



Graduate Counseling Programs

2020-2021

Student Handbook

Department of Psychology

Updated 9/2020

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Program Mission and Objectives

The mission of the WWU Clinical Mental Health and School Counseling Program is to prepare knowledgeable, skilled, collaborative, and ethical counselors who value diversity, equity and social justice and meet the relevant licensing or credentialing standards for practice in mental health and educational settings in the State of Washington.

We believe this is best accomplished in small rigorous programs in which students have substantive opportunities to acquire evidence-based knowledge and develop their professional and interpersonal skills under the supervision of faculty who are committed to training exceptional counselors.

Program Objectives

As a faculty, we strive to prepare counselors who:

- Demonstrate the knowledge and skills outlined in the CACREP Basic and Specialty Standards.
- Think critically about professional issues and engage in ethical, reflective decision-making.
- Advocate for equity and social justice and demonstrate self-awareness in developing multicultural competence.
- Utilize current research and evidence to implement and evaluate effective counseling services and programs.
- Engage in respectful, collaborative relationships with clients, colleagues and community partners.

CACREP Standards

The Counseling Programs at WWU have been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1993 and are accredited through 2023. Created in 1981, CACREP is the accrediting body of the American Counseling Association. CACREP works with institutions of higher education to ensure that graduate programs in counseling meet established preparation standards. (www.cacrep.org)

Consistent with the 2016 CACREP standards, common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the Clinical Mental Health Counseling and School Counseling programs.

Common Core Curricular Areas

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas;
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation;
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams;
- d. the role and process of the professional counselor advocating on behalf of the profession;
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues;
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. current labor market information relevant to opportunities for practice within the counseling profession;
- i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- j. technology's impact on the counseling profession;
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role, and
- m. the role of counseling supervision in the profession.

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy;
- c. multicultural counseling competencies;
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others;
- e. the effects of power and privilege for counselors and clients;
- f. help-seeking behaviors of diverse clients;
- g. the impact of spiritual beliefs on clients' and counselors' worldviews, and
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development and transitions across the lifespan;
- b. theories of learning;
- c. theories of normal and abnormal personality development;
- d. theories and etiology of addictions and addictive behaviors;
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior;
- f. systemic and environmental factors that affect human development, functioning, and behavior;
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan;
- h. a general framework for understanding differing abilities and strategies for differentiated interventions, and
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making;
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems;
- d. approaches for assessing the conditions of the work environment on clients' life experiences;
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development;
- f. strategies for career development program planning, organization, implementation, administration, and evaluation;
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy;
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management;
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making, and
- j. ethical and culturally relevant strategies for addressing career development.

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling;
- b. a systems approach to conceptualizing clients;
- c. theories, models, and strategies for understanding and practicing consultation;
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships;
- e. the impact of technology on the counseling process;
- f. counselor characteristics and behaviors that influence the counseling process;
- g. essential interviewing, counseling, and case conceptualization skills;
- h. developmentally relevant counseling treatment or intervention plans;
- i. development of measurable outcomes for clients;
- j. evidence-based counseling strategies and techniques for prevention and intervention;
- k. strategies to promote client understanding of and access to a variety of community-based resources;
- l. suicide prevention models and strategies;
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, and
- n. processes for aiding students in developing a personal model of counseling.

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work;
- b. dynamics associated with group process and development;
- c. therapeutic factors and how they contribute to group effectiveness;
- d. characteristics and functions of effective group leaders;
- e. approaches to group formation, including recruiting, screening, and selecting members;
- f. types of groups and other considerations that affect conducting groups in varied settings;
- g. ethical and culturally relevant strategies for designing and facilitating groups, and
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling;
- b. methods of effectively preparing for and conducting initial assessment meetings’;
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;
- d. procedures for identifying trauma and abuse and for reporting abuse;
- e. use of assessments for diagnostic and intervention planning purposes;
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments;
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development;
- j. use of environmental assessments and systematic behavioral observations;
- k. use of symptom checklists, and personality and psychological testing;
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders, and
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice;
- b. identification of evidence-based counseling practices;
- c. needs assessments;
- d. development of outcome measures for counseling programs;
- e. evaluation of counseling interventions and programs;
- f. qualitative, quantitative, and mixed research methods;
- g. designs used in research and program evaluation;
- h. statistical methods used in conducting research and program evaluation;
- i. analysis and use of data in counseling, and
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Clinical Mental Health Counseling

Students who are preparing to work as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling;
- b. theories and models related to clinical mental health counseling;
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders, and
- e. psychological tests and assessments specific to clinical mental health counseling.

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors;

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD);
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
- f. impact of crisis and trauma on individuals with mental health diagnoses;
- g. impact of biological and neurological mechanisms on mental health;
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
- i. legislation and government policy relevant to clinical mental health counseling;
- j. cultural factors relevant to clinical mental health counseling;
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
- l. legal and ethical considerations specific to clinical mental health counseling, and
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues;
- c. strategies for interfacing with the legal system regarding court-referred clients;
- d. strategies for interfacing with integrated behavioral health care professionals;
- e. strategies to advocate for persons with mental health issues;

School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling;
- b. models of school counseling programs;
- c. models of P-12 comprehensive career development;
- d. models of school-based collaboration and consultation, and
- e. assessments specific to P-12 education.

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools;
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies;
- c. school counselor roles in relation to college and career readiness;

- d. school counselor roles in school leadership and multidisciplinary teams;
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma;
- f. competencies to advocate for school counseling roles;
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders;
- h. common medications that affect learning, behavior, and mood in children and adolescents;
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;
- j. qualities and styles of effective leadership in schools;
- k. community resources and referral sources;
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling;
- m. legislation and government policy relevant to school counseling, and
- n. legal and ethical considerations specific to school counseling.

1. PRACTICE

- a. development of school counseling program mission statements and objectives;
- b. design and evaluation of school counseling programs;
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies;
- d. interventions to promote academic development;
- e. use of developmentally appropriate career counseling interventions and assessments;
- f. techniques of personal/social counseling in school settings;
- g. strategies to facilitate school and postsecondary transitions;
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement;
- i. approaches to increase promotion and graduation rates;
- j. interventions to promote college and career readiness;
- k. strategies to promote equity in student achievement and college access;
- l. techniques to foster collaboration and teamwork within schools;
- m. strategies for implementing and coordinating peer intervention programs;
- n. use of accountability data to inform decision making, and
- o. use of data to advocate for programs and students.

Academic Requirements

Master of Science in Clinical Mental Health Counseling

Program Director and Student Advisor: Dr. Christina Byrne

The Clinical Mental Health Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This program requires a minimum of 96 credits for the thesis option, and a minimum of 90 for the non-thesis option. The requirements are outlined below (all courses are in the Department of Psychology):

Counseling curriculum courses: All students must take Psychology 502 (Adult Psychopathology), Psychology 532 (Seminar in Cross-Cultural Counseling), 542 (Seminar in Developmental Psychopathology), 550 (Research Methods in Counseling), 553 (Theories of Counseling and Psychotherapy), 555 (Occupations & Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 567 (Professional Practice of Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship)

In addition to the above requirements, thesis students must register for a minimum of 6 thesis credits (690); non-thesis students must take an area comprehensive examination. For more information on the comprehensive exam, please see the section headed “Comprehensive Examinations” on page 18 of this handbook.

Master of Education in School Counseling

Program Director and Student Advisor: Dr. Diana Gruman

The M.Ed. School Counseling program prepares professional counselors for employment in educational settings and is designed for those students intending to apply for the state certificate in guidance and counseling at the elementary and secondary levels. Certification as a public school teacher is not required for admission to the program. Our School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The School Counseling Program requires a minimum of 90 credits for non-thesis students. The program contains a thesis option for those students interested in pursuing a research project related to the degree program. Students who choose the thesis option must register for 6 credits of 690 (Thesis) in addition to the courses below. The requirements are as follows:

Counseling curriculum courses: All students must take Psychology 532 (Seminar in Cross-Cultural Counseling), 542 (Seminar in Developmental Psychopathology), Psychology 550 (Research Methods in Counseling), 551 (Developmental School Counseling), 553 (Theories of Counseling and Psychotherapy), 555 (Occupations and Career Development), 557 (Testing and Appraisal in Counseling), 558 (Family and Community Systems), 561 (Professional, Legal, and Cultural Issues), 564 (Individual Counseling Techniques), 565 (Group Processes in Counseling), 568 (Crisis Interventions), 570 (Practicum), and 670 (Internship)

Student Group Experience

One of the central values of our program is group cohesion and collaboration. Further, we strive to help students develop experiential understandings of group purpose, development, dynamics, theories, methods, skills, and group approaches in a multicultural society. To support the development of both group cohesion and important knowledge/skills related to group counseling, we hire an experienced facilitator to lead group activities over the course of the fall quarter.

Plan of Study

As a degree seeking student, graduate students are responsible for knowing the requirements for their degree program. Beginning with the first quarter, all students can access their own plan of study through Degree Works, an academic planning and degree progress tool that reflects academic progress towards degree completion. To access Degree Works in Web4U, navigate to the Students tab, select Student Records and select Degree Works. For more information on how to access Degree Works students may visit: http://www.wvu.edu/registrar/degreeworks/student_instructions.shtml

The University Catalog lists all policies and requirements for each graduate program: <https://catalog.wvu.edu/>.

Registration for Classes

Students register for classes at Western Washington University on the internet:

http://www.wvu.edu/registrar/registration/web_registration.shtml

Information regarding how to use this system is included at the website indicated above. Students who are accepted into the master's programs within the Department of Psychology are guaranteed a position in each required class. The Web registration system must be used to register for all classes, *with one exception: Independent study classes (Psychology 500)*. See this Graduate School link for the required online independent study forms, which are to be submitted and routed electronically for all approvals/signatures:

https://esign.wvu.edu/forms/Grad_School/dir_ind_study_and_contract_2.aspx

Prior to registering for thesis credits (690), the Graduate School must approve your thesis topic and committee via the Thesis Topic Approval form, submitted online at their website (see Thesis Requirements).

After you receive Graduate School approval of your Thesis form, contact both the psychology graduate programs coordinator in AI 453 and the Graduate School office in Old Main 530 to request an override code for 690 (thesis) credits. The override code is required in the university's computer system so that the Web registration system will allow you to register. You must request an override code from both offices for *each quarter* that you register for thesis credits (690).

Academic Load

The maximum credit load for a graduate student is determined in consultation with the student's graduate program advisor, within the policies set by the Registrar. The Graduate School defines full-time enrollment as 8 or more credits per quarter. If you have submitted a FAFSA and been

awarded Financial Aid, your award amount will be determined by your level of enrollment. Contact the Financial Aid office for specific requirements. For purposes of loan deferment, the definition of full-time status may vary. Students should contact their lending agency for information.

Teaching assistants are governed by other regulations and will receive information from the Graduate Office. All teaching assistants must enroll for a minimum of 8 credits (with some exceptions at the end of a student's second year; consult the Graduate School for exceptions).

Scholarship Standards

A maximum of 10 credits of C is allowed toward the completion of your basic program as defined on the Plan of Study. More than 10 credits of C+ or lower and U grades, combined, disqualifies a student from the master's program (please note: no graduate credit is allowed for D+ or lower, or for U grades). A grade of C+ or lower or a U grade count toward the 10-credit limit even if the course is retaken and a grade of B or better, or S, is earned.

Master's students are not allowed to repeat courses to improve their GPA, but they may be required by the Department of Psychology to retake a course to document attainment of a certain level of competence or knowledge. Pass/No Pass grades are not applicable toward a graduate degree. S grades are applicable, but not computed in the GPA.

An incomplete grade (K) may be assigned in accordance with the regulations outlined in the Academic Policies section of the University catalog. If, after a calendar year, the course requirements have not been met, the K grade lapses to a Z. Such Z grades are computed as *failing* grades in a student's grade point average and may affect retention in the master's program. Exceptions to the K grade rule are K grades that are received for thesis credits. In this case, the K grades are allowed to stand until the thesis is completed, whereupon the K is changed to the earned grade.

To remain a candidate for the master's degree, a student must maintain at least a 3.0 GPA in courses listed on the plan of study. The GPA is calculated on letter grades earned (on record) at the time grades are posted. Students must also be making satisfactory progress in the graduate program to which they have been admitted, including continuous demonstration of counseling skills and competencies appropriate to the profession.

Under no conditions will a student be allowed to begin Internship (Psychology 670) until they have successfully completed Psychology 565 and both quarters of 570.

Student Evaluation, Retention, Remediation, and Dismissal

Evaluation

The Counseling Faculty at Western has selected six essential dispositions, drawn from established counseling student evaluation tools (e.g. PDCA-RA; CCS-R), to guide the development of work habits, behaviors and personal characteristics leading to effective professional practice. These dispositions are expected of counseling students at the university and in their placements. According to CACREP (2015), *dispositions* are defined as, "commitments, characteristics, values,

beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”

We believe that dispositions and behaviors, like skills and knowledge, can be strengthened when students are given regular feedback and support. Our goal is to have every student who is recommended for graduation demonstrate these dispositions on a consistent basis.

At the end of each quarter, faculty meet to review the progress of all students in the program and provide feedback in the form of a progress letter. Students who demonstrate **consistent** evidence of the dispositions will receive a letter to indicate they are in *good standing*. Students who receive an **inconsistent** in one or more areas will receive a letter to indicate how to improve their behavior or habits to remain in *good standing*. The student will then arrange a meeting with the program director to develop a plan for improvement for the next quarter. Students who receive an **unsatisfactory** in any area will be asked to schedule a performance review meeting with the program director and two faculty members before proceeding to the next quarter. The expected outcome of the performance review meeting will be development of a remediation plan or dismissal from the program.

If a student is demonstrating unsatisfactory performance, faculty may initiate a performance review meeting at any point in the quarter.

The following chart provides definitions for each of the six dispositions and examples of unsatisfactory performance that will impede progress in the program.

Disposition	Definition	<i>Some Examples of Unsatisfactory Performance</i>
Conscientiousness	Commitment to academic and clinical responsibilities, including: reliable attendance and timeliness; advance preparation for assignments and absences; effective management of appointments and schedule; follow through on tasks; and adherence to standards of physical appearance in the work setting.	<ul style="list-style-type: none"> -Frequently late or misses class with no warning -Poorly organized clinic records, presentations or papers -Unprepared for counseling or supervision sessions or class -After receiving feedback from a supervisor, continues to dress in an unprofessional or unkempt manner
Interpersonal Skills	Displays warmth, respect, positive affect, and empathy when interacting with peers, professors, and supervisors. Contributes effectively to groups. Supports the growth of others by providing feedback and encouragement.	<ul style="list-style-type: none"> -Interacts in an aloof, negative or harsh manner -Displays difficulty in collaborating on group projects -Neglects to observe peers and offer support or feedback
Self-Care	Maintains personal and professional wellness, energy and focus by practicing healthy habits, setting boundaries, managing health issues, and seeking professional help when needed.	<ul style="list-style-type: none"> -Over-scheduling leads to mistakes, missed appointments, or decreased quality of work -Repeatedly cannot stay awake in class -Loses focus due to continuous multi-tasking -Displays of stress and tension impede relationship building -After advisement, does not seek medical

		<i>or therapeutic support</i>
Self-Awareness & Flexibility	Demonstrates the ability to identify strengths, biases and areas of growth. Responsive to feedback and uses the information to grow as a person and as a professional. Open to new perspectives and demonstrates the ability to flex to changing circumstances and unexpected events.	<ul style="list-style-type: none"> -<i>Difficulty identifying and acknowledging personal or professional strengths</i> -<i>Defensive when given constructive criticism</i> -<i>Unresponsive to peer or supervisor feedback</i> -<i>Displays rigidity when discussing alternative ways of seeing, knowing or acting</i>
Emotional Stability	Acts professionally when experiencing strong emotions. Uses active listening skills and mutual problem solving to manage conflict situations. Expresses feelings and uses humor that is appropriate to the setting.	<ul style="list-style-type: none"> -<i>Displays poor impulse control in interactions (e.g. use of outbursts, sarcasm or inappropriate humor).</i> -<i>Blames others rather than seeking to take responsibility in a conflict</i> -<i>Actively avoids discussion of conflict</i> -<i>Draws others into a conflict rather than confronting a person directly</i>
Ethical Behavior	Demonstrates honesty, fairness and responsibility in interactions with clients, peers and supervisors. Considers legal and ethical principles in decision-making. Avoids ethical violations, legal violations, and unprofessional conduct as a student and as a practicing professional counselor.	<ul style="list-style-type: none"> - <i>Acts in a dishonest or irresponsible manner</i> -<i>Violates confidentiality standards</i> -<i>Plagiarizes written work</i> -<i>Displays poor boundaries with clients</i> -<i>Fails to inform supervisor of important information that may jeopardize client safety</i> -<i>Violates clinic or internship site policies</i>

Student-Faculty Contract: This evaluation process will be discussed with students during orientation, and all students will be expected to sign the following statement:

I have read the dispositions and indicators above and I value their importance as they relate to becoming an effective professional counselor. I am committed to both growth and excellence in demonstrating these dispositions and I understand that my progress in the counseling program depends upon successful demonstration of these significant elements. Additionally, I have reviewed the student handbook and am familiar with its contents, and where to access needed information, policies and resources.

Dismissal

If evaluations indicate that a student is not appropriate for the program, faculty members will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study. Written notification will be sent by the program director to the graduate program coordinator in the department and to the Dean of the Graduate School, who then officially withdraws the student from the program and from the university. If the student is enrolled in courses, the student is responsible for withdrawing from the courses at the Registrar's office.

Appeal

Students may appeal any decision through the formal appeal process outlined in the WWU Catalog (Appendix F).

Advancement to Candidacy

When students have completed their first year of classes, the graduate program advisors in each program will review their academic record. Students who have successfully completed their first year of classes (see Scholarship Standards, page 16) will be advanced to candidacy.

Time Limits

All requirements for the degree must be completed within five years of the initial quarter of registration. Students who have not completed their program after three years of study are required to file a plan or timeline for completion of the degree within the five-year limit. The Graduate School places a hold on the student's registration pending receipt of this timeline.

Any student who has not completed the degree within five years of the initial quarter of registration is withdrawn from the graduate program by the Graduate School. An appeal to this policy must be filed through the graduate program advisor. If she or he determines that the request is valid, the graduate program advisor will request an extension on behalf of the student petitioner. Please note that the student who files this request may be asked to appear before the Graduate Council to defend her/his request.

Files of students who are admitted and register for course work but do not complete their programs are kept for five years after the five-year program requirement. Files of students who complete the program are kept for 35 years.

Continuous Enrollment

Students are expected to register for credits continuously during the Fall, Winter, and Spring Quarters beginning from matriculation until completion of the master's degree or two years of study. Students who do not register continuously during each of these quarters will be required to complete the Graduate School Returning Student Application and submit it to the Graduate School before they can register for classes again. See the Graduate School forms website: <https://esign.wvu.edu/default.aspx?deptID=1100>.

Application for the Master's Degree

Students must apply for their master's degree by submitting the Application for Master's Degree form at the Graduate School's website **by the last day of classes (dead week) in the quarter PRIOR to the quarter you intend to graduate:** [Application For Degree](#)

The Graduate School will have the Student Accounts office bill you for the graduation fee (amount subject to change). If you fail to meet the graduation requirements for the quarter you have filed for graduation, the \$35 graduation fee (subject to change) *will not be refunded*. In addition, you must repeat this process if you intend to graduate in a different quarter than the quarter for which you applied. At least two quarters prior to the quarter you plan to graduate, consult the Graduate School's complete list of deadlines for the appropriate quarter, available at the Graduate School website.

Fund for the Enhancement of Graduate Research

Funding for your thesis research or other research is available from the Vice Provost for Research. Funds are allocated on a competitive basis and the maximum single award per student is \$1,000. Applications are due to the Department chair by mid- April (date subject to change). Awards will be announced at the end of May (date subject to change). The applicant should prepare a 1-2 page rationale for the funding request and submit this with the completed cover sheet to their advisors. The advisors will provide comments regarding the suitability of the projects for funding as well as the likelihood that the students will realize the goals. For more information, contact the office of Research and Sponsored Programs, or download the forms from RSP's website: <https://rsp.wvu.edu/research-creative-activities-grants-students>. Generally speaking, this funding opportunity should be pursued in the ***first year of study***.

Thesis Requirements (Option I)

Applicants who have been accepted into the Clinical Mental Health Counseling Program have the option of completing a thesis or taking the comprehensive exams and may complete both if they wish. School Counseling students are required to take comprehensive exams and may also complete a thesis if they wish.

General Information about a Thesis Project is available at the Graduate School website: <https://gradschool.wvu.edu/thesis>. Degree Completion deadlines can be found at: <https://gradschool.wvu.edu/degree-completion>.

The Graduate School approves thesis committees upon the request of the Chair of the Department of Psychology and the graduate program advisor. Minimally, the thesis committee must consist of three members. The chair of the thesis committee and a second member must be on the graduate faculty of the Department of Psychology (see the Graduate Faculty list). The third member may be on the graduate faculty of the Department of Psychology or may be from outside the graduate faculty. Both the chair of the thesis committee and the second committee member must approve the third member of the thesis committee if she or he is not a member of the graduate faculty. In addition, this person must have a master's (or higher) degree.

Prior to registration for thesis credits, the Graduate School requires that students be advanced to candidacy (see the Advancement to Candidacy section) and have an *approved* Thesis Topic Approval form on file in the Graduate Office. The Thesis Topic Approval form may be submitted online at the Graduate School website: <https://esign.wvu.edu/default.aspx?deptID=1100>. Students must secure the “e-signatures” of each member of their committee, the graduate program advisor, and the Chair of the Department of Psychology. A signature from each committee member implies that she or he understands the research question(s) you will address in your thesis as well as the basic methodological approach you will take in your thesis and agrees to serve on a committee in which the student is researching this question. You should consult with your thesis chair regarding how he or she wants students to complete this process. After the electronically submitted form has been approved by the Graduate School, they will notify you with instructions concerning general thesis guidelines and override codes for registration. After approval, contact the psychology graduate programs office (AI 453) **and** the Graduate School (OM 530) to request override codes for your thesis credits registration. After both override codes are entered, you may register for thesis credits. You will need to ask for override codes for **each quarter** you register for thesis credits (690).

You must develop a formal thesis proposal in consultation with your thesis chair. The thesis proposal shall consist of an introduction or review of literature; a methods section including anticipated participants, materials or apparatus, and procedure; proposed analysis, and references. When the thesis chair has approved the thesis proposal, you will then deliver a copy to each member of the thesis committee and schedule a thesis proposal date. The thesis proposal meeting should be at least one week after the thesis committee members have received a copy of the thesis proposal. You will be responsible for finding a time that all committee members can meet and finding a room in which to conduct the thesis proposal meeting. You should allocate a minimum of one hour for this meeting (consult your thesis chair). Once the proposal has been

approved, you must submit your thesis proposal for institutional review. You must complete either the Human Subject Review Committee form or the Animal Care and Use Committee form, whichever is appropriate for your thesis. You may obtain a copy of the forms from the Office of Research and Sponsored Programs or the Graduate School, or you may download the forms from RSP's website: <https://www.wvu.edu/compliance/>. You may not begin collecting data until you have received approval from the Human Subject Review Committee or the Animal Care and Use Committee. **Failure to receive the appropriate approval prior to collecting data may result in dismissal from your graduate program.**

Once you have collected your data, you should analyze the data and write a draft of the results and discussion in consultation with your thesis advisor. Your final thesis must contain a signature page, a thesis copyright authorization page, and a title page. In addition to the components mentioned in the previous sentence, your thesis must contain an abstract, a table of contents, a listing of tables (if appropriate), and a listing of figures (if appropriate). Next, your thesis must contain the following components: Introduction, Methods, Results, and Discussion. Each of these four sections should begin on a new page. The first page of the introduction should be page 1. With the exception of page 1, which contains no page number, all page numbers should be in the upper right-hand corner. Your thesis should not contain a header. Tables and figures can either be incorporated in the body of the text or placed after the References. The References should begin on a new page following the Discussion. The final component of your thesis will be the appendices. The appendices may contain your instruments, your debriefing statement, or anything else that you consider pertinent to your thesis. For complete information on the Graduate School's thesis manuscript requirements, refer to the Graduate School website.

When your thesis advisor has determined that you are ready to defend your thesis, you must complete the Master's Oral Defense Schedule (available at the Graduate School website). This form must be submitted to the Graduate School at least two weeks prior to your defense date. You must schedule a time that your entire committee can meet and schedule a room for the defense. You should allocate a minimum of one hour for your defense (consult your thesis chair). One week prior to your thesis defense you must submit a copy of the thesis that you will defend to your committee and to the Graduate School. Upon the successful defense of your thesis, your committee must sign the hard-copy Signature Page and the electronically-submitted Recommendation for Master's Degree form.

Once you have made the suggested changes to your thesis as a result of your thesis defense, you must submit the complete, committee approved thesis as a PDF to the Graduate School along with the original Signature Page. Make sure the online Recommendation for Master's Degree form has been completed at this time. The Recommendation for Master's Degree form must be signed by your graduate program advisor as well as your thesis committee members. At least two quarters prior to the quarter you plan to graduate, consult the Graduate School's complete list of thesis completion deadlines for the appropriate quarter, available at the Graduate School's website.

When the Graduate Dean has reviewed your thesis, the Graduate School will advise you of its status. If additional revisions are necessary, you will be informed of the nature of these revisions.

A minimum of two bound copies of the thesis is required: one *hardbound* copy for the Wilson Library Special Collections (which must be printed single-sided and have original signatures) and

one for the thesis chair. Consult with your thesis chair regarding the binding (hard or soft) of the chair's copy. Ask your other committee members if they want a copy (usually softbound).

Comprehensive Examination (Option II)

Students enrolled in the graduate program in Clinical Mental Health Counseling may select the comprehensive examination (non-thesis) Option II for completion of their degree requirements. All students in School Counseling **must** take the comprehensive examination in counseling regardless of whether they choose Option I or Option II. [See Note near end of this section.] The comprehensive is an essay examination developed by the counseling faculty that focuses upon the core curriculum areas of the programs. It is offered during spring quarter of each year to students who will complete all graduation requirements in spring or fall of that year. The exam may be deferred for an additional year upon request of the student and with agreement by the graduate program advisor. The counseling faculty establishes grading standards. Student names will be removed from the exams and each question will then be reviewed by a minimum of two faculty members. If the two should disagree, a third faculty member will be asked to review the question. Standards for passing are determined when the examination is developed each year. Any student requiring special accommodations must contact the DisAbility Resources for Students office at 650-3083, or drs@wwu.edu. Their office is located in Old Main 120.

Students may review their responses with a counseling faculty member after grading has been completed, but at no time will the responses of other students be made available to them.

If a student should fail the examination, the faculty will then determine by majority vote whether or not the student can retake the comprehensive examination, when the examination can be repeated, and whether the student should repeat the entire examination or a portion thereof. If the student is not approved for a retake, the program faculty will recommend to the Graduate Dean that the student be dropped from the program.

NOTE: Students enrolled in the School Counseling program, whether Option I or Option II, must take the comprehensive examination. They will not be eligible for certification in the state of Washington without completion of the comprehensive examination.

When you have passed the comprehensive exam and the approved program of coursework, you must ask your graduate program advisor to sign the Option II (Non-Thesis) Recommendation for Master's Degree form. This form must be submitted online at the Graduate School website: <https://gradschool.wwu.edu/degree-completion>.

Internships

Clinical Mental Health Counseling

Individuals in the Clinical Mental Health Counseling Program complete a 700-hour internship, including a minimum of 250 hours of direct service, spread over three quarters during the second year. This typically involves a minimum of 20 hours per week on Monday, Wednesday, and Friday. Tuesdays and Thursdays are reserved for classes. Students have been placed at Interfaith Community Health Center, Whatcom Counseling and Psychiatric Clinic, Western Washington University Counseling Center, Compass Health locations in Snohomish and Skagit Counties, Catholic Community Services, Lummi Tribal Health Center, Freedman and Associates, and mental health clinics in the Seattle area and nearby areas of British Columbia, Canada. Internship sites offer the opportunity to work with clients in outpatient settings, including adults, children, and adolescents. Presenting problems by clients may include anxiety disorders, depression, sexual and physical abuse, eating disorders, psychotic symptoms, relationship problems, etc. Depending on the internship site, individual, group, family, and/or couples may be involved. The interns will have a supervisor on site and also receive supervision from a faculty member.

During the end of your first quarter or beginning of your second quarter, representatives from different mental health agencies may come to your class and talk about internship possibilities.

The process of applying for an internship involves:

1. Contacting the internship coordinator at the site (the initial contact will be done by a faculty supervisor).
2. Completing an application for the internship. Most internship sites will require an interview with the applicant. Some may involve being questioned by an interview team over issues such as counseling approach and theoretical orientation and how the student deals with specific client problems. Students should also determine if the clinic offers them the experiences that they seek. In addition, an understanding of hours and days of work and how quarter and holiday breaks are handled should be reached.
3. If the student is selected for the internship site, a student-agency contract should be constructed and signed by the site supervisor and the intern. It more clearly states the expectations regarding supervision and other experiences at the internship site.
4. Students are also expected to obtain the University Student Malpractice Insurance (\$16 per year, subject to change) prior to their practicum and their internship. The faculty coordinator will supply the appropriate forms.

School Counseling

The internship is an experiential learning component of the school counseling program. As such, students are required to participate in counseling interviews with a variety of clients in a school-based setting under the direct supervision of a certified and experienced school counselor. The internship experience will include a minimum of 600 hours, at least 240 of which must be in direct service. The internship provides the student with the opportunity to apply the knowledge and

skills that were developed during the first year of the program. It is also the experience that allows the student to develop a familiarity with the culture of schools and the roles of the other professionals who work with students.

The internship is a variable credit class that meets for three consecutive quarters, on a half-time basis. Students are required to participate in a weekly supervision group with their campus-based supervisor and to meet for a minimum of one hour per week with their site supervisor. The field-based supervision will be provided according to the relevant school and/or district policies. Upon the recommendation of the field supervisor, the student will begin to provide counseling and guidance services and to participate in the broader activities of the school-based counseling program.

Internship placement. Each student is responsible for meeting with the faculty internship supervisor during Winter Quarter of the first year to discuss specific interests and internship possibilities. It is also advisable to talk with 2nd-year students about their experiences. The faculty supervisor will finalize the actual internship placement. **Students are not responsible for finding their own placements.** The student and faculty supervisor will develop a list of possible placements and the faculty supervisor will then make the initial contact with the schools. School districts differ in how they prefer to manage these contacts and in how placement decisions are made. Students from WWU have been placed in the Anacortes, Bellingham, Blaine, Burlington, Ferndale, Mt. Baker, Mt. Vernon, Meridian, Nooksack Valley, Oak Harbor, and Sedro Woolley school districts in the past few years.

The student should prepare a resume to be submitted to those schools that are identified as potential internship sites. After the school has indicated a willingness to accept an intern, an interview should be scheduled with the site-based supervisor and any other individuals in the school system that the site-based supervisor recommends.

While the academic year at WWU does not begin until the end of September, most public schools open toward the end of August. Interns are expected to begin the internship at the opening of the public schools. By doing so, the intern gets the opportunity to experience the total life of the school across the academic year. In addition, by beginning at the start of the year when everyone is getting acquainted, you are less likely to be viewed as someone who is not really part of the staff. You will also get a big head start on accumulating hours for which you will be quite grateful in the middle of the Winter Quarter.

The School Counseling Program at WWU is responsible for the following with regard to student field experiences:

1. Assist students in the identification of appropriate settings.
2. Make initial contact with schools and potential supervising counselors.
3. Facilitate interviews between school personnel and the student.
4. Coordinate the final placement decision with the site-based supervisor.
5. Provide ongoing observation and consultation to the student during the internship year.
6. Provide consultation and training in supervision skills and issues for the site based supervisor as needed.
7. Obtain periodic evaluations from the site-based supervisor concerning the student's performance.

8. Monitor progress of the student's field placement experience.
9. Provide weekly group supervision meetings on campus.
10. Maintain records of the student's performance and completion of internship requirements.
11. Compile information from the site base supervisor, faculty supervisor observations, and other data to make a final recommendation concerning successful completion of internship requirements.

Criteria for assigning students to field settings. The following are the criteria that are used to assign students to field settings:

1. Student must satisfactorily complete two quarters of counseling practica (grade of S in S/U grading convention).
2. Student must agree to abide by ethical standards of the American Counseling Association, American School Counselor Association and policies of Western Washington University.
3. Student must consent to and complete fingerprinting requirements as per Washington State Board of Education rules (see below).
4. Student must obtain malpractice insurance either by joining the American School Counselor Association (\$69 per year, subject to change) or by paying for University Student Malpractice Insurance (\$16 per year, subject to change).

Fingerprinting. One of the state requirements for certification is that all individuals be fingerprinted for a Washington State Highway Patrol and FBI check. Most school districts are requiring that all volunteers, student teachers, and interns be fingerprinted before beginning work in the building. It is therefore important for you to complete the fingerprinting process during the Fall Quarter of the first year in the program. This provides a guarantee that your first-year volunteer activities and field work will not be blocked and your internship will not be delayed at the last minute because of specific district policies in this regard. It will also expedite the issuance of your ESA certificate when you graduate. You will not be allowed to begin your internship until this clearance is complete. Please check the Woodring College of Education certification website for contact information and updated information about fingerprinting during COVID-19: <https://wce.wvu.edu/cert/character-fitness> and <https://wce.wvu.edu/cert/fingerprinting>

Endorsement Policy

Clinical Mental Health Counseling

Upon completion of any graduate program in the Department of Psychology, students will be endorsed only for certifications for which they have been appropriately trained. Only students completing the Clinical Mental Health Counseling Program will be endorsed for the Washington State License in Clinical Mental Health Counseling issued through the Department of Health.

Clinical Mental Health Counseling License

For licensure as a Mental Health Counselor in the state of Washington, one needs 36 months full-time counseling or 3000 hours of postgraduate clinical mental health counseling under the supervision of an approved licensed mental health counselor or equally qualified licensed mental health practitioner in an approved setting. The 3000 hours of required experience includes a minimum of 100 hours spent in immediate supervision with the supervisor and includes a minimum of 1200 hours of direct counseling with individuals, couples, families, or groups. Applicants also need to successfully complete the continuing education requirements of 36 hours, with six hours in professional law and ethics and six hours in suicide assessment, treatment, and management. Applicants must have also completed four hours of HIV/AIDS training. Finally, applicants must pass the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE.)

Because WWU's Clinical Mental Health Counseling Program is CACREP accredited, students can take the NCE or NCMHCE at WWU during their second year (see NCC and CCMHC below.) In addition, the Washington State Department of Health grants applicants who graduated from CACREP accredited programs credit for 50 hours postgraduate supervision and for 500 hours towards postgraduate experience. This only applies when applying for licensure in the State of Washington. When you receive your degree, it will read, "Clinical Mental Health Counseling--CACREP Approved." This will inform the state to give you the credit.

School Counseling

Upon completion of any graduate program in the Department of Psychology, students will be endorsed only for certifications for which they have been appropriately trained. Only students who complete the planned curricular sequence in school counseling will be endorsed for the ESA School Counseling Certification.

The Residency Educational Staff Associate (ESA) Certificate (First Issue) endorsed in the role of School Counselor is issued by the Washington Office of the Superintendent for Public Instruction (OSPI) upon verification by the Woodring Certification Office that these requirements are met: 1) A master's degree with a major in counseling, earned through a regionally accredited college or university; 2) Evidence of [good moral character and personal fitness](#); 3) Successful completion of the [WWU Residency School Counselor Program](#) including coursework, a faculty supervised practicum, a supervised internship in the schools, a written comprehensive exam, and 4) a [draft professional growth plan](#). You can review the certification steps on the OSPI website at <https://www.k12.wa.us/certification/educational-staff-associate-certificates/esa-first-time-applicant/school-counselor-first-time-applicant> or contact the [Woodring Certification Office](#) for information on the certificate application process and fee.

National Certified Counselor (NCC) and Certified Clinical Mental Health Counselor (CCMHC)

In order to be eligible to become a National Certified Counselor (NCC) it is necessary to pass the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE.) Taking the NCMHCE can lead to an additional certification as a Certified Clinical Mental Health Counselor (CCMHC.)

Because our graduate programs in counseling are accredited by CACREP, our graduating students have the option of taking the NCE here on campus during the national testing date in spring. The NCE consists of 200 multiple-choice questions to be completed in a 4-hour period. The NCMHCE is a computer-based test offered at regional testing centers and consists of 10 simulated clinical mental health counseling cases.

In the fall of your second year, you will be given the option to register for the NCE or NCMHCE. Our NBCC Coordinator, Dr. Christina Byrne, will submit the names of interested students to the National Board for Certified Counselors (NBCC.) The NBCC will then send you an invitation to apply online. **Please note: Your participation in the NCE or NCMHCE is entirely voluntary. You are not required to take this examination to graduate from either counseling program.**

Professional Organizations

Students are encouraged to join appropriate professional organizations. Students should consult with their program director as well as the rest of the graduate counseling faculty with regard to the appropriate organizations for their professional development. The following is a representative list of these professional organizations.

National Associations

American Counseling Association (ACA) -- ACA is a partnership of associations representing professional counselors who enhance human development by providing benefits, products and services to expand professional knowledge and expertise; to promote recognition of counselors to the public and media; and to represent members' interests before federal, state and local government. There are 17 divisions within ACA that students may also join. (www.counseling.org)

American School Counselor Association (ASCA) -- ASCA is the national organization that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. The mission of ASCA is to promote excellence in professional school counseling and the development of all students. (www.schoolcounselor.org)

Association for Counselor Education and Supervision (ACES) -- ACES emphasizes the need for quality education and supervision of counselors in all work settings. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors. The association strives to encourage publications on current issues, relevant research, proven practices, ethical standards and conversations on related problems. Persons who are engaged in the professional preparation of counselors will find leadership through ACES. The ultimate purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society. (www.acesonline.net)

Chi Sigma Iota – Chi Sigma Iota, the international honor society for professional counselors, counseling students and counselor educators, was created to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. (www.csi-net.org)

National Board for Certified Counselors (NBCC) -- This body was incorporated in 1982 to establish and monitor a national certification system for professional counselors. This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification. NBCC offers specialty certification in several areas: career counseling, school counseling, clinical mental health counseling, and addictions counseling. (www.nbcc.org)

Regional and State Associations

Washington Counseling Association (WCA) -- WCA was created to further counseling by promoting and providing educational programs for counselors; updating counselors on new information and developments in the field; creating a network of support among peers; serving as a link among peers; serving as a link among members, the national counseling association, its divisions, and other human service organizations; promoting governmental relations and legislation to benefit counselors and consumers of counseling; and encouraging research, credentialing, ethics, and related standards in counseling. (www.wacounseling.org)

Washington Mental Health Counselors Association (WMHCA) -- WMHCA is the professional organization working exclusively to meet the needs of Licensed Mental Health Counselors in Washington State. WMHCA is chartered through the American Mental Health Counselors Association (AMHCA). The AMHCA mission is to promote quality clinical mental health counseling services, maintain a viable and distinct professional identity, and influence public policy consistent with our professional ethics and values. WMHCA performs its mission by working with other professional organizations, the state legislature, state regulatory agencies, insurance companies and consumers to promote quality in clinical mental health counseling practices. We maintain standing committees whose focus is to safeguard and advocate for Licensed Mental Health Counselors and their clients. (www.wmhca.org)

Washington School Counselor Association (WSCA) -- WSCA is the professional association for school counselors that supports and promotes the school counseling profession in Washington State. WSCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The goals of WSCA are to advocate for the role and programs of professional school counselors; to provide relevant growth and development opportunities for professional school counselors; to develop services and programs for school counselors to meet the challenge of a rapidly changing society; and to maintain an organizational structure that provides resources and support to their membership. (www.wa-schoolcounselor.org)

Western Association for Counselor Education and Supervision (WACES) -- The Western Association for Counselor Education and Supervision (WACES) was founded in 1961 as one of five regional organizations of the national Association for Counselor Education and Supervision (ACES). WACES counts among its members professionals and students from Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington, as well as Pacific Rim countries. WACES seeks to advance the education, credentialing, and supervision of counselors. The association advocates for a multicultural approach that honors diversity and promotes the mastering of knowledge, skills, and competencies of its members who work in guidance, counseling, and student personnel services in all settings of society. (www.waces.org)

Policies and Procedures

Academic Grievance Policy and Procedures

(Also see current WWU Catalog: <http://catalog.wvu.edu/>.)

Policy

Students have protection, through orderly procedures, against arbitrary or capricious actions or decisions by their instructors; students also have protection against erroneous actions or decisions by academic units. At the same time, students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules and requirements which are formulated by the University and the University's academic units. A student wishing to pursue an academic grievance or appeal must use the following grievance procedure once having received notice of the action or decision which gives rise to the grievance. The emphasis of the grievance procedures is on informal resolution of the grievance. Grievances which involve hearings before the Student Academic Grievance Board should be rare. For help and guidance with the grievance procedures, students should contact the Office of Student Life: <https://wp.wvu.edu/officeofstudentlife/>

Students who do not meet the deadlines given in the procedures shall be deemed to have waived their right to appeal. If any officer of the University or the Board fails to meet the deadlines established, the student may continue to the next level in the procedures. The deadlines are set to provide a rapid resolution of the grievance. However, unforeseen circumstances such as illness or absence from the campus may result in an extension of a deadline. Such extensions shall be recorded in writing by the unit head, dean or secretary to the Board, as appropriate. If the end of the quarter is reached during the process of following the grievance procedure, the remaining parts of the process will be considered at the start of the next academic quarter, not including summer session.

Academic Grievances

Academic grievances are limited to the following:

1. A claim by the student that an assigned grade is the result of arbitrary or capricious application of otherwise valid standard of academic evaluation, or
2. A claim by the student that the standards of evaluation are arbitrary or capricious, or
3. A claim by the student that the instructor has taken an arbitrary or capricious action which adversely affected the student's academic progress, or
4. A claim by the student that an academic unit has reached a decision not in keeping with University policy or taken an erroneous action which adversely affects the student's academic standing or academic career.

Procedures

Resolution and Appeals. A student with an academic grievance against an individual instructor shall first thoroughly discuss the matter with the instructor involved. The student must meet with the instructor within ten (10) days of receiving written notification of the action or decision which gives rise to the grievance or 10 days from the grade posting deadline. In the case of absence from the campus of either of the parties, the student shall inform the academic unit head, in writing, of the existence of the grievance and the unit head shall arrange for consultation between the parties concerned at the earliest possible opportunity. Should the faculty member be on extended leave, or have resigned from the University, the unit head shall act for the instructor.

The instructor and the student should make a good faith effort to resolve the grievance. Grievances resolved at this stage do not require a written record unless the resolution involves a grade change. The instructor will send a memo to the Registrar indicating the grade change. A copy will be sent to the student.

If a resolution is not achieved between the student and the instructor within five (5) days after the first meeting between the student and instructor, the student has five (5) days to ask the academic unit head, or designee, to attempt to informally resolve the issue. The unit head, or designee, will meet with both parties to clarify the issues and attempt to resolve them. If the issue is resolved within five (5) days after the student has sought the assistance of the unit head, the unit head, or designee, shall prepare an informal agreement, in writing, for both sides to sign. No reasons need be given. Such an agreement, once signed by both parties, may not be appealed.

If an agreement cannot be reached within the five-day review period, and the student still wishes to pursue the grievance, the student shall request the unit head or designee to present the case to the dean of the college in which the academic unit resides. In the case where a faculty member from one college is teaching a course in another college, the appeal will go to the dean of the college where the course resides. In the case where a faculty member is teaching for an all-university program not under the purview of a college dean, such as Honors or Women Studies, the appeal will go to the dean of the college where the faculty member resides. The unit head has five (5) days to present the material to the dean. The material presented should include all of the documents relevant to the case and an analysis of the issues. The dean shall continue the process of seeking an informal resolution and collect more material as necessary. If a resolution can be reached, the dean shall prepare an informal agreement as above. Such an agreement, once signed by both parties, may not be appealed.

If the student has a grievance against an academic unit, the student shall first thoroughly discuss the matter with the unit head. The student must meet with the unit head within ten (10) days of receiving notification of the action or decision of the unit which gives rise to the grievance. If the grievance is not resolved within ten (10) days of the initial meeting between the student and the unit head, the student may request, in writing, further review by the dean of the college in which the academic unit resides, following the procedures for grievance.

If the grievance against a faculty member or academic unit is not resolved at this stage, the appropriate dean, as specified above, shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor and unit head. The dean's decision must be rendered and given to all parties within five

(5) days of receiving the material. The written decision of the dean will include: (1) a statement of the grievance, (2) a statement of the efforts made to resolve the issue and (3) a statement of action, with reasons.

If the grievance does not involve a graduate student, either side may appeal a decision of the college dean to the Student Academic Grievance Board. The appeal must be filed within five (5) days after the receipt of the dean's written decision. Either party may appeal to the Academic Grievance Board in writing to the executive secretary of the academic grievance board. The appeal must be received within five (5) days after receiving the decision of the college dean. If the grievance involves a graduate student, either side may appeal a decision of the dean to the dean of the graduate school. The appeal must be filed within five (5) days after the receipt of the college dean's written decision. The graduate dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to the student, the instructor, unit head and the appropriate dean, as specified above. The graduate dean's decision must be rendered and given to all parties within five (5) days of receiving the material. The written decision of the graduate dean will include: (1) a statement of the grievance, (2) a statement of the efforts made to resolve the issue and (3) a statement of action, with reasons. Either side may appeal a decision of the dean of the graduate school to the Student Academic Grievance Board. The appeal must be filed within five (5) days after the receipt of the graduate dean's written decision. The party appealing to the Academic Grievance Board will inform the executive secretary of the academic grievance board.

Appeal to the Board. The Student Academic Grievance Board shall consist of six (6) members: three students and three faculty. An administrator appointed by the Vice president for Student Affairs will serve as executive secretary to the Board and will be responsible for arranging of meetings and the collection and maintenance of necessary documents. The Board, for any hearing, will be selected in the following manner:

- (a) The pool of Board members shall consist of six (6) faculty appointed by the Faculty Senate for three-year terms; six (6) undergraduate students and six (6) graduate students appointed by the Associated Students Board for a one-year term.
- (b) Each party to the grievance shall have the right to reject two faculty and two students from the list of the pool of Board members.
- (c) From the remaining members, the Vice President for Academic Affairs or designee shall select the Board members for the hearing and shall appoint the chairperson. If the grievance involves a graduate student, at least two of the Board members must be graduate students.

The appeal process will conform to the following procedures:

- (a) *Lodging appeal.* The party appealing to the board shall present the appeal to the executive secretary of the board within five (5) days after issuance of the dean's written decision. The letter of appeal shall state the basis of the appeal. The secretary will send a copy of the appeal to the second party to the grievance, who may respond in writing. All materials used at any stage of the grievance shall be made available to both parties, the unit head, and to the dean.
- (b) *Mediation.* If both parties agree to mediation, a mediator will be appointed by the Vice President for Academic Affairs or designee from a list of four persons previously appointed

by the Faculty Senate. Each party to the grievance shall have the right to reject one mediator from the list of four. The mediator has five (5) days from the time of appointment to attempt to resolve the issue to the satisfaction of both parties. If the issue is resolved, the mediator shall prepare an informal agreement, in writing, for both sides to sign. No reasons need be given. Such an agreement, once signed by both parties, may not be appealed. If the issue is not resolved the appeal proceeds to a hearing.

- (c) *Hearing.* A hearing shall be called within fifteen (15) days of the filing of the appeal unless both parties agree to a delay, or unless the grievance is resolved through mediation.

A quorum is four (4) members of the Board. Both the student and the instructor may be represented by an advocate (although not a legal professional).

Both the student and the faculty member shall be invited to present oral arguments which shall be restricted to matters already in the record. New causes for grievance may not be raised at the hearing. Members of the Board may question either party.

No testimony may be taken by the Board unless both parties are present or have waived their right to be present.

At the conclusion of the hearing, the Board shall, in writing,

- (a) Request additional information, to be considered at a future hearing, or
- (b) Find that there is insufficient cause to overrule the dean's decision and recommend to the Vice President for Academic Affairs that it be upheld, or
- (c) Find that there is sufficient cause to modify or overrule the dean's decision and recommend appropriate action to the Vice President for Academic Affairs.

Appeal to the Vice President for Academic Affairs. Either party may appeal to the Vice President for Academic Affairs from a decision by the board. Such appeal shall be made, in writing, within five (5) days after the issuance of the board's written decision. The board chairperson has the right to make a written response to the appeal within five (5) days of filing the appeal. The vice president may overrule or modify the decision of the board only if that decision was arbitrary, capricious, based on insufficient information, or was beyond the scope of these procedures as defined in above. The Vice President for Academic Affairs will meet with the board chairperson if (s)he intends to overrule or modify the decision of the board. The decision of the Vice President for Academic Affairs is final. Copies of the Vice President's decision will be sent to the student, faculty member, unit head, dean of the college in which the unit resides, dean of the graduate school if a graduate student is involved, chairperson and secretary of the board.

Maintenance of records. All written statements and testimony considered in the grievance process and a copy of the final written decision of the Board or Academic Vice President shall be retained on file in the Academic Vice President's office for a period of one (1) year following final disposition of the grievance.

Where solution or decision results in a grade change, the instructor shall inform the Registrar of the grade change.

Definitions

These definitions are for the purposes of these procedures only:

1. "Academic unit" is Fairhaven College of Interdisciplinary Studies or a department within the Colleges of Business and Economics, Fine and Performing Arts, Humanities and Social Sciences, Sciences and Technology, Huxley College of the Environment, or Woodring College of Education.
2. "Unit head" is the department chairperson, or, in the case of Fairhaven college, the chairperson of the college personnel committee and the program director in the case of academic programs.
3. The unit head "designee" can be any faculty member or administrator from the academic unit. Appointment of the designee shall be in writing and sent to the Vice President for Academic Affairs.
4. "Dean" is the dean or dean's designee of the college in which the academic unit resides, unless specified otherwise. Appointment of the designee shall be in writing and sent to the Vice President for Academic Affairs
5. Reference to "days" means "school days" and includes the registration period and the week in which exams are scheduled.
6. WWU's Academic Year begins on the first day of instruction every fall term and concludes at the end of final examination week every spring term (see academic calendar for exact dates). Summer Session is an exception to the Academic Year and grievances not resolved before Summer Session will be continued during the coming fall term.

Diversity Recruitment Policy

The graduate programs at Western Washington University are deeply committed to the principles of equal opportunity and diversity. We believe that our programs are enriched by attention to these principles and that the recruitment of students representative of the diversity of society only serves to enhance the educational experience of everyone associated with our programs.

In order to increase the diversity of applicants to our programs we engage in the following:

1. Establish outreach programs to identify potential applicants from local schools and colleges.
2. Maintain contact with diverse campus student organizations.
3. Advertise through regional professional organizations.
4. Seek to employ diverse faculty members.
5. Make use of equitable admissions criteria.
6. Use equal opportunity guidelines in the awarding of assistantships.
7. Assist potential students in the identification of financial aid opportunities.
8. Facilitate communication between potential applicants and Counseling Program students and graduates.
9. Maintain contact with state and local tribal organizations and governments.

WWU Policies on Equal Opportunity/Nondiscrimination, Affirmative Action, Sexual Harassment, Reasonable Accommodation

As a University community, Western Washington University has a special obligation to all of its members to maintain teaching, learning, and working environments which are conducive to the pursuit of knowledge. It is a community in which the academic endeavor is practiced with civility. The dignity and rights of all employees, students, visitors, and agents of the University are respected and preserved by this community. In carrying out its mission, the University benefits from the ideas, contributions, and energies of all its members. Therefore, each member, whether staff, student, administrator, or faculty, has a responsibility and an obligation to respect the rights of others to express conflicting opinions. Adherence to standards of civility allows for reasoned discourse. Western is committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment which is free from harassment, discrimination and exploitation. The Western community will not tolerate these behaviors.

For the complete text of WWU Policies on Equal Opportunity/Nondiscrimination, Affirmative Action, Sexual Harassment, and Reasonable Accommodation, please see Appendix A of the WWU Catalog (<http://catalog.wvu.edu/>).

Washington State Residency

(This information is excerpted from information published by the WWU Registrar's office. Please see their website for more information:

<http://www.wvu.edu/registrar/services/residency.shtml>

Under Washington State Law a resident student is defined as:

1. A financially independent student who has had a domicile in the State of Washington for the period of one year immediately prior to the time of commencement of the first day of the quarter for which he/she has registered and has in fact established a bona fide domicile in this state primarily for purposes other than educational, or
2. A financially dependent student, if one or both of his or her parents or legal guardians have maintained a bona fide domicile in the State of Washington for at least one year immediately prior to commencement of the quarter for which the student has registered.
3. A student who is on active military duty and stationed in Washington or the spouse or a dependent of a person who is on active military duty stationed in the state. Such a student is classified as a resident for tuition purposes only and is not eligible for other benefits provided to residents.
4. A student who is a member of one of 33 Native American tribes in Idaho, Montana, Oregon or Washington. Such a student is classified as a resident for tuition purposes only and is not eligible for other benefits provided to residents.
5. A student who is an undocumented non-citizen who has resided in the state at least three years prior to high school graduation, who has continued to reside in the state, and who signs an affidavit promising to apply for permanent resident status as soon as legally able to do so. The affidavit is available at the following website: <http://www.wsac.wa.gov/student-residency>.

6. Any person who has lived in Washington, primarily for purposes other than educational, for at least one year immediately before the date on which the person has enrolled in an institution, and who holds lawful nonimmigrant status pursuant to 8 U.S.C. Sec. (a) (15) (E) (iii), (H) (i), or (L), or who holds lawful nonimmigrant status as the spouse or child of a person having nonimmigrant status under one of those subsections, or who, holding or having previously held such lawful nonimmigrant status as a principal or derivative, has filed an application for adjustment of status pursuant to 8 U.S.C. Sec.1255 (a);

A non-resident student is defined as an individual who:

- Is independent and has not established a domicile in Washington primarily for purposes other than education at least 12 months prior to application; or
- Is a dependent whose parent or legal guardian has not been a legal resident of Washington for at least a year prior to application. *

In determining independence, factors considered include the preceding year's income tax returns of the student and/or his or her parents or legal guardian. An applicant must prove independence and self-support by demonstrating sufficient income in the year prior to quarter of application in order to be classified as a resident. Not being claimed by parents for tax purposes, by itself, does not demonstrate independence and self-support*. The length of time the student has lived independently from parents also is an important factor.

A non-resident student enrolled for more than six hours per quarter is considered as having come to the state primarily for education purposes unless s/he can prove establishment of domicile in this state for purposes other than educational.

The term "domicile" is a person's true, fixed, and permanent home and place of habitation. It is the place where one intends to remain. The burden of proof that a student, parent, or guardian has established a domicile in Washington primarily for purposes other than educational rests with the student.

*Trust funds, savings accounts and investment portfolios that are set up for education purposes must be in the sole control of the student for one year prior to application if the student uses such funds as a demonstration of all or a significant portion of support.

Factors considered in determining residency:

Becoming a legal resident of Washington requires more than simply residing in the state for 12 months. First, one must be a U.S. citizen or have permanent resident (resident-alien) status. Second, a student with non-resident parents must prove independence from his or her parents. Third, one must declare an intention to become a legal resident of the state by obtaining a document such as a Washington driver's license or vehicle registration. The "12-month clock" begins to tick on the date that such documents are obtained, and the principal factor in establishing residency is physical presence in the State for a full year. Fourth, one must prove that he or she did not come to the state primarily for education purposes (enrolling in more than six credits).

- Physical presence in the state for the 12-month period preceding quarter of application.

- Obtaining a Washington driver's license, vehicle registration, and voter registration at least one year prior to application. Note: Registering to vote, by itself, cannot be regarded as a declaration of one's intent to become a resident if other documents, such as driver's license and vehicle registration are not also obtained at the same time. If you drive a vehicle, you must obtain a Washington driver's license and Washington vehicle registration one year prior to application for residency status. If you do not drive and do not have a driver's license, you should obtain a Washington Identification Card one year prior to application.
- Employment on a permanent, full-time basis in Washington at least one year.
- In the case of a person applying as an independent student, demonstration of sufficient income to prove a claim of independence.*
- Registration with the Selective Service in Washington a full year prior to application.
- Purchase of a residence in Washington a full year prior to application.
- Note: Enrolling in more than six credits may disqualify you.

Exceptions:

- Active-duty military stationed in Washington or the spouse or dependent on active-duty military stationed in Washington State can be classified as a resident (for tuition purposes only) by submitting each quarter proof of military assignment in the state.
- Native American students of certain tribal affiliations who are residents of Idaho, Montana, Oregon, or Washington can be classified as residents (for tuition purposes only) by submitting qualifying documents.

A student cannot qualify for resident status if s/he (or parent, in the case of a dependent student):

- possesses a current out-of-state driver's license, or vehicle registration, or other document that gives evidence of being domiciled in another state;
- Has received, during the past year, financial assistance from another state government; including reciprocity award.
- Has been attending, during the past year, a Washington college or university as a participant in the National Student Exchange program from another state.
- Has attended, as a resident, at a state-supported college in another state within the past year.
- Has received financial assistance from another state government in the past year. This includes Alaska Permanent Fund and reciprocity awards.

Exemptions:

Some nonresident students may qualify, on a quarterly basis, for an exemption from all or a portion of nonresident fees. Those who may be eligible include:

- An immigrant having refugee status with the U.S. Immigration and Naturalization Service, if such refugee (a) is on parole status, or (b) has received an immigrant visa, or (c) has applied for US citizenship.

Exemptions may be applied for by submitting proof of status, as indicated above, to the Registrar's Office.

Where to obtain additional Residency information:

Further information regarding residency classification and statutory exemptions from the requirement to pay nonresident fees may be obtained on the [Residency FAQ](#) page, or by visiting the Registrar's Office in Old Main 230 during office hours.

To apply for a change in your residency classification, complete the [Residency Questionnaire](#) and **submit it with the required documentation** to the Registrar's Office.

The questionnaire must be submitted by the first week of the quarter for which a residency reclassification is requested. In the absence of a completed questionnaire and supporting documentation, an individual's residency classification will remain unchanged.

Washington residency law is codified in [RCW 28.15](#) and further explained in [WAC 250.18](#).

Student Services and Resources

Campus Recreation Services

Self-care is important to being a successful graduate student and an effective counselor. Through fitness and wellness classes, personal training services, and dietitian and rehab/injury prevention services, Campus Recreation Services offers students opportunities to achieve and maintain a healthy and balanced lifestyle while at WWU. Students enrolled for six or more credits pay an automatic fee for membership and can access all services offered by Campus Recreation Services. Website: <http://www.wvu.edu/campusrec/>

Career Services

The Career Services Center is located in Old Main 280, phone: 360-650-3240, website: <http://www.wvu.edu/careers>. The Center offers a full range of services and programs designed to assist individuals at all stages of the career development process--from self-assessment and initial career decision-making to job search. The Center assists students in developing the skills necessary to conduct a successful job search including resume and cover letter writing support, mock interviews, and timely access to job postings

Technology Support

The University computer laboratories are controlled by Academic Technology and User Services (ATUS). For computer lab information, please consult the following website: <https://atus.wvu.edu/>. The Department of Psychology Computer Lab is currently housed in the west wing of the Academic Instructional Center, AIC-W 402. There is also a computer lab available exclusively for graduate students in AIC 196. Due to the current Covid-19 situation, these computer labs are closed to the public, but a list of open labs with instructions on how to access these labs remotely can be found at: <https://atus.wvu.edu/kb/general-university-computer-lab-locations>

New students are eligible for University e-mail accounts when they have confirmed their admission status with the Graduate School. By visiting <https://atus.wvu.edu/new-wwu>, you will find a checklist to help you access all of the technology resources you will need, including myWestern, Email, Canvas, Zoom and more. The office in Haggard Hall 123 is closed to the public until further notice, but you can request help by telephone (360-650-3333), email (helpdesk@wwu.edu), or by [submitting a request form](#). You should initiate your WWU e-mail account as soon as possible, since **all official WWU correspondence/messages will be sent to your WWU e-mail account only - not to any other e-mail accounts you may have.**

Counseling, Health, and Wellness Services

Counseling, Health, and Wellness Services is dedicated to assisting you in sustaining good emotional and physical health, and to providing care, guidance, and resources when needed. Services are available to assist you with whatever psychological obstacles or physical ailments arise while you are at Western. Staff can provide information and assistance about ways to care about your own health and to maintain your overall well-being so that you may achieve your personal, academic, and career goals. Descriptions of the following services may be found at <http://www.wvu.edu/chw/>.

Counseling Center

The Counseling Center staff provides professional counseling to all WWU students for a wide variety of concerns, including common psychological concerns such as depression, bipolar disorder, anxiety disorders, attention deficit disorder, and eating or body image issues. Students also use the services of the Counseling Center to help improve their lives through healthier relationships, better communication, greater understanding of self, strategies for self-care, and in making choices that are more consistent with their educational and personal goals.

The counseling staff includes psychologists, mental health counselors, and masters and doctoral level trainees who work under the supervision of our professional staff. They offer group counseling, short-term individual or couples' counseling, and psycho-educational workshops and classes to help students address their concerns and gain the skills to be successful at WWU. They also assist students by referring them to other services on campus and to community resources that can offer more specialized or longer-term help with problems and concerns.

The Counseling Center works closely with the Student Health Center when psychotropic medication or medical attention is needed.

All counseling services are voluntary and free (to students enrolled for 6 or more credits). The Counseling Center is located in Old Main 540 and open (remotely) Monday through Friday, 8:30 AM to 4:30 PM. Phone: 360-650-3164; Website: <http://www.wvu.edu/counseling/index.shtml>.

Prevention and Wellness Services

Prevention and Wellness Services are located in Old Main 560, phone 360-650-2993, email pws@wwu.edu or visit their website at: <https://pws.wvu.edu/>. They offer free individual and group assessment, and education and outreach programs on how to reduce your risks for problems with alcohol and drugs, stress, eating problems, sexually transmitted diseases including HIV infection, sexual assault and harassment, and unhealthy relationships.

- **Alcohol and Drug Consultation and Assessment Services (ADCAS)**

ADCAS is a confidential service for Western students who want help regarding their own or someone else's use of alcohol, tobacco, or other drugs (illegal, prescription, or over-the-counter). ADCAS staff assist students in making their own informed choices about alcohol, tobacco, and other drug use and related (personal, physical, social, academic, and legal) risks so they can enjoy their college experience and minimize unwanted and unintended consequences. ADCAS is located in Old Main 560C, 360-650-3642; <https://pws.wvu.edu/adcas-alcohol-and-drug-support-services>.

- **Consultation and Sexual Assault Support (CASAS)**

CASAS service is Western's compassionate response to acts of violence. The CASAS Coordinator assists students by providing emotional support and by accessing all available resources to ensure students continue to be academically successful while they move through their healing process. CASAS also provides support to friends or family members of those who have experienced violence.

Anyone who has ever experienced any kind of violence is encouraged to utilize this resource, whether it occurred 10 days ago or 10 years ago. It is available to students who have experienced any of the following: Attempted assault; sexual assault; dating violence; attempted rape; harassment; physical violence; domestic violence; hate crimes; rape; indecent exposure; incest; stalking; molestation; unwanted touching; or other forms of violence.

CASAS is located in OM 585B, 360-650-3700; <https://pws.wvu.edu/consultation-and-sexual-assault-support-casas>. As walk-in appointments are not available at this time, please call to schedule a video or phone appointment.

Student Health Center

The Student Health Center is located in the Campus Services Building located at the corner of Bill McDonald Parkway and 21st Street (360-650-3400). It provides for a broad range of care similar to what you would find in a family practice physician's office. Services include, but are not limited to, the following: sexually transmitted disease testing and treatment, immunizations (limited), contraceptive services, well physical exams, men and women's health care, preventive medicine, monitoring of chronic illnesses, antigen injections (follow-up care), rapid lab tests (such as pregnancy tests), evaluation and referral for specialized conditions and evaluation/treatment of common illnesses. The Student Health Center is staffed by a team of physicians, nurse practitioners, registered nurses, medical assistants, and health counselors.

During the academic year, the Student Health Center is open to students on Monday, Tuesday, Wednesday, and Friday from 8:30 AM to 4:00 PM and Thursday from 9:30 AM to 4 PM. Due to the Covid-19 situation, all services are now offered virtually (through phone or Zoom). Please do not visit in person, but call to schedule a virtual appointment or speak to a nurse.

<https://studenthealth.wvu.edu/>

Day Care Facilities

The Associated Students Child Development Center, a student/parent cooperative operated in Western's Fairhaven College buildings 11 and 12, serves children of students and staff from 7:30 AM to 5:30 PM on the days Western is in session and winter and spring breaks. Children from two through five years of age may be enrolled. To join, members pay a membership fee. Quarterly fees are based on income and are established according to the Center's annual budget. The phone number for the Child Development Center is 360-650-3021, and their website is <http://www.as.wvu.edu/cdc/>

DisAbility Resources for Students

DisAbility Resources for Students (DRS) is located in Old Main 120, phone: 360-650-3083. Their e-mail address is drs@wvu.edu. DRS provides disability management counseling, enabling resources and referral information to enrolled students who possess a temporary or permanent disabling condition. Their website is <http://www.wvu.edu/depts/drs/>.

A complete diagnostic description from a qualified professional is required for eligibility of DRS services. Specific academic accommodations and services are determined on an individual basis and are modified to meet the unique needs of students and their academic experience.

Funding and Support

Financial Aid

Financial need is determined by completing the Free Application for Federal Student Aid (FAFSA). Western's priority deadline is January 31 for Fall eligibility. Information and forms are available at the Financial Services Center http://www.finaid.wvu.edu/client_services/.

Note: Summer applicants needing financial aid for Summer Quarter must file the FAFSA for the current academic year. This is in addition to the FAFSA for the coming academic year, which begins Fall Quarter.

After admission, summer students wishing to receive summer aid must submit the online Summer Aid Application which is available on the Financial Aid Office website.

Work Study

Students may be eligible for work study but must check the indicator box on the FAFSA. If you qualify for work study, you will serve as a graduate research assistant to faculty involved in research projects. The typical award amount for work study is equivalent to approximately 15 hours of work per week for the student during the academic year.

In order for the Graduate School to make the best possible match between students' interests / experiences and faculty research projects, interested faculty members write a brief memo to the Graduate Dean describing the research and the type of work a graduate work study research assistant would be asked to perform. Faculty may request students by name, but only students who are eligible for financial aid may receive work study awards.

Receiving work study funding does not guarantee you a work study position.

Teaching Assistantships

Teaching assistantships are available in limited number. Teaching assistants must meet or exceed all criteria for maintaining graduate status and make satisfactory progress toward the degree. Teaching assistantships for counseling students are typically for one quarter during the first year. If the assistantship is for two quarters, continued appointment is contingent on positive evaluations at the end of each quarter of the teaching assistantship.

Currently, teaching assistants in the Department of Psychology are assigned to the undergraduate research methods and statistics courses (Psychology 301, 302, and 303) and occasionally the introduction to psychology course (Psychology 101). Responsibilities include but are not limited to the following: teaching laboratory classes where relevant, helping students understand the conceptual and computational components of statistics, helping students understand research methodology and design, and helping students become more competent scientific writers.

For more information, visit the Graduate School website at:

<https://gradschool.wvu.edu/teaching-assistantships>. To be considered for a teaching assistantship, applicants must submit all graduate program application materials to the Graduate School by February 1. In addition, applicants for the statistics TA positions must have shown competence in research methodology and statistics as well as in writing in their undergraduate coursework. A final component in considering TA applications is whether the applicant has experience in research, in a faculty member's research lab, or independent research, or has worked as a researcher for pay.

Housing

On-Campus Housing

The Office of University Residences office in Edens Hall (phone: 360.650.6565; website: www.housing.wvu.edu) makes University housing assignments for students requesting housing on campus. The options range from typical undergraduate type residence halls with meal service provided to an apartment complex (Birnam Wood) which can house up to four people or a family. Students must complete a housing application and return it at their earliest possible convenience to receive the highest priority in housing assignments since space is limited. An assignment to a University apartment or residence hall does not guarantee a parking space or permit. No deposit is required with the Housing application, but one must be made when a housing agreement is signed. Note that there are no special housing accommodations for graduate students.

Off-Campus Housing

There are numerous housing and apartment options within the University area. The Off-Campus Housing Registry provides a means for students to find housing in the area:

<http://www.wvu.edu/offcampusliving/>

You may wish to consult with the many real estate offices and apartment management companies or the Bellingham Herald regarding off-campus housing. The yellow pages of the Phone directory list the appropriate agencies to contact.

It is recommended that you begin this process early. By September, many of the nearby, desirable apartments are already rented.

Libraries

The WWU libraries house over 1.1 million volumes of books and periodicals, over 2 million units of microforms, and large collections of government documents, curriculum materials, sound recordings and videotapes. The collection includes 4,300 current journal subscriptions.

The Mabel Zoe Wilson Library and the Haggard Hall addition provide open stacks for its collections together with reading and study areas, carrels and group study rooms. There are also computer labs available in the Haggard Hall addition (Rooms 101, 112, 154, 245). The online library information system offers access to library holdings, networked and web-based databases in many disciplines, and the catalogs of regional and national libraries. Interlibrary loan materials can be ordered via the online system.

For Library hours, call the Library Hours line to receive a recorded message: 360-650-3049, or visit the Western Libraries website: <http://library.wvu.edu/>. Western Libraries is currently closed to the public due to Covid-19 restrictions, but [open online](#).

Student Transportation and Parking

WWU is committed to supporting sustainable transportation options and reducing automobile-dependent transportation. All students, faculty, and staff are encouraged to utilize the variety of transportation options available and minimize the use of motor vehicles. The Sustainable Transportation Office offers information and assistance to help students find the transportation options that best fit their needs while attending Western Washington University. Website: <http://www.wvu.edu/transportation/>

Western Washington University has established rules and regulations governing parking. All students who use parking facilities on campus are required to purchase a parking permit and register their vehicles, motorbikes or motorcycles. Violators of parking regulations are subject to citation and impound. Early parking permit application is recommended given that there is traditionally more demand than spaces. Forms are available beginning late spring quarter for an assignment for the subsequent school year. See the Parking Services website for more information: <http://www.wvu.edu/ps/parking/index.shtml>

Textbooks

The primary outlet for textbooks in Bellingham is the Western Associated Students' Bookstore. The Western Associated Students' Bookstore (360-650-3655; www.bookstore.wvu.edu) is located on the WWU campus. They provide new and used textbooks, class supplies and materials, computers, and convenience and sundry items for the University community. Bookstore hours are Monday through Friday, 8:00 AM to 5:00 PM, and Saturday, 10:00 AM to 4:00 PM. During holidays and vacations, bookstore hours will vary. Due to Covid-19 the Western Bookstore is closed to the public until further notice. You can reach out to them via email: asbookstore@wwu.edu for general questions.

It is also possible to purchase some textbooks through various internet sources and general bookstores within the city of Bellingham.

The Hacherl Reading and Writing Studio

Students who want to improve their writing skills are encouraged to find help in the Hacherl Reading and Writing Studio. Students will be able to get individual advice and tutoring on such issues as selecting and narrowing a topic, organizing and developing ideas, revising drafts, and editing final copy. To make an appointment or for more information on their services, call 360-650-3219 or email with general questions at rws@wwu.edu. <https://library.wvu.edu/rws>.

Graduate Counseling Faculty

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Research interests: psychological trauma, intimate partner violence

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Research Interests: developmental psychopathology; parent-child relationship; marital conflict, parental psychopathology, and their interactions with children's adjustment; parent-child emotion regulation

Diana Gruman, Ph.D.

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Research interests: evidence based interventions in school counseling, prevention science, multicultural counseling

Jeff King, Ph.D.

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Research interests: cross-cultural psychology, healing processes, ethnic identity

Aaron Smith, Ph.D.

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Research interests: development of mental health standards for work with military populations, Posttraumatic Growth with Veteran survivors of trauma

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