

WWU DEPARTMENT OF PSYCHOLOGY

GRADUATE STUDENT HANDBOOK

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Graduate Program Advisers for 2006-2007

M.Ed.—School Counseling	Arleen C. Lewis
M.S.—Psychology (Mental Health Counseling)	Christina Byrne
M.S.—Psychology (Experimental Psychology)	Kristi Lemm

ACADEMIC REQUIREMENTS

MASTER OF SCIENCE PROGRAMS

Experimental Psychology Program – Director: Kristi Lemm

The Experimental Psychology program requires a minimum of 48 credits. The requirements are outlined below (all courses are in the Department of Psychology):

Required courses: Psychology 509 (ProSeminar, 2 cr), 512 (Correlational Methods and Data Analysis, 4 cr.), 513 (Experimental Methods and Data Analysis, 4 cr.), a minimum of 2 research practica (582, 2-12 cr.), three courses from 501 (Behavioral Neuroscience, 4 cr.), 503 (Cognition, 4 cr.), 504 (Lifespan and Psychological Development, 4 cr.), 505 (Social Psychology, 4 cr.), three seminars from 530-546 (3 cr. each), and elective credits under advisement.

In addition, a presentation at our annual PsychFest (end of 1st year), 6-12 credits of thesis (690), and a public colloquium as part of the thesis defense are required.

A concentration offered to all experimental graduate students is Measurement, Evaluation, and Statistical Analyses (MESA). In addition to the above requirements, students take the following courses: Psychology 511 (3 cr.), 515 (3 cr.), 516 (3 cr.), and 530 (3 cr.). The student completing this concentration will gain competencies applicable to areas of employment requiring research design, data analysis, statistical evaluation, and computer skills.

Mental Health Counseling Program - Director: Christina Byrne

The 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 93 credits for the thesis option, and a minimum of 91 for the non-thesis option. The requirements are outlined below (all courses are in the Department of Psychology):

General curriculum courses: Thesis students must take Psychology 501 (Behavioral Neuroscience, 4 cr.) **or** 503 (Cognition, 4 cr.), Non-thesis students must take two courses from 501, 503, and 505 (Social Psychology); ALL students (thesis and non-thesis) must take 502 (Personality and Psychopathology, 4 cr.), 504 (Lifespan and Psychological Development, 4 cr.), 511 (Fundamentals of Psychological Testing, 3 cr.), and 512 (Correlational Methods and Data Analysis, 4 cr.)

Counseling curriculum courses: All students must take Psychology 550 (Research Methods in Counseling, 3 cr.), 553 (Theories of Counseling and Psychotherapy, 3 cr.), 555 (Occupations & Career Development, 3 cr.), 557 (Testing and Appraisal in Counseling, 3 cr.), 558 (Family and Couple Counseling, 3 cr.), 560 (Family Counseling Lab, 3 cr.), 561 (Professional, Legal, and Cultural Issues, 3 cr.), 564 (Individual Counseling Techniques, 5 cr.), 565 (Group Processes in Counseling, 4 cr.), 567 (Professional Practice of Counseling, 2 cr.), 570 (Practicum, 4 cr.), and 670 (Internship, 24-30 cr.)

Seminar courses: Psychology 542 (Seminar in Developmental Psychopathology, 3 cr.) and 532 (Seminar in Cross-Cultural Counseling, 3 cr.)

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 14 of this handbook.

MASTER OF EDUCATION PROGRAM

School Counseling Program Director - Arleen C. Lewis

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 83 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, for a total minimum of 89 credits. The requirements are as follows:

Education courses: EDU 501 (Educational Research, 4 cr.)

General curriculum courses: Psychology 502 (Personality and Psychopathology, 4 cr.), 504 (Lifespan and Psychological Development, 4 cr.)

Counseling curriculum courses: Psychology 551 (Developmental School Counseling, 4 cr.), 553 (Theories of Counseling and Psychotherapy, 3 cr.), 554 (Standardized Tests, 4 cr.), 555 (Occupations and Career Development, 3 cr.), 556 (The Role of the School Counselor, 2 cr.), 557 (Testing and Appraisal in Counseling, 3 cr.), 558 (Family and Couple Counseling, 3 cr.), 560 (Family Counseling Lab, 3 cr.), 561 (Professional, Legal, and Cultural Issues, 3 cr.), 564 (Individual Counseling Techniques, 5 cr.), 565 (Group Processes in Counseling, 4 cr.), 570 (Practicum, 4 cr.), and 670 (Internship, 24 cr.)

Seminar courses: Psychology 542 (Seminar in Developmental Psychopathology, 3 cr.) and 532 (Seminar in Cross-Cultural Psychology: Theory, Research, and Applications, 3 cr.)

Electives: 6 credits of elective courses selected under advisement.

Experimental Psychology Program Goals and Objectives

- I. Students in the Experimental Psychology Program will, in consultation with their adviser, demonstrate in-depth KNOWLEDGE of a particular domain listed in sections A,B,C, and D. In addition, all students must demonstrate KNOWLEDGE of Research and Evaluation (section E).
 - A. Cognitive Psychology
 1. major theories and principles of cognitive psychology
 2. research, and methods addressing mental processes
 3. the mental processes of perception, attention, memory, thinking, and problem solving
 - B. Developmental Psychology
 1. major theories and principles of developmental psychology
 2. physiological, cognitive, social, and emotional processes related to development in a particular part of the lifespan
 3. normal and abnormal development in a particular part of the lifespan
 4. developmental methods and research approaches
 - C. Physiological Psychology
 1. the anatomical organization and the electrophysiological/neurochemical functions of the central nervous system.
 2. the concept of brain/behavior relationships and the neural substrates underlying a variety of normal and abnormal behaviors including learning, memory and cognition, mental illness, motivation, sensation & perception, and emotion.
 3. basic pharmacology of both psychotherapeutic and recreational drugs; coverage will range from subcellular to organismic levels of analyses.
 4. state-of-the-art methods in biopsychology, including functional brain imaging and behavioral, neuroanatomical, electrophysiological and neurochemical techniques.
 - D. Social Psychology
 1. major theories and principles of social psychology
 2. research methods in social psychology
 3. Ethical issues in social psychological research
 - E. Research and Evaluation
 1. Basic research designs and statistics
 2. Bivariate distribution using basic linear regression model
 3. Topics in research design and data analysis
 4. Data analysis using SPSS
 5. Interpretation of data and analysis
 6. Computerized data analysis
 7. An introduction into the use of statistical packages
 8. Appropriateness of types of statistical packages presented
 9. Different research methods employed in counseling and psychotherapy research
 10. Use of specific research designs on topic of own choice
- II. Students in the Experimental Psychology Program will, in consultation with their adviser, demonstrate in-depth SKILLS in a particular domain listed in sections A,B,C, and D. In addition, all students must demonstrate SKILLS in Research and Evaluation (section E).

- A. Cognitive Psychology
 - 1. the critical analysis of cognitive literature.
 - 2. the design, conduct, and interpretation of cognitive research.

- B. Developmental Psychology
 - 1. identifying a developmental approach to a particular issue or problem
 - 2. application of developmental principles to a research project
 - 3. assess and account for physiological, cognitive, social, and emotional factors as they related to a particular issue or problem

- C. Physiological Psychology
 - 1. scientific writing, including the ability to write abstracts for conference proceedings, grant proposals, and research manuscripts.
 - 2. the critical analysis of biopsychology literature.
 - 3. the design, conduct, and interpretation of biopsychology research.
 - 4. biopsychological techniques; for example, skills in behavioral, neuroanatomical, electrophysiological and/or neurochemical analyses.

- D. Social Psychology
 - 1. application of social theory to contemporary social issues
 - 2. application of social research techniques to a research project
 - 3. development of culturally sensitive approaches to social issues

- E. Research and Evaluation
 - 1. Evaluating different research designs for specific data gathered
 - 2. Performing appropriate data analysis using SPSS
 - 3. Interpreting the results of data analysis
 - 4. Choosing appropriate statistical packages for data and the research design
 - 5. Entering data and performing statistical analysis
 - 6. Identifying different research designs and analysis commonly used in counseling research
 - 7. Develop a research proposal and select the appropriate research design and analysis

Mental Health and School Counseling Programs Mission Statement & Objectives

Mission

The mission of the Mental Health and School Counseling Programs at Western Washington University is to prepare knowledgeable, skilled, culturally sensitive, and ethical professional counselors who meet the relevant licensing or credentialing standards for practice in mental health and public and private educational settings in the State of Washington.

We believe this is best accomplished in small rigorous programs in which students have substantive opportunities to practice their developing counseling skills and knowledge under the supervision of faculty who are active contributors to the profession through research and service.

Objectives

To prepare professional counselors who demonstrate the knowledge and skills described in the CACREP core and specialty standards.

To prepare professional counselors who utilize current research to evaluate professional services and make professional judgments.

To prepare professional counselors who think critically about professional issues and who engage in ethical and reflective practice.

To prepare professional counselors who communicate effectively, both orally and in writing, with clients, peers and the community and demonstrate competence in the use of technology.

To prepare professional counselors who value diversity, educational equity and social justice.

Mental Health Counseling Student Competencies

Consistent with the program objectives, students will demonstrate the following upon completion of the program:

1. Identifies as a counseling professional and can describe essential features of the counseling profession including history, role and function, and relevant professional organizations.
2. Utilizes American Counseling Association and American Mental Health Counseling Association ethical codes in making judgments regarding professional behavior.
3. Can describe the importance and processes for credentialing and licensure in mental health counseling.
4. Seeks opportunities for continued professional development through continuing education and participation in relevant professional organizations.
5. Demonstrates fairness, equity and respect for all clients.
6. Recognizes role of sociocultural factors in human development and advocates for equitable access to programs and services for all clients.
7. Values diversity and utilizes culturally appropriate intervention strategies.
8. Recognizes cultural biases and strengths in various counseling theories.

9. Utilizes knowledge of human growth through the lifespan to provide developmentally appropriate counseling services to children, adolescents, adults and families.
10. Applies knowledge of disability, psychopathology, and situational and environment factors in planning appropriate counseling interventions for clients.
11. Utilizes career development theory, decision-making theory and knowledge of technology-based career development applications to counseling interventions.
12. Demonstrates knowledge of evidence-based interventions
13. Establishes counseling relationships using established theory and current research that facilitate personal/social development for clients.
14. Utilizes a variety of counseling techniques designed to maximize effectiveness of counseling interviews.
15. Provides consultation regarding counseling issues and services to clients, other professionals, and agencies.
16. Integrates group counseling theory with knowledge of counseling process and effective group leadership styles in the design of group counseling services.
17. Conducts group counseling sessions that facilitate positive personal/social development.
18. Identifies the essential principles in assessment and applies those concepts to the interpretation of assessment data.
19. Utilizes appropriate assessment instruments to assist clients in self-understanding of aptitudes, achievement and interests.
20. Understands and utilizes the DSM-IV-TR for diagnosis.
21. Studies, criticizes, and reports on counseling literature utilizing computer searches and data based resources.
22. Provides research based counseling services and utilizes knowledge of research, statistics, and program evaluation methodology.
23. Evaluates all aspects of the counseling program in order to improve effectiveness of service delivery.
24. Can describe the historical dimensions and current trends in mental health counseling.
25. Can articulate the role and function of the mental health counselor.
26. Utilizes knowledge of professional issues unique to mental health counseling such as right to practice, core provider status, and expert witness status to provide mental health services in the community.
27. Applies knowledge of diversity and equity issues to mental health practice.
28. Can articulate the role of mental health counseling within the broader context of community mental health services.
29. Participates in community mental health service delivery by conducting community needs assessments and program evaluations.
30. Identifies key features in the management of mental health services and programs.
31. Provides diagnosis, treatment, and referral services in mental health settings.
32. Utilizes knowledge of psychopharmacological medications in diagnosis and treatment planning.

33. Applies knowledge of intake interviewing, mental status evaluations, mental health history and psychological assessment to treatment planning and service delivery.
34. Provides outreach and prevention services and serves as an advocate for clients and programs.
35. Utilizes knowledge of public policy and government relations to enhance mental health counseling services in the community.

School Counseling Student Competencies

Consistent with the program objectives, students will demonstrate the following upon completion of the program:

1. Identifies as a counseling professional and can describe essential features of the counseling profession including history, role and function, and relevant professional organizations.
2. Utilizes American Counseling Association and American School Counselor Association ethical codes in making judgments regarding professional behavior.
3. Seeks opportunities for continued professional development through continuing education and participation in relevant professional organizations.
4. Demonstrates fairness, equity and respect for all students.
5. Recognizes role of sociocultural factors in student development and advocates for equitable access to instructional programs and activities for all students.
6. Provides appropriate counseling and consultation services to students with special needs and their families.
7. Utilizes knowledge of human growth through the lifespan to provide developmentally appropriate counseling services to children, adolescents and adults.
8. Provides services that assist students with the common psychosocial issues of childhood (abuse, eating disorders, depression, substance use/abuse, etc), including referral as appropriate.
9. Utilizes career development theory, decision-making theory and knowledge of technology-based career development applications to provide a comprehensive and developmentally appropriate career guidance curriculum.
10. Establishes counseling relationships using established theory and current research that facilitate personal/social development for students, reduce barriers to learning and promote school success.
11. Utilizes a variety of counseling techniques designed to maximize effectiveness of counseling interviews.
12. Provides consultation regarding counseling issues and services to staff, administrators and parents.
13. Integrates group counseling theory with knowledge of counseling process and effective group leadership styles in the design of group counseling services.
14. Conducts group counseling sessions that facilitate positive personal/social development, reduce barriers to learning and promote school success.
15. Identifies the essential principles in assessment and applies those concepts to the interpretation of assessment data within the school.
16. Utilizes appropriate assessment instruments to assist students in self-understanding of aptitudes, achievement and interests.
17. Provides consultation to parents, students and school staff regarding the Washington Assessment of Student

Learning (WASL).

18. Provides a research based counseling program that utilizes knowledge of research, statistics, and program evaluation methodology.
19. Evaluates all aspects of the counseling program in order to improve effectiveness of service delivery.
20. Can articulate the key features of a developmental counseling program.
21. Provides developmentally appropriate school counseling services that support student learning.
22. Can describe the school counselor role from the perspective of the ASCA national model and in relation to other professionals in the school.
23. Utilizes technology in support of a developmental counseling program.
24. Advocates for students and programs that support student psychosocial development and student learning.
25. Facilitates positive student development and program objectives through collaboration with other school personnel and the community.
26. Promotes school counseling by establishing healthy partnerships with school personnel, parents, and community agencies.
27. Promotes a positive school climate.
28. Can articulate the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports all students.
29. Can design, implement and evaluate a comprehensive developmental school counseling program.
30. Integrates Washington State Learning Goals and Essential Academic Learning Requirements in a developmental counseling program as appropriate.
31. Assists students in the identification of academic, career, and personal/social competencies and supports students in the achievement of those competencies.
32. Develops and delivers developmentally appropriate classroom guidance activities.
33. Supports successful academic and personal transitions for students.
34. Applies established models of consultation to work with other school professionals, parents, agencies and students as appropriate.
35. Makes ethical decisions based upon professional ethical standards and state law.

Most of the following sections in this Handbook pertain to students in ALL THREE Psychology graduate programs, unless otherwise specified.

PLAN OF STUDY

During the first quarter of graduate study at WWU, all students and their graduate program advisers together develop a "Plan of Study" in accordance with the requirements described in the bulletin. Psychology graduate students and their advisers usually complete this plan during the New Student Orientation prior to the beginning of the Fall Quarter. This plan is signed by both the student and the program adviser and is then submitted to the Graduate Dean for approval. After processing the plan, the Graduate School sends copies of the approved plan to the student and adviser. The Plan of Study may be amended as necessary, upon the request of the student and approval of the program adviser, with final approval by the Graduate Dean. Mental Health Counseling students must indicate on the Plan of Study whether they are completing a thesis option or a comprehensive exam option. School Counseling students must indicate on the Plan of Study whether they are completing a thesis option or non-thesis option (all School Counseling students must take the comprehensive examination). Changes to this option are generally approved, but are subject to the approval of the program director and the Graduate Dean. In addition, the student may request an exemption from a required graduate course or request transfer of credit for a graduate course taken at another university. The student must complete the Transfer Credit/Exempt Course form in this situation. In addition, if the graduate program changes its degree requirements, students have the option to either complete their program under their original Plan of Study or to switch to the new requirements. Plan of Study forms may be obtained from the graduate program adviser or the Psychology graduate programs coordinator in MH 266. Forms to amend the plan of study and transfer credit/exempt course forms may be obtained from the Graduate School in Old Main 530 or at their forms website: <http://www.wwu.edu/depts/gradschool/forms/index.shtml>.

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 are limited to no more than the equivalent of six full-time 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 experimental psychology and statistics courses (Psychology 301, 302, and 303). 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.

To apply, complete and submit the Graduate Assistantship (also known as the "TA") application to the Graduate School. The form is available in the Graduate School office or at their forms website. To be considered for a teaching assistantship, applicants must submit all application materials, including the TA application, 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 course work. 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.

ACADEMIC LOAD

The maximum credit load for a graduate student is determined in consultation with the student's graduate program adviser, 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.

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 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 bulletin. 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.

In addition, students in the Mental Health Program and School Counseling will meet with faculty in the program on a quarterly basis to evaluate their progress as a counselor. If the faculty feels a student is not making satisfactory progress, the program head will take the necessary steps to assist the student toward improvement or offer assistance in finding a more suitable field of study. Students must continuously demonstrate counseling skills and competencies appropriate to the profession. See next section for "Graduate Student Evaluation and Retention Policy."

School and Mental Health Counseling Graduate Student Evaluation and Retention Policy

Success in a graduate program in counseling is not simply a matter of completion of required courses. It is also a matter of developing the maturity and professional skills that are fundamental to one's performance as a counselor. In order to provide prompt and developmental feedback to students, the faculty of the counseling programs will participate in a student evaluation at the end of each quarter in the program.

The purpose of the evaluation is:

- To determine whether each student in the counseling graduate programs is doing acceptable work and is in good academic standing (GPA 3.0 or better).
- To monitor each student's progress through the curricular sequence to ensure that all program requirements are being satisfied.
- To provide feedback to students about their performance that acknowledges good work and that clearly identifies areas of weakness.
- To develop a plan for remediation when a student's performance has been judged to be unsatisfactory.

The entire counseling program faculty (Mental Health and School Counseling) meet at the end of each quarter to consider the performance of all Mental Health and School Counseling program students. Each evaluation includes a review of the student's progress as evidenced by grades, written faculty evaluations (if available), evaluations by field supervisors, other feedback such as teaching assistant performance, and verbal reports from the counseling faculty. Consideration will be given to professional suitability as well as academic performance and will include skill in working with clients, relationships with other personnel, and attendance to appropriate ethical behavior. At the end of the meeting, faculty will be assigned to provide individual students with feedback from the meeting.

If a student's performance is determined to be unsatisfactory, he or she will be invited to meet with a group of faculty to discuss his or her status within the program. If allowed to continue in the program, a written plan will be prepared and placed in the student's file that clearly identifies the areas of weakness and stipulates the conditions that must be met by the student.

If a student is dropped from the program for unsatisfactory performance, written notification will be sent by the program adviser 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.

Under no conditions will a student be allowed to begin Internship (Psy 670) until he or she has successfully completed Psy 558, Psy 560, Psy 565, and both quarters of Psy 570.

In the event that a student is determined to be having difficulty in practicum, the faculty supervisor may request an Early Review in which case the faculty will meet prior to the end of the quarter to discuss the student's progress. The purpose of the Early Review is to provide the student with feedback at the earliest possible time about faculty concerns and to develop a plan for remediation with the student.

Students may appeal any decision through the formal appeal process outlined in the WWU Bulletin.

ADVANCEMENT TO CANDIDACY

When students have completed the required first-year classes, the graduate program advisers in each program will review their academic record. Students who have successfully completed the required first-year classes (see Scholarship Standards, page 10) will be advanced to candidacy.

THESIS REQUIREMENTS—OPTION I

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

The Graduate School approves thesis committees upon the request of the Chair of the Department of Psychology and the graduate program adviser. 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.

A minimum of four bound copies of the thesis is required: two hardbound copies for the Graduate School (one of which must have original signatures), one for the thesis chair, and one for the department library. The two copies for the Graduate School must be hardbound. Consult with the thesis chair regarding the binding of the chair's copy and the department's copy of the thesis.

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 card on file in the Graduate Office. The Thesis Topic Approval card can be obtained from the Department of Psychology graduate programs coordinator, or the Graduate School, or at the Graduate School website: <http://www.wvu.edu/depts/gradschool/>. Students must secure the signatures of each member of their committee, the graduate program adviser, 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. Contact the psychology graduate programs office (MH 266) and the Graduate School (OM 530) to have override codes entered for your thesis credits. After the override codes are entered, you may then register for thesis credits.

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 Bureau for Faculty Research or the Graduate School, or you may download the forms from BFR's website: www.wvu.edu/~bfr. 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 adviser. 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 handout entitled "Thesis/Field Project Manuscript Guidelines" at http://www.wvu.edu/depts/gradschool/pdfs/Thesis%20Guidelines_06-05.pdf. (When your thesis topic approval card has been signed by all necessary parties and the Graduate Dean has approved your thesis topic and committee, the Graduate School will e-mail you a letter of confirmation and a copy of or an internet link to the Thesis Manuscript Guidelines.)

When your thesis adviser has determined that you are ready to defend your thesis, you must complete the Master's Oral Defense Schedule. 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 an hour for your defense. 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 Signature page and the Recommendation for Master's Degree card. Once you have made the suggested changes to your thesis as a result of your thesis defense, you must submit the revised copy of your thesis to the Graduate Dean. You must submit the Signature Page and the Recommendation for Master's Degree card at this time. The Recommendation for Master's Degree card must be signed by your graduate program adviser 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 in the Graduate School (Old Main 430) and in Miller Hall 266, and 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. When your thesis is approved by the Graduate Dean, you will then be required to pick up your thesis from the Graduate School office and take it to Copy Services to order bound copies.

Your degree will not be posted on your transcript until you have completed all requirements for the degree, including the delivery of two hardbound copies of your thesis to the Graduate School.

COMPREHENSIVE EXAMINATIONS—OPTION II

Students enrolled in the graduate program in 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 adviser.

Previous examinations are on file in the Psychology Graduate Programs office, MH 266, and may be reviewed by students at any time. Students may also review their responses with a faculty adviser after grading has been completed, but at no time will the responses of other students be made available to them.

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. Students will be given four hours to complete the examination. 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 110.

If a student should fail the examination, he/she may appeal to the counseling faculty for a retake. The faculty will then make a determination by majority vote about 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: School Counseling Program Students enrolled in the School Counseling program, whether Option I or Option II, must take the comprehensive examination. This is because 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 have your graduate program adviser sign the Option II (Non-Thesis) Recommendation for Master's Degree card. This procedure can also be completed online at the Graduate School website: <http://www.wwu.edu/depts/gradschool/>.

FUNDING 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. 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). Applicants should prepare a 1-2 page rationale for the funding request, a project budget on a separate sheet, and a completed cover sheet. For more information, contact the Bureau for Faculty Research at 650-3220 or check their website: www.ac.wvu.edu/~bfr/grad.html. Generally speaking, this funding opportunity should be pursued in the **first year of study**.

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 adviser. If she or he determines that the request is valid, the graduate program adviser 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: <http://www.wvu.edu/depts/gradschool/forms/index.shtml>.

REGISTRATION FOR CLASSES

Students register for classes at Western Washington University on the internet: www.wvu.edu/depts/registrar/registration.html. Information regarding how to use this system is included in the Timetable of Classes and 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://west.wvu.edu/admc/forms/Grad_School/dirindstudy.asp.

Prior to registering for thesis credits (690), please see the graduate program coordinator in Miller Hall 266. She will need a copy of your "Thesis Topic Approval" card for your file, and will send

your card to the Graduate School for their approval. After the Graduate School has approved your thesis topic and committee, they will notify you by e-mail.

After you receive Graduate School approval, contact both the graduate programs coordinator in MH 266 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).

APPLICATION FOR THE MASTER'S DEGREE

Students must apply for their master's degree by submitting the Application for Master's Degree card to the Graduate School (Old Main 530) by the last day of classes (dead week) in the quarter PRIOR to the quarter you intend to graduate. The Graduate School will have the Student Accounts office bill you for the \$35 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. This card may be obtained from the graduate program adviser, graduate program coordinator, or the Graduate School. The form is also available at the Graduate School website: <http://www.wvu.edu/depts/gradschool/>. 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 in the Graduate School, in Miller Hall 266, and at the Graduate School website.

INTERNSHIPS

Experimental Psychology

There are no formal internships in the Experimental Psychology Program. Internships may be developed in consultation with the Graduate Program Adviser for the Master of Science Degree and the Experimental Psychology Program Director.

Mental Health Counseling

Individuals in the 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 Family Health, Whatcom Counseling and Psychiatric Clinic, Skagit Valley Mental Health Clinic, Western Washington University Counseling Center, Northwest Youth Services, Lake Whatcom Residential and Treatment Center, Catholic Community Services, and mental health clinics in the Seattle area and nearby areas of British Columbia, Canada. In addition, some professional counseling groups have expressed interest in obtaining interns. Internship sites offer the opportunity to work with adult clients in inpatient or outpatient settings, children and adolescents, college students, clients in a medical setting, and older adults. 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 your second quarter (Winter), representatives from different mental health clinics may come to your classes 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 (\$10 per year, subject to change) prior to their practicum, family counseling classes, and their internship. The faculty coordinator will supply the appropriate forms. Some of the internship sites also require that their interns be registered as a counselor in the state of Washington. Information regarding this process is available from the faculty coordinator.

School Counseling

The field-based counseling placement (internship) represents the core of a counselor training program. It is the experience that sets the tone for the attitudes the students will have toward the counseling profession and his or her role within it. 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 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 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 Western 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 Western does not begin until the end of September, most public schools open toward the end of August. It is highly recommended that the intern plan to begin the internship with 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 Western 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 individual and family 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 University Student Malpractice Insurance (\$10 per year, subject to change). Forms will be made available to you prior to your practicum.

Fingerprinting. One of the state requirements for certification is that all individuals be fingerprinted for a Washington State Highway Patrol and FBI check. Some school districts are requiring that all volunteers, student teachers, and interns be fingerprinted before beginning work in the building. Since you will need to be fingerprinted for certification anyway, it is important for you to complete the fingerprinting process prior to the beginning of the internship, preferably during the Fall Quarter of the first year in the program. This provides a guarantee that your internship will not be delayed at the last minute because of specific district policies in this regard and will expedite the issuance of your ESA certificate when you graduate. You will not be allowed to begin your internship until this clearance is complete.

ENDORSEMENT POLICY

Experimental Psychology

There are no endorsements associated with the Experimental Psychology Program.

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 Mental Health Counseling Program will be endorsed for the Washington State License in Counseling issued through the Department of Health.

Mental Health Counseling License

For licensure, one needs thirty-six months full-time counseling or three thousand hours of postgraduate mental health counseling under the supervision of a qualified licensed mental health counselor in an approved setting. The three thousand hours of required experience includes a minimum of one hundred hours spent in immediate supervision with the qualified licensed mental health counselor, and includes a minimum of one thousand two hundred hours of direct counseling with individuals, couples, families, or groups. In addition, one needs to successfully complete the continuing education requirements of thirty-six hours, with six in professional ethics. After these are accomplished the applicant must take the NCE exam.

Because Western's Mental Health Counseling Program is CACREP approved, students can take the NCE at Western during their second year. In addition, the State of Washington will count 500 hours of the internship hours at WWU toward the three thousand hours of "post graduate professional experience" and 50 hours of the internship supervision at WWU toward the one hundred hours of face-to-face consultation with an approved supervisor. This again is due to CACREP approval and only applies to the State of Washington. When you receive your degree, it will read, "Mental Health Counseling--CACREP Approved." This will inform the state to give you the credit for the internship.

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.

DIVERSITY RECRUITMENT POLICY

The graduate programs in counseling 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.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join the appropriate professional organizations. Students should consult with their respective program advisers or program heads as well as the rest of the graduate faculty with regard to the appropriate organizations for their professional development and the procedures for applying. The following is a representative list of these professional organizations.

International and 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 Educational Research Association (AERA) -- AERA is the most prominent international professional organization with the primary goal of advancing educational research and its practical application. Its members are educators; administrators; directors of research, testing or evaluation; counselors; evaluators; graduate students; and behavioral scientists. The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science. (<http://aera.net>)

American Psychological Association (APA)-- APA is the largest scientific and professional organization representing psychology in the United States and is the world's largest association of psychologists. APA works to advance psychology as a science, as a profession, and as a means of promoting human welfare. There are 49 divisions within APA that students may also join such as Division 9, the Society for the Psychological Study of Social Issues (SPSSI: www.umich.edu/~sociss), and Division 34, Population and Environmental Psychology. (APA: www.apa.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)

American Psychological Society (APS) -- APS is a multipurpose organization to advance the discipline of psychology; to preserve the scientific base of psychology; to promote public understanding of psychological science and its applications; to enhance the quality of graduate education; and to encourage the "giving away" of psychology in the public interest. (www.psychologicalscience.org)

Association for Advancement of Behavior Therapy (AABT) -- AABT is an organization that was established to educate the general public on the benefits of behavior therapy and cognitive behavior therapy; to facilitate direct public access to behavior therapists and cognitive behavior therapists who are AABT full members; and to increase the amount and accessibility of information describing behavior therapy and cognitive behavior therapy available to the public and the media. (www.aabt.org)

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)

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) – 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. Accreditation is offered in community counseling, marriage and family counseling, mental health counseling, school counseling, and student affairs practice in higher education. Accreditation is also offered to doctoral programs in counselor education. Both counseling programs at WWU have been accredited by CACREP since 1993. (www.cacrep.org)

International Association for Cross-Cultural Psychology (IACCP) -- IACCP has a membership of over 700 persons in more than 70 countries. The aims of the Association are to facilitate communication among persons interested in all areas of the intersection of culture and psychology. (www.fit.edu/CampusLife/clubs-org/iaccp)

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)

National Council on Measurement in Education (NCME) -- NCME is a professional organization for individuals involved in assessment, evaluation, testing, and other aspects of educational measurement. Members are involved in the construction and use of standardized tests; new forms of assessment, including performance-based assessment, program design; and program evaluation. NCME members include university faculty; test developers; state and federal testing and research directors; professional evaluators; testing specialists in business industry, education, community programs, and other professions; licensure, certification, and credentialing professionals; graduate students from educational, psychological, and other measurement programs; and others involved in testing issues and practices. (www.ncme.org)

Psi Chi -- Psi Chi is the National Honor Society in Psychology. It serves two major goals--one immediate, the other slower and more difficult to accomplish, but offering greater rewards in the long run. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to its creative development. (www.psichi.org)

Sigma Xi -- Sigma Xi is an honor society for science and engineering. It is an international research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. Sigma Xi also endeavors to encourage support of original work in science and technology and promote an appreciation within society at large for the role research has played in human progress. Finally, Sigma Xi endeavors to foster world-wide interactions among science, technology, and society. (www.sigmaxi.org)

Society for Research in Child Development (SRCD) -- SRCD is a multidisciplinary, professional association with an international membership of researchers, practitioners, and human development professionals. The purposes of SRCD are to promote multidisciplinary research in the field of human development, to foster the exchange of information among scientists and other professionals of various disciplines, and to encourage applications of research findings. (www.srcd.org)

Society for Risk Analysis (SRA) -- SRA brings together individuals from diverse disciplines and from different countries to provide them with opportunities to exchange information, ideas, and methodologies for risk analysis and risk problem solving. SRA also fosters understanding and professional collaboration among individuals and organizations for the purpose of contributing to risk analysis and risk problem solving. SRA facilitates the dissemination of knowledge about risk and risk methods and their applications and encourages applications of risk analysis methods. SRA promotes advancement of the state-of-the-art in research and education on risk analysis and provides services to its members to assist them in developing their careers in risk analysis. (www.sra.org)

Regional and State Associations

Rocky Mountain Psychological Association (RMPA) -- The goals of RMPA are to encourage the exchange of professional and scientific ideas and to stimulate interest in the processes of research and scholarship in the behavioral sciences. (www.unk.edu/acad/gradstudies/rmpa)

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 an association for mental health counselors in the State of Washington and is a division of the Washington Counseling Association (WCA). WMHCA advocates for the role of mental health counselors in Washington State, provides opportunities for professional growth and development, develops services and programs for mental health counselors to meet the challenges of a changing society, and encourages research, credentialing, ethics, and related standards for mental health counselors. (www.wmhca.org)

Western Psychological Association (WPA) -- The goals of WPA are to stimulate the exchange of scientific and professional ideas and to enhance interest in the processes of research and scholarship in the behavioral sciences. (www.westernpsych.org)

Washington School Counselor Association (WSCA) -- WSCA is the professional association for school counselors in the State of Washington and is a division of the Washington Counseling Association (WCA). WSCA supports and promotes the professional school counselor in Washington State, provides eligibility for those interested in being a member of a Professional Education Advisory Board (PEAB), promotes school counseling programs state wide, and provides a network with other school counselors to update programs and share ideas. 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)

NATIONAL COUNSELOR EXAMINATION (NCE)

In order to be eligible for the national counseling certificate, the NCC, it is necessary to take the National Counselor Examination (NCE). Because our graduate programs in counseling are accredited by CACREP, our graduating students have the option of taking the examination here on campus during the national testing date. The examination consists of 200 multiple-choice questions to be completed in a 4-hour period. You will receive a special administration packet in the fall quarter of your 2nd year. If you decide to take the NCE, you will be asked to complete the application and return it to the CACREP liaison, Arleen Lewis. Please note: Your participation in this administration of the NCE is entirely voluntary. You are not required to take this examination as part of your program. However, you cannot be certified as an NCC or as a counselor in the State of Washington until you have successfully completed the examination.

ACADEMIC GRIEVANCE POLICY AND PROCEDURES

(Also see current WWU Bulletin: http://www.wwu.edu/wwu_catalog/index.shtml)

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 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 that involve hearings before the Student Academic Grievance Board should be rare.

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.

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

Informal Resolution. 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. 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 students 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. Grade changes require the approval of the department chairperson who then directs the Registrar to make the specific grade change. A copy of the memo to the Registrar will be sent to the student and faculty member.

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. 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 that 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, following the procedures for grievance against individual faculty.

If the grievance against a faculty member or academic unit is not resolved, at this stage, the 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 both the student and the instructor. The dean's decision must be rendered and given to both 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.

Either side may appeal a decision of the 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.

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 the 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 and to the dean.
- (b) Mediation. A mediator may be appointed by the Vice President for Academic Affairs or designee from a list of four persons previously appointed by the Faculty Senate. The mediator has five (5) days from the time of appointment to attempt to resolve the issue to the satisfaction of both parties; otherwise 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.

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 Present 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 Chairman 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 above.

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, 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 unit head shall inform the Registrar of the grade change.

Definitions

These definitions are for the purposes of these procedures only:

1. "Academic unit" is Huxley or Fairhaven College or a department within the colleges of Arts and Sciences, Fine and Performing Arts, Business and Economics, or Woodring School of Education.
2. "Unit head" is the department chairperson, or, in the case of Fairhaven College, the chairperson of the college personnel committee, or, in the case of Huxley, the appropriate center director.
3. The unit head "designee" can be any faculty member or administrator from the academic unit.
4. Reference to "days" means "school days" and includes the registration period and the week in which exams are scheduled.

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 current WWU Bulletin (http://www.wvu.edu/wwu_catalog/index.shtml).

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/depts/registrar/residency.shtml>)

Residency Information

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.

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.

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 six credits or more).

Factors regarded in determining residency are:

- 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 six credits or more 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.
- Participants in the International Student Exchange Program and National Student Exchange Program who attend Western Washington University will not be charged non-resident tuition.

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.

*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.

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:

- Students who have a graduate service appointment involving not less than 20 hours per week.
- Students employed by an academic department in support of instructional or research programs involving not less than 20 hours per week.
- 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 Office of the Registrar.

Further information regarding residency classification and statutory exemptions from the requirement to pay nonresident fees may be obtained from the Registrar's Office. To apply for a

change in your residency classification, obtain a "Residence Questionnaire" from the Registrar's Office, OM230, (360) 650-3430. Submit the completed questionnaire with the required documentation to the Office of the Registrar. 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.

LIBRARIES

The WWU libraries house 1.1 million volumes of books and periodicals, 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.

The standard library hours are Monday -Thursday, 7:30 AM to midnight, Friday, 7:30 AM to 6:00 PM, Saturday, 10:00 AM to 6:00 PM, and Sunday, noon to midnight. Exceptions to these hours occur on holidays, weekends prior to holidays, and vacations. To find the hours that the libraries will be open during these exceptions, you may call the Library Hours line to receive a recorded message (360-650-3049).

Special librarians are assigned to different academic departments to assistance in the process of finding relevant information. Paul Piper (360-650-3097, Haggard Hall 228, e-mail: Paul.Piper@wwu.edu) serves as the librarian for the students in the Department of Psychology. In addition, Julene Sodt (Reference Desk Phone Number: 360-650-3094; Office Phone Number: 360-650-4928), located at the Reference Desk in Haggard Hall, is very knowledgeable in locating relevant references for psychology students.

THE WRITING CENTER

Students who want to improve their writing skills are encouraged to find help in the Writing Center, Wilson Library 677. 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 360-650-7338.

COMPUTER LABS

The University computer laboratories are controlled by Academic Technology and User Services (ATUS) located in Haggard Hall 159, 360-650-3333. Help Desks are located in Haggard Hall 145 and Haggard Hall 116 (360-650-3159). These laboratories are capable of word processing, Internet connections, e-mail, library information services, and other specialized programs such as statistical analyses. The computer labs are open to all WWU and, with a few exceptions, are open 24 hours a day. However, please note that the buildings that house these labs are usually unlocked from 6 AM to 11 PM with the exception of the labs

in Haggard Hall which are accessible during library hours. The University computer laboratories are located in the following rooms: Haggard Hall 101, Haggard Hall 112, Haggard Hall 154, Miller Hall 60, Miller Hall 67, Miller Hall 67A, Arntzen Hall 02, Arntzen Hall 05, Bond Hall 319, and Engineering Technology 321. Please note that there are times of the day when these labs are reserved for instructional purposes. There are other labs located on campus that are under the direct control of academic units and are reserved for the students in that department. The Department of Psychology Computer Lab is currently housed in Miller Hall 425. This lab is open on Monday through Friday, 8:00 AM to 5:00 PM. This lab is not always open during holiday sessions or between quarters.

New students are eligible for University e-mail accounts when they have confirmed their admission status with the Graduate School. You may establish an e-mail account on the computers in the labs by running a program called newaccount. With your computer account, you can access Internet services such as e-mail, telnet, the WWU model pools, and the World Wide Web. If you need assistance visit Haggard Hall 159 or call 360-650-3333. Brochures are available at the various ATUS Help Desks located throughout campus that will guide you through the newaccount process as well as for instructing on how to use the Pine system for e-mail. 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.**

If you live off campus, you can access the academic computing systems at WWU by using the off-campus student modem pool. Information about this is available at 360-650-3333. Software and an instructional packet are available at the Help Desk (Haggard Hall 159) at no charge.

COUNSELING, HEALTH, AND WELLNESS SERVICES

Counseling, Health and Wellness Services is an organization with a variety of services dedicated to the provision of quality physical and emotional health care to Western students. Through utilization of services students can learn ways to care about their own health and to improve and maintain their overall well being so that personal, academic and career goals may be achieved.

Students who have enrolled for six or more credits may access services of the Counseling Center and Alcohol and Drug Counseling and Assessment Services. In addition, services are available to students currently enrolled for six or more credits and who have paid the mandatory health services fee. These services include regular office visits to the Student Health Center and the Student Health Assessment and Information Center. Other specific services are available at reduced cost, such as prescription medications, medical equipment/supplies and lab tests.

Prevention and Wellness Services

Prevention and Wellness Services are located in Old Main 560, 360-650-2993. 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.

SHAIC (Student Health Assessment and Information Center) is an innovative, student-powered prevention and self-care center that offers the students of Western access to low-cost, high-benefit prevention services, assessment, resources and referrals. The goal of SHAIC is to promote students' self-responsibility in their own health care. Staffed by one registered nurse and Peer Lifestyle Advisers, SHAIC offers rapid medical assessment and Phone consultation for common illness and

injury, cold self-care, anonymous HIV testing and education, stress management services, consultations on health concerns, and a resource library. SHAIC is located at High Street Hall, 360-650-2961.

Alcohol and Drug Consultation and Assessment Services

Alcohol and Drug Consultation and Assessment Services is located in Old Main 560, 360-650-3642. It assists students whose health and behavior have been negatively impacted by alcohol and drugs. All professional services are confidential. Information may only be released to other professionals with the client's written consent. Services include in-depth alcohol/drug assessment, brief alcohol/drug assessment, brief counseling, and referral to support counseling or other treatment resources as needed.

Counseling Center

The Counseling Center is located in Old Main 540, 360-650-3164. It provides professional counseling to all Western Washington University students for a wide variety of concerns. Typical problems that are addressed at the Counseling Center include depression, loneliness, relationship problems, procrastination, low motivation, anxiety, eating disorders, stress, lack of direction, and low self-esteem.

The Counseling Center's staff consists of professionally trained and experienced psychologists, counselors, and social workers. All counseling services are voluntary and free. All information gathered during the course of counseling is confidential. In addition to individual counseling, the Counseling Center also provides groups each quarter aimed at meeting special needs of college students. The Counseling Center provides brief therapy that works for most problems and is knowledgeable about referrals when campus resources are not enough. The Counseling Center is open Monday through Friday, 8:30 AM to 4:30 PM.

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.

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.

DISABILITY RESOURCES FOR STUDENTS

Disability Resources for Students (DRS) is located in Old Main 110, phone: 360-650-3083. Their e-mail address is drs@wwu.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.wwu.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.

CAREER SERVICES

The Career Services Center is located in Old Main 280, phone: 360-650-3240, website: 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. Of particular interest to graduate students is the Job Search Services. Through this program, the Center assists students in developing the skills necessary to conduct a successful job search. In addition students may establish placement files that can be sent to prospective employers.

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. In addition to these payments, each member selecting the co-op option works a required number of hours per week at the Center. Others pay a higher fee. The phone number for the Child Development Center is 360-650-3021.

TEXTBOOK STORES

There are two primary outlets for textbooks in Bellingham, the Associated Students' Cooperative Bookstore and The College Store. The Students' Co-op Bookstore (360-650-3655/3656; www.bookstore.wvu.edu) is located on Western's campus. It is operated by the Associated Students on a cooperative basis. 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, 7:30 AM to 5:00 PM, and Saturday, 11:00 AM to 3:00 PM. During holidays and vacations, bookstore hours will vary.

The College Store, located in Sehome Village Mall (360-647-1000), is a private business endeavor that is not affiliated with Western. However, they provide new and used textbooks, class supplies and materials, computers, and miscellaneous items for the University community. Business hours are Monday through Friday, 9 AM to 6 PM; and Saturday, noon to 5 PM.

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

RESIDENCE HALLS

The Office of University Residences office in Edens Hall (phone: 360-650-6853; 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 student.

OFF-CAMPUS HOUSING

There are numerous housing and apartment options within the University area. The Off-Campus Housing Listing Service provides a means for students to find housing in the area. A board with posted listings is available to view in the Viking Addition, 4th floor, room 434. Listings may be posted in person between the hours of 10 AM and 2 PM Monday and Wednesday, and between 2 PM and 5 PM on Tuesday and Thursday (closed on Friday). A taped message with detailed office schedule information can be reached at 360-650-4772.

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.

STUDENT PARKING AND TRAFFIC REGULATIONS

The University is committed to reduce the number of vehicles coming to the campus. The supply of parking spaces is not adequate to accommodate all requests. It is recommended that vehicles not be brought to campus unless absolutely necessary. The use of alternate forms of transportation is encouraged.

WWU's Transportation Management Program (TMP) is designed to manage University parking resources and to provide a variety of transportation options--riding the bus, carpooling, bicycling, and walking. The use of one or a combination of these options will provide reasonable access to campus. Major elements of the TMP include preferential assignments for registered carpools, rideshare matching, commuter permit packets, and free Campus Express transit serving the Civic Field park and ride. Details about participating in transportation options may be obtained by calling the TMP Coordinator, 360-650-2945. In addition, Whatcom Transportation Authority (WTA phone: 360-676-RIDE) provides convenient transit service to and through campus. Average hours of operation (subject to change) are weekdays 6 AM to 7:30 PM and Saturday 9 AM to 6:30 PM with evening service running through campus to shopping and recreation centers from 6:50 PM to 11:15 PM Monday through Saturday. An evening shuttle service (W.E.S.T.) operated by University Residences is also available seven nights per week from 7 PM to 11 PM. This route serves all of the on-campus residence halls and the Sehome Village shopping mall.

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. For further information, contact the Parking and Transportation Services Office, 360-650-2945.

THE PSYCHOLOGY FACULTY

Graduate Faculty

Christina Byrne, Ph.D. (Counseling faculty)

Office: Miller Hall 275; Phone: 650-7945; e-mail: Christina.Byrne@wwu.edu

Research interests: psychological trauma, intimate partner violence

George Cvetkovich , Ph.D.

Office: Miller Hall 328E; Phone: 650-3544; e-mail: George.Cvetkovich@wwu.edu

Research interests: social psychology, environmental and population psychology, cross-cultural psychology

Jennifer Devenport, Ph.D.

Office: Miller Hall 228B; Phone: 650-2356; e-mail: Jennifer.Devenport@wwu.edu

Research interests: legal psychology, jury decision-making, factors influencing erroneous eyewitness identifications

Dale Dinnel, Ph.D. (Department Chair)

Office: Miller Hall 220-A; Phone: 650-3526; e-mail: Dale.Dinnel@wwu.edu

Research interests: educational psychology, teaching and learning mathematics and science, achievement motivation, cross-cultural psychology

Tina Du Rocher Schudlich, Ph.D. (Counseling faculty)

Office: Miller Hall 238C; Phone: 650-7636; e-mail: Tina.Schudlich@wwu.edu

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

Peter Elich, Ph.D.

Office: Miller Hall 328C; Phone: 650-3975; e-mail: Peter.Elich@wwu.edu

Research interests: educational psychology, human learning, developmental

Janet Finlay, Ph.D.

Office: Miller Hall 267; Phone: 650-6717; Lab: 650-7264; e-mail: Janet.Finlay@wwu.edu

Research interests: neurobiology of schizophrenia

Deborah Forgays, Ph.D. (Counseling faculty)

Office: Miller Hall 333; Phone: 650-6510; e-mail: Deborah.Forgays@wwu.edu

Research interests: adolescent development, women's health issues, women and anger across developmental stages

James Graham, Ph.D. (Counseling faculty)

Office: Miller Hall 334A; Phone: 650-3177; e-mail: James.Graham@wwu.edu

Research Interests: Adaptive processes in romantic relationships, same-sex couples, romantic love, measurement, multivariate statistics

Jeffrey Grimm, Ph.D.

Office: Miller Hall 238A; Phone: 650-3168; e-mail: Jeffrey.Grimm@wwu.edu

Research interests: animal models of drug taking and drug seeking, neurobiology of drug taking and drug seeking

Frederick Grote, Ph.D.

Office: Miller Hall 238D; Phone: 650-3982; e-mail: Fred.Grote@wwu.edu

Research interests: psychology of child rearing, child psychology and social issues

Diana Gruman, Ph.D. (Counseling faculty)

Office: Miller Hall 269; Phone: 650-2221; e-mail: Diana.Gruman@wwu.edu

Research interests: school counseling, child and adolescent development, educational psychology

Todd Haskell, Ph.D.

Office: Miller Hall 346B; Phone: 650-2720; e-mail: Todd.Haskell@wwu.edu

Research Interests: Language, visual and auditory perception, cognition

Susanna Hayes, Ph.D. (Counseling faculty)

Office: Miller Hall 328B; Phone: 650-3570; e-mail: hayes@cc.wwu.edu

Research interests: school and cross-cultural counseling

Ira Hyman, Ph.D.

Office: Miller Hall 342; Phone: 650-3519; e-mail: hyman@cc.wwu.edu

Research interests: memory, cognitive psychology, social cognition

Ronald Kleinknecht, Ph.D.

Office: Environmental Studies 603; Phone: 650-3763; e-mail: Ronald.Kleinknecht@wwu.edu

Research interests: anxiety disorders, phobias and avoidance of medical treatment

Barbara Lehman, Ph.D.

Office: MH 346A; Phone: 650-3596; e-mail: Barbara.Lehman@wwu.edu

Research interests: childhood family environment and social/psychological health, research methods and statistics

Kristi Lemm, Ph.D.

Office: Miller Hall 338A; Phone 650-3187; e-mail: Kristi.Lemm@wwu.edu

Research interests: implicit attitudes

Arleen Lewis, Ph.D. (Counseling faculty)

Office: Miller Hall 279; Phone: 650-3523; e-mail: Arleen.Lewis@wwu.edu

Research interests: school counseling, gender-related counseling issues including counseling gay and lesbian clients, peer helping programs

Louis Lippman, Ph.D.

Office: Miller Hall 338C; Phone: 650-3538; e-mail: lippman@cc.wwu.edu

Research interests: learning, experimental, sport psychology

Walter Lonner, Ph.D.

Office: Miller Hall 328A; Phone: 650-3574; e-mail: Walt.Lonner@wwu.edu

Research interests: cross-cultural psychology, psychometrics, personality/social, teaching of and about culture from a psychological perspective

Michael Mana, Ph.D.

Office: Miller Hall 338B; Phone: 650-7311; e-mail: Mike.Mana@wwu.edu

Research interests: physiological psychology, electrophysiological activity in the locus coeruleus, effects of chronic stress on the central nervous system, development of tolerance to drugs

Leslie McDonald-Miszczak, Ph.D.

Office: Miller Hall 238B; Phone: 650-7943; e-mail: Leslie.McDonald-Miszczak@wwu.edu

Research interests: memory and aging, medication adherence, health and aging

Merle Prim, Ph.D.

Office: Miller Hall 346B; Phone: 650-2928; e-mail: Merle.Prim@wwu.edu

Research interests: sub-human primate behavior, physiological psychology, sensory, comparative

Ethan Rimmel, Ph.D.

Office: Miller Hall 346-C; Phone: 650-3539; e-mail: Ethan.Rimmel@wwu.edu

Research interests: cognitive development, theory of mind development in preschool children, child development and social policy

Cristina Sampaio, Ph.D.

Office: Miller Hall 334C; Phone: 650-3169; e-mail: Cristina.Sampaio@wwu.edu

Research Interests: Mechanisms and processes of memory, interactions of memory with knowledge, representations, phenomenal experience, memory errors, memory biasing processes, and metacognition

David Sattler, Ph.D.

Office: Miller Hall 334B; Phone: 650-3525; e-mail: David.Sattler@wwu.edu

Research interests: responses to natural disasters and terrorist attacks, disaster preparedness, social dilemmas, environmental issues, small group research

David Sue, Ph.D. (Counseling faculty)

Office: Miller Hall 331; Phone: 650-3573; e-mail: dsue@cc.wwu.edu

Research interests: counseling process research, Asian American psychopathology, sexual therapy

Larry Symons, Ph.D.

Office: Miller Hall 346D; Phone: 650-4019; e-mail: Larry.Symons@wwu.edu

Research interests: face perception, perception of another person's direction of gaze, shape from shading, tactile spatial perception, motion aftereffect

Robert Thorndike, Ph.D.

Office: Miller Hall 228A; Phone: 650-3575; e-mail: Robert.Thorndike@wwu.edu

Research interests: multivariate statistics, measurement, intelligence testing, behavioral genetics

Joseph Trimble, Ph.D.

Office: Miller Hall 271; Phone: 650-3058; e-mail: Joseph.Trimble@wwu.edu

Research interests: social, cross-cultural, drug and alcohol abuse prevention, etiology and treatment among American Indians and Alaska Natives, cross-cultural counseling

Teaching Faculty**Farhad Dastur, Ph.D.**

Office: Miller Hall 238E; Phone: 650-2720; e-mail: Farhad.Dastur@wwu.edu

Lena Ericksen, Ph.D.

Office: Miller Hall 343; Phone: 650-6870; e-mail: Lena.Ericksen@wwu.edu

Diane Gjerde, Ph.D.

Office: Miller Hall 337; Phone: 650-6869; e-mail: Diane.Gjerde@wwu.edu

Max Lewis, Ph.D. (Counseling Faculty)

Office: Miller Hall 240; Phone: 650-3048; e-mail: maxlewis@cc.wwu.edu

Julie Major, Psy.D.

Office: Miller Hall 238C; Phone: 650-3346; e-mail: Julie.Major@wwu.edu

Kris Rhoads, Ph.D. (Counseling Faculty)

Office: Miller Hall 334A; Phone: 650-3177; e-mail: Krhoads@u.washington.edu