least 58 credits, they will not need to complete General Studies 176 their second semester.

Two-Year Colleges

Associate in Arts Degree

Students enrolling at Whitman College with an earned Associate of/in Arts- Direct Transfer Agreement (AA-DTA), are generally given junior credit standing (58 to 62 semester credits) and will have fulfilled many of the requirements within the Whitman's General Studies Distribution Requirements.

Whitman's acceptance of the DTA is part of an inter-institutional transfer agreement upheld by the Intercollege Relations Commission (ICRC) for Washington State. (wa-council.org/icrc/).

Acceptance of this DTA does not guarantee admission to Whitman College. Prospective students are encouraged to contact the Office of Admission for advice in advance of an application for admission.

A maximum of 62 semester hours of credit may be transferred from accredited two-year colleges. Whitman will accept credit on a course-by-course basis from any Associate degree programs.

Off-Campus Studies Credit

No more than 38 semester credits (19 for most semester-long programs) from study abroad programs, including the Partner Programs of the college, may be applied toward degree requirements. Application of credit toward major requirements is subject to the general college limitation and to any specific departmental policy with respect to off-campus programs and transfer credit. Students who wish to receive Whitman credit for any study abroad course must receive prior approval from Off-Campus Studies at Whitman by submitting the *Whitman Off-Campus Studies Application* by the appropriate deadline. Credit earned during the regular school year on an off-campus program that is not a Partner Program of the college will not be accepted for transfer toward the Whitman degree.

Non-partner Summer study programs, however, may be approved by the Off-Campus Studies Committee for transfer but only if prior approval has been granted by the Off-Campus Studies Committee. To request summer study abroad transfer credit approval, students must submit the *Summer Study Abroad Transfer Credit Application* to Off-Campus Studies at least three weeks prior to their program's application deadline.

Military Service

American Council on Education (ACE) credits will be evaluated on a case-by-case basis according to Whitman's standard transfer credit policy, provided that satisfactory military training and discharge credentials (DD214) are submitted. If credit for basic military training has been granted to satisfy high school requirements, it may not be counted as college credit.

Combined Programs

For students who are admitted to the combined study plan programs in engineering, forestry and environmental management, law, foreign language, oceanography, and international studies, the transfer credit provisions of the college are modified to fit the patterns of the combined plans. When the student completes residence in the combined plan school, Whitman College allows the transfer credit that is necessary in the pattern of the combined plans to meet the degree requirements of 124 credits.

Special Programs

Special Programs

Center for Teaching & Learning

Center for Teaching & Learning

Office Contact: 509-527-5210

The Center for Teaching & Learning (CTL) provides resources to faculty for enhancing teaching and learning at Whitman College. Recognizing that excellent teaching focuses on student learning, and further, that there are diverse ways to pursue excellent teaching, the Center organizes programs to promote reflection on teaching practices and foster innovation among the faculty. Programs include sessions facilitated by Whitman faculty devoted to specific topics related to best practices in teaching, informal roundtable discussions, lectures and workshops given by nationally known experts, and a series of programs specific to the needs of faculty new to Whitman. Grants to promote development of approaches to teaching are also offered each year. A special collection of books and journals devoted to teaching and learning is available through Penrose library. The CTL Steering Committee is composed of faculty from the Faculty Affairs committee, the Associate Dean for Faculty Development, and several staff members with expertise in student learning.

Special Programs

Off-Campus Studies

We believe that active engagement with a culture or region other than one's own to gain a deeper understanding of world issues and to develop empathy for others is one cornerstone of a liberal arts education. Study off campus not only exposes students to different worldviews and broadens students' knowledge of global interconnections, but it facilitates the development of students' self-reliance and ability to communicate and collaborate with diverse groups. As a result, off-campus studies helps prepare Whitman graduates for the evolving global workplace of the 21st century and to be judicious citizens throughout their lives. The off-campus studies (study abroad) program at Whitman College is designed to provide a range of in-depth opportunities for students to study in Africa, Asia, Europe, Latin America, and Oceania and in the United States. We offer fall semester and spring semester opportunities through our partner universities and national study abroad providers.

Overseas Programs (Semester)

Advisors: Kevin Morrison and Nadir Ovcina

Information about opportunities for study outside of the United States and on partner programs within the United States, including application procedures, eligibility requirements, deadlines, and fees, is available from the Off-Campus Studies Office, Memorial Building 205. Students should consult with Kevin Morrison, Senior Director of Global Programs or Nadir Ovcina, Assistant Director of Off-Campus Studies, or the appropriate faculty advisor for the program listed on the OCS website to determine the suitability of participation in a particular academic program overseas. Students who wish to apply any credit from overseas study to their Whitman degree need to complete a Whitman OCS Application in the Whitman OCS Portal and receive approval for their proposed course of study from Off-Campus Studies prior to studying off campus. Students can begin the application after attending an OCS First Steps information session and completing a minimum of at least one advising appointment with a Whitman OCS advisor. Students who wish to study outside the United States during the fall or spring semester may only transfer credit from programs on Whitman's approved OCS Partner Program list (see below). Transfer credit will not be granted retroactively if a student has not received prior approval from Off-Campus Studies. At Whitman, students typically participate in OCS for a single semester in their junior year - either the fall or spring semester - after declaring their major. However, students who wish to be considered for OCS approval for a full academic year in one location abroad may petition for an exception.

Deadlines for the submission of the Whitman Off-Campus Study Application are as follows unless stated otherwise with the program listing:

SEMESTER	DEADLINE
Spring	3rd Monday in April
Fall	1st Monday in February

Students who intend to pursue overseas study are advised that careful planning is often needed in order to include off-campus studies as an integrated part of their four-year career at Whitman. Students are expected to have completed at least four semesters at Whitman or, in the case of transfer students, completed at least 58 credits, prior to participating in semester or academic year off-campus studies. For some destinations, students will need to have completed at least four or five semesters of foreign language work at the college level to qualify. To assist students with planning for off-campus studies, Off-Campus Studies Advising by Major pages are available on the Off-Campus Studies homepage at www.whitman.edu/study-abroad.

The college requires that students who have not yet completed the intermediate level of the local language enroll in language courses during their period abroad. Additionally, Whitman College grants no academic credit for work experience or internships per se, though it may grant credit for academic coursework linked to internships. Academic work undertaken on Partner Programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from courses taken abroad will not be used in the calculation of Whitman semester and cumulative grade-point averages. Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of Whitman-approved programs, as calculated by the Office of Financial Aid Services. Listed below are Whitman's affiliated off-campus studies programs, referred to as our Whitman-approved programs. For further details about program options, please refer to the Off-Campus Studies website at www.whitman.edu/study-abroad.

U.S.-Based Programs (Semester)

Advisors: Kevin Morrison, Nadir Ovcina

Whitman College encourages qualified students interested in pre-professional internships, urban issues, government policy, and oceanography to consider participation in one of the four U.S.-based Partner Programs listed below. Students interested in these programs must complete a Whitman OCS Application in myOCS and receive approval for their proposed course of study from the Off-Campus Studies Committee prior to enrollment in the program. Students can an application after attending an OCS First Steps information session and completing a minimum of at least one advising appointment with a Whitman OCS advisor. Academic work undertaken on U.S.-based programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from these off-campus programs will not be used in the calculation of semester and cumulative grade-point averages. Whitman College grants no academic credit for work experience or internships per se, though it may grant credit for academic coursework linked to internships.

Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of these programs, as calculated by the Office of Financial Aid Services. Applications and additional information about the programs can be obtained from the Office of Global Programs (Memorial 205).

The U.S. Partner Program deadlines are the same as the overseas program deadlines listed above:

SEMESTER	DEADLINE
Spring	3rd Monday of April
Fall	1st Monday in February

List of Whitman-Approved OCS Programs (Semester and Academic Year)

You can find a current listing of programs approved by Whitman's Off-Campus Studies Sub-Committee on the Off-Campus Studies website at <https://whitman.via-trm.com/visitor-programs-v2>

Whitman Summer Studies in China

The Whitman Summer Studies in China program is a six-week Whitman faculty-led summer program founded in 2001 and administered in cooperation with Yunnan University in Kunming, China. The program is designed to give students an opportunity to strengthen their conversational Chinese language skills and learn about contemporary Chinese society firsthand. Participants enroll in a four-credit, intensive Chinese language course at the university and a two-credit Seminar in Chinese Studies course taught by the Whitman faculty director of the program (see AMES200 Special Topics: Summer Seminar in Chinese Studies). Admission to this program is by application in the preceding Fall semester. All continuing students (first, second and third-year students) regardless of major are eligible to apply. Course prerequisites include successful completion of Chinese 106 or a higher-level Chinese language course. Need-based scholarships for program fees are available to qualified students from the David Deal China Exchange Endowment. The program is typically offered every other year and will be offered again in Summer 2027 in China.

Non-Whitman Summer Programs

Students who wish to transfer credit from non-Whitman summer study abroad programs should complete the Summer Study Abroad Transfer Credit Application available through the Summer (non-Whitman) program brochure in the Whitman OCS Portal accessed through the Study Abroad homepage. It should be submitted online no later than three weeks prior to the summer program's actual application deadline. Students who are seeking summer study abroad options for credit should first review the guidelines on the Study Abroad homepage at <https://www.whitman.edu/study-abroad/getting-started> and consult with a Whitman advisor in Off-Campus Studies about suitable programs prior to selecting a program. Prior approval from Whitman is required to transfer credit from any summer course taught outside the United States. Transfer credit will not be granted retroactively if a student has not received prior approval from Whitman Off-Campus Studies.

Special Programs

Reciprocal Program with Walla Walla University

Advisor: Alexandra Wog, Transfer Credit Evaluator

The Reciprocal Program is a cooperative program between Whitman College and Walla Walla University permitting students from both institutions to enroll in one course per term at the other institution without paying any of the general fees such as tuition, student association fees, registration fees, or health insurance fees. Charges associated with specific courses (e.g., applied music, physical education, science labs, etc.) must be paid by the guest student at the institution in which such courses are taken.

A Whitman student seeking to enroll in a course not offered at Whitman College, or for which registration has been made impossible through circumstances which could not be prevented, should contact the Registrar's Office to request to participate in this program. The Registrar's Office will communicate with Walla Walla University to request permission for enrollment.

It is the responsibility of the student to follow the appropriate procedure to transfer credit from a Walla Walla University reciprocal course back to Whitman College.

Special Programs

Whitman College Semester in the West

Advisors: Lyman Persico, Eunice Blavascunas

Whitman College Semester in the West is an interdisciplinary field program in environmental studies, focusing on environmental issues in the interior American West in an era of climate change. Our objective is to come to know the West in its many dimensions, including its diverse landscapes & ecosystems, its social and political communities, and the many ways these communities find their expression in regional environmental writing and addressing complex environmental problems. During the course of the semester, we t visit with numerous leading figures in conservation, land & resource management, environmental writing, and social justice. Our goal is to explore the complexity of environmental issues in the West, while at the same time locating pathways toward meaningful individual and collective action to conserve and enhance the West's natural and human communities. Each session our studies are focused around key themes that circumscribe environmental issues in the West, including water, public lands, climate change, restoration, social justice, energy, the urban/rural divide, and conservation.

Semester in the West is a program for Whitman College students only; sophomore status or higher is required to participate. The program has historically been offered every other semester. . It will be offered again in Fall 2025 and will not be offered in Fall 2026. Interested students must apply in the fall semester prior for admission to the program.

Combined Programs

Combined Programs

Engineering

Director and Advisor: John Stratton, Computer Science

Advisors:

Frank Dunnivant, Chemistry

Kurt Hoffman, Physics

Doug Hundley, Mathematics

Doug Juers, Physics and BBMB

About the Program

Engineering fields provide opportunities to directly apply knowledge of mathematics, natural science, and computing to design critical infrastructure and everyday items that work efficiently and reliably. Engineers in modern society have been called on to address problems from fossil fuel dependency to housing shortages by finding more efficient ways to manufacture items or adapt alternative technologies to new environments. However, most big problems in our modern world are not merely technical problems. Technical problems and proposed solutions exist within economic, social, and legal environments which require the most impactful engineers to be able to exhibit the personal qualities cultivated by a liberal arts education, such as being able to balance multiple values held in tension, view issues from a variety of technical and non-technical perspectives, and communicate clearly and effectively with technical and non-technical peers.

The dual-degree program in engineering gives Whitman students the opportunity to extend their liberal arts education into technical fields not offered at Whitman. A student completes the program by fulfilling the requirements of a liberal arts education at Whitman, with a focus on applicable mathematics and sciences, then transferring to another institution to complete a technical degree from an ABET-accredited program, ultimately earning both a B.A. from Whitman and a B.S. or B.E. from the other institution. Typically, a student will complete the entire program with 3 years of study at Whitman and 2 years at a partner institution. Students elect to participate in the program by declaring one of the pre-engineering majors, with the program director and a faculty advisor supporting that major as academic advisors. Whitman has four partner institutions in this program: The California Institute of Technology, the Fu Foundation School of Engineering and Applied Science at Columbia University, the James McKelvey School of Engineering at Washington University in St. Louis, and the College of Engineering at the University of Washington. Transfer to non-affiliated institutions is also possible with approval of the Whitman 3-2 Engineering program committee, if the program is ABET-accredited and students earn acceptance through their general transfer application process. Some partner institutions also have options for earning a Master's degree in engineering with a total of 6 years of study.

Notes & Cautions

Successful completion of the dual-degree program in engineering requires that a student apply, earn acceptance, and transfer to another institution, completing an engineering (or related) degree there. Partner institutions give students applying to transfer under this program special consideration, but also impose additional course, grade, and GPA requirements beyond those required by Whitman itself. Even when those requirements are met, admission is not guaranteed, although acceptance rates for most partner schools are exceptionally high for Whitman students who meet their requirements. Students interested in this program should contact a member of the program committee for additional information about partner institution transfer requirements as soon as possible for appropriate course planning, and examine our partner institutions' websites for more information.

- California Institute of Technology: www.admissions.caltech.edu/apply/32-program
- Fu Foundation School of Engineering and Applied Science at Columbia University: undergrad.admissions.columbia.edu/apply/combinedplan

- James McKelvey School of Engineering at Washington University in St. Louis: engineering.wustl.edu/academics/dual-degree-program/index.html
 - The University of Washington College of Engineering: www.engr.washington.edu/admission/transfer
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Combined Programs

Forestry & Environmental Management

Advisors: Nicholas Bader (Geology), Tim Parker (Biology)

Whitman College has an association with the Nicholas School of the Environment at Duke University, Durham, N.C. The Cooperative College Program is designed to coordinate the education of students at Whitman College with graduate programs in the broad area of resources and environment offered at Duke University. Participating students are accepted into either of two degree programs, the Master of Forestry (M.F.) or the Master of Environmental Management (M.E.M.). The cooperative program is designed to accommodate students after three years of study at Whitman or upon graduation from Whitman. Duke requires applicants to take the Graduate Record Exam (general test without any advanced subject tests) in October or December of the year prior to the desired year of entrance. Those students who complete the necessary qualifications and who choose to enter Duke after three years may qualify for one of the professional master's degrees with four semesters at Duke, in which at least 48 credits are earned. Upon completion of the requirements of the Duke program, the student will be awarded the Bachelor of Arts degree in the appropriate field by Whitman College. See the Nicholas School of the Environment website, www.nicholas.duke.edu, for additional information.

Requirements

The major for the Whitman degree will be biology or geology, depending on the courses taken at Whitman. The specific requirements to be completed at Whitman College are as follows:

- Required Courses
- Other program requirements
 - Two years of residence at Whitman and a minimum of 94 credits
 - Duke requires applicants to take the Graduate Record Exam in October or December of the year prior to desired year of entrance
 - Must obtain a recommendation from the Duke/Whitman 3-2 Committee. Duke makes final decision on admissions

Choose

- 1. Biology
 - 22 credits in biology
 - Required courses
 - Biology 101, 101L, 102, and 102L
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 124 or 125

- Other requirements
 - Biology 215 or 277
 - 11 credits of biology 200 level or above
 - Economics 100 or 101
 - Geology 125, 110, or 120
 - Statistics course
- Other notes
 - Highly recommended: Computer Science 167, Economics 307, a year of physics
- 2. Geology
 - 22 credits in geology
 - Required courses
 - Geology 227 and 350
 - Biology 101, 101L, 102, and 102L
 - Chemistry 125, 126, 135, 136 (or 140)
 - Economics 102
 - Mathematics 124 or 125
 - Other major requirements
 - Geology 125, 110, or 120
 - 10 credits in geology above 200 level
 - Economics 100 or 101
 - Statistics course
 - Other notes
 - Strongly recommended: Biology 215 or 277, Computer Science 167, Economics 307, and a year of physics
- Honors
 - Students must submit a proposal for their thesis or project
 - Must be submitted within the first six weeks of the two-semester period in which student is eligible
 - To be eligible a student must
 - Have 87 credits
 - Completed two semesters at Whitman
 - Once approved, the registrar will be notified by the department
 - Cumulative GPA 3.300
 - Major GPA 3.500
 - Write a thesis graded A or A- by the department faculty
 - Pass the senior assessment with distinction
 - An acceptable digital copy of the Honors Thesis must be submitted to Penrose Library no later than Reading Day

Oceanography

Advisors:

Nicholas Bader, Geology

Kate Jackson, Biology

About the Program

Whitman College is associated with the School of Oceanography of the University of Washington in a program for liberal education in biological or geological oceanography. The plan requires five years of study; typically, three years at Whitman College and two years at the University of Washington. At Whitman College, students declare a major of either Biology/Pre-Oceanography or Geology/Pre-Oceanography. All candidates must complete the appropriate requirements outlined below, receive a recommendation from Whitman College, and apply as transfer students to the University of Washington. After graduation from the University of Washington, students receive a Bachelor of Arts in either Biology/Pre-Oceanography or Geology/Pre-Oceanography from Whitman College and a Bachelor of Science in Oceanography from the University of Washington.

This plan requires careful scheduling. Students must declare one of these majors by the end of their fourth semester in residence at Whitman College (transfer students must declare at the end of their second semester in residence at Whitman College). Interested Whitman students should contact a Whitman Oceanography advisor in their first year at Whitman, and the University of Washington Oceanography academic advisor (Michelle Townsend, mtown@uw.edu) when they apply for transfer to coordinate with the admissions office, and to answer questions about course planning. Third-year students who elect not to apply to the University of Washington must change their major (typically to Biology or Geology) in consultation with their academic advisor.

In order to secure a recommendation from Whitman, a student must satisfy the following requirements during their three years at Whitman:

Distribution

Students completing the Oceanography program are required to complete the Whitman General Studies requirements (see General Studies).

Pre-Oceanography Major

Declare a major in Biology/Pre-Oceanography or Geology/Pre-Oceanography and complete all Whitman coursework for the declared major.

Directories

Each department's faculty members are listed on the department's page in the *Courses and Programs of Study* section of the catalog. Administrative officers and staff personnel are listed in the *Administrative Offices* section. This information was effective as of April 2025.

Presidents of the College

Alexander Jay Anderson, Ph.D., 1882-1891

James Francis Eaton, D.D., 1891-1894

Stephen Beasley Linnard Penrose, D.D., Litt. D., LL.D., 1894-1934

Rudolf Alexander Clemen, Ph.D., 1934-1936

Walter Andrew Bratton, Sc.D., LL.D., 1936-1942

Winslow Samuel Anderson, Sc.D., LL.D., 1942-1948

Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-1959

Louis Barnes Perry, Ph.D., LL.D., L.H.D., 1959-1967

Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974

Robert Allen Skotheim, Ph.D., LL.D., 1975-1988

David Evans Maxwell, Ph.D., 1989-1993

Thomas E. Cronin, Ph.D., LL.D., L.H.D., 1993-2005

George S. Bridges, PhD., 2005-2015

Kathleen M. Murray, Mus.D., 2015-2022

Sarah R. Bolton, Ph.D., 2022-Present

The Board of Trustees

The Whitman College Board of Trustees manages the corporate concerns necessary for the governance of the college as outlined in the Charter, Constitution and Bylaws. The board consists of up to 24 members. For a list of members, visit www.whitman.edu/about/leadership-and-organization/board-of-trustees.

Corporate Name

The corporate name of the institution is the Board of Trustees of Whitman College.

Alumni Association

The Whitman College Alumni Association is the organized body of alumni of the college. All graduates of the college are members of the association. All persons who have attended the college one term or more, and whose entering class has graduated, may request to be placed on record as members of the association. The college has more than 19,000 living alumni.

A 15-member Board of Directors, elected regularly from among the alumni, directs the association's activities. Activities are coordinated through the college's Alumni Relations office.

The association coordinates and promotes alumni programs of reunions, regional gatherings, virtual events, and career networking opportunities. In addition, many alumni members are involved in programs that support the efforts of the Admission Office, the Annual Giving Office, the W Club and the Career & Community Engagement Center. Every year, approximately 25% of alumni support the college financially with a gift.

Go to whitman.edu/alumni for more information.

Ex Officio Members

President of the College President of the Associated Students of Whitman College	Director of Alumni Relations Immediate Past President of the Alumni Board
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Directories

Academic Administration

Provost and Dean of the Faculty: Elisabeth Mermann-Jozwiak

Associate Dean for Faculty Development: Mary L. Raschko

Associate Dean for Academic Affairs: Helen K. Kim

Chair of the Faculty: Susanne Beechey

Chair, Division of Social Sciences: Gilbert Mireles (Fall 2026), Michelle Janning (Spring 2027)

Chair, Division of Humanities and Arts: Matthew Reynolds

Chair, Division of Sciences and Mathematics: Ginger Withers

Secretary of the Faculty: Jack Iverson

Directories

The Faculty

The general faculty consists of certain officers of the administration and all members of the active teaching staff. The teaching staff is organized as sub-faculties called divisions (see Overview of Academic Programs). The function of the divisional faculties is the consideration of divisional policies and the administration of the divisional curricula. The chair of each divisional faculty is the executive officer of that division, and is elected by vote of the respective faculties for a three-year term.

The first date within parentheses is the date of initial appointment to Whitman College; the second is the date of initial appointment to the present rank. Ranks given are those obtained in late July of the current academic year.

Faculty

Jackie Acres (2024, 2024), Visiting Assistant Professor of Physics and Biophysics. B.S., Colorado State University; M.S., University of Nevada, Las Vegas; Ph.D., Portland State University.

M Acuff (2007, 2022), Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.

Aarón G. Aguilar-Ramírez (2017, 2024), Associate Professor of Hispanic Studies. B.A., Whitman College; Ph D., Northwestern University.

Gui Aksit (2024, 2026), Assistant Professor of Geology. B.A., Ohio University; B.S., University of Washington.

Sharon A.M. Alker (2004, 2018), Mary A. Denny Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.

Andrés Aragoneses Aguado (2023, 2023), Benjamin Brown Associate Professor of Physics. B.A., Autonomous University of Barcelona, Spain; M.A., Ph.D., Polytechnic University of Catalonia, Spain.

Jakobina K. Arch (2014, 2024), Professor of History. B.A., Wellesley College; M.Sc., Dalhousie University, Halifax, Nova Scotia; A.M., Ph.D., Harvard University.

Renée E. Archibald (2013, 2019), Associate Professor of Dance. B.F.A., University of North Carolina School of Arts; M.F.A., University of Illinois, Urbana-Champaign.

Laney Armstrong (2024, 2024) Assistant Professor of Music. B.A., Harvard University; M.M., University of Oregon; D.M.A., University of Washington.

Thomas R. Armstrong (2014, 2020), Associate Professor of Psychology. B.A., Lewis and Clark College; M.A., Ph.D., Vanderbilt University.

Eric Autry (2026, 2026), Assistant Professor of Computer Science. B.S., Harvey Mudd College; M.S., Ph.D., Northwestern University.

Nicholas E. Bader (2006, 2025), Professor of Geology. B.A., Earlham College; M.S., University of Arizona, Tucson; M.A., Ph.D., University of California.

Barry Allen Balof (2003, 2018), Professor of Mathematics. B.A., Colorado College; M.A., Ph.D., Dartmouth College.

William H. Bares (2020, 2024), Associate Professor of Computer Science. B.S., University of Southwestern Louisiana; M.S., Ph.D., North Carolina State University.

Susanne N. Beechey (2008, 2016), Associate Professor of Politics. B.A., Macalester College; Ph.D., The George Washington University.

Halefom Belay (1996, 2002), Associate Professor of Economics. B.A., State University of New York at Cortland; M.A., Ph.D., State University of New York at Binghamton.

Dalia Rokhsana Biswas (2010, 2017), Associate Professor of Chemistry and Paul Garrett Fellow. B.S., Jahangirnagar University, Bangladesh; Ph.D., University of Montana.

Whitman College

Shampa Biswas (1999, 2020), Judge and Mrs. Timothy A. Paul Chair of Political Science and Professor of Politics. B.A., M.A., University of Delhi; M.A., Syracuse University; Ph.D., University of Minnesota.

Pavel Blagov (2009, 2023), Professor of Psychology. B.A., Connecticut College; M.A., Ph.D., Emory University.

Eunice L. Blavascunas (2015, 2021), Associate Professor of Anthropology and Environmental Studies. B.S., B.A., Evergreen State College; M.A., University of Texas, Austin; M.A., Ph.D., University of California, Santa Cruz.

Jennifer B. Blomme (2000, 2010), Senior Lecturer of Sport Studies and Head Swimming Coach. B.A., Grinnell College; M.S., Indiana University.

Nathan E. Boland (2012, 2019), Associate Professor of Chemistry. B.A., Colby College; Ph.D., Johns Hopkins University.

Matthew W. Bost (2016, 2022), Associate Professor of Rhetoric, Writing and Public Discourse. B.A. Willamette University; M.A., Ph.D., University of Minnesota, Twin Cities.

Will Boyles (2023, 2023), Assistant Professor of Statistics. B.S., Wake Forest University; Ph.D., Texas A&M University.

Jose S. Cedeño (2015, 2023), Senior Lecturer of Sport Studies and Head Men's Soccer Coach. B.A., Saint Peter's College; M.S., Brooklyn College.

Kimberly C. Chandler (2019, 2019), Director of Athletics, Department Chair and Senior Lecturer of Sports Studies. B.A., Ohio Northern University; M.E., Bowling Green State University.

Stuart Chapin (2011, 2019), Senior Adjunct Instructor of Sport Studies. B.S., University of Tennessee.

Chetna Chopra (2010, 2022), Senior Adjunct Assistant Professor of Rhetoric, Writing, and Public Discourse and General Studies. B.A., University of Delhi; M.S., Boston University; M.F.A., Warren Wilson College.

Aaron Chvatal (2021, 2026) Senior Lecturer of Theater and Dance and Costume Shop Director. B.A., Hamline University, St. Paul; M.F.A., University of Missouri, Kansas City.

Melissa W. Clearfield (2001, 2020), Laura and Carl Peterson Endowed Chair of Social Sciences and Professor of Psychology. B.A., Middlebury College; Ph.D., Indiana University.

Mitchell S. Clearfield (2001, 2012), Senior Lecturer of Philosophy and General Studies. B.A., University of Pennsylvania; M.A., University of Notre Dame.

Jonathan A. Collins (2015, 2023), Associate Professor of Chemistry. B.Sc., Allegheny College; Ph.D., Brock University, Canada.

Arielle Marie Cooley (2012, 2024), Professor of Biology. B.A., Pomona College; Ph.D., Duke University.

Alissa A. Corder (2013, 2025), Professor of Sociology. B.A., Bowdoin College; M.A., Ph.D., Brown University.

John David Cotts (2004, 2017), Professor of History. B.A., Oberlin College; M.A., Ph.D., University of California, Berkeley.

Whitman College

Ralph H. Craig III (2024, 2024), Assistant Professor of Religion. B.A., Loyola Marymount University; M.A., Ph.D., Stanford University.

Sarah H. Davies (2013, 2019), Associate Professor of History. B.A., Middlebury College; M.A., Ph.D., University of Texas, Austin.

Janet L. N. Davis (2015, 2015), Associate Professor and Microsoft Chair of Computer Science. B.S., Harvey Mudd College; M.S., Ph.D., University of Washington.

Nancy F. Day (2019, 2025), Associate Professor of Psychology. B.A., Whitman College; Ph.D. University of Minnesota.

Peter de Grasse (2012, 2019), Senior Lecturer of Dance. B.F.A., Juilliard School; M.F.A., Jacksonville University.

Theresa Maria DiPasquale (1998, 2013), Gregory M. Cowan Professor of English Language and Literature. B.A., University of Notre Dame; M.A., Ph.D., University of Virginia.

Andrea K. Dobson (1989, 1998), Associate Professor of Astronomy and General Studies. B.A., Whitman College; M.S., Ph.D., New Mexico State University.

Heidi E. M. Dobson (1992, 2018), Spencer F. Baird Professor of Biology. B.S., B.A., Ph.D., University of California, Berkeley; M.S., University of California, Davis.

Amy Dodds (2002, 2018), Senior Lecturer of Music. B.A., Walla Walla College; M.A., D.M.A., Claremont Graduate University.

Brian R. Dott (2002, 2023), Robert Allen Skotheim Chair of History. B.A., University of Minnesota; M.A., University of Michigan; Ph.D., University of Pittsburgh.

Timothy J. Doyle (2012, 2017), Senior Adjunct Instructor of General Studies. B.A., Reed College, M.A. University of California, Los Angeles.

Christopher Duncan (2023, 2023), Lecturer of Sport Studies and Head Women's Lacrosse Coach. B.A., Whitman College.

Frank M. Dunnivant (1999, 2013), Professor of Chemistry. B.S., Auburn University; M.S., Ph.D., Clemson University.

Mysia Dye (2024, 2024), Lecturer of Biology. B.S., Tulane University; M.S., Ph.D., Florida State University.

John W. Eckel (2010, 2016), Senior Lecturer of Sport Studies and Head Athletics Trainer. B.S., Canisius College; M.A., New York University.

Robert Scott Elliott (2004, 2018), Professor of English. B.A., Vanderbilt; M.A., University of Colorado, Boulder; M.F.A., Columbia University.

Tarik A. Elseewi (2014, 2022), Associate Professor of Film and Media Studies. B.A., University of California, Santa Cruz; M. A., Ph.D., University of Texas, Austin.

Rodolfo Faistauer (2024, 2024), Visiting Assistant Professor of Music (Piano). B.Mus., Universidade Federal de Rio Grande, Brazil; M.Mus., Académie Supérieure de Musique, France and Hochschule für Musik und Theater, Germany; D.M.A., Northwestern University.

Michelle K. Ferez (2001, 2009), Senior Lecturer of Sport Studies and Head Women's Basketball Coach. B.S., Eastern Montana College; M.E.A., Heritage College.

Denise Fernandes (2024, 2024), Assistant Professor of Politics. B.A., St. Xavier's College, Mumbai University, India; M.A.; TERI University, India; Ph.D., University of Colorado.

Kathryn M. Frank (2019, 2026), Associate Professor of Film and Media Studies. B.A., Stanford University; Ph.D., University of Michigan, Ann Arbor.

Patrick R. Frierson (2001, 2020), Paul Pigott and William M. Allen Professor of Ethics and Philosophy. B.A., Williams College; M.A., Ph.D., University of Notre Dame.

Malcolm Gabbard (2026, 2026), Visiting Assistant Professor of Mathematics. B.A., Colorado College; Ph.D., Kansas State University.

Rachel L. George (2015, 2021), Associate Professor of Anthropology. B.A., New York University; M.A., Ph.D., University of California, Los Angeles.

Mackenzie Geringer (2026, 2026), Assistant Professor of Biology. B.A., Whitman College; Ph.D., University of Hawai'i at Mānoa.

Giramata (2024, 2024), Assistant Professor of Gender Studies. B.A., DePauw University; Ph.D., The University of Arizona.

Kendra J. Golden (1990, 1996), Associate Dean for Academic Affairs (2013-2022); Associate Professor of Biology. B.S., Washington State University; Ph.D., Pennsylvania State University.

Adam S. Gordon (2012, 2025), Professor of English. B.A., University of Pennsylvania; M.A., Ph.D., University of California, Los Angeles.

Marion Gabriele Götz (2007, 2025), Professor of Chemistry. B.S., Armstrong Atlantic State University; Ph.D., Georgia Institute of Technology.

Moiria I. Gresham (2011, 2024), Nathaniel Shipman Professor of Physics. B.A., Reed College; M.A., Cambridge University; Ph.D., California Institute of Technology.

Adam Groves (2024, 2024), Visiting Assistant Professor of Chemistry. B.S. Indiana University Southeast; Ph.D., Purdue University.

Krista H. Gulbransen (2014, 2021), Associate Professor of Art History. B.A., University of California, Los Angeles; M.A., Ph.D., University of Virginia.

Ruoning Han (2022, 2022), Assistant Professor of Economics. B.S. China Pharmaceutical University; M.A. Bowling Green State University; Ph.D., The University of Kansas.

Whitman College

Rebecca Roman Hanrahan (2003, 2026), Professor of Philosophy. A.B., Smith College; M.A., Ph.D., University of North Carolina at Chapel Hill.

Machelle Hartman (2003, 2017), Senior Lecturer of Chemistry. B.A., Walla Walla College; M.A., Antioch University.

Denise J. Hazlett (1992, 2018), Hollon Parker Professor of Economics and Business. B.A., Grinnell College; Ph.D., University of Minnesota.

Donghui He (2008, 2015), Associate Professor of Asian and Middle Eastern Studies, Chinese. B.A., M.A., Hebei University, China; Ph.D., University of British Columbia, Canada.

Kathryn Heard (2024, 2024), Visiting Assistant Professor of Politics. B.A., Whitman College; M.Sc., London School of Economics and Political Science, London, England; Ph.D., University of California, Berkeley.

John Hein (2008, 2017), Senior Lecturer of Sport Studies and Head Women's Tennis Coach. B.A., University of California, Santa Cruz; M.S., California State University, Chico.

Matthew D. Helm (2012, 2023), Senior Lecturer of Sports Studies and Head Women's Volleyball Coach. B.S., M.Ed. University of LaVerne.

Mark P. Hendricks (2018, 2024), Associate Professor of Chemistry. B.S., Harvey Mudd College; M.A., M.Phil., Ph.D., Columbia University.

Walter T. Herbranson (2000, 2014), Professor of Psychology and Herbert and Pearl Ladley Endowed Chair of Cognitive Science. B.A., Carleton College; M.S., Ph.D., University of Utah.

Kurt R. Hoffman (1992, 2007), Stephen F. Meyer Professor of Physics. B.A., St. Olaf College; Ph.D., University of Georgia.

Laura L. Hope (2020, 2020), Associate Professor of Theater and Dance. B.F.A., University of Colorado, Boulder; M.A., San Francisco State University; Ph.D., University of California, Davis.

Douglas R. Hundley (1998, 2004), Associate Professor of Mathematics. B.S., M.S., Western Washington University; Ph.D., Colorado State University.

Sarah E. Hurlburt (2004, 2020), Professor of French and Francophone Studies. B.A., Whitman College; M.A., Ph.D., University of Chicago.

Delbert Wade Hutchison (1999, 2005), Associate Professor of Biology. B.S., Brigham Young University; Ph.D., Washington University.

Julia Anne Ireland (1994, 2023), Professor of German Studies and Philosophy. B.A., Whitman College; M.A., Ph.D., DePaul University.

John R. "Jack" Iverson (2004, 2018), Professor of French and Francophone Studies. B.A., St. Olaf College; M.A., Ph.D., University of Chicago.

Jack E. Jackson (2013, 2020), Associate Professor of Politics. B.A., Georgia State University; J.D., Cornell Law School; M.A., Ph.D., University of California, Berkeley.

Whitman College

Katherine Jackson (2007, 2020), Professor of Biology. B.S., M.S., University of Toronto, Canada; Ph.D., Harvard University.

Michelle Y. Janning (2000, 2018), Raymond and Elsie DeBurgh Chair of Social Sciences and Professor of Sociology. Assistant Dean of the Faculty (2010-2013). B.A., St. Olaf College; M.A., Ph.D., University of Notre Dame.

Michelle Jenkins (2010, 2017), Associate Professor of Philosophy. B.A., Franklin and Marshall College; Ph.D., University of Arizona.

Emily E. Jones (2013, 2020), Associate Professor of German Studies and Environmental Humanities. B.A., Smith College; Ph.D., Harvard University.

Douglas Henry Juers (2003, 2018), Carl E. Peterson Endowed Chair of Sciences and Professor of Physics. A.B., Cornell University; Ph.D., University of Oregon.

Marcus A. Juhasz (2009, 2015), Associate Professor of Chemistry. B.A., Wittenberg University; M.S., Ph.D., University of California, Riverside.

Helen Kim (2005, 2019), Associate Dean for Academic Affairs (2022-); Associate Dean for Faculty Development (2019-2022); Professor of Sociology. Interim Vice President for Diversity and Inclusion (2018-2019). B.A., University of California; M.A., University of Chicago; M.S.W., Ph.D., University of Michigan.

Brian T. Kitamura (2015, 2025), Senior Lecturer of Sport Studies and Head Baseball Coach. B.A., Whitman College; M.S. Ohio University.

Thomas A. Knight (2006, 2025), Professor of Biology. B.A., Alma College; M.S., Eastern Michigan University; Ph.D., University of Washington.

Jennifer Kue (2026, 2026), Professor of Public Health. B.S., University of Idaho; M.A., San Diego State University; Ph.D., Oregon State University.

Elaine Kushkowski (2026, 2026), Faculty Fellow - Biology. B.A., Reed College; M.S., University of Chicago.

John S. Lamanna (2020, 2023), Senior Lecturer of Sports Studies and Head Men's Basketball Coach. B.S., Washington State University; M.A., Loyola Marymount University.

Erika Langley (2024, 2024), Assistant Professor of Psychology. B.A., University of California, Irvine; M.A., Ph.D., Arizona State University.

Matthew Langley (2024, 2024), Visiting Assistant Professor of Psychology. B.S., Northern Illinois University; M.A., Arizona State University.

Christopher Leise (2009, 2022), Professor of English. B.A., Hofstra University; M.A., Ph.D., University at Buffalo, SUNY.

Nina E. Lerman (1995, 2002), Associate Professor of History. A.B. Bryn Mawr; M.A., Ph.D. University of Pennsylvania.

Camilo E. Lund-Montaña (2020, 2020), Assistant Professor of History. B.A., Universidad Nacional Autónoma de México; M.A., New School for Social Research; Ph.D., University of California, Berkeley.

Paul Luongo (2012, 2025), Professor of Music. B.M.E., Stetson University; M.M.; Ph.D., Florida State University.

Maria C. Lux (2016, 2022), Associate Professor of Art and Paul Garrett Fellow. B.F.A., Iowa State University; M.F.A., University of Illinois, Urbana-Champaign.

Timothy E. Machonkin (2006, 2026), Professor of Chemistry. B.S., University of Michigan; Ph.D., Stanford University.

Gaurav Majumdar (2005, 2020), Professor of English. B.A., University of Delhi; M.A., University of Rochester; Ph.D., New York University.

Sai Madhurika Mamunuru (2020, 2026), Associate Professor of Economics. M.A., University of Hyderabad, India; Ph.D., University of Massachusetts, Amherst.

Lydia M. McDermott (2013, 2026), Professor of Rhetoric, Writing, and Public Discourse and Director of the Center for Writing and Speaking. B.A., M.A., Ph.D., Ohio University.

Stephen W. Michael (2016, 2020), Senior Lecturer of Psychology. B.A., Elon University; M.A., Ph.D., University of Texas, El Paso.

Elizabeth M. Miller (2014, 2019), Senior Adjunct Assistant Professor of Art History. B.A., Free University of Brussels, Belgium; M.St., D. Phil., University of Oxford, U.K.

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The Roger and Davis Clapp Chair of Economic Thought was founded in 1966 by James H. Clapp of Seattle as a memorial to his brothers. The professorship was given "to further understanding of 1) the development of economic thought through the ages; 2) the development and continuing values in the Western free enterprise system; and 3) how those values, developed in the past, have continuing application in today's complex society."

The Raymond and Elsie Gipson DeBurgh Chair in the Social Sciences was funded in 2002 with the remainder of a unitrust established by the DeBurghs. This endowment funds a position to teach courses in the social sciences.

The William K. and Diana R. Deshler Chair was established in 2008 by Bill and Diana Sharp Deshler, both Whitman Class of 1964, to provide support for a distinguished tenure-track faculty member. The Deshlers have been Whitman supporters and volunteers for years. Bill was a trustee for 12 years, serving until his death in 2008. This chair is assigned to a teacher-scholar in the department with the most pressing need. Special consideration is to be given to the departments of art, history, and mathematics.

The William O. Douglas Chair in Constitutional Law and American Jurisprudence was established in 2013 to support the teaching of constitutional law as an essential component of a liberal arts curriculum.

The Baker Ferguson Chair of Politics and Leadership was established in 1996 in honor of Baker Ferguson, a 1939 Whitman alumnus, trustee emeritus, and consistent supporter of Whitman College.

The Ludwig Gaiser Chair of Art History was established in 1982 by the Gaiser family to honor this eminent clergyman of the Northwest whose nine children all attended the college.

The John and Jean Henkels Chair of Chinese Languages and Literatures was established in 1987. The Henkels are parents of three Whitman alumni, and John Henkels served on the Board of Overseers from 1986 to 2001.

The Herbert and Pearl Ladley Chair of Cognitive Science was established in 2004 by Frankie Ladley Wakefield '27 in memory of her parents, who made it possible for her to pursue a liberal arts education at Whitman College. The endowment funds a position in the interdisciplinary field combining psychology and biology.

The Alma Meisnest Endowed Chair in the Humanities was established in 1999 with proceeds from the estate of Alma Meisnest, a friend of the college.

The Microsoft Chair of Computer Science was established in 2014 to support a faculty position in computer science.

The Kathleen M. Murray Chair in Computer Science was established by parents Christina and Peter Dawson to honor Whitman's 14th president, Kathleen M. Murray, to provide funding to support a faculty member in computer science.

The Ashton J. and Virginia Graham O'Donnell Chair in Global Studies was established by Ashton and Virginia O'Donnell, both Class of 1943. During Ash's domestic and international career as a physicist, the O'Donnells noted the importance of a diverse education in the liberal arts in preparing for careers in an international workplace. They created this chair to bring practitioners who have made significant contributions to global issues to Whitman for the purpose of enhancing exposure to these issues and giving Whitman graduates an advantage in understanding our global society.

The Judge and Mrs. Timothy A. Paul Chair of Political Science was established by George N. Paul '35 with a bequest in memory of his parents. Timothy A. Paul was a Superior Court Judge in Walla Walla County during the 1930s and 1940s.

The Carl E. Peterson Chair of Science was established in 1997 in memory of Carl E. Peterson '33. Mr. Peterson was an overseer and longtime member and chairman of the Whitman College Farm Committee (1970-1989).

The Laura and Carl Peterson Chair of Social Sciences was established in 1997 with a bequest from the Carl Peterson estate. Laura Crump Peterson, a 1936 alumna and volunteer who devoted many hours to the Delta Gamma active chapter, joined her husband in financial support of the college.

The Robert Allen Skotheim Chair of History was established in 1994 in honor of Whitman's 10th president by a gift from Dr. Elizabeth Main Welty, long-time college trustee, and a bequest from the estate of Dr. Robert Ford Welty '35.

Endowed Professorships

The following professorships have been established by the Board of Trustees and are endowed wholly or in part. The titles of individuals holding named professorships may vary slightly.

The Alexander Jay Anderson Professorship of Mathematics was founded in 1914 in memory of Alexander Jay Anderson, Ph.D., first president of the college.

The Spencer F. Baird Professorship of Biology was founded in 1898 in memory of Spencer Fullerton Baird, Ph.D., the eminent scientist who was for many years secretary of the Smithsonian Institute.

The Linda King Brewer Sociology Professorship was initiated in 2018 by Linda King Brewer '66, a sociology major at Whitman, to support the faculty of the sociology department.

The Benjamin H. Brown Professorship of Physics was founded in 1957 by alumni and friends to enhance the teaching of physics at Whitman College in the tradition set by Benjamin H. Brown, eminent member of the Whitman faculty for 32 years.

The Class of 1955 Professorship was made in honor of the class of 1955's 50th reunion in 2005. It supports a professorship in any area of the College.

The Computer Science Professorships were established in 2012 to support the growth of the computer sciences program by supporting faculty salaries.

The Gregory M. Cowan Professorship in English Language and Literature was created with the proceeds of a trust of local farm property gifted by Pearl Ramsay Cowan. This professorship is named for her son Gregory, Whitman Class of 1957 and associate professor of English at Texas A&M University, who died in 1979.

The James and Penelope DeMeules Professorship in Chemistry received initial funding in 2010 from Trustee Emeritus James H. De Meules '67 and spouse Penelope De Meules.

The Mary A. Denny Professorship of English was founded in 1909 by Margaretta L. Denny of Seattle in honor of her mother, one of the earliest and most honored pioneers of the Puget Sound region.

The Cushing Eells Professorship of Philosophy, established in 1896 in memory of Reverend Cushing Eells, D.D., the founder of the college, was endowed by the gifts of many friends in New England.

The Nancy Bell Evans Professorship of Music was funded in 2018 by Nancy Bell Evans '54 and her husband, former Washington State Governor and United States Senator Daniel J. Evans, to support distinguished teaching in Nancy's Whitman major.

The Paul Garrett Professorships of Anthropology, Drama, and Political Science were established in 1980 by the Board of Trustees with a bequest from the Paul Garrett '13 estate. Mr. Garrett was an overseer of the college and was awarded an honorary Doctor of Laws in 1947.

The Patricia and William Goetter Professorship of History was established in 2022 to provide annual funding to support a distinguished history teacher/scholar, with a preference for a background in history of the American West.

The William Kirkman Professorship of History was founded in 1919 in memory of William Kirkman of Walla Walla, a trustee and lifelong friend of the college.

The Miles C. Moore Professorship of Political Science was founded in 1919 in memory of Miles Conway Moore of Walla Walla, who left a bequest to establish a professorship.

The Stephen F. Meyer Professorship of Physics received initial funding in 2016 from Stephen F. Meyer '69.

The Hollon Parker Professorship of Economics and Business was founded in 1913 by Hollon Parker of Portland, Ore.

The Clement Biddle Penrose Professorship of Latin was founded in 1914 in memory of Judge Penrose of Philadelphia, Penn.

The Grace Farnsworth Phillips Professorship of Geology was established in 1983 by the Board of Trustees with a bequest from Mrs. Phillips' estate. Mrs. Phillips was a 1913 alumna and generous supporter of Whitman College.

The Paul Pigott and William M. Allen Professorship in Ethics was established in 2015 by Pigott's son and daughter-in-law, Jim and Gaye Pigott, generous philanthropists and grandparents of a Whitman alumna, and William Allen's daughter and son-in-law, Dorothy and N.S. Penrose, Jr. '55. The endowment provides support for a scholar specializing in ethics.

The Arthur G. Rempel Professorship of Biology was founded in 1981 by former students in honor of biology Professor Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The Ralph C. Rittenour Jr. Professorship in Economics was established by friends, family, and fellow trustees in memory of Ralph Rittenour, a longtime member of the Board of Trustees Investment Committee. The endowment supports a teacher/scholar in the economics department.

The Mina Schwabacher Professorships of Math/Computer Science and English were established in 1979 by a bequest from Ms. Schwabacher's estate. Ms. Schwabacher was a generous and longtime friend of the college who lived to the age of 104.

The Nathaniel Shipman Professorship of Physics was founded in 1914 in memory of Judge Shipman of Hartford, Conn.

The Don Snow Professorship of Environmental Humanities was established in 2022 by the Board of Trustees in honor of retired chair and senior lecturer in environmental humanities, Don Snow. It provides funding to support a faculty member in environmental humanities.

The Dr. Robert F. Welty Professorship of Biology was established in 2002 by the Board of Trustees in honor of the late Dr. Welty '35 with the assistance of his wife, Dr. Elizabeth Main Welty, longtime trustee and friend of the college.

The Weyerhaeuser Professorship of Biblical Literature was founded in 1921 by the seven children of Frederick and Elizabeth Sarah Weyerhaeuser as a memorial to their parents.

Endowed Visiting Professorships and Educators

The Edward F. Arnold Visiting Professorship was established in 1968 with a bequest from Mr. Arnold to bring to Whitman College and the Walla Walla Valley a distinguished teacher or authority.

The John Freimann Visiting Artist in Drama was established to honor John “Jack” Freimann, professor of Theater at Whitman from 1962 to 1992. This endowment is used to bring visiting directors, guest artists, and guest instructors to Whitman in order to provide Theater students with as broad an experience in the Theater arts as possible by introducing them to veterans of the Theater.

The Patricia and William Goetter Endowed Visiting Professorship in History was established to support a distinguished history teacher/scholar having a background in the history of the American West.

The Johnston Visiting Artist Fund was established in 1988 by the Johnston-Fix Foundation of Spokane for the purpose of sponsoring visiting art lecturers in a specialty or technique not offered by Whitman’s regular studio art faculty.

The Eric and Ina Johnston Visiting Professorship was established in 1969 by the Johnston-Fix Foundation of Spokane for the purpose of sponsoring visiting lecturers in the arts and humanities at Whitman College. Both Mr. and Mrs. Johnston served on the Whitman College Board of Overseers.

The Elbridge and Mary Stuart Religious Counselor Fund was established in 1940 by Elbridge A. Stuart as a memorial to his wife, Mary Horner Stuart.

Endowed Lectureships

The William M. Allen - Boeing Lectureship and Student Investment Endowment was funded by gifts from Grant and Nancy Silvernale, '50 and '56, and Dorothy and N.S. Penrose, Jr. '55. Nancy and Dorothy’s father, William Allen, was president of Boeing Company from 1945 to 1968. This endowment provides funding for seminars and presentations with professionals distinguished in the business field, as well as providing support for the student-led Whitman Investment Company.

The Sava and Danica Andjelkovic Endowed Lectureship was established by Vojislav Andjelkovic '94 in honor of his parents, Sava and Danica Andjelkovic. An international student from Belgrade, Voja earned his baccalaureate degree in economics and went on to a career in investment banking. The Sava and Danica Andjelkovic Endowed Fund annually provides funding to bring to campus alumni, parents of current students or graduates, and others associated with the college to speak to current students about their careers.

The Virgil Robert and Mary L. Bierman Endowment was established with a bequest from Mary L. Bierman. Income from this endowment is to be used for lectures and conferences on the history of the American West or related projects on Western history.

The Walter Houser Brattain Lectureship in Science was established by his wife, Emma Jane Kirsch Brattain. This fund brings a distinguished lecturer in science to the campus to honor Nobel Laureate Walter H. Brattain '24.

The Howard S. Brode Memorial Fund was established by his three sons, each of whom attained eminence in science after their graduation from Whitman. Howard S. Brode served for 36 years as professor of biology at Whitman. The income from this fund is to be used to bring to Whitman College visiting lecturers in the fields of biology, chemistry, and physics.

George Pierre Castile-Anthropology was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

The Virginia Penrose Cagley Lectureship in Foreign Languages and Literatures was established from her estate by her sisters, Mary Penrose Copeland and Frances Penrose Owen. The income from this endowment supports a distinguished visiting lecturer or lecturers in foreign languages and literature.

The George Pierre Castile Anthropology Endowment was established through the estate of Dr. George Pierre Castile, the founder of Whitman College's Anthropology Department and a Professor of Anthropology for 35 years from 1971 until his retirement in 2006. The income from this endowment brings to campus dynamic speakers who supplement subjects and perspectives in the field of anthropology.

The Classical Liberalism Speakers Fund supports outside speakers who address topics from the classic liberal tradition. It was established by Stephen Soske '82, Bill Montgomery '61, John A. Peterson '54, and an alumna from the Class of 1944, among others.

The Robert and Mabel Groseclose Endowed Lecture Fund was established with funds from the estate of Robert and Mabel Groseclose, friends of Whitman College who owned a mortuary in Walla Walla. The lectureship is designed to bring notable and interesting speakers and artists to Whitman College and to provide the people of Walla Walla and Whitman students with a wider perspective of the outside world. In addition to supporting the William O. Douglas Lecture, the lectureship also makes possible the Visiting Educator Program.

The Robert R. Hosokawa Endowment was established by David and Beverly Hosokawa in honor of David's father, Robert Hosokawa '40, who worked as a newspaper reporter and editor on several papers in Missouri, New York, Iowa, and Minnesota. This endowment provides funds for a distinguished journalist to come to Whitman each year to give lectures and workshops for students interested in journalism careers and also gives cash awards for distinguished student journalism.

The Henry M. Jackson Endowed Lectureship in International Relations was established to honor the memory and work of the late senior senator from the state of Washington, Henry M. Jackson. The Jackson Lectureship in International Relations brings speakers to the campus for the purpose of perpetuating discussion in the area of the senator's own great influence.

The Judd D. Kimball Lectureship Endowment in the Classics was established by Ruth Baker Kimball, in memory of her husband, Judd Kimball. Mr. Kimball was a member of the Class of 1929 who served as a member of the Board of Overseers and was a civic leader in the Walla Walla community.

The Vern Kinsinger Memorial Lectureship was established to honor the memory of Vern Kinsinger. The income from this fund shall support a distinguished student-oriented visiting lecturer each year.

The Governor Arthur B. Langlie Fund for Northwest History, Politics, and Public Service provides funds to bring influential lecturers in these areas to campus. The endowment was established in honor of Gov. Langlie by his grandchildren, Whitman graduates Karin Langlie Glass '78 and Arthur K. Langlie '89.

The Charles R. Lewis Lectureship in Political Science was established in 1975 with funds from the Estate of Helen Frater Lewis, Class of 1913, to honor her husband Charles R. Lewis, Class of 1911.

The David and Madeleine Maxwell Lectureship in Multicultural Issues recognizes the contributions of the 11th president of Whitman and his wife to the college.

The Genevieve Patterson Perry Endowment for the Study of Economics was established by Louis B. Perry to honor his wife, Genevieve Patterson Perry, who was educated as an economist at UCLA and who served Whitman College admirably as a leadership partner during the 1959-1967 presidency of her husband. This endowment provides for one or more distinguished visiting speakers in the general areas of economic policy and business ethics to give public lectures and visit classes during the college year.

The Arthur G. Rempel Lectureship in Biology was founded by former students in honor of Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The Sivert O. and Marjorie Allen Skotheim Endowment for Historical Studies was established by Robert Allen and Nadine Skotheim. Income from this fund is used to bring a distinguished lecturer in historical studies to Whitman College.

The Cecile E. Steele Lectureship was established by the Sigma Chi fraternity to honor Cecile E. Steele on the occasion of her 20th anniversary as house mother for the Sigma Chi chapter at Whitman College.

The Frances Penrose Owen/Colleen Willoughby Women's Leadership Endowment was established by the Board of Trustees in honor of Frances Penrose Owen '19 (the daughter of the third president of Whitman College, Stephen B.L. Penrose), and Trustee Emerita Colleen Willoughby '55. This endowment supports lectures, seminars, events, or other opportunities to highlight women in leadership or to inspire young women to become involved in their communities and effect social change – causes that Frances Penrose Owen and Colleen Willoughby worked for individually and together for many years.

Directories

Faculty & Staff Awards

The Janice Abraham Award recognizes outstanding service to Whitman by a staff member. It honors former Treasurer and Chief Financial Officer Janice Abraham.

The George Ball Award for Excellence in Advising was established in 1995 by donations from the Whitman College Parents Association. The award is given to a continuing Whitman faculty member who has demonstrated excellence in advising Whitman students.

The G. Thomas Edwards Award for Excellence in the Integration of Teaching and Scholarship was established in 1998 with gifts from Whitman College alumni, former students, and friends of Tom Edwards and the college. This is an annual award for a Whitman College faculty member who is both an excellent teacher and excellent scholar.

The Robert Y. Fluno Award for Distinguished Teaching in Social Sciences was established in 1994 by donations from the Whitman College Parents Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The Paul Garrett Fellows at Whitman College receive a stipend provided by the Paul Garrett Whitman College Trust, established by Paul Garrett '13 of New York City. Designation as a Garrett Fellow is made from the assistant professor and associate professor ranks of the Whitman College faculty and recognizes faculty “who combine the best of professional training and scholarly qualifications with a deep interest in teaching.”

The Thomas D. Howells Award for Distinguished Teaching in Humanities and Arts was established in 1994 by donations from the Whitman College Parents Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The A.E. Lange Award for Distinguished Science Teaching was founded in 1981. The award is given to a teacher of natural and physical sciences at Whitman College who has demonstrated skill and excellence in teaching and inspiring students in their discipline. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The Suzanne L. Martin Award for Excellence in Mentoring was established in 2006 in memory of Martin and her exceptional mentoring ability and dedication to the Whitman College community. The award recognizes a staff or faculty member who has helped students get the most out of their time at Whitman.

The Sally A. Hooker Award for Excellence in Staff Support for Teaching is named for Sally Hooker, who retired from Whitman College in 2013 as Associate to the Provost and Dean of Faculty after 28 years of service to the college, which also included serving as the administrative assistant in Division II. Sally was awarded the Janice Abraham Award for Significant Contributions and Outstanding Service in 2002. She served as friend, sounding board, endless source of information, and a shoulder to cry on when needed, for generations of faculty. Her death in 2014 left a deep void that we hope this award will help fill to some extent.

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