Doctor of Psychology in Counseling Psychology (Psy.D.)

Psy.D.
Student Handbook

2010-2011 Academic Year

Mathew Nelson, Ph.D.
Dean, College of Social and Behavioral Sciences
csbs@northwestu.edu

Northwest University
College of Social and Behavioral Sciences
5520 108th Ave. NE
Po Box 579
Kirkland, WA 98083
425.889.5351
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Welcome & Introduction

Program Philosophy and Ethos – A Word from the Dean

A Word from the Dean:

The College of Social and Behavioral Sciences at Northwest University educates individuals to serve within the mental health and human services professions both locally and internationally. The College is home to the School of Psychology and the School of Global Studies, each providing education that is distinctly Christian.

The School of Psychology is built upon the integration of psychology, culture, and social justice. The School of Global Studies is designed to equip people from a wide variety of professions to work for social change and justice across cultural boundaries. With each degree program designed to espouse an ethos of care and service-leadership within the construct of globalization, the college offers both undergraduate and graduate programs in psychology and a graduate program in international care and community development. Students have the opportunity to participate in a wide variety of cultural immersion projects as well as both local and international internship placement sites. Whether working in after-care centers in Calcutta, a hospital in Morocco, or on aid boats on the Brazilian Amazon, international internships provide an opportunity to connect theory to praxis by responding to Christ’s call to the service, love, and care of those who are hurting. The college has a vibrant international student program as well as international partnerships with universities around the world. Students are exposed to internationally recognized leaders, speakers, and scholars in global mental health and community development.

An integration of cutting-edge technology allows for online global learning communities which interconnect the student to the global community regardless of the student’s location in the world. Whether serving locally or internationally, graduates of the College of Social and Behavioral Sciences are prepared to respond to the call of Christ through service-leadership in a rapidly globalizing world. We hope that you will consider joining us!

- Matt Nelson, Ph.D.

Dean, College of Social & Behavioral Sciences
A Notice to Students

Welcome to the Doctorate of Psychology in Counseling Psychology (Psy.D.) program in the College of Social and Behavioral Science at Northwest University. The development of students to become competent psychologists is of utmost importance to our faculty. Yet, success in this program is a joint effort between faculty and student. There are many factors that can prohibit students from earning a Psy.D. or becoming licensed psychologist in WA state. The faculty of the program cannot guarantee either graduation from the program or licensure from WA state. We will, however, make every effort to provide each student with every opportunity to accomplish their goals.

Students will be expected to reach a professional standard that exceeds passing grades and practica hours. The students’ emotional stability, interpersonal skills, maturity, and ethical conduct will also be evaluated. Faculty reserves the right to request a student to engage in psychotherapeutic counseling and may require counseling as a condition for remediation or re-admittance in the program.


I agree to adhere to all the policies in this handbook. I also agree to adhere to the ethics code of the APA.

X

Student Signature
Vision and Commitment

The College of Social & Behavioral Sciences’ passion for psychology, culture, and social justice complements and aligns with the vision of Northwest University to *Carry the Call*...

To *Carry the Call* with the Heart involves understanding various ways of life. It entails appreciating and valuing those who are different, and it requires connecting with people in ways that are meaningful to them. To touch the heart one must understand culture, for the heart is entwined with culture.

To *Carry the Call* with the Head suggests having a solid grasp on an area of expertise. In the field of psychology, it includes thinking critically, making decisions with authority, and accumulating a plentiful and available reservoir of knowledge. There is a strong foundation upon which to build in psychology.

To *Carry the Call* with the Hand is turning knowledge into power and living with conviction. With a passion for action, it is improving society, helping those who cannot help themselves, having compassion, and being Christ-like. To truly minister and offer healing, one must champion justice and embrace the disadvantaged through loving acts of social justice.

History of Northwest University

Northwest University was founded and opened to students on October 1, 1934. Originally known as Northwest Bible Institute, its institutional name was changed to Northwest Bible College in 1949, Northwest College in 1962, and to Northwest University in 2005. Each change represented a stage in its curricular development.

Academically, the university progressed from a three to a four-year curriculum in 1948, and in 1955 a Liberal Arts division was organized. Milestones of academic development and progress were marked by the achievement of professional accreditation by the American Association of Bible Colleges in 1953, and in 1973 by the granting of regional accreditation by the Northwest Commission on Colleges and Universities.

In 1958, the University secured a new thirty-five acre campus in Kirkland, in the greater metropolitan area of Seattle. Since then more than 21 acres have been added to make the present fifty-six acre campus. Located at 108th Avenue N.E. and N.E. 53rd Street, just 10 miles from downtown Seattle, the campus is an ideal setting for study, recreation, and inspiration.

In May of 1992, Northwest University became the eighty-fifth college approved for membership in the Council for Christian Colleges and Universities, an association of Christ-centered colleges and universities of the liberal arts and sciences.
History of the College of Social and Behavioral Sciences

In 1998 Northwest University began to offer an undergraduate major in Psychology. In 2001 The School of Psychology was opened, launching the first master’s degree at Northwest University – a Masters of Arts in Counseling Psychology. The College of Social and Behavioral Sciences was founded in 2007 which is home to the School of Psychology, the School of Global Studies, and the School of Social Work. The School of Global Studies, beginning in 2007, offers a Master of Arts in International Care and Community Development. The School of Psychology continues to offer both a Bachelor of Arts in Psychology as well as a Master of Arts in Counseling Psychology and in 2009 added an adult degree completion program that offers a Bachelor of Arts in Psychology. Northwest University’s first doctoral program also began in 2009 as part of the School of Psychology – offering a Doctor of Psychology in Counseling Psychology.

Accreditation

Northwest University is accredited by the Northwest Commission on Colleges and Universities (since 1973). The University is endorsed by the Alliance for Assemblies of God Higher Education and the Association of Christian Schools International.

The University is approved by the Federal and State Governments for student aid programs and for the training of international students. It is also approved by the State Approving Agency for the training of veterans under U.S. Code, Title 38, Chapters 30, 31, 32, 34, 35, and Title 10, Chapter 1606 and by Washington State for training in Vocational Rehabilitation. It is listed in the current bulletin, “Accredited Higher Education Institutions,” published by the U.S. Office of Education. Northwest University does not discriminate on the basis of sex, race, color, age, national or ethnic origin, or physical disability in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of sex, race, color, age, national or ethnic origin, marital status, veteran status, disability status, or any other basis prohibited by federal, state, or local law, in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college-administered programs and activities. Northwest is a drug and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups. Inquiries regarding Northwest’s policy and responsibilities should be addressed to the Executive Vice President.

This handbook is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this handbook shall not be construed to be an irrevocable contract
between the student and the University. Northwest University reserves the right to make any changes in the content and provisions of the handbook without notice.

Northwest University reserves the right to change the rules regulating admission to, instruction in, and graduation from the University, and to change any other regulations affecting the student body which shall apply not only to prospective students, but also to those presently matriculated in the University. Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502.

Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is found in this catalog.
Overview of Psy.D. Program

Model of Training

The Doctor of Psychology degree (Psy.D.) in Counseling Psychology at Northwest University prepares students to become psychologists with tangible knowledge and skills that can be used to serve the needs of others in a globally relevant and socially conscious manner. Using the practitioner-scholar model, we provide excellent training to equip psychologists with counseling, assessment and intervention skills leading to qualification for licensure as a psychologist. This applied program focuses on training skilled practitioners with a firm grounding and focus on scholarly research, discipline, and inquiry. Students learn to integrate a strong theoretical knowledge base with practical, theory-informed, evidence-based skills to provide psychological and counseling services. Our program has a unique emphasis on International Psychology with a model based on the passion to serve the global community. We do so with a heart for social justice and from a Christian worldview. Whether alleviating psychological suffering for those who reside in our own city, or developing services for the afflicted in Calcutta, we strive to equip our graduates to serve others with compassion and excellence.

Program Objectives

- To be well prepared to serve the local and global community as practitioner-scholars with demonstrated capability of integrating a strong theoretical knowledge base with practical, theory-informed, evidence-based skills to provide psychological and counseling services.

- To have heightened awareness and concern for social welfare, including a passion to serve those persons who have been disenfranchised, marginalized, and wounded by social injustice. Students will be equipped to professionally engage the complexities of a globalized world to serve these groups with sensitivity, competence, compassion, and care; each expressions of a service-oriented Christian worldview. There will be distinct opportunities to develop specialization in International Psychology with commensurate practica and internships that may involve international training and placement.

- To have a thorough understanding of ethical standards of the profession of counseling psychology as presented in the APA Ethical Principles for Psychologists and Code of Conduct, the APA Standards for Providers of Psychological Services, and the APA Standards for Providers for Educational and Psychological Tests. In addition, graduates will have an informed understanding of legal and economic issues that shape mental health practice.

- Be capable of state research in the social sciences, including contributions to the academic community that are scholarly, relevant, dynamic and creative.

- To be prepared for Washington State licensure as a psychologist, and to engage in practice in a variety of settings that may include independent and group practice, community clinics,
hospitals, community and public health agencies, church and para-church organizations, non-profit organizations, international mental health service organizations, entrepreneurial philanthropic settings, and mission settings. Graduates may also teach in a variety of academic settings.

Program Format

The Doctorate of Psychology in Counseling Psychology program uses a cohort system in which all entering students are grouped together and given nearly the same schedule of courses for the entire program. The advantage of this system is the support and openness it creates. The cohort becomes a valuable resource for several reasons: Students study together, encourage and assist one another when needed; and become comfortable with one another to the point of being able to discuss sensitive issues and share personal accounts. Since a higher level of openness is attainable, a higher level of learning can be reached.

Course Format

It takes five years to complete this degree with courses scheduled across three annual terms of approximately 15 weeks each. Classes are in session from the first week of September to the last week of July. There are one- to two-week breaks between each term. Classes usually meet two evenings per week and two weekends per month. Weekend classes are generally comprised of a Friday evening and a Saturday morning through afternoon. All courses will be completed during the first four years, and the fifth year will be comprised of a full-time internship placement.

Classes are scheduled in the evenings and on some weekends. However, this program is academically rigorous and requires considerable time outside the classroom devoted to assignments, as well as practicum and internship experiences. Each applicant should carefully consider if he or she can successfully complete this program with his or her lifestyle and commitments.

Program Curriculum

Overview

The Psy.D. degree is a five-year post-bachelor’s program designed to prepare the doctoral student to serve in diverse community settings as a counseling psychologist. The program focuses on theoretical and applied evidence-based scholarly literature and research. Emphasis is placed on international, multicultural, and social justice issues. Students build on their critical thinking skills and their understanding of diversity while acquiring, refining, and demonstrating doctorate-level skills as practitioners, researchers, and academics.

The program is organized as a year-round cohort system, with 119 credits required for graduation.

Classroom instruction is the focus of the first two years, along with opportunities for cultural immersion experiences in international settings. The doctoral practicum, along with instruction on
psychological assessments and intervention and prevention practices, are the foci of the third year. The fourth year includes dissertation work and a pre-internship. The fifth year is a yearlong internship. Overseas experiences are encouraged.

*Primary requirements for the Psy.D. Degree:*

1. 119 semester hours of coursework
2. Clinical Qualifying Examination
3. Doctoral Dissertation: There are options for a focused dissertation that is comprised primarily of one of the following:
   - Quantitative research;
   - Qualitative research;
   - Program evaluation;
   - Outcome study.

   The process will include a dissertation proposal, proposal defense, and dissertation defense to the respective dissertation committee. It is also required that the student formulates and deliver a presentation of the dissertation (e.g., publication, speaking engagement, formal report to a clinic or other agency).

4. Doctoral Practicum of at least 300 hours
5. The student will complete a Pre-Internship of at least 375 hours or up to 1500 hours
6. The student will complete an Internship of at least 1500 hours.
### PsyD – Course Sequence

**Year One**

#### Fall Semester: (10 credits)
- PSYC 7263 Research Methods 1 - Statistics ................................................................. 3
- PSYC 7502 Multicultural Issues in Psychology.............................................................. 2
- PSYC 7613 History of Psychology .................................................................................. 3
- PSYC 7252 Communication & Counseling Skills within Multicultural Contexts ........ 2

#### Spring Semester: (10 credits)
- PSYC 7273 Research Methods II-Quantitative & Qualitative Methodologies............... 3
- PSYC 7003 Theories of Personality ................................................................................ 3
- PSYC 7602 Advanced Lifespan Development ............................................................... 2
- PSYC 7202 Critical Thinking in Psychology, Culture, and Social Justice .................... 2

#### Summer Semester: (11 credits)
- PSYC 7283 Research Methods III: Techniques of Data Analysis ............................... 3
- PSYC 7403 Psychotherapeutic Systems ....................................................................... 3
- PSYC 7453 Psychopathology ....................................................................................... 3
- PSYC 7302 Group Counseling & Cultural Dynamics .................................................... 2

**Year Two**

#### Fall Semester: (11 credits)
- PSYC 7353 Biological Basis of Behavior I: Neuropsychology .................................... 3
- PSYC 8462 Advanced Psychopathology ...................................................................... 2
- PSYC 7653 Systems of Family Therapy ....................................................................... 3
- PSYC 7443 Social Psychology & Behavior ................................................................. 3

#### Spring Semester: (10 credits)
- PSYC 7412 Marriage and Couple Therapy .................................................................. 2
- PSYC 8353 Psychopharmacology ............................................................................... 3
- PSYC 7362 Counseling and Career Development ...................................................... 2
- PSYC 7143 Human Sexuality and Relationships ......................................................... 3

#### Summer Semester: (11 credits)
- PSYC 8023 Cognitive Affective Basis of Behavior ...................................................... 3
- PSYC 8103 Advance Psychology Law and Ethics ........................................................ 3
- PSYC 7552 Child and Adolescent Therapy ................................................................. 2
- PSYC 7763 Substance Addictions and Interventions .................................................... 3

**Year Three**

#### Fall Semester: (8 credits)
- PSYC 8773 Psychological Assessment I ....................................................................... 3
- PSYC 8123 Interventions & Practice I: Traditional Foundations & Practice .............. 3
- PSYC 7912 Doctoral Practicum I .................................................................................. 2
Spring Semester: (8 credits)
PSYC 8783 Psychological Assessment II.................................................................3
PSYC 8133 Interventions & Practice II: Global Opportunities & Responsibilities........3
PSYC 7922 Doctoral Practicum II ...........................................................................2

Summer Semester: (7 credits)
PSYC 8793 Psychological Assessment III ...............................................................3
PSYC 8242 Consultation in Health Delivery Systems & Supervision ....................2
PSYC 7932 Doctoral Practicum III ...........................................................................2

Year Four
Fall Semester: (9 credits)
PSYC 8912 Pre-Internship in Psychology I ..............................................................2
PSYC 7672 Globalization & Psychology ....................................................................2
PSYC 8732 Professional Practice Seminar I: Professional Standards ....................2
PSYC 8943 Doctoral Dissertation in Psychology I ....................................................3

Spring Semester: (9 credits)
PSYC 8922 Pre-Internship in Psychology II ............................................................2
PSYC 7622 Health, Healing, and Culture in Psychology ..........................................2
PSYC 8742 Professional Practice Seminar II: Efficacy of Interventions ................2
PSYC 8953 Doctoral Dissertation in Psychology II ....................................................3

Summer Semester: (9 credits)
PSYC 8932 Pre-Internship in Psychology III ............................................................2
PSYC 7312 Community Development and Psychology ............................................2
PSYC 8752 Professional Practice Seminar III: Special Topics ................................2
PSYC 8963 Doctoral Dissertation in Psychology III ....................................................3

Year Five
Fall Semester: (2 credits)
PSYC 8972 Internship in Psychology I ....................................................................2

Spring Semester: (2 credits)
PSYC 8982 Internship in Psychology II ....................................................................2

Summer Semester: (2 credits)
PSYC 8992 Internship in Psychology III ....................................................................2

Total Credits: 119
Course Descriptions

PSYC 7003 Theories of Personality. This advanced course is a survey of past and current theories of personality. In an integrative approach, this course will examine important elements of each theory. Consideration will be given for the application of these personality theories to the field of psychology.

PSYC 7143 Human Sexuality and Relationships. This advanced course considers the psychological, physiological, sociological, and cultural perspectives of human sexuality and relationships. Sexual terms, behaviors, and disorders are reviewed. The student is given the opportunity to apply the concepts through case vignettes and therapeutic role plays.

PSYC 7202 Critical Thinking in Psychology, Culture, and Social Justice. This advanced course encourages and initiates thought in the realms of psychology, culture, and social justice. Class sessions are composed of lecture and practice of critical thinking skills.

PSYC 7252 Communication & Counseling Skills within Multicultural Contexts. This course is a comprehensive overview of counseling skills, empathy training, and negotiating skills. It emphasizes the exploration of communication theory within diverse multicultural contexts.

PSYC 7263 Research Methods I: Statistics. This is a doctoral level course examining and understanding statistical methods that are used in the social and behavioral sciences. Statistical analysis procedures are explored and SPSS is employed as a research tool. Scientific ethics, especially those relating to human subjects, are given careful consideration. Additionally, the interpretation of statistical results is covered. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7273 Research Methods II: Quantitative and Qualitative Methodologies. This doctoral level course is a comprehensive overview of research in the social sciences; specifically as it relates the field of psychology. As a result of this course the student will have an understanding of the research methodologies for both quantitative and qualitative research. Scientific ethics, especially those relating to human subjects, are given careful consideration. Focus is given to methodologies and techniques as they relate to the doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7283 Research Methods III: Techniques of Data Analysis. This doctoral level course builds on the previous course, PSYC 7273 Research Methods II: Quantitative and Qualitative Methodologies, and explores the various techniques of data analysis for both quantitative and qualitative research. Scientific ethics, especially those relating to human subjects, are given careful consideration. The student is given the opportunity to employ various techniques of data analysis – especially as related to the student’s doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7302 Group Counseling and Cultural Dynamics. This advanced course provides an overview of the theory and dynamics of group counseling. Special emphasis is given to therapeutic settings and differences that exist within multicultural groups.

PSYC 7312 Community Development and Psychology. This course surveys the broad practice of community development as it relates to the field of psychology and mental health. The various ways that community development is defined and expressed in both local and global contexts are explored. Through case studies, the student will gain insight into the latest developments and creative approaches that characterize community development “success stories.”

PSYC 7353 Biological Basis of Behavior I: Neuropsychology. This advanced course helps the student understand the role physiology plays in psychology and human functioning, as well as the issues pertaining to the brain and behavior.

PSYC 7362 Counseling and Career Development. This course provides the student with an understanding of the various aspects of career counseling. This will include theory and application. Career counseling will be examined through the lens of psychology, culture, and social justice.

PSYC 7403 Psychotherapeutic Systems. This advanced course provides a historical overview of the various schools of psychology: psychodynamic, behavioral, cognitive, cognitive-behavioral, humanistic/existential, and other current therapies. The student is presented with theories and treatment interventions used in therapy.
PSYC 7412 Marriage and Couple Therapy. This advanced course provides a study in the area of marriage and couple therapy. Emphasis is placed on the assessment and evaluation of couples and their interactions.

PSYC 7443 Social Psychology and Behavior. This is an advanced course which seeks to examine the theories and methods of social interactions in the development of personal and group behavior. Emphasis is placed not only on predominately western theories of social interaction and behavior, but also upon social phenomenon as they occur in non-western and indigenous contexts. An examination of culture and its relationship to social interactions and behaviors is paramount in this course.

PSYC 7453 Psychopathology. This course focuses on the diagnosis and treatment of psychological disorders and how those disorders differ in various cultures. Emphasis is placed on the use of the current Diagnostic and Statistical Manual.

PSYC 7502 Multicultural Issues in Psychology. This advanced course examines the differences in psychology and human behavior among various cultures.

PSYC 7552 Child and Adolescent Therapy. In this advanced course, the student learns and applies therapeutic treatments available for children and adolescents. Focus is given to current interventions.

PSYC 7602 Advanced Lifespan Development. This advanced course is a comprehensive study of human development from conception through death. The interacting processes of physical, cognitive, social, emotional, and moral developments are examined. Special emphasis is placed upon interactions between culture and development.

PSYC 7613 History of Psychology. This course provides an advanced analysis of the development of clinical and counseling psychology and psychotherapy. Emphasis is given to the effects of specific historical antecedents on contemporary trends in psychology.

PSYC 7622 Health, Healing, and Culture in Psychology. This course considers issues of culture from a healthcare perspective, and looks at a number of non-western case studies in which practical issues illustrate and problematize the theories examined. In particular, attention is focused on how historically Western approaches to health translate (or don’t translate) in very different cultural contexts, especially as related to psychology. This course helps the student to become sensitized to fundamentally different, culturally contextualized conceptions of mind, body, and spirit.

PSYC 7653 Systems of Family Therapy. This advanced course provides a study of the major family system theories, as well as the theoretical and practical knowledge necessary for practicing family therapy.

PSYC 7672 Globalization and Psychology. This is a course that aims to position the student in the larger context of global systems, specifically as they relate to the field of psychology. The primary objective is to increase understanding of the interdependent world in which we live and the pervasive, unstoppable movement of globalization that characterizes it. The course also seeks to equip the student with some of the necessary cultural knowledge and empathy required to operate in the increasingly dominant “monoculture,” and at the same time to navigate (and value) multicultural distinctiveness.

PSYC 7763 Substance Addictions and Interventions. This advanced course looks at the psychological, physiological, and sociological components of addictions, placing emphasis on appropriate interventions, treatments, and prevention techniques across different cultures.

PSYC 7912 Doctoral Practicum I. The doctoral-level practicum is primarily designed to cover assessment, treatment planning, case management, and psychotherapeutic intervention with a focus of evidence-based practice. Small groups are designed to facilitate the personal, professional, and developing social justice worldview of doctoral students who are concurrently in practicum placements.

PSYC 7922 Doctoral Practicum II. Continuation of Doctoral Practicum I.

PSYC 7932 Doctoral Practicum III. Continuation of Doctoral Practicum II.

PSYC 8023 Cognitive Affective Basis of Behavior. This advanced course examines theories and issues in learning, memory, perception, cognition, thinking, motivation, and emotion as they relate to the professional practice of psychology. Additionally, culture is examined as it relates to the construction of cognition.
PSYC 8103 Advanced Psychology Law and Ethics. This advanced course presents the student with regulations, laws, and ethics relating to the professional practice of psychology. This course also helps the student think legally, ethically, and with good judgment.

PSYC 8123 Interventions and Practice I: Traditional Foundations and Practice. This course provides an in-depth understanding of the traditional forms of psychotherapy, and gives consideration to the ways in which foundation theories and methods have influenced more contemporary approaches. The student will explore some of the original writings of classical theorists. The student will be given the opportunity to practice these skills through case vignettes and role plays in the class environment, as well as utilize these interventions outside of the classroom in his or her respective practicum setting.

PSYC 8133 Interventions and Practice II: Global Opportunities and Responsibilities. This course provides an in-depth understanding of cultural psychology, cross-cultural psychology, indigenous psychologies, and international psychology. In addition, this class provides the opportunity to synthesize concepts in critical thinking and globalization and provides a platform for understanding global opportunities and responsibilities as relating to the professional practice of psychology and the development of the field of international psychology. Specific focus will be given to topics such as trauma and recovery, poverty, refugee populations, and marginalized people across cultures.

PSYC 8242 Consultation in Health Delivery Systems and Supervision. This course is designed to be essentially practical and to help the student in understanding and navigating health delivery systems both locally as well as extended to a global context. A variety of health delivery systems and corresponding case examples will be examined. Specifically, the student will gain an understanding of the interplay between systems; seeking to develop a collaborative and cooperative approach to healing.

PSYC 8353 Biological Basis of Behavior II: Psychopharmacology. This doctoral level course provides the student with an appropriate overview of psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, and interventions.

PSYC 8462 Advanced Psychopathology. This advanced course is a continuation of PSYC 7453, Psychopathology, and presents the student with the knowledge to make differential diagnoses using the current Diagnostic and Statistical Manual. Specific focus is given to case vignettes that demonstrate complex cases.

PSYC 8732 Professional Practice Seminar I: Professional Standards. This is the first of three courses in Professional Practice. This course is essentially practical and focuses on current professional standards and ethics as related to the professional practice of psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8742 Professional Practice Seminar II: Efficacy of Interventions. This is the second of three courses in Professional Practice. This course examines the efficacy of interventions and evidence-based practices as related to the field and practice of professional psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8752 Professional Practice Seminar III: Special topics. This is the third of three courses in Professional Practice. Special topics will be covered as relevant to the professional practice of psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8773 Psychological Assessment I. This course specifically examines those tests relating to cognitive assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.

PSYC 8783 Psychological Assessment II. This course builds upon PSYC 8773, Psychological Assessment I, and specifically examines those tests relating to personality assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.
PSYC 8793 Psychological Assessment III. This course builds upon PSYC 8773, Psychological Assessment I, and PSYC 8783, Psychological Assessment II, and specifically examines those tests relating to projective assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.

PSYC 8912 Pre-Internship in Psychology I. This course represents the first of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. The Pre-internship may include up to 1500 hours of supervised experience (to be completed by the end of Pre-Internship III).

PSYC 8922 Pre-Internship in Psychology II. A continuation of PSYC 8912

PSYC 8932 Pre-Internship in Psychology III. A continuation of PSYC 8922

PSYC 8943 Doctoral Dissertation in Psychology. Selection of a desired topic related to the profession of psychology and use of quantitative or qualitative methodologies to explore the issue, collect and analyze data, and disseminate results.

PSYC 8953 Doctoral Dissertation in Psychology. A continuation of PSYC 8943

PSYC 8963 Doctoral Dissertation in Psychology. A continuation of PSYC 8953

PSYC 8972 Internship in Psychology I. This course represents the first of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. The Internship must include at least 1500 hours of supervised experience (to be completed by the end of Internship III).

PSYC 8982 Internship in Psychology II. A continuation of PSYC 8972

PSYC 8992 Internship in Psychology III. A continuation of PSYC 8972
**Psy.D. Program Practicum, Pre-Internship, and Internship**

**Doctoral Practicum**

A doctoral practicum is required during the third year of the Psy.D. program (PSYC 7912, 7922 & 7932). This preliminary practical experience prepares the student for the fourth year Pre-Internship and the fifth year Internship. NOTE – Please see the Doctoral Practicum Handbook for a complete guide of the Doctoral Practicum procedures, guidelines, regulations, and corresponding forms.

- The student must receive approval from a committee made up of the Dean of CSBS, the Chair of CSBS, the Director of Clinical Training and the Dean of Student Affairs before applying for a Doctoral Practicum.
- It is the responsibility of the student to find an appropriate site that meets the Psy.D. program requirements and the WA state licensure requirements.
- The student must complete and submit a Doctoral Practicum proposal form found in the Doctoral Practicum Handbook.
- At a minimum, the doctoral practicum student must accrue 300 hours of direct-experience, 100 of which must be in supervision.
- The student must have an appropriate practicum supervisor. An appropriate supervisor is one who has adequate education, training and experience to supervise the student in the respective practicum site. Typically the supervisor should be licensed in the mental health field and hold at least a master’s level degree.
- A written plan of training between the student and the site supervisor with the specific objectives of the practicum and how the experience incorporates the ten components outlined in WAC 246-924-049 must be submitted and approved by the Dean of the College of Social and Behavioral Sciences before the hours can be counted.
- The experience must be organized, sequential, and compatible with the student’s expertise and program curriculum.
- The student is evaluated by both his or her faculty and site supervisor.
- If the student is employed at the practicum site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current experience builds on the previous experience.
- The student must attend the practicum classes and complete all of the assigned coursework. Classes are held in a small group setting and discussion of the student’s practicum experience will take place to ensure that the site supervisor is providing appropriate training.
Doctoral Pre-Internship

A Pre-Internship experience is required during the fourth year of the program (PSYC 8912, PSYC 8922, PSYC 8932) after the student has completed the doctoral practicum and before the student begins the Internship. The Pre-Internship experience prepares the student for the fifth year Internship. NOTE – Please see the Pre-Internship Handbook for a complete guide of the Pre-Internship procedures, guidelines, regulations, and corresponding forms.

- The student must receive approval from the a committee made up of the Dean of CSBS, the Chair of CSBS, the Director of Clinical Training and the Dean of Student Affairs before applying for a Pre-Internship.
- The student must complete all Doctoral Practicum requirements before seeking committee approval.
- The student must have received a passing Clinical Qualifying Examination score before seeking committee approval.
- The student must complete and submit a Pre-Internship proposal form found in the Pre-Internship Handbook.
- It is the responsibility of the student to find an appropriate site that meets the Psy.D. program requirements and the state licensure requirements.
- Up to 1500 hours of a supervised experience may be accrued during the Pre-Internship, but is not required.
- The direct-experience hours may be applied to the 3000 hours required for Washington state licensure as psychologist.
- The supervised hours must meet the WAC 246-924-053 requirements.
- A written plan of training between the student and the site supervisor with the specific objectives of the Pre-Internship and how the experience incorporates the components outlined in WAC 246-924-053 must be submitted and approved by the Dean of the College of Social and Behavioral Sciences before the hours can be counted.
- The experience must be organized, sequential, and compatible with the student’s educational expertise and program curriculum.
- The student is evaluated by both faculty and his or her site supervisor.
- The student must attend the Pre-Internship classes and complete all of the assigned coursework. Classes are held in a small group setting and discussion of the student’s Pre-Internship experience will take place to ensure that the site supervisor is providing appropriate training.
Doctoral Internship

An Internship experience is required during the fifth year of the program after the student has completed Pre-Internship (PSYC 8972, PSYC 8982, and PSYC 8992). NOTE – Please see the Internship Handbook for a complete guide of the Internship procedures, guidelines, regulations, and corresponding forms.

- The student must receive approval from a committee made up of the Dean of CSBS, the Chair of CSBS, the Director of Clinical Training and the Dean of Student Affairs before applying for an Internship.
- The student must complete all of their Doctoral Practicum requirements before seeking committee approval.
- The student must have received a passing Clinical Qualifying Examination score before seeking committee approval.
- The student must complete and submit an Internship proposal form found in the Internship handbook.
- It is the responsibility of the student to find an appropriate site that meets the Psy.D. program requirements and WA state licensure requirements.
- At least 1500 hours of a supervised experience must be accrued during the Internship.
- The supervised hours must meet the WAC 246-924-056 requirements.
- A written plan of training between the student and the site supervisor with the specific objectives of the Internship and how the experience incorporates the components outlined in WAC 246-924-056 must be submitted and approved by the Dean of the College of Social and Behavioral Sciences before the hours can be counted.
- The experience must be organized, sequential, and compatible with the student’s educational expertise and program curriculum.
- The student will be evaluated by both faculty and their site supervisor.
- The student must attend the Internship classes and complete all of the assigned coursework. Classes are held in a small group setting and discussion of the student’s internship experience will take place to ensure that the site supervisor is providing appropriate training.
Doctoral Dissertation

NOTE – Please see the Dissertation Handbook for a complete guide of the dissertation process, guidelines, regulations, and corresponding forms.

Overview

Each student, as part of the Psy.D. program requirements, will complete a doctoral dissertation. The doctoral dissertation is intended to provide the student with the opportunity to produce a significant piece of scholarly work that represents the culmination of both the student’s acquisition of knowledge in the field of psychology as well as his or her professional development and area of specialization. As outlined in the program requirements, the dissertation will consist of an original piece of scholarly work and can be done in one of the following formats: quantitative research, qualitative research, an approved theoretical paper, a multimedia project, a program evaluation, or an outcome study. The dissertation is divided into four primary phases. First, the student prepares and submits a dissertation proposal. Second, the student completes the necessary research, analysis, and writing for the dissertation. Once the dissertation is complete the student defends his or her work to the selected dissertation committee. Finally, it is expected that each student will disseminate his or her dissertation. Dissemination may include publication, presentation of paper at a professional conference, a formal report of results to a clinic or entity evaluated, posting or releasing of a multimedia project for public viewing, or an approved planned speaking engagement. Dissertation Proposals are generally completed, submitted, and reviewed in the Spring and Summer Terms of the third year and dissertations are generally completed, submitted, and defended during the fourth year. It is advised that dissertation dissemination is completed during the fourth year, however, upon approval it may be completed during the fifth year. A comprehensive outline of the dissertation timeline is provided below.

Dissertation Topic

Dissertation topics should be selected based upon the student’s specific area of interest in the field of professional psychology. Each student should complete the dissertation topic form which can be found in the Psy.D. Dissertation Handbook. This form should be completed and submitted to the Psy.D. Program Coordinator for approval by the Dean of the College of Social and Behavioral Sciences. Dissertation Committees should not be selected before the dissertation topic has been approved by the Dean.

Dissertation Committee

Each student will select an appropriate dissertation committee for his or her dissertation. The committee consists of a dissertation committee chair and two additional dissertation committee members. Both committee chairs and members should hold doctorate degrees and appropriate credentials. Dissertation chairs must be selected from within the College of Social and Behavioral Sciences. Dissertation committee members may be selected from outside of the College of Social
and Behavioral Sciences. Each student is expected to submit the appropriate forms for approval and assignment of dissertation chairs and committee members. The appropriate forms are available in the Psy.D. Dissertation Handbook. The student should not proceed with any dissertation work until both the dissertation chair and committee members have been approved by the Dean of the College of Social and Behavioral. Forms should be submitted to the Psy.D. Program Coordinator.

Dissertation committees are intended to be both a source of guidance and support as well as provide oversight for the student in the dissertation process. The student should give careful attention to the selection of her or her dissertation committee. Both committee chairs and committee members should be selected with consideration for both the dissertation topic as well as the respective research methodology that is used. Committee chairs should be familiar with both the selected topic and methodology.

**Dissertation Proposal**

The intent of the dissertation proposal is to provide a comprehensive outline of the student’s dissertation topic and plans. A complete outline of proposal requirements, procedures, and forms can be found in the Psy.D. Dissertation Handbook. Dissertation proposal defenses will be held prior to the student conducting any research on his or her dissertation. The intent of this process is to provide the dissertation committee and the Human Subjects Review Board with the appropriate information and time to suggest revisions for either the topic or the method of inquiry before the research is collected and the dissertation is completed.

**Human Subjects Review Board**

The student should submit his or her dissertation study to the Human Subjects Review Board (HSRB) before beginning any research. It is important that this is done in a timely manner as the HSRB may take considerable time to review each proposal. The appropriate forms and procedures for HSRB submission can be found in the Psy.D. Dissertation Handbook.

**Dissertation Defense**

Each student is expected to defend his or her completed dissertation to the dissertation committee. A complete set of guidelines and forms for the dissertation defense can be found in the Psy.D. Dissertation Handbook. The student should plan to defend the dissertation in the Summer of the 4th year. The student is expected to have successfully defended the dissertation before beginning the Internship in the 5th year. In some cases the student will be asked to make revisions to his or her dissertation and conduct a second defense.

**Dissertation Dissemination**

It is expected that each student will disseminate his or her dissertation. Dissemination may include publication, presentation of paper at a professional conference, a formal report of results to a clinic or entity evaluated, posting or releasing of a multimedia project for public viewing, or an approved
planned speaking engagement. The appropriate forms and procedures for dissemination can be found in the Psy.D. Student Handbook. Credit will not be granted for dissemination that has taken place without approval by the Dean of the College of Social and Behavioral Sciences. The student should plan to disseminate his or her dissertation via one of the approved modalities during the fourth year. Although it is best to have completed and defended the dissertation prior to dissemination it is not required. Dissemination can also take place during the fifth year.

**Dissertation Timeline**

The student should be very mindful of the timeline that is provided and intended for guidance in the dissertation process. It is understood that adjustments may need to be made to this timeline, dependent upon the student’s individual dissertation needs and varying research methodologies. However, the student should make every effort to adhere to the below provided guidelines (failure to do so may impact the students’ respective degree completion plan and/or impact internship placements).

- **Spring of 3rd Year**
  - Select Dissertation Topic
  - Remit Corresponding Form

- **Spring of 3rd Year**
  - Select Chair and Committee
  - Remit Corresponding Form

- **Spring of 3rd Year**
  - Submit Preliminary Dissertation Proposal to Committee Chair

- **Summer 3rd year/Fall 4th year**
  - Submit Topic for Approval by the Human Subjects Review Board

- **Summer of 3rd Year/Fall 4th year**
  - Hold Proposal Defense with Dissertation Committee

- **Fall of 4th Year**
  - Register for Dissertation I
  - Complete Dissertation Research

- **Spring of 4th Year**
  - Register for Dissertation II
  - Complete Dissertation Writing

- **Summer of 4th Year**
  - Register for Dissertation III
  - Hold Dissertation Defense

- **4th Year**
  - Dissemination
  - The student should plan to disseminate his or her dissertation via one of the approved modalities during the fourth year. Although it is best to have completed and defended the dissertation prior to dissemination, it is not required. Dissemination can also take place during the fifth year.
Clinical Qualifying Exam

Written Qualifying Exam

As a way for the student to demonstrate their knowledge of fundamental psychological principles and theories, they must complete and pass a written clinical qualifying exam. A passing grade of this exam will typically be required at the end of the third year of course work before beginning a Pre-Internship. The student will be notified individually regarding when and where to take the exam. A passing score must be submitted to the Dean of the College of Social and Behavioral Sciences before the student is eligible to apply for a Pre-Internship or enroll for dissertation credits.

Academic Policies

Grading

Grading Scale with Grade Points

Grading Scale with Grade Points (in parentheses)

A (4.0) Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.

A- (3.7) High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.

B+ (3.3) High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.

B (3.0) Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.

B- (2.7) Satisfactory performance in some of the course, with the remainder being somewhat substandard. Minimal evidence of sufficient learning to succeed in subsequent courses in field.

C+ (2.3) Evidence of learning in some areas of the course but generally marginal performance in most areas of the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

C (2.0) Minimal learning and substandard performance in most areas of the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

C- (1.7) Minimal learning and substandard performance throughout the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

D (1.0) Substandard performance throughout the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

F (0) Failure to meet requirements of the course. Unprepared for subsequent courses in the field. Course will need to be retaken.
Grading Scale Abbreviations
- **W**............. Withdrawal from the course
- **I**................ Incomplete coursework
- **S** .............. Satisfactory coursework
- **P** ............... Pass (grade of at least a “C”)
- **R** ............... Repeated course
- **NC** .......... No Credit

**Grade Points**
Grade points are the numerical equivalent of letter grades and are assigned for each credit earned according to the scale indicated above. For example, an “A” in a two-credit course would give the student eight points. These points express the quality of a student’s performance in numerical terms for the purpose of determining scholastic achievement.

**Grade Point Average**
A student’s grade point average (GPA) is determined by dividing the total number of grade points earned during a given period by the number of credits for which the student was enrolled and received a regular grade during the same period. Students’ semester grade point average (SGPA) and cumulative grade point average (CGPA) are calculated following each term and are available online.

**Incomplete Grades**
A student may request an incomplete grade for reasons of illness or emergency. A written request for an incomplete grade must be submitted to and approved by the professor of the course before the end of the course. The incomplete grade must be removed from the record by the end of the succeeding term, or the grade will automatically convert to an “F” on the student’s record. This may affect future financial aid.

**Grade Reports**
Grade reports are made available to all students following the close of each term via the online web site.

**Course Repeat**
Should a student desire to repeat a course for the purpose of raising his or her grade, the student must obtain prior permission from their program advisor. Re-registration for the course is required, depending on the respective program, and there is a re-registration cost. The latest completed course grade is considered the grade of record as it pertains to credit toward graduation and to the official transcript. (A grade of “W” is not considered a completed course grade.) The student will not be eligible for graduation with a CGPA below 3.0.
**Academic Progress towards Graduation**
Each graduate program establishes its own guidelines and requirements to ensure students demonstrate sufficient mastery of course material. Although overall end of program requirement always exists, most programs also have incremental course-by-course limits. These might specify a minimum course grade, which if not met, means the course must be repeated. The program might require an overall cumulative average for program courses. Consult the respective graduate program section for details.

**Academic Probation**
Students who fail to maintain satisfactory academic progress towards graduation will be placed on Academic Probation until the situation is addressed and remedied. Probation is not intended as a punitive measure but as a warning and a time for necessary improvement. Probation, however, could lead to further academic penalties as deemed suitable by the program, including dismissal from the program. Consult the respective graduate program section for details.

**Student Policies**

**Course Sequence and Program Progression**
For some graduate programs, the sequence of courses is critical to the complete educational and professional experience. Additionally, many graduate programs are designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course scheduled each term. Electives are extra, optional, and made available only with a sufficient number of requests. In an emergency situation, a student may be allowed to postpone, drop, or withdraw from one or more courses. In some programs, in order to preserve all cohorts, the student may be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fee in addition to the cost of tuition. A student will very seldom be integrated into another cohort. In every situation, the format in which the student will make up the course(s) is up to the determination of the respective graduate program office. In addition, should a student decide in conjunction with the graduate program office, to take fewer courses per semester than the required course sequence entails, the student must complete the entire program within four years (not applicable to doctoral programs) from the date of his or her start, or he or she may no longer be allowed to continue in the program. Graduate students are completely responsible to complete their program within the allotted five years.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student’s complete responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should he or she postpone, drop, or withdraw from a mandatory course are the student’s complete responsibility.
The student must confer with their graduate program office when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put him or her below the number of credits required to meet full-time or half-time equivalency, financial aid eligibility may be affected. See the section on Full-Time/Part-Time Status.

**Dropping a Course**

In an emergency situation, and before the student attends the first class of the semester, he or she may drop a course by submitting an Add/Drop Form to the Registrar’s Office. The tuition paid for that class will then be reimbursed in full. After the Last Day to Drop a Course for the respective program, courses cannot be added or dropped, and tuition will not be reimbursed. Dropped courses do not appear on a student’s transcript.

**Withdrawing from a Course**

After the Last Day to Drop a Course has passed, a student can only withdraw from a course and will receive no tuition reimbursement. In this event, the course remains on the transcript as a part of the academic record with a “W” (Withdrawal). Withdrawals must be completed prior to the end of the course withdrawal period for the respective graduate program. The student’s GPA is not affected by a withdrawal. However, financial aid eligibility may be affected. In order to withdraw from a course one must submit a Course Withdrawal form to the Registrar’s Office.

**Withdrawing from the Program**

In order to withdraw from all courses and from the University, students must submit a Cancellation/Withdrawal form to the Registrar’s Office. If it is impossible to follow this procedure due to some emergency, the Registrar must be notified within one week of the student leaving.

**Class Attendance**

Classes are conducted to help students develop their skills and knowledge. Students’ attendance is assumed. If absences occur, the student is responsible for missed work. Because classes differ, individual instructors state their specific attendance policies and define the consequences of absence, tardiness, and early exiting in the course syllabus. Appeals relating to attendance are addressed first to the instructor and second to the respective graduate program office.
**Auditing Courses**
An auditor is a person who attends a class but is not held responsible for the course work. Out of courtesy, the auditor should not participate in discussions except as allowed in consultation with the professor. An audited class requires the prior permission of the course’s graduate program office and a Request to Audit form completed and submitted to the Registrar’s Office.

**Transcripts**
An official transcript is a copy of a student’s academic record at Northwest University that bears the official seal of the University and the signature of the Registrar. Requests for transcripts must be accompanied by the student’s signature and by a $2.00 fee per copy. Therefore, phone orders for transcripts cannot be accepted.

NOTE: Financial indebtedness to the University will prevent the release of a student’s transcript. If a student is delinquent in his or her Federal Perkins Loan or NDSL payment, he or she will not be eligible to receive deferment, cancellation provisions, or academic transcripts.

**Transferring Credits from Other Institutions**
A student is allowed to transfer a maximum of six graduate credits from other regionally accredited colleges and universities. In order to determine credit equivalency by comparing the desired course(s) to be transferred with the desired course requirements to be fulfilled, the following are considered: the number of credits per course, the equivalency of the units (for example, if the credits are based upon quarter units instead of semester units), the content of each course, and the student’s earned grade in the course to be transferred.

In order for the transfer of credits to occur, it is the student’s responsibility to contact the respective graduate office to initiate the process. In all cases an official transcript must be received, evaluated by the graduate office, and approved by the dean. This must be done prior to registering for any courses in the program to prevent granting credit twice for the same course. There is no charge for transferred courses and transferred credits do not apply towards financial aid awards.

**Electronic Communication**
Students will need access to high speed internet to support interaction in classes and with their program leadership.

It is essential that students understand the nature and scope of electronic communications in their graduate program. Nearly all communication between students and their graduate office, all administrative forms management, course management and reporting, and cohort information are conducted through electronic means. Graduate programs have important information on the following Northwest University websites:
Each of these provide pertinent and helpful information for course-related matters such as syllabi, grades, testing, submitting papers, as well as updates and announcements regarding special program offerings and servings provided by the student’s graduate office. All graduate students are assigned a Northwest University e-mail account prior to the start of the first course. Students are required to use such as the primary means of communication for issues related to academic, advising and student services. Students are able to access and download the various management tools necessary for a wide variety of tasks inside and outside of the classroom.

**Academic Honesty**
Northwest University expects honesty from students in all areas, including their academic lives. Academic dishonesty may result in students receiving an “F” in the course, being dismissed from the course, or possibly being dismissed from the University. Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current professor(s), sabotaging another student’s work, and plagiarizing. Plagiarism is “using someone else’s ideas or phrasing and representing those ideas as our own, either on purpose or through carelessness” (MLA). Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action to the dean of the applicable graduate program.

**Turnitin Program**
The World Wide Web and other means of computerized data transmission often serve to expedite and enhance the quality of academic research. Unfortunately, they have also made plagiarism and other forms of academic dishonesty much easier and therefore much more tempting than in the past. When dishonesty occurs, the teaching-learning process is undermined and students rob themselves of the educational benefit intended by the assignment. To assist students and faculty, Northwest University utilizes Turnitin.com, a research paper submittal and antiplagiarism website. Instructors can now automatically route papers submitted through Discovery to Turnitin.com and within a few minutes papers are compared against every known Internet source and every other paper that has ever been submitted to the site. The instructor receives a report highlighting any instance of suspected plagiarism as well as drawing attention to inadequate citations or improper quotes. Turnitin.com also saves a copy of every paper submitted to use for future comparisons (however, ownership and potential copyrights to the paper still belong to the student).
**Academic Appeals**

Student Responsibility and Expectations: A student is expected to relate to the standards of his/her graduate program and to the individual professor’s classroom regulations and course expectations in a positive way. Students must be courteous toward the professor and refrain from conduct which disrupts the learning process. If a student has a grievance against a professor with regard to a grade received, a discipline received for academic dishonesty, or other teacher action affecting the student’s standing, the student shall first respectfully speak to the professor concerning the situation.

The Academic Appeals Process: If an acceptable resolution is not reached between the student and the professor, or if the student finds the professor unapproachable, the student should speak to the graduate program dean (or applicable associate dean). Again, if an acceptable resolution is not reached or if the professor is the dean, the student may appeal to the Provost. A form for this purpose (Student Petition for General Academic Matters) is available on the web site of the Office of the Provost.

If the matter still remains unresolved, the student will have seven days to request (in writing to the Provost) a hearing by the Academic Affairs Committee (the University’s highest academic consideration committee). Instructions for this process are found in the Student Academic Appeals Policy which is available from the Office of the Provost.

**Solicitation and Confidentiality**

Since graduate classes and cohorts provide a warm and inviting environment conducive to fostering close student relationships, respect and care for such relationships and all information disclosed by students over the course of the program must be preserved. Therefore, students should keep all student information, including student contact information, completely confidential. Students are prohibited from using student contact information and student mailboxes for solicitation purposes of any kind. In addition, students are not obligated to disclose any information, including contact information, to other students.

**Campus Alert System and Emergency Closure Notification Procedures**

In the case of an emergency or class cancellation due to weather, the University’s Campus Alert system will send out emergency text messages directly to student and employee cell phones. You can sign up for this service by going to the Eagle website at eagle.northwestu.edu and clicking on the “Campus Alerts Tab.” You can also call the main Northwest University phone line at 425.822.8266.

**Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 specifies and protects students’ rights and privileges concerning their records and information. Be aware of your following rights:
The Right to Prevent Disclosure
You have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your educational records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have been refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

The Right to File a Complaint with the U.S. Department of Education
You have the right to file a complaint with the U.S. Department of Education if this institution fails to comply with FERPA. Do so by contacting:
- The Family Policy and Regulations Office
  U.S. Department of Education
  400 Maryland Ave. SW
  Washington D.C. 20202

The Right to Inspect
You have the right to review and inspect substantially all of your educational records maintained by or at this institution.

The Right to Obtain Policy
You have the right to obtain a copy of Northwest University’s written FERPA policy. A copy may be obtained through the Registrar’s Office in person or by mail. Do so by contacting:
- Registrar’s Office
  Northwest University
  P.O. Box 579
  Kirkland, WA 98083-0579

The Right to Request Amendment
You have the right to seek to have corrected any parts of an educational record in which you believe to be inaccurate, misleading, or otherwise in violation of your rights. This includes the right to a hearing to present evidence that the record should be changed if this institution decided not to alter the educational records according to your request.

**Non-Discrimination Policy**
Northwest University does not discriminate on the basis of gender, race, color, age, national or ethnic origin, or physical disability in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of gender, race, color, age, national or ethnic origin,
marital status, veteran status, disability status, or any other basis prohibited by federal, state, or local law, in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other university-administered programs and activities. Northwest University is a drug-, smoke-, and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups. Inquiries regarding Northwest’s policy and responsibilities should be addressed to the Executive Vice President.

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Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502. Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is included below.

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**Graduation Requirements**

*Credit Hours*
Candidates for the Psy.D. in Counseling Psychology must complete each required course and the total minimum 119 prescribed credit hours in order to graduate.

*Course Completion*
Northwest graduates students three times a year: early May, late August, and late December. (The specific graduation dates are listed in the Academic Calendar available through the Eagle website.) The graduation date should not be confused with the public commencement ceremony that occurs in late April or early May, described below. Each graduating student must complete all required coursework, credit hours, and maintain all GPA requirements prior to graduation. (Because several graduate programs utilize the summer semester as their final semester, some programs’ students are allowed to participate in commencement ceremonies as long as their degrees will be completed by the end of the summer semester following commencement.) Since
the awarding of a degree certifies that the student has met all requirements, students who have not met these requirements will be reclassified as graduating the following term, provided the requirements are met by that time.

Degree Requirements
All requirements must be completed prior to graduation. Incomplete courses are not considered completed. Candidates who receive an incomplete grade in a course required for graduation will have their application reclassified to the next term. The catalog requirements in effect during the term in which the student first enrolled are applicable, provided graduation is within four years from the end of that term.

Graduation Application Deadline
Students must submit a Graduation Application to the Registrar’s Office no later than the end of the first week of the term before they wish to graduate.

Graduation Fee
All applicants for graduation must pay at the time of application a fixed, nonrefundable graduation fee to cover the cost of the diploma and commencement. If the student cancels the application for graduation or if graduation is postponed, the fee is retained and used when the student graduates.

Graduation Audit
Each graduating student must have his or her records audited by the Registrar’s Office prior to graduation to confirm the remaining graduation requirements and ensure that they will be met. It is the student’s responsibility to arrange this audit with the Registrar’s Office.

Commencement Participation
No one will be presented as graduating at a public commencement ceremony who has not satisfied each of the above requirements. The Registrar’s Office requests clarification for outstanding credits during the spring semester and must certify to the Provost that students will have satisfied all graduation requirements. Only the Provost can allow students to participate in commencement with outstanding requirements.

Residency Requirements
Residency refers to the coursework completed in the student’s respective graduate program. No more than six graduate semester hours can be transferred from another accredited college or university. All graduates, at the time of graduation, must be enrolled or eligible to be enrolled for the term in which they graduate.
Student Responsibility
While the University provides advisement services to its students through the graduate program offices, the Registrar’s Office, and other sources, the final responsibility rests with the student to fulfill all requirements for graduation, including those identified in an official program audit. This includes requirements resulting from program modifications affecting course offerings as may be adopted by the University and/or by the respective graduate program.