

# M.Ed. in Adult and Higher Education (AHE) Student Handbook\*



*\*This Handbook familiarizes current students with AHE policies. It is posted at:*  
<https://wce.wvu.edu/ahe/orientation-and-student-handbook>

**Woodring College of Education  
Department of Health and Community Studies**



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## **M.Ed. in Adult and Higher Education**

### **Overview**

The M.Ed. in Adult and Higher Education (AHE) program prepares students like yourself, for careers in teaching, training, and administration of programs in community and technical colleges, universities, continuing education, business and industry, and non-profit organizations. You will be engaged in the big picture of adult and higher education---linking learning theories not only to real-life practice and situations but also to policies, research, and evaluation. Our approach begins with our student community. You will be inducted into a community of practice that contains clear and relevant goals and outcomes for learning; our program is highly interdisciplinary and generalist-oriented. This means you can transfer what you learned to many different educational and professional settings and situations. We engage students in:

- Inquiry-based learning (i.e., action research) for the new workplace emphasizing team-based projects and problem-solving
- Shared leadership to understand organizational development and power with social justice aims
- Thematic based coursework that focuses on timely topics and issues in adult and higher education and learning
- Developing educational 'capital' that includes academic literacy, critical literacy, digital literacy, and information literacy
- Self-knowledge and cultural competence to deal with increasing diversity, internationalization and globalization

For this, course work focuses on:

- Leadership and management skills to administer adult education and college/university programs
- Current research on how adults learn and implications for teaching and training
- Theories and strategies to design curriculum and instruction
- Techniques for teaching and training in face-to-face and online and blended environments
- Practical experiences in the field as a teacher, trainer or administrator
- Instructional technology skills to become competitive in a rapidly growing field of distance education
- An understanding of the adult and higher education arena
- Research skills to prepare proposals for collecting data, conducting needs assessments and evaluating programs

Each course is delivered with up to five face-to-face sessions (on the Bellingham campus) with the rest of the course taught online---what is referred to as “blended learning.” Many courses are taught in proportion of three face-to-face sessions to seven online sessions, which may also consist of small group or pair work that occurs in-person or on web cam. The blended approach means that students should be self-directed in their learning and competent in communicating in multiple types of formats (online systems like Canvas and face-to-face).

## **Objectives**

### **Mission**

It is the mission of the Adult and Higher Education (AHE) program to foster critically reflective, scholarly practitioners in the field of adult and higher education and to socialize leaders to the discipline of adult and higher education as well as to apply principles of adult learning across diverse professional settings. More specifically this mission also:

- Promotes self-directed, autonomous active learning among adults
- Makes education relevant to current trends
- Honors individual and cultural differences and facilitates access for all learners
- Models best practices in teaching and training adult learners
- Integrates research, theory, and personal knowledge in guiding the practice of educating adults
- Links evaluation with program goals and objectives to assure continual program improvement
- Involves diverse organizations in action learning and action research that benefits the community by increasing its capacity and the quality of learning among students

### **Goals**

Throughout the AHE program, students will engage in the study, analysis and application of adult and higher education theory, practice, policy and research. Within the final capstone course students will demonstrate understanding via various culminating exercises. Students will be asked to provide evidence to show how each of the learning outcomes (below) have been achieved. Students should compile assignments and writings throughout the program, with the aim of understanding how course content is interrelated and how their understandings have changed over time.

## **Learning Outcomes\***

Graduates of the Adult and Higher Education Program will have valuable, actionable knowledge in the following areas which are integrated in core/required courses:

- Diversity and Social Justice
  - Sociocultural Perspectives
  - Ethics and Power
  - Identities, Struggle, and Social Action
  
- Research and Evaluation
  - Inquiry-based Practice
  - Evaluation Methods
  - Research Methods
  - Action research
  
- Leadership
  - Organizational Learning
  - Educational Policies
  - Program Development
  
- Adult Learning Theories
  - Foundations and Philosophies of Adult and Higher Education
  - Adult Learning and Development
  - Critical Reflection
  
- Teaching and Facilitation
  - Teaching and Facilitation
  - Instructional Technology
  - Instructional Design
  - Assessment
  - E-learning and blended learning

\*CPAE Standards (AAACE) and AACE standards; see objectives in course syllabi

## **Learning Objectives**

The following objectives reflect the Program Overview and Learning Outcomes and appear in AHE course syllabi, as “course objectives.” The required courses contain these Objectives (with

electives as supportive) and the addendum below illustrates this harmonization. These Objectives are explicit in required courses, especially the culminating portfolio and research course, AHE 588. Upon graduation, students in AHE will be able to:

- 1) *Formulate, analyze, and appraise* foundations of the AHE field and apply this knowledge to historical and current settings as well as develop and expand these to fit with themes of social justice and diversity.
- 2) *Determine, design and choose* relevant research and evaluation methods and approaches and apply these to professional and academic settings.
- 3) *Examine, manage, and evaluate* AHE learning and development practices and issues in educational organizations and institutions for adults concerning all levels and settings of the field and with regard to best practices in adult learning.
- 4) *Debate, construct, compare and contrast* teaching and assessment practices and policies and apply these to national and international settings.
- 5) *Differentiate, propose, and appraise* leadership styles, processes, and policies in adult and higher education.

### **Course Evaluation and Program Assessment**

- Instructor/course evaluations are completed by students each quarter using a WWU evaluation form, of which format is determined by the instructor.
- The Graduate School is required to complete a review every 5 years to assess and evaluate the program.
- Staff and faculty meet on a regular basis (bi-monthly) to perform regular “check-ins” and evaluate and assess the program.
- View the current [Program Assessment Data](#) for the AHE program.

### **Orientation**

Orientation is mandatory for new students and occurs the day before Fall and Spring quarters begin (usually held from 4-7:00pm). The Orientation session is face-to-face and is an opportunity to ask faculty questions about the program and meet other new students. When you look around the room you will probably hear stories and comments that let you know that your concerns are not yours alone. Before the session, new students should review this Student Handbook and view the [Campus Student Support Services video](#). As the start date of the

quarter approaches, new students will receive an Orientation/Advising email from AHE faculty and staff confirming the day/time and location for the Orientation session, some advising about registration, as well as [information about parking](#).

In anticipation of starting coursework:

- Review [registration materials](#) on the AHE website for how to register for classes, important dates, course schedules, course descriptions, and textbook information.
- Review the [student support services](#) available on campus.
- Familiarize yourself with instructional technology – take the technology [self-assessment and review Canvas videos](#).
- Make sure you have the right equipment: you will need access to a computer with a high-speed internet connection (not dial-up service), a headset with integrated microphone, and a webcam.

### **Newcomer Cases**

John and Jana are new to AHE. Jana is a community college instructor and on a state tuition waiver. She has entered AHE because she believes it will help her to become a better teacher as well as get promoted into more of a leadership position. She is also a new mother and is concerned about being able to balance her work role, with a new member of the family and graduate school. John is mid-career and has worked in industry and the community colleges. Recently he has struggled to find work he feels passionate about and has decided to move into the non-profits with an educational focus. He is concerned that he has little support to make it through AHE and wonders if there are other mid-career students like himself with whom he can identify. John and Jana, like all new students, naturally worry about a number of factors related to their persistence in AHE and their ability to be successful as students and afterwards. They have read the program material but are unsure about their next steps, after the application acceptance.

This handbook will clarify those steps, from the perspective of students like you. Like all new students you probably have many questions about your academic load and the support you will need, as well as policies and practices that you need to know to succeed. The first and most important stage of your program is participating in the AHE Orientation.

Make a difference in AHE! We value your input and we welcome your ideas for AHE's growth and development. Please feel free to become active in the Graduate Student Advisory Committee (**GSAC**)---this is a student advisory group that is an important part of the community of AHE.

## Admission and Registration

When you have been admitted to the program you will receive a quarterly registration email from the AHE staff informing you that registration is open for the upcoming quarter, what date the quarter begins and links to registration information, schedules, and textbooks. As a new student to WWU, [set your new universal account password](#) upon admission to connect with Western technology (myWestern, Web4U, 365 Email, One Drive, Canvas, Groups and more). If you've attended Western before—and used your *myWestern* account—your official admission to this program will automatically re-activate your previous account. If you need assistance remembering your username and password, contact the ATUS Helpdesk ([ATUS.Helpdesk@wwu.edu](mailto:ATUS.Helpdesk@wwu.edu) or 360-650-3333) and have your WWU ID handy. Your student email account is the official email for all University communication; be sure to check it regularly so program messages and other administrative business will reach you quickly and reliably. This [checklist](#) will help you access the technology resources you need. Also, you can refer to these instructions to [redirect your student account](#) to a personal email account.

Newly admitted graduate students must register for at least one course their first quarter to hold their admission in the program. Students can register for their first quarter **during Phase II** of the Registration Appointment Schedule listed on the [Important Dates and Deadlines](#) for the quarter. Then for any following quarters, you are eligible to register during all phases of registration since you're a continuing graduate student. Students can access [ClassFinder](#) to view course information each quarter or view their quarterly [registration schedule](#) on the AHE website once it is posted (textbook information will also be posted on this webpage). Also the yearly [AHE Course Offerings Schedule](#) is posted on the AHE website. Registration is completed online through Western's Web4U by entering the CRN (Course Reference Number) for each course you choose. Refer to the links on the [registration, schedule and textbook](#) webpage of the AHE website for instructions about online registration and important dates. You must have an active student record for the current quarter in order to login and register. If you stop out for any quarter, besides summer quarter, you'll need to register for GRAD 699 Continuous Enrollment (1 credit) for a cost of \$50 (see below procedure under **Continuous Enrollment**).

### Provisional Admission

If you have been provisionally admitted, note the following requirements for provisional status:

- Must earn B or better in each class for first 15 credits
- No K (Incomplete) grades permitted while provisional status remains
- Provisional Admits cannot be Graduate Assistants

## **5 Year Limit**

Graduate degree programs at Western must be completed within five years of the quarter in which you were admitted to the program. The quarter(s) you are not enrolled or stopped out still count towards the five year limit on degree completion. Please note that all student computer accounts, access to computer labs, library privileges and any other technology services will be purged and deleted at the end of this five year period.

Students may request extension of the 5 year program limit through their program advisor. If the advisor supports an extension, he/she should provide written request to the Graduate School, including a Timeline of Completion outlining the student's plan to complete program requirements within the specified timeframe. The Graduate Dean can approve an extension of up to 3 quarters. Extensions beyond 3 quarters require approval of the Graduate Council.

## **Timeline of Completion Requirement (3<sup>rd</sup> Year)**

Students who have not completed their program after three years from their admission quarter are required to file a Timeline of Completion indicating the quarters and courses that remain to complete their AHE program. The Graduate School will email a student requesting this Timeline and then will place a registration hold on the student registration account until they receive an approved Timeline of Completion. If you receive an email requesting a Timeline, email the AHE Program staff and request the template for the Timeline of Completion. You can then customize the template with the quarters and courses for your projected completion of the program and return via email to the AHE Program staff. After approval and signature by the Program Director, the form is forwarded to the Graduate School and the student registration hold is removed.

## **Continuous Enrollment Policy- Stopping Out of Program**

If you are stopping out of the program for a quarter in the academic year (excluding summer quarter), be sure to email the AHE Program staff to request an override for GRAD 699. You will need to register for GRAD 699 Continuous Enrollment (cost is \$50) for the quarter that you stop out of the program (excluding summer). EXCEPTION would be if you are graduating summer quarter but not registering for any coursework -- then you will need to register for GRAD 699 for summer. The CRN for GRAD 699 is available in [Classfinder](#) each quarter; just add the CRN in Web4U like any other course; GRAD 699 is non-graded. Continuous enrollment maintains your status as an active graduate student at Western, allowing use of libraries, technology, and facilities. If you do not register for GRAD 699 for the quarter you are stopped out and maintain continuous enrollment, you may lose access to these resources. If you are stopping out for more than one quarter, then you should apply for a "Leave of Absence" with the Graduate

School (see below). When you return to the program, you will need to submit a Returning Grad Student form (cost is \$100) using the link in the online [ApplyWeb](#) where you submitted your initial application. You can also refer to the [Continuous Enrollment policy](#) on the Graduate School website. WWU employee tuition waiver students are exempt from the Continuous Enrollment Policy.

### **Leave of Absence**

The Continuous Enrollment requirement will be waived for students who are granted official leave of absence. Official leaves of absence must be requested of the Graduate Dean in instances of incapacitating injury or illness, personal emergency, military orders, or other extenuating circumstances. Contact the [Graduate School](#) for information. The quarter(s) you are not enrolled still count towards the five year limit on degree completion.

### **Breaks in Enrollment (Unofficial Leave)**

Students who fail to maintain Continuous Enrollment or receive approval for a Leave of Absence must fill out and submit the Returning Grad Student form (cost is \$100) when they return to the program. This form is a link in the online [ApplyWeb](#) where you submitted your initial application. Readmission to the AHE program after an unofficial leave is not guaranteed.

### **Tuition and Fees**

The Student Business Office is responsible for the financial administration of all student billing related to tuition and fees, room and board, and for the processing of refunds as well as providing support and advice to students to aid in understanding their student account with the university. Tuition, fees and deadlines are posted [here](#). To contact the Student Business Office, call (360) 650-3470 or email [sbo@wwu.edu](mailto:sbo@wwu.edu).

### **Waiver Students**

If you work for WWU or the state of Washington you may be eligible for a tuition waiver. Eligible employees can use their WWU or [state tuition waiver](#) to take AHE courses on a space available basis as students. Be sure to read the guidelines on the tuition waiver form to assess your eligibility, which courses are covered by your waiver and how many credits each quarter are allowed with your waiver (Note: **AHE 592 Field Experience is a required course and is NOT eligible for tuition waiver so students need to plan to pay for this course.** AHE 592 is offered each summer quarter). Students must submit their waiver form (signed by their supervisor) two weeks before each quarter to [Registrars.Office@wwu.edu](mailto:Registrars.Office@wwu.edu) and should also send a cc: to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). This helps our instructors to know what course(s) you are planning to register for each quarter. Students can access [Classfinder](#) to view course information to fill

out their waiver form. WWU tuition waiver students cannot register for courses until the first day of each quarter; state tuition waiver students cannot register until the second day of each quarter. If your course begins before you can actually register, go ahead and attend the first class session and then register as soon as you're allowed.

## **Funding Sources for Graduate Students**

### **Financial Aid and Scholarships**

For financial aid purposes, full-time enrollment for graduate students is 8 credits, half time is 4 credits, and 5-7 credits is three-quarters time. The majority of AHE students are part-time students because they are balancing work, family, and other life activities with their graduate school work. For more information on financial aid, visit the [WWU Financial Aid Department Website](#).

There are three scholarships awarded each year specifically to AHE students who meet the criteria; they are the **Sandy Daffron Scholarship** (for single mothers), the **John & Elizabeth Terrey Community College Scholarship** and the **Ray Romine Memorial Scholarship** (tuition waiver students are not eligible for these scholarships). The application deadline for scholarships is sometime in **April** each year. The AHE program staff sends out an email each year about these scholarships announcing when the application period is open. For more information about these and other graduate scholarships, refer to the [Woodring College of Education Scholarship Webpage](#) and select the Graduate Students link.

The Graduate School offers a one-time quarterly Graduate Tuition Fee Waiver Scholarship to an AHE financial aid student. The AHE faculty recommend students to receive the award based on financial need/circumstances, so inform the faculty of your situation. The award provides up to \$1000 for one quarter for a new or continuing student.

Following are other funding sources for graduate students:

### **Graduate Assistantship Position (Half-Time) in AHE**

The Graduate School funds a half-time AHE Graduate Assistantship position that pays the student a [quarterly stipend plus includes a partial tuition waiver](#). The Graduate Assistant works 10 hours per week (which is a half time assistantship position) for the academic year (fall, winter and spring quarters). Each spring quarter (in May) an email is sent out to all program students from the AHE staff announcing the Half-Time Graduate Assistantship position for the upcoming

academic year with instructions on how to apply. The new GA must attend Graduate School orientation the Monday before classes start in September.

### **Graduate Workstudy Position in AHE**

The Center for Student Employment/Financial Aid funds an AHE Graduate Workstudy position that pays \$18 per hour. The AHE Graduate Workstudy can work up to 19 hours per week for the academic year (fall, winter and spring quarters) if their financial aid award allows it. Each spring quarter (in May) an email is sent out to all program students from the AHE staff announcing the Graduate Workstudy position for the upcoming academic year with the criteria for eligibility to apply.

### **Ross Travel Award**

Funds are available to support travel for graduate students to present papers at professional meetings and conferences. A maximum of \$500 is granted to any single applicant. Four review cycles occur per year; deadlines are October 1, December 15, March 15, and May 15. Interested students should refer to [the guidelines](#) and email AHE Staff about submitting a Ross Travel Application esign form.

## **Coursework**

### **Attendance Policies**

AHE has a flexible program to allow for fluctuations in non-traditional students' lives, including work, family and other obligations. Out of each 10-week quarter, there will be 3 to 5 face-to-face (F2F) sessions that all students in the courses are required to fully attend. This is because the AHE program values the building of a community in each class and course. Students should plan ahead and expect to attend the first session of a course face-to-face (F2F), and then another F2F session at some point in the middle of the quarter too as well as at the end of the quarter. Some courses (i.e. Research and IT) have 5 F2F sessions. If for any reason faculty are presenting at conferences, this schedule might change. Additional sessions over Canvas or Zoom may also be required by the course faculty. This cycle of quarterly F2F sessions ensures that students will bond in the classroom community and that faculty and students will have opportunities to talk to one another in-person. With the exception that a student has a Disability Access Center (DAC) accommodation or documented religious reasons, make up work will not be issued if a session is missed due to faculty workload as well as to ensure equitability among students. Students should not ask faculty, the Program Coordinator, or advisors to make an exception for their individual case. If a mandatory session is missed, the student should expect that the overall course grade will be deducted (which could be up to a half grade for each missed session). Also,

please refer to the “K” Incomplete Grade option for emergencies that occur in the last part of the quarter, as well as the Disability Access Center website for information.

## Overview

The AHE program is a total of 52 credits composed of nine core/required courses (36 credits) and four elective courses (16 credits). The core courses are AHE 501, IT 546, AHE 554 **OR** AHE 555, AHE 571, AHE 576, AHE 577, AHE 580, AHE 588 and AHE 592 (see below [Course Descriptions](#)). These courses are designed to familiarize you with key foundational concepts in adult and higher education including major education theorists, their theories of teaching and learning, and how these theories or ideas are applied in real-world situations.

Courses are offered in a hybrid/blended delivery so generally, courses will have at least three to five mandatory face-to-face class meetings on campus with the rest of the course delivered online. The first session of a course at the beginning of the quarter is an on campus face-to-face class meeting; then you can refer to the course syllabus for the dates of any other on campus face-to-face class meetings (this will help to plan childcare/eldercare if needed).

You will need to develop a sequence and plan for your program and [fill out a Plan of Study esign form](#) *at the end of your first quarter*. Students are advised to take core prerequisites and core/required courses first and then elective courses, unless you are taking two courses per quarter (you could then take one of each.) At least two core courses are offered during fall, winter, spring and summer quarters. The AHE elective courses are offered on a two year rotation, so they change each year. The [AHE Course Offerings Schedule](#) for the year is always posted on the AHE website; also please see section below on Plan of Study.

## Prerequisites in AHE

The following required core courses have prerequisites you need to plan for:

[AHE 571](#) Research and Evaluation Methods – **prerequisite of AHE 501** needed prior to or permission of instructor.

[AHE 580](#) Teaching and Instructional Design - **prerequisite of AHE 577** prior to or permission of instructor.

[AHE 588](#) Portfolio and Applied Research Proposal – **prerequisite of all core/required courses** needed prior to or permission of instructor. Student should be in final two quarters of their program.

The following elective courses have prerequisites you need to plan for if you will be taking them:

AHE 574 Experiential Learning – **prerequisite of AHE 571 or AHE 580** prior to or concurrently with or permission of instructor.

AHE 586 Teaching in E-Learning and Blended Environments – **prerequisite of AHE 571 or AHE 580** or permission of instructor.

## Course Descriptions

Core/Required Courses (36 credits):

AHE 501 Understanding Educational Research 4 credits

*Prereq: Admission to AHE program or permission of instructor.* Introduction to genres, uses, strengths, and limitations of human subjects research. Emphasis on understanding and critiquing research in adult and higher education. Students will determine the effectiveness by analyzing existing quantitative and qualitative studies.

IT 546 Instructional Technology and Digital Literacy 4 credits

*Prereq: Admission to AHE program or permission of instructor.* A study in the use of technological tools for instruction; for teaching, training, and student learning; for presentation and development; and for administration and management. Incorporates distance delivery procedures and effective planning for the use of instructional technology. Satisfies the Woodring College of Education instructional technology and education competency requirement. Emphasis on the Adult and Higher Education Master's program.

AHE 554 Foundations of Adult Education and Diversity 4 credits

*Prereq: Admission to AHE program or permission of instructor.* This course is an introduction to the understanding of adult education as a discipline and a field. Topics include the scope, structure, philosophy, history, and issues related to diversity as well as other current factors influencing the practice of adult education.

**OR**

AHE 555 Foundations of Higher Education and Diversity 4 credits

*Prereq: Admission to AHE program or permission of instructor.* This course will introduce students to research, theory, policy and practice related to diversity topics in the field of higher education and encourage students to develop their own understandings of historical and contemporary issues.

AHE 571 Research and Evaluation Methods 4 credits

*Prereq: Admission to AHE program or permission of instructor and AHE 501 prior to AHE 571.* Qualitative and quantitative methods for conducting human subjects research and program

evaluation in adult and higher education. Understanding distinctions between research and evaluation. Choosing strategies for data collection and analysis that are appropriate for a given purpose, context, and population.

AHE 576 Leadership and Management of Educational Programs

4 credits

*Prereq: Admission to AHE program or permission of instructor.* A study of contemporary theories of leadership and their application in private, public, and nonprofit agencies.

AHE 577 Learning in Adulthood

4 credits

*Prereq: Admission to AHE program or permission of instructor.* Study of the ways adults learn and develop and the factors related to their motivation, participation, and diverse identities with applications to practice and policies.

AHE 580 Teaching and Instructional Design

4 credits

*Prereq: Admission to AHE program or permission of instructor. AHE 577 prior to AHE 580.* Study and practice in teaching methodologies and assessments for adult and higher education settings. Special emphasis on facilitating student learning and applied classroom practice.

AHE 588 Portfolio and Applied Research Proposal

4 credits

*Prereqs: Admission to AHE program or permission of instructor. AHE 501, IT 546, AHE 554 or 555, AHE 571, AHE 576, AHE 577, AHE 580 and AHE 592 prior to AHE 588.* Student should be in final two quarters of program with all required coursework completed. In this course students complete capstone projects including a portfolio of works demonstrating proficiency in AHE learning outcomes and a research proposal. S/U grading.

AHE 592 Field Experience

4 credits

*Prereq: Admission to AHE program or permission of instructor.* Field-based project is an aspect of adult and higher education to enhance theory/practice integration such as: teaching, leadership, project development, curriculum development and distance education design. S/U grading.

Elective Courses (16 Credits):

Listed below are elective courses offered by the AHE program which are usually on a 2 year rotation.

AHE 518 Current Issues in Education

4 credits

*Prereq: Admission to AHE program or permission of instructor.* Examination and discussion of several current and controversial issues in education. Repeatable with no maximum.

AHE 556 The Community College 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* History, objectives, organization, and role of the public community college; special attention to the expanding system in the State of Washington.

AHE 570 Issues in Adult Literacy 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* This course explores theory and research in adult literacy. Taking a broad view of literacy, we will consider issues of literacy use and acquisition in light of various social, cultural, and organizational issues. Particular emphasis will be placed on implications for ABE, GED, ESL, and workplace/workforce education. The class will provide a conceptual foundation for educators who promote adult literacy, but this is not an instructional methods course per se.

AHE 574 Experiential Learning 4 credits  
*Prereq: Admission to AHE program or permission of instructor. Recommendations: This course is, essentially, an advanced/specialty course in curriculum design. It is recommended that you take AHE 580 prior to or concurrently with AHE 574.* Designed to provide theory and practice in the use of educational strategies that enhance the learner's ability to translate research into usable knowledge.

AHE 578 Program Development 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* AHE 578 focuses on the skills and knowledge as well as practice in program planning and development for persons who have the responsibility of designing educational and or/training programs for adults in a variety of public and private organizations and agencies.

AHE 579 Power, Politics and Policies 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* This course is designed to give an overview of the dynamic between power, politics and policies in adult education institutions and organizations.

AHE 581 Readings in Adult and Higher Education 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* This is a supervised study involving readings and discussions on topics in the fields of adult education, higher education, and human services.

AHE 584 Fund Development and Grant Writing 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* A study of the practices of raising funds for educational programs and writing grants for projects.

AHE 585 Organizational Change in Educational Settings 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* Exploration and application of various models for bringing about change in an organization and the development of visions and strategies for changes in training and staff development.

AHE 586 Teaching in E-Learning and Blended Environments 4 credits  
*Prereq: AHE 580 or permission of instructor.* Instructional strategies used with adult learners in online and blended environments. Students will practice configuring and using an electronic course management system.

AHE 590 Global Perspectives in Education 4 credits  
*Prereq: Admission to AHE program or permission of instructor.* An examination of how cultural, political, social, and economic factors impact adult education from a global perspective.

AHE 691 Research Seminar 1-6 credits  
*Prereq: Admission to AHE program or permission of instructor.* Graduate research under the direction of program adviser or instructor. Repeatable to a maximum of 6 credits. S/U grading.

### **TESOL Electives Option\***

Up to ten (10) 400 level TESOL (Teaching English to Speakers of Other Languages) credits may be applied as elective credits toward the AHE degree. TESOL classes are available through the TESOL program. There is a separate advising/application process for the TESOL program; admission to the Adult and Higher Education degree does not guarantee admission to the TESOL program. Students learn techniques to teach English as a second language at community/technical colleges, community service organizations or overseas. Students must apply separately to the TESOL program in addition to their AHE application to the Graduate School. Refer to the [TESOL website](#); for questions, contact [TESOL@wwu.edu](mailto:TESOL@wwu.edu).

If you have already completed some TESOL credits and want to transfer them into your program, they must meet certain criteria to be eligible for transfer and cannot be used as part of another degree (see Transfer Credit Request below).

\*Note: TESOL courses are self-supporting and **NOT** eligible for tuition waivers.

## **Independent Study/Research Project**

If you want to do an independent study/research project, you can request permission to register for AHE 691. Note: Research Seminar is offered for fall, winter and spring quarters only and is NOT covered by tuition waivers. Email your project proposal to the instructor as soon as possible before the quarter begins. The instructor will review the project, determine how many credits of work is being done and then will authorize an override for you to register for those credits. Forward the instructor's approval email to the AHE program staff and request an override for AHE 691. When you register for this variable credit course, the system will automatically register you for the minimum number of course credits (which is 1). Be sure to select the CRN link and change it to the number of credits approved by the instructor.

## **Grading**

### **Incomplete (K) Grades**

Students who cannot complete a course and receive permission/accommodation from their instructor may be assigned an incomplete (K) grade in accordance with the regulations outlined in the Academic Policies section of the University's catalog. The student will receive an [Incomplete Grade Contract esign form](#) sent by the instructor following the grade submission deadline for that quarter. The student needs to sign this form and return it to the instructor so there is an agreement negotiated about when the incomplete (K) grade will be finished. If, after a calendar year, the course requirements have not been met, the K grade lapses to a Z, whether or not the student is enrolled for this entire year period. These Z grades are computed as failing grades in a student's grade point average and may affect retention in the master's program.

**NOTE:** If you are planning to graduate and have a K (Incomplete) grade, all outstanding assignments need to be submitted to instructors for grading by the middle of the quarter you are graduating. This allows time to grade assignments and replace K grades with letter grades before the Graduate School degree completion deadline.

### **Satisfactory Academic Progress (Graduate Scholarship Standards)**

To remain a candidate for the 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, i.e., K (Incomplete) grades are not considered. A student also must be making satisfactory academic progress in their graduate program. A notice about the requirements of satisfactory academic progress is sent from the Graduate School if a student's grade is below a 3.0 GPA. Satisfactory Progress requirements are:

- C grades: max 10 credits of C (C-, C, C+) grades applicable toward graduate program; more than 10 credits of C+ or lower grades is grounds for dismissal
- GPA Less than 3.0: if GPA drops below 3.0 any given quarter, Graduate School sends an email to student and Program Director. Student may be subject to dismissal.
- No graduate credit given for grades D+ or lower, or U grades; courses must be repeated.
- Z grades: K (Incomplete) grades lapse to Z (0.0) after one year.

Master's degree students are not permitted to repeat courses to improve their GPA, but may be required by the department to repeat 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 (Satisfactory) grades are applicable, but not computed in the GPA.

## **Advising and the Plan of Study**

### **Overview on Advising and the Plan of Study**

#### ***Advising***

Once a year, all AHE students will be advised by an assigned tenured faculty member of AHE. The *New Student Welcome/Advising Email* informs students of their assigned adviser. The New Student Orientation session is an opportunity to meet your adviser and to ask that faculty member questions about academic issues in AHE. You might also have general program inquiries and these questions can be directed to the AHE Program Staff.

We use what is called “solution-focused advising” as our model because we realize the AHE student community is composed of busy adults who are balancing any combination of work, family responsibilities and coursework, so they have unique needs and schedules. This means that attention is given to decision-making regarding course selection, monitoring academic progress, and facilitating career-based networking and services. Your adviser will assist you with any of the following during your tenure in the program: developing and/or continuing your Plan of Study (see below), assistance with making decisions regarding amendments to your Plan of Study, helping you to monitor your academic progress in the program, developing strategies for improvement, as well as facilitate a discussion and possible referrals that impact your academic progress. The advising session is not for counseling. If personal life issues are negatively impacting your academic progress, the adviser will refer you to various support services on campus. Peers in the AHE Program, especially through the GSAC (Graduate Student Advisory Committee), can assist in mentoring for pastoral support to persist in AHE. This primarily

emotional support is often in the form of community building activities and discussing work/life balance.

Your adviser will contact you annually via Canvas to make an advising appointment that can happen via email, telephone, or in-person—whichever is more convenient for you. You have the option of not being advised at this point by simply stating this to the adviser in writing. Otherwise, make and confirm an appointment to meet with your adviser. This advising session will be documented over email. During this session, the adviser will ask what s/he can assist you with in terms of the aforementioned items and if you have questions about academic issues. The advising session can last anywhere from 5 to 30 minutes. You can also contact your adviser at any point on the Canvas advising forum to ask for assistance on any matter related to your academic progress. If you have program-related inquiries, you should contact the AHE Program staff.

AHE students are advised to register for required (core) courses FIRST before electives, in order to build an academic and intellectual foundation for your studies. There is a prerequisite sequence to some of the core courses: You must take AHE 501 before AHE 571; and you must take AHE 577 before taking AHE 580. The elective courses are on a two year rotation (a few are offered every year). Refer to Coursework-Overview (above) for detailed course information.

Many of your basic questions can be addressed by Sherry Haskins, our Program Coordinator. If you have a question about your schedule, what you should take next quarter, or how to complete your Plan of Study, please contact [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). Sherry might also be able to direct you to resources (for example, how to get tech help).

An academic adviser can help you with questions about how to plan your progression through the program, how to get the most out of the program, particular courses that might be best for your professional interests, and/or challenges you may be experiencing. They can also talk with you about building a professional network or gaining experience that will help you in your professional aspirations.

Following are advising office hours for fall, winter and spring quarters for faculty advisers:

Sondra Cuban – Thursdays, 3:30-5:30pm [Sondra.Cuban@wwu.edu](mailto:Sondra.Cuban@wwu.edu)

Stan Goto – Mondays, 12:00-2:00pm [Stan.Goto@wwu.edu](mailto:Stan.Goto@wwu.edu)

AHE advisers are assigned to students according to admission quarters (rotating each year):

If you were admitted **Fall 2019 or Spring 2020**, your adviser is **Stan Goto**

If you were admitted **Fall 2018 or Spring 2019**, your adviser is **Sondra Cuban**

If you were admitted **Fall 2017 or Spring 2018**, your adviser is **Stan Goto**

If you were admitted **Fall 2016 or Spring 2017**, your adviser is **Sondra Cuban**

### ***Plan of Study***

The Plan of Study is an academic road map through the course of the program. It lists what courses you are planning to take in your program; the current AHE Course Offerings Schedule will determine when you can plan on taking certain courses. The elective courses you list on your Plan of Study can be amended if you decide to take different electives (see Amendment to Plan of Study below). All students are required to fill out and submit a [Plan of Study esign form](#) by the end of the first quarter in the program. If you like, you can request assistance from your advisor in creating your Plan of Study.

To plan your program, you should first decide how many courses you will take each quarter. For academic success, it is important that you create a balanced schedule. Consider the commitments in your life such as work, family, and coursework/study time (see following paragraph about hours of study and homework per course). At this point, you may also contact your advisor for assistance in making these scheduling decisions. Then refer to the current [AHE Course Offerings schedule](#). This schedule shows which quarter (and weekday) courses will be offered. Beginning with your admission quarter, you can plan what courses you intend to take each quarter. Students are advised to take required (core) courses first and then elective courses, unless you are taking two courses per quarter (you could then take one of each.) Remember to schedule prerequisite courses first (listed above) that should be taken prior to certain courses. Give careful consideration to when required (core) courses are offered, as some are only available once a year during certain quarters (i.e. IT 546 is offered once each year in fall, AHE 571 is offered once each year during winter and AHE 576 is offered once each year in spring). The capstone core class, AHE 588, is offered twice each year in fall and spring quarters. Also students should not take more than 8 credits each quarter unless they have advisor permission.

Plan on 2 hours of study and homework for each credit of a course, per week. For example, 8 hours per week for every 4 credit class plus the 4 hours of class time = 12 hours per week. The maximum credit load for a graduate student is determined in consultation with the student's

advisor, within the policies set by the Registrar. Financial aid defines full-time graduate student enrollment as 8 credits, half time as 4 credits, and 5-7 credits as three-quarters time.

If you plan to pursue a post-Master's or Ph.D. program, you may want to seek specific advising regarding your choice of electives. Depending on your interests, you may be advised to complete additional research, independent study and writing studies with the goal of both preparation for the rigors of post-Master's programs and publication of one or more papers.

Following is a summary of the Plan of Study process:

- Must be on file with Graduate School after first quarter of study
- Financial Aid reviews plans and will limit aid to approved coursework
- No more than 10 credits of 400 level courses allowed on a graduate plan of study
- Only 400, 500 and 600 level credits are allowed on a graduate plan of study
- Limit of 12 quarter credits of transfer work (internal or external); see following section about transfer credits (these credits cannot be used as part of another degree)
- From your student email account, fill out the [Plan of Study esign form](#) and email to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). After you submit your Plan of Study esign form, the system will generate an email to your student account with a link to this esign form - be sure to **save this email**. This will be very helpful to you throughout your program, as you will always have a link to view/print your original Plan of Study.
- When the AHE Program Staff receives your form, the receipt date is recorded and the form forwarded to the program director for approval and then submitted to the Graduate School.
- After review and approval, the Graduate School will lock the esign form which completes the process.

\*Please note: If a Plan of Study is not submitted at the end of the first quarter, the Graduate School will eventually place a hold on your registration account. As soon as a Plan of Study is submitted and approved, the hold will be removed.

### **Completion of Plan of Study Form**

Your Plan of Study must reflect a total of 52 credits composed of nine core/required courses (36 credits) and four elective courses (16 credits). From your student email account, initiate the [Plan of Study esign form](#) using the following guidelines:

- Fill out Section I of the form. List the Program Name but leave Specialization blank. Be sure to check the Option II–Non Thesis box.

- Then under Course and Credits, list your 36 credits of core (required) courses in the first and second columns: AHE 501 (4), IT 546 (4), AHE 554 **OR** AHE 555 (4), AHE 571 (4), AHE 576 (4), AHE 577 (4), AHE 580 (4) AHE 588 (4) and AHE 592 (4).
- Then list your four elective courses (16 credits) in the second column. For more information on course content, refer to [AHE Course Descriptions](#).
- For any credits approved for transfer or any AHE course credits taken as a non-matriculating student prior to admission, you can list these under Section II: Transfer Work on the form.
- The credits on your form for Section I and Section II must total 52 credits to meet your degree requirements for graduation.
- View a [Sample Plan of Study](#) form.

After completing the esign form, scroll down to the bottom of the form and enter [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu) in the Email To: field, and then click Submit. The form will start a Signatures table so you can track where your form is sent, who signs the form and the date they approve it. After you submit your Plan of Study esign form, the system will generate an email to your student email account with a link to this esign form - be sure to **save this email**. This will be very helpful to you throughout your program, as you will always have a link to view/print your original Plan of Study.

### **Amendment to Graduate Plan of Study**

- Use this esign form to reflect any elective course changes you are adding or dropping from your original Plan of Study; just be sure to keep your total elective credits at 16.
- Students on VA Funding must submit an Amendment to Graduate Plan of Study for approval **before** registering for the elective course they want to change.
- For all other students, an esign Amendment form can be submitted two quarters before graduation for any elective course changes.
- From your student email account, fill out the [Amendment to Graduate Plan of Study esign form](#) and email to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu).

### **Transfer Credit Request**

You cannot transfer any 400 level credits that were used as part of your undergraduate degree. Any transfer credits must meet the following Graduate School criteria to be eligible for transfer:

- Transfer work must have been completed no more than 3 years before your official admission quarter.
- Limit of 12 quarter credits (6 semester hours) can be transferred into the AHE program (these credits cannot be used as part of another degree).
- Coursework must be graded “B” or better.
- Acceptable to the granting institution for its master’s degree.
- Meets the requirements and conditions of approved courses offered by WWU (credits for workshop courses with collapsed/shortened timeframes are not eligible for transfer).
- Same limits apply to WWU coursework taken before start of graduate program (as a non-matriculated student).

Secondly, if your transfer credits are eligible for transfer, then follow the appropriate guidelines.

### **Internal (WWU) Credits:**

- Email your advisor (with cc: to AHE Program staff) requesting the course credits be transferred into your program and **attach the syllabi for the transfer course(s)** (not necessary for transfer of TESOL courses). Your advisor will review and notify you if the transfer credits are approved and if they can substitute for certain AHE course(s). The total number of credits required for the degree must still be met.
- After advisor approval, if you have not yet submitted your Plan of Study, list these credits on your Plan of Study esign form under Section II: Transfer Work and email your esign Plan of Study form to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu).
- For any AHE course credits taken as a non-matriculating student prior to admission to the program, list these under Section II: Transfer Work on your Plan of Study form.

### **External Credits:**

- For external transfer credits, email your advisor with a cc: to AHE Program staff requesting the course credits be transferred into your program and **attach the syllabi for the transfer course(s)**. Your advisor will review and notify you if the transfer credits are approved and if they can substitute or waive certain AHE course(s).
- After advisor approval, if you have not yet submitted your Plan of Study, list these credits on your Plan of Study esign form under Section II: Transfer Work and email your esign form to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). If you did not email **the transfer**

**course syllabi** to the AHE staff before, then be sure to email them at this time or attach them to the esign form.

- After advisor approval, if you have already submitted your Plan of Study, then fill out an [Amendment to Plan of Study esign form](#) and email to [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). If you did not email **the transfer course syllabi** to the AHE staff before, then be sure to email them at this time or attach them to the esign form.

Example:

John completed two courses at a British Columbia University a year prior to applying and being admitted to the AHE program at WWU. The courses he completed seem comparable in content and workload to some AHE course descriptions, and he wants to find out if he can transfer these credits in order to avoid duplicating his efforts. John reviews the WWU Graduate School criteria for transfer credits and these credits meet the criteria. John emails his AHE advisor requesting to transfer these external credits into his program and attaches the syllabi for the two courses. John's advisor agrees that the two proposed BCC courses are appropriate substitutions for AHE elective courses. Since John has already submitted his Plan of Study, he fills out a Transfer Credit Request form and emails the form and the course syllabi to the AHE Program staff. Once the Graduate School has approved the transfer request, then John can submit an Amendment to Plan of Study esign form to amend his original Plan of Study to reflect these course changes in his AHE program.

## Graduation/Degree Completion

The master's degree is earned at the end of the quarter in which the student has completed all degree requirements and has filed the [Application for Degree esign form](#).

- Review current [Degree Completion Deadlines](#).
- If you have made changes/substitutes for the elective courses listed on your original Plan of Study, submit an [Amendment to Plan of Study esign form](#) to AHE Program staff.
- Then submit an [Application for Degree esign form](#) (Blue Card) to the AHE Program staff by the end of the quarter before you want to graduate. Your student account will be charged a non-refundable graduation fee (approximately \$40) each time a degree application is processed.

- NOTE: If you are planning to graduate and have a K (Incomplete) grade, all outstanding assignments need to be submitted to instructors for grading by the middle of the quarter you are graduating. This allows time to grade assignments and replace K grades with letter grades before the Graduate School deadline.
- Degree Recommendation (White Card): After advisor approval, this esign form is submitted by the AHE Program Staff to the Graduate School for the quarter of your graduation (after any K grades have been removed and all degree requirements have been met).
- Continuous Enrollment (GRAD 699): You must be enrolled at Western the quarter in which your degree is awarded. If you do not have any more coursework to complete but need to stop out before you graduate, you will need to register for GRAD 699 Continuous Enrollment (cost is \$50) for each quarter besides summer that you stop out of the program, unless you are a WWU employee tuition waiver student. The quarter(s) you are not enrolled still count towards the five year limit on degree completion.

## **Commencement/Diploma**

Students participate in the commencement ceremony for the quarter in which degree requirements are met. Refer to the Registrar's Office webpage for [Commencement details](#). For graduate students, the diploma is to be mailed approximately one to two weeks **after** commencement when all degree requirements are met and the degree is posted to the transcript. It will be mailed to the address you indicated on your Application for Master's Degree esign form.

## **Student Support Services**

View the [AHE Campus Support Services video](#) and refer to the [WWU Campus Support Services and Resource Guide](#) to learn more about campus support services for students. Following are descriptions and links of some support services available:

### [Academic Technology and User Services \(ATUS\) Help Desk:](#)

The ATUS Help Desk personnel provide professional computer assistance via the web, email, telephone, or in-person. We will either resolve your problem, research it and report back to you, or escalate it to the appropriate staff member for resolution.

### [Counseling Center:](#)

Western Washington University's Counseling Center staff is available to assist you with the life problems and emotional concerns that may arise while you are a student here at Western. We are fully experienced with common psychological concerns such as depression, bipolar disorder, anxiety disorders, attention deficit disorder, and eating or body image issues.

### [Disability Access Center \(DAC\):](#)

The Disability Access Center is privileged to partner with more than 800 qualified students with disabilities at Western Washington University. Our primary mission is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by Western Washington University.

### [Learning Commons:](#)

The Learning Commons brings together resources and programs to advance teaching and learning, online and across the physical space of Western Libraries.

### [Research and Writing Studio:](#)

Connect with research and writing assistants. Discover resources and tips for research and writing. Just show up, find a work area, and get cracking on a project. An assistant will check in with you periodically to answer questions as they arise while you work. There are no appointments and you don't have to sign up! You can also use the Studio online, as all our great services are also available virtually.

### [Student Technology Center:](#)

The Student Technology Center supports the advancement of student knowledge of technology from fundamental skills to advanced applications. The STC is a place where students attend workshops, schedule peer tutoring, and make use of manuals, tutorials and other advanced equipment and software to promote their learning. Working with faculty from all disciplines, the STC compliments Western's curriculum by offering training in support of course requirements.

### [Student Health Center:](#)

The Student Health Center is a primary care medical clinic with a specialty in college health providing a broad range of affordable health care to eligible students. We are staffed by a team of physicians, nurse practitioners, registered nurses, and support staff. We educate and assist students with preventive health care, as well as evaluate, diagnose and treat physical

and mental health concerns, illnesses and injuries, thereby minimizing their impact on academic progress.

## **Professional Standards for Behavior and Communication**

### **Essential Functions for Students in Dept. of Health and Community Studies**

#### ***Introduction***

The Department of Health and Community Studies at Western Washington University offers a Bachelor of Arts in Human Services, a Bachelor of Science in Nursing, a Master of Education in Adult and Higher Education, and a Master of Arts in Rehabilitation Counseling. The curriculum in each program is designed to support student attainment of the knowledge, skills, and dispositions to meet the national, regional, and local professional standards.

All programs offer a rigorous curriculum that places demands on students during their academic preparation designed to be comparable to the intellectual and professional demands that a graduate will experience during their early years as a practicing professional. The programs prepare students to enter the profession as a generalist with the knowledge, skills, and dispositions to successfully perform all the required functions associated with the role of entry-level professionals.

#### ***Essential Functions***

Essential functions are the basic activities that a student must be able to perform to complete the curriculum. All individuals, including persons with disabilities, who apply for admission to any of the programs, must be able to perform essential functions in both classroom and field placement/practice settings. Students must be able to perform the programs' essential functions either with or without reasonable accommodations to be considered for program admission, retention, and graduation.

Each program has the ultimate responsibility for: the selection and admission of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and the criteria for successfully completing the degree.

Faculty, staff, and field/practice supervisors have a shared responsibility for the welfare of individuals who are served by students enrolled in the program. The program is responsible to its partner agencies and to the people they serve to assure that graduates are fully competent generalist professionals who work towards the well-being of individuals and who are capable of delivering quality services in an effective and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the cognitive ability, integrity, compassion, and physical and emotional capacity necessary to practice as a professional.

### **Accommodations**

The Department of Health and Community Studies, as part of Woodring College of Education at Western Washington University, is committed to the principle of equal opportunity. The University, College, and Department do not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), sexual orientation, disability, age, veteran status, sexual orientation, gender identity or expression, or marital status. When requested, the University will provide reasonable accommodation to qualified students with properly verified disabilities.

The Department has established academic standards and minimum essential requirements that must be met with or without reasonable accommodations to participate and graduate from the programs. The disAbility Resources for Students office will determine reasonable accommodations. Prior to entering the program, it is the responsibility of individual students, when applicable, to request accommodations from the disAbility Resources for Students office that they feels are reasonable and are necessary to execute the essential functions described below. It is also the responsibility of the student to review this on a quarterly basis to ensure meeting all of the essential functions.

### **The Department of Health and Community Studies**

The programs offered by the Department of Health and Community Studies at Western Washington University endeavor to select applicants who have the ability to become competent professionals. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement, but also on non-academic factors that serve to ensure that the student can complete the essential functions of the academic and field study program required for graduation. *Essential functions, as distinguished from academic standards, refer to those abilities that are necessary for satisfactory completion of all aspects of the curriculum by all students, and the development of professional attributes that meet professional standards, in both electronic and in-person environments.* The Essential Functions required by the curriculum are in five areas: 1) **communication**, 2) **cognitive/sensory**, 3) **behavioral/emotional**, 4) **professional** and 5) **ethical**.

<b>Essential Functions for students of Western Washington University's Department of Health and Community Studies</b>	
<b>Communication</b>	The student must be able to accurately, effectively, and sensitively communicate information through language, reading and writing in English, and possess prerequisite computer literacy skills. Information may need to be communicated across a wide variety of communicative

	<p>partners including but not limited to students, faculty, field supervisors, clients, families, and others in a comprehensive manner and under conditions where time may be limited.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Makes relevant comments and appropriately participates in class</li> <li>• Uses professional conventions in written and verbal communications</li> <li>• Addresses concerns regarding classes, assignments, instructors, practicum/internship placements, etc. in a professional manner with the appropriate individual</li> <li>• Builds effective and professional rapport with peers in the classroom, professionals in agencies/community, and instructors</li> <li>• Displays a positive attitude</li> <li>• Uses active and reflective listening to ensure effective collaboration, problem-solving, and decision-making</li> <li>• Respects others' privacy and personal boundaries</li> <li>• Presents ideas and suggestions clearly and in a positive, non-confrontational manner</li> <li>• Listens in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences</li> <li>• Communicates with people from diverse backgrounds in a culturally responsive manner</li> <li>• Demonstrates a willingness and the ability to give and receive feedback</li> <li>• Displays social skills necessary for establishing professional rapport in settings on campus and in the professional settings (e.g., voice tone and volume and language usage)</li> </ul>
<b>Cognitive/Sensory</b>	The student must have the cognitive and intellectual abilities necessary to master relevant content in academic

	<p>and field-based courses at a level deemed appropriate by the faculty, professional staff, and professional standards.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Makes an independent attempt to answer questions</li> <li>• Seeks advice and information from appropriate resources</li> <li>• Independently seeks and locates needed resources</li> <li>• Seeks opportunities to learn new skills</li> <li>• Demonstrates a variety of quality research skills</li> <li>• Comprehends, memorizes, analyzes, and synthesizes qualitative and quantitative information</li> <li>• Interviews and interacts with individuals in field placement/practice settings</li> <li>• Acquires information presented through classroom demonstrations</li> <li>• Acquires information presented through experiences in the practicum, internship, and practice components of the program</li> </ul>
<p><b>Behavioral/Emotional</b></p>	<p>The student must possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and appropriate professional behavior.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperates in group activities by contributing equitably to group effort</li> <li>• Acknowledges differing perspectives of individuals including people from diverse cultures and experiential backgrounds with empathy and understanding of differences and opinions</li> <li>• Conducts self in a calm and rational manner</li> <li>• Assumes personal responsibility for actions and decisions</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintains mature, sensitive, and effective relationships with clients, coworkers, supervisors, classmates, faculty, staff, and other professionals under all conditions including highly stressful circumstances</li> <li>• Functions effectively under stress and adapts to environments and systems that may change unpredictably without warning</li> <li>• Takes appropriate initiative to solve problems in a timely manner, such as talking with an instructor</li> <li>• Demonstrates self-control in all classes, meetings, and interactions with peers and instructors</li> <li>• Plans and prepares in advance of class, appointments with instructors, and practicum, internship, and practice activities</li> <li>• Submits assignments on time and follows submission guidelines</li> <li>• Attends class and is punctual in class and in the practicum, internship, and practice setting</li> <li>• Contacts site supervisor in the event of absence or tardiness and makes up any missed time according to practicum, internship, and practice expectations</li> <li>• Adjusts behavior(s) based on feedback given by instructor(s) or practicum, internship, and practice supervisor(s)</li> <li>• Responds to feedback with a positive, open-minded attitude and does not become defensive or make excuses for performance or behavior</li> <li>• Follows up with instructor or site supervisor after feedback has been given to check one's own progress or status</li> </ul>
<p><b>Professional</b></p>	<p>The student must possess the ability to reason judiciously and act professionally as a student-professional.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Learns and follows professional standards of practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses respectful language and manner regarding peers, instructors, site supervisors, clients, and community members</li> <li>• Behaves honestly in all interactions with peers, instructors, site supervisors, clients, and community members</li> <li>• Collaborates and draws upon professional colleagues to generate ideas for growth as a professional</li> <li>• Makes use of feedback from professional colleagues to support development as a professional</li> <li>• Meets expectations of scheduled commitments</li> <li>• Demonstrates professional responsibility, conduct, productivity, and effort</li> <li>• Adheres to established professional standards for dress and grooming in both class and in the field</li> </ul>
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<p><b>Ethical</b></p>	<p>The student must conduct themselves in an ethical manner with peers, instructors, practicum, internship, and practice site supervisors, clients, and community members.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Understands all professional, legal, and ethical responsibilities and policies</li> <li>• Refrains from any form of behavior that is meant to threaten or intimidate a member of the university community based on their group identity or membership</li> <li>• Complies with the <a href="#">WWU Student Rights and Responsibilities Code</a>, which includes the policy on illegal possession and/or use of alcohol and drugs</li> <li>• Complies with WWU <a href="#">Academic Honesty Policy</a></li> <li>• Adheres to the ethical standards as defined by program of study</li> <li>• Gives credit to others when using their work</li> </ul>
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	<ul style="list-style-type: none"> <li>• Keeps all client information confidential in all settings including the university, community, and online environments.</li> <li>• Uses appropriate procedures when working with client records and other privileged information</li> </ul>
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***Examples of Unprofessional Behavior***

Unprofessional behavior(s) that violate academic professional expectations will be addressed and may result in an immediate case conference. Examples of unprofessional practice include, but are not limited to, the following:

- Behaves disrespectfully to staff, faculty, site supervisors, or peers (e.g., eye rolling, sarcastic comments, blaming others, pejorative jokes)
- Gossips, spreads rumors, or speaks negatively to peers, instructors, site supervisor, clients, or community members, either in-person or in online settings.
- Exhibits excessive emotional behavior
- Requires or makes requests for excessive assistance or support by staff, faculty, peers, or site supervisors

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## Credits

The first draft of this handbook was compiled by students in Dr. Sondra Cuban's AHE 578 Program Planning course during winter quarter 2013. The following students made contributions to the project:

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- Elaine Mehary
- Melanie Willden
- Cameron Wuhr

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