

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



*\*All students receiving this Handbook are required to be compliant with the Essential Functions of the HCS Department. This Handbook is posted at:*

<https://wce.wvu.edu/ahe/orientation>

**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 program (AHE) 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 quarter every course is delivered with two Saturday face-to-face (F2F) residential sessions on the Bellingham campus with the rest of the course taught online---what is referred to as hybrid or “blended learning.” All courses are taught in proportion of two Saturday face-to-face sessions with eight 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, Zoom and face-to-face).

## **Objectives**

### ***Mission***

It is the mission of the Adult and Higher Education program (AHE) 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 elective

topics 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**

The Orientation sessions are **mandatory for new students** and occur in two sessions; an online Zoom session the day before Fall or Spring quarters begin and then a one hour face to face session held on the first Saturday residential meeting of the quarter. The online Orientation session is an opportunity to ask faculty questions about the program, do a practice session on DegreeWorks to create your Plan of Study and learn about some Campus Services. The face to face Saturday Orientation session will include an icebreaker to meet other new students, an overview/philosophy

of the AHE Program and will end with Q & A. 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 email from AHE faculty and staff confirming the day/time and location for the Orientation session(s), as well as information about parking.

In anticipation of starting coursework:

- Review [Registration Information](#) 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 – [review Canvas videos](#).
- Make sure you have the right equipment: you will need access to a computer with a high-speed internet connection, a webcam and possibly a headset with microphone.

## **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 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 the program's growth and development. Please feel free to become active in the AHE Graduate Student Advisory Committee (**GSAC**)---this is a student advisory group that is an important part of the community of AHE.

## Admission and Registration

After admission to the program, you will receive a quarterly registration email from the AHE staff informing you that registration is open for the upcoming quarter. It also notifies you of the upcoming Saturday date when all AHE classes will begin and has links to registration information, schedules, and textbooks. As a new student to WWU, you'll need to set up your new universal account password and configure your multifactor authentication options to [get connected](#) with Western technology (myWestern, Web4U, Office 365 Email, OneDrive, 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 available. 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, if you are thinking about forwarding your *myWestern* email to a personal email account, consider [these suggestions](#).

Newly admitted graduate students must register for at least one course their first quarter. 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 [Browse Classes](#) to view course information each quarter or view the quarterly [registration schedule](#) on the AHE website once it is posted (textbook information will also be posted on this webpage). Also at the bottom of this webpage, you can find the link to the yearly [AHE Course Offerings Schedule](#), along with other helpful links.

Registration is completed online by logging into [MyWestern](#) with your universal login and password and selecting the Web4U icon at the top of the page. On the next page, select the Students tab on the top ribbon, then select Registration, and then Register for Classes. You can register by entering the CRN (Course Reference Number) for the course(s) you choose from the quarterly [registration schedule](#) posted on the AHE website. 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.

Occasionally, extenuating circumstances may justify a short extension to this five year limit. To request an extension:

- Email your advisor to schedule a meeting to explain/discuss the need for an extension
- If advisor agrees, draft a Timeline of Completion for your program
- Your advisor will email your request for an extension and Timeline of Completion to [gradschool@wwu.edu](mailto:gradschool@wwu.edu) for final approval

Students who reach the five year time limit and do not have an approved extension will be withdrawn from the Graduate School.

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

Graduate students must maintain continuous enrollment from their first quarter of registration until completion of all degree requirements. Continuous enrollment is defined as registering for at least one credit in all academic quarters (excluding summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

- Students who have not completed all degree requirements and are not currently registered for any credits will be required to register for GRAD 699, Continuous Enrollment, every quarter (excluding summers) until all degree requirements are completed. GRAD 699 is non-graded.
- Students who maintain Continuous Enrollment will be allowed to complete their degree under the policies and requirements in place at their date of matriculation.
- Registration for GRAD 699 maintains many privileges associated with full or part time university enrollment, such as access to Western Libraries, technology, and research facilities.
- Registration for GRAD 699 does not meet minimum enrollment requirements for Financial Aid, student employment, or status as a Teaching or Research Assistant.
- WWU employee waivers in pursuit of their graduate degree are exempt from the Continuous Enrollment requirement.

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 so you can register for GRAD 699 Continuous Enrollment (cost is \$50). 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 [Browse Classes](#) 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. After being gone for more than two quarters, when you return to the program, you will need to submit a Returning Graduate Student Application (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.

### **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 quarters you are not enrolled still count towards the five year limit on degree completion.

### **Breaks in Enrollment (Returning Graduate Student Application)**

Students who fail to maintain Continuous Enrollment or receive approval for a Leave of Absence must fill out and submit the Returning Graduate Student Application (cost is \$100) when they return to the program. Be sure to email the AHE Program staff for more instructions/info if you want to return to the program and need to do this application. 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 and fees are posted [here](#). To contact the Student Business Office, call (360) 650-3470 or email [sbo@wwu.edu](mailto:sbo@wwu.edu).

## Tuition 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 [WA state employee 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 and understand how many credits are allowed each quarter with your waiver. (**Note:** AHE 592 Field Experience is a required course and is **NOT** eligible on tuition waivers so students need to plan to pay out of pocket 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 [Registrar.Office@wwu.edu](mailto:Registrar.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 [Browse Classes](#) to view course information to fill out their waiver form. WWU employee tuition waiver students cannot register for courses until the **first** day of each quarter; state employee 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

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 degree work. For financial aid students taking two courses a quarter in AHE, it is your responsibility to keep track of your elective courses and take **no more than the three** AHE 518s needed to graduate (12 credits total). As you progress through your program, there may be a quarter you can only take one course and receive part time aid. **NOTE:** If you register for extra elective credits, you take the risk of running out of financial aid. It is highly recommended that you DO NOT take AHE 518 in the summer. You can take other courses in the summer but it would be easier on your pathway if you only take AHE 518s in the academic year. Again, you should not be accumulating extra elective credits over and beyond the needed 12 credits. For more information on financial aid, visit the [WWU Financial Aid Department Website](#).

### Scholarships

There are three scholarships available each year specifically for 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 and how to apply. 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 sometimes will offer 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 15 hours per week for the academic year (fall, winter and spring quarters) if they receive the standard annual workstudy award for graduate students. 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 **two mandatory Saturday face-to-face (F2F) residential sessions that all students are required to attend**. The only students allowed to attend F2F sessions virtually (online) have an approved DAC (Disability Access Center) accommodation, which is very rare. Failure to attend any scheduled F2F sessions without an accommodation will result in a review of a student's status in the program. Any student who cannot attend one or both residentials for the quarter will have to stop out for the entire quarter. This is because the AHE program values the building of a community in each course. Students should plan ahead and expect to attend the first Saturday of each quarter as a face-to-face session for their course(s) from 12-5pm. The second Saturday F2F session will be at the end of the quarter. For planning purposes, students will be provided all the Saturday dates for each year well in advance. The enforcement of the mandatory attendance policy is so that the program has strong accountability mechanisms for its status as a state-funded program operating on the Bellingham campus. Also, please refer to the Incomplete (K) Grade policy 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 ten core/required courses (40 credits) and three elective courses (12 credits). The core courses are AHE 501, IT 546, AHE 555, AHE 571, AHE 576, AHE 577, AHE 580, AHE 581, AHE 592 and AHE 588. The first nine (9) core courses need to be completed **before** you take the last core course, AHE 588, at the end of your program. Also AHE 592 Field Experience is not taken until your second year in the program. 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 and will have two mandatory Saturday face-to-face residential sessions on campus each quarter with the rest of the course delivered online. The first Saturday of each quarter will be the first F2F session of all courses from 12-5pm. The second Saturday F2F session will be at the end of the quarter. For planning purposes, students will be provided all the Saturday dates for each year well in advance.

You will have an opportunity to develop a Plan of Study for your program using [Degree Works](#) at the New Student Orientation and then you should arrange to meet with your advisor during your first quarter or in the beginning of your second quarter to finalize it. Students are advised to take

core/required courses first (except AHE 588) and then take your elective credits, unless you are taking two courses per quarter (you could then take one of each.) You should have nine core courses finished before taking your last core class, AHE 588, towards the end of your program. At least two core courses are offered during fall, winter, spring and summer quarters. For your elective credits, the AHE 518 Current Issues course is offered each quarter under a different topic and is repeatable. You are allowed to choose the topics you are interested in and can repeat this course several times until your elective credits are fulfilled. For upcoming AHE 518 topics, refer to the annual AHE Course Offerings schedule posted on the AHE website at the bottom of the [Registration Info](#) webpage; also refer to the section below on Plan of Study.

## Prerequisites in AHE

The following required core courses have a prerequisite sequence or are recommended “prior to” another course:

AHE 501 Understanding Educational Research – AHE 581 **recommended** prior to or permission of instructor.

AHE 571 Research and Evaluation Methods – **prerequisite of AHE 501** needed prior to or permission of instructor.

AHE 580 Teaching and Instructional Design – AHE 577 **recommended** 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. Students should be in final two quarters of their program and will need to request an override to register for this course.

## Course Descriptions

Core/Required Courses (40 credits):

### AHE 501 Understanding Educational Research

4 credits

*Prereq: Admission to AHE program or permission of instructor. AHE 581 recommended prior to AHE 501.* 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 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 recommended 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 581 Readings in Adult and Higher Education

4 credits

*Prereq: Admission to AHE program or permission of instructor. AHE 581 recommended prior to AHE 501.* This is a supervised study involving readings and discussions on topics in the fields of adult education, higher education, and human services.

AHE 588 Portfolio and Applied Research Proposal

4 credits

*Prereqs: Admission to AHE program or permission of instructor. AHE 501, IT 546, AHE 555, AHE 571, AHE 576, AHE 577, AHE 580, AHE 581 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 (12 Credits):

Listed below are elective courses offered by the AHE program. The AHE 518 Current Issues course is offered each quarter under a different topic and is repeatable. You are allowed to choose the topics you are interested in and can repeat this course several times until your elective credits are fulfilled.

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 under different topics.

AHE 500 Directed Independent Study

4 credits

*Prereq: Admission to AHE program or permission of instructor.* An individualized course of study not available through or replacing existing curriculum, to be arranged between one matriculating student and sponsoring faculty member. All academic policies and registration deadlines apply.

**Note:** *Independent Study is **not eligible on tuition waivers** and is offered for fall, winter and spring quarters only.*

AHE 691 Research Seminar

4 credits

*Prereq: Admission to AHE program or permission of instructor.* An individualized graduate research project to be arranged between one matriculating student and sponsoring faculty member. All academic policies and registration deadlines apply. S/U grading. **Note:** *Research Seminar is **not eligible on tuition waivers** and is offered for fall, winter and spring quarters only.*

## Course Repeats

Graduate students may repeat a course in order to earn an acceptable grade. However, the repeat policy is different than the policy for undergraduates and the original grade will not be replaced. All original and repeated courses will be averaged into the cumulative GPA.

## Field Experience

What is a Field Experience? A field experience is an experiential learning opportunity in which each student designs and implements a learning experience of value to one's professional and academic goals. The structure of the field experience ranges from a structured internship in an organization, to a focused project such as the development of a manual or curriculum, to an in-depth experiential examination of a topic of special interest. Like an independent study, the field experience is self-directed. The learning experience is given direction and clarity through the development of a learning contract at the outset of the field experience. Students work closely with faculty to plan the field experience and must have completed 4 core courses to be eligible to register for this course.

The field experience has several purposes:

- to learn about education and administration within a work setting,
- to augment and give depth to learning gained from coursework by applying it to an actual project,
- to design and implement a learning project to expand knowledge and skills in a new area, and/or
- to link theory and practice in order to strengthen oneself as an adult educator.

## Directed Independent Study

**NOTE:** *AHE 500 Directed Independent Study is **not eligible on tuition waivers**.* If you want to do a directed independent study/research project, you can contact your advisor and request to arrange a 4 credit AHE 500 Directed Independent Study. After your advisor agrees to the AHE 500, then fill out as much as you can on the [Graduate School Directed Independent Study Contract](#) esign form and submit it to the AHE staff. When the form is all filled out and ready, the AHE staff will forward the contract to your AHE 500 instructor. The instructor will review the project, determine if enough work is being done for 4 credits and then submit the esign form for processing. **Note:** Once the esign form is received by the Registrars Office, they will assign a CRN to the Independent Study and send it back to the AHE Staff. You will receive an email with the CRN so you can register for your AHE 500 Directed Independent Study.

## 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 Contract will list the outstanding assignments/work needed to complete the course and the student needs to approve this form and return it to the AHE staff. Beginning Fall 2023, students have **four months to complete the K grade**; otherwise the K grade will lapse to a Z, regardless of whether or not the student is enrolled for this entire period. These Z grades are computed as failing grades in a student's grade point average and may affect retention in the program. **NOTE:** If you are planning to graduate and have an Incomplete (K) 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: maximum of 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: Incomplete (K) grades lapse to Z (0.0) after four months.

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. Satisfactory (S) 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 reviewing your Plan of Study on Degree Works (see below), assistance with making decisions regarding elective courses, 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. If you plan to pursue a post-Master’s or Ph.D. program, you may want to seek specific advising. 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. 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 or email to make an advising appointment that can happen via Zoom, email, or telephone —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 (the advising session will be documented). An academic adviser can help with questions related to your plan, about how to plan your progression through the program, your career path and particular courses that might be best for your professional interests, and/or challenges you may be experiencing. During this session, the advisor will ask what s/he can assist you with in terms of the aforementioned items and if you have questions about academic issues. They can also talk with you about building a

professional network or gaining experience that will help you in your professional aspirations. The advising session can last anywhere from 5 to 30 minutes. Advising can happen all year round. All you have to do is send your advisor an email to start this conversation. You can also contact your advisor at any point on the Canvas advising forum or via email to ask for assistance on any matter related to your academic progress. After emailing [Sondra.Cuban@wwu.edu](mailto:Sondra.Cuban@wwu.edu) to schedule an appointment ahead of time – you can then use the following Zoom link:

<https://wwu-edu.zoom.us/j/94614804293?pwd=eUdXM3lLTEFGUG4yc3lNdXRJcng2Zz09>

### ***Plan of Study in Degree Works***

The AHE program is intentionally designed for full time working students. Nearly all AHE students take one course a quarter (since most are using their wwU and state employee tuition waivers) as a way to balance work and home obligations with coursework/study time (see following paragraph about hours of study and homework per course). However if students do need to take two courses a quarter, we will do our best to accommodate their schedule and will review each one on a case-by-case basis. To plan your program, you should first decide how many courses you will take each quarter. Then refer to the current [AHE Course Offerings Schedule](#) (linked at the bottom of this webpage). This schedule shows which quarter, weeknight and Saturday dates your course(s) will be offered. Beginning with your admission quarter, your advisor can give you a pathway for which course(s) to take each quarter. Students are advised to take required (core) courses first and then the AHE 518 elective credits under different topics. Also remember to take any prerequisite course(s) first (listed above). Courses that are “recommended prior to” another course (listed above) are not required to take in sequence but are just suggested prior to certain courses. Give careful consideration to when required (core) courses are offered, as most are only available once a year during certain quarters (i.e. IT 546, AHE 576 and AHE 581 are offered once each year in fall; AHE 501 and AHE 555 are offered once each year in winter; AHE 571, AHE 577 and AHE 588 are offered once each year during spring and AHE 592 is offered once each year in summer). The AHE 580 course is offered in both winter and summer quarters. The capstone core class, AHE 588, is offered once each year in spring quarter and should be taken as your last core class at the end of your program AFTER completing all other core courses. 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 course 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.

During your first quarter or the beginning of your second quarter, you should meet with your advisor to complete your plan of study in Degree Works (**Note:** Students on VA Funding must complete a plan of study at the beginning of their first quarter). Your Plan of Study allows you to map out the course(s) you will take each quarter to be sure you complete all of your degree requirements. Degree Works is an academic planning and degree progress tool that reflects your academic progress towards the completion of your program of study at Western. View the short [tutorial video](#) under Make a Plan on the Graduate School website and/or you can also refer to the [Degree Works Guide for Students](#). You can access Degree Works by selecting [Web4U](#), click on the Students tab, scroll down to Student Records, and then select Degree Works. Again, students are advised to register for required (core) courses FIRST before the AHE 518 elective topics, in order to build an academic and intellectual foundation for your studies (except for AHE 588). You should take all other core courses before taking AHE 588. For your elective credits, the AHE 518 Current Issues course is offered each quarter under a different topic and is repeatable. Refer to Coursework-Overview (above) for more detailed course information.

Other notes about the Plan of Study:

- Your Plan of Study is a total of 52 credits composed of ten core/required courses (40 credits) and three AHE 518 elective courses (12 credits)
- Financial Aid can review Plans of Study and can 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 allowed (internal or external); see following section about transfer credits (these credits cannot be used as part of another degree)

If you have a question about your schedule or what you should take next quarter, please contact your advisor. If you have a general program question, you can contact [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu). She also can direct you to other resources you might need (for example, how to get tech help).

## Transfer Credits

Coursework taken prior to formal admission to a WWU master's degree program, whether at Western or another accredited institution, can be considered for transfer credit if the following criteria listed below are met:

- A limit of 12 quarter credits
- Graded B, 3.0 or better
- Taken no more than three years prior to your admission quarter

- Acceptable to the granting institution for its master's degree (credits for workshop courses with collapsed/shortened timeframes are not eligible for transfer)
- Not used toward the completion of any other degree

Graduate Program Advisors may recommend accepting transfer credits on a case by case basis; they will need to review the syllabus for any external (outside WWU) or internal (WWU) courses to be considered for transfer. If transfer credits are approved, the advisor should enter a note in Degree Works with details.

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 and makes a note in Degree Works on his plan of study.

## Graduation/Degree Completion

The master's degree is earned at the end of the quarter in which the student has completed all degree requirements.

- The quarter BEFORE completion, submit your [Master's Degree Application](#) esign form to the AHE Program staff by the Graduate School degree completion deadline for your graduation quarter (refer to current [Degree Completion Deadlines](#)).
- Your student account will be charged a non-refundable graduation fee each time a degree application is processed.
- **NOTE:** If you are planning to graduate and have an Incomplete (K) grade, all outstanding assignments need to be submitted to instructors for grading by the middle of the quarter you are graduating. This allows time for assignments to be graded and for letter grades to be added for K grades before the Graduate School deadline.
- After advisor approval, the AHE Program Staff will submit the Degree Recommendation esign form to the Graduate School for the quarter of your graduation (after any K grades have been completed/letter graded and all degree requirements are met).

- Continuous Enrollment (GRAD 699): You must be enrolled at WWU 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 ( WWU employee tuition waiver students are exempt from this policy). The quarter(s) you are not enrolled still count towards the five year limit of degree completion.

## Commencement/Diploma

WWU celebrates its graduates with Commencement ceremonies twice per year at the end of Spring (June) and Fall (December) quarters. If you are pending for graduation at the end of Spring or Fall quarters, you will attend the Commencement ceremony at the end of the quarter for which you are pending graduation. If you are pending for graduation at the end of Winter (March) or Summer (August) quarters, you will have the option to participate in either the June or December ceremony, whichever works best for you and your family. Refer to Registrar's Office webpages [Commencement Eligibility](#) and [Commencement details](#). For graduate students, the diploma will be mailed approximately six to eight weeks **after** commencement when all degree requirements are met (grades are recorded) and the degree is posted to the transcript. It will be mailed to the address you indicated on your Master's Degree Application esign form.

## Student Support Services

View the [AHE Campus Support Services video](#) 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. They 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.

#### Research and Writing Studio:

Just show up, or use the Studio online, as all our great services are also available virtually. Connect with research and writing assistants. Discover resources and tips for research and writing. 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!

#### 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**

### **Protocols for Communicating About Problems**

If a student is experiencing problems within a course, the first person to go to is the Instructor, communicating via email, in-person, or phone. If the instructor is unable to resolve this problem, the student should communicate with either his or her advisor and/or the Director of AHE. Still, if the problem is unresolved, from there, the Chair of the HCS Dept is the next person for who the student should communicate. If the student does not feel comfortable communicating with, or resolving the issue, with the instructor, the student can simply go to the Director. The Director is the last line of contact for the student in the program to resolve issues and any problem will be treated with sensitivity and collaboration. If the student is experiencing problems within the program, not within a course, the student should talk to the Director directly about it as well as the Graduate Assistant. Other contacts for the students, to generate ideas for resolving conflicts or

communicating with instructors, would be the AHE Graduate Assistant and/or the student's advisor. Sherry Haskins, the program coordinator, can also provide students with contact information for the Chair, Dean, or other Woodring contacts as well as support services on campus if the student needs access to them. However, the chain of protocol, listed here, is important for the student to observe to ensure that the problem is resolved in the most direct manner possible.

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

### ***Introduction***

All AHE students receiving this Student Handbook are required to be compliant with the following Essential Functions of the Department. The Health and Community Studies Department 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>
<b>Behavioral/Emotional</b>	<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>
<b>Professional</b>	<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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<b>Ethical</b>	<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

## **University Academic Policies**

View the full content of WWU's [University Academic Policies](#) in the online [University Catalog](#).

## **Contacts**

Dr. Sondra Cuban, Professor  
Program Director, Adult & Higher Education  
Phone: (360) 650-2977  
[Sondra.Cuban@wwu.edu](mailto:Sondra.Cuban@wwu.edu)

Sherry Haskins, Program Coordinator  
Adult & Higher Education Program  
Phone: (360) 650-3190  
[Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu)

Graduate School  
Phone: (360) 650-3170  
[gradschool@wwu.edu](mailto:gradschool@wwu.edu)

## Credits

The first draft of this handbook was compiled by students in Dr. Sondra Cuban's AHE 578 Program Development course during winter quarter 2013.

Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. Inquiries may be directed to Civil Rights and Title IX Compliance, Title IX and ADA Coordinator, Western Washington University, Old Main 126, MS 9021, 516 High Street, Bellingham, WA 98225; [360-650-3307](tel:3606503307) (voice) or [711](tel:711) (Washington Relay); [crtc@wwu.edu](mailto:crtc@wwu.edu).

WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request an accommodation, please contact the Disability Access Center, Wilson Library 170, 360.650.3083 (voice) or 360.650.7175 (VP), [drs@wwu.edu](mailto:drs@wwu.edu). One week advance notice appreciated.

To request this document in an alternate format, please contact Sherry Haskins, Program Coordinator, Adult and Higher Education Program, at [Sherry.Haskins@wwu.edu](mailto:Sherry.Haskins@wwu.edu) or 360.650.3190.

**Revision 8-23-23**